

Faculty Coaching: A Resource for Black Women Navigating Tenure and Promotion

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Abstract

This theory paper explores how coaching can be used in the academy as a faculty development strategy for Black women navigating the process of tenure and promotion. The tenure and promotion process in academia is complex and challenging, particularly for Black women, who face unique structural and institutional barriers throughout the process related to race, gender, and intersectionality [1]-[3]. Throughout this journey, many Black women experience microaggressions from faculty and students, invalidation of their research, and a devaluation of their service contributions. Thus, coaching has evolved into a proactive tool for career and leadership development and has gained momentum in both institutional settings, such as AAC&U's Project Kaleidoscope's STEM Leadership Institute and Office of Undergraduate STEM Education's Center for the Advancement of STEM Leaders. Coaching is designed to empower and unlock an individual's potential as the individual navigates personal and professional development opportunities and challenges [4]-[5]. As the tenure and promotion journey is considered one of the most challenging periods within an academic's life, coaching can be used as a viable faculty development resource. Unfortunately, the number of Black women in the academy utilizing coaching is limited due to (1) the lack of exposure to coaching, (2) the cost of coaching, and (3) the mindset to be coached. In this paper, we will highlight the ways both formal and informal coaching provide critical support, foster resilience, and cultivate well-being by enabling Black women faculty to navigate institutional challenges, which ultimately contribute to a more equitable and inclusive academic environment.

Introduction

Black women faculty in Science, Technology, Engineering, and Mathematics (STEM) disciplines face unique and persistent challenges in their journey to promotion and tenure within higher education. While professional development is a critical tool for career advancement, systemic barriers—including inequitable workloads, institutional bias, and the dual pressures of underrepresentation and overperformance—hinder access to tailored resources that can support their growth. Among these resources, professional coaching has emerged as an impactful strategy for addressing career development needs, yet it remains underutilized and underresearched for Black women in STEM academia.

This theory paper provides an overview of the existing literature on coaching as a professional development tool in higher education with a focus on its potential to enhance career outcomes for Black women STEM faculty. This paper advocates for institutional investment in coaching as a critical intervention to support faculty navigating the complexities of academic career advancement, particularly those facing structural inequities, isolation, and the "invisible labor" of diversity and inclusion work. It highlights the significant role of coaching by (1) emphasizing its importance as a professional development strategy for supporting Black women faculty in promotion and tenure processes, (2) presenting frameworks and models that address systemic barriers while fostering equity, agency, and professional growth, and (3) introducing/exploring

how informal coaching can be tailored to meet the unique needs of Black women STEM faculty. By addressing these areas, the paper contributes to the broader discourse on inclusive faculty development and underscores the necessity of institutional investment in coaching.

The Context of Higher Education

The origins of postsecondary education in the United States trace back to the British colonial period, with Harvard University, established in 1636, recognized as the oldest institution. These early private colleges were designed primarily to provide religious and leadership training for upper-class men. The first public institutions, founded in the South, mirrored their northern counterparts in their exclusivity, admitting only students deemed White [6]. Notably, many of the nation's oldest and most prestigious colleges and universities were built through the exploitation of enslaved labor and the profits of the slave trade [7]. This historical entanglement between the labor force and the beneficiaries of higher education has shaped policies that continue to undergird the inner workings of systemic inequities in higher education [8]. This historical foundation of inequity continues to manifest in the persistent underrepresentation of Black women faculty in higher education today.

Black Women in the Academy

Colleges and universities across the U.S. often tout a commitment to fostering a diverse professoriate, yet a significant gap persists between these stated values and the actual practices surrounding the recruitment, retention, and promotion of Black women faculty. According to data from the National Center for Education Statistics [9], Black women represented 3% of total faculty across higher education, with only 1.6% serving as full professors, 3.1% as associate professors, and 4.0% as assistant professors. While these statistics are not disaggregated specifically for STEM disciplines, existing research on STEM academic environments suggests that the representation of Black women in these fields is similarly low, if not lower. This underrepresentation is deeply rooted in the intersecting histories of systemic racism and sexism in the fabric of higher education. Despite numerous initiatives and policies designed to increase the representation of Black women in STEM faculty roles, the disparity remains significant. As Ong et al. have argued, "history has demonstrated that programs aimed at supporting women tend to disproportionately benefit White women, while those targeting minorities primarily serve minority men [10]."

