Exploring Professional Support for Counselor Education Faculty of Color

Diversifying faculty in higher education has been a subject of debate since the civil rights movement of the 1960s (Taylor, Apprey, Hill, McGrann, & Wang, 2010). Though recruitment of faculty of color (FOC) is now common practice among most, if not all, U.S. colleges and universities, retention of FOC is fair, at best. The American Association for University Professors (2006) found that 69% of faculty believed that universities valued racial and ethnic diversity; however, other research showed that pre-tenure FOC leave the professoriate at a higher rate when compared to their White counterparts (Cropsey et al., 2008). Indubitably, there seems to be disconnect between the institutions' understanding of diversity and the experience of FOC.

Whereas traditionally the term diversity was applied towards appreciation for human differences, most recent postmodern approaches in counseling have embraced the idea of a multicultural approach which is inclusive of understanding and appreciating cultural differences among individuals (Hansen, 2010). Brady-Amoon (2011) defined multiculturalism as the "appreciation, acceptance, and promotion of multiple ethnic cultures in society" (p. 139). Brady-Amoon further discussed the awareness and understanding that arises when social conditions are illuminated that affect individuals within and without cultures. It is through this illumination that a desire to promote social justice evolves. Social justice in turn highlights social, political, and economic inequities that may encumber the academic, personal/social, and career development of not only individuals but also families and communities at large (Ratts, 2009). Most recently, professionals from the Association for Multicultural Counseling and Development (AMCD) revised the Multicultural Counseling Competencies (Sue, Arrendondo, & McDavis, 1992) and developed the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). The MSJCC provides a detailed framework to encapsulate the counseling, theories, practice, and research in terms of multiculturalism and social justice in the counseling profession. Ratts and colleagues revealed aspirational competencies that are quite relevant to the current study: individual's attitude and beliefs, knowledge, skills, and action.

Due to the current positive trends noted in the counseling profession in bolstering social justice advocacy, multiculturalism, and diversity, it is vitally important that institutions of higher education pay close attention to the experiences of their faculty and make concerted efforts to promote professional success. In an effort to support FOC, researchers have explored mentoring as a possible avenue for professional support (Briggs & Pehrsson, 2008; Magnuson, Black, & Lahman, 2006). For instance, Bradley and Holcomb-McCoy (2004) suggested that African American counselor educators develop mentoring relationships with senior counselor educators committed to recruitment and retention of minority counselor educators. But even in this sentiment, it seems that the onus for change expectations is on the FOC, as opposed to the institution.

According to Holcomb-McCoy and Bradley (2003), there does exist a push in counselor education to become more diverse through various recruitment strategies (e.g., recruitment of minority doctoral students, advertising lines for minority hires, etc.). However, current statistics still show that the majority of counselor educators who are members of the Association for Counselor Education and Supervision are White (ACES, 2014). Furthermore, research shows that counselor educators of color (CEOC) leave academia as a result of experiencing significant, yet unique challenges, including: (a) work overload, (b) racism from colleagues, and (c) lack of mentorship and collegial support (Bradley & Holcomb-McCoy, 2004). Despite good practice policies to ensure that counselor education programs "recruit, employ, and retain a diverse faculty" (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016, p. 6), it seems that a disconnect between counselor education and CEOC remains.

In a recent study, Shillingford, Trice-Black, and Butler (2013) took a strength-based approach to exploring wellness and success of women faculty of color. Shillingford and colleagues found internal and external factors that were significant to the professional success of this minority group. Internal factors such as spirituality and self-care were areas identified as self-regulated by the participants; that is, they had some control over their professional outcomes based on how much emphasis was placed on spiritual practice or self-care. On the other hand, external factors, such as mentoring and professional support were areas that were needed but often lacking. Similar to

Shillingford and colleagues finding on external factors, Osajima (2009) related that institutional support be extended to faculty of color due to the significant systemic challenges that they often face. With these assertions in mind, the authors focused the present study on developing a better understanding of the meaning of professional support as related to faculty of color. Since researchers are posing that institutional support is associated with the success of faculty of color, exploration of their experiences as perceptions of support is warranted.

