RACIAL MINORITY LEARNERS: AN EXPLORATION OF PERCEPTIONS AMONG

EDUCATORS OF COLOR

By

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July, 2021

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ABSTRACT

Traditionally exclusive to dominant groups (whites/Caucasians), higher education institutions continue to inequitably serve people of color. Therefore, these institutions do not always allow opportunities for racial minority learners to demonstrate multiple ways of knowing and existing in these spaces. Learners who fail to display standard academic literacy practices must contend with the various perceptions to their diverse practices. While dominant educators are among those with strong criticism to these practices, educators of color are also susceptible as a result of their enculturation into academia. Using Critical Race Theory (CRT) to analyze narratives collected by a survey and interviews, this study argues that supports, like mentorship, professional development, and/networking tend to empower educators of color to confront their own complicity in valuing certain literacies over others and question their motives in working with racial minority learners in academia. The study concludes by emphasizing that educators of color's counterstorytelling can guide the field of Writing Studies and higher education institutions in developing concrete actions to effectively support all learners' diverse academic literacy practices.

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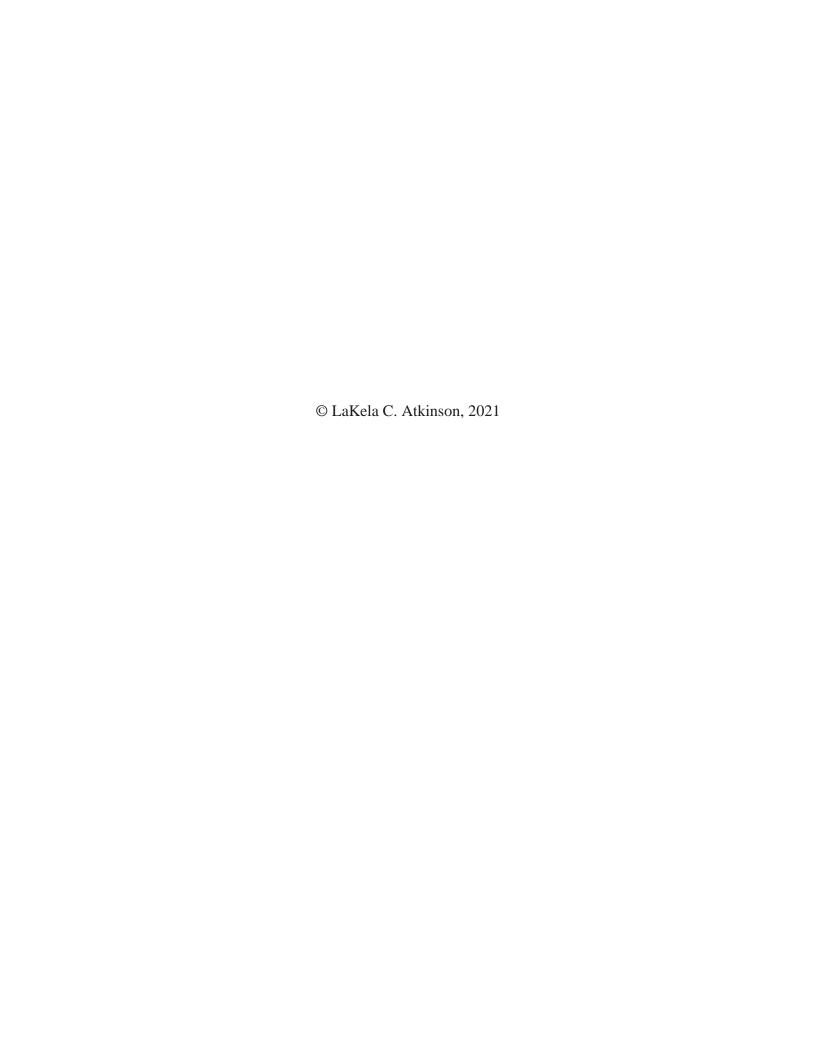

A Dissertation

Presented To the Faculty of the Department of English

East Carolina University

In Partial Fulfillment of the Requirements for the Degree

of Doctor of Philosophy in Rhetoric, Writing, and Professional Communication

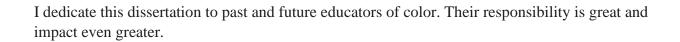

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DEDICATION

I dedicate this dissertation to past and future educators of color. Their responsibility is great and impact even greater.

ACKNOWLEDGEMENTS

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Introduction

  As a graduate consultant in my writing center, I worked with an African-American client who shared that the bulk of her high school writing experience was geared toward completing vocabulary worksheets. While I attempted to hide it, I was surprised and concerned. I wondered if she would be able to grasp college-level writing and if I was equipped to assist her in that transition. Yet, as I worked with this client repeatedly, I realized that she had the drive and initiative to enhance her written communication skills. Years later, this client stands out to me. Perhaps the first reason is that she was one of the most faithful repeat clients I had across classifications and disciplines in my 10 years as a writing consultant.

  The second reason is that I later recognized my own bias as an African-American woman regarding the client's literacy practices. I assumed that because her practices were different from mine, which are considered standard (in terms of a focus on correctness in word choice and grammar), she was limited in her abilities to succeed in a higher education space. In his work, Denny (2010) argues "that people of color often face pressure to accommodate to naturalized white codes of rhetorical expression, to perform them as stable, ahistorical standards" (p. 38). I had judged the client's practices by the ones I had learned to be acceptable. Yet, I reflected on my experience at a predominantly black inner-city high school. Even though my educational experience there equipped me for the writing and critical thinking skills for college, my peers and I were subject to assumptions about our academic abilities, especially when particular happenings occurred at the school. Often, the local news media exaggerated negative incidents about my high school, all while failing to provide the same coverage for similar instances at the predominantly white schools. In essence, the abilities of students of color were questioned and overshadowed by their shortcomings.

Like the local news media, I questioned the client's abilities, rather than celebrated her initiative and determination as a first-year student. This was because I considered her unique literacy practices to be problematic rather than beneficial to the student. The student was learning to navigate a new environment, although with less resources than me. In doing so, she used her experiences to contribute toward her success. Stories like these are familiar among people of color who do not learn according to traditional norms. Yet, the ways that they are perceived by educators of color is not always discussed in research literature. This dissertation raises questions about these perceptions and the factors that contribute toward these perceptions.

Essentially, my writing consultant experiences inspire this research and the future work I want to do. As a minority and aspiring community writing center director with plans to serve racial minority learners in particular, I see the importance of understanding the needs of, perceptions about, and various literacies associated with racial minority learners. For this dissertation, racial minority learners are considered individuals who are at least 18 years old, identify with a non-dominant race (non-whites/Caucasians), and are enrolled in a higher education institution. Further, writing educators of color are considered individuals who identify with a non-dominant race (non-dominant whites/Caucasians) and whose primary job responsibility is to teach/provide writing instruction to students at a higher education institution (*Cambridge Dictionary*, 2021; RIDE, 2021).

Because of racial minority learners' cultural roots in orality, these learners are often perceived as less literate than their white counterparts when it comes to reading and writing (Gates, 1986, pp. 8-10). In order to support racial minority learners, all educators need to understand the literacy practices among this group. Educators of color are in unique positions to support racial minority learners because they have also experienced varying degrees of

oppression and racism in higher education institutions that have shaped dominant perceptions of racial minority learners. Educators of color have experienced the labor of navigating marginalization, and research demonstrates that support like mentoring, professional development, and/or networking is key to success for educators of color (Griffin & Toldson, 2012; Guramatunhu-Mudiwa & Angel, 2017; Hirshfield & Joseph, 2012; hooks, 2003; Johnson-Bailey & Cervero, 2004; Keaton Jackson et al., 2020; Kohli, 2019; McManigell Grijalva, 2016; Okawa, 2002; Oxford Learner's Dictionaries, 2020; Phruksachart, 2017; View & Frederick, 2011). However, even though educators of color might understand what racial minority learners experience in the classroom, these educators are still susceptible to negative perceptions of racial minority learners' literacy practices. This dissertation seeks to understand what perceptions educators of color have of racial minority learners' academic literacy practices and how mentoring, professional development, and/or networking can influence those perceptions.

In the rest of this chapter, I explore the history of African-American literacy practices and connect them to academic literacy practices. Further, I introduce the problem and the central research questions of my study. Next, in my study design, I introduce the theoretical framework, Critical Race Theory (CRT) (Barnes, 1990; Bell, 1987; Crenshaw, 1989; Delgado, 1989; Freeman, 1978; Matsuda, 1991), as an approach that will help me answer the research questions. Lastly, I provide a summary of the methods used throughout the study before providing an overview of future chapters and concluding this chapter.

African-American Literacy Practices

Even with more Writing Studies scholarship written by educators of color[1], racial minority learners are still perceived as having lower levels of literacy than whites (NCES, 2019). This perception is attributed to the fact that one minority group, African Americans, were prohibited from learning to read during slavery (History, 2020) and so, were considered largely illiterate by traditional standards. For this reason and my personal connection to the African-American community, I explore this particular group's literacy practices in this section. In order to advance and gain access to resources in society, engaging in oral literacy has been one way for African Americans to communicate and maintain their heritage in and beyond African-American[2] culture (Baldwin, 1979). According to McHenry and Brice Heath (2001), the written literate presence of African Americans has been largely underreported when compared to their white counterparts. As a result, this group is lauded as a predominantly oral culture.

To better capture the range of practices minorities engage in to make meaning, this dissertation follows Street's (2001) definition of literacies as "the social practices and conceptions of reading and writing" (p. 430). Negro spirituals and the African-American sermon are examples of these literacy practices. While these works are oral in nature, they were also recorded as written texts, according to scholars like Moss (1994) and Gates (McHenry & Brice Heath, 2001). Although Negro spirituals and African-American sermons serve as examples of common literacy practices, for this project, I focus on academic literacy, where students are learning social practices in higher education contexts.

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[1] Educators of color refers to all non-dominant racial groups, while African Americans refers to individuals who identify as Black/African American.

[2] When used as a modifier, African American is hyphenated.

Regarding academic literacy, there are various perspectives about its purpose and benefits. Stuckey (1991) laments scholars' traditional views about literacy, despite Scribner and Cole's study of the Vai peoples, which revealed a flourishing society despite non-traditional literacy practices. Further, Stuckey (1991) argues that literacy is contextualized and claims that when withheld from a society, literacy is a form of exploitation against its members. In fact, this exploitation is recognized as a means of control, as noted in Cushman's (1998) ethnographic study of a Pennsylvania community primarily comprised of marginalized populations. Adhering to the institutional language needed to access resources, these marginalized populations (primarily African Americans) also learn how to critique this same language for its exclusion of certain groups. Pushing the point of literacy as a benefit and harm, Brandt (2001) claims that "literacy is both valuable—and volatile—property" (Kindle Location 79). An example of this point is most evident in early history when slaves learned to read and advocate for their freedom through slave narratives and speeches, all while risking their lives because of this advocacy (Gilyard & Banks, 2018). Further, D'Amico (2003) claims that people of color are "disproportionately represented" (p. 22) in literacy programs and as those in need. In seeking help, minorities like African Americans can be misperceived as predominantly dependent on certain services. This is the case because African Americans' representation in adult basic education programs outnumbered that of whites, though in 2001, they accounted for less of the general population (D'Amico, 2003). With information like this, minorities are more subject to negative perceptions about their abilities than their counterparts.

Whether the written contributions refer to common or higher education contexts, these contributions of African Americans and other minorities are not always recognized beyond these communities. As to why western culture fails to celebrate the written accomplishments of

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African Americans beyond orality, McHenry and Brice Heath (2001) claim that "…it has been more fashionable to valorize poverty than to detail the contributions of middle- and upper-class African Americans" (p. 261). McHenry and Brice Heath's (2001) point suggests that the written contributions of African Americans have been overshadowed by the less advantageous conditions in which some live. Rather than call out the lack of support or inequities in education, some educators choose to stereotype these students as broken or difficult. This stereotype occurs when these students do not conform to the norms of behavior of a new culture, often different from a familial one (Faber, 2002). For students of color, the practices of a familial environment may better reflect the needs and customs of its members than the Eurocentric standards upheld by the dominant culture. Other stereotypes may glamorize less impoverished conditions, though still particular professions that fail to show people of color as multidimensional. Griffin and Toldson (2012) refer to the primary images in mainstream media that portray Blacks in stereotypical roles, like those in entertainment or sports, rather than scholarly roles. Such images still reflect extreme conditions for marginalized groups, allowing little room for realistic images in and beyond these communities.

Racial Minority Learners and College Writing Classrooms

The percentage of racial minority learners enrolled in higher education has changed over the last 20 years. In a report from the American Council on Education (2019), the percentage of racial minority learners ages 18 to 24 years old who were enrolled in higher education increased from nearly 30% to slightly over 45% between 1996 to 2016. During this time, Asian students represented the highest percentage enrolled in higher education, with nearly 58% in 2016 compared to over 40% of white students and 36% of African Americans. Yet, not all categories of racial minority learners have seen growth. For instance, enrollment among American Indians

or Alaskan Natives, Native Hawaiians and other Pacific Islanders, and racial minorities of more than one race decreased between 2003 and 2016 (American Council on Education, 2019). With the changes in enrollment among various racial groups, reasons for increased or decreased attendance vary from finances to lack of supportive programs for learners' unique needs. Despite growth among the racial minority learners regarding college enrollment, the inconsistent growth can lead to different stereotypes and assumptions about racial minority learners.

Various stereotypes and tropes emerge in Writing Studies scholarship about racial minority learners. In their article, Belzer and Pickard (2015) discuss relevant depictions in the research literature. They focus on five major character depictions of adult literacy learners in research literature. The five characterizations are the Heroic Victim, the Needy (Problem) Child, the Broken (but Repairable) Cog, the Pawn of Destiny, and the Capable Comrade. The authors argue that the categorizing of adult literacy learners promotes a focus on stereotypes and shortcomings, rather than the unique ways that learners gain access to resources and engage with their communities. As a result, these learners become grouped as characters rather than individual learners, which has consequences for how research is conducted and policies are implemented. Although Belzer and Pickard (2015) do not mention race or specific identifying characteristics in their discussion of adult literacy learners, these characterizations they pinpoint are amplified in research literature and mainstream media for marginalized communities (African Americans and other racial minorities, women, and individuals with low-income), who have historically been victims of discrimination.

In her work about Standard English, Greenfield (2011) discusses the stereotypes that exist for students of color who do not speak Standard English. Based on the false assumptions of western society about these learners' home languages, students of color are characterized as

"lazy, incompetent, and/or cannot speak correctly" (Greenfield, 2011, p. 50). In exposing this myth, Greenfield (2011) further cites Kubota and Ward's (2000) reference to Rubin's study on ethnic and racial stereotypes. In his study, Rubin connects perceptions about language among racial minority learners to physical embodiment. This treatment is not only experienced by learners but by educators of color (N. Green, 2018; Kynard, 2019), who relay false assumptions from fellow colleagues about their abilities based on their appearances. As much as speaking plays a role for how racial minority learners are perceived in the college classroom, so does their very identity.

Because of these characterizations, racial minority learners are not always considered competent in the college writing classroom. This is particularly the case when some students' academic literacy practices conflict with traditional ones, like speaking Standard English. According to Baker-Bell (2020), "linguistically marginalized students of color are falsely positioned as linguistically inadequate because their language practices do not reflect White Mainstream English" (p. 20). When students' needs, including academic literacy practices are not welcomed and supported, it becomes easy for students to take on a negative sense of self and view themselves through a white gaze. Having been taught that their practices are wrong, students are taught to codes witch to be successful (Baker-Bell, 2020), which only reinforces White Mainstream English as superior to their own language.

For years, dominant language ideology has been employed as a tool of oppression and marginalization for those outside of the dominant language (Wilson & Crow, 2014). In particular, this ideology is used to enact oppression against Black/African-American students. Historically, immigrants had the luxury of using their native languages and academic varieties, while slaves were specifically prohibited from using their own language, being taught to read

and write, and subjected to the anti-literacy laws (Baugh 2015). Now, Blacks/African Americans are punished for the counter-language their ancestors used to communicate with each other because it goes against the language of oppression (Baugh, 2015; hooks, 1994). Although anti-discrimination/civil rights laws no longer allow outward instances of discrimination because of race, sex, disability and other identities, Black/African-American students and other racial minority learners must deal with the subtle ways and not so subtle that writing classrooms can be oppressive. Today, more sophisticated deficit approaches, like eradicationist language pedagogies, are introduced to correct what is perceived as deficient language and replaced with what is perceived as better language (Paris, 2012). Since Standard English is reflective of whiteness and authority, racial minority learners in western society are targeted the most when compared with their white counterparts. Their natural ability to connect with their native languages rather than one connected with whiteness puts racial minority learners at risk for criticism and mislabeling of academic abilities among educators.

Statement of the Problem

As a writing center consultant and English Graduate Teaching Assistant (GTA) instructor, I learned how vast racial minority learners' literacy experiences were and how those experiences impacted their transition to higher education. Having been in predominantly black environments for most of K-12 through my postsecondary academic career, I was accustomed to learning and working with racial minority learners. While my academic literacy practices were rooted in learning Standard English, the educators I had, particularly those of color, allowed me to be creative in those practices to the extent that I was able to learn the curriculum. However, not all racial minority learners are encouraged to engage in vast literacy practices beyond their home environments when these practices go against what is considered literacy normativity

(Pritchard, 2016). Therefore, when racial minority learners' primary literacy experiences leave them limited in their ability to navigate in educational contexts, racial minority learners may be perceived as incompetent by dominant groups. Wheeler and Swords's (2006, 2010) code switching approach (as cited in Baker-Bell, 2020) requires that students switch from their home dialect to White Mainstream English, which usually means privileging White Mainstream English over their own, rather than honoring both. This emphasis on code switching sends a message that racial minority learners' literacy practices are wrong and need to be fixed.

In their work, Gilyard and Banks (2018) refer to Smitherman, Richardson, and Young in discussing the power and politics of African American Vernacular English and students' own language. Instead of promoting the idea of code-switching, these scholars promote the appreciation of all languages, especially students' home languages. Having developed as an educator, I often think about the experiences that shaped how I perceive racial minority learners. Being exposed to Young's (2010) code-meshing approach helped me understand the importance of embracing and combining my own literacies. In addition, professional factors, like mentoring, professional development, and networking helped me become more open to the complex identities of racial minority learners. As a result, my curiosity was peaked about similar educators of color's experiences.

For this dissertation, my goal is to expose inherent racism in higher education that contributes to perceptions among educators of color about racial minority learners. I aim to learn about the roles that mentorship, professional development, and/or networking play for educators of color in their navigation of, complicity in, or resistance against structural racism. This study uses CRT to enable me to examine how institutional practices ensure that educators of color are generally less supported than their counterparts because of their perceived and real identities.

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The fact that there are few minority learners and faculty represented in certain graduate programs (Godbee & Novotny, 2013; Hirshfield & Joseph, 2012; McManigell Grijalva, 2016) further highlights the need for this study. The higher the position or degree, the fewer supports there are for minority learners and faculty. This limited support can be attributed to the notion that educational systems were designed to support dominant groups and to exclude others (Perryman-Clark & Craig, 2019). Although policies like affirmative action and equal opportunity employment have been established, aspects like a predominantly white curriculum, communicate to students who is welcome and who is excluded in educational spaces. In essence, experiences with mentoring, professional development, and/or networking can shed light on how support for educators of color impacts the ways that they are perceived by their counterparts, as well as how they perceive racial minority learners.

The central research questions for this dissertation are what perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? In order to answer these questions, this project utilizes surveys and interviews with educators of color. By collecting narratives from educators of color, I can learn more about how mentoring, professional development, and/or networking have impacted the work educators of color do, how they engage in that work, and their perceptions of racial minority learners who will benefit from that work. I draw upon Perry's (2011) description of racial narratives to focus on the fact that narratives can be told from multiple perspectives and are as rooted in fact as they are in myth. I discuss this point further in Chapter 2 in sharing the existing research on narratives. The narratives incorporated in this project are firsthand, allowing me to answer the research question: What perceptions do

educators of color have of racial minority learners' academic literacy practices? Unlike racial narratives written by dominant groups, these narratives provide perspectives from minorities who have traditionally been prohibited from occupying positions of power.

As the study explores these perspectives, I refer to specific terms to identify target groups and settings. In order to clarify the use of my terms, I provide definitions and justifications for these terms below.

Definitions

- Black/African American-terms used interchangeably because of self-identification and textual references that use both to mean a person who is ethnically of African descendent, despite place of birth

- Writing educators of color-individuals who identify with a non-dominant race (non-whites/Caucasians) and whose primary job responsibility is to teach/provide writing instruction to students at a higher education institution (*Cambridge Dictionary*, 2021; RIDE, 2021)

- Racial minority learners-individuals who are at least 18 years old, identify with a non-dominant race (non-whites/Caucasians), and are enrolled in a higher education institution

- Racial minority literacy learners-the academic literacy practices of racially non-dominant individuals who are at least 18 years old, identify with a non-dominant race (non-whites/Caucasians), and are enrolled in a higher education institution

- Writing Program Administrator (WPA)-an individual who works in varied key roles in Writing Studies, including as director of a writing program or writing across the curriculum program (Babb, 2017)

- Literacy practices-"the social practices and conceptions of reading and writing" (Street, 2001, p. 430)

I use the term, educators of color, because I recognize that terms, like African American, Black/Brown people, can appear exclusive for educators who do not identify as white but who are also subject to discriminatory treatment based on race. As an African-American woman, I recognize that my community is one of several that encounters discrimination and profiling in higher education. Therefore, in an attempt to practice the antiracist work that I push for, I use terms that allow for more input among all marginalized groups. Further, I choose the term, racial minority, as it speaks to groups that are negatively targeted because of their racial identification. While there are some groups that are historically marginalized, others may be less prone to the historical experiences of groups, like African Americans/Blacks or Jews. Specifically, these group were subjected to intentional and inhumane efforts, like slavery and the Holocaust, to keep them separated and inferior to the white dominant race.

In an attempt to be more inclusive, I opt for a broader term that takes into consideration the complex experiences of various racial groups. Similarly, the term, racial minority literacy learner, allows me to refer to the unique practices that racial minorities have engaged in to better understand reading and writing. Historically prohibited from engaging in formalized instruction, specific groups, like slaves, developed their own system for understanding and participating in the world around them. Street's (2001) definition for literacy challenges the perspective that learning is an isolated event. It emphasizes that environment and the members in it influence how individuals make meaning of knowledge.

Impact of Experiences on Educators of Color/Their Work

In this section, I discuss the impact of supports, like mentoring, professional development, and networking for me as an educator of color. I also discuss the impact they have on educators of color and the work they do in their field and with racial minority learners. Mentoring, defined by Brown et al. (1999), is "the process by which a novitiate person is positively socialized by a sagacious person" into the traditions and practices of a particular environment (p. 106). Existing research emphasizes the value for more mentors for minority students, staff, and faculty. Okawa (2002), Mullin and Braun (2008), and McManigell Grijalva (2016) discuss the limited number of Blacks in higher education, which makes mentoring by those with similar interests all the more necessary for their success. Mullin and Braun's (2008) writing center model for mentoring can benefit educators of color prior to and during their work with adult minority literacy learners. This model seems fitting for successful mentoring because of its flexibility and participatory aspects. Yet, all writing spaces are of importance to the study. With the mental labor of being both minorities and working with adult minority learners, educators of color who lack the support of effective mentors can become overwhelmed with advocating for more inclusive, supportive environments (Caswell et al., 2016). As a result, educators of color, feeding into the stereotypical images of certain minority groups as unscholarly, may find themselves complicit in valuing traditional literacies, while devaluing those considered nonnormative. Enculturation into predominantly white institutions can be credited for educators of color's complicity, as whiteness is valued and upheld in these spaces (Fordham & Ogbu, 1986; Marinari, 2005).

Regarding mentoring support, Griffin and Toldson (2012) emphasize the mentor as one who focuses on the potential of minority students, rather than the limited expectations of

mainstream narratives about their potential. While Patel (2015) notes that mentoring models focus on accountability, she suggests that mentoring shifts to answerability, which also emphasizes responsibility and exchange. Answerability not only requires that actors take ownership for their actions but that they are open to improving inappropriate behavior once learning about the effect of their actions on others. According to Kynard (2019), answerability centers marginalized voices and marginalized individuals in academia. Mentoring that incorporates this aspect can help educators of color affirm and confront the experiences attributed to their racial embodiment and identities.

Additionally, professional development is a means of support for educators. More specifically, this support focuses on equipping educators with the resources, education, and training needed for their career success and advancement. Swenson (2003) emphasizes the importance of professional development "at the point of need" (p. 159) and as part of regular practice for educators. While the point of need varies, it is a critical aspect to ensure growth. In their discussion on graduate writers, Brooks-Gillies et al. (2015) argue that professionalization should be inclusive of emotional and identity support. While their article focuses on graduate students, this support is imperative for all educators of color, including graduate assistants. Professional development is even more vital to the success of those with dual roles.

