

2020

Navigating Tenure-Track as a Female Faculty of Color: Challenges, Insights, and Personal Experiences

Michele A.L. Villagran
San José State University, michele.villagran@sjsu.edu

Shamika D. Dalton

Follow this and additional works at: https://scholarworks.sjsu.edu/faculty_rsca



Part of the [Higher Education Commons](#), and the [Library and Information Science Commons](#)

Recommended Citation

Michele A.L. Villagran and Shamika D. Dalton. "Navigating Tenure-Track as a Female Faculty of Color: Challenges, Insights, and Personal Experiences" *Reflections on Practitioner Research: A Practical Guide for Information Professionals* (2020): 221-234.

This Contribution to a Book is brought to you for free and open access by SJSU ScholarWorks. It has been accepted for inclusion in Faculty Research, Scholarly, and Creative Activity by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.



Navigating Tenure-Track as Female Faculty of Color:

Challenges, Insights, and Personal Experiences

Michele A. L. Villagran and Shamika D. Dalton

INTRODUCTION

In this chapter, we discuss the unique challenges that female faculty of color face in tenure-track positions, share personal experiences dealing with internal and external fears throughout the process, and offer practical lessons and insights that we have learned as we develop our research agendas for scholarly research and publishing.

THE NEED FOR FACULTY OF COLOR IN ACADEMIA

In an increasingly diverse global society, intercultural competence is a critical component of individual student development and an essential learning outcome for college students.¹ While the definition of intercultural competence or cultural intelligence has evolved, it can be defined as a person's ability to communicate and function effectively across varying cultures.² Intercultural competence is essential for students to function effectively in a multicultural society. Madyun et al. argued that “the presence, influence,

and contributions of faculty of color can help higher education students achieve intercultural competence.”³ The more interaction students have with faculty of color and the more they become informed about our contributions, the better prepared they will be to navigate a multiethnic culture in the workforce.⁴

Despite the increasing ethnic diversity in the United States population and higher education student population, college campuses across the United States have been unsuccessful in diversifying the racial and ethnic makeup of their faculty. In 2005, faculty of color made up 17 percent of full-time faculty with 7.5 percent Asian American, 5.5 percent Black, 3.5 percent Hispanic, and 0.5 percent American Indian.⁵ Ten years later, those percentages have increased minimally. In 2017, 6 percent of full-time faculty were Asian/Pacific Islander males, 5 percent were Asian/Pacific Islander females, 3 percent each were Black males, Black females, and Hispanic males, and 2 percent were Hispanic females.⁶ American Indian/Alaska Native and those who were of two or more races each made up 1 percent or less.⁷ These percentages are well below the ethnic demographics of the United States population.

Several factors contribute to the lack of progress in recruiting and retaining faculty of color, including

- the small and decreasing pool of minority applicants;
- disproportionate tenure rates and rates of pre-tenure departure;
- the persistence of racist perceptions on institutional and individual levels that restrict access and impede the professional progress of faculty of color;
- the devaluation of the qualifications of minority faculty not trained in the most elite, prestigious colleges; and
- the difficulties of surviving in a predominantly white academy due to ... disproportionate advising and service loads stemming from frequently being the only faculty of color in a department.⁸

While all of these factors are legitimate and deserve a conversation of their own in this chapter, we focus on the last factor.

INVISIBLE LABOR

When students of color enter college, they “face a constellation of issues, such as economic pressures, being among the first in their families to attend college, and studying on campuses with racially hostile classroom and living environments for learning and living.”⁹ They look to faculty of color for support and mentorship through these unique challenges. In an effort to seek diversity in their student body and faculty, college administrators place higher service burdens on faculty of color, asking them to mentor and advise students and junior faculty, serve as a faculty advisor for campus clubs, and serve on diversity-related committees and search committees. The term “invisible labor” refers to the “pressure faculty members of color feel to serve as role models, mentors, even surrogate parents to minority students, and to meet every institutional need for ethnic representation.”¹⁰ People of color are taught at an early age to always “give back” to their community, so it

is easy to understand why faculty of color feel obligated to mentor students and junior faculty of color.

Invisible labor was initially discussed in the context of Black faculty, but today, this concept applies to all faculty of color and female faculty members. The literature shows that female faculty of color take on more service than male counterparts, including supporting students of color. While these service opportunities may further the social justice efforts that promote the success of racial minorities in academia, this labor is “largely underappreciated and unrecognized during annual performance evaluations and in the tenure and promotion process.”¹¹ This additional responsibility takes away from the time and effort required for scholarly writing and often receives little to no reward as it relates to achieving tenure and promotion.