Theory of Organizational Socialization

In this study, the term *counselor education* will represent the profession of counselor education and the various organizational factors that serve as predictors to retention of CEOC (e.g., mentorship, professional support, strategies to diversify administration, staff, and student bodies, etc.). As such, the authors used Bauer, Bodner, Erdogan, Truxillo, and Tucker's (2007) theory of organizational socialization (OS) as the conceptual framework for this study, where OS references the process by which new employees "transition from being organizational outsiders to being insiders" (p. 707). Succinctly, their model purports that employee adjustment mediates the effects of organizational tactics. In other words, each entity (the organization and the employee) must be aware of the needs and expectations of the other. With this in mind, if one of the goals of counselor education is to promote retention rates of CEOC, then it is vital that, at the very least, the profession be aware of CEOC experiences.

Another aspect of Bauer and colleagues' (2007) theory of OS is that retention is increased when employees successfully adapt to the organization through an adjustment process that consists of three components: (a) role clarity (i.e., understanding the goal of a job); (b) self-efficacy (i.e., the confidence in one's ability to be successful in the job); and (c) social acceptance (i.e., being liked and accepted by one's peers at the job). When one navigates through these three elements successfully then the likelihood of attrition decreases significantly.

Role Clarity

In terms of role clarity in academia, tenure and promotion marks the major benchmarks. And though the process of tenure and promotion varies from institution to institution, the overall top-down process has been the same for the

past century (Jackson-Weaver, Baker, Gillespie, Ramos Bellido, & Watts, 2010). In other words, the faculty must understand the university's expectations in order to be successful. Although most institutions educate faculty about the domains of academia (e.g., teaching, service, and scholarship) often they do not explain the details. What is most often left out are the "other" service-oriented roles such as mentor, advisor, committee member, and even at times, being a mentee to a senior faculty. Therefore, although novice counselor educators may have some working knowledge of the research and teaching expectations within their institutions, the synthesis of professional service to their research and teaching can be confusing as well as the potential magnitude of the service load.

Self-Efficacy

With regards to self-efficacy, one could posit that most faculty have, or acquire, confidence in their ability to be successful in their roles within academia as they develop as professionals and educators. However, because self-efficacy is developed over time, difficult experiences on the journey to mastery may foster self-doubt in some novice professionals. For instance, Lambie and Vaccarro (2010) noted significant links between interest in research and research self-efficacy. Counselors who were interested in research were more confident in their ability to become successful researchers. However, even in the best of cases, systemic factors may impede self-efficacy. Jayakumar, Howard, Allen, and Han (2009) noted that some institutions may regard research with a multicultural or diversity focus as less important. Therefore, counselor educators who may be confident in their research ability may still be impacted when systems pose evaluative threats to their success.

Social Acceptance

Perhaps the most overlooked aspect of the OS theory in a work setting is social acceptance (i.e., employees who feel connected to and accepted/supported by others in the work setting are more likely to succeed professionally), especially as it relates to FOC. As mentioned before, FOC are underrepresented in all aspects of academia, which would affect, to some degree, one's experience of being connected and supported. However, research suggests that more often than not, the contrasting cultures of FOC and academia manifests into experiences of being unsupported and

alone, thus potentially leading to attrition (Cropsey et al., 2008; Jayakumar et al., 2009; Piercy et al., 2005; Thompson, 2008).

According to Organizational Socialization framework, a correlation exists between role clarity, self-efficacy, social acceptance, and, professional success. Professional success in turn appears to be interrelated with internal and external factors that impact the experiences of faculty of color. With acknowledgment of the problem of lack of promotion and retention of faculty of color in higher education, the authors sought to explore one external factors, that is, professional support using qualitative methods. The following section describes the methodology used utilized in this qualitative study.

Methodology

Participants

In an effort to secure potential participants for this study, the primary researcher used purposive, snowball sampling to secure participants who counselor education faculty and identified as a person of color. Twelve individuals who met the criteria were invited to participate in the study. Ten agreed to participate (N= 10). Racial/ethnic breakdown included (*n*= 3), three Asian Americans (*n*= 3), three Hispanics (*n*= 3), and one multi-racial person (*n*= 1). Of these 10 participants, three were male and seven female; five were pre-tenure and five tenured faculty. Length of time in the counseling professoriate ranged from two to 16 years (*M* = 7.3 years). All 10 participants had been employed at Predominantly White Institutions (PWI) at the time of the interviews.