For educators of color, Kohli et al. (2015) advocate for critical professional development (CPD), a supportive like-minded community approach that views educators as stakeholders for establishing change. Similar to this, West (2017) introduces the idea of a professional counterspace as "a professional development opportunity intentionally designed by and for similarly situated, underrepresented individuals to convene with one another in a culturally affirming environment, where the reality of their experiences are held central" (p. 285). In

accessing these spaces, underrepresented individuals have an opportunity to create meaning and resolutions that can contribute to their successes as educators of color. While West's (2017) study specifically focuses on African-American women, this idea is not limited to women. Male and racial minorities benefit from professional development as they advance themselves and help other racial minority learners advance. In fact, Sévère and Wilson (2020) argue that among supports like mentorship, "professionalization opportunities are ways of being deliberate and implementing resources…" (pp. 87-88). Thus, not only do educators of color need exposure to professional development, but they need development that is well-designed for their particular needs. Such exposure may be offered within their institutions or from other networks.

Networks can be comprised of collective groups and individual peers. As with mentoring, networks can develop from formal organizational memberships, informal connections based on mutual interests or connections, or through other means. However, I utilize Oxford Learner's Dictionaries (2020) to define a network as "a group of people who exchange information, contacts, and experience for professional or social purposes." In this way, it differs from mentoring, which promotes a relationship rooted in both a power dynamic and interdependency (Brown et al., 1999; Ratcliffe & Decker Schuster, 2008). An example of a professional network is the Conference on College Composition and Communication (CCCC), which allows the space for similar identities to collaborate with one another through caucuses and special interest groups (SIGs) (CCCC/NCTE, 2021a).

While professional networking is important, so is social networking. Moll and Gonzalez (2001) discuss how language-minority children utilize a social network of family to help them discover funds of knowledge, or knowledge essential to their household or overall wellbeing. While Moll and Gonzalez's (2001) work is specific to children, educators of color also seek

personal and professional networks to help them share perspectives of how to manage their

positions and support others, including racial minority learners. As mentioned in the discussion

on professional development, Sévère (2018) discusses the informal social network of fellow

Black male student consultants in a writing center, which he utilizes as support when faced with

the misperceptions of those from dominant racial groups. Sometimes it is only through these

networks that educators of color can learn effective strategies for naming their experiences and

collaborating with fellow peers to resist the racist practices and misperceptions they encounter.

Study Design

Current studies discuss CRT and BlackCrit and LatCrit for exploring the experiences of

faculty and racial minority learners in higher education (Delgado & Stefancic, 2017; Dumas &

ross, 2016; Marrun et al., 2019; Pittman, 2012; L. Shelton, 2018; Trucios-Haynes, 2000). While

these studies discuss the experiences that learners and faculty of color have regarding

perceptions among white faculty and their peers, they do not specifically focus on the

perceptions that educators have of racial minority learners. This study uses CRT to answer the

research questions: What perceptions do writing educators of color have of racial minority

learners' academic literacy practices? And how do mentoring, professional development, and/or

networking affect their perceptions of racial minority learners' academic literacy practices? In

the following sections, I use CRT to ground my dissertation study and introduce my methods of

the study.

Critical Race Theory

Critical Race Theory (CRT), birthed out of critical legal studies in the 1970s by Bell,

Freeman, and Delgado, "examines the appearance of race and racism across dominant modes of

expression" (OWL Purdue, "Critical Race Theory (1970s-present)," 2020). Officially founded by Bell (1987) and co-founded by fellow lawyers/scholars Crenshaw (1987), Delgado (1989), and Matsuda (1991), this theory analyzes the inherent racism in the legal system and its promotion of power for dominant groups and simultaneous denial of power to other groups, in and beyond the legal context. According to Barnes (1990), "Critical Race Theorists attempt to use their knowledge and position as 'other' to change a society that is 'deteriorating under the albatross of racial hegemony" (pp. 1864-1865). Because critical race scholars agree that racial minorities are both othered and silenced in western culture, Barnes (1990) argues that "minorities are uniquely positioned in the goal of breaking this silence" (p. 1870). Emphasizing the position of racial minorities, Matsuda (1991) more specifically defines this theory as

> the work of legal scholars of color who are attempting to develop a jurisprudence that accounts for the role of racism in American law and that works toward the elimination of racism as part of a larger goal of eliminating all forms of subordination. (p. 1331)

Essentially, founding scholars assert that western laws allow for minorities, like African Americans, to be treated as inferior to their white counterparts. Yet, the position of a minority is more complex than race. Crenshaw (1989), Barnes (1990), and Williams (1998) argue that the intersectionality of race with other identities, like class, gender, and sexual orientation, compounds racial oppression for African Americans. Further, the source of this oppression is rooted in historical tensions dating as far back as slavery. According to Crenshaw et al. (1995), "it was the interaction between conceptions of race and property which played a critical role in establishing and maintaining racial and economic subordination" (p. 278). This power dynamic between whites and African Americans, in particular, shows the effectiveness of unequal laws promoting racial hierarchy hundreds of years after slavery was declared unconstitutional.

To distinguish it from existing theories and scholarship, CRT has five common themes. Solórzano (1998) describes these themes as having "intersectionality between race and racism," "challenge to dominant ideology," "commitment to social justice," "centrality of experiential knowledge," and "interdisciplinary perspective" (pp. 122-123). I discuss these themes in more depth and their relationship to this study in Chapter 2. Despite CRT being rooted in legal studies, these themes have implications beyond the legal field. Scholars, like Ladson-Billings and Tate (1995), apply CRT to the field of education to argue that cultural perceptions affect how victims see themselves and choose to challenge these perceptions (OWL Purdue, 2020).

A common method that CRT uses is its reliance on storytelling for allowing victims to use their voices in confronting racism (Delgado, 1989; Ladson-Billings & Tate, 1995; Martinez, 2014, 2020; Solórzano, 1998). Delgado (1989) focuses on counterstory as a way to establish common ground and challenge received wisdom. Through storytelling, he suggests that narratives can debunk preconceived notions about people of color. Often, dominant perceptions fail to consistently portray people of color as multi-faceted individuals. Further, Martinez (2020) says that "counterstory…functions through methods that empower the minoritized through the formation of stories that disrupt the erasures embedded in standardized majoritarian methodologies" (p. 3). To this point, Guramatunhu-Mudiwa and Angel (2017) argue that researchers are inclined to group experiences of all people together to create common narratives. By first interrogating these common narratives, educators of color can accurately share their experiences, countering or challenging the dominant ideologies about race in the research literature. Since my primary methods will be distributing surveys for and conducting interviews with educators of color, CRT is most useful for learning how these individuals perceive exclusionary practices that ensure whiteness remains the authority in education. This theory

exposes the education system as another institution reflective of the political and social inequities that subtly and blatantly other people of color, whether they are educators or learners.

As an applied theory, CRT helps me make connections between these educators' narratives and the typical feelings minorities have as outsiders in settings that claim to support inclusivity and equality for all. By sharing their experiences with mentoring, professional development, and/or networking, educators of color use their voices to share how their various encounters have impacted their perceptions of racial minority learners. Through CRT, I argue that these recollections allow educators of color to make room for themselves, whether they are calling out white privilege, choosing their authentic identities at the risk of further exclusion, or finding value in various experiences and relationships.

Methods

For my dissertation, I used qualitative research to focus on mentoring experiences, professional development, and networking for framing writing educators of color's perceptions of racial minority learners. In order to gather this qualitative research, I conducted surveys and interviews with a range of professional networks of writing educators. I discuss the details of these methods in Chapter 3.

Narratives/Interviews

The use of narratives has existed since the beginning of time. Narratives, or stories, recall situations for entertainment, relevance, or relatability. One benefit is that storytelling helps those outside of an individual's cultural experience better understand the challenges and successes described most accurately through one's personal recollection of experiences. In particular, these stories have been valuable for people of color, whose voices have not always been welcomed.

Godbee and Novotny (2013) refer to Patricia Hill-Collins and Gwendolyn Etter-Lewis, who assert that storytelling is "a means of making meaning for people of color" (p. 183).

For this project, narratives by educators of color are shared through interviews. Because interviews provide firsthand experiences, they inform the field about the specific influences that impact how these educators have navigated their positions. By allowing educators of color to tell their own stories, these interviews provide them an opportunity to challenge assumptions and character depictions from the research literature (Belzer & Pickard, 2015; McHenry & Brice Heath, 2001). As a researcher, I anticipate that these narratives will affirm the relevance of discussions of race in educational contexts, compel the field to interrogate institutional practices that promote racial and social inequities, and contribute to current discussions on diversity and inclusion.

Overview of Chapters

Here, I provide an overview of each chapter. Chapter 2 describes the CRT framework used in the study and its connection to the perceptions of educators of color. Then, it focuses on research literature that centers the narratives of educators of color who work with racial minority learners. Additionally, Chapter 2 discusses research on educators of color's participation in mentoring, professional development, and/or networking. Next, Chapter 3 focuses on the methodology for this research. I introduce details about my data collection methods and coding and analysis process. Further, Chapter 4 discusses the results and analysis from the data collected for the study. This chapter explains how the findings from the qualitative methods answer the study's research questions, in connection with CRT. Lastly, Chapter 5 concludes with me summarizing the study and reviewing the focus of each chapter. I then offer discussion and

implications about future research in the Writing Studies field regarding educators of color in higher education.

Conclusion

Writing program administration involves many challenges, one of which raises questions about which identities are valued in academic and professional environments. When minorities must deal with questions about their identities, competence, and literacies among fellow faculty and staff, it puts them in a precarious situation. They can attempt to fit in, knowing that institutional practices will always leave them as the Other, or they can choose to resist by challenging the status quo of what it means to be literate and competent. This project incorporates CRT to learn how educators of color respond to their experiences of subjection and discrimination and how mentoring, professional development, and/or networking play a role.

By using surveys and interviews, I make the connection of recurring themes among mentees and mentors, but as a minority myself, I understand how frustrations, if not adequately affirmed, can be misdirected at students. It is critical that educators of color are cognizant of how their perceptions of racial minority learners may be influenced by their experiences with racism in higher education institutions and how they must set examples for resisting dominant perceptions about academic performance among minorities. As a future writing center director, I hope that my interaction with the participants can inform my practice with educators of color, as well as racial minority learners who may or may not have experience in higher education settings.

Chapter 2

Literature Review

In Chapter 1, I introduced a dissertation study focused on the perceptions among educators of color regarding racial minority learners' academic literacy practices and the impact of mentoring, professional development, and/or networking on those perceptions. This chapter provides a review of the existing literature as I attempt to answer the following research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? This chapter will first describe the CRT framework used in the study and its connection to the perceptions of educators of color. Then, it will focus on research literature that centers the narratives of educators of color who work with racial minority learners. Lastly, this chapter will introduce research on educators of color's participation in mentoring, professional development, and/or networking.

By focusing on this research, I gain insight into the factors that impact how educators of color perceive racial minority learners' literacy practices. Since literacy has been associated with social order and cultural hegemony (Graff, 2001, p. 211), this association may explain some perceptions toward a specific population. Through a breakdown of the historical impact of this mistreatment and a CRT framework, the chapter clarifies how certain factors can influence perceptions among educators of color regarding racial minority learners.

Overview of Study

In western culture, race and racism are used as a means of maintaining racial hierarchy, which keeps less powerful races inferior and marginalized. In order to better understand the perceptions educators of color have as a result of their experiences, I utilize a CRT framework.

This framework best explains the role of race, along with intersections of gender, sexuality, and other aspects that impact the treatment that people of color experience. Further, this framework is inclusive of all non-dominant groups, while certain theories, like BlackCrit and LatCrit can appear limited to an analysis about experiences for Black/African Americans or Latinos. Although existing research regarding educators of color emphasizes the inequities that people of color face in academic spaces, the research does not always connect the inequities experienced by these educators to their interaction with racial minority learners. In this study, I trace the research that incorporates CRT in detailing the experiences that educators of color and racial minority learners experience in higher education settings.

Critical Race Theory

CRT is a framework I choose for analyzing the experiences of people of color in this study. In developing the groundwork for this theory in the 1970s, critical legal scholars Bell and Freeman viewed racial reform as occurring too slowly (Delgado & Stefancic, 2017). Although critical legal studies critiqued the U.S. system for meritocracy, it did not specifically challenge issues of racism; therefore, legal scholars of color developed CRT in response (Ladson-Billings, 1999, p. 212). Officially founded by Bell (1987) and fellow lawyers/scholars Crenshaw (1989), Delgado (1989), and Matsuda (1991), CRT analyzes the inherent racism in the legal system and its promotion of power for dominant groups and simultaneous denial of power to other groups, in and beyond the legal context.

According to Barnes (1990), "Critical Race Theorists attempt to use their knowledge and position as 'other' to change a society that is 'deteriorating under the albatross of racial hegemony' " (pp. 1864-1865). Because critical race scholars agree that racial minorities are both othered and silenced in western culture, Barnes (1990) argues that "minorities are uniquely

positioned in the goal of breaking this silence" (p. 1870). Emphasizing the position of racial

minorities, Matsuda (1991) more specifically defines this theory as

> the work of legal scholars of color who are attempting to develop a jurisprudence that
>
> accounts for the role of racism in American law and that works toward the elimination of
>
> racism as part of a larger goal of eliminating all forms of subordination. (p. 1331)

Essentially, founding scholars assert that western laws allow for minorities, like African

Americans, to be treated as inferior to their white counterparts. Yet, the position of a minority is

more complex than race. Crenshaw (1989), Barnes (1990), and Williams (1998) argue that the

intersectionality of race with other identities, like class, gender, and sexual orientation,

compounds racial oppression for African Americans. Further, the source of this oppression is

rooted in historical tensions dating as far back as slavery. According to Crenshaw et al. (1995),

"it was the interaction between conceptions of race and property which played a critical role in

establishing and maintaining racial and economic subordination" (p. 278). This power dynamic

between whites and African Americans, in particular, shows the effectiveness of unequal laws

promoting racial hierarchy hundreds of years after slavery was declared unconstitutional.

To distinguish it from existing theories and scholarship, CRT has five common themes.

Solórzano (1998) describes these themes as having "intersectionality between race and racism,"

"challenge to dominant ideology," "commitment to social justice," "centrality of experiential

knowledge," and "interdisciplinary perspective" (pp. 122-123). Intersectionality, coined by

Crenshaw (1989), refers to the outcome of combined forms oppression, which can amount to

greater oppression than an individual instance. CRT examines race and racism as multiple forms

of oppression. While race refers to a social construct that identifies one's ethnicity, critical race

scholars assume that racism is embedded in American society as a result of historical issues

around race (Ladson-Billings & Tate, 1995). In other words, CRT emphasizes that being targeted for discrimination is connected to one's racial identity. By shedding light on the inequities in education and opportunities among people of color, the theory also challenges the dominant belief that access is the same for all groups. Further, CRT also emphasizes its focus on ensuring that people of color are able to live without harm while valuing people's embodied experiences. In addition, this approach highlights lived experiences of individuals by promoting the use of firsthand narratives (Ladson-Billings & Tate, 1995). Lastly, an interdisciplinary perspective helps critical theorists better understand the experiences that people of color face (Solórzano & Yosso, 2002) across different environments and fields. For this study, I focus primarily on the themes of intersectionality between race and racism, challenge to dominant ideology, and centrality of experiential knowledge.

Despite CRT being rooted in legal studies, this theory has implications beyond the legal field. Scholars apply CRT to the field of education (Ladson-Billings & Tate, 1995; Ladson-Billings, 1998; Ladson-Billings, 1999) to argue that cultural perceptions affect how victims see themselves and choose to challenge these perceptions (Purdue OWL, 2020). Building on the foundational work of Carter G. Woodson and W.E.B. DuBois, whose positionality as members of marginalized groups allowed them to sympathize with the groups they represented, Ladson-Billings and Tate (1995) reinforce Cornel West's and Lionel David Smith's assertion that race is the reason for inequality. This assertion reinforces a common CRT theme of intersectionality of race and racism.

Crediting America's historical roots in racism, Ladson-Billings (1998) uses CRT to highlight the ways that laws have justified inequities in school curriculum, instruction, and funding. By acknowledging society's attempts to ensure whiteness remains superior to other

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cultural groups, she explicitly discusses the roles that class and gender play to maintain power for whites. Like Ladson-Billings (1998), Solórzano (1998) examines how students of color are subjected to discrimination. Using a CRT lens, he focuses on the perspectives of Chicano and Chicana doctoral scholars who experience microaggressions in a fellowship program. Through a survey and interviews, Solórzano (1998) gauges the subtle ways that racism negatively impacts the educational experience in students' own words. Some of these impacts on the scholars include feeling out of place, experiencing lowered expectations, and facing racist/sexist attitudes and behaviors. In this way, experiential knowledge is valued. With CRT's impact extending to areas of education, the legal implications for students of color are evident.

Educators of Color's Narratives in the Scholarship

A common method that CRT uses is its reliance on storytelling for allowing marginalized groups to use their voices in confronting racism and the master narrative about people of color (Delgado, 1989; Ladson-Billings, 1999; Ladson-Billings & Tate, 1995; Martinez, 2014, 2019, 2020; Solórzano, 1998; Solórzano & Yosso, 2002). Delgado (1989) focuses on counterstory as a way to establish common ground and challenge received wisdom. Through storytelling, he suggests that firsthand narratives can debunk preconceived notions about people of color that may appear in mainstream media and scholarship. In her discussion on racial narratives, Perry (2011) argues that "the stories told about members of racial groups 'are a fundamental piece of how we acquire knowledge about those groups' " (p. 44). These stories can be told from multiple perspectives, contributing to a dominant narrative that more negatively impacts people of color than the dominant racial group. For this reason, my research will trace the narratives from educators of color from a first-person standpoint, providing perspectives not always presented in dominant research literature. In this study, when these stories are told from the lived experiences

of educators of color and push against the dominant narratives about people of color, they serve as counterstories. For educators, "counterstory…is a methodological approach to foreground the domination and subordination, advantage and disadvantage, structured according to racial categories" (Martinez, 2019, p. 404). Further, Martinez (2019) argues that counterstory "rejects notions of 'neutral' research or 'objective' research and exposes research that silences and distorts epistemologies of people of color" (p. 3). By utilizing counterstory, educators of color have the opportunity to change a narrative that still centers white voices, despite claims to support voices of color.

Currently, there is limited scholarship that highlights the voices of educators of color in Writing Studies. However, the existing scholarship details, to varying degrees, the ways that educators of color must manage their identities in educational spaces. Much of this scholarship shared below describes instances where educators of color have been subjected to harassment, objectification, and retaliation because of their identification as a person of color, which can intersect with aspects like gender and sexuality (Gómez, 2020; D. Green, 2019; N. Green, 2018; Hirshfield & Joseph, 2012; Kynard, 2019; Pritchard, 2016; C. Shelton, 2020).

In his role as a WPA, D. Green (2019) recalls how his gender and racial embodiment leads to a dismissal of his conversation about race with a white female instructor, due to her anxiety over his identities. In addition to this dismissal, D. Green (2019) describes the administrative oversight he is subjected to in order for his voice to be acknowledged and accepted. Common to many educators of color, it is only after the validation of others (who represent whiteness) that his voice is validated. Further, Gómez (2020) discusses her identities as a Black woman, a PhD student, and new faculty member. Despite her prior academic experiences, her competence is questioned and downplayed by those within and outside of her

cultural community. Even while working in spaces with identities similar to hers, Gómez (2020) finds that she is still not protected, but rather admonished to uphold standards of whiteness. It is during interactions where members of her marginalized community undermine their own members that her theory, cultural betrayal trauma theory, is applicable.

In some instances, these educators of color have sought support from allies or accomplices (N. Green, 2018), who may or may not represent a person of color. This is because their experiences can be so isolating that they must seek a positive outlet, as in the case with N. Green (2018), who seeks the support from a white writing center mentor after experiencing blatant racism as a writing center administrator. In her keynote address to the International Writing Centers Association (IWCA), N. Green (2018) speaks about a mental toll that many educators of color face having to manage and control their feelings as a result of the trauma associated with racism and the dismissive power structures in which they work. Instead of whitewashing her speech for a predominantly white organization and audience, N. Green (2018) speaks authentically about the encounters she and fellow students of color face at a predominantly white institution and challenges interested allies (accomplices) to do the work of supporting marginalized groups, rather than provide lip service. This authenticity is a way that N. Green (2018) chooses to rebel against the systemic racism that fosters negative behavior toward educators of color.

Similarly, C. Shelton (2020) recalls her experience as a GTA teaching predominantly white students in a business writing course. In designing a social justice course outside the traditional curriculum to help students confront their biases, she relays the mental trauma that she experiences from some students' refusal to acknowledge her authority, humanity, and voice as an educator of color. In responding to her students about their written biases, she, too, refuses to be

silenced at the risk of her position and safety. She engages in radical honesty with her students to share the impact they their biases have on her and for marginalized groups beyond the academic context. When she shares this experience with two mentors, who happened to be white, she receives gratitude from then, as well as a willingness to improve the situation for fellow GTAs.

What both N. Green (2018) and C. Shelton (2020) explore in discussing the mental toll they experience is similar to Hirshfield and Joseph's (2012) identity taxation, which asserts that "due to their minority status, female faculty of colour experience a particularly large burden of identity taxation in academia…women of colour also revealed an additional barrier particular to their experiences as double minorities…dealing with stereotypes…" (p. 220). In higher education, female educators of color have an especially difficult burden because they must carry on the weight that other groups have, as well as their own. The residue from physical slavery that López (2013) pinpoints still exists mentally in the way that these women are perceived by their counterparts—as stereotypical figures that are there to nurture rather than be regarded as fellow academics. Even though there is a risk to their reputation, livelihood, and psychological health, the educators of color who choose to speak through this study share insight for better representing their struggles.

Mentoring for Educators of Color

Mentoring has been instrumental in my navigation from graduate student to professional in higher education. Mentoring, defined by Brown et al. (1999), is "the process by which a novitiate person is positively socialized by a sagacious person" (p. 106) into the traditions and practices of a particular environment. In their article, Griffin and Toldson (2012) highlight counselor education scholar Harold Cheatham, who defines a mentor "as one who observes, calls out, and cultivates unrealized potential in others" (p. 103). Both of these definitions describe the

relationship with my former writing center director, who is also an African-American woman. Her time in academia, experience with racial minority learners, and similar cultural background and interests were all critical to the mentoring she provided me. Through her informal mentorship, she exposed me to effective strategies to support learners, as opposed to encouraging me to steer them away from their identities.

As mentioned in Chapter 1, I recognized the impact of my own biases as an educator of color regarding other racial minority learners. While much of my experiences as a writing consultant were with racial minority learners, my mindset was reflective of whiteness as a result of my exposure to one set of acceptable societal standards. In this sense, I had a racist mindset that privileged whites while keeping other groups inferior (Wellman, 1977). However, CRT argues against privileging one way of knowing (Martinez, 2019), and racial minority learners gain a variety of practices from their environments. These practices contribute to their personal and academic knowledge, which impact their identities. It was through mentoring with my African-American writing center director that I better understood how to appreciate these identities. Yet, the mentoring relationship does not always involve those from similar cultures. In their discussion on the complexities of cross-cultural mentoring relationships, Guramatunhu-Mudiwa and Angel (2017) stress the importance of white mentors being willing to affirm Black faculty's experiences with racism as real. Because Black faculty are more subject to microaggressions than their white counterparts, an ethic of care and personal commitment are important attributes for white mentors mentoring Black faculty (Guramatunhu-Mudiwa & Angel, 2017). These attributes also resist one way of knowing and acting in mentoring relationships, whether they are similar or cross-cultural.

Various scholars discuss the limited number of Blacks in higher education, which makes mentoring by those with similar interests all the more necessary for their success (Hirshfield & Joseph, 2012; Johnson-Bailey & Cervero, 2004; Okawa, 2002). To shed light on the imbalanced number of Blacks in academia, Hirshfield and Joseph (2012) refer to Padilla's cultural taxation to discuss the identity taxation and stereotyping that Black women experience in higher education. Similar to Padilla's description of the burden educators of color face in academia because of their cultural background, identity taxation refers to the burden that members of any historically marginalized group experience as a result of additional responsibilities placed on them (Hirshfield & Joseph, 2012). The authors emphasize the positive aspects of extra mentoring for Black women, who are especially at risk for identity taxation. Along with this emphasis on mentoring for Black women, other works by educators of color reinforce the importance of mentoring for current and future educators of color (Keaton Jackson et al., 2020; McManigell Grijalva, 2016; Okawa, 2002; Phruksachart 2017; View & Frederick, 2011) in a way that promotes intentionality and allyship in relationships, rather than the traditional master-apprentice relationship, where one party benefits (Godbee & Novotny, 2013). My mentoring experience has been intentional and supportive. For this study, I refer to successful mentoring as a relationship that promotes this same type of connection.