Reconfigured patterns of institutionalized racism and sexism continue to shape the recruitment, hiring, and advancement of Black women in STEM faculty positions. Although researchers have long identified key factors that contribute to Black women's academic and professional success in higher education—such as consistent performance criteria and the attainment of tenure and promotion [11]-[13]—these very factors are often grounded in biases that favor dominant groups, particularly White men and women. As a result, Black women must often navigate these systems carefully and rely on sponsorship to achieve success.

The Importance of Black Women STEM Faculty

Seventy years after the landmark Supreme Court decision in *Brown v. Board of Education*, the teaching workforce in both K–12 and post-secondary education (irrespective of institutional type) remains predominantly White [14]. The underrepresentation of Black women in STEM disciplines often begins in early education and is compounded over time by societal and educational ideologies within the STEM discipline. These inequities culminate in higher education, where the presence of Black women in STEM faculty becomes crucial. As mentors, role models, and leaders, Black women STEM faculty play an essential role in shaping the next generation of the STEM workforce, making their contributions vital to addressing the persistent disparities in the field.

The underrepresentation of Black women in STEM faculty deprives current and aspiring scientists of visible role models and accessible mentorship opportunities. While mentorship and role models for Black women in STEM can transcend race and gender, research consistently demonstrates that having academic contact with Black women STEM faculty plays a unique and transformative role in the educational progression of Black women in STEM. For Black women in STEM, having a mentor who shares their racial identity helps to disrupt narratives of isolation and feelings of devaluation by fostering psychological safety, imparting survival skills, and providing access to wisdom [15]-[16]. Moreover, these interactions build their confidence in STEM, boost self-efficacy, assist with identity formation, counteract negative experiences, and promote belonging [14].

Black women STEM faculty not only serve as role models and mentors for Black women who are students, but they play a pivotal role in fostering an inclusive and equitable academic environment. Their unique intersectional presence enhances overall STEM student engagement, retention, and the broadening of perspectives. By challenging the cultural norms of STEM regarding who is perceived as smart in STEM, who is capable of performing STEM tasks, and who belongs in STEM, Black women STEM faculty contribute to reshaping narratives and promoting a more inclusive and diverse STEM learning community [17].

Promotion and Tenure

Tenure-track faculty positions offer the potential for long-term employment stability, as tenure typically protects faculty from dismissal except under extraordinary circumstances. This security enables tenured faculty to engage in innovative research and teaching with reduced fear of job loss, fostering academic freedom [18]. Additionally, tenure-track roles often provide higher salaries, structured pay progression, and enhanced benefits compared to non-tenure-track positions, contributing to greater professional and economic security [19]. For Black women, attaining a tenure-track position holds particular significance as a pathway toward socioeconomic mobility and financial stability. These positions offer long-term job security, competitive salaries, and access to benefits that support wealth accumulation over time, countering the systemic racial and gender-based pay disparities prevalent in many sectors. Moreover, tenure-track roles offer a structured path to leadership opportunities and higher salary brackets, providing Black women with a platform to advance within academia while addressing

inequities that have historically limited their representation and career progression in the professoriate [20].

By achieving tenure-track appointments, Black women not only secure personal economic benefits but also contribute to the diversification of faculty, which is essential for fostering equity and inclusion in higher education [21]. As such, supporting Black women in attaining and succeeding in tenure-track roles is a critical step toward addressing broader disparities within academia.

Black Women and Promotion and Tenure

The system of tenure and promotion for faculty in academia is notorious for its ambiguity and governance by unspoken rules and the way the process of ambiguity contributes to the racialized hierarchy of the professoriate [22]. The ambiguity of promotion and tenure, along with its dependence on informal and unwritten norms has been shown to cause significant psychological distress among pre-tenure faculty [23]-[24]. Furthermore, this system of ambiguity functions as a mechanism that perpetuates racially inequitable outcomes while simultaneously reinforcing and legitimating racialized hierarchies within academia.

Retention around tenure and promotion continues to plague advancement for Black women in the academy [10]. Research indicates structural biases, a disproportionate share of service and diversity-related responsibilities, devaluation of research topics and activities, and limited access to professional development opportunities as various reasons for a slower and more challenging progression [20]-[21], [25]-[28]. These systemic challenges create significant barriers to career advancement, underscoring the urgent need for targeted support for Black women along the tenure and promotion journey.