Data Sources

Approval for this study was obtained from the Institutional Review Board (IRB). Two modes of data gathering were used: demographic questionnaire and interview questions. The demographic questions elicited background information such as race/ethnicity, years of experience as a counselor educator, and current tenure status. Interviews were conducted individually and ranged from 45 to 55 minutes; dialogue was recorded via audio Skyping.

The first author conducted bracketed interviews focused on two research questions: (a) Do you believe that faculty of color face unique challenges? And (b) What does professional support mean to you? Interview questions were developed through the lens of the research questions and a review of the literature. This resulted in the development of eight interview questions.

Data Analysis

The first author transcribed interviews verbatim. All three authors reviewed the transcripts for familiarization. Transcripts were also review to acquire nonrepetitive statement, a process highlighted by Moustakas (1994) as horizontalization. Following this process, the data were categorized by themes to create meaning and depth. Hays and Wood (2011) suggested this process was important in understanding the shared meaning of each participant's statement and for development of more contextual descriptions to identify the phenomena. The final process resulted the data being formatted into structure and meaning. The result was a rich description of the participant's experiences. Member checking was a key element in the trustworthiness of the data. Upon completion of transcribing the data, all participants were given the opportunity to review their interview for accuracy. Only two participants made minor clarifications to the transcripts. Triangulation involved the review of the all data for organization, decoding, and interpretation, by an external qualitative expert for trustworthiness and credibility. Trustworthiness was also employed by using direct quotes from the participants to address the research questions.

Results

This qualitative study was driven by two research questions; (a) Do you believe that faculty of color face unique challenges? And, (b) What does professional support mean to you?

Research Question One: Do you believe that minority faculty face unique challenges?

Upon completion of qualitative analysis, two main themes emerged that describes the challenges faced by faculty of color: (a) psychological distress and, (b) lack of administrative support.

Occupational Distress

Psychological distress included three codes that encapsulate shared experiences: frustration, anxiety-provoking situations, and aloneness. When asked to expound on these reflections, participant said, "…Being a faculty of color is exhausting", "I was stressed", "I felt marginalized and victimized", "I was asked to smile more." Another participant remarked:

> I think another part is that when you are a faculty member of color, you are the go-to person. So, when a student of color has an issue, you are the face of university, the show face. And so, students who are dissatisfied or unhappy or have a grievance or experience some kind of injustice, I am the representative of color that is called upon. It takes a lot of time and energy away from your research.

Participants expressed that they faced challenges with building rapport with students; particularly because of racial/ethnic differences. As one participant said, "I think sometimes students take liberties with [minority] faculty members. And sometimes I think the students of color expect faculty members to make allowances for them because we're both of the same race. So, that's annoying sometimes." One pre-tenure faculty shared:

> I can speak English comfortably, but at the same time, when I feel so tired or sometimes, what I process in my brain doesn't come out very well verbally. And then there is a kind of low tolerance among some students. Then, I receive bad evaluation like saying that I don't understand what she's saying or she's not clear about that. I've tried to kind of accommodate those things and try different strategies, but I still get that. So, I don't understand – and when I invite other faculty members to come to my class and evaluate me and then receive feedback from them, I didn't get that support.

Finally, three novice counselor educators of color shared receiving "no emotional support [from colleagues, particularly white colleagues]", "It was all about aloneness for me", and "I sometimes feel like I want to quit." I'm just not happy."

Lack of Administrative Support

The second theme that describes challenges faced by minority faculty is deficiency in administrative support. This theme alluded to lack of administrative support as well as different sets of expectations for FOC. For instance, as

noted by this pre-tenure faculty, “I don’t think we’re given as much support. If we were getting the same level of support, I think that would be great but we’re lacking support.” Another tenured faculty exclaimed, “there was lack of support for faculty of color. I felt like I was just hired to represent my race.”

