

Retention of Faculty of Color

Marquette Immersive Leadership Experience (MILE)

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The faculty at academic institutions do not represent the racial and ethnic demographic shifts observed across the national population (Whittaker et al., 2015). Universities across the country continue to show an underrepresentation of ethnic/racial minorities and women across disciplines (Moreno et al., 2006). This disparity has been attributed to the inability of institutions to address changing points of access as well as the lack of recognition that promoting diversity drives the primary mission of a

address faculty retention, it seems important for departments to ascertain the level of cultural relevance and cultural responsiveness within their respective units.

Cultural relevance. Cultural relevance can be thought of as a foundational level or the first critical step to a culturally engaging environment. The University of Miami (<https://culture.miami.edu/>) participated in a cultural transformation initiative in which they engaged in campus conversations regarding 1) shared values (What is our shared common purpose?), 2) leadership expectations (What expectations do we have of leadership?) and 3) service standards (How do we treat each other?). Within each domain, individuals and departments answered three main questions: What does it mean to us? How are we doing? What can we do better? The Appendix Department members can be asked to answer these questions individually and then to discuss as a broader group.

This exercise can be broad and assist departments in operation translate to their work or it can be more precise by examining a specific topic or value, such as Diversity and common purpose and expectations. Including as many individuals as possible in the process is important as it gives a sense of ownership and it affirms that individual identities are represented in the resulting product. Ideally, the result of these conversations and/or exercise is to have a cohesive statement linking the faculty sense of belonging, reporting feeling valued and supported, and improved department communication.

Cultural responsiveness. As a second, and important, level towards developing a culture of belonging that address the needs experienced by faculty of color. Best practices guidelines for faculty retention have made three important suggestions including 1) monitoring school/department health, 2) establishing supportive climate, and 3) supporting professional development.¹ For instance, continuously monitoring the health of the department can be accomplished via *biannual State of the Department* assessments/surveys, faculty satisfaction surveys, and exit interviews. These regular assessments can provide information regarding faculty workload and overburden of faculty of color so that department chairs can make accommodations as necessary. Indicators of success can include balanced faculty workload, faculty reporting feeling valued and supported, and fewer facul

Establishing a supportive climate can be addressed, in part, through mentoring programs and supportive networks have been important initiatives toward faculty retention. Underrepresented tenure-track faculty receive significantly fewer mentoring interactions across a semester when compared to non-underrepresented faculty (Hyers et al., 2012). Specifically, over the course of a semester, non-underrepresented faculty received 13 additional mentoring experiences with high-status tenured colleagues. These interactions were thought to include content central to their impending tenure outcome. Ideally, mentorship programs for newer faculty should include both peer support and tenured mentors. Indicators of success can include the number and quality of mentoring relationships available within a given time period.

Further, it is important to provide resources and training for faculty to become allies or . Often, well-meaning majority faculty do not have a good understanding of the issues and problems experienced by underrepresented faculty, which interferes with their ability to adequately mentor. Other times, majority faculty are aware of the barriers but do not have the skill set to intervene or facilitate success. Establishing a training program at a department and/or university level would allow faculty to be better able to identify obstacles to success and confident in their capacity to implement the appropriate resource to match the need.

Finally, professional development opportunities for underrepresented faculty are important to facilitate advancement into senior leadership roles. Nationally, programs like the Faculty Success Program,

¹ From "Guide to Best Practices in Faculty Retention", Columbia University, November 2018

through the National Center for Faculty Development and Diversity, provide online training designed to facilitate research productivity and work-life balance. At MU, the Faculty Exploring Leadership Opportunities (FELoS) focuses on expanding leadership strategies and philosophies via regular face-to-face workshops, leadership coaching, and mentorship. Beyond formal programs, departments can facilitate faculty professional development in a variety of ways including assigning mid-career and early-career faculty time-limited departmental projects. In this way,e0.00000(B 0 0 1 289.3g0 C

Appendix

Shared Values

What do they mean for us (individually or in our unit)?

MU Guiding Value	What does it mean for us?
Development of students	

Shared Values

How are we doing?

On a 1-10 scale, with 10 being the highest, rank how your unit is performing on the following values and behaviors.

MU Guiding Value	How are we doing?
Development of students	
Academic excellence	
Change and improve ourselves, community, and world	
Nurture inclusive, diverse community	
Servant leadership	
Create plans for greater good	
Additional (if needed):	
Additional (if needed):	
TOTAL	

References