Professional Development for Educators of Color

Like mentoring, I benefited from professional development opportunities. I consider professional development to be a means of support for educators. More specifically, this support focuses on equipping educators with the resources, education, and training needed for their career success and advancement. For me, these opportunities included presenting at and

attending conferences and workshops. As an educator of color, I was either very conscientious of my race or at ease with the environment in which I received support to better serve students. For instance, at the writing conferences I attended, there were few minority institutions compared to PWIs, while on-campus or fellow HBCU meetings allowed me to connect with institutions with similar learner populations. Ladson-Billings (1999) cites Ahlquist (1991) in claiming that a CRT perspective "suggests that teacher educators committed to preparing teachers for effective practice in diverse schools and communities are working with either small, specialized groups of like-minded prospective teachers or resistant, often hostile prospective teachers" (p. 240). Throughout my participation at conferences, I was able to make connections with other instructors, whether students or fixed-term faculty. These connections helped me to learn about practical strategies for teaching diverse students that remain student-focused, while acknowledging that teaching is about more than simply addressing diversity for a checklist (Ladson-Billings, 1999).

Swenson (2003) emphasizes the importance of professional development "at the point of need" (p. 159) and as part of regular practice for educators. While the point of need varies, scholars identify the critical aspects of professional development for various populations. I have needed professional development at the beginning and throughout my career as an educator, as new situations arise and existing ones are addressed, including invisible ones. In their article, Brooks-Gillies et al. (2015) argue that professionalization should be inclusive of emotional and identity support for graduate students, in addition to career support. As a current student and educator of color, I have experienced the difficulty of navigating in white spaces with limited knowledge. My additional identity as a woman further complicates this navigation and

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sometimes feels isolating. Thus, academic support alone can fall short of addressing the challenges that exist as a result of race and racism.

For educators of color, professional development may include several nontraditional approaches. For instance, Kohli et al. (2015) advocate for critical professional development (CPD), a supportive like-minded community approach that views educators as stakeholders for establishing change. As opposed to the traditional anti-dialogical professional developmental (APD) model, CPD is focused on social justice, unity, and shared leadership. The article is not targeted toward any particular group, but the components of CPD appear beneficial for educators of color, who have traditionally been overlooked regarding decisions in education. In a CPD approach, these educators of color can now be active in decisions that impact them rather than passive participants. Similar to this, West (2017) introduces the idea of a professional counterspace as "a professional development opportunity intentionally designed by and for similarly situated, underrepresented individuals to convene with one another in a culturally affirming environment, where the reality of their experiences are held central" (p. 285). In accessing these spaces, underrepresented individuals have an opportunity to create meaning and resolutions that can contribute to their successes as educators of color.

While West's (2017) study specifically focuses on African-American women, this idea is not limited to women. Male and racial minorities benefit from professional development as they advance themselves and help other racial minority learners advance. In fact, Sévère and Wilson (2020) argue that among supports like mentorship, "professionalization opportunities are ways of being deliberate and implementing resources…" (pp. 87-88). Thus, not only do educators of color need exposure to professional development, but they need development that is well-

designed for their particular needs. Such exposure may be offered within their institutions or from other networks.

Networking for Educators of Color

Networking is another aspect that has made an impact on my perceptions. Forming connections with other educators of color who work with similar racial populations has given me different perspectives on how to support underserved populations. Networks can be comprised of collective groups and individual peers. For this dissertation, I utilize Oxford Learner's Dictionaries (2020) to define a network as "a group of people who exchange information, contacts, and experience for professional or social purposes." Because the support is varied, academic, personal, and social networks are valuable for educators of color for advancement, overcoming others' presumptions of incompetence, and knowledge-sharing (Castaneda et al., 2020; Clark, 2020; Deo, 2020). Within some professional organizations, there are formal embedded networks and informal networks that develop organically to support members' needs. For instance, the Conference on College Composition and Communication (CCCC) allows the space for similar identities to collaborate with one another through caucuses and special interest groups (SIGs). Though a part of an informal network, these groups can be formally recognized as standing groups, as with the Black Caucus or Second Language Writing SIG (CCCC/NCTE, 2021a). Educators of color have the opportunity to benefit from special groups, as they can connect with like-minded individuals as well as allies within professional organizations.

Likewise, educators of color seek personal networks to help them share perspectives, manage their positions, and support others, including racial minority learners. Turkle (2011) asserts that "we look to the network to defend us against loneliness even as we use it to control

the intensity of our connections" (p. 13). Access to a collective group provides educators of color a space where others' similar stories affirm their own experiences. This network can be a place of solace for the emotions that these educators encounter in academia but lack the support or voice to express. Simultaneously, network membership can teach educators of color how to effectively manage relationships with others. An example of this management is discussed in Sévère's (2018) work, in which he seeks an informal network while working as a writing consultant. Having been stereotyped for his embodiment, Sévère (2018) utilizes a network of fellow Black male student consultants that can relate to misperceptions from the dominant racial group. When there is a network of members who have had similar encounters, members can advise one another based on experiential knowledge, which CRT holds as an important tenet (Solórzano, 1998). Valuing the learning that results from one's experience resists society's attempt to label educators of color's negative experiences as isolated or monolithic, however. So even while members of a network exhibit similarities, Gay (2000) advises that "…designating core or modal characteristics does not imply that they will be identically manifested by all group members. Nor will these characteristics be negated if some group members do not exhibit any of them as described" (p. 10). As with mentoring and professional development, not all educators of color have like perspectives or will utilize networks the same, as needs and encounters vary. Yet, tapping into a network where members have likely faced similar burdens is critical.

Aside from academic and personal networks, social networks can offer useful support. Digital networks can extend the support that educators of color have, as access to multiple social media platforms increases their reach to wider audiences. In fact, Clark (2020) claims that "through online conversations that combine collective wisdom and resource sharing in a fairly open digital space, Women of Color in academia may find social media, particularly Twitter, a

useful tool for constructing networks of emotional, social, and scholarly support" (p. 270).

Because of the intersectionality (Crenshaw, 1989; Solórzano, 1998) of racism and sexism that

female faculty of color face, Clark (2020) suggests that women may find an open online space

more welcoming than the physical spaces in which they work daily. For example, Binders Full of

Black Women and Black Nonbinary People in Academia is a Facebook group where those who

identify as Black women and Black nonbinary academics can support one another, share

frustrations, advise, and honor each other in ways that are otherwise difficult or unrecognized

outside this community. While Clark (2020) references women of color, other minority

communities have formed online networking groups. Other Facebook and Twitter groups, like

DBLAC (Digital Black Lit and Composition) and Black Caucus of NCTE/CCCC promote

networking for learning effective strategies for naming their experiences, collaborating with

scholars in response to racism, and promoting positive images and inclusive teaching

methodologies for student and educator success.

Conclusion

While there is existing research that CRT can be applied to public and higher education

contexts, there is little research that specifically examines how CRT can be examined to learn

how the influences of mentoring, professional development, and/or networking impact educators

of color's perceptions about racial minority learners' literacy practices. Such factors can be

impactful on these relationships, as Griffin and Toldson (2012) confirm in discussing society's

influence on educators of color's perceptions of Black/African-American students, based on the

stereotypical images shown in media about their professions.

Thus far, I have discussed a CRT framework that has impacted the interaction between

people of color and dominant groups, as well as the voices of people of color in scholarship. I

have also connected the research literature to the CRT lens framework. This project specifically

asks about the perceptions of racial minority learners' academic literacy practices among

educators of color, in addition to how mentoring, professional development, and networking

have impacted those perceptions. For Chapter 3, I will provide details about the methods for

conducting my survey and interviews with educators of color.

Chapter 3

Methodology

In the last two chapters, I introduced a dissertation study focused on understanding how educators of color perceive racial minority learners. Through a review of the scholarship, I provided evidence of current narratives that mischaracterize the literacy abilities of racial minority learners. In this chapter, I explain the methods used to conduct my study to answer the following questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? Because the aim of this research is to hear firsthand from educators of color about their experiences with racial minority learners, the study will incorporate a survey and interviews, qualitative methods similar to those raised from the research literature. These methods are also common to Critical Race Theory (CRT), the methodological framework I use for this study.

In my design overview, I discuss my data collection methods and how the data was coded. Then, I discuss the selection process for the eight participants used for interviews. Next, I describe how the data was analyzed to answer the research questions. This will provide more insight for the analysis for Chapter 4.

Methodology Framework

As defined in Chapter 2, this dissertation study uses CRT as its methodological framework. CRT has been used widely within Writing studies to understand the experiences of students and educators of color (DeCuir & Dixson, 2004; Delgado, 1989; Jain, 2009; Martinez, 2014, 2019, 2020; Pittman, 2012; Solórzano, 1998; Solórzano & Yosso, 2002; Villalpando,

2004). Specifically, CRT lends itself well to the qualitative methods of surveys and interviews as a means for understanding and unpacking the experiences of educators of color. Aside from exposing the experiences, a CRT lens identifies ways that educators of color respond to injustices they experience in higher education.

To push against the practice of writing *about* educators of colors, this project follows the practice encouraged by CRT in talking *with* educators of color to understand their experiences and perceptions. By working with educators to hear and share their stories, this project strives to ensure that power is as equitable as possible between interviewer and participant (Deans, 2000). To do so, this study introduces research literature that connects CRT with qualitative methods used for learning about educators of color's experiences. Specifically, this project uses a survey and interviews to empower marginalized voices to control and tell their own stories. Solórzano's (1998) study of Chicana and Chicano predoctoral, dissertation, and postdoctoral scholars employs CRT. In this study, Solórzano (1998) utilizes an open-ended survey and interviews with the participants to research their specific responses about how race, gender, and class impact their feelings about behavior directed at them by white faculty and students. Solórzano (1998) asserts that CRT as a framework examines how the racial discrimination experienced by Chicana and Chicano scholars affects their career paths, especially in higher education. By using CRT, Solórzano (1998) was able to document collective experiences among a particular marginalized community in academia, as well as identify the individual experiences related to discrimination.

DeCuir and Dixson (2004) also incorporate CRT in their study of African-American students in a private school setting. The authors argue that a CRT lens gives voice to marginalized groups, while exposing stereotypes about these groups through the use of students' counterstorytelling. In these counterstories, students share the encounters they had with white

students and faculty. DeCuir and Dixson (2004) define counterstorytelling as "a means of exposing and critiquing normalized dialogues that perpetuate racial stereotypes" (p. 27). In their study, the authors use counterstories collected by student interviews in a K-12 setting. Although their study is specific to K-12 education, DeCuir and Dixson (2004) emphasize the usefulness of a qualitative approach, which can be applicable for educators of color in all settings, including higher education.

Further, Jain (2009) utilizes CRT for her study on female student leaders of color's perspectives about race and gender in transfer in a community college setting. She relies on semi-structured interviews and observations to learn firsthand about students' experiences, as well as their influences. Specifically, CRT is used to examine community college practices as well as emphasize the validity of voice and lived experience in research. By utilizing CRT, Jain (2009) was able to advocate for female student leaders of color to be heard. Pittman (2012) also incorporates CRT for a study on African-American faculty experiences with racial oppression in predominantly white institutions. Like Jain (2009), Pittman (2012) incorporates CRT for analyzing interviews with educators of color on handling microaggressions with white faculty and students. By using CRT, the study was able to focus on the use of narratives among African-American faculty for describing racial microaggressions in the context of race at predominantly white institutions. These sources are useful for my study because of their similar focus on marginalized populations in higher education, use of methods, and CRT methodology.

Additionally, Martinez (2014) utilizes CRT, specifically Delgado's (1989) use of counterstory, for hearing the stories of underrepresented faculty and students in higher education. Martinez (2019) argues that this storytelling, as opposed to the stock story of the dominant group, humanizes the data studied on the participants and challenges the perspectives of the

privileged. She says that "counterstory functions as a method for marginalized people to intervene in research methods that would form master narratives based on ignorance and assumptions" (p. 404). Through dialogue from PhD faculty and doctoral students, Martinez (2014) promotes counterstory for students and educators of color to relay these experiences.

In addition to counterstory, CRT offers insight into the individual experiences of those within a community. When methods, like interviews and surveys are applied, counterstories from narratives also provide insight within a community, particularly those whose voices are rarely valued. In general, narratives can be told from any perspective but do not always challenge perspectives. For this study, firsthand narratives are specifically taken from the interviews. While some narratives can challenge the dominant perspective, it is only when they do this that they are considered counterstories through interviews and surveys.

Although qualitative research offers the benefit of amplifying silenced voices, surveys and interviews may not adequately capture the experiences and level of satisfaction of support that the participants received. Parker and Lynn (2002) discuss the benefits of qualitative research for allowing participants to tell their own stories, but they also warn that interviewers should consider their positionality, authority, and subjectivity compared to the participants. Further, they advise interviewers to manage expectations of the narratives collected during the interview process, noting that evaluators, including African Americans, have identified issues with social justice validity.

As a researcher conducting a CRT analysis, I considered my positionality as an African-American woman in academia, who has experienced discrimination described in the articles. My shared identity with the participants as a person of color likely allowed me to receive responses that were less censored than if I had been a white interviewer (Pittman, 2012). While recognizing

that totally unbiased interviews were impossible, I made a conscious effort to ensure that I acted as a responsible researcher. In order to do so, my questions were developed in the most objective way possible. With my chair, I was able to develop questions that helped me avoid prompting while also allowing me to capture a range of experiences. Based on common themes among the research, the three aspects—mentoring, professional development, and networking are supports that educators of color cite for their success and advancement in their fields. For the sake of this study, I have chosen to focus on these specific proven supports in order to efficiently manage my time with participants.

As discussed in Chapter 1, my research questions for this dissertation are what perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? CRT is a methodology that allows me to make the connection between race, racism, and the influences that impact educators of color's perceptions of racial minority learners. Through a survey and interviews, I can center the voices of educators of color to learn about their experiences and how those experiences influenced their perceptions of racial minority learners.

Study Design

This study used a two-phase approach to learn about the participants' responses to questions about their perceptions of racial minority learners' academic literacy practices. In the first phase, a survey was sent to collect a breadth of experiences. The survey used a two-prong approach and incorporated close-ended and open-ended questions. The survey was circulated via e-mail, professional list servs, and social media sites, like Facebook, Twitter, and LinkedIn. In

the second phase, interviews were used to collect in-depth narratives of educators. The qualitative data collected during the survey and interviews was coded through the lens of CRT.

Study Methods

Because my study is focused on qualitative research methods, I used a survey and interviews to learn about the experiences of participants. Surveys allowed me to gauge the experiences that educators of color had with racial minority learners. All participants selected to interview had to identify as educators of color. To ensure diversity, I chose to interview participants who had a range of roles, education, and experiences as educators. Some were tenured faculty, while others were instructors of record, informal instructors, or doctoral students. The highest level of education obtained among participants ranged from master's degree to PhD. As represented in Figure 1, sampling selection included gender, professional role, degree type, and length of experience. I also selected participants who represented different institution types (predominantly white, predominantly Black or minority serving institution, research). However, institution type was predicated on the number of volunteers who chose to be interviewed. Using the above criteria to determine selection of the survey population, I made connections regarding behaviors and attitudes to the larger population of educators of color (Babbie, 1990). Interviews provided me with greater opportunity for discussion with educators of color about their professional experiences and interactions with racial minority learners. Since I interviewed a limited number of participants, I learned about in-depth views and stories that were not captured by surveys alone. IRB approval was obtained before surveys were distributed, and informed consent was gathered from interview participants. These two methods allowed me to answer my research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional

development, and/or networking affect their perceptions of racial minority learners' academic literacy practices?

Survey

I chose to distribute surveys because this method allowed for qualitative feedback in an efficient but targeted manner. In addition to its efficiency, the survey participation provided me with a sample size from which I could compare to the general population and conduct narrative research through selected interviews (Babbie, 1990). With close-ended and open-ended questions, the survey allowed me to gather quantitative information while selecting qualitative information for coding (Rossman & Wilson, 1998). Aside from having participants for the study, I needed to learn about their specific experiences. To reach participants, I sent a brief electronic survey (See Appendix D for survey questions.) across professional listservs and to individuals via Qualtrics. Qualtrics is a free platform with an ECU account, has a built-in analysis tool, allows me to export data, and is protected by the ECU server. This platform allowed me to maintain access and confidentiality of user data. By creating an accessible, anonymous link, I conveniently distributed survey information for participants I knew professionally and personally who identified as educators of color. By utilizing list servs, social and personal networks, I was also able to distribute the link widely to other educators of color.

Recruitment

Upon IRB approval, I sent the survey link out via social media websites, like Facebook, Twitter, and LinkedIn. Further, I contacted professional networks, like the Southeastern Writing Center Association (SWCA), Writing Program Administration (WPA), the National Council for Teachers and Educators (NCTE), and Association of Teachers of Technical Writing (ATTW) via writing center listservs. I also sent individual e-mails to professional colleagues who identified as

educators in higher education. Lastly, I conducted a web search for national higher education

institutions with writing programs to help me connect to a diverse pool of potential participants

and because my career aspiration is to be a community writing center director. By doing so, I

hoped to increase participation among educators of color as defined by my study. The following

list represents diverse institution types:

- Research institutions

- Teaching institutions

- Predominantly white institutions (PWIs)

- Historically Black colleges/universities (HBCUs)

- Minority-serving institutions (MSIs)

- Hispanic-serving institutions (HSIs)

- Community colleges (CCs)

- Other (Predominantly Black Institutions)

The survey link directed participants to details of the study and eligibility information. The

survey contained 21 questions, 18 of which were closed-ended questions and three of which

were open-ended questions. Questions asked ranged from participants' status as an educator of

color to gender, length of time employed, education credentials, make-up of participants' writing

program, their interactions and perceptions about racial minority learners, and participants'

mentoring, professional development, and/or networking experiences. Through the survey, I

hoped to receive a range of responses and gauge the connection between perceptions of racial

minority learners and the support educators of color received. The link was available from mid-

January 2021 to March 5th to allow ample participation and a large selection of potential

interviewees. There was a total of 78 participants who responded to the survey.

Interviews

At the end of the survey, participants were invited to include their e-mail addresses if they were interested in completing an interview. I intended to interview six individuals. Of the 78 who responded to the survey, 19 provided e-mail addresses for interviews. To help narrow down participants for interviews, I considered the answers to the following questions:

- Educators of color are considered individuals who identify with a non-dominant race (non-whites/Caucasians) and whose primary job responsibility is to teach/or provide writing instruction to students at a higher education institution. Are you an educator of color?

- How long have you been an educator (Teaching or tutoring)?

- What is your gender? (M, F, Non-binary/third gender, Prefer not to say)

- Where did you obtain your bachelor's degree? (Predominantly white institution (PWI), Historically Black college/university (HBCU), Minority-serving institution (MSI), Hispanic-serving institution (HSI), Community College (CC), Other)

- Where did you obtain your master's degree? PWI, HBCU, MSI, HSI, CC, Have not obtained, Other)

- Where did you obtain your PhD? (PWI, HBCU, MSI, HSI, Have not obtained, Other)

- At what type of institution are you employed? (Research institution, Teaching institution, PWI, HBCU, MSI, HSI, CC, Other) Select all that apply.

My goal was to recruit six participants who represented a diverse gender pool, and I initially e-mailed six participants who had agreed to conduct an interview. I sent a DocuSign to get participant consent for interviews. However, because of the delay in receiving some signatures

via the DocuSign consent form, I emailed two additional participants, who identified as male and female. Then, I sent them a consent form via my DocuSign account. After I sent follow-up e-mails to the two potential participants who had not responded, I received consent from them, as well as the remaining six potential participants. In the end, I had contacted and received consent from eight potential participants via e-mail about their interest. I included East Carolina University's IRB-approved letter detailing the specifics of the study, which participants had to sign and date. After capturing their signatures, I followed up with participants by e-mail about their availability between February 15-March 3. I requested three meeting times from each participant in order to avoid potential conflicts with scheduling for both parties.

After narrowing down times with the eight participants, I conducted semi-structured interviews (Merton, 1956) with them individually to learn about their responses to my primary research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and networking affect their perceptions of racial minority learners' academic literacy practices? I posed 13 questions to participants, all of which were open-ended. They included questions about the influence on participant's decision to become an educator, the capacities in which participants observe racial minority learners, the dominant perceptions that exist about racial minority learners and their own perceptions, the role of enculturation in higher education regarding their perception of racial minority learners/their academic literacy practices, the role of mentoring, professional development, and/networking on their perceptions of racial minority learners, and the role of race and culture in their supports as a mentee and mentor. Additionally, the interview questions (See Appendix E) asked participants about their thinking regarding racial minority learners from past to present.

The semi-structured interviews (Merton, 1956) were useful in gauging perceptions to the same open-ended questions from participants, especially for coding purposes. Further, this approach allowed me to ask clarifying questions and be more flexible with follow-up questions when needed. Once each participant and I agreed on a time, the interviews were scheduled for 20-30 minutes via my personal Zoom account. I sent confirmation e-mails with Zoom details to participants, as well as reminder e-mails. For three to five minutes at the beginning of each interview, I used a script to greet and thank the participant, refer to my study, remind them of the time frame of the interview, and ask their consent to record for transcription purposes. After the first interview, I learned that the interviews lasted longer than 30 minutes. For this reason, I added a disclaimer about the time frame to each follow-up script and gave participants an opportunity to stop the interview at the designated time frame or extend the time. With the participants' consent, I asked to prolong the interview or reschedule to complete the interview. The average interview was 54 minutes. All except two were able to complete the interview at one time. One participant rescheduled with me via Zoom, and another recorded responses via voice memo and e-mailed them to me.

Participants consented to recordings via Zoom for transcription purposes. All except two participants consented to being video recorded. However, all consented to being audio recorded. I recorded the interviews alone and in the privacy of my home. Participants recorded via different locations, including personal and professional environments. Three interviews occurred in the morning, and six occurred in the afternoon (including the Zoom follow-up interview). When I had reached the designated time limit or neared it, I paused to ask participants about continuing or ending the interview. I continued six interviews and rescheduled two follow-ups with two participants.

At the end of each interview, I informed participants that I would stop the recording and thanked them for their participation. After receiving an inquiry about the use of pseudonyms from a participant, I followed up with my dissertation chair to get guidance about describing participants with minimum risks of being identified. Per my chair's advice, about a week after the completion of all interviews, I followed up with the participants via e-mail to inquire about their preference for identification in the study. After doing so, I received follow-up responses about preferences. There were four participants who created their own pseudonyms or blurbs. Of the remaining four participants, three allowed me to create pseudonyms or blurbs for them. One had not responded to my inquiry. However, I created a pseudonym or blurb for this participant based on the information provided from interview and survey data.

Interview Participant Descriptions

In this section, I describe the participants based on the sample table in Figure 1, as well as their participation in mentoring, professional development, and/or networking. Participants were all assigned pseudonyms, which is marked by an asterisk for their names. Some participants preferred to be identified by binary pronouns, he/she. Others preferred to use their/they pronouns. Unless noted by non-binary pronouns, participants are identified by binary pronouns in the descriptions.

Figure 1. Participant Descriptions

Name*	Gender	Pronoun	Role	Experience	Degree	Length of Experience	Institution Type
James	M	He/him	Professor	Teaching	Master	15 + years	MSI, research
Celia	F	She/her	Professor	Teaching	PhD	15 + years	Research
Maya	Prefer not to say	They/their	Professor	Teaching/tutoring	PhD	8 years	Public, teaching
April	Prefer not to say	They/their	Doctoral student	Teaching/tutoring	Master	6 years	Private, PWI research
Jason	M	He/him	Instructor	Teaching	Master	6-10 years	PWI, teaching
Carlos	M	He/him	Professor	Teaching	PhD	6-10 years	PWI, research
Robert	M	He/him	Doctoral student/Instructor	Teaching	Master	6-10 years	PWI, research
Kim	F	She/her	Instructor/writing consultant	Teaching/tutoring	Master	5 years	HBCU teaching

*Participants were assigned pseudonyms to maintain confidentiality.

James

At the time of this interview, James was a professor at a large minority-serving institution with over 15 years of teaching and tutoring experience. In addition to this role as professor, James also informally mentored racial minority students. As an educator of color, he has had mentoring, professional development, and networking experiences.

Celia

At the time of this interview, Celia was a professor at a research institution with over 15 years of teaching experience. In addition to her role as a professor, Celia also informally mentored racial minority students, supervised graduate students, and served in a variety of

service roles. As an educator of color, she has also had mentoring, professional development, and networking experiences.

Maya

At the time of this interview, Maya was an assistant professor at a public, teaching-focused institution and had been teaching and tutoring for eight years. In addition to their role as professor, Maya also informally mentored racial minority students. They have had mentoring, professional development, and networking experiences.

April

At the time of this interview, April was a doctoral student at a private, predominately white institution, who had been teaching and tutoring for six years. Since April was a graduate student, they also observed racial minority learners as peers. They have had mentoring, professional development, and networking experiences.

Jason

At the time of this interview, Jason was a professor at a predominantly white teaching institution and had been tutoring and teaching for at least six years. In addition to this role as professor, Jason also informally mentored racial minority students. He has had professional, mentoring, and networking experiences.

Carlos

At the time of this interview, Carlos was a professor at a predominantly white research institution and had been teaching for at least six years. In addition to this role as professor, Carlos provided peer mentoring to graduate racial minority students, served on dissertation

committees, and informally supported racial minority learners. He has also had mentoring, professional development, and networking experiences.