Although the participants indicated that FOC may not need *more* administrative supports than their White counterparts, the need for *different types* of supports was echoed in order to level the playing field in the profession. These participant responses illuminate the negative experiences of faculty of color and the deep-rooted psychological distress that some may face due to engagement or lack thereof with colleagues, administrators, and students.

Research Question Two: What does professional support mean to you?

In response to research question two, What does professional support mean to you? two major themes emerged from the data: (a) Culturally-Responsive Mentoring, and (b) Purposeful Administrative Engagement.

Culturally-Responsive Mentoring

All participants in the study reported that mentoring was extremely important and crucial to their success. Additionally, the results revealed two sub-themes that highlight participants’ definition of effective mentoring: (a) qualities of a good mentor, and (b) emotional support from culturally and racially relatable faculty.

Qualities of a good mentor

According to the participants, certain qualities defined a good mentor and were emphasized as apropos to effective mentoring. One more senior female participant expressed, “I think race is important… It just so happens that all the people that mentored me are African-Americans. But for me it’s not just that we share the same race but that we have a shared world view or shared ideology.”

Another male participant stated, “I would accept mentoring from anyone but the White folks didn’t come out and ask.”

Other qualities of a good mentor were identified as being “consistent”, “proactive”, and “reliable.” One participant with 15 years of experience in the profession also mentioned another quality, “being available”:

> Mentoring is maybe regular meetings around what it is faculty should be doing, how you develop a research interest, how you get support in the areas that you may be weak, how you write an article for publication.

It appears then that individuals who may be considered as effective mentors are those who possess qualities of timeliness, availability, and racial connectedness.

Emotional support from culturally and racially relatable faculty

Another sub-theme of an effective mentor is one who is able and willing to provide emotional support on a cultural and racial level. Although this sub-theme may be applicable to being another defined quality of a good mentor, the significance from the voices of the participants warrants a separate section. In fact, the need for emotional support from culturally and racially relatable faculty was reported by all 10 individuals as critical to their professional success. One participant showed intense emotion as she spoke:

> I'd love a woman of color who was a counselor educator to be my mentor. Who helps me understand the culture of the university? Who helps me regarding understanding the resources and the logistics and also is a person that I can go to regarding any kind of discrimination issues. So, I would love someone that I could confide in. Who I could say, "Am I going crazy or is this normal here at this institution? Is this typical?"

One male faculty member indicated:

> I mean because I'm a person of color I generally seek a lot of my mentors – and I'm male too on top of that – I really have to seek all my mentoring outside of my university.

Another female participant expressed:

> I need to be able to trust the person. I can't do that with anyone and not anyone can understand where I am coming from. Sometimes I just need someone where I can keep it real.

Three junior faculty shared, "I need someone who can tell me from the perspective of a person of color", "Someone who can explain what it means to be a black professor", and, "Sometimes I need to go find a faculty of color who look and sound and understands me."

Purposeful Administrative Engagement

Administrative engagement represented the need for more systemic support and resources from administration in higher education. Two sub-themes emerged: (a) Resources for promotion and tenure and (b) Guidelines for professional success.

Resources for Promotion and Tenure

All participants mentioned the need for more resources to help move successfully towards promotion and tenure. Participants described conducive work environment as one where the administration is intentional in providing the assets necessary for procuring a favorable work environment and bolstering professional success. For example, one junior faculty participant explained, “professional support to me is like professional development support. It’s like providing resources for conferences and other research opportunities.” Another reported:

> It can also mean scholarship support, it means providing tools and resources so that the faculty can have an opportunity and can do that scholarship development. Or there would be different technological programs like ATLAS.ti for conducting qualitative research; time away from the office to do research and research projects or things like that.

A senior faculty participant stated:

> I think there are different levels and I think it depends on where you are professionally in your development. Part of it is financial because I think it’s hard to actually do research if your department doesn’t pay for photocopying, phone calls, and I do know I’ve heard of some places where they’ve made it difficult for faculty to do that. So, the very basic is availability of resources.

Other senior faculty participants noted the importance of teaching support as well as other related facets needed from administration for professional success, “…other aspects of support would be manageable teaching loads and making sure that people aren’t inundated with governance activities, especially if they’re in a pre-tenure process.”

