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National Association of Diversity Officers in Higher Education

**NATIONAL ASSOCIATION OF DIVERSITY OFFICERS
IN HIGHER EDUCATION
FALL WEBINAR
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***RETENTION STRATEGIES FOR DIVERSE
AND UNDERREPRESENTED FACULTY***

Presenters:

Shani Fleming, PhD(c), MS, MPH, PA-C

Barry University and Frank Tuitt, Ph.D. University of Denver

Moderator: Jewell Winn, Ed.D. Tennessee State University

Institutional Commitment:

**Recruitment and Retention of
Faculty of Color**

**Ms. Shani Fleming
Barry University**

INSTITUTIONAL COMMITMENT

At the end of this session, participants will be able to advocate for the following recommendations for institutional commitment:

- Accreditation
- Admissions/Hiring Practices
- Campus climate
- Collaboration/community partnerships
- Curriculum
- Data and Evaluation
- Dedicated faculty position
- Faculty development and leadership
- Funding
- Institutional leadership
- Marketing
- Mission
- Pipeline
- Retention
- Strategic plan/agenda
- Widespread approaches

MISSION

- The institutional mission and vision should guide all strategic decisions.
- It is important that the mission and vision are not merely words but have measures and metrics associated with it



INSTITUTIONAL LEADERSHIP

- Develop a shared understanding of how diversity serves as an essential driver in achieving excellence.
- Articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission to advance the inclusive community within the institution through formal and informal interactions with stakeholders and constituents both inside and outside of the university.



STRATEGIC PLAN

- Specific goals, objectives, standards, policies, and accountability mechanisms to ensure institutional diversity and cultural competence
- There should be specific recruitment objectives, as well as strategies to meet them.
- Programs should gather data to assess institutional progress in achieving racial and ethnic diversity among students, faculty, administration, and graduates



DATA AND EVALUATION

- Track and publicly disseminate the racial and ethnic composition of the students, faculty and staff.
- Use various forms of institutional data to benchmark and promote accountability for the core commitment of inclusive community and document the educational benefits of diversity and institutional effectiveness.



FUNDING

- Sustainability of inclusion and diversity efforts must be considered throughout the development, implementation and evaluation of institutional policy with funding as a cornerstone.
- Federal and state funding opportunities and incentives for inclusion and diversity.



FACULTY DEVELOPMENT AND LEADERSHIP

- There must be increased attention on employee retention efforts and turnover rates.
- Programs must make intentional efforts to develop partnerships with minority alumni and engage them in educational training opportunities
- Harvard Medical School



DIVERSE FACULTY/ADMINISTRATIVE POSITIONS

- Institutions demonstrate commitment through allocation of financial resources and time.
- Recruitment and retention are incredibly time consuming activities which requires consistency, mentoring, and longevity with a program.
- CDOs often serve as an organizational change agent for equity, diversity and inclusion serving as an accountability officer for the institutional mission and strategic plan
- Even with a dedicated individual, it must be the joint effort of every faculty, staff and administrator to support the efforts of recruitment and retention.

MARKETING



- Organizations should partner with media, advertising and marketing firms, and video and audio production companies to develop and implement effective communication campaigns targeting minorities
- Marketing materials including brochures, websites, banners, should reflect the commitment to diversity through photos and statements of the program's commitment.

CAMPUS CLIMATE

- Institutions must equate diversity with educational excellence
- When evaluating inclusive, welcoming environments, it is imperative to consider who has the authority to do the welcoming.



COLLABORATION/COMMUNITY PARTNERSHIPS

- There is such diversity within educational settings that a prescriptive, one-size fits all approach with proven outcomes will be challenging.
- Partnerships versus Relationships



ADMISSIONS/HIRING PRACTICES

- Institutions can have diversity driven policies and reduce barriers to URM admission by developing a clear statement of the mission
- One of the promising strategies is the use of holistic admission policies that give serious consideration to all the ways an applicant might contribute to a diverse educational environment
- Admissions criteria should also take into account mission congruency and societal needs to accept a balanced class that reflects the population served.



CURRICULUM

- Conduct curriculum development efforts to advance the diversity mission of the institution and/or program by partnering with deans and faculty in curriculum development efforts to facilitate inclusive pedagogy in all courses.
- Develop and fund training opportunities for cultural competence.



CURRICULUM

PIPELINE



- Create new or strengthen existing educational pipeline programs.
- Use new and nontraditional paths.
- Utilize existing recruitment tools and partnerships for recruitment.

RETENTION

- Provide adequate social, academic support and retention systems.





ACCREDITATION

-
- Accreditation bodies have the authority to enforce diversity policy by asking programs to evaluate mission, process management, substantive policy, and evaluate results as it relates to student inclusion and diversity

WIDESPREAD APPROACHES

- Use a combination of interventions to address inclusion and diversity to include:
 - financial support,
 - academic support,
 - transition programs,
 - social support,
 - building a more inclusive campus climate,
 - targeting recruiting of a more diverse faculty,
 - mentoring programs,
 - targeted recruitment,
 - collaborative school partnerships,
 - mentoring,
 - faculty career development opportunities, and
 - holistic admissions programs.

