QUESTIONING BARRIERS TO RETENTION OF UNDERREPRESENTED FACULTY

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Racism, Sexism, Classism
Three Questions to Consider

I. What STRUCTURES are in place to support historically underrepresented minorities and women in STEM?

II. What is the PERSONALITY of your Program/Department/School?

III. Why are Faculty LEAVING your Department?
I. What STRUCTURES are in place to support historically underrepresented minorities and women in STEM?

A. What are the specific goals of your WELCOMING PROCESS?

B. How does the MENTORING PROGRAM support URM and WSTEM?

C. How is PROFESSIONAL DEVELOPMENT building a more inclusive community?

D. What practices are Departments/Programs/Schools using to build SUPPORTIVE and EQUITABLE work environments?
A. What are the specific goals of your Welcoming Process?

1. Are all department/program/campus policies clearly presented to all new faculty?
2. Are support resources available to ease the financial strain (payroll, travel, housing) all new faculty face?
3. How are faculty families welcomed on campus and in the community?
4. Are community partnerships created to welcome and support underrepresented faculty and their families?
A. What are the specific goals of your Welcoming Process?

5. Are campus and community biases shared with underrepresented faculty?

6. How is the welcoming process assessed?

7. Who is responsible for addressing needed changes?
B. Is the Mentoring Program advocating for underrepresented faculty, creating an inclusive campus community, and fostering a culture of success?

1. Is there institutional investment in the Mentoring Program and is it supported by faculty?

2. Are mentors trained and are mentoring duties clearly defined and continually assessed?

3. Are the benchmarks for mentoring success clearly defined and measured?
B. Is the Mentoring Program advocating for underrepresented faculty, creating an inclusive campus community, and fostering a culture of success?

4. Is the role of mentor a valued and legitimate path to promotion?

5. Is the mentoring program focused on the strengths of new and underrepresented faculty?
   a. Teaching success
   b. Research success
   c. Service Success
   d. Campus and Community Engagement
B. Is the Mentoring Program advocating for underrepresented faculty, creating an inclusive campus community, and fostering a culture of success?

6. Are a broad array of formal and informal relationships encouraged and supported?

7. Does your mentoring network embrace the unique needs of underrepresented faculty?

8. Are mentees treated as equal participants in the process and encouraged and empowered to develop individual strategies that lead to their success?

9. Are mentors working with established faculty to create supportive environments and remove privilege-based institutional practices?
C. How is Professional Development building a more inclusive community?

1. Is there institutional investment in Professional Development?

2. Are the specific needs of underrepresented faculty clearly being addressed?

3. Is inclusive pedagogy expected of all faculty? How is it assessed?
C. How is Professional Development building a more inclusive community?

4. Is implicit bias training included in ALL professional development activities?

5. Does PD provide instruction on how to unpack current privilege-based, institutionalized practices?
D. What practices are Departments/Programs/Schools using to build SUPPORTIVE and EQUITABLE work environments?

1. Are ALL tenure and promotion expectations clearly communicated and posted?
2. Is the invisible labor of underrepresented faculty clearly expressed to current tenured faculty?
3. Is that labor clearly defined and shared during all retention processes?
D. What practices are Departments/Programs/Schools using to build SUPPORTIVE and EQUITABLE work environments?

4. Is it clear to ALL faculty that there are a variety of legitimate pathways to excellence other than traditional scholarship?

   a. Is “Publish or Perish” a practice reinforced by your campus faculty?
4. Criteria. In conducting evaluations pursuant to this Title, the chief administrative officer of the college concerned, or designee, may consider, but shall not be limited to consideration of, the following:

(a) Mastery of subject matter — as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.

(b) Effectiveness in teaching — as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation.

(c) Scholarly ability — as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.

(d) Effectiveness of University service — as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships.