Professional Development in Higher Education

From a higher education organizational perspective, the primary role of professional development is to improve faculty performance in the classroom [29]. However, since tenure and promotion are evaluated across teaching, research, scholarship, and service domains, professional development must be reimagined to enhance faculty performance holistically. This broader approach ensures that faculty are supported in their pedagogical practices and scholarly and research contributions, collectively impacting promotion and tenure (i.e., institutional success).

Although institutions vary in their structures and priorities, the importance of providing professional development and advancement opportunities is universally recognized. Institutional investment in these areas is critical to retaining faculty at all levels and fostering a thriving academic ecosystem. When professional development is expanded to encompass a wider range of areas—such as scholarly endeavors, pedagogical innovation, and interdisciplinary collaboration—it benefits both faculty and students. Holistic professional development equips faculty with the skills and knowledge to navigate the evolving demands of the higher education sector, supporting scholarship related to discovery, integration, and application while promoting

innovations that enhance teaching and learning—the vital areas of a successful promotion and tenure portfolio [30].

Professional development provides structured support to help faculty grow as instructors, scholars, and campus citizens and is essential for enhancing learning and practice across all faculty ranks [31]. Administrators recognize that professional development is not only a tool that enhances faculty competencies but also strengthens institutional competitiveness and supports strategic objectives [32]. Despite its importance, the link between professional development and the institutional mission is often underexplored, leaving critical gaps in addressing the *specific* needs of faculty [33]. For Black women in STEM faculty and academia, more broadly, professional development is vital and can serve as the difference between remaining in STEM higher education and leaving it [34].

Coaching, as a professional development strategy, offers a holistic approach by creating a reflective and supportive space that enhances emotional intelligence and well-being. For Black women in STEM, coaching is especially impactful, fostering personal growth while equipping them to manage the complexities of promotion and tenure processes [35]. By addressing both personal and professional challenges, coaching enables Black women to thrive within academia and contribute meaningfully to their institutions [28], [35]-[36].

Coaching as Professional Development

Coaching is designed to empower and unlock an individual's potential as the individual navigates personal and professional development opportunities and challenges [5], [37]. It is a thought-provoking and creative process aimed at stimulating the self-awareness and personal responsibility of the participant [4], [38]. Coaching and mentoring are often used interchangeably, yet they differ in focus and approach. Mentoring emphasizes a relational dynamic in which a more experienced individual offers guidance, support, and serves as a role model. In contrast, coaching is a structured, performance-oriented process that employs frameworks, models, tools, and assessments to facilitate and sustain long-term change [39].

Over the last ten years, coaching has become an increasingly common phenomenon in a number of diverse fields [40]. While traditionally associated with individuals pursuing executive or C-suite business leadership roles, coaching has evolved and expanded significantly, gaining traction in academic environments. Within academic settings, coaching serves multiple purposes, including leadership development, supporting underperforming faculty to meet institutional expectations [41], and aiding faculty in fostering student success [42].

As a professional development strategy in higher education, coaching is relatively new, with much of the existing literature focusing on its application for elementary teachers in literacy instruction [43], enhancing junior faculty pedagogical practices in higher education [44], and preparing mid-career and senior faculty for growth opportunities [44]. In each form, coaching serves as a personalized and facilitated learning process [45], providing an innovative alternative to the traditional one-size-fits-all model of professional development [43].

Coaching has shown positive effects in higher education as an individualized form of professional development to help faculty achieve personal improvement goals. It has

demonstrated positive impacts for faculty in higher education—such as fostering growth, building leadership skills, enhancing emotional intelligence, promoting self-awareness, and increasing well-being [35]. Faculty coaching is associated with increased morale and a better understanding of proven pedagogical practices [46]-[47]. Participation in coaching by faculty provides for more positive learning environments and higher satisfaction for the individual [35], [48]. Finally, as the coaching space provides a venue in which the faculty member can address individual goals and have a voice in their learning through reflection and feedback, coaching can also provide internal and psychological safety. Combined, these factors are associated with increased confidence in teaching, which results in higher levels of instructional performance.