Our Experiences with Invisible Labor

As the first African American law librarian at the University of Florida (UF), Shamika found it increasingly difficult to manage the expectations that came with invisible labor. In addition to her traditional role as library faculty, Shamika served as a motivator and life coach to those students of color who feel alone and want to drop out of law school, a counselor to those who are trying to navigate the competitive and rigorous law school experience, and a financial advisor for students of color struggling to survive on financial aid while trying to help support their families at home. Many students stay in touch with Shamika after graduation for legal research help or to let her know about their professional milestones, such as passing the bar. Shamika finds gratification serving in these impactful roles; however, there is no space or recognition on the tenure application for invisible labor. To ensure that her mentorship does not conflict with her research, Shamika schedules four hours of research time every week to work on her scholarship. During her research time, she does not take appointments and uses her email automatic reply to let students and colleagues know that she is unavailable. Even after receiving tenure, Shamika makes it a priority to schedule research time as she works towards full professor.

In addition to mentoring students of color, Shamika has served on numerous committees, on the national, regional, library-wide, and law school level. She spends two or three hours a week attending committee meetings and working on committee initiatives. At UF, tenure-track librarians are generally allotted 10 percent of their time for research, and 2 percent for service, which in a typical work week equals four hours (eight days per semester) and less than an hour (fourteen hours per semester) respectively. In one semester at UF, Shamika recorded spending twice as much time on service than she was allotted. She knew she had to figure out a way to make her service also count for her research. After some thought and a conversation with her mentor, she wrote an article for the American Association of Law Libraries (AALL) bimonthly member magazine, *AALL Spectrum*, detailing diversity initiatives she participated in and the impact of them.¹² As a junior faculty member, you cannot always say no to serving on committees, especially if you are appointed by your chair or dean, but you can be creative and find ways to turn your service into scholarship.

At San José State University (SJSU) as a Latina female faculty member in the School of Information, Michele has also found that invisible labor often competes with time devoted to her research, scholarship, creativity activity (RSCA). Michele serves as an informal mentor, advisor, and a family-extension for students of color who do not have mentors to help guide them through their graduate degree journey. Many of them are first-generation students or returning students transitioning to librarianship from other professions. Michele makes the time to meet with students of color to discuss the profession and expectations of graduate school and to be a supportive ally if they are struggling. Many reach out to Michele to share their accomplishments and thank her for her support and guidance during their college tenure. After they graduate, some stay in touch to continue that mentor-mentee relationship. While Michele enjoys her mentorship role, publishing in peer-reviewed publications is paramount to her tenure and takes priority over activities related to invisible labor.

Michele continually checks her priorities against the Retention, Tenure and Promotion (RTP) Guidelines for the School of Information,¹³ which details how she will be reviewed for tenure. Every weekend, Michele reviews what she has scheduled on her calendar for the upcoming week and blocks out time, whether fifteen minutes or two hours every day, to work on her research activities. She schedules virtual time to meet with students and faculty around her planned commitments. Despite careful planning, there are times when important meetings and events conflict with Michele's designated research time, and she has to work on her projects at other dedicated times and on the weekends. These are sacrifices that Michele has to make to ensure she meets her tenure requirements.

Michele serves on countless committees at the international, national, regional, local, university, and college levels. While service is important to receiving tenure, it is not weighted as heavy as any RSCA-related activities. Michele has to be mindful of taking on too many service commitments, which means that sometimes she has to say no or defer to a later time. For example, when approached to run for a library association executive board position, Michele had to respectfully decline, however offering to be asked again in the future. While not the answer the association member likely wanted to hear, this left the door open to pursuing this service opportunity in the future.

Michele's work in equity, diversity, and inclusion (EDI) began back in 2008, and since then, she has become a known expert. In 2014, she started CulturalCo LLC, a consulting firm focusing on EDI, cultural intelligence, emotional intelligence, and conflict management. Michele has been invited to keynote numerous conferences, present hundreds of times, and conduct workshops, one-on-one coaching, and training around the world. Over the past year, Michele has had to adjust her consulting load to make time for her scholarship. In spring 2019, Michele was contacted by two individuals from the same association to inquire if she could assist with offering her services for a library association's executive team members. Michele spent a week contemplating the situation and her response because of the complexity of the situation and timing. She drafted a very long email in response but decided to share it with her director before following up. Her director was great about reminding Michele of her obligations related to tenure and encouraging her to consider how much time she would have to devote to this request.

This showed Michele that her director was invested in her success. Michele responded with a shorter response, offering services that would not take as much of her time and that would be reasonable around her schedule. She felt this was a test of her dedication to the profession but also a test of her capabilities given the time constraints and requirements of her primary job.

MICHELE'S RESEARCH JOURNEY

Michele has always had a passion for helping communities understand how they can be successful in multicultural situations, so it is fitting that her research focuses on diversity and social justice in library and information science (LIS) and cultural intelligence (CQ) phenomena within libraries. Diversity, inclusion, community, and equity are all terms we have heard echoed throughout the profession with information professionals having to shift their mindsets, gain new skills, and reconsider age-old stereotypes as our environments become more global. There have been challenges within our profession with diversity of literature, appreciation of differences of minority groups, and mobilizing to include and accept those of difference. Research has moved forward in this area in recent years; however, Michele is interested in the application of the cultural intelligence model.