Robert

At the time of this interview, Robert was a doctoral student and instructor at a predominantly white research institution with at least six years of teaching experience. In addition to his role as instructor, Robert also informally mentored racial minority students. He worked with racial minority learners as a mentor, campus leader, and director of an inclusion team as well. Robert has had mentoring, professional development, and networking experiences.

Kim

At the time of this interview, Kim was an adjunct instructor and writing consultant at two HBCUs with five years of teaching and tutoring experience. In addition to these roles, she has also served as an academic success coach to racial minority students. She has had professional development, networking, and mentoring experiences.

<div align="center">

Summary of Interview Participants

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The eight selected participants represented a range of institutions and experiences. Many of them interacted with racial minority learners in formal capacities, as well as informal capacities. Some had been in their current roles for a long period of time, while others had been in several roles over their academic or professional career. Most of the participants freely shared about their current and former institutions. Others were less verbal about this information. Some of the educators focused on their peers are racial minority learners, as some of them represented graduate students, while others purely considered racial minority learners as students they taught

or served. Of the eight participants, seven participants said that their institutions had established writing programs. The other participant said that there was no writing program at the institution.

Data Collection and Data Records

The methods used were surveys and video and audio interviews. The methods were used to help me answer the research questions. The survey collected responses via Qualtrics January 2021 to March 2021. The interviews were recorded using the recording feature via Zoom under my personal account from February 17 to March 3. Files were saved through the platform and then saved to my personal computer. I uploaded these audio and video files to Microsoft Online's transcription program, Transcribe, and transcribed them. I then saved them under individual folders with designated pseudonyms. After discussing data collection, I explain how data was coded and analyzed.

Surveys

Participants were asked to complete a survey via a Qualtrics link, which was published January 11, 2021. The survey provided participants with details of the study, along with survey availability and completion time, and information regarding confidentiality. Responses were kept secure through Qualtrics, which was accessible as a survey application in my ECU student e-mail. My dissertation chair, Dr. Nicole Caswell, was the only other authorized individual with access to this survey data. At the end of the survey, I downloaded the data to a Microsoft Excel spreadsheet for initial coding.

Interviews

Participants were asked to participate in interviews upon completing the surveys. At the end of the Qualtrics survey, participants had an opportunity to include their names and e-mail

addresses in order to be contacted. This platform helped me maintain a confidential record of signatures in one place with records of the participant's responses. With an account, I sent reminders to potential participants about consent. In addition, the ease of document storage helped me be efficient. Through my Zoom account, recordings were converted to a file by the platform, which I initially saved via files on my laptop by date. To confidentially organize participant information via file, I renamed files according to designated pseudonyms. This information was protected via a computer pin to which I only had access.

Summary of Surveys

The purpose of the surveys was to learn about and capture responses and experiences from educators of color in a brief manner. The survey pool was intended to be large so that I could choose a sample from which to seek interviews. The survey responses allowed me to center experiential knowledge, or lived experiences, which is a key tenet of CRT. As Ladson-Billings and Tate (1995) found, education is a field that has been greatly impacted by legal inequities.

I anticipated having 30 participants because I understand that there are fewer people of color employed in higher education compared to whites, especially when individual groups, like African-Americans are assessed (Hirshfield & Joseph, 2012). I could manage expectations better with this number in case I received fewer responses. Also, this number would provide a large enough sample from which I could select six participants for interviews. Before distributing the survey, I ensured that it was user-friendly as both a mobile and desktop version. Once tweaking features, like adding a progress bar for participants to track survey progress, I recorded the time that it took for me to complete the survey in order to provide this information in the survey invitation. Once distributed, the survey had twice as many survey participants, and I ended up

with 78 recorded responses. I used pre-selected Qualtrics settings to record incomplete responses up to a week after participants began the survey. Of this amount, 69 participants responded to the question about gender. According to the Qualtrics data, the average time it took participants to respond to the survey was five minutes. There were 19 participants who agreed to be interviewed. Along with the responses to the survey questions mentioned in the recruitment section, a diverse gender pool determined my selection for the interviews.

Summary of Interviews

The purpose of the interviews was to hear firsthand from educators of color about their experiences with racial minority learners. Writing educators were recruited to provide a diverse pool of educators across institution types in the United States. Interviews allowed me to learn about the experiences and factors that influenced educators of color's perceptions of racial minority learners. In addition, educators of color had an opportunity to provide specific examples that were rooted in cultural or historical events that are not always portrayed or discussed in dominant research literature and scholarship.

After reaching out to six initial participants and two more at a later time due to delay in responses, I had eight participants for the study and diverse representation in institution, gender, and educational and employment background. Each interview was scheduled to last 20-30 minutes. However, because of in-depth participants' responses to the 13 questions, I found that interviews primarily lasted 45 minutes to an hour. The prepared interview questions were about participants' experiences as educators, interactions with racial minority learners, perceptions about racial minority learners/their academic literacy practices, and the impact of certain factors on racial minority learners/their academic literacy practices. I asked these questions and allowed participants time to respond. I also repeated questions and asked clarifying questions when

applicable. The data was collected by the middle of Spring 2021. Figure 2 represents a data

collection schedule. There were two participants who identified as female, four who identified as

male, and two who preferred not to provide gender information. In the next section, I explain the

coding scheme used to analyze the data.

Figure 2. Data Collection Schedule

Spring 2021	Participant*
February 17	James
February 18	Celia
February 22	Maya
February 23	Celia (Follow-up)
February 26	April
February 27	Jason
March 1	Carlos
March 3	Kim
March 12	Kim (Follow-up)

*Participants were assigned pseudonyms to maintain confidentiality.

Data Organization and Coding

Surveys, interviews, and transcriptions were included for data analysis. Survey responses

were organized in my personal Qualtrics account anonymously. Transcription for interviews

incorporated words and verbal responses (sighing and laughing). I used Microsoft Online's

Transcribe program for transcribing the audio/video recordings from the interviews. After saving

these individual transcriptions to pseudonym-designated folders, I checked them for accuracy and transferred them to Microsoft Word documents. Next, I saved these documents under these same pseudonym-designated folders. As an additional safeguard for information, I used ECU's Pirate Drive to store participant data. All participant date, besides Zoom files, were saved in Pirate Drive. Pirate Drive is a downloadable document storage program through Cisco for which ECU students, staff, and faculty have access through a unique log-in.

In order to code and analyze responses, I printed transcripts. Creswell (2015) defines coding as "the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way" (p. 156). To analyze the data from the surveys, I used open coding (Corbin & Strauss, 1990). This form of coding required me to create categories by analyzing each line of the data from participants' responses. Open coding prevented bias from pre-defined categories, as in deductive reasoning and helped me adjust categories as needed based on participants' responses. I coded from March 31-April 15th using verbal data analysis because of the focus on words. I then created coding schemes based on how data was segmented (Geisler & Swarts, 2019). In the next section, I discuss the coding schemes for the surveys and interviews.

Coding Scheme

The survey consisted of 21 questions, three of which were open-ended questions. One open-ended question asked participants about their perceptions of racial minority learners. Another open-ended question asked about the changes that the institution made in the last five years. The last open-ended question asked about the impact that mentoring, professional development, and/or networking made on participants' perceptions of racial minority learners. The question about perceptions of racial minority learners yielded responses that I initially coded

into 12 categories. After I observed some overlap and repetition with terms, I narrowed down the

categories to nine. With my chair, I narrowed down perceptions based on the relationships

between codes to form five to seven themes, reducing overlap and redundancy (Creswell, 2015).

Some descriptions focused on academic preparation, while others focused on non-academic

responsibilities. Once separating these, I narrowed down the themes/categories to six. These six

categories included the following: a) academic characteristics, b) challenges, c) personal lives, d)

diverse, e) in need of support, and f) scarce. Figure 3 provides the definition of each category.

Figure 3. Perceptions of Racial Minority Learners

Category	Definition	Example
Academic characteristics	Descriptions that focus on qualities specific to learners' intellectual performance	"Dedicated and engaging"
Challenges	Descriptions that focus on obstacles for learners that may present both academic and/or non-academic hindrances	"Challenged in reading and writing skills"
Personal lives	Descriptions that focus on the non-academic obligations or concerns for learners	"Juggling multiple obligations, such as jobs and children"
Diverse	Descriptions that focus on the range of learner behavior, difference, culture, and insight	"Some are driven and some are not"
In need of support	Descriptions that focus on learners' academic, social, and psychological needs	"In need of guidance and mentorship to reach their education
Scarce	Descriptions that focus on limited presence of racial minorities in classes or at institutions	"Rarely have minority students in the class"

The question about institutional changes made in the last five years yielded responses that

I initially coded into five categories. Although the number of categories was narrowed, the

specific categories were not yet specific. With my chair, I distinguished the categories based on

recipient and impact. The number remained the same. The five categories included the

following: a) changes that students take advantage of, b) changes that faculty take advantage of,

c) changes to curriculum, d) none/NA, and e) unsure. Figure 4 provides the definition of each

category.

Figure 4. Institutional Changes

Category	Definition	Example
Changes that students take advantage of	Modifications that provide academic, social, and psychological support geared specifically to learners	"Revamped the tutorial assistance offered to students"
Changes that faculty take advantage of	Modifications that provide academic, professional, social, and psychological support geared specifically to educators	"More financial support for research and teaching development"
Changes to curriculum	Modifications to existing program designed by administrators and educators to support institutional goals	"…tweak our first-year writing programs…"
None/NA	No modifications have been made	"None that I know of"
Unsure	Educators do not know of institutional modifications	"…new to the institution"

Lastly, the question about the impact that mentoring, professional development, and/or

networking made on participants' perceptions of racial minority learners yielded responses that I

initially coded into seven categories. However, the categories I created were too general to

explain the impact of these supports. To narrow the categories in number and specificity, I coded

based on the value that participants believed the support had for them and others. After doing so,

I coded the categories based on individual supports. This resulted in six categories. However, to

avoid repetition, I considered the supports in combination with each other to create codes. When

I did this, I narrowed the codes down to five categories. The categories included the following: a)

one or more added to own development, b) one or more used for supporting colleagues and

students, c) one or more helped little, d) no support, and e) unsure about impact. Figure 5

provides the definition of each category.

Figure 5. Impact of Mentoring, Professional Development, and/or Networking

Category	Definition	Example
One or more supports added to own development	Mentoring, professional development, and/or networking individually or collectively contributed to educator's growth	"Skill-building and applicable strategies"
One or more supported colleagues and students	Mentoring, professional development, and/or networking individually or collectively contributed to peers' or learners' growth	"…More aware of the experiences of racial minority students and faculty"
One or more helped little	Mentoring, professional development, and/or networking individually or collectively offered some general support	"Not really"
Unsure about impact	Mentoring, professional development, and/or networking individually may or may not exist, but educators do not know how they operate or assist	"Not sure if my institution has valuable resources…"
No support	Mentoring, professional development, and/or networking individually or collectively had no contribution to educators' lives	"None that I know of"

For the interviews, there were 13 questions, all of which were open-ended. After skimming through the transcripts as a whole, I read through the individual transcripts. Then, I noted key phrases or ideas that helped me identify codes. With more questions, there were more responses to code, as well as greater variety in responses. For instance, when I asked educators about influences on their decision to become an educator, I received a range of responses that were similar and different. Initially, I coded seven categories. However, after noting overlap and lack of specificity, I narrowed down the codes to four categories. I asked this question to learn about the factors that contributed to their decision to be an educator. The categories included the following: a) work experience, b) mentor/educator, c) self, and d) personal acquaintances. Figure 6 indicates the selection for each participant.

Figure 6. Influence on Educators

Category	Definition	Example
Work experience	Hands-on knowledge-sharing with students	"But the more I started teaching, the more I started getting a pull for another direction."-
Mentor or educator	Individuals whose experience is rooted in academia and who are familiar with educator's academic and professional traits	"So I would say it was a series of events, but ultimately probably my mentors that gave me the idea and encouraged me to, to pursue it."
Self	Educator's own dreams or desires as contributors for career aspirations	"Well, it was just something I had known I wanted to do since I was very young."
Personal acquaintances	Individuals intimately familiar with educator's character traits typically observed beyond academic setting	"…The models I had were my mom, who wasn't traditionally educated."

The question about the moment when educators knew that teaching writing was their

calling yielded responses that I initially coded into seven categories. However, after noting

overlap and lack of specificity for some codes, I narrowed down the categories to three codes. I

asked this question to learn about the paths of the educators and whether they considered their

process of providing writing services to be a straightforward or complex one. The categories

included the following: a) work experience, b) student impact, and c) self/internal reflection.

Figure 7 indicates the selection for each participant.

Figure 7. Moments of Calling to Teach Writing

Category	Definition	Example
Work experience	Hands-on knowledge-sharing with learners	"…I started volunteering at this place…and I was so stunned at my own ignorance about literacy…that experience opened my eyes that what I would do…really did make a difference."
Student impact	Educator's encounters with learners as contributors for career aspirations	"It's not what I ever wanted to do. I want to teach literature…I discovered that they trusted me for some reason…"
Self/internal reflection	Educator's own dreams or realization as contributors for career aspirations	"…Probably for a long time before I actually quit my job and went back to school, writing became something I thought, 'well I could teach this, and I'd really like to focus on professional and technical writing to kind of help students get some of the training that I wish I had received.' "

The question about the capacities in which educators interacted with racial minority learners yielded responses that I initially coded into four categories. However, after noting overlap, I narrowed down the categories to three codes. Because the participants had a range of roles, I wanted to learn if their interaction was beyond teaching and consulting. Most of the participants identified present roles that they had, but because the participant's past roles included interaction with racial minority learners, this is included in the coding. Including this past experience allowed me to narrow down the codes to two. The categories included the following: a) teaching and b) multiple capacities. Figure 8 indicates the selection for each participant.

Figure 8. Capacities with Racial Minority Learners

Category	Definition	Example
Teaching	Formal writing instruction to learners	"...racial minorities…probably comprise maybe 20% of the students I teach."
Multiple capacities	More than one role, which includes past and present formal and informal roles	"…both teaching and then mentoring, and also …working on committees, masters and dissertation committees."

The question about dominant perceptions in the educators' writing programs or the Writing Studies field yielded responses that I initially coded into six categories. However, after noting overlap, I narrowed down the categories to five codes. I wanted to gauge their awareness of current discussions in the field and if they believed that certain research and policies are reflective of perceptions about racial minority learners. The categories included the following: a) deficiencies b) assumptions/standards about good writing/writers, c) forgotten/not discussed, d)

theory without praxis, and e) prepared for a variety of abilities. Figure 9 indicates the selection

for each participant.

Figure 9. Dominant Field Perceptions about Racial Minority Learners

Category	Definition	Example
Deficiencies	Learners described as academically underprepared	"...the perception is that they are coming from lower-income areas or they're coming from areas that don't have the same levels of access."
Assumptions/standards about good writing/writers	Writing Studies' ideals about a specific model that is taught about or shared with learners	"…we still have pushback from those professors...some of those vetted who feel that grammar is life. And if you don't understand the basic grammar rules, then you're not a good writer."
Theory without praxis	Writing Studies or program's research fails to corroborate or offer guidance for hands-on work with learners	"…In practice…there is a gap between what we're researching versus how we approach the classroom and how we interact with racial minority learners, and how we even consider them in the curriculum."
Forgotten/not discussed	Learners are absent from research or dialogue that impacts them	"I feel like in the departments that I've worked in…that's like the…off limits topic. We don't talk about the minority students. They just sort of talk about everybody collectively, as if they all have the same needs."
Prepared for a variety of abilities	Learners bring diverse talents to the academic environment based on levels of motivation and engagement	"There's like…ethos of a… second chance or an opportunity just to grow, even if you feel like you're underprepared or don't have all the tools like from high

		school or something to…really get the hang of being a college student."

The question about educators' perceptions of racial minority learners yielded responses

that I coded into six categories. However, there was a lack of clarity in some responses, and I

narrowed the categories to four codes by determining more specific descriptions. In asking this

question, I hoped to learn how educators of color perceived the learners and the identities they

brought to the learning environments. In learning participants' responses, I defined my use of

academic literacy practices. The four categories included the following: a) struggles tied to

systemic issues, b) academic characteristics, c) personal/academic connection, and d)

underrepresented/silenced/ignored. Figure 10 indicates the selection for each participant.

Figure 10. Educators' Perceptions about Racial Minority Learners

Category	Definition	Example
Struggles tied to systemic issues	Learners' challenges or encounters connected to larger historical context (i.e., racism)	"We as a minority are still behind the curve, sadly, and that's not due to our own faults. It's not due to the faults of our parents. It's due, to...what is that called? Structural racism. Yes, I think that's it."
Academic characteristics	Descriptions that focus on qualities specific to learners' intellectual performance	"…As in the academic literacy practices…I can say that not many students that I've come in contact with, and myself included— I was not familiar with things like annotating a text or what really, what good annotating does."
Ignored/silenced/not represented	Learners are absent from research or dialogue that	"…they feel like their linguistic experiences or experiences with language—

	impacts them or are inadequately discussed	written or oral—are not represented."
Personal/academic connection	Description of the relationship between non-academic obligations or characteristics and academic obligations or characteristics	"It was very difficult to sort of connect their home literacies to their school literacies."

The question about the impact of enculturation on educators' perceptions of racial minority learners yielded responses that I coded into four categories. There was no overlap. In asking this question, I wanted to learn in what ways participants saw their experiences in academia as beneficial, harmful, or non-applicable to their relationships with racial minority learners. I also wanted to learn if there were similarities in educators' experiences across time spent in academia. The four categories included the following: a) resistance against supremist expectations, b) inclusive pedagogical approach, c) apathetic institutional response, and d) not applicable/unrelated response. Figure 11 indicates the selection for each participant.

Figure 11. Impact of Enculturation

Resistance against supremacist expectations	Educators' conscious efforts to teach or serve in ways that affirm cultural practices and identities, which often conflict with Eurocentric and racist values	"I felt like a little bit of resistance against my enculturation into higher education in terms of kind of the things that I've been taught...racial minority learners are already often positioned as always already at a deficit…"
Inclusive pedagogical approach	Description for teaching that incorporates the needs, perspectives, and identities of all learners and learning abilities	"…the word that comes into mind is code meshing...they come from these very rigid structures. I have assignments where they get to express themselves however they want to… and it helps them become better."

Apathetic institutional response	Description that identifies an organization's collective unwillingness to address or accept that problematic issues regarding race and racism exist	"…students are being severely overlooked, and they are treated sort of as like collateral damage…so if they don't finish, it's ok. It's not really expected…the university profits from having them…to say that they are diverse…"
Not applicable/unrelated response	Educator's answer is not specific to question raised	"…there's another African-American student in a different program who experiences different academic literacy practices than the practices I've experienced, and our conversations are always insightful as to how not to do things vs. how things should and can be done (e.g., progressive vs. dinosaur/ancient ways of thinking and doing)."

The question about the most impactful factor on educators' thinking yielded responses that I coded into six categories. However, there was some overlap in responses, and I narrowed the categories to five codes. In asking this question, I wanted to learn if educators had dynamic experiences that impacted their teaching or support for racial minority learners and possibly their outlook about the Writing Studies field. The five categories included the following: a) obligation to lead by example, b) personal experiences/influences, c) reading/research, d) other educators, and e) students. Figure 12 indicates the selection for each participant.

Figure 12. Most Impactful on Thinking

Category	Definition	Example
Obligation to lead by example	Educators' feelings of responsibility to model	"…I'm mindful/wary of where conversations go or

	behaviors for racial minority learners	where certain readings might lead students."
Personal experiences/influences	Educators' lived or observed experiences/connection with individuals familiar with educators on intimate level	"I think my own experience as a Black woman…in addition to like the environment that I grew up in and the influences that I had from my mom…and my grandmom and blackness in general…"
Reading/research	Literature in Writing Studies or higher education research regarding learners	"…reading women of color theorists and cultural critics has been most impactful because they were able to articulate experiences that I had that I did not have vocabulary to articulate."
Other educators	Individuals who have had a professional influence on educators	"The biggest impact is just watching others and…modeling good behaviors and then not modeling bad ones."
Students	Learners who educators have taught or served	"…the students are my first priority, always...I feel a sense of responsibility to protect them…."

The question about the educators' experiences about being viewed through their racial identities yielded responses that I initially coded into five categories. However, after noting overlap, I narrowed down the categories to four codes. In using a CRT analysis, my study emphasizes the stories of educators. I wanted to hear the range of stories that informed their thinking, influenced their stance, or detailed their frustrations as people of color in Writing Studies. The four categories included the following: a) student interaction, b) peers/department, c) pedagogy/field/research, and d) not applicable. Figure 13 indicates the selection for each participant.

Figure 13. Viewed through Racial Identity

Category	Definition	Example
Student interaction	Perception of educator's race as a result of engagement with learners	"It was very, very obvious that they were expecting…a white man to be their instructor…and they, it's almost like a look of suspicion, like 'are you qualified to teach me this?' You know, and some of the questions that they would ask me were very revelatory."
Peers/department	Perceptions of educator's race in role among colleagues or collective unit	"…when I've been identified as such by my colleagues or invited to specific... kinds of organizations."
Pedagogy/field/research	Perception of educators as raced as represented in role, Writing Studies, or higher education research	"…I'm sure there have been wait times in moments where I was racially profiled or sort of passed over...and actually now that I'm thinking about it, most recently with trying to get sort of a book proposal through and…how that sort of happens and how my work gets taken out…"
Not applicable	Educators of color had no experience being racially perceived or perceptions are not specific to race	"…I don't think I have one of those. And if I do…I wasn't aware of it."

The question about the impact of mentoring, professional development, and/or networking on educators' perceptions of racial minority learners yielded responses that I initially coded into five categories. However, after noting overlap, I narrowed down the categories to four codes. Because these supports positively influenced my perceptions of racial minority learners and how I later perceived and interacted with racial them, I wanted to learn how these supports impacted other educators of color. The four categories included the following: a) job

opportunities, b) teaching pedagogy, c) personal navigation of program, and d) service to

students. Figure 14 indicates the selection for each participant.

Figure 14. Impact of Mentoring, Professional Development, and/or Networking

Category	Definition	Example
Job opportunities	Educator's work-related experiences in and beyond academic environments	"…since the pandemic has hit, there have been a lot more professional opportunities where I can just…develop these skills…"
Personal navigation of program	Educator's guidance through academic or professional context	"And like mentorship, is crucial to helping, like minority educators and students get through education…it plays a huge role in how I was able to…move through my program…in a way that basically didn't kill me."
Service to students	Educator's formal or informal support of learners	"It's definitely important when dealing with minority students, and you have like a network of instructors and… other professionals that you can talk to…if you're having difficulties with them, or if there are other things that this community of educators needs to know about this person."

The question about the role of race in mentoring, professional development, and/or

networking on educators as mentees/novices/newcomers yielded responses that I initially coded

into five categories. However, after noting overlap, I narrowed down the categories to three

codes. Because my most effective experiences entailed receiving professional support from and

with people of color early in my educational career, I was hoping to learn if similar race played a

key role in the educators' success as well. The three categories included the following: a) similar

connection/community, b) affirmation/guidance, and c) race not a factor/open to any mentor.

Figure 15 indicates the selection for each participant.

Figure 15. Role of Race in Mentoring, Professional Development, and/or Networking (mentee)

Category	Definition	Example
Similar connection/community	Educator's experience with or preference for like racial background or culture	"…it definitely pushed me to…find mentors that could speak to that…if not the same racial minority experience and something similar, or at least… somebody who could navigate or help me navigate the conversation of like, 'if I mess up the depth, is it over for me? Or is it just fine, right?' "
Affirmation/guidance	Educator's receipt of support or value of identity, perspective, and/or research	"There was one faculty member of color, a Black woman who was not working in my area, but like so many faculty of color, was receptive and offered to chat with me and help me any way she could."
Race not a factor/Open to any mentor	Educator's receipt of support not connected to specific identity or culture	"I'm open to mentorship and networking with whomever has good information to…offer, and whoever's, if you're open and willing to work with me, and you want to see me be a better professional…so I wouldn't say race really played a role in that."

The question about the role of race in mentoring, professional development, and/or

networking on educators as mentors/leaders/educators yielded responses that I initially coded

into five categories. However, after noting overlap, I narrowed down the categories to three

codes. Because I understand that similar racial identity has allowed me to form positive formal

and informal connections with other racial minority learners in my more established roles, I

wanted to learn if other educators of color encountered similar experiences. The three categories included the following: a) mentoring/supportive of students of color, b) race not a factor/open to any mentoring, and c) influence on pedagogy. Figure 16 indicates the selection for each participant.