Despite its demonstrated benefits, coaching remains less understood and underutilized compared to other individualized professional development practices, particularly in its application to the specific needs of faculty members and the promotion and tenure process in higher education . For the purposes of this paper, coaching as professional development for faculty refers to a personalized approach where a designated coach works closely with the individual faculty member to identify and address their specific needs, provide targeted feedback, and support them in implementing improvements to their teaching practices, research skills, or other academic areas along their promotion and tenure journey.

Coaching for STEM Faculty

In STEM disciplines, coaching offers a mechanism to meet the individualized professional development needs of STEM faculty and pedagogical outcomes [49]-[50]. Implementing coaching in STEM represents a progressive step toward transforming the traditionally rigid and unchanging academic climate by fostering adaptability, innovation, and personalized growth for faculty to navigate challenges and embrace change in their teaching, research, and leadership roles. A quantitative study conducted by Giamellaro and Siegel [51] examined the impact of coaching on faculty implementation of innovations in STEM education and revealed that coaching not only motivated educators to enhance their STEM teaching techniques but also significantly improved their confidence levels. Coaching applications supporting STEM educators extends beyond teaching practices to address diversity and leadership challenges for women in STEM fields. Jackson and Joanna Bourne's [52] corporate-sector study findings demonstrate that coaching, delivered through various online modalities, facilitated meaningful behavioral changes among young women participants. Specifically, participants reported improvements in goal development and self-accountability, increased reliance on capability-affirming thoughts, and greater comfort in navigating conflict. Overall, the study revealed significant growth in participants' self-efficacy and self-confidence.

Coaching Black Women in STEM Faculty

Coaching for promotion and tenure for Black women STEM faculty refers to a specialized form of career coaching designed to specifically support Black women STEM faculty members in navigating the complexities of the tenure and promotion process within academia, taking into account the unique challenges they face due to systemic racism and gender bias, often requiring tailored strategies to showcase their research, teaching, and service contributions effectively to achieve tenure. bell hooks [53] asserts that Black women require healing strategies and affirming

words to navigate the anguish caused by racism and sexist oppression in daily life. While coaching may not traditionally be labeled as "healing," it often encompasses healing dimensions, particularly when it assists individuals in addressing systemic barriers, managing stress, and cultivating resilience—challenges that are closely tied to the tenure and promotion process. By emphasizing a forward-focused approach, coaching complements traditional healing practices by fostering personal growth, empowerment, and heightened self-awareness, offering a critical tool for navigating and overcoming structural inequities in academia.

Coaching Challenges and Barriers for Black Women STEM Faculty

Coaching is an underutilized professional development strategy for Black women STEM faculty as they navigate the promotion and tenure process. This underutilization stems from several factors, including limited awareness of coaching as a resource, insufficient institutional support structures, cultural misconceptions about its purpose, time constraints, cost barriers, and the lack of a coaching posture.

Challenges and/or barriers to coaching are the result from limited awareness and insufficient support structures of coaching for Black women, which can be attributed to Black women faculty not having access to the same networks where coaching is discussed or promoted or simply not seeing or engaging with a Black woman coaching practitioner. Coaching professional development resources are frequently designed with a one-size-fits-all approach and fail to address the intersectional challenges of navigating intersectional oppression within the professoriate [54]-[55]. The cultural perceptions that coaching is remedial rather than developmental and the fear of being labeled as inadequate discourage Black women faculty from seeking or advocating for coaching opportunities [56]-[57]. Time constraints can also significantly limit access to coaching for Black women in higher education due to their unique workload (e.g., balancing teaching, research, mentorship, and community engagement). They frequently take on additional, often uncompensated, roles like serving on diversity committees or supporting underrepresented students. This leaves little time for self-development activities, such as coaching. Lastly, coaching (outside the institution) can be expensive and academic rank disparities in income or taking on a role where coaching support is offered may make it less accessible to Black women. These challenges and barriers lead Black women faculty to rely on informal networks for support rather than structured initiatives [58].

Being coachable is a critical, yet often overlooked, quality in the journey toward tenure, especially for Black women navigating the unique challenges of academia [59]. Coachability involves cultivating an open, receptive mindset that allows one to absorb feedback, embrace growth, and adapt strategies that can enhance professional and personal development [5]. In the high-stakes environment of academia, the tenure process often demands a blend of resilience, adaptability, and insight. A coachable stance creates the foundation for these traits by helping scholars to remain open to external perspectives and actionable advice, even when it challenges existing approaches [60]. Coachability is not about abandoning one's vision or unique voice; rather, it's about remaining flexible and curious, ready to refine strategies that align with one's authentic self and broader goals.