(e) Continuing growth — as demonstrated by such things as reading, research or other activities to keep abreast of current developments in the academic employee’s fields and being able to handle successfully increased responsibility.
Academic Rank Titles

- Academic Rank appointees prepare and deliver lectures to students.
- They compile, administer, and grade examinations, or assign this work to others;
- stimulate class discussions;
- direct research of other teachers or graduate students working for advanced academic degrees;
- compile bibliographies of specialized materials for outside reading assignments;
- conduct research in particular field of knowledge and published findings in professional journals;
- advise students on academic and vocational curricula;
- act as adviser to student organizations;
- serve on university and campus committees;
- and provide services to the community, government, and industry.

https://www.suny.edu/hr/compensation/unclassified/other/academic-rank-titles/
D. What practices are Departments/Programs/Schools using to build SUPPORTIVE and EQUITABLE work environments?

4. Is it clear to ALL faculty that there are a variety of legitimate pathways to excellence other than traditional scholarship.

5. Are underrepresented faculty nominated for awards and recognition?

6. Is a collaborative work environment encouraged and valued?
D. What practices are Departments/Programs/Schools using to build SUPPORTIVE and EQUITABLE work environments?

7. Is implicit bias training required for all faculty retention and promotion processes?

8. How is the burden of diversity work addressed?
II. What is the Personality of your Program/Department/School?

A. Before beginning the hiring process have you engaged in an active listening campaign to understand matters of importance to the P/D/S?

B. What problematic behavior should be addressed before new hires join? Who is responsible for addressing this?

C. Who are the allies and who are the bullies? How is this information shared with the new hires?
II. What is the Personality of your Program/Department/School?

D. How will you ensure those personalities do not interfere with the retention of newly hired faculty?

E. How does whiteness and privilege influence practices and procedures?

F. What actions are being taken to create a more hospitable and equitable work environment?
III. Why are Faculty LEAVING your Department?

A. Are you conducting EXIT interviews?
B. Is a PRODiG responsible individual conducting these interviews?
C. How is the data collected and shared?
D. Who is responsible for implementing the necessary changes?
SUPPORT

Retention

SUNY UFS *Making Diversity Count*

Columbia University Guide to *Best Practices in Faculty Retention*

Cultivating Institutional Transformation and Sustainable STEM Diversity in Higher Education through *Integrative Faculty Development*

Camouflaging Power and Privilege: *A Critical Race Analysis of University Diversity Policies*
Retention of Underrepresented Minority Faculty: **Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions**

Blatant, Subtle and Insidious: **URM Faculty Perceptions of Discriminatory Practices in Predominately White Institutions**

Human Resources **Academic Rank Titles**

**POLICIES OF THE BOT ARTICLE XII: EVALUATION AND PROMOTION OF ACADEMIC AND PROFESSIONAL EMPLOYEES**
Mentoring
Univ. of Buffalo Elements of Effective Mentoring
Univ. of Buffalo Mentoring Basic Practices and Training
Univ. of Buffalo The Current State of Faculty Mentoring
Mentoring 101: How to get what you need
University of Arizona Mentoring Resources
University of Michigan Resources on Faculty Mentoring
Columbia University Guide to Best Practices in Faculty Mentoring
Don’t Leave Us Behind: The Importance of Mentoring for Underrepresented Minority Faculty
Underrepresented Faculty Retention

Removing hidden barriers created by unconscious bias.

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Equity, Inclusion, Affirmative Action Officer & ADA/504 Officer, Title IX Coordinator
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Academic talent retention ought to start with recruitment!

CREATING A DIVERSE AND INCLUSIVE CAMPUS
Nassau Community College       Dr. Ken D. Coopwood

INSTITUTIONAL COMMITMENT

FIVE YEAR STRATEGIC DIVERSITY PLAN
DiversityEDU

- Search Committee Training
- Situational inducement ......
- All Faculty & Staff
Faculty Union Support

• Search Committee Representation
Why are We Here?

**SUNY’s COMMITMENT TO DIVERSITY** The SUNY Plan: In 2015, the Board of Trustees of the State University of New York announced “diversity” as an “intentional strategic focus” through which it sought to “reduce barriers to access, inquiry, engagement and completion” among its 64 college campuses.

As a constituent member of the SUNY system, Nassau Community College has steadfastly embraced its role as a comprehensive, full opportunity institution. The Goals of the SUNY Plan: The SUNY agenda encompasses “diversity, equity and inclusion” and establishes a variety of goals through which it will seek to become “the most inclusive institution of higher education in the country.”