Figure 16. Role of Race in Mentoring, Professional Development, and/or Networking (mentor)

Category	Definition	Example
Mentoring/supportive of students of color	Educator's formal and informal guidance of racial minority learners	"…I am deliberate in…identifying students in my classes whom I think could benefit from mentoring, inviting them to my office, asking them, learning about them…"
Race not a factor/open to any mentoring	Educator's support not connected to specific identity or culture	"Race has never been an issue, naturally with me teaching at two PWIs…I come across more white students, and they need the same level of mentoring that students of color need or minority students need…"
Influence on pedagogy	Educator's support not connected to specific identity or culture but reflected in their formal or informal teaching practices	"…I feel like it is my duty to make, you know, race and culture…the forefront of my classes.

The question about a time in educators' careers when they thought differently of racial minority learners yielded responses that I initially coded into six categories. However, after noting overlap, I narrowed down the categories to four codes. Early in my career, I thought differently of fellow racial minority learners whose academic literacy practices were different from my own. With the professional supports I had, I found that my perceptions broadened over time. Likewise, I wanted to learn if other educators had similar reflections about their

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perceptions of racial minority learners. The four categories included the following: a) less aware

of structural barriers, b) more accepting of general perceptions, c) assumptions of shared

solidarity, and d) not applicable/no. Figure 17 indicates the selection for each participant.

Figure 17. Different Past Perceptions of Racial Minority Learners

Category	Definition	Example
Less aware of structural barriers	Educator's limited recognition about the obstacles for learners, based on western hierarchal system regarding race, class, sex, etc.	"…In general, I don't think I as undergraduate, you know, writing consultant, was considering like the structural barriers that the student that I encountered faced…"
More accepting of general perceptions	Educator's willingness to agree with dominant beliefs about racial minority learners	"…I really did think that because I had heard it so much that, you know, that students that I was teaching at the HBCUs were…coming in with so many deficiencies…"
Assumptions of shared solidarity	Educator's beliefs that similar identity or culture with other racial minority learners creates connection	"…I was sexually harassed at a conference by another Latino faculty person…so he definitely shifted my perception...and so I had falsely assumed that because we had similar experiences, that we would have solidarity."
Not applicable/no	Educator's beliefs about racial minority learners remained the same/their change in beliefs not tied to race or culture	"No. I know my people. No."

Lastly, the question about a particular learner who stands out in the educators' minds and

why yielded responses that I initially coded into seven categories. However, after noting overlap,

I narrowed down the categories to five codes. Again, because stories are important to this

research, as revealed through my own, I wanted to learn about personal stories that helped to

humanize the learners with which educators of color interacted. I also wanted to learn how that

interaction changed the educators of color or their thinking. The five categories included the following: a) need to affirm, b) personal connection, c) expand thinking, d) student performance/identity, and e) not applicable/no. Figure 18 indicates the selection for each participant.

Figure 18. Racial Minority Learner that Stands Out

Category	Definition	Example
Need to affirm	Educators' support or value is essential for learners	"My basketball player did his work, but he was just quiet…until I got to talk to him outside of class…and to see his level of desire…it has to do with them feeling worthy, having words of affirmation…"
Personal connection	Educator has sense of relationship or camaraderie with learner	"I had to teach him how to speak up for himself as a man and be his own, you know, how to self-advocate…that experience was really transformative for him."
Expand thinking	Educators' interaction with learner contributes to new or different perspectives	"My Black students—Black women are the ones that pushed me in the classroom to think more, to think bigger."
Student performance/identity	Learners' sense of self in and beyond the classroom or structured setting	"…that student had a lot of impact on me in terms of the combination of identity factors involved and how…they were expressed through writing."
Not applicable/no	No particular racial learner stands out/the experience is not specific to racial minority learner	"I don't really have an answer to that or an experience that really rings a bell."

Summary of Coding

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Focusing on the themes of CRT (Solórzano, 1998), I developed coding schedules for the surveys and interview data. I was specifically focused on the themes of intersectionality of race and racism, challenge to dominant ideology, and centrality of experiential knowledge for this study. In order to ensure specificity and reduce overlap and redundancy, I developed five to seven codes for the surveys and interviews (Creswell, 2015). For the surveys, I used the common phrases of participants to develop categories. With the use of the transcript from the audio and video recordings, I determined the appropriate codes. I individually coded each survey and the interview questions. The coding schemes helped me to answer the two research questions for this study.

For this dissertation, the terms narrative, story, and response are used to describe how participants share their experiences regarding the survey and interview questions. At times, they are interchangeable. When these narratives are told from individual's perspectives and challenge the dominant narratives about marginalized groups, they serve as counterstories (Delgado, 1989; DeCuir & Dixson, 2004; Martinez, 2014, 2019, 2020) for this study.

Conclusion

Using surveys and interviews, this study answers two research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? Both qualitative methods provide answers to the research questions. The survey provides data on educators' perceptions of racial minority learners, institutional changes, and impact of supports they have received. The interviews allow educators to describe in depth their interaction with racial minority learners and

how they have been impacted personally and professionally as a result of their experiences with

students and professional supports. These methods offer more background information and allow

for me to make connections between participants and research rooted in CRT regarding the

experiences of educators of color. In essence, I have more insight about how teaching

experiences have impacted educators of color's perceptions of racial minority learners.

Chapter 4

Results and Analysis

This chapter focuses on the results and analysis of the survey and interviews regarding the research questions. Based on data from the survey and interviews, I argue that the perceptions that educators of color have of racial minority learners are varied, from critical to supportive. In addition, I argue that supports, like mentoring, professional development, and/or networking have had a positive influence to a degree in terms of how participants perceive racial minority learners or their interactions with them. To make the connection between educators of color and the reasons for their perceptions of racial minority learners, I incorporate CRT as a framework.

This chapter focuses on the results from a survey and interviews to answer the research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? I begin with the survey results to discuss educators of color's general perceptions of racial minority learners, institutional changes that they have observed, and the impact of professional supports on the perceptions they have. I discuss the survey results as it relates to the interview. Then, I discuss how the survey and interview highlight responses in the Writing Studies field among educators of color. The data analysis sheds light on the relationship between professional supports and perceptions among educators of color of racial minority learners. This chapter uses excerpts from three to four interviews to learn about individual narratives from educators of color, as well as to compare themes from these interviews.

Survey Data Results

There were 78 participants who responded to the survey, which comprised the same 21 questions. Participants were informed that they were not required to take part in the survey and could stop at any time. Of this amount, 68 consented to continuing the survey, and no participants declined consent. Closed-ended and open-ended questions had nearly the same number of responses, but the demographic responses at the beginning had the greater number of responses. The writing educators represented diverse institutions (See Figure 25). A copy of the survey questions can be found on Appendix D.

The response participation decreased by at least 30% with the progression of the survey. Of the participants who began the survey, 81% (56) were female, while 14% were male (10), 1% (1) was non-binary/third gender, and nearly 3% (2) preferred not to say. Over 96% identified as educators of color, with nearly 31% (37) currently teaching or tutoring at predominantly white institutions. About 30% (20) had taught or tutored for one to five years, nearly 22% (15) had taught or tutored for 6-10 years, 17% (12) had taught or tutored for 11-15 years, and nearly 32% (22) had taught or tutored for over 15 years. Half (34) of the participants had received their bachelor's degrees from PWIs, while 32% (22) had received their degrees from HBCUs, 10% (7) had received their degrees from other institutions, almost 2% had received their degrees from MSIs (1), and nearly 6% (4) had received their degrees from HSIs. Participants who selected Other were given the opportunity to provide additional information to their selection. Of those who selected Other, 50% (5) identified other institution types or locations. One participant noted this degree as "in progress at a PWI." Nearly 70% (47) had received their master's degrees from PWIs, and over 50% (36) had received their PhDs from PWIs. However, about 45% (29) had not obtained their PhDs. All of the participants had interacted with racial minority learners.

In order to organize the survey results, I utilized a thematic analysis. With the variety of institution types, I chose to analyze results based on these responses. Since PWIs and HBCUs were consistently selected as institutions at which the participants were currently employed, I organized the survey results based on these themes.

HBCUs

Of the 68 participants who completed the survey, there were 11 participants (nearly 13%) who said they were currently employed at HBCUs. All these participants responded to the close-ended question, "educators of color are considered individuals who identify with a non-dominant race (non-whites/Caucasians) and whose primary job responsibility is to teach/or provide writing instruction to students at a higher education institution. Are you an educator of color?" Nearly 91% (10) said yes, while 9% (1) said no. The survey from the participant who did not identify as an educator of color was excluded from the remaining results. I excluded this survey by using the Qualtrics report filters to eliminate surveys with no as responses to being an educator of color. The remaining 10 participants responded to the open-ended question, "how long have you been an educator (Teaching or tutoring)?" Of this number, 20% (2) said 1-5 years, 20% (2) said 6-10 years, 10% (1) said 11-15 years, and 50% (5) said 15+ years.

All the participants responded to the question, "what is your gender?" All of the participants were female. All of the participants responded to the question, "what is your age?" Of this number, 10% (1) were 20-29, 30% (3) were 30-39, nearly 30% (3) were 40-49, and nearly 30% (3) were 50+. All participants responded to the question, "where did you obtain your bachelor's degree?" Of this number, 30% (3) of the participants had obtained their degrees from PWIs, while 70% (7) had obtained their degrees from HBCUs. All participants responded to the question, "where did you obtain your master's degree?" Of this number, 70% (7) had obtained

their degrees from PWIs, 20% (2) had obtained their degrees from HBCUs, and 10% (1) had obtained their degrees from MSIs. Additionally, all participants responded to the question, "where did you obtain your PhD?" Of this number, 50% (5) had obtained their degrees from PWIs, and 50% (5) had not obtained their PhDs. The question, "at what type of institution are you employed?" Select all that apply," allowed for multiple responses. Therefore, there were 15 responses to this question." Of this number, nearly 7% (1) were employed at a research institution, nearly 7% (1) were employed at a teaching institution, 13% (2) were employed at a PWI, nearly 67% (10) were employed at an HBCU, and nearly 7% (1) were employed at other institutions. Participants who selected Other were given the opportunity to provide additional information to their selection. However, no additional information was provided.

All of the participants responded to the question, "what level(s) do you teach or serve?" Of this number, 60% (6) taught or served undergraduates, and 40% (4) taught or served both undergraduates and graduates. There were nine participants who responded to the question, "does your institution have a writing program? If so, is it established (5+ years) or new (under 5 years old)?" Of this number, nearly 78% (7) had established writing programs, while 22% (2) had no writing programs. There were seven participants who responded to the question, "briefly describe the make-up of your writing program. Select one." Of this number, 14% (1) had predominantly white writing programs, while nearly 86% (6) had predominantly Black or minority writing programs. Based on the survey data, the female participants were primarily ages 30 and above, had been educators for at least 15 years, and had received their bachelor's degrees from HBCUs. In addition, they had primarily obtained master's degrees from PWIs and were working in established writing programs that were primarily Black or minority.

There were nine participants who responded to the question, "racial minority learners are considered individuals who are at least 18 years old, identify with a non-dominant race (non-whites/Caucasians), and are enrolled in a higher education institution. Do you interact with racial minority learners in an educational capacity?" All participants had interacted with racial minority learners. There were eight participants who responded to the open-ended question, "How would you describe your racial minority learners as students?" These responses were coded according to the six categories described in Chapter 3. These six categories are as follows: a) academic characteristics, b) challenges, c) personal lives, d) diverse, e) in need of support, and f) scarce. Figure 19 indicates the responses from participants who were currently employed at HBCUs at the time of the study.

Figure 19. Perceptions of Racial Minority Learners Among HBCU Employees

Category	# of Codes	Definition	Example
Academic characteristics	6	Descriptions that focus on qualities specific to learners' intellectual performance	"Self-reliant. Determined."
Challenges	2	Descriptions that focus on obstacles for students that may present both academic and/or non-academic hindrances	"Awkward navigators of the traditional higher ed setting"
Personal lives	0	Descriptions that focus on the non-academic obligations or concerns for learners	Not applicable
Diverse	1	Descriptions that focus on the range of learner behavior, difference, culture, and insight	"Some have learning or intellectual disabilities…"
In need of support	0	Descriptions that focus on academic, social, and psychological necessities	Not applicable
Scarce	0	Descriptions that focus on limited presence of racial minorities in classes or at institutions	Not applicable

There were nine participants who responded to the question, "what are some changes that your institution has made in the last 5 years to support learners in general?" These responses were coded according to the six categories described in Chapter 3. The six categories are as follows: a) changes that students take advantage of, b) changes that faculty take advantage of, c) changes to curriculum, d) none/NA, and e) unsure. Figure 20 indicates the responses from participants who were currently employed at HBCUs at the time of this study.

Figure 20. Institutional Changes at HBCUs

Category	# of Codes	Definition	Example
Changes that students take advantage of	5	Modifications that provide academic, social, and psychological support geared specifically to students	"More online accommodation…"
Changes that faculty take advantage of	0	Modifications that provide academic, professional, social, and psychological support geared specifically to faculty	Not applicable
Changes to curriculum	4	Modifications to existing program designed by administrators and educations to support institutional goals	"…a new first-year writing coordinator…"
None/NA	0	No modifications have been made	"NA"
Unsure	1	Educators do not know of institutional modifications	"Not sure"

There were eight participants who responded to the question, "were any of these changes geared toward racial minority learners?" Of this number, nearly 88% (7) said yes, while nearly 13% (1) said no. There were 16 participants who responded to the question, "mentoring, defined by Brown et al. (1999), is "the process by which a novitiate person is positively socialized by a

sagacious person" into the traditions and practices of a particular environment (p. 106). Have you engaged in mentoring?" Of this number, nearly 89% (8) said yes, while 11% (1) said no. There were nine participants who responded to the question, "professional development is defined as support focused on equipping educators with the resources, education, and training needed for their career success and advancement. Have you engaged in professional development?" Of this number, nearly 78% (7) said yes, while 22% (2) said no. There were nine participants who responded to the question, "networking is defined as "a group of people who exchange information, contacts, and experience for professional or social purposes" (Oxford Learner's Dictionaries, 2020). Have you engaged in networking?" Of this number, nearly 89% (8) said yes, while 11% (1) said no.

There were nine participants who responded to the question, "how have mentoring, professional development, and/or networking shaped your work or interactions with racial minority learners?" These responses were coded according to the five categories described in Chapter 3. The five categories are as follows: a) one or more added to own development, b) one or more used for supporting colleagues and students, c) one or more helped little, d) no support, and e) unsure about impact. Figure 21 indicates the responses from participants who were currently employed at HBCUs at the time of this study.

Figure 21. Impact of Mentoring, Professional Development, and/or Networking (HBCUs)

Category	# of Codes	Definition	Example
One or more supports added to own development	3	Mentoring, professional development, and/or networking individually or collectively contributed to educator's growth	"Allows me to be more aware of including more culturally-diverse readings within the curriculum"

One or more supported colleagues and students	5	Mentoring, professional development, and/or networking individually or collectively contributed to colleagues' or learners' growth	"It has shown them that high levels of achievement are possible."
One or more helped little	1	Mentoring, professional development, and/or networking individually or collectively offered some general support	"…useful but not always geared to these populations and usually must be adjusted/decolonized for inclusivity"
Unsure about impact	0	Mentoring, professional development, and/or networking individually may or may not exist, but educators do not know how they operate or assist	Not applicable
No support	0	Mentoring, professional development, and/or networking individually or collectively had no contribution to educators' lives	Not applicable

The last question was "are you willing to participate in a 20-30-minute interview to share more about your mentoring, professional, and/or networking experiences?" Of the nine participants who responded, nearly 56% (5) said yes, while 44% (4) said no. Four participants provided their information for interviews. I completed interviews with one of these participants.

PWIs

Of the 68 participants who completed the survey, there were 36 (49%) participants who said they were currently employed at PWIs at the time of this study. All these participants responded to the close-ended question, "educators of color are considered individuals who identify with a non-dominant race (non-whites/Caucasians) and whose primary job responsibility is to teach/or provide writing instruction to students at a higher education institution. Are you an educator of color?" Of this number, nearly 97% (36) said yes, while nearly 3% (1) said no. The survey from the participant who did not identify as an educator of color was excluded from the remaining results. I excluded this survey by using the Qualtrics report filters to eliminate surveys with no as responses to being an educator of color. The remaining 36 participants responded to the open-ended question, "how long have you been an educator (Teaching or tutoring)?" Of this number, 33% (12) said 1-5 years, 19% (7) said 6-10 years, nearly 28% (10) said 11-15 years, and 19% (7) said 15+ years. There were 36 participants who answered the question, "what is your gender?" Of this number, nearly 17% (6) said male, nearly 81% (29) said female, and nearly 3% (1) said non-binary/third gender. There were also 36 participants who responded to the question, "what is your age?" There were 19% (7) who were 20-29, 44% (16) who were 30-39, nearly 14% (5) who were 40-49, and 22% (8) who were 50+.

There were 36 participants who answered the question, "where did you obtain your bachelor's degree?" Of this number, nearly 53% (19) had obtained their degrees from PWIs, 25% (9) had obtained their degrees from HBCUs, nearly 3% (1) had obtained their degrees from MSIs, nearly 6% (2) had obtained their degrees from HSIs, and nearly 14% (5) had obtained their degrees from other institutions. Participants who selected Other were given the opportunity to provide additional information to their selection. However, no additional information was

provided. There were 36 participants who answered the question, "where did you obtain your master's degree?" Of this number, 72% (26) had obtained their degrees from PWIs, nearly 3% (1) had obtained their degrees from HBCUs, nearly 3% (1) had obtained their degrees from MSIs, 11% (4) had obtained their degrees from HSIs, nearly 3% (1) had obtained their degrees from other institutions, and 8% (3) had not obtained their degrees. Participants who selected Other were given the opportunity to provide additional information to their selection. The participant provided online degree program as a response.

There were 36 participants who responded to the question, "where did you obtain your PhD?" Of this number, nearly 56% (20) had obtained their degrees from PWIs, nearly 3% (1) had obtained their degrees from other institutions, and nearly 42% had not obtained their PhDs. One participant who selected other was in the process of obtaining a PhD at a PWI. The question, "at what type of institution are you employed?" Select all that apply", allowed for multiple responses. Therefore, there were 72 responses to this question. Nearly 21% (15) were employed at research institutions, nearly 21% (15) were employed at teaching institutions, 49% (36) were employed at PWIs, nearly 3% (2) were employed at HBCUs, nearly 3% (2) were employed at CCs, 1% (1) were employed at HSIs, 1% (1) were employed at MSIs 1%, and (1) were employed at other institutions. Participants who selected Other were given the opportunity to provide additional information to their selection, but no participant chose to provide additional information. There were 36 participants who answered the question, "what level(s) do you teach or serve? Of this number, 50% (18) said undergraduates, 8% (3) said undergraduates, and nearly 42% (15) said both. There were 25 participants who answered the question, "does your institution have a writing program? If so, is it established (5+ years) or new (under 5 years old)?" Of this number, 96% (24) said yes, and 4% (1) said no. There were 24 participants who answered

the question, "briefly describe the make-up of your writing program. Select one." Of this

number, 80% (20) said predominantly white, 8% (2) said predominantly Black or minority, and

8% (2) said 50/50 white/Black or minority. Based on the survey data, the participants were

primarily female who were ages 30 and above, had been educators for 1-5 years, and had

received their bachelor's degrees, master's degrees, and PhDs from PWIs. In addition, they were

working in established writing programs that were primarily white.

There were 25 participants who answered the question, "racial minority learners are

considered individuals who are at least 18 years old, identify with a non-dominant race (non-

whites/Caucasians), and are enrolled in a higher education institution. Do you interact with racial

minority learners in an educational capacity?" All participants said yes. There were 24

participants who answered the question, "how would you describe your racial minority learners

as students?" These responses were coded according to the six categories described in Chapter 3.

Figure 22 indicates the responses from participants who were currently employed at PWIs at the

time of this study.

Figure 22. Perceptions of Racial Minority Learners Among PWI Employees

Category	# of Codes	Definition	Example
Academic characteristics	18	Descriptions that focus on qualities specific to learners' intellectual performance	"Most seem to [sic] well-prepared for university studies…"
Challenges	2	Descriptions that focus on obstacles for learners that may present both academic and/or non-academic hindrances	"Challenged in reading and writing skills"
Personal lives	2	Descriptions that focus on the non-academic obligations or concerns for learners	"Many outside obstacles to learning…"

Diverse	5	Descriptions that focus on the range of learner behavior, difference, culture, and insight	"Some are highly motivated…others seem less interested in the course content…"
In need of support	2	Descriptions that focus on academic, social, and psychological necessities	"Needing more community and faculty that look like them"
Scarce	3	Descriptions that focus on limited presence of racial minorities in classes or at institutions	"Less than 30% of learners at my institution are minority (undergraduate) learners…"

There were 19 participants who answered the question, "what are some changes that your institution has made in the last 5 years to support learners in general?" These responses were coded according to the five categories described in Chapter 3. Figure 23 indicates the responses from participants who were currently employed at PWIs at the time of this study.

Figure 23. Institutional Changes at PWIs

Category	# of Codes	Definition	Example
Changes that students take advantage of	12	Modifications that provide academic, social, and psychological support geared specifically to learners	"New programs aimed at recruiting and retaining students of color…"
Changes that faculty take advantage of	4	Modifications that provide academic, professional, social, and psychological support geared specifically to faculty	"Implemented a diversity task force"
Changes to curriculum	3	Modifications to existing program designed by administrators and educations to support institutional goals	"…more flexibility with curriculum…anti-racist practices and pedagogy."
None/NA	3	No modifications have been made	"N/A"

| Unsure | 4 | Educators do not know of institutional modifications | "Not sure" |

There were 23 participants who responded to the question, "were any of these changes geared toward racial minority learners?" Of this number, 52% (12) said yes, and nearly 48% (11) said no. There were 25 participants who responded to the question, "mentoring, defined by Brown et al. (1999), is "the process by which a novitiate person is positively socialized by a sagacious person" into the traditions and practices of a particular environment (p. 106). Have you engaged in mentoring?" Of this number, 84% (21) said yes, and 16% (4) said no. There were 25 participants who responded to the question, "professional development is defined as support focused on equipping educators with the resources, education, and training needed for their career success and advancement. Have you engaged in professional development?" Of this number, 96% (24) said yes, and 4% (1) said no.

There were 25 participants who responded to the question, "networking is defined as "a group of people who exchange information, contacts, and experience for professional or social purposes" (Oxford Learner's Dictionaries, 2020). Have you engaged in networking?" Of this number, 96% (24) said yes, and 4% (1) said no. There were 25 participants who responded to the question, "how have mentoring, professional development, and/or networking shaped your work or interactions with racial minority learners?" These responses were coded according to the five categories described in Chapter 3. Figure 24 indicates the responses from participants who were currently employed at PWIs at the time of this study.

Figure 24. Impact of Mentoring, Professional Development, and Networking (PWIs)

| Category | # of Codes | Definition | Example |

One or more supports added to own development	8	Mentoring, professional development, and/or networking individually or collectively contributed to educator's growth	"…more reflective in my role as an instructor and educated in issues of social justice and equity."
One or more supported colleagues and students	14	Mentoring, professional development, and/or networking individually or collectively contributed to colleagues' or learners' growth	"…allowed me to directly impact student perspectives on identity and development"
One or more helped little	2	Mentoring, professional development, and/or networking individually or collectively offered some general support	"Not really"
Unsure about impact	1	Mentoring, professional development, and/or networking individually may or may not exist, but educators do not know how they operate or assist	"Not sure if my institution has valuable resources for these students and ultimately myself"
No support	2	Mentoring, professional development, and/or networking individually or collectively had no contribution to educator's lives	"No"

There were 25 participants who responded to the question, "Are you willing to participate in a 20-30-minute interview to share more about your mentoring, professional, and/or networking experiences?" Of this number, 44% (11) said yes, and 56% (14) said no. I completed interviews with four of these participants.

Discussion of Survey Data

The survey results showed a variety of perceptions about racial minority learners. It is also important to note that there was overlap in those employed at HBCUs and PWIs. For instance, when I used Qualtrics filters to select participants who were employed at HBCUs only, seven of the 11 HBCU employees met the criteria. When I used Qualtrics filters to select participants who were employed at PWIs only, only five of the 36 PWI employees met the criteria. However, I chose not to restrict the data to only these filters because I did not want to risk excluding participants or other important institutional data that would reflect the diverse sample population.

Since there were more participants who were currently employed at PWIs than HBCUs at the time of this study, there were more responses from these participants to the questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? Based on my own experience in academia, I believed that there would be more critical responses about racial minority learners among participants who had been enculturated in academia for at least five years. While my experience working with the student client was during my first or second year as a graduate writing consultant at an HBCU, I now realize that my undergraduate career still predominantly centered whiteness in terms of the focus on acceptable academic practices.

Although CRT emphasizes more than one way of knowing (Martinez, 2019), I had not yet learned this concept. The years that I had been enculturated were longer than the years I had been tutoring, which impacted how I perceived learners. Yet, after self-reflection years later, I learned that the support I received as a consultant—which, according to CRT, constitutes as lived experience—exposed me to broader perspectives about learners, particularly racial minority

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learners. The survey question that asked about the impact of support allowed for this self-reflection among educators of color regarding their interaction with racial minority learners. Specific examples of how the impact supported their growth and/or their students provided evidence of the importance of having lived experiences.