While obtaining her doctorate at Pepperdine University twelve years ago, Michele learned about cultural intelligence in an article she read for one of her courses and was intrigued. Cultural intelligence is the capability to work effectively across cultures.¹⁴ This model is applicable across all streams of culture and is malleable. Her primary academic interests are applying cultural intelligence and cultural competence approaches to LIS and using this application to better understand librarians, faculty, and students who belong to underrepresented groups. Michele is also interested in understanding the application of cultural intelligence as it relates to knowledge management, organizational behavior, and conflict management.

In Michele's dissertation, she conducted a mixed-methods research study to gain a broader perspective on the cultural intelligence of law firm librarians within the United States.¹⁵ While her research was limited to a defined group, there is much more application of this concept in other areas of the LIS profession. Recently, Michele expanded her research to examine United States and international special librarians/information professionals. Her survey, including demographic and open-ended questions and a cultural intelligence assessment, and focus groups were completed to gather additional qualitative data from participating librarians. This research includes both quantitative and qualitative methods and was developed into several papers—one specifically for the Special Libraries Association and two for Qualitative and Quantitative Methods in Libraries International Conference in 2019 and 2020.

Michele's publication goals include publishing in top-tiered and other peer-reviewed journals (LIS and related fields). Relying on resources from her university library, she has developed a list of those journals with which she is planning to publish. With this, she has identified two potential primary journals and one backup journal for each of her writing projects. Michele is also working to squeeze all the possible research products

out of each project, including presenting and grant opportunities. For example, with several cultural intelligence projects, she has proposed and submitted for grants to support her research efforts. In fall 2019, Michele spoke at the Pennsylvania Library Association College & Research division luncheon as a keynote on this topic and collected data via a survey prior. She is currently analyzing the data and will publish her findings in an article for the association's peer-reviewed journal. This is a great way to leverage turning one opportunity into two so that Michele can receive credit for the keynote and publication in her tenure dossier.

SHAMIKA'S RESEARCH JOURNEY

Shamika had a difficult time developing her research agenda. In her first year at UF, she did not know what her research agenda would be about, and it was not until Shamika started serving on diversity and inclusion committees that her research agenda began to take shape. For the last two decades, there has been rapid growth in the minority population in the United States, but that growth in racial diversity is not reflected in librarianship. Shamika has dedicated her research to celebrating the contributions of racial minority law librarians, educating the profession about the importance of racial diversity in librarianship, and advocating for racial-cultural competency in legal research instruction.

Most notably, Shamika is the editor and co-author of the book, *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries, 2nd ed.*¹⁶ *Celebrating Diversity* is the only monograph archiving the history of ethnic diversity in law librarianship and profiling a select number of minority law librarians who have shown sustained leadership in our profession and actively contributed to AALL. Readers have a unique opportunity to learn first-hand from minority law librarians about their journey to law librarianship, their contributions to the profession, and advice on how to emerge as leaders in AALL and the profession. To create the profiles, the authors used a qualitative questionnaire to interview forty-five law librarians of color. The authors also developed a survey to provide a snapshot of the status and needs of AALL's diverse membership and compared the data to a similar survey conducted ten years ago in the first edition. Thirty percent of the royalties from this publication will go to the AALL West George A. Strait Minority Scholarship, a scholarship that provides tuition assistance to college graduates who are members of a racial minority group and who intend to have a career in law librarianship.¹⁷

When Shamika started the *Celebrating Diversity* book project, she knew that she would need more than the 10 percent of research time allotted for scholarship. As the editor, she was responsible for authoring three chapters and editing the 328-page manuscript. In the *UF Libraries Career Handbook*, there is a provision that states, "When the librarian wishes to take more than 10 percent research time, they must negotiate the release time with their director and fill out the Research Proposal Form."¹⁸ Shamika completed the form asking for permission to increase her research time from 10 percent to 20 percent for two semesters, and her chair approved her request. The extra 10 percent of research time was critical as she edited forty-five profiles, met with co-authors multiple times, and prepared the manuscript per the publisher's guidelines.

Teaching legal research is a critical part of Shamika's job, and it inspires her research. As she gained experience with teaching, Shamika began to combine her passion for diversity with instruction. Most legal cases begin with legal research, and strong legal research skills are key to a lawyer's success. Shamika believes that law students need to be aware of cultural biases that exist in the application of law and how that adversely impacts underrepresented groups. If students are unable to identify cultural biases during the research process, they can miss key legal arguments that could help their client's case. In her article, she provided instructors with three ready-to-use race-related hypotheticals that they could incorporate into their curricula.¹⁹ Shamika, later, co-authored an article detailing how to facilitate conversations about diversity topics in the classroom.²⁰ In addition to her publications, Shamika has presented on this topic at regional and national conferences.

Faculty of color and women have been subjected to microaggressions in academia for decades; however, sharing one's experiences dealing with microaggressions in libraries is new. Many people suffer from these tense exchanges in silence; therefore, it was important for Shamika to validate the experiences of others and provide a glimpse into the unique challenges Black female law librarians face by sharing her own story.²¹ Once Shamika became a supervisor, her research agenda evolved. Shamika started to think about diversity and inclusion on an institutional level. Implicit biases and microaggressions, a manifestation of implicit bias, permeate every aspect of an organization, including recruitment, hiring, and retention.