Theoretical Frameworks and Coaching Models for Professional Development

While no specific research directly situates coaching for Black women within a distinct theoretical framework, we propose that integrating the principles of Black Feminist Thought (BFT), the Gestalt model and the GROW model creates a comprehensive and effective approach. This combination not only incorporates essential coaching competencies but also fosters a coaching environment that centers participants' lived experiences and perspectives, emphasizing understanding from their unique viewpoints [57], [61].

Black Feminist Thought (BFT) provides a critical framework for understanding the lived experiences of Black women by emphasizing intersectionality, the centering of voice, and self-definition as tools for challenging systemic oppression [57]. Grounding coaching practices in BFT establishes a foundation for creating spaces that prioritize visibility and amplify the voices of Black women, making it particularly relevant for their professional development within academia. The Gestalt model, with its emphasis on holistic awareness, presence, and self-regulation, aligns with BFT by fostering a reflective space where Black women can explore their unique experiences and develop strategies to navigate institutional barriers and the promotion and tenure journey. A value that permeates in the Gestalt coaching model is that the coaching client is regarded as a whole and healthy person with respect to their environmental conditions [62]-[63]. As research describes STEM departments as cultures of “meritocracy” and “unrelenting competition” [64], utilizing the Gestalt model offers a critical counterbalance by fostering an environment where Black women faculty can explore their experiences, develop self-awareness, become empowered, and build strategies for navigating the power dynamics and systemic inequities inherent in academic settings. Similarly, the GROW model (Goal, Reality, Options, Will), known for its structured yet adaptable approach to goal-setting and problem-solving, offers a practical framework to empower Black women in STEM academia to articulate and pursue their professional aspirations [5]. By integrating BFT with Gestalt and GROW coaching methodologies, coaching as a professional development tool can be tailored to address systemic inequities, support self-advocacy, and promote career advancement for Black women faculty, particularly on the path to promotion and tenure.

Formal and Informal Coaching as Professional Development Strategies

Formal and informal coaching are essential professional development strategies for empowering Black women faculty on the promotion and tenure track by addressing the unique challenges they face in academia. Formal and informal coaching also address coachability by creating supportive environments where Black women faculty can engage in self-reflection, receive constructive feedback, and develop actionable strategies for growth.

Formal coaching, delivered by certified professionals, provides structured support through goal-setting frameworks and personalized strategies to help faculty navigate systemic barriers, enhance research productivity, and develop leadership skills. Programs such as Project Kaleidoscope's STEM Leadership Institute and the Association of American Colleges and Universities (AAC&U)'s Center for the Advancement of STEM Leadership have successfully implemented formal coaching for Black women STEM faculty [35], [49]-[50].

Although primarily leadership-focused, these programs include participants across various academic ranks. In these programs, faculty engage in structured sessions with experienced evidence-based coaches who adhere to the eight ICF coaching competencies, (e.g., developing and maintaining a mindset that is open, curious, and client-centered; creating a safe, supportive environment that promotes mutual respect and trust; and facilitating client insights and learning through powerful questioning and reflective practices, etc.). These programs have successfully enhanced participants' leadership capabilities, increasing their confidence in navigating systemic challenges and fostering greater clarity in their professional goals. By integrating formal coaching, these programs not only support individual growth but also contribute to a broader culture of equity and excellence in STEM academia. The following comments from these initiatives highlight improved research productivity, stronger professional networks, and enhanced preparedness for advancement to higher academic ranks:

“My attendance at the STEM Leadership Institute has been pivotal for my growth as a leader in STEM and beyond. One of my biggest takeaways from the institute has been learning how to navigate resistance and move forward. I now have the tools needed to be a poised leader.” [65]

“My coach asked tough questions to direct my thought process. My name for her is nothing but an ‘inspirational motivator with the soul.’ She is so passionate about her coaching, and she inspires me to think beyond my role as a professor and the impact of my leadership on others.” [35]

Moreover, informal coaching can also help sustain Black women STEM faculty in alternative ways. It is an interpersonal, experiential, and often casual form of coaching that helps individuals navigate their field of expertise, connects them with colleagues and collaborators, and provides space for them to confidentially grapple with the social and professional challenges impacting their work. Informal coaching can occur in person through one-on-one conversations or virtually through program offerings, published work, or community forums [66]-[68]. Its social nature reduces the time and financial barriers associated with formal coaching and helps dismantle the “social closure mechanism that keeps Black women out of desirable positions within STEM” while enabling equitable opportunities for advancement [69].

