How Institutional Leaders Can Improve Retention of Minority Faculty

✔ Check for behaviors or norms in the school/department that may create a hostile or unwelcoming environment for faculty members. It is important to address individual interactions and perceptions, particularly within academic departments.

✔ Service should be considered more seriously in the tenure and advancement process for minority faculty. Rather than increasing their service load, be more equitable about ways in which to allow minority faculty to make their valuable contributions without overwhelming their service and teaching loads.

✔ Extend leniency and flexibility for minority faculty who are submitting large grants, continuing education endeavors or family matters as with other faculty members.

✔ Closely monitor decision making and the reasoning behind questionable recommendations, comparing their work and productivity to others who have recently been promoted.

✔ Increase the inclusion of minority faculty and advocates on tenure and promotion committees with research specifically addressing from underserved communities

✔ Address the importance of interactions between faculty members and integration within departmental communities when considering the experiences of black professors.

✔ Share accomplishments of minority faculty as often as you do with other faculty on faculty listservs, faculty meetings, or other public settings

✔ If a committee with minority or junior faculty is responsible for recruiting students into departmental programs chairs should ensure other faculty members do not usurp the power of the committee and make decisions to override the committee

✔ Implement focused and specific initiatives to decrease minority isolation and to improve quality interactions between faculty members within the department through outings, socials, or inclusive discussions.

✔ Promote workshops and diversity training programs to help individuals acknowledge and change their biased perspectives and stereotypes and promote sustained, intimate interactions and intellectual risk taking between members of two or more social identity groups.

✔ Recognize the formation of external relationships, a focus on overachievement, and extreme commitment to service as forms of resistance to institutional and personal racism. Do not assume that the climates in academic departments are acceptable simply because professors have not relocated to another institution.

✔ Institutions should foster such networks where faculty find a network of scholars with whom they feel comfortable and supported by providing safe spaces for faculty to engage with their peers e.g., affinity or dialogue groups, and affording them the opportunity to share their experiences with other faculty with whom they identify.
✔ Challenge your biases against minorities that believe that they do not share mainstream American values of hard work, self-reliance, and individualism.

References