In May 2018, Shamika and Michele were invited to present at the Symposium for Strategic Leadership in Diversity, Equity, and Inclusion hosted by the Association for Research Libraries and Association of Colleges and Research Libraries. As an activity, we asked attendees to collaborate and develop best practices to reduce implicit biases in two phases of employment: recruitment/hiring and retention. Shortly after the conference, Shamika and Michele synthesized the groups' responses and wrote a two-part article series, in *College and Research Libraries News*, offering best practices to reduce implicit biases in organizational culture and providing effective strategies to deal with microaggressions in the workplace.^{22,23} We hope institutions will make an intentional effort to evaluate their policies and procedures for equity and create a healthy, inclusive work environment for all.

INTERNAL FEARS

When it was time to write our first peer-reviewed article, our internal fears and anxiety took over. Shamika had never written an article for publication, and as a first-generation college graduate, she had no one in her inner circle with such experience. Shamika got inside of her head and began to doubt her capabilities. She wanted to make a great first impression as a scholar in her field, but in the process, these fears stalled the beginning of her writing process. Michele felt similar feelings when writing her first peer-reviewed journal article. The blind review process added an extra layer of stress to produce a well-researched and constructed article.

Michele and Shamika would read articles written by colleagues and question: Am I capable of writing something like this? Can I write an article as complex and thorough as

this? These questions stemmed from fears of rejection, inadequacy, and success associated with imposter syndrome. Imposter syndrome, or impostorship, is one such psychological aspect first described in the 1970s by Clance and Imes following their study of high-achieving women doubting their successes.²⁴ The premise of imposter syndrome is that you are not as bright as everyone thinks you are and those who think you are, you have fooled them into thinking you are an expert. Brems, Baldwin, Davis, and Namyniuk further studied college faculty interactions with students and found that imposter syndrome impacted their advising of students, availability, and teaching evaluations. Imposter syndrome can also affect faculty of color in their scholarship.²⁵ Dancy II and Jean-Marie state that “there is a persistent silence around issues of race in the impostorship literature even in studies on faculty,” which is concerning.²⁶

Michele and Shamika strongly believe that their upbringings play a role in their feelings of inadequacy and impostorship. Shamika grew up in a small, rural (population, maybe 200) unincorporated community in North Carolina that was (is) still very much segregated, not so much physically but mentally. Everyone knew their “place” (if that makes sense). By contrast, Michele grew up in the populous and desired city of Las Vegas, Nevada. Shamika went to predominantly White secondary schools as did Michele. On occasion, Shamika would interact with White students in school, but she rarely socialized with them outside of school. Michele, on the other hand, had friends both inside and outside school that were primarily Caucasian, African American, or Latinx. Throughout Shamika’s adolescent years, she did not feel like she belonged, she felt inferior, she felt like the underdog. Michele experienced this, too, and left her home to get away from the stereotypes and biases associated with Las Vegas. Unfortunately, many people do not understand the rich history and culture that exists in Las Vegas outside of the Strip. Michele and Shamika use their childhood experiences as motivation, and while their upbringing will always be a part of who they are, it does not define them.

The feelings of inadequacy followed Shamika into the early stage of her professional career. As the only faculty member of color in her department at UF, she felt alone and found it hard to relate to her colleagues, although everyone had the same educational attainment. But she pushed forward and stepped out of her comfort zone. She found veteran librarians of color who had success publishing research and asked to work with them. In 2015, Shamika reached out to Carol Nicholson²⁷ and Vicente Garces,²⁸ the authors of the first edition of *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries*,²⁹ to ask for their “blessing” to update their publication and to see if they would be interested in being co-authors. Carol and Vicente were excited about the update and agreed to be co-authors. They were great mentors to Shamika from the book proposal to the final red-line edits of the second edition. Even though she was retired, Carol met with Shamika frequently to serve as her advisor and edited the introductory portions of the book. In addition to writing two chapters, Vicente edited Shamika’s two chapters and acted as a sounding board when she ran into issues. Shamika is so grateful for Carol’s and Vicente’s mentoring and willingness to be more than just co-authors but to share their scholarly wisdom.

Michele sought out connections and mentors long before she decided to move into academia. These connections were made by attending conferences and events on her own time—and sometimes on her own “dime.” It was important for her to build a professional network to support her as she navigates through her career. Michele has also made connections with professionals outside of LIS to gain ideas and differing perspectives. With her national and international network, she always felt comfortable wherever she went because she knew a connection was just a phone call away. Being a practitioner, working both inside and outside the field, has provided Michele with connections and support networks that she may not have gained had she gone straight into academia from graduate school.

When Michele accepted a tenure-track position, she was excited about starting a new adventure, but also overwhelmed by the rigorous publication requirements. A few years back, Michele was attending the American Association of Law Libraries annual conference diversity symposium reception and started a conversation with an attendee. The conversation led to a discussion about getting into writing and publishing. The law librarian suggested that Michele purchase *Writing Your Journal Article in 12 Weeks* by Wendy Laura Belcher as a guide to help get started.³⁰ Reading this book and seeking out additional resources, i.e., writing groups and community networks, taught Michele about the various stages of publishing and how to begin.