Another participant stated:

> One is literally like the skill set that I think is necessary for you to be successful as an academic, so, literally helping folks develop those skills, writing, teaching or simply navigating the policy of the politics of an institutional higher education. Other voices echoed the need for research time, professional workshops on teaching pedagogy, and adequate work space.

Guidelines for Professional Success

Participants expressed inadequate support from administrators in preparing for tenure and promotion as well as lack of clarity in navigating higher education. Contributions towards professional success included a more hands on approach in securing the necessary requirements for fostering tenure and promotion. Participants mentioned processes such as assisting with the writing and publication process, itemizing institutional guidelines and expectations for tenure, as well as illustrating how to develop a thematic research agenda. Other participants suggested institutions having “a diversity committee”, “developing more policies on equality”, “being intentional about hiring faculty of color”, and, “accommodating immigrant faculty.”

One other area of concern for participants was lack of availability of administrators to provide needed guidelines. Participants suggested more availability for answering questions regarding the promotion process, reviewing professional portfolio, and offering advice on expectations related to service, teaching, and research within their institution. One participant remarked, “…someone to just kind of say let’s sit, talk, and listen, go over your portfolio and see how you’re doing.”

Participant statements on their need for more administrative guidelines and support may suggest a lack of communication from administrators with their pre-tenure faculty of color on the organizations expectations for attaining tenure and promotion and professional success. Therein lays a clear picture of several reasons for attrition among faculty of color, particularly at the pre-tenure phase.

Discussion

From the responses shared by each participant, it appears that to counter systemic challenges that faculty of color may face in higher education, professional support can be defined as effective, culturally-responsive mentoring and purposeful administrative engagement. The following section leads discussion on what these really mean for faculty of color moving forward.

As stated by Cropsey and colleagues, (2008), faculty of color are leaving higher education at a higher rate than their white counterparts. Although this qualitative study primarily focused on the experiences of faculty of color, the results shed light on potential reasons for this career disparity. Consistent with results from studies by Shillingford, Trice-Black, and Butler (2013) and Osajima (2009), psychological distress, lack of support from administration, and role conflict appear to be significant indicators of career challenges that have affected the professional functioning of faculty of color.

Psychological distress was described as emotional reactions experienced by faculty of color coupled with feelings of isolation, unhappiness, stress caused by cultural overrepresentation, and not feeling accepted or valued. When lack of administrative support and confusion about professional roles are added to this distress, it is no wonder that faculty of color seek other career opportunities. To counter the challenges identified (psychological distress and lack of administrative support), participating counselor educators of color highlighted culturally-responsive mentoring and purposeful administrative engagement as key to their professional development.

Mentoring has been mentioned countless times in the literature and has been introduced as a successful practice for retaining diverse faculty. Thomas and colleagues (2015) for example, talked about peer mentoring and noted the importance for African American women faculty. What was not addressed however, was the emphasis on providing culturally-responsive mentoring. Any one can be a mentor; almost any one can provide mentoring based on their own experiences. However, culturally responsive mentoring includes addressing an emotional component that some mentors miss or dismiss. Briggs and Pehrsson (2008) looked at mentoring among counselor educators through a research lens and reported that participants were significantly satisfied with mentoring support navigating through the

tenure and promotion process. It should be noted however that 73% of the participants in that study were Caucasian. So, although contrary to the current study, Briggs and Pehrsson found positive results related to mentoring, their results do not specify the percentage of faculty of color who expressed such satisfaction.

The results of the currently study is not surprising when compared to results noted by Bradley and Holcomb-McCoy (2004). Feelings of isolation, perceived stress, and lack of effective mentoring were consistent in both studies. In 2004, Bradley and Holcomb-McCoy speculated on the potential awkwardness that white mentors experience when working with African American mentees and the potential inability to connect and bond. It is disappointing that over a decade later, this problem still persists among counselor education colleagues. This consistent disparity in professional experiences is in part due to continuous systemic racism but also to deficiencies in purposeful administrative engagement with faculty of color. From a top down approach, administrators have control of the financial and power capital to address the needs of all faculty, regardless of intersectionalities. Yet, a close look at tenure and promotion comparisons between faculty of color and white faculty portrays a very bleak picture. For example, Modica and Mamiseishvili (2010) questioned the progress of Black faculty in higher education. The authors speculated on the desire of administrators in aggressively seeking to hire, support, and retain Black faculty. These authors further noted that although much has improved with the number of Black Ph.D. students earning a terminal degree, the percentage of those that have successfully earned tenure and promotion is disappointingly far less than their white counterpart; much of this practice attributed to lack of intentionality by administration in supporting their faculty of color.