Another hypothesis that I had was that many of the critical responses would come from those who were currently employed at PWIs at the time of this study. Because PWI institutions were originally exclusive to white learners, the policies do not always reflect diverse perspectives tied to experiences. There were eight responses from participants at HBCUs, while there were 24 responses from participants at PWIs. Of the eight participants from HBCUs, one had 1-5 years of experience, one had 6-10 years of experience, one had 11-15 years of experience, and five had 15+ years of experience. Of the 24 participants from PWIs, seven had 1-5 years of experience, four had 6-10 years of experience, six had 11-15 years of experience, and seven had 15+ years of experience. Using the six coding schemes from Chapter 3, I found that there were six survey responses from participants at HBCUs that referred to the academic characteristics of racial minority learners. These responses were mainly positive (ex: Racial minority learners are conscientious and talented.), with two referring to either positive and negative characteristics (ex: "Their writing is typically weak, but they do reasonably well when I provide scripted writing prompts.") or only negative (ex: "lacking in fundamental mechanics of grammar").

On the other hand, there were 18 responses from participants at PWIs that referred to the academic characteristics of racial minority learners. Half of these responses were either positive and negative (ex: "Some are driven and some do not care.") or just negative (ex: "Study habits are poor...language skills are not graduate student level."). Those with 1-5 years had the most

responses at PWIs regarding academic characteristics, while those with 15+ years had the most responses at HBCUs regarding academic characteristics. While there is a gap in experience, the results indicate that time spent in academia has an impact on educators' perspectives of racial minority learners. Participants with 15+ years of experience tended to view racial minority learners more positively compared to participants with 1-5 years at both PWIs and HBCUs. I believe that these are critical times in educators' careers when they can either be impacted the most, either by those established in the field or by newcomers who may bring insight to the field. Perhaps, as my mentor/committee member suggested, participants with fewer years who are on a tenure-track are cautious about their pre-tenure work. Therefore, they may be less supportive of racial minority learners and their academic literacies when they fail to reflect the expectations of a specific program or institution.

There were two responses that referred to learners as diverse from HBCU participants, while there were five responses from participants at PWIs that referred to learners as diverse. None of the participants at HBCUs referred to personal lives, support, or scarcity when describing learners, while participants at PWIs used these to describe learners. Because of the racial demographics of both institutions, the scarcity of racial minority learners is less applicable for participants at an HBCU than at a PWI. However, it is possible that the participants at PWIs used these descriptions to identify additional pressures that are inevitable for students of color, while simultaneously identifying obstacles or needs they face.

As Fujiwara (2020) explains in her work about being an Asian woman at a white liberal university, "white colleagues and administrations do not seem to recognize systematic patterns of bias against or devaluation of Faculty of Color" (p. 107). As a woman of color, she recognized that her positionality placed her in a position of racial harm and discrimination that was off limits

to the dominant group. Celia discusses her experience when she said, "most recently when I raised my concerns about the unfairness of an uncredentialed student being awarded an opportunity that should have been first awarded to all students, or at least those credentialed in American literature…after I got that very typical response undermining the skills and accomplishments of a person of color—my student—I wrote back. The response I got back was, 'ooh, let's let cooler heads prevail.' So now, because I had critiqued the institutional racism that my supervisor was wielding, I suddenly became the fiery Latina." Likewise, the educators of color seemed to be addressing the systemic racism that racial minority learners face as a caveat for certain descriptions. I argue that the increased sense of awareness educators of color have about how they, their students, and their institutions are perceived by dominant groups contribute to the narratives they provide.

In order to challenge received wisdom that measure academic performance in traditional and limited ways, participants provided responses that served as counterstorytelling (Delgado, 1989). In this way, the narratives operate as counterstories because participants highlight successes of their racial minority learners, as opposed to only the challenges that racial minority learners face in academia (ex: "Some have learning or intellectual disabilities, nevertheless, they persist!"). Because there were educators who worked at both institutions, it is difficult to measure whether educators at HBCUs or PWIs are more conscious of this awareness than their counterparts. For instance, while some educators indicated challenges at both HBCU and PWI institutions for racial minority learners, they also used phrases like "but" and "some" to indicate exceptions or additional perspectives to celebrate successes of the racial minority learners.

Having 15+ years of experience was something that the majority of participants at both HBCUs and PWIs had in common. Since participants had responses in both 1-5 years and 15+

years categories, the results indicated that newer educators of color had as much of a tendency to describe racial minority learners negatively as established educators of color. There were significantly fewer participants at HBCUs than PWIs, and most participants at HBCUs had 15+ years of experience. Aside from those with 15+ years of experience, participants at HBCUs had positive responses for 6-10, and 11-15 years. Overall, more responses came from participants at PWIs with 1-5 years of experience, both positive and negative. However, the tendency to describe learners more negatively was something that participants at PWIs showed more freely, when compared to participants at HBCUs. This can be an indication of the impact on educators of color when they occupy spaces in institutions that privilege whiteness. As Gómez (2020) shares, educators of color can be encouraged to uphold standards of whiteness, despite their identity and the connection they may share with other marginalized groups within their programs and institutions. This upholding may mean that people of color are as or even more critical of the racial minority learners when their academic literacy practices challenge practices considered normative (Pritchard, 2016). For instance, a description from a participant at a PWI of racial minority learners as "not as focused" seems to draw comparison to another learner or group. While there are no explicit comparisons, it can be argued that some standard exists by which this perception is made. In terms of the length of time in academia,

Regarding the impact of support, many of the participants attributed their perspectives of racial minority learners to mentoring, professional development, and/or networking. While many participants at both HBCUs and PWIs discussed the benefits for these supports on them, their colleagues, and students, there were also participants who saw little support, no support, or was unsure about the impact of these supports for them, their colleagues, or students. This revelation by both groups may indicate a need for more support particularly for educators of color.

Interview Results

While the survey helped identify diverse perceptions that educators of color had about racial minority learners, the interviews were intended to learn about how various influences impacted these perceptions. There were eight participants who completed the interviews. In this data, I present the results from the interview selection. Then, I discuss how the results answer the research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices?

All eight participants answered the question, "Who or what influenced your decision to become an educator?" These responses were coded according to the four categories described in Chapter 3. Figure 25 indicates the responses that participants had regarding the influences on their decision to become an educator. This information provided insight into how and why the educators chose to teach or serve students and informed me about the possible origin of their perceptions. The most common code was work experience. Based on their stories, nearly one-third of the participants were inspired to be educators because of the hands-on opportunity to teach or serve students. For example, James said, "And so I got into school, grad school to get my masters and I was a TA. But instead of being a TA that just kind of assists, I had my own class. And so that's what started me down the road of being an educator, 'cause once I had my own class, I was like, 'this isn't as bad as I thought it was going to be…'" Similarly, Carlos said, "I worked as a tutor…with the Gear Up Program…but I was intrigued by higher education a little bit more, but mainly I think the thing was just working with youth…and so it just, it was the first kind of moment where I realized that being accountable to a larger community…to other people in education was…a pathway that I could see myself in…"

Figure 25. Influence on Experience

Name	Gender	Pronoun	Role	Institution type	Length of experience	Influence
James	M	He/him	Professor	MSI, research	15+ years	Work experience
Celia	F	She/her	Professor	Research	15 + years	Mentor or educator
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Self
April	Prefer not to say	They/their	Doctoral student	Private, PWI, research	6 years	Personal acquaintances
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Mentor or educator
Carlos	M	He/him	Professor	PWI, research	6-10 years	Work experience
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Work experience
Kim	F	She/her	Instructor/ writing consultant	HBCU, research	6-10 years	Personal acquaintances

Further, all participants responded to the question, "share with me about the moment when you knew that teaching writing was your calling." These responses were coded according to the four categories described in Chapter 3. Figure 26 indicates the responses that participants had regarding the moment when they knew that teaching writing was their calling. Because this study is focused specifically on educators who teach writing, I desired to understand factors that drew them to this particular focus, where writing curricula in higher education may not always highlight the voices of people of color. The most common codes were work experience and student impact. Nearly one-third of participants credited work experience, and another one-third credited student impact for their decision to teach writing. For instance, Carlos said that "…I think that teaching writing was… sort of a part of a calling…when I taught during my PhD in a

bridge program, and so it was a bridge program again for students of color going into STEM

programs…it's at that moment when students are excited to go to the university, but they also

understand that they're in this bridge program for a reason…" On the other hand, Jason said that

"once I started assigning personal narratives to students as their first assignment so that they

could introduce themselves to me…I discovered that they trusted me for some reason…"

Figure 26. Moments of Calling to Teach Writing

Name	Gender	Pronoun	Role	Institution type	Length of experience	Writing as calling
James	M	He/him	Professor	MSI, research	15+ years	Work experience
Celia	F	She/her	Professor	Research	15 + years	Personal impact
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Self/internal reflection
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Student impact
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Student impact
Carlos	M	He/him	Professor	PWI, research	6-10 years	Work experience
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Student impact
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Work experience

All participants responded to the question, "in what capacities do you observe or interact

with racial minority learners?" These responses were coded according to the two categories

described in Chapter 3. Figure 27 indicates the responses that participants had regarding their

interaction with learners. I wanted to learn in what ways their roles allowed them to connect with

racial minority learners and how these roles contributed to their perceptions and stories regarding

racial minority learners. Over three-fifths of the participants identified overlapping roles

(teaching, mentor, and consulting), which I categorized into one group—multiple capacities.

Participants who had one role in academia described teaching as their sole role. Those that had

multiple roles, such as Celia, Maya, and Robert reflect on the ways that they supervise students

as chairs of masters or dissertation committees, informally and formally mentor students, consult

students as writing center consultants, serve as research fellows, or advise students. James and

Jason primarily focused on how teaching was their only interaction with racial minority learners.

Figure 27. Capacities with Racial Minority Learners

Name	Gender	Pronoun	Role	Institution type	Length of experience	Capacities
James	M	He/him	Professor	MSI, research	15+ years	Teaching
Celia	F	She/her	Professor	Research	15+ years	Multiple capacities
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Multiple capacities
April	Prefer not to say	They/their	Doctoral student	Private, PWI Research	6 years	Multiple capacities
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Teaching
Carlos	M	He/him	Professor	PWI, research	6-10 years	Multiple capacities
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Multiple capacities
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Multiple capacities

All participants responded to the question, "based on your experience, research, and observations, what dominant perceptions in your writing program or the Writing Studies field exist about racial minority learners?" These responses were coded according to the five categories described in Chapter 3. Figure 28 indicates the responses that participants had regarding dominant perceptions about racial minority learners. This question helped me get a sense of their awareness about racial minority learners either in their personal experiences or their research. It helped to shine light on what they perceived the dominant narrative to be. There were common themes that were primarily critical of learners. The most common codes were deficiencies, assumptions/standards about good writing/writers, and forgotten/not discussed, with one-fourth of the participants responding equally in these areas. When discussing deficiencies as dominant perceptions, Celia said, "the perceptions that I observe some of my colleagues making about minority or underrepresented students are often negative. They often assume students have a deficit in their skill set…" In terms of assumptions, Maya said that "there tends to be this kind of static notion of what constitutes good writing or effective writing in a given situation." Lastly, in describing racial minority learners as forgotten/not discussed, Jason said that "it's a hard answer because it doesn't get discussed. I feel like in the departments I've worked in…that's like the…off limits topic. We don't talk about the minority learners…they just sort of talk about everybody collectively, as if they all have the same needs."

Figure 28. Dominant Field Perceptions about Racial Minority Learners

Name	Gender	Pronoun	Role	Institution type	Length of experience	Dominant field perceptions
James	M	He/him	Professor	MSI, research	15+ years	Deficiencies
Celia	F	She/her	Professor	Research	15+ years	Deficiencies

Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Assumptions/standards about good writing/writers
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Theory without praxis
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Forgotten/not discussed
Carlos	M	He/him	Professor	PWI, research	6-10 years	Forgotten/not discussed
Robert	M	He/him	Doctoral student/ Instructor	PWI, research	6-10 years	Assumptions/standards about good writing/writers
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Prepared for a variety of ability

All participants responded to the question, "what is your perception of racial minority learners/their academic literacy practices? Share an experience that influenced this perception." These responses were coded according to the four categories described in Chapter 3. Figure 29 indicates the responses that participants had regarding their perceptions of racial minority learners. Their responses helped me get a sense of the origin of these perceptions for individual and collective educators. For participants who had reflections on their perceptions, it was interesting to learn how their experiences served as narratives that addressed dominant perceptions and empathy. Many of them connected their own perceptions to the dominant perceptions, which for many, impacted how they did or did not perceive racial minority learners. The most common code was ignored/silenced/not represented, with nearly one-third of the participants' responses reflecting this code. For example, April said that "…my perception of them and their literacy practices is that they're capable of doing the work and performing the work and understanding the work…and a lot of times…the obstacles are not acknowledged…the

reason for not being able to perform…is because they're perceived as not being able to, not being capable of doing it…"

Figure 29. Educators' Perceptions about Racial Minority Learners

Name	Gender	Pronoun	Role	Institution type	Length of experience	Educators' perceptions
James	M	He/him	Professor	MSI, research	15+ years	Struggles tied to systemic issues
Celia	F	She/her	Professor	Research	15+ years	Academic characteristics
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Ignored/ silenced/not represented
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Ignored/ silenced/not represented
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Ignored/ silenced/not represented
Carlos	M	He/him	Professor	PWI, research	6-10 years	Personal/academic connection
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Struggles tied to systemic issues
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Academic characteristics

All participants responded to the question, "how (do you believe) has your enculturation into higher education influenced your perception of racial minority learners/their academic literacy practices? Can you share a specific example?" These responses were coded according to the four categories described in Chapter 3. Figure 30 indicates the responses that participants had regarding the impact of enculturation in higher education. Because of my reflection of my own perceptions regarding fellow racial minority learners, it was important to hear the stories that

other educators have and how they connected to the discrimination that educators of color and racial minority learners face consistently. Yet, I recognized that these stories were not all alike. It was, however, apparent that whether educators of color referred to pedagogical approaches, advised students, or conducted research, they were aware of the inferiority of their identities and how learners' like identities also put them in positions to be subjected to similar instances of inferiority and exclusion.

The participants' responses were reflective of the most common code--resistance against supremacist expectations. Half of the participants discussed experiences related to this code. Celia said that "…my first response would be, I think, that my own and my colleagues who are also educators of color share a resistance to the enculturation of academia. I think we're disillusioned because we thought—I certainly did think that it was this space of really smart open-minded people." Additionally, Carlos said that "…so often I do my best to teach my class for or build my course around…you know, I guess you could say the most marginalized, but it just sort of depends on what the topic is and what I'm going for…so if there's only one sort of like one Latinx student or one Black student, one woman student in the class, I'm still going to design the class for that student as best as I can."

Figure 30. Impact of Enculturation

Name	Gender	Pronoun	Role	Institution type	Length of experience	Impact of enculturation
James	M	He/him	Professor	MSI, research	15+ years	Inclusive pedagogical approach
Celia	F	She/her	Professor	Research	15+ years	Resistance against supremacist expectations

Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Resistance against supremacist expectations
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Resistance against supremacist expectations
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Apathetic institutional response
Carlos	M	He/him	Professor	PWI, research	6-10 years	Resistance against supremacist expectations
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Not applicable/unrelated response
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Inclusive pedagogical approach

All participants responded to the question, "share with me what's been the most impactful on your thinking as an educator of color." These responses were coded according to the five categories described in Chapter 3. Figure 31 indicates the responses that participants had about what has been most impactful on their thinking. In my own experience, I reflected on things and people that influenced my thinking regarding teaching and tutoring. That "aha" moment has helped me be more intentional and self-reflective in recent years. Since these educators previously identified various influences on their decision to be educators of color and have had an opportunity to reflect on factors in their perceptions of learners, I expected that educators would also be able to pinpoint someone or something that has influenced their current thinking. For this question, the most common code was students, where nearly one-third of the participants' responses reflected this code. For example, when Robert talks about students as

most impactful on his thinking, he said, "just being mindful that the work that I do can help the next generation…the biggest takeaway from teaching is that you can help… Ideally, you want to help all 23, 25 students that you have in your class, but even if you only just get that one, it's worth it."

Figure 31. Most Impactful on Thinking

Name	Gender	Pronoun	Role	Institution type	Length of experience	Most impactful on thinking
James	M	He/him	Professor	MSI, research	15+ years	Other educators (examples)
Celia	F	She/her	Professor	Research	15+ years	Readings/research
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Students
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Own experience/experience of others/Personal influences
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Students
Carlos	M	He/him	Professor	PWI, research	6-10 years	Own experience/experience of others/Personal influences
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Students
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Obligation to lead by example

All participants responded to the question, "tell me a story when you recognized you were being viewed through your racial identity." These responses were coded according to the

four categories described in Chapter 3. Figure 32 indicates the responses that participants had

regarding the moments they recognized that they were being viewed through their racial identity.

These responses helped me determine if 1) the educators of color experienced moments where

they were profiled as educators by others and 2) those moments were implicit or explicit in

nature. In my own experience as a consultant and instructor, I am mindful that my identity as a

racial minority motivates my interactions with my colleagues and learners and also keeps me

mindful of how others choose to engage with me.

The most common code was peers/department, with over half of the participants'

responses reflecting this code. Participants shared stories, such as Kim, who said "…being a

racial minority in a department where…they're several white colleagues in…higher positions,

like in department chair—they were able to see that…you know of this community, I'm in this

program. I want to see change, so I think that it's been viewed rather positively." Further, Jason

said that "…the administration…flat out said it. They told me… 'we have a hard time keeping

minority instructors, and we enjoy and value, you know, your contributions and wanna keep you,

because, like you know, we don't have very many Black male faculty.' "

Figure 32. Viewed through Racial Identity

Name	Gender	Pronoun	Role	Institution type	Length of experience	Viewed through racial identity
James	M	He/him	Professor	MSI, research	15+ years	Not applicable
Celia	F	She/her	Professor	Research	15+ years	Peers/department
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Student interaction/ Peers/department

April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Student interaction
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Student interaction/ Peers/department
Carlos	M	He/him	Professor	PWI, research	6-10 years	Pedagogy/field/ research
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Peers/department
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Peers/department

All participants responded to the question, "Can you give me an example of how mentoring, professional development, and/or networking have shaped your perceptions of racial minority learners?" These responses were coded according to the four categories described in Chapter 3. Figure 33 indicates the responses that participants had regarding the impact of mentoring, professional development, and/or networking on their perceptions of racial minority learners. As the basis of this project, these supports were vital in helping me to develop positive perceptions of racial minority learners, especially after recognizing my biases early in my consulting career. Having worked with other educators, I also know that these are relevant supports. As such, these supports help to frame my second research question: And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices?

The most common code was service to students, with one-third of participants responding in this area. Participants highlighted supports, such as mentoring and networking. For example, Celia said, "so I started the program, and I think our first meeting for the fellowship was maybe

in November…I was surrounded by amazing people of color…some of the people I met in those conferences, I am still in contact with. Just informally now, instead of mentoring …we might collaborate on things. We're continuing that networking…I wanna give back to these students who were me. They are in spaces that are isolating and hostile…"

Figure 33. Impact of Mentoring, Professional Development, and/or Networking

Name	Gender	Pronoun	Role	Institution type	Length of experience	Impact of mentoring, professional development, and/or networking
James	M	He/him	Professor	MSI, research	15+ years	Job opportunities
Celia	F	She/her	Professor	Research	15+ years	Service to students
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Teaching pedagogy
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Personal navigation of program
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Service to students
Carlos	M	He/him	Professor	PWI, research	6-10 years	Service to students
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Personal navigation of program
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Job opportunities

All participants responded the question, "what role did race and culture play in your mentoring, professional development, and/or networking as a mentee/novice/newcomer?" These responses were coded according to the three categories described in Chapter 3. Figure 34 indicates the responses that participants had regarding the role that race played in their mentoring, professional development, and/or networking experiences as a mentee/novice/newcomer. I recall that my most impactful experience has been with a mentor of similar culture. Having an African-American female mentor has allowed me to share and learn from experiences that are specific to me as an African-American woman. I believe that this guidance has contributed tremendously to my success and ability to navigate personal and professional opportunities and challenges. I was curious about the ways that race contributed to other educators of color's mentoring, professional development, and/or networking experiences in their early career. The most common code for this question was desire for similar connection/community, with half of the participants commenting on the way that they connect with supports of similar culture. For example, Robert said that "my African-American mentor is on a whole other level, like we had a different universe because I can relate. We can, she can understand different racial encounters better, whereas if I'm with my old, my master's mentor, I would have to take time to explain, to set the scene to provide context before I can go into how I'm feeling."

Figure 34. Role of race in Mentoring, Professional Development, and/or Networking (mentee)

Name	Gender	Pronoun	Role	Institution type	Length of experience	Role of race in mentoring, professional development, and networking
James	M	He/him	Professor	MSI, research	15+ years	Desire for similar connection/community

Celia	F	She/her	Professor	Research	15+ years	Affirmation/guidance
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Race not a factor/open to any mentor
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Affirmation/guidance
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Race not a factor/open to any mentor
Carlos	M	He/him	Professor	PWI, research	6-10 years	Desire for similar connection/community
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Desire for similar connection/community/ Race not a factor/open to any mentor
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Desire for similar connection/community

All participants responded to the question, "what role did race and culture play in your mentoring, professional development, and/or networking as a mentor/leader/educator?" These responses were coded according to the three categories described in Chapter 3. Figure 35 indicates the responses that participants had regarding the role that race played in educators' mentoring, professional development, and/or networking experiences as a mentor/leader/educator. As a leader and more established educator, I value opportunities I have to inspire students. Receiving guidance as a novice has motivated me to "pay it forward" to help other racial minority learners navigate academia like others helped me. I was curious to learn whether or not others saw a responsibility to do the same for other racial minority learners. The most common code was mentoring/supportive of students of color, with half of the participants'

responses reflecting this code. In an example, April said, "having students who share similar identities and understanding…the constraints that they're up against and extending understanding…that they may not be as supported as their counterparts and in…extending the time that they need and the support that they need to be as helpful as I can be to them." Likewise, James said, "…I think it's important to connect with people within our own race and culture to be able to say, 'ok, I experienced this, and I experienced that, and then if I hear something that I'm not familiar with that you're experiencing, then wow, that's adding something new for me.' "

Figure 35. Role of Race in Mentoring, Professional Development, and/or Networking (mentor)

Name	Gender	Pronoun	Role	Institution type	Length of experience	Role of race as mentor/leader/educator
James	M	He/him	Professor	MSI, research	15+ years	Mentoring/supportive of students of color
Celia	F	She/her	Professor	Research	15+ years	Mentoring/supportive of students of color
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Race not a factor/open to any mentoring
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Mentoring/supportive of students of color
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Race not a factor/open to any mentoring
Carlos	M	He/him	Professor	PWI, research	6-10 years	Mentoring/supportive of students of color
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Race not a factor/open to any mentoring
Kim	F	She/her	Instructor/	HBCU teaching	6-10 years	Influence on pedagogy

			writing consultant			

There were seven participants who responded to the question, "do you remember a time early in your career that you thought differently of racial minorities than you do now? Tell me more about it." These responses were coded according to the four categories described in Chapter 3. Figure 36 indicates the responses that participants had regarding the perceptions that they had in their early career about racial minority learners compared to now. I found that many educators also had shifts in their perceptions over time and like me, many were able to identify their biases. In other instances, some had no shifts because their perceptions remained the same, or they had no response. The most common codes were more accepting of general perceptions, less aware of structural barriers, and not applicable/no. One-third of the participants responded equally in each of these areas.

Regarding general perceptions, Maya said, "…yeah, I really took to heart some of the demographic information I received when being oriented as the teacher about the students I'd be working with. And I was like, 'ok, I'll keep that in mind.' But then I realized, it was so much more fluid than that." On the other hand, Carlos focused on the structural barriers when he said, "…like sort of my Mexican-American students having a lot of trouble bringing their…lives, not their home lives but their home literacies…into a higher education or into education space, I think…I did not anticipate that being such a struggle…I think the flip side of basing everything on my own experience is sort of understanding like, 'ok, that's not everybody's experience…' " For Jason, who did not have a different past perception, he said, "No. I know my people. No."

