



Best Practices in Retaining and Recruiting Faculty of Color
UD ADVANCE/Provost's Office/Deans' Faculty of Color Roundtable 10/22/18

Panelists

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1. Use data both to motivate and to regularly assess diversity and inclusion at each level. Use surveys, interviews, quantitative institutional data, and stories. Stories in particular tend to be remembered and motivate change. These stories can also be used in publicizing accomplishments that undergird diversity issues.
2. Provide faculty mentoring and leadership development. Mentoring should support faculty awareness and explicitly explain policies and procedures that take place within every level of faculty review. Promote the philosophy that all individuals are capable of growth if given the opportunity and proper access to skills and information. (Any faculty member can develop and succeed with the appropriate support.)
3. Because service burdens often fall on individuals from underrepresented groups, service loads should be tracked and assessed. In cases where service loads are particularly high, consider if staff could take on or support service work. Make visible the service commitment by diverse faculty and applaud them for their commitment to institution-building. Make explicit connections between the service performed (e.g., mentoring, obtaining a grant to fund students) and the outcome for diversity (e.g., more diverse students entering a major and graduating, etc.).
4. Facilitate giving everyone a voice and encourage your chairs to do the same. Ask for opinions of all faculty, but specifically ensure faculty of color are asked, heard, and are comfortable and feel safe providing their viewpoints. Train chairs in effective, inclusive communication within faculty meetings and other gatherings like departmental retreats.
5. When faculty are recruited away to other institutions, exit interviews may provide valuable information as to the reasons for the faculty's departure. There may be solutions offered in the interviews to better retain faculty such as offering more resources, assessing departmental climates, or increased participation. Conversely, exit interviews may determine that departing faculty feel that UD successfully supported their individual development.
6. Think carefully about your selection of chairs. Deliberately pick and encourage those individuals whose values support diversity and inclusion.

7. Diversifying the mid and upper ranks of staff also helps create community for faculty of color. This should be an easier effort that is often overlooked. Furthermore, deliberate efforts to diversify Continuing Track faculty also impact the climate for tenure-track and tenured faculty of color.
8. Micro-affirmations must be practiced by all. Administrators and chairs should encourage community building, networking, and collegiality. Institutional leaders must highlight and celebrate the accomplishments of the diverse faculty, and affirm the work of those contributing to diversity and inclusiveness. These actions must be consistent across all levels of the institution. (People see and value what is recognized.)