Diversifying the Faculty: Reviewing Results, Taking Stock, and Preparing for the New Faculty

Friday, April 15, 2016
Presenters

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Today’s session will cover:

- Outcomes related to the Diversifying the Faculty Initiative
- Debriefing the initiative
- Welcoming and orienting the new faculty
- Retention plans
Search Committee Process

- What did the search committee do well with respect to this initiative? Where were you successful?
- What can you sustain from this process that you can comfortably incorporate into future searches?
- What would you do differently in the next search?
- As you evaluate the initiative, what is your sense of its success in terms of diversifying the faculty at Hamilton?
Just in Time Workshops

- How well did this approach to training search committees work, in general?
- Did the timing of the workshops coincide well with the search process? If not, how should we change the timing to better support the search process?
- How well did we cover the topics that were of importance to the search committee in general and specifically as it relates to diversifying the faculty?
- What other topics could we have included in the workshops? (see handout for topics covered in the workshops)
### Diversity Advocates

- What did Diversity Advocates do on your search committee?
- How clear were you about the role/your role as a Diversity Advocate? Were others clear about the role?
- How prepared did you feel for this role as a Diversity Advocate? What else could we have done to prepare you better for this role?
- In what ways did you feel supported in this role?
If you would like to make additional comments, the questions we discussed today are included in a survey that can be accessed online.

https://www.surveymonkey.com/r/3YXZ7JP
Build on Your Success!

- Acknowledge your own hard work and don’t let it be in vain.
- Recognize that the literature identifies major barriers to the tenure and promotion of faculty of color.
- Take steps to remove these barriers and to create supports for all faculty.
Gasman, Ten Ways to Retain Faculty of Color

1. Hire a critical mass.
2. Don’t “over-committee” them.
3. Provide mentors.
4. Be clear about tenure and promotion policies.
5. Department chairs check in regularly with them.
6. Invite to lunch, to social gatherings, to your home.
7. Don’t ask for input and then ignore.
8. Chairs allow room for all voices in discussions.
9. Provide clear annual feedback.
10. Be aware their experiences may differ from yours.
Your To-Do List

• Continue work at both departmental and institutional context.
• Focus first on welcoming:
  – Living situations
  – Invitations to lunch or coffee
  – Check-ins about office space
  – Take to key places on campus
  – Go to a presentation together
U.M. Study:
Retention of Women of Color

• Formal mentoring structures for all junior faculty members.
• Systematically integrate college’s commitment to diversity and inclusion into training for each chair or division head so that it becomes an established value system within each department.
U.M. Study:
Retention of Women of Color

• Each department should generate a comprehensive manual for tenure track junior faculty.
• Train chairs in how to effectively communicate the tenure process to faculty and broadly distribute information regarding critical issues that affect tenure.
U.M. Study:
Retention of Women of Color

• Formally acknowledge and reward faculty mentoring of students.
• Support family and work life balance.
• Facilitating social support for single women of color faculty.
Success at the Departmental Level

- Consider doing research together.
- Check-in at the end of first semester.
- Invite to social events and/or recreational/athletic activities.
- Other suggestions?
Success at the Departmental Level

• Recognize barriers and traps
  – Challenges to credentials and intellect in the classroom
  – Cultural tax
  – Undervaluation or research
  – Unwritten rules and policies about tenure process
  – Chilly climate
  – Racism, isolation and challenges of being a “minority.”
Mentoring

• Update and reframe your conceptions
  – No longer a sink or swim mentality
  – Not about shortcomings of the mentee
  – Multiple or Portfolio Mentoring
  – Mentoring is both a formal and an informal activity and it is about the substance of teaching and research in the academy as well as about external measures of success such as which journals one participates in. (Guidelines from the College of LSA, Junior Faculty Mentoring: Principles and Best Practices. University of Michigan, College of Literature, Science and Arts, 2002.)
Mentoring: Information to Share

• Tell your mentee exactly what will be expected of them.
• Let them know how they will be evaluated.
• Give as many operational details as you can.
• Advise your mentees to get to know everyone in the department AND their work.