In 2019, Michele co-authored and submitted a journal article related to cultural competence in LIS education. When working with a writing partner, Belcher encourages authors to complete a commitment agreement to ensure that the original content and revisions are completed on time.³¹ While Michele did not use the actual print form from Belcher’s book, her co-author and she verbally agreed upon a detailed schedule that specified when tasks were to be completed, working backward from the submission deadline. They also scheduled “check-in” meetings to hold each other accountable. Michele used the journal review worksheets in Belcher’s book to determine the best two or three journals to submit the article to, which saved time and any frustration in selecting a wrong journal (due to scope, for example). Michele noticed that her fears and anxiety subsided as she began to publish more, and whenever anxiety creeps in, she relies on self-affirmations and positive statements to help her overcome any self-doubt.

EXTERNAL FEARS

Just when you overcome your internal fears and finish the last draft of your article, external fears begin to creep up. You begin to ask yourself: “What if my article is rejected? What happens if my article is published, but no one reads it? What if I have low download or citation counts?” In the publishing world, rejection happens. Even the most seasoned scholars experience rejection. You cannot take the rejection personally. However, when you are already dealing with feelings of inadequacy or impostorship, it is easy to internalize rejection. Michele and Shamika have looked at rejection as an opportunity to finesse their writing and re-submit.

With another project, Shamika and Michele are working on together (a journal article), the first submission project was rejected with significant suggestions for revision. At first, we were

shocked by the critical remarks, but after some time passed, we realized that this was part of the process and to not take the comments personally. This has motivated both of us to revisit the article, revise, and resubmit to either that journal as a new submission or to another peer-reviewed journal that is more aligned with the scope of our topic. As another example, last fall Michele applied for a \$5,000 grant but did not receive the grant funding. Instead of giving up on her research idea, Michele decided to scale back the project by reducing the number of onsite focus groups and limiting the number of participants in the study. Michele received a smaller grant of \$2,000 from the AALL Academic Law Library Special Interest Section to support her research with a sub-set of the original community.

Time management has often been cited as a common external fear. Michele uses a roadmap to help her flush out her research agenda and manage her monthly and daily tasks for each of her projects. For example, a few of her projects (this book chapter and two peer-reviewed journal articles) overlap in time. Each is in a different phase of the publishing process. This book chapter is due now, and the other two articles are due later this spring. Michele created a Gantt Chart for each project, plotting monthly what needs to be accomplished and any deliverables, such as developing a survey, closing a survey, analyzing the data (with NVivo for qualitative analysis), discussing the findings, and offering recommendations. Roadmaps and Gantt Charts help Michele visualize what tasks are required for each project on a daily and monthly basis in order to stay on track.

As a single parent who works in academia, sometimes it is hard to manage a work-life balance. Although Shamika tries to keep a healthy balance, the lines often get blurred, especially during the academic year. With teaching, service, and her duties as a librarian, she finds herself doing research in the evenings and on the weekends. When she was editing *Celebrating Diversity*, Shamika would wake up at 5:00 a.m. to write for two hours before getting her son ready for school, and she would edit chapters while at soccer and karate practices. These were not ideal situations, but Shamika was the editor and leader on the project, so she had to make the necessary sacrifices to meet the deadlines.

REFLECTIONS

In this chapter, we offer our viewpoints as tenure-track female faculty of color in differing academic settings on how we have addressed challenges when we began and throughout our scholarship endeavors. We share our personal experiences navigating tenure while managing invisible labor, imposter syndrome, and our internal and external fears about publishing. Practical tips are offered based on our experiences as we developed our research agendas. We hope that this chapter will offer inspiration and support to tenure-track faculty of color that have research obligations as part of their tenure position responsibilities.

Here are some lessons we learned along the way for researchers (particularly, faculty of color) to consider as they navigate their research journey:

Capitalize on your service opportunities. Due to the increase in student body diversity and underrepresentation of faculty of color in academia, invisible labor is inevitable. It is important for you to find a way to leverage this unique type of service by turning it

into an article or a presentation. Early in their careers, both Shamika and Michele volunteered to serve on diversity committees, ironically. After and during their service terms, both wrote an article in *AALL Spectrum* sharing the committees' diversity initiatives in an effort to promote the work of the diversity committee and inspire other libraries to implement similar initiatives at their institutions.^{32,33} Michele has used her involvement with volunteering on committees and attending conferences as an opportunity to meet other diverse faculty and future co-authors. After attending a session at the Special Libraries Association annual conference in June 2018, Michele reached out to one of the presenters about collaborating on a future study and journal article. They are currently formulating their research idea. Michele has also made connections with potential collaborators while visiting poster sessions of research at conferences and leadership events.

