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Department: Leadership Studies

Title: A Phenomenological Study of How Organizational Structures Affect Racial and Gender Inequalities Experienced by Black Faculty in North Carolina Community Colleges

Major Professor: Dr. Comfort O. Okpala

Results

Participants Validation of Themes

Participants	(Hierarchical Structures) Layers of Administrators	(Hierarchical Structures) Restricting talent/Not mirroring customer base	(Marginalization) Tokenism	(Marginalization) Excluded/Overlooked	(Marginalization) Feeling Less/Inadequate/Worthless	(Unfair Practices) Being Voiceless	(Unfair Practices) Overcompensating/Having to work harder than White Colleagues	(Unfair Practices) Defending one's knowledge, skills, and degree
Amber		X		X		X	X	
Susan	X	X		X			X	X
Steve	X	X		X				
Beth	X				X	X		X
Megan			X	X				
Alec	X	X	X	X	X	X	X	X
June			X	X	X			X
Anna	X	X	X	X	X		X	
Luke	X	X	X	X	X	X		
Mary	X							

RESEARCH QUESTIONS / PROBLEMS:

- **(RQ1)** What do Black faculty describe as the racial inequalities they have experienced in a community college? **(RQ2)** What do Black faculty describe as the gender inequalities they have experienced in a community college? **(RQ3)** What do Black faculty describe as organizational structures that they have experienced in a community college? **(RQ4)** How do Black faculty describe the influence of the organizational structure on racial and gender inequalities? **(RQ5)** How do Black faculty's descriptions differ by gender, age, and length of time at the community college?

METHODS:

- The purpose of this qualitative study was to explore the lived experiences of Black faculty in the North Carolina Community College System to determine the influences of organizational structure on racial and gender inequalities.

RESULTS / FINDINGS:

- Based on the data, eight out of the 10 participants perceived they were marginalized and dealt with unfair practices at their colleges because of their ethnic/racial makeup, not gender. The most significant injustice reported by eight of the participants was that of being excluded/overlooked for various positions, clubs, and committees at their college. The Black faculty in this study gave voice and confirmed that institutional racism, more so than sexism, is still very prevalent in the educational system today.

SIGNIFICANCE / IMPLICATIONS:

- This study will contribute new knowledge to the literature on organizational structures by showing how traditional organizational structures influence race and gender inequalities for Black faculty in community colleges. The implications of this study can be utilized to further educate and propel institutional changes by providing empirical evidence documenting the lived experiences of Black faculty in North Carolina community colleges.