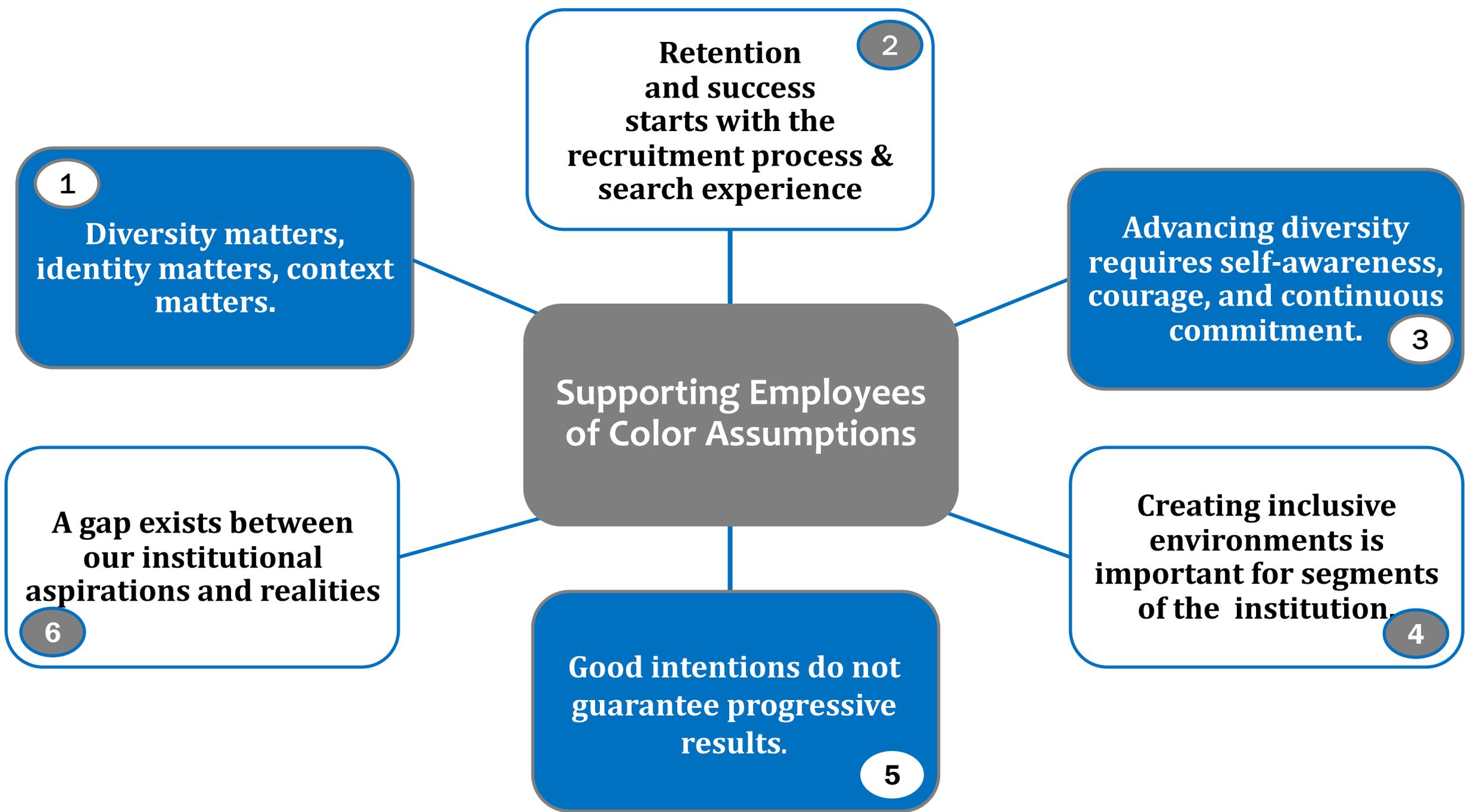
Making Excellence Inclusive

**Promoting the Success of Employees of Color at
Predominately White Institutions**

Dr. Frank Tuitt
University of Denver

Aims & Considerations

- *What are the some of the best practices for recruiting, retaining, and promoting the success of employees of color in PWIs?*
- *How can we create Institutional environments that respect and care for the souls of our employees of color?*



1

Diversity matters, identity matters, context matters.

2

Retention and success starts with the recruitment process & search experience

3

Advancing diversity requires self-awareness, courage, and continuous commitment.

Supporting Employees of Color Assumptions

4

Creating inclusive environments is important for segments of the institution.