Have a support network. First and foremost, you are not alone! There are many female faculty of color who are likely experiencing the same feelings as you. Having a strong support network to encourage and support you makes a lot of difference. Shamika and Michele have met and stayed connected with colleagues who have mentored them throughout the writing process. Your support network should consist of someone within your department, a veteran librarian of color, and someone outside of your profession. Shamika often asks her mentors outside of academia to review her final article drafts. It is good to get feedback from someone who knows nothing about your research. Michele relies heavily on her core network of peers and colleagues, who she has known since pursuing the path of a librarian, for advice and guidance. Michele is also fortunate to have a former chair that is very supportive. Through her experiences working with him, they are now collaborating on a journal article together. Directors, chairs, and managers may or may not be as supportive, so it is just as important to look beyond your internal academic network.

Develop your research agenda organically. Do not force a research agenda. Your scholarship should be organic and flow naturally from your professional interest. At UF, librarians have six years to publish. For some, this seems like plenty of time, but for Shamika, the time pressure was terrifying. In her first year, she focused on learning her job as a librarian, leaving no time for scholarship. In her second year, she focused most of her energy and time on teaching. Before she knew it, Shamika was in her third year and at the halfway point of tenure. In a panic, Shamika wrote her first article detailing a recent library project she spearheaded, but she did not have a true interest in the topic. After reflecting on the aspects of her job she enjoyed the most, Shamika realized that she was most passionate about teaching and her service related to diversity. She crafted a research agenda combining both interests and pushed her scholarship into high gear.

At SJSU, LIS tenure-track faculty focus on three key areas: teaching, scholarship (research), and service. The RTP Guidelines clearly outline the criteria to be successful in each area. Every year, Michele is reviewed, and in year six, she will apply for tenure to associate professor. Michele had a different experience than Shamika. When Michele joined SJSU in fall 2018, she knew that she wanted to publish in the area of diversity with publications already under her belt as well as works in progress. However, many of her articles were not peer-reviewed, so Michele had to adapt by focusing on the types of

publications (monographs, book chapters, and peer-reviewed journal articles) that count the most toward her tenure.

Look beyond your practice. While Michele is in a tenure-track faculty position teaching library and information science courses, it helps to look beyond her own area of research for collaborators. She created a list of possible collaborators in subject areas that are complementary to her research interests, publishing experience, and work ethic. For example, through collaboration on another project, she and Shamika became acquainted and quickly realized that their research interests were complementary. They have continued working together as their personalities and goals were aligned, even though they work in different types of institutions and positions.

Put yourself first (sometimes). Despite the feeling of obligation to serve as a mentor, make your scholarship a priority and set aside non-negotiable time to devote to research. It is okay to tell a student or a colleague that you are unavailable and schedule an appointment with them for a later time or date. Once a week, Shamika blocks out time to work on her scholarship either at home or in the office with a sign on her door that lets people know she is unavailable. Michele has a similar approach in that she evaluates her schedule against any requests she receives so as not to allow her research time to be monopolized. She is working on the art of saying no or creatively deferring or delegating. There is only so much time in a day, so think long-term about what is expected of you and what you value.

Give back. Devote your energy just to those things that are important to you. Give energy to those organizations that made your career possible; this approach allows you to give back or “pay it forward” so that future marginalized scholars will be supported as you were. By selecting forms of service that energize you, you can avoid or minimize those that drain you. As she neared the end of her tenure probationary period, Shamika spent time mentoring new law librarians of color, having monthly conference calls with them to discuss their progress in their role as a law librarian, introducing them to veteran librarians at various conferences, and encouraging them to publish scholarship to move the profession forward.

One of the reasons Michele wanted to work for SJSU was because of the campus’s welcoming environment and strong ties to the community. So, when she was asked to serve as the informal liaison to REFORMA for the School of Information, she did not hesitate and said yes. It works out well for Michele because she was already very involved with REFORMA, a national association that promotes library and information services to Latinos and the Spanish-speaking communities. She was more than happy to represent the school and help build a stronger relationship between the school and the association. Currently, she is developing a SJSU School of Information REFORMA student group. The SJSU School of Information recently recognized her with the 2020 Distinguished Service Faculty Award for her exemplary service in a leadership capacity to the University and/or the community or profession that brings credit to the School of Information Science through her work with REFORMA and the Diversity Committee.