Figure 36. Different Past Perceptions of Racial Minority Learners

Name	Gender	Pronoun	Role	Institution type	Length of experience	Different past perceptions
James	M	He/him	Professor	MSI, research	15+ years	More accepting of general perceptions
Celia	F	She/her	Professor	Research	15+ years	Assumptions of shared solidarity
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	More accepting of general perceptions
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Less aware of structural barriers
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Not applicable/no
Carlos	M	He/him	Professor	PWI, research	6-10 years	Less aware of structural barriers
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Not applicable/no
Kim	F	She/her	Instructor/ writing consultant	HBCU teaching	6-10 years	Not applicable/no

Lastly, there were eight participants who responded to the question, "is there a racial minority learner who stands out in your mind? If so, tell me why that particular learner has had such an impact on you." These responses were coded according to the five categories described in Chapter 3. Figure 37 indicates the responses that participants had regarding a racial minority learner that stands out in their minds. Hearing the stories about racial minority learners allowed me to humanize the data from the surveys. While the survey discussed perceptions, the responses

from interviews elaborated on the relationships and some of the challenges that racial minorities experienced. These stories also reinforced the value that stories have to the Writing Studies field. The most common codes were personal connection and need to affirm, with nearly one-third of participants' responses reflecting these codes equally. Regarding personal connection, Celia said, "there's a student that I had when I was a graduate student…African-American woman…who came from a difficult home…she's one of the examples of students who were placed in a remedial English course…there was nothing wrong with her English. I said, 'no matter what you do, get back in my classroom.' So she did, and I helped her navigate different resources. But… she stands out to me as someone who had the drive to not let the system grind her down and as a student that I could help." Similarly, about affirming students, April said "…as a writing consultant, there was this one student who came into the writing center…English was not their first language…I'm asking questions to understand what they're trying to say. And so that was important to the student because nobody ever asked them questions…that student cried…and I think that student understood their work was about, of value."

Figure 37. Racial Minority Learner that Stands Out

Name	Gender	Pronoun	Role	Institution type	Length of experience	Racial minority learner that stands out
James	M	He/him	Professor	MSI, research	15+ years	Need to affirm
Celia	F	She/her	Professor	Research	15+ years	Personal connection
Maya	Prefer not to say	They/their	Professor	Public, teaching	8 years	Student performance/identity
April	Prefer not to say	They/their	Doctoral student	Private, PWI research	6 years	Need to affirm
Jason	M	He/him	Instructor	PWI, teaching	6-10 years	Personal connection

Carlos	M	He/him	Professor	PWI, research	6-10 years	Expand thinking
Robert	M	He/him	Doctoral student/ instructor	PWI, research	6-10 years	Need to affirm
Kim	F	She/her	Instructor/ writing consultant	HBCU, teaching	6-10 years	Not applicable/no

Discussion of Interview Data

Because of the recurring themes of institution type mentioned in participants' interviews, blurbs, or surveys, I organized the interview data results based on participants' employment at either a research or teaching university. For this reason, some of the analysis refers to these experiences. My initial assumption was that many of the educators would have experiences where they perceived academic literacy practices as problematic as a result of their enculturation into academia. I also assumed that with positive experiences with supports, like mentoring, professional development, and/or networking, they would have less critical views of these racial minorities and their academic literacy practices the longer they were in academia. In some cases, responses were more similar among a particular type of institution. In some cases, the institution type made little difference. For instance, those who identified work experience as an influence on their decision to become an educator were all employed at research institutions.

At other times, research and teaching were fairly represented for other answers. For instance, participants at both research and teaching institutions identified teaching pedagogy and service to students equally as an impact from mentoring, professional development, and/or networking. The responses from participants from both teaching and research institutions were represented in the question about dominant perceptions in the program about racial minority

learners. However, there was more representation from research institutions in the responses. For instance, more participants from research institutions responded that deficiencies, students as forgotten/ignored, and assumptions/standards about good writing/writers were the dominant perceptions in the field about racial minority learners. Since over half of the interview participants represented research institutions, the results for specific questions may reflect the disparity in institution type.

With diverse responses and experiences, the interviews allowed time and space for participants to share their experiences in the form of storytelling (Delgado, 1989; Ladson-Billings, 1999; Ladson-Billings & Tate, 1995; Martinez, 2014, 2019, 2020; Solórzano, 1998; Solórzano & Yosso, 2002). This common method in CRT honored the experiences of the educators of color, similar to how Solórzano's (1998) use of interviews with Chicana and Chicano doctoral students honored the experiences of students enrolled in a fellowship program. The use of stories is valuable in highlighting the pervasive racism that is both subtle and blatant in academia writ large. Hearing from interviews with diverse educators of color about their range of experiences reinforces the need for firsthand conversations with marginalized groups, rather than conversations about them (Deans, 2000). Because this project seeks to avoid pitfalls of assumptions about other educators of color, I found it necessary to hear the individual stories, many of which had similar connections. For example, Jason, April, and Carlos discussed racial minority learners as "ignored" or "silenced," according to dominant perceptions. Additionally, Celia and April used "hostile" to describe higher learning spaces for racial minority learners.

A common thread that educators shared is their identification of structural barriers that prevent racial minority learners from benefiting from opportunities that are more readily available to white students. For example, Robert said, "…you have these, again, white cisgender

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heteronormative males who have their families, and they have…I guess you can just say family

wealth. And I don't mean wealth as in millions of dollars. I mean generational wealth, where their

parents were able to establish a 401K at the age of seven, and they have a retirement plan, or they

have land to actually move to or to grow on….and they teach how to keep going when minorities,

especially African Americans—we still waiting on our 40 acres and a mule…so… it has always

been a disadvantage."

Of the eight participants, half of them shared narratives earlier in their careers that

indicated a shift in thinking from ways that were critical in the beginning of racial minority learners

and their abilities as opposed to their current thinking. James was one of the participants who made

this shift in thinking. He said, "…I really did think that because I had heard it so much that you

know, the students that I was teaching at the HBCUs were…coming in with so many

deficiencies…And then as I progressed and learned more and was receptive, and open to it, it's like,

'okay, they're not coming in with this many deficiencies as I thought they were coming in

at…they're not as below level, whatever that level is. Fine.' " The implicit and explicit guilt that

some shared indicated a recognition that the dominant ideology had overshadowed the reality of

what the racial minority learners contributed to the learning environment. This guilt was also

relatable, as I had to confront my own biases later in my career. Celia said that "at the risk of being

negative, I think that very early in my career, I falsely assumed that all racial minorities in the

university would bond, and that we had a shared experience and we would support one another."

On a larger scale, this data emphasizes some of the background for how educators of

color perceive the racial minority learners they engage in higher education. The stories that the

educators of color tell not only speak to their time in academia, but it also shows the impact of

personal experiences on how they view themselves and the identities to which they choose to

connect. Feelings of guilt for particular feelings also speaks to the mental toll of being a minority (N. Green, 2018; C. Shelton, 2020) managing identities and perspectives that conflict with the majority of their counterparts in spaces that are not welcoming.

Research Questions

For my study, the survey and interviews allowed me to learn about the range of experiences and backgrounds that the participants had in higher education. They also provided me with firsthand insight to answer the first research question: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? These experiences were both critical and supportive and reflective of years in academia. Although responses were not definitively solely based on institution type, there were trends in that participants employed at PWI had more critical perceptions of racial minority learners overall than those who were employed at HBCUs. In addition, most participants who were employed at research institutions consistently referred to research in their responses about learners and/or pedagogy, whereas those from teaching institutions consistently discussed hands-on experiences with learners.

Over half of the survey responses were from female participants, while half of the interviews were from male participants. Since the interview sample provide more balanced gender participation, experiential knowledge was honored beyond multiple identities. Another important aspect is that not all participants had applicable experiences for survey or interview questions. These responses also tell a story—one that challenges the idea that there are monolithic experiences for an entire group of people. According to Gay (2000) "…designating core or modal characteristics does not imply that they will be identically manifested by all group

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members. Nor will these characteristics be negated if some group members do not exhibit any of them as described" (p. 10). The range of backgrounds, role, time in academia, and influences all played a role in the types of experiences that the educators had, which shaped their responses. Thus, in some instances, educators had pivotal moments with both racial minority learners and non-dominant learners that shaped their perceptions, rather than just with racial minority learners. For instance, Jason shared that "I was really surprised by the white students who actually did come to me for mentorship…it was hard for them to do it initially, but they recognized that there was value in the relationship, and they wanted whatever they could get out of it."

In another instance, April recalled being profiled by a student when they said that "I was teaching a writing [information deleted] class. A lot of the students were white and majority affluently white. I assigned a text that didn't um, you know, subscribe to Standard English…one of my students said, 'did you write this?' And I said, 'why you think I wrote this?' And they said, 'cause this sound like you…' The writing was very casual and stuff like that, and so that was a moment that one of my students basically tried me." Even still, Robert reinforces the idea similar to Jason about mentorship for dominant groups. He said that "…I come across more white students, and they need the same level of mentoring that students of color need, and it's easy for a minority person in power to assume that a student of the white race has it all together. That's something that I'm more and more getting in tuned with myself."

In addition, responses to the surveys and interview questions helped me to answer my second research question: And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? At both HBCUs and PWIs, these supports were beneficial for many educators of color. However, I found that

there were broad understandings about definitions of these supports and for whom they were directed in both surveys and interviews. After discussing the results with my chair, I learned that my understanding of professional development may have varied from what the participants perceived examples to mean. Therefore, when some survey responses indicated little or no support, they may have been referring to specific examples only, rather than possible broader ones. In sharing the benefits of these supports where applicable, I also saw how the educators of color used their experiences to pass on the benefits to the racial minority learners to also serve as mentors, help them network, and provide professional resources to them when possible. So, they were not only reflecting on their experiences, but they were working to provide a sense of community in spaces where racial minority learners were experiencing challenges, discrimination, or exclusion because of their racial identities, which also intersected with other identities (Gómez, 2020; D. Green, 2019; N. Green, 2018; Hirshfield & Joseph, 2012; Kynard, 2019; Pritchard, 2016; C. Shelton, 2020).

In terms of the impact of support, James shared that "mentoring is very important to me-- faculty-student mentoring, faculty-faculty mentoring…we used to have mentoring structures…at my previous institution, where if we had new faculty come in, they would be paired with…a junior or senior faculty member and junior-senior faculty were paired with senior faculty so you had someone you could talk to, and you know, bounce ideas off of, and get feedback from, etcetera." Kim also discussed the benefit of supports in sharing that "as much as I hate the word, networking, I guess it really got me where I am. It's getting me involved in the space…of higher learning and… writing center studies and the students that we are trying to serve." Further, Carlos said that "…it's sort of the navigating of the institutions that ends up being the thing that those professional development opportunities end up sort of benefitting most…" These

participants all saw the benefits of these supports, whether they were discussing the benefits for themselves, colleagues, or racial minority learners.

Counternarratives

Specific counternarratives allowed me to better understand that my own perceptions of racial minority learners were not isolated but were influenced by the academic environment I had. This environment is heavily influenced by structural racism that can be traced back to slavery. Although the depth of these responses varied, many of the participants explicitly or implicitly connected structural racism to the perceptions they had of racial minority learners and their academic literacy practices. For instance, April's counternarrative about their perception of racial minority learners reflects the complexity in perceptions between mainstream literature and those within marginalized groups. They said that "my perception of them and their literacy practices is that they're capable of doing the work, performing the work, and understanding the work….however, the environment that they can exist in presents obstacles for them to do that…" While also existing and navigating in a predominantly white space, April can relate to other racial minority students more intimately because of their current role.

Using a CRT lens, I argue that April's additional quote that "the space that they're actually existing in…can be violent, can silence, is known to silence them, can be uncomfortable and unwelcome," reflects an emphasis on the intersectionality of race and racism (Solórzano, 1998). Because of racial identity, those who are considered people of color are at risk for mistreatment. Racial minority students are automatically targets because these spaces, particularly spaces designed for dominant groups, are not open to the diversity that they bring.

Further, Robert shares his counternarrative on perceptions of racial minority learners when he says that "we as a minority body are still well behind the curve, sadly, and that's not due to our own faults. It's not due to the faults of our parents. It's due to, uh, what is that called? Structural racism. Yes, I think that's it." This quote reinforces Crenshaw et al.'s (1995) argument that "it was the interaction between conceptions of race and property which played a critical role in establishing and maintaining racial and economic subordination" (p. 278). Along with theme of intersectionality of race and racism, this counternarrative challenges a dominant ideology that access is equal and that opportunities are available to all. Robert also hints at López's (2013) argument that the mental enslavement is what inhibits people of color from gaining opportunities passed down among those of dominant generations. Lastly, Celia says that "…my perception of racial minority learners or underrepresented learners is that they are hungry for help and they make the best of it that they can." This quote seems to acknowledge the inequities that people of color have, as both April and Robert do in their responses. Their responses not only acknowledge the challenges that racial minorities face but the barriers beyond their control.

These narratives were particularly significant to this study because they connected several individual responses and even brought back my own story full circle. The overall point about structural racism as a setback helps to indicate the root of the problem when it comes to racial minority learners and the challenges that they face as outsiders. These counternarratives also challenge the Writing Studies field in how we approach teaching and research. Counternarratives continue to indicate the problematic nature with dominant narratives that exclude those impacted most by narratives that are not reflective of reality for the populations about which they discuss.

Conclusion

Upon examining the data, I found a CRT lens vital for learning about perceptions among educators of color in academia. Some common experiences indicate that enculturation in academia has played an impact for both new and established educators. While institution type can make a difference, higher education contexts do not equitably serve people of color and therefore, do not always allow opportunities for racial minority learners to demonstrate multiple ways of knowing and existing in these spaces. Particular supports, like mentoring, professional development, and networking can contribute to positive perceptions of racial minority learners, but these supports are not always available or impactful for people of color, especially if they are not presented as supports or relevant to the work or population that the educators serve.

Chapter 5

Conclusion

This dissertation focused on the perceptions among educators of color and the supports that contributed to these perceptions about the academic literacies of racial minority learners. Using Brian Street's (2001) definition of literacy to mean "the social practices and conceptions of reading and writing" (p. 430), I focused specifically on literacies in academic contexts. My own experience as a minority writing consultant working with racial minority learners served as inspiration for this study. The presence of specific types of support contributed to my development and helped broaden my perspectives about what it means to be academically literate. Out of curiosity of how other writing educators of color's experiences compared to my own, I tailored this study to national educators of color who taught or provided writing instruction to racial minority learners.

Based on my experience and that of some of the educators, supports like mentorship, professional development, and/or networking tend to empower educators of color to confront their own complicity in valuing certain literacies over others and question their motives in working with racial minority learners in academia. This chapter begins by reviewing the study as introduced in Chapter 1. Next, it refers to the CRT framework and literature review discussed in Chapter 3. Then, it emphasizes the methodology as discussed in Chapter 3. Afterward, it reviews the findings and results as discussed in Chapter 4. I then offer discussion and implications about future research before concluding the study.

Mentorship

As discussed earlier, mentorship is a powerful support that guided me to an open-minded perspective regarding literacy practices. Prior to receiving mentoring from my African-American

female mentor, I was not conscious that my mindset only embraced "naturalized white codes of rhetorical expression…as stable ahistorical standards" (Denny, 2010, p. 38). As a result, my perception of racial minority learners who did not adopt these standard practices was more critical. However, with my African-American female mentor's guidance, I became empowered to affirm all literacy practices in order to effectively support learners, especially racial minority learners. This type of mentorship is described by Toldson and Griffin (2012), who emphasized mentoring for ensuring minority students reach their potential, opposed to the limited expectations mainstream narratives had about their potential.

Through mentorship, I was better able to reach my potential as a writing consultant, as well as identify the potential in racial minority learners. Too, I was more equipped to reflect on the type of educator I wanted to be to effect change for racial minority learners. I am confident that my teaching and interactions would be much more rigid and therefore, unsuccessful with racial minority learners without the presence of mentoring. In the end, I would have had to manage the feelings of failure in supporting racial minority learners. According to Caswell et al. (2016), the lack of effective mentors can make the mental labor of being both a minority and support for racial minority learners overwhelming for educators of color in their advocacy for more inclusive, supportive environments. While the labor has been difficult even with strong mentorship, it has been more manageable for me and the educators of color, according to the results of the study.

Professional Development

Having also benefited from professional development, I can appreciate the resources that provided me with insight and strategies to better serve the learners with whom I interacted. As

with racial minority learners, not all professional development opportunities are the same. Some professional development is generalized in ways that fail to address the unique needs of educators of color. For this reason, West (2017) advocates for a professional counterspace "intentionally designed by and for similarly situated, underrepresented individuals to convene with one another in a culturally affirming environment, where the reality of their experiences are held central" (p. 285). Training that takes academic context and learner population into consideration can enhance the educators of color's ability to connect with racial minority learners. These professional counterspaces are not limited to conferences but are spaces that can create culturally-affirming environments for learners. In order to benefit the marginalized populations and promote their safety, counterspaces need to be beyond the academy. Since they should be low stakes, counterspaces are most beneficial when they are disconnected from a university setting, which can be hostile for educators of color. Based on the interviews, a sense of distrust among some educators of color may make counterspaces null when they are established within the confines of academia. Online spaces for and by educators of color to convene serve as an example of a counterspace because educators of color are able to share experiences and be more effective in their practices, thereby successfully "countering" the spaces that fail to value them or their perspectives.

As one educator of color, James, shared in an interview, having professional development that puts educators in the role of learner "actually humbles you and…helps you figure out your deficiencies…in your teaching and your pedagogy." This quote accurately speaks to the need for educators to be open to receiving new information and willing to take on a mindset of a learner in order to understand the needs of other racial minority learners. Like with mentoring, professional development can motivate educators of color to reflect on their approaches and

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professional philosophies to determine how they align with supporting racial minority learners. At times, professional development, like professional counterspaces, can border on the line of networking, another useful support for educators of color.

Networking

Further, both informal and formal networking have benefited my work with racial minority learners. Much of the stories that the educators shared through surveys and interviews were similar to my own experiences, where I utilized connections with educators of color in my graduate programs and work environments. Not only is becoming familiar with the research of colleagues of color important, but seeking practical advice from them for navigating spaces that were still new to me allowed me to become more confident and vocal about advocating for my needs. As CRT emphasizes, when there is a network of members who have had similar encounters, members can advise one another based on experiential knowledge (Solórzano, 1998). As scholars Godbee and Novotny (2013), Hirshfield and Joseph (2012), and McManigell Grijalva (2016) assert, there are few minority students and faculty represented in certain graduate programs. Thus, connecting to others with similar identities is particularly important in academia.

As with mentoring and professional development, however, the needs and encounters that educators of color have vary. So, they may not utilize networks the same. Thus, even while members of a network exhibit similarities, Gay (2000) advises that "…designating core or modal characteristics does not imply that they will be identically manifested by all group members. Nor will these characteristics be negated if some group members do not exhibit any of them as described" (p. 10). For instance, some educators of color seek solely professional networking,

while others also seek social networking. Social networks can offer useful support and can be in-person or online. Digital networks, in particular, can extend the support that educators of color have, as access to multiple social media platforms increases the reach to wider audiences. When there is a network of members who have had similar encounters, members can advise one another based on experiential knowledge, which CRT holds as an important tenet (Solórzano, 1998). However educators of color utilize the network, their ability to connect with other marginalized individuals can serve as a reminder of the empathy needed when serving racial minority learners.

Summary of Study

This study provided insight on how enculturation into academia impacted the perceptions of educators of color. As I discuss in Chapter 1, I had a realization of the role that the education system played in what I saw as acceptable academic practices, influencing the negative perceptions I initially had of racial minority learners whose practices countered those considered standard. Providing the historical background of race was vital, as it helped to establish why the CRT framework was an appropriate theory for the study. I introduced the supports that helped me develop more open-minded thinking, which according to the research literature, also proved beneficial for other educators of color's personal, academic, and professional growth (Kohli et al., 2015; McManigell Grijalva, 2016; Mullin & Braun, 2008; Okawa, 2002; Sévère, 2018; West, 2017). My goal for this study was to expose inherent racism in higher education as a contributor to the perceptions educators of color had about racial minority learners.

Drawing from the research of other CRT scholars (Barnes, 1990; Bell, 1987; Crenshaw, 1989; Delgado, 1989; Freeman, 1978; Matsuda, 1991) in Chapter 2, I connected their research to

the study's goals. In selecting CRT as the framework, I focused on three tenets for this study. Lived experiences, dominant ideology, and intersectionality of race and racism were all relevant to my study on educators' perceptions. Since I value the lived experience of minority populations, I focused on firsthand narratives (Ladson-Billings & Tate, 1995) from the educators of color in the form of surveys and interviews. The scholars' exploration of CRT in K-12 and higher education spaces emphasized the usefulness of the theory to explore the ways that people of color are marginalized, silenced, and/or inhibited.

In Chapter 3, I discussed the methods of surveys and interviews that previous scholars found useful in their own studies (Jain, 2009; Pittman, 2012; Solórzano, 1998). These surveys and interviews provided me with insight about the educators of color, from demographics to institution type. Also, these methods allowed me to capture honest quotes in talking with educators, rather than relying purely on observation as a research method. Narrative research revealed the participants' personal stories and allowed me to learn background information in ways that methods, like secondary research may not be able to capture. Because the surveys were anonymous, participants had the opportunity to be honest with little concern about identifying information. Having had my own experience, I connected to many of the educators when they shared how supports, like professional development or networking benefitted them personally and professionally in ways that allowed them to better serve racial minority learners. By sharing their narratives, the participants provided insight about their individual experiences with race. When these narratives exposed the inequitable treatment educators of color or their racial minority learners faced because of race, they also served as counterstories (Delgado, 1989; DeCuir & Dixson, 2004; Martinez, 2014, 2019, 2020) to challenge dominant perceptions in the Writing Studies field or in the institutional writing programs.

Lastly, in Chapter 4, my results and analysis revealed ways in which educators of color's perceptions were both supportive and critical of racial minority learners. By organizing my analysis by institution type—HBCUs vs. PWIs—I was able to identify patterns in programs, students' needs, and general responses, based on predominant environments represented. Length of time in academia contributed to the type of perceptions that educators of color had, with those having more positive perceptions the longer they had worked in academia. At times, there was correlation between type of perception and institution type. However, these correlations were not definitive, as there was overlap in the type of institution at which educators were employed. Thus, there is ongoing research and potentially a greater sample pool that may provide more definitive answers.

Study Conclusions

By conducting this study, I understood more about how many educators of color rely on narratives to tell their stories of racial harm, discrimination, and profiling. The study has brought me to the conclusions: 1) Length of time in academia contributes to the type of perceptions that educators of color have about racial minority learners; 2) The presence of supports, like mentoring, professional development, and/or networking have a positive impact for how educators of color perceive and engage with racial minority learners; and 3) More emphasis should be placed on counterstorytelling to challenge Writing Studies and educational institutions about the disparities in educational experiences and the external factors that contribute toward these experiences.

Length of Time in Academia

As discussed in Chapter 4, I organized survey data from 68 educators of color at HBCUs and PWIs. By evaluating factors like demographic information, including length of time teaching or serving students, I was able to make connections. I used coding schemes to analyze responses to identify connections in what educators shared about their perceptions and the impact of supports on their perceptions. The results showed a correlation between the length of time in academia and the type of responses the educators of color gave about their perceptions of racial minority learners.

After evaluating coding schemes based on the educators of color's responses, I found that those with 1-5 years had the most responses at PWIs regarding academic characteristics, while those with 15+ years had the most responses at HBCUs regarding academic characteristics. Having 15+ years of experience was something that the majority of participants at both HBCUs and PWIs had in common. Further, participants with 15+ years of experience tended to view racial minority learners more positively compared to participants with 1-5 years overall. Since participants had responses in both the categories of 1-5 years and 15+ years, the results indicate that newer educators of color had as much of a tendency to describe racial minority learners negatively as established educators of color did. However, the tendency to describe learners more negatively was something that participants at PWIs showed more freely, when compared to participants at HBCUs. The explanation for this outcome can be an indication of the impact on educators of color when they occupy spaces in institutions that privilege whiteness. As Gómez (2020) shares, educators of color can be encouraged to uphold standards of whiteness, despite their identity and the connection they may share with other marginalized groups within their programs and institutions. This point seems significant and strong based on the results from the study.

Presence of Mentoring, Professional Development, and/or Networking

As I discuss throughout the study, supports like mentoring, professional development, and/or networking had a personal impact on my thinking and perceptions about racial minority learners. The research also discussed how these supports were beneficial for people of color (Castaneda et al., 2020; Clark, 2020; Deo, 2020; Griffin & Toldson, 2012; Guramatunhu-Mudiwa & Angel, 2017; Hirshfield & Joseph, 2012; Johnson-Bailey & Cervero, 2004; Keaton Jackson et al., 2020; McManigell Grijalva, 2016; Okawa, 2002; Phruksachart, 2017; Sévère, 2018; View & Frederick, 2011; West, 2017). After distributing surveys and conducting interviews, I learned that the level of support in many ways helped these educators of color manage their own challenges navigating the racial discrimination and psychological harm that they experienced.

Based on the surveys, over 90% of the total educators of color had some form of mentoring, professional development, and/or networking. Specifically for the HBCUs and PWIs, nearly 95% of the educators of color who had this support identified these supports as beneficial to their own development or to the development of their colleagues or students. Further, all educators of color interviewed detailed the importance of mentoring and identified specific experiences with mentors. While some had mentors who shared similar cultures or backgrounds, some shared experiences with white mentors. As I did with my own experience, I found that educators of color credited their decision to become educators, pursue certain opportunities, or be their authentic selves to the supports of others who identified their potential or who desired to pass along knowledge.