Promotion equity is vitally important yet underestimated in higher education. To promote a true representation of the changing demographics in the U.S., administrators should be purposeful in maintaining such representation among higher education faculty. To do so would mean, being intentional and purposeful with the hiring process, evaluating for promotion and tenure inequities, providing effective mentoring, and addressing the subjective needs of faculty. A global approach to tenure and promotion has proven to be ineffective. Using Bauer and colleagues'

approach to organizational socialization, administrators can construct a framework for assessing the needs of their faculty of color.

The challenges described in this study, when viewed through the organizational socialization lens (Bauer et al., 2007), magnifies a clear picture of institutional steps that may be taken to address the negative experiences of faculty of color. According to Bauer and colleagues' (2007), role clarity, self-efficacy, and social acceptance are necessary steps in bolstering the process of workers moving from being outsiders to insiders in the process of acculturation to a new position. Through an organizational socialization roadmap, the following section provides implications for counselor educators of color as well as administrators with the hopes of advancing more equitability in higher education.

Implications

Thus far, the researchers of this study have presented results pointing to two very salient themes that define professional support for CEOC: namely, (a) culturally-responsive mentoring and, (b) purposeful administrative engagement.

Implications for Higher Education Administrators

It is imperative that institutions of higher education communicate clear expectations to novice counselor educators of color (CEOC), particularly as it pertains to promotion and tenure. Cardon (2001) suggested that if employees are required to reach productivity within a specific space of time (e.g., promotion and tenure clock), then socializing employees to institutional expectations should be individualized and focused on the related tasks rather than on the broader aspects. What this means is in order to support CEOC through the promotion and tenure journey, institutions of higher education should provide specific individualized guidelines and expectations (role clarity) rather than a standard script. These guidelines should take into consideration the faculty member's research interest; thus, promoting the level of social acceptance of these professionals. It is also of particular importance that administrators

and department heads conduct open communication with CEOC about their research agenda at an early phase of employment so as to avoid ambivalence related to research that the department may deem contrary to expectations.

Another implication for administrators is to secure mentors who are relatable to the CEOC. In this process, the faculty should be included in the mentee-mentor coordinating process (Connelly, 2011). Too often new faculty are assigned a mentor at their institution without thought of compatibility or rationale for success. Administrators are encouraged to provide opportunities for relationship building among faculty within the institution so that the matching process can take a natural course rather than forced. In so doing, the CEOC may feel a sense of inclusion and acceptance. In addition to securing mentoring relationship with individuals who can relate to the CEOC, Thomas, Bystydzienski, and Desai (2015) recommended promoting peer mentoring as a means of community building for faculty. As opposed to the traditional junior/senior mentoring relationship, peer mentoring emphasizes a circle of individuals rather than conventional dyadic relationships. Thomas and colleagues (2015) purported that peer mentoring provides an avenue for informal support as well as more structured formalized support. Peer mentoring may be a powerful tool in promoting relationships centered on individuals who can relate to the challenges faced by the CEOC, thus addressing emotional and cultural responses to institutional pressures.

Implications for Counselor Education

Leaders in the counseling profession have a responsibility to advocate for the success of CEOC as well as all other novice faculty. Based on the results of this study though, it is even more crucial to extend support to novice CEOC considering the long history of challenges and barriers that they have faced systemically. One novel idea developed by the Association for Multicultural Counseling and Development (AMCD) is the writing consortium, which was created with the idea of providing mentoring support to CEOC. As indicated by this study, there is often anxiety related to the unwelcomed comments directed at CEOC due to their multicultural research agenda. The writer's consortium accepts CEOC regardless of their research agenda, and strategically matches each with a group of other counseling professionals who are then encouraged to mentor and support each other in the writing and scholarship

process. The added benefit to this program is the potential increase in self-efficacy that these professionals are likely to develop. Thus, promoting a more secured path to successful promotion and tenure.