NOTES

1. Na'im Madyun et al., "On the Importance of African-American Faculty in Higher Education: Implications and Recommendations," *Educational Foundations* 27 (2013): 65.
2. Soon Ang and Linn Van Dyne, eds., *Handbook of Cultural Intelligence* (New York: Sharpe, 2008).
3. Madyun et al., "On the Importance of African-American Faculty," 65.
4. *Ibid.*, 69–70.
5. Carolina Sotello Viernes Turner, Juan Carlos Gonzalez, and J. Luke Wood, "Faculty of Color in Academe: What 20 Years of Literature Tells Us," *Journal of Diversity in Higher Education* 1, no. 3 (2008): 139.
6. U.S. Department of Education, National Center for Education Statistics, "Integrated Postsecondary Education Data System (IPEDS)" (Spring 2018), Human Resources component. See Digest of Education Statistics, 2018.
7. *Ibid.*
8. Anthony Lising Antonio, "Faculty of Color Reconsidered," *The Journal of Higher Education* 73, no. 5 (2002): 582–602, <https://doi.org/10.1080/00221546.2002.11777169>.
9. Kshiti D. Joshi et al., "Making Black Lives Matter in the Information Technology Profession: Issues, Perspectives, and a Call for Action," *ACM SIGMIS Database: The DATABASE for Advances in Information Systems* 48, no. 2 (2017): 26.
10. Audrey Williams June, "The Invisible Labor of Minority Professors," *The Chronicle of Higher Education* 62 (2015): A32, accessed December 13, 2018, <https://www.chronicle.com/article/the-invisible-labor-of/234098>.
11. Joshi et al., "Making Black Lives Matter," 25–26.
12. Shamika Dalton, "Embracing a Rich Diversity: Promoting Diversity among Patrons and Staff," *AALL Spectrum* 19, no. 4 (February 2015): 8–9.
13. "Retention, Tenure, and Promotion Guidelines," San Jose State University School of Information.(2016), <https://ischool.sjsu.edu/faculty-handbook-rtp>.
14. Ang and Van Dyne, *Handbook of Cultural Intelligence*.
15. Michele A. L. Villagran, "Examination of Cultural Intelligence within Law Firm Librarians in the United States: A Mixed Methods Study" (EdD diss., Pepperdine University, 2015), <http://search.proquest.com.libaccess.sjlibrary.org/docview/1750645714?accountid=10361>.
16. Shamika D. Dalton et al., *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries*, 2nd ed. (Buffalo, NY: William S. Hein & Co. Inc., 2018).
17. "AALL Scholarship Program," American Association for Law Libraries, accessed April 14, 2019, <https://www.aallnet.org/education-training/scholarships/>.
18. *University of Florida Career Development Handbook—Revised*, UF George A. Smathers Libraries, 2018, https://cms.uflib.ufl.edu/Portals/cdh/docs/CDH_Master_Document_v_%20May_2018_alternate_criteria.pdf.
19. Shamika Dalton, "Incorporating Race in your Legal Research Class," *Law Library Journal* 109, no. 4 (Fall 2017): 703–10.
20. Shamika Dalton and Clanitra Stewart Nejd, "Developing a Culturally Competent Legal Research Curriculum," *AALL Spectrum* 23, no. 4 (March/April).
21. Shamika Dalton, Gail Mathapo, and Endia Sowers-Paige, "Navigating Law Librarianship While Black: A Week in the Life of a Black Female Law Librarian," *Law Library Journal* 110, no. 3 (Summer 2018): 429–38.
22. Shamika Dalton and Michele A. L. Villagran, "Minimizing and Addressing Implicit Bias in the Workplace: Be Proactive, Part One," *C&RL News* 79, no. 9 (October 2018): 478–81.
23. Shamika Dalton and Michele A. L. Villagran, "Minimizing and Addressing Microaggressions in the Workplace: Be Proactive, Part Two," *C&RL News* 79, no. 10 (November 2018): 538–40, 564.
24. Pauline Rose Clance and Suzanne Ament Imes, "The Imposter Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention," *Psychotherapy: Theory, Research & Practice* 15, no. 3 (1978), 241–47, <http://dx.doi.org/10.1037/h0086006>.
25. Christiane Brems et al., "The Imposter Syndrome as Related to Teaching Evaluations and Advising Relationships of University Faculty Members," *The Journal of Higher Education* 65, no. 2 (1994), 183, <https://doi.org/10.2307/2943923>.
26. T. Elon Dancy II and Gaetane Jean-Marie, "Faculty of Color in Higher Education: Exploring the Intersections of Identity, Impostorship, and Internalized Racism, Mentoring & Tutoring," *Partnership in Learning* 22, no. 4 (2014), 363, <https://doi.org/10.1080/13611267.2014.945736>.
27. Carol Avery Nicholson was the Associate Director for Technical Services (retired) from the University of North Carolina at Chapel Hill Kathrine R. Everett Law Library.
28. Vincente Garces is the Reference Administration & Web Services Librarian at the University of Minnesota Law Library.
29. Carol Avery Nicholson, Ruth Johnson Hill, and Vicente E. Garces, *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries* (Buffalo, NY: William S. Hein & Co. Inc., 2006).
30. Wendy Laura Belcher, *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success* (Los Angeles: Sage, 2009).
31. Belcher, *Writing Your Journal Article*, xix.
32. Michele A. Lucero and Beau Steenken, "Into the Breach with AALL's Diversity Committee," *AALL Spectrum* 17, no. 4 (Feb. 2013): 15–17.
33. Dalton, "Embracing a Rich Diversity," 8–9.