6

A gap exists between our institutional aspirations and realities

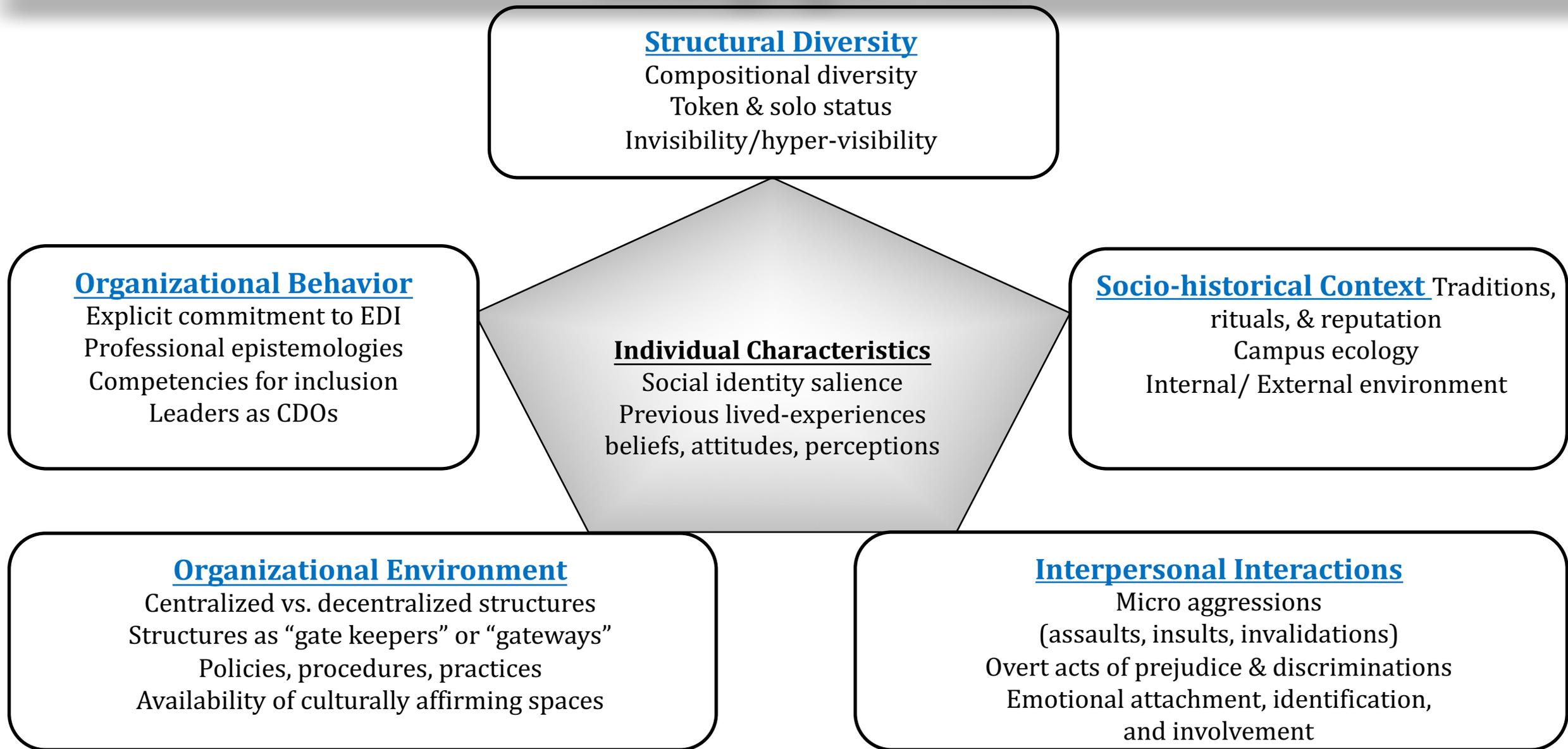
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Good intentions do not guarantee progressive results.

Inclusive Excellence

- The purposeful embodiment of inclusive organizational practices toward multiple identity groups
- A focus on intellectual and social development.
- The development and utilization of organizational resources to enhance learning.
- Recognizes the cultural differences diverse employees bring to the organizational experience.
- Creates welcoming organizational environments that engage all of its diversity.
- Establishes an environment that challenges every individual to achieve at the highest levels.

+/- Factors that Influence Employees of Color Overall Sense of Belonging in PWIs



Best Practices: Creating an Inclusive and Affirming Organizational Environment

- Have a strategic vision of inclusion and a commitment to diversity and inclusion.
- Regularly assess institutional environment/campus climate that negatively and positively impact employees of color (Milem, et al., 2005);
- policies and practices have the potential to create more equitable conditions and outcomes and can be assessed for equity and diversity;
- Use data to drive improvement efforts and address unhealthy factors;
- Enhance and create programs (affinity-based & integrated) to encourage positive group interactions and reduce isolation;
- Create opportunities for the development of competencies for Inclusion – Incentivize, recognize and reward;
- Provide resources (funding & support);
- Identify both unit level and institution wide accountability mechanisms;
- The responsibility for supporting employees of color cannot be placed solely on specialized campus entities... everyone on the campus has to take responsibility (Harper & Quaye, 2009).

Promoting Employees of Color Success

Success

Engaged Diversity

Diversity

Focused & Broadly Defined

Inclusion

Sense of Belonging

Equity

Success for All

Embedded

Everybody's Responsibility

from American Association of Colleges & Universities, 2005+

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