Implications for Counselor Educators of Color

Often, CEOC are provided with basic instructions on how one must navigate the higher education system. However, formal guidelines on the "how to" are limited in scope. First, it is most important that CEOC be able to identify their professional needs (Self-efficacy). Rockquemore (2012) indicated that faculty needs fluctuate over time. As one need is satisfied another may surface. Therefore, it is important that CEOC learn how to recognize professional needs. Rockquemore suggested two key questions that a mentee should ask himself before moving forward (a) What do I need? and (b) How can I get my needs met? The CEOC may need to determine what role these needs play in their professional experience. For example, are these needs based on financial resource (administrative support), clarification on publications (tenure and promotion support), or an emotional connection (culturally-responsive mentoring). Furthermore, role clarity, self-efficacy, and social acceptance may certainly be highlighted when employees are able to secure answers to these questions. Quintessentially, the CEOC may feel encouraged to move forward professionally.

However, we should point out that securing appropriate responses to questions can sometimes be challenging. Therefore, it would be most beneficial if CEOC developed mentoring relationships on both the formal and informal levels. Fostering intentional mentoring relationships, according to Thomas and colleagues (2015), then begins to serve a specific purpose rather than following protocol. Earlier, we recommended that CEOC determine their needs. Now, through varied mentoring relationships those needs may be addressed. Therefore, we recommend an inclusive list of professionals, within and without the institution of employment, upon which the CEOC can rely for support (e.g. emotional, cultural, and financial). These mentoring relationships may be fostered during the doctoral program, through formal mentoring programs developed by administrators within the organizations, by counseling associations, and by soliciting relationships outside of academia. What would these be and what would be their role? Basically, CEOC should be proactive and self-sufficient. As implied by the results from this current study, resilience is imperative to the

professional achievement of CEOC. Therefore, to move forward amidst systemic barriers, CEOC must be willing to be pliable, assertive, and positive.

Another essential practice for success of CEOC is learning the art of self-care. The onus for supporting CEOC towards role clarity, self-efficacy, and social acceptance is not only on the institution, but also on the faculty themselves. Shillingford, Trice-Black, and Butler (2013) reported intrinsic motivation as a significant contributor to the professional success of faculty of color. Intrinsic motivation included self-directedness, self-motivation, and an internal drive for success in spite of adversity. Day-Vines (2007) reinforced that personal sources of wellness can be most beneficial in supporting CEOC through "multiple peaks and valleys" (p. 247). Indeed, CEOC face significant challenges often due to their racial status. Self-care is yet another viable mode of support and balance.

Limitations/Future Direction

This qualitative study produced findings which offer important information regarding professional support for counselor educators of color. Although the study participants were diverse based on race and culture, the representation for each racial group was limited to a small number of individuals. Nonetheless, collectively, these participants provided good representation of diversity in higher education. Future research may include a larger number of participants from each ethnic group. Also, future longitudinal studies on professional support for counselor educators of color should be considered. Finally, future work on the effects of mentoring on gender may be conducted to determine potential differences as they apply to faculty of color.

Conclusion

For counselor educators of color, professional support implies receipt of culturally-responsive mentoring and purposeful administrative engagement. These themes, when viewed through the lens of organizational socialization encapsulate the process of role clarity, self-efficacy, and social acceptance. That is, professional support (culturally-responsive mentoring and purposeful administrative engagement) should be correlated with role clarity, self-efficacy, and social acceptance within the institution. Unfortunately, this current qualitative study revealed that CEOC,

particularly novice CEOC do not always have such positively correlated experiences. The reality is that although systemic challenges may lesson over time, in part due to developed resiliency, significant barriers to success may continue to present a bleak view of higher education for novice counselor educators of color. To promote positive work experiences, CEOC should reflect on their individual needs. What is it that you need? How can you get that need fulfilled? Self-direction is critical to professional success. Seek out individuals, mentors, who can support these needs. According to Tran (2014), mentoring is not always visible, it is a constant, is self-initiated, and multidimensional. There is no one prescription for mentoring; develop your focus, understand your need, and move forward with purpose.

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