BIBLIOGRAPHY

- American Association for Law Libraries. "AALL Scholarship Program." Accessed on April 14, 2019. <https://www.aallnet.org/education-training/scholarships/>.
- Ang, Soon, and Linn Van Dyne, eds. *Handbook of Cultural Intelligence*. New York: Sharpe, 2008.
- Antonio, Anthony Lising. "Faculty of Color Reconsidered." *The Journal of Higher Education* 73, no. 5 (2002): 582–602. <https://doi.org/10.1080/00221546.2002.11777169>.
- Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Los Angeles: Sage, 2009.
- Brems, Christiane, Michael Baldwin, Lisa Davis, and Lorraine Namyniuk. "The Imposter Syndrome as Related to Teaching Evaluations and Advising Relationships of University Faculty Members." *The Journal of Higher Education* 65, no. 2 (1994), 183. <https://doi.org/10.2307/2943923>.
- Clance, Pauline Rose, and Suzanne Ament Imes. "The Imposter Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention." *Psychotherapy: Theory, Research & Practice* 15, no. 3 (1978): 241–47. <http://dx.doi.org/10.1037/h0086006>.
- Dalton, Shamika. "Embracing a Rich Diversity: Promoting Diversity among Patrons and Staff." *AALL Spectrum* 19, no. 4 (February 2015): 8–9.
- . "Incorporating Race in your Legal Research Class." *Law Library Journal* 109, no. 4 (Fall 2017): 703–10.
- Dalton, Shamika D., Yvonne J. Chandler, Vicente E. Garces, Dennis C. Kim-Prieto, Carol Avery Nicholson, and Michele A. L. Villagran. *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries*. 2nd ed. Buffalo, NY: William S. Hein & Co. Inc., 2018.
- Dalton, Shamika, and Clanitra Stewart Nejd. "Developing a Culturally Competent Legal Research Curriculum." *AALL Spectrum* 23, no. 4 (March/April): 18–21.
- Dalton, Shamika, Gail Mathapo, and Endia Sowers-Paige, "Navigating Law Librarianship While Black: A Week in the Life of a Black Female Law Librarian." *Law Library Journal* 110, no. 3 (Summer 2018): 429–38.
- Dalton, Shamika, and Michele A. L. Villagran. "Minimizing and Addressing Implicit Bias in the Workplace: Be Proactive, Part One." *College & Research Libraries News* 79, no. 9 (October 2018): 478–81.
- . "Minimizing and Addressing Microaggressions in the Workplace: Be Proactive, Part Two." *College & Research Libraries News* 79, no. 10 (November 2018): 538–40, 564.
- . "Publishing Basics: How to Get Started & Where to Begin." *AALL Spectrum* 22, no. 6 (July/Aug. 2018): 30–33.
- Dancy II, T. Elon, and Gaetane Jean-Marie. "Faculty of Color in Higher Education: Exploring the Intersections of Identity, Impostorship, and Internalized Racism, Mentoring & Tutoring." *Partnership in Learning* 22, no. 4 (2014): 354–72. <https://doi.org/10.1080/13611267.2014.945736>
- Joshi, Kshiti D., Eileen Trauth, Lynette Kvasny, Allison J. Morgan, and Fay Cobb Payton. "Making Black Lives Matter in the Information Technology Profession: Issues, Perspectives, and a Call for Action." *ACM SIGMIS Database: the DATABASE for Advances in Information Systems* 48, no. 2 (2017): 21–34. <https://doi.org/10.1145/3084179.3084183>.
- June, Audrey Williams. "The Invisible Labor of Minority Professors." *The Chronicle of Higher Education* 62 (2015): A32. Accessed on December 13, 2018, <https://www.chronicle.com/article/the-invisible-labor-of/234098>.
- Lucero, Michele Angeline, and Beau Steenken. "Into the Breach with AALL's Diversity Committee." *AALL Spectrum* 17, no. 4 (Feb. 2013): 15–17.
- Madyun, Na'im, Sheneka M. Williams, Ebony O. McGee, and H. Richard Milner IV. "On the Importance of African-American Faculty in Higher Education: Implications and Recommendations." *Educational Foundations* 27 (2013): 65–84.
- Nicholson, Carol Avery, Ruth Johnson Hill, and Vicente E. Garces. *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries*. Buffalo, NY: William S. Hein & Co. Inc., 2006.
- San Jose State University School of Information. "Retention, Tenure, and Promotion Guidelines." Last modified April 2016. <https://ischool.sjsu.edu/faculty-handbook-rtp>.
- Turner, Carolina Sotello Viernes, Juan Carlos Gonzalez, and J. Luke Wood. "Faculty of Color in Academe: What 20 Years of Literature Tells Us." *Journal of Diversity in Higher Education* 1, no. 3 (2008): 139–68.
- UF George A. Smathers Libraries. *University of Florida Career Development Handbook –Revised**. Last modified May 24, 2018. https://cms.uflib.ufl.edu/Portals/cdh/docs/CDH_Master_Document_v_%20May_2018_alternate_criteria.pdf.
- U.S. Department of Education, National Center for Education Statistics, "Integrated Postsecondary Education Data System (IPEDS)." (Spring 2018). Human Resources component. See Digest of Education Statistics 2018.
- Villagran, Michele A. L. "Examination of Cultural Intelligence within Law Firm Librarians in the United States: A Mixed Methods Study." EdD diss., Pepperdine University, 2015. <http://search.proquest.com.libaccess.sjlibrary.org/docview/1750645714?accountid=10361>.