Counterstorytelling in Writing Studies

In this study, I wanted to tell the stories of educators of color who represented diverse backgrounds in identities and institutions. While I acknowledge that I can relate to other educators of color based on positionality, I cannot tell others' stories in the ways that they can. And the dominant narratives are not always based in reality, which is a major focus of this study. Thus, I rely on CRT's use of counterstorytelling as utilized by Delgado (1989), Martinez (2014, 2019, 2020) and DeCuir and Dixson (2004) for pushing back against majoritarian stories. The need for counterstories in Writing Studies remains important in order to better understand the actual experiences of groups often ignored and effectively address the needs expressed among marginalized groups.

For the surveys, I found that some educators of color not only shared perceptions about challenges that racial minority learners faced, but they made connections between these challenges to larger issues, like systemic racism. In that regard, the counterstories offered insight to why racial minority learners may struggle academically or experience certain personal challenges. Likewise, interviews provided more in-depth responses about educators of color's perceptions. When they reflected on the dominant narratives about racial minority learners, many educators of color shared stories about moments of growth for them as educators, as well as the racial minority learners.

Future Research

Because I understand that my sample represents a small pool of educators of color, I anticipate ongoing research with a larger group of writing educators of color. Some limitations of the study are that I did not have a balanced number of educators who represented HBCUs compared to those who represented PWIs. For instance, only nine educators identified their writing programs as predominantly Black or 50/50 white/Black or minority, compared to 22

educators whose writing programs were predominantly white or 50/50 white/Black or minority. Even still, only two educators had writing programs that were 50/50 white/Black or minority. Having more representation of HBCUs in the surveys would have allowed me to learn about whether or not issues of racism at PWIs were as pervasive at HBCUs. Only one HBCU educator of color was represented in the interviews, and her academic experience with race and racism was predominantly in connection to the curriculum, as opposed to interactions with students or peers that educators of color at PWIs described. I am curious if race and racism would have been discussed by educators of color in terms of interactions at other non-white institutions, like MSIs and HSIs, if there were more representation among them as well.

One point that an educator of color, April, mentioned during the interviews was about the lack of praxis regarding the research on the marginalization of racial minority learners. This was a valid point, as much research focuses on adding to the conversations about inequities in the field. However, some of the stories that the educators shared addressed the ways that they have supported learners who have felt ignored, silenced, or underrepresented. As a result of these stories tied to the positionality of racial minority learners, I am also interested in engaging with writing educators of color to learn about the effective ways that they have been able to affirm students' practices. Many of them discussed experiences where they spent time building up the confidence of learners who either had low self-esteem in general or about writing specifically. Questions related to student affirmation may be 1) What are the ways that you have affirmed students' academic literacy practices? 2) And how do you see this affirmation impacting student self-efficacy for racial minority learners in higher education?

Further, a question arose among my committee about exploring how racial minority learners perceive their own academic literacy practices and/or how they believe educators

perceive their practices. While the time and scope for this project were limited, learning how racial minority learners believe writing educators of color perceive these literacy practices would be vital research to explore. In the future, I hope to utilize learner perspectives similar to the way that DeCuir and Dixson (2004) did through counterstories from students about ways that educators and other students perceive them in a K-12 setting. From this standpoint, I would also have insight into learners' perspectives and the influences that help form their beliefs and guide their approaches to writing in higher education settings.

Along with educators' perspectives, learners' perspectives may offer insight into internal and external factors that affect learners' academic performance and interactions with one another. Some questions that may help me learn about racial minority learners' perspectives are 1) How would you describe the learning/literacy practices that you bring to the academic environment? 2) And what personal, academic, and professional experiences influence these learning/literacy practices? 3) What responses do you receive from educators of color about these learning/literacy practices?

Conclusion

This study answered the research questions: What perceptions do writing educators of color have of racial minority learners' academic literacy practices? And how do mentoring, professional development, and/or networking affect their perceptions of racial minority learners' academic literacy practices? Results of the study indicate that writing educators of color have both supportive and critical perceptions of educators of color based on the length of time in academia, see supports as valuable in their perceptions and service to racial minority learners, and recognize the challenges that racial minority learners must encounter in spaces that are more

inclusive to dominant groups and less welcoming of diverse racial identities and non-nonnormative perspectives.

An implication of this study is that higher education spaces must do more than develop diversity statements to support racial minority learners. In the wake of increased police brutality and ongoing harassment of people of color in the last 10 years, institutions and professional organizations, like Gap and Visa, established diversity and inclusion statements denouncing racial injustice (Moore, 2019), while some colleges also began requiring these in employment documents (C. Mitchell, 2021). While this is a good initial step to create change, there must be action to bring these statements alive. The CCCC/NCTE's (2021b) 2020 demand is an example of a professional organization statement that calls for action. There are concrete actions that the statement calls the field of technical and professional communication to do or stop doing that endanger the freedoms and voices of Black/African-American people. Throughout their five demands, there is a call for educators to think differently about the literacy of Black students. By demanding that educators "teach about anti-Black linguistic racism and white linguistic supremacy!" and "acknowledge and celebrate Black students' use of Black Language in all its linguistic and cultural glory," Baker-Bell, Williams-Farrier, Jackson, Johnson, Kynard, and McMurtry offer a way for educators to understand their biases and begin to improve how they treat the literacy practices of Black/African-American learners and ultimately other racial minority learners in praxis.

Titled "This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice!", the CCCC's (2021b) demand statement acknowledges the ways that former statements have addressed the issue of anti-racism but failed to bring about change. For instance, Kynard refers specifically to the CCCC/NCTE's 1974 Students Rights to their Own Language (SRTOL)

resolution to explain that it fell short in creating lasting change for the anti-racist movements during the 1960s. In particular, the demand references Black language because as Baker-Bell says, " 'the way Black language is devalued in schools reflects how Black lives are devalued in the world…[and] the anti-Black linguistic racism that is used to diminish Black language and Black students in classrooms is not separate from the rampant and deliberate anti-Black racism and violence inflicted upon Black people in society' " (CCCC, 2021b). So while my study is inclusive of all educators of color, as mentioned in Chapter 1, this statement identifies a specific group— Blacks/African Americans—that were the only population forbidden to speak their own language because it countered the language of oppression (Baugh, 2015). However, through this study, this group and other racial minority learners were able to share their narratives.

Because narratives are ways that people of color have told of the inhumane institution of slavery, relayed their experiences under oppressive and unequal policies and laws, and shared their encounters in professional spaces about less overt racial discrimination, like microaggressions, the responses to these stories must be in the form of action. In their forthcoming collection, Haltiwanger Morrison and Garriott (2021) refer to the IWCA 2018 keynote address, where K. Mitchell and Randolph (2019) asked, "haven't we done this before? What have we done about it?" These questions can be connected to the experiences that the educators have shared in this project. After they share their stories, what actions will occur to not only validate these stories but provide educators of color support that promotes positive experiences? Will the stories be different ones where racism is not allowed to go unchecked in any form? The conversations about ways in which people of color are racially harmed are more pervasive than the change that reflects an awareness and a commitment to change. So far, there is an ample collection of these narratives. Yet, as April shared, there is not enough consistent action

that challenges the problematic ways that higher education institutions reinforce whiteness as the standard by which all educators and learners must adhere.

To clarify the use of narratives further, narratives about racial minority learners do not equate to the same value that firsthand narratives have. These firsthand narratives were valuable for this study because they did not just tell *about* educators of color but *by* educators of color. As my own experience taught me, stories portrayed to the larger public about populations can do much damage for an entire community. In my study, given my self-reflection, I wanted to avoid reinforcing a false or incomplete narrative about educators of color that I found myself doing with the student learner. As different scholars have already pointed out, narratives about people of color are already pervasive regarding victims at the hands of police brutality. For instance, people of color, African Americans in particular, are treated as suspects and portrayed as animals deserving of physical harm against them, even when it ends in their deaths. Instead, what I anticipated that this study would do is challenge educators to press upon institutions of higher learning and beyond to investigate how to utilize these narratives and counterstories as evidence of enacting programs and policies to initiate equitable treatment for people of color.

If educational institutions are to explore ways to resolve the hostility they hold toward racial minority learners, this means that they must be willing to examine policies and curricula from the top down. This way, there is a greater opportunity to change the culture of the institution than if individuals or select departments practiced inclusion and expected that colleagues and institutions would follow suit. Examination of policies must be inclusive of the people they will impact most, including educators of color and racial minority learners. As Jason said in his response to dominant perceptions of racial minority learners, "we don't talk about the minority students. They just sort of talk about everybody collectively, as if they all have the same

needs." An acknowledgement of the unique needs of educators of color and racial minority learners is the initial step that departments and program-level professional development should take before creating or revamping policies. If program/institutions/departments are serious about supporting educators of color, they should reflect on the following questions:

- What supports currently exist and who knows about those supports?

- What supports have educators of color sought out in other spaces/venues? What do those supports offer that we do not?

- What supports do educators of color need in this moment, and how do we know that?

- Have we allowed ample and safe space for educators of color to express their needs?

For programs/institutions/departments that are not racially diverse, they can also collaborate with other programs/institutions/departments. This collaboration entails connecting with other institutions that have successfully become inclusive. These institutions may not always be formal institutions or institutions of higher education (D'Amico, 2003; Deans, 2000). However, the willingness to acknowledge and effectively respond to different perspectives has potential to attract and retain diverse populations. Essentially, it is important that institutions become more intentional in their support for racial minority learners if they are to support the ways that educators of color support racial minority learners. By this, I mean that course offerings and academic advising must be more wide-ranging than a focus on Eurocentric models.

In my desire to attend a PWI that would be supportive of me as a racial minority learner, I was interested in a program that allowed me room to focus on the research that appealed to me. Through networking, I had connected with female racial minority learners enrolled in the program who spoke of the innovative work they were doing and the supportive faculty with whom they worked. I did not want to be another quota, but I wanted to see myself in the assigned

readings or assignments. At this PWI institution, this is what I experienced. Learning about the activism from men and women whose contributions in a required graduate course who were not consistently studied or publicized in educational spaces or even mainstream society helped me see that I had made the right educational choice.

Being able to study as many rhetorical scholars of color as white male scholars piqued my interest and reinforced my belief that people of color deserve more focus and attribution in K-12 than is taught. In my predominantly Black K-12 experience and HBCU experience, I learned about various people of color. However, I would have preferred to see more people of color represented in my American Literature or 19th century novel courses at my HBCU. In fact, one educator's point about informing her former HBCU English department of its shortcomings in addressing relevant, broad work connects to my point. If the program or curriculum still centers whiteness in spaces that are intended to serve predominantly marginalized populations, changes can have a tendency to reinforce racism rather than challenge it. Educators and racial minority learners must be able to see research that fairly represents their voices. Therefore, making space for discussions about inequities must be a part of any substantial changes.

In many ways, making space can result in discomfort and pushback from dominant groups accustomed to curricula that fails to critique a system devoid of discussions on race and racism. The most recent widespread pushback occurred between 2020-2021 with political discussions about the teaching of CRT in educational spaces. According to critics, this theory "is divisive and discriminatory" (CBS News, 2021). Even more, various states have signed laws regarding its use, with Idaho governor, Brad Little being the first Republican governor to sign a bill restricting its use in schools and universities (CBS News, 2021). Lawmakers' measures like this actually do the very thing that they accuse the theory and its supporters of doing—they

create chaos and confusion while continuing to target and silence marginalized populations. Retaliation measures like these ensure that people of color are policed and singled out in ways that dominant groups are not, as is a primary argument of CRT. So, in addition to challenging the institution or program's willingness to center whiteness, I argue that people of color must be protected by institutional policies and a firm institutional stance intolerant of retaliation. Retaliation does not always result in physical harm; psychological harm is a common consequence that educators of color have pinpointed when they attempted to advocate for themselves or others as evidence in the research literature (N. Green, 2018; C. Shelton, 2020) and educators' responses in my study. Racial microaggressions, for instance, may not cause physical harm but still have an impact for people of color. In order to prevent retaliation, consequences must be serious and implemented when these policies are breached.

In essence, these are some ways that the research can be transferred into practice. When various educators of color tell of stories of personal sacrifice for professional advancement in inequitable environments, changes must begin at the administrative level. Academic programs that are supportive of learners, particularly racial minority learners, are those that allow them to focus on research that is extensive, relevant to their experiences, and sometimes in conflict with dominant ideology. More research is needed on the ways that the environment of PWIs contribute to the negative perceptions of people of color and the ways that supports like mentoring, professional development, and/or networking can be implemented so that they are relevant, mandatory, and ongoing for educators, particularly educators of color.

Throughout the project, educators of color defined these supports in various ways. There was no one-size-fits-all approach. For Maya, professional development consisted of "complicating plagiarism" with students, while Jason considered "a network of instructors

and…other professionals that you can talk to" to be part of the support needed for working with racial minority learners. While my definitions were narrow for this project, I found that the educators of color provided a range of examples of what mentoring, professional development, and/or networking meant for them. Since there were participants in both the surveys and interviews whose responses identified limited to ample support, it leads to me ask the following: Are there supports offered for educators of color? And do educators of color know about the supports in their departments, programs, and institutions? For educators of color, documenting their experiences and those of their racial minority learners in ways that feel comfortable can create the change for how a department, program, and institution offers support. When the support is geared toward the needs of the educators and learners of color, this is a positive indication that the experiences are acknowledged and affirmed as real.

As an educator of color, I value the experiences that I have had at both my HBCU and PWI. At my HBCU, I received a foundation that helped me be more cognizant of my perceptions and biases regarding the population about which I am most passionate. As a writing consultant, I built a rapport in an informal way that provided some insight into racial minority learners' self-perceptions and perceptions about educators. At my PWI, I constantly interrogated my practices informally as a graduate assistant director in the writing center and formally as an educator to identify ways that I reinforced or challenged racist practices. In these environments, I learned that I had to constantly practice intentionality if I was going to effectively engage students with critical conversations about race and inequities. As with CRT, my higher education experience can be transferred beyond the classroom. Since my ultimate career goal is to direct a community writing center, I am mindful that these conversations must guide my interactions with racial minority learners in non-academic settings. Having hands-on experience in a K-4 all boys non-

profit school was one connection I had with the local community, where I worked with and observed racial minority learners over the course of my PhD career. There, I observed teachers supporting the home literacies and utilizing them to help learners in effective ways. This was not only admirable but enforcing a point of one educator of color, who described the difficulty his racial minority learners had making connections between their home literacies and academic literacies in the classroom.

As discussed by the educators of color in the study, learners will continue to question why their practices are unwelcome while others are not. Further, not all learners in the racial minority population I intend to work with have a desire to attend higher education. However, they are still subject to unfair and negative perceptions, even with well-meaning educators of color. In order to change the way that academic and non-academic populations are perceived, it starts with educators challenging their thinking and the environments that encourage narrow and exclusive thinking. As I consider the work 15 years from now, I anticipate that the current generation of color (N. Green, 2018; Hatcher, 2021; Mckoy, 2019; C. Shelton, 2020) will continue to use their insight to challenge Writing Studies and fields like Technical and Professional communication to better serve educators of color and effectively address their unique needs and perspectives. As many educators of color indicated, this current generation is also resistant against the idea of enculturation, which pushes them to assimilate in ways that promote the dominant narratives about them rather than counteracts it.

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EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
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600 Moye Boulevard · Greenville, NC 27834
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rede.ecu.edu/umcirb/

Notification of Initial Approval: Expedited

From:	Social/Behavioral IRB
To:	LaKela Atkinson
CC:	Nicole Caswell
Date:	12/23/2020
Re:	UMCIRB 20-003051
	Racial Minority Learners: An Exploration of Perceptions Among Educators of Color

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) occurred on 12/23/2020. The research study is eligible for review under expedited category # 6 & 7. The Chairperson (or designee) deemed this study no more than minimal risk.

As the Principal Investigator you are explicitly responsible for the conduct of all aspects of this study and must adhere to all reporting requirements for the study. Your responsibilities include but are not limited to:

1. Ensuring changes to the approved research (including the UMCIRB approved consent document) are initiated only after UMCIRB review and approval except when necessary to eliminate an apparent immediate hazard to the participant. All changes (e.g. a change in procedure, number of participants, personnel, study locations, new recruitment materials, study instruments, etc.) must be prospectively reviewed and approved by the UMCIRB before they are implemented;

2. Where informed consent has not been waived by the UMCIRB, ensuring that only valid versions of the UMCIRB approved, date-stamped informed consent document(s) are used for obtaining informed

consent (consent documents with the IRB approval date stamp are found under the Documents tab in the ePIRATE study workspace);

 3. Promptly reporting to the UMCIRB all unanticipated problems involving risks to participants and others;

4. Submission of a final report application to the UMICRB prior to the expected end date provided in the IRB application in order to document human research activity has ended and to provide a timepoint in which to base document retention; and

5. Submission of an amendment to extend the expected end date if the study is not expected to be completed by that date. The amendment should be submitted 30 days prior to the UMCIRB approved expected end date or as soon as the Investigator is aware that the study will not be completed by that date.

The approval includes the following items:

Name	Description
Consent for Interview Participation	Consent Forms
Consent for Survey Participation	Consent Forms
Email Recruitment Script	Recruitment Documents/Scripts
Interview Questions	Interview/Focus Group Scripts/Questions
Prospectus	Study Protocol or Grant Application
Social Media Recruitment Script	Recruitment Documents/Scripts
Survey Questions	Surveys and Questionnaires

For research studies where a waiver or alteration of HIPAA Authorization has been approved, the IRB states that each of the waiver criteria in 45 CFR 164.512(i)(1)(i)(A) and (2)(i) through (v) have been met. Additionally, the elements of PHI to be collected as described in items 1 and 2 of the Application for Waiver of Authorization have been determined to be the minimal necessary for the specified research.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

APPENDIX B: CONSENT LETTER FOR SURVEY

Dear Participant,

　　I am a Ph.D. student at East Carolina University in the English department. I am asking you to take part in my research study entitled, "Racial Minority Learners: An Exploration of Perceptions Among Educators of Color."

The purpose of this research is to learn about educators of color's perceptions of racial minority learners' academic literacy practices in higher education contexts. By doing this research, I hope to learn what perceptions writing educators of color have of racial minority learners' academic literacy practices and how mentoring, professional development, and networking affect their perceptions of racial minority learners' academic literacy practices. Your participation is completely voluntary. We will not be able to pay you for the time you volunteer while being in this study.

You are being invited to take part in this research because you are an educator of color who has experience with racial minority learners in a higher education setting. The amount of time it will take you to complete this survey is 3 minutes, and it will be available until 2/15 at 11:59PM.

If you agree to take part in this survey, you will be asked questions that relate to your particular institution, engagement in certain academic-related activities, and perceptions of racial minority learners' academic literacy practices.

This research is collected by ECU's Qualtrics platform, which is protected by the ECU vault. The information you provide will not be linked to you. Therefore, your responses cannot be traced back to you by anyone, including me.

Please contact LaKela Atkinson at atkinsonl17@students.ecu.edu for any research-related questions. If you have questions about your rights when taking part in this research, call the University and Medical Center Institutional Review Board (UMCIRB) at 252-744-2914 (days, 8:00 am-5:00 pm).   If you would like to report a complaint or concern about this research study, call the Director of Human Research Protections, at 252-744-2914. You do not have to take part in this research, and you can stop at any time. If you decide you are willing to take part in this study, continue with the survey below.

Thank you for taking the time to participate in my research.

Sincerely,

LaKela Atkinson, Principal Investigator

APPENDIX C: CONSENT LETTER FOR INTERVIEW

Dear Participant,

      I am a Ph.D. student at East Carolina University in the English department. I am asking you to take part in my research study entitled, "Racial Minority Learners: An Exploration of Perceptions Among Educators of Color."

The purpose of this research is to learn about educators of color's perceptions of racial minority learners' academic literacy practices in higher education contexts. By doing this research, I hope to learn what perceptions writing educators of color have of racial minority learners' academic literacy practices and how mentoring, professional development, and networking affect their perceptions of racial minority learners' academic literacy practices. Your participation is completely voluntary. We will not be able to pay you for the time you volunteer while being in this study.

You are being invited to take part in this research because you are an educator of color who teaches or provides writing instruction to racial minority learners in a higher education setting. The amount of time it will take you to complete the interview is 20-30 minutes.

If you agree to take part in this interview, you will be asked questions that relate to your particular institution, engagement in certain academic-related activities, and perceptions of racial minority learners' academic literacy practices.

The interview will be conducted via Zoom in a private room with a unique password. Identifiers might be removed from the identifiable private information and, after such removal, the information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent from you or your Legally Authorized Representative (LAR). However, there still may be a chance that someone could figure out the information is about you. With your consent, the interview will be audio recorded for transcription and data analysis purposes only. At your request, a copy of the interview will be made available.

The records of this study will be kept private. Information will be stored on a password-protected laptop and filed in folders assigned with computer-generated codes. All direct identifiers will be removed after data collection, and codes will be assigned to participants. The Principal Investigator, LaKela Atkinson, will create password-protected folders to store participant information and for coding purposes. Information related to the study will only be shared with Dr. Nicole Caswell, the Faculty Investigator, and LaKela Atkinson, the Principal Investigator.

There is always a risk to confidentiality associated with technology, but the Principal Investigator will work to maintain confidentiality based on the degree possible with internet security and data management efforts.

Please contact LaKela Atkinson at atkinsonl17@students.ecu.edu for any research-related questions. If you have questions about your rights when taking part in this research, call the University and Medical Center Institutional Review Board (UMCIRB) at 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report a complaint or concern about this research study, call the Director of Human Research Protections, at 252-744-2914. You do not have to take part in this research, and you can stop at any time.

If you decide you are willing to take part in this study, please sign the form providing your consent below.

_____   _____

Printed Name of Participant   Date

_____

Signature of the Participant

Thank you for taking the time to participate in my research.

Sincerely,

LaKela Atkinson, Principal Investigator

Appendix D: SURVEY QUESTIONS

- Educators of color are considered individuals who identify with a non-dominant race (non-whites/Caucasians) and whose primary job responsibility is to teach/or provide writing instruction to students at a higher education institution. Are you an educator of color?
- How long have you been an educator (Teaching or tutoring)?
- What is your gender? (M, F, Non-binary/third gender, Prefer not to say)
- What is your age? (20-29, 30-39, 40-49, 50+)
- Where did you obtain your bachelor's degree? (Predominantly white institution (PWI), Historically Black college/university (HBCU), Minority-serving institution (MSI), Hispanic-serving institution (HSI), Community College (CC), Write in)
- Where did you obtain your master's degree? (PWI, HBCU, Have not obtained)
- Where did you obtain your PhD? (PWI, HBCU, Have not obtained)
- At what type of institution are you employed? (Research institution, Teaching institution, PWI, HBCU, MSI, HSI, CC, Write in) Select all that apply.
- What level(s) do you teach or serve? (Undergraduates, Graduates, Both)
- Does your institution have a writing program? If so, is it established (5+ years) or new (under 5 years old)? (Drop down menu)
- Briefly describe the make-up of your writing program (Predominantly white, Predominantly Black or minority, 50/50). Select one.
- Racial minority learners are considered individuals who are at least 18 years old, identify with a non-dominant race (non-whites/Caucasians), and are enrolled in a higher education institution. Do you interact with racial minority learners in an educational capacity?
- How would you describe your racial minority learners as students?
- What are some changes that your institution has made in the last 5 years to support learners in general?
- Were any of these changes geared toward racial minority learners?
- Mentoring, defined by Brown et al. (1999), is "the process by which a novitiate person is positively socialized by a sagacious person" into the traditions and practices of a particular environment (p. 106). Have you engaged in mentoring?
- Professional development is defined as support focused on equipping educators with the resources, education, and training needed for their career success and advancement. Have you engaged in professional development?
- Networking is defined as "a group of people who exchange information, contacts, and experience for professional or social purposes" (Oxford Learner's Dictionaries, 2020). Have you engaged in networking?
- How has mentoring, professional development, and/or networking shaped your work or interactions with racial minority learners?
- Are you willing to participate in a 20-30-minute interview to share more about your mentoring, professional, and/or networking experiences?

APPENDIX E: INTERVIEW QUESTIONS

- Who or what influenced your decision to become an educator?
- Share with me about the moment when you knew that teaching writing was your calling.
- In what capacities do you observe or interact with racial minority learners?
- Based on your experience, research, and observations, what dominant perceptions in your writing program or the Writing studies field exist about racial minority learners?
- What is your perception of racial minority learners/their academic literacy practices? Share an experience that influenced this perception.
- How (do you believe) has your enculturation into higher education influenced your perception of racial minority learners/their academic literacy practices? Can you share a specific example?
- Share with me what's been the most impactful on your thinking as an educator of color.
- Tell me a story when you recognized you were being viewed through your racial identity.
- Can you give me an example of how mentoring, professional development, and/or networking have shaped your perceptions of racial minority learners?
- What role did race and culture play in your mentoring, professional development, and/or networking as a mentee/novice/newcomer?
- What role did race and culture play in your mentoring, professional development, and/or networking as a mentor/leader/educator?
- Do you remember a time early in your career that you thought differently of racial minorities than you do now? Tell me more about it.
- Is there a racial minority learner who stands out in your mind? If so, tell me why that particular learner has had such an impact on you.