Building on the same foundation as formal coaching—BFT, Gestalt, and the GROW model—informal coaching can be particularly impactful for Black women in STEM as they center their lived experiences, foster holistic self-awareness, and guide goal-setting and problem-solving aligned with professional aspirations. As with formal coaching, informal coaching empowers individuals to engage in self-reflection and development at their own pace, fostering greater self-awareness, clarity, and goal alignment. More importantly, informal coaching tools create a flexible, accessible, and resourceful coaching experience that supports ongoing growth and development outside of formal coaching sessions [70].

One example of an informal coaching tool rooted within the framework of Black Feminist Thought, Gestalt, and GROW coaching models is the use of journal prompts and specified reading materials. Whether they are provided by a certified coach or a colleague, prompts that uniquely and fully address the experiences of Black women STEM faculty can guide

explorations of their values, challenges, and aspirations, while curated readings provide insights and frameworks that deepen understanding and encourage actionable strategies. A Black woman-owned and Atlanta-based consulting company, for example, practices and utilizes journal prompts as an informal coaching tool through its monthly newsletter as well as its forthcoming reflection book for Black women working toward promotion and tenure in higher education. Within the former, the consulting company builds an open and vulnerable digital space for Black women in higher education by demonstrating the practice of journaling by featuring an evidence-based Black woman coach's monthly reflections on her experience within the academy. Such journals are titled "Soulful Strides to Promotion and Tenure," and they also typically feature quotes from prominent Black women across multiple disciplines as well as probing questions to urge thought and reflection within the readership. The latter combines the demonstrated reflections from the monthly newsletter with sections that are strategically designed to give readers a designated space within the book for guided reflection on their experiences, goals, and challenges within STEM and higher education. Both instances serve as powerful examples of the possibilities that arise for Black women through informal coaching.

Conclusion

Educational institutions play a pivotal role in shaping the next generation of STEM professionals, which includes creating environments where Black women can thrive as scholars and faculty members. The retention of Black women STEM faculty remains a critical issue in higher education and without targeted support and opportunities for advancement, their underrepresentation in STEM disciplines will persist. In order to address Black women STEM faculty's unique challenges regarding retention—specifically, promotion and tenure, implementation of professional development that fosters equity and ensures a diverse and inclusive professoriate must become a priority in higher education.

Coaching presents a promising strategy for addressing the unique challenges faced by Black women STEM faculty by aligning individual needs with institutional goals. By mitigating low retention and promotion rates that disproportionately impact Black women, coaching helps foster a more diverse STEM faculty in higher education. To maximize its impact, institutions must embrace coaching as a holistic professional development tool that supports faculty across research, teaching, service, and leadership responsibilities [29], [43], [45]. This approach not only promotes professional growth but also enhances equity and inclusivity, advancing the mission to diversify and strengthen the STEM academic workforce. Situating coaching efforts, both formal and informal, in BFT, Gestalt, and GROW, empowers Black women STEM faculty by centering their lived experiences and fostering self-investment, self-care, and resilience while also providing tools to balance responsibilities in scholarship, teaching, and service. Moreover, these practices advance equity and inclusivity and contribute to more supportive and just academic environments.

To effectively implement coaching as a professional development strategy, higher education institutions should: (1) integrate culturally responsive coaching programs grounded in frameworks like Black Feminist Thought to center lived experiences; (2) provide accessible and flexible coaching opportunities, including institutional support for both informal and formal coaching; (3) align coaching with institutional retention goals by equipping faculty with tools for goal-setting, problem-solving, and navigating promotion and tenure processes; (4) hire coaches

with expertise in these frameworks who can foster a safe and affirming environment for Black women faculty through formal coaching while also providing tools for informal coaching; and (5) ensure long-term impact by investing in ongoing coaching initiatives integrated into broader diversity, equity, and inclusion strategies.

By prioritizing coaching as a professional development tool, higher education institutions can create supportive environments that retain and empower Black women STEM faculty. This commitment is not only essential for individual success but also integral to fostering a diverse and dynamic STEM professoriate.

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