

4-28-2023

## **Recruitment and Retention of Black Faculty at Predominantly White Institutions: Development of Mentorship within Academic Departments**

ShayVonne L. Harris

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Recruitment and Retention of Black Faculty at Predominantly White Institutions: Development  
of Mentorship within Academic Departments

by

ShayVonne Harris

April 2023

Master's Project

Submitted to the College of Education

and Community Innovation

At Grand Valley State University

In partial fulfillment of the

Degree of Master of Education



The signature of the individual below indicates that the individual has read and approved the project of **ShayVonne Harris** in partial fulfillment of the requirements for the degree of M.Ed. in Higher Education, College Student Affairs Leadership.

*Laila McCloud*

Laila McCloud, Project Advisor

April 26, 2023

Accepted and approved on behalf of the  
M.Ed. in Higher Education Program

*Karyn E. Rabourn*

Karyn E. Rabourn, Graduate Program Director  
April 26, 2023

Accepted and approved on behalf of the  
Ed. Leadership and Counseling Dept.

*Catherine Meyer-Looze*

Catherine Meyer-Looze, Unit Head  
April 26, 2023

## **Acknowledgement**

Thank you to my advisor of Dr. Laila McCloud for your guidance, advice, support, and effort throughout this project. I truly would not have been able to complete this project without your patience and kind words of encouragement. I would also like to thank my fellow CSAL graduates as we worked together to complete our projects together- I truly thank you all for the support. Last, but not least, I thank my family for their love, support, and prayers as I finish out my master's project. Thank you so much for always being by my side.

ShayVonne Harris

## **Abstract**

Predominantly white institutions have a reoccurring issue recruiting and retaining Black faculty to their universities. While there is a limited number of them on these campus, Black faculty eventually leave predominantly white institutions due to cultural taxation, racism, discrimination, and student, as well as other faculty members, disregarding of their work/knowledge within their discipline. These faculty members are not supported well within this institution as well. Through review of the literature, I suggest creating a mentorship program paired with training regarding the importance of diverse faculty and their needs to be able to be successful at a predominantly white institution.

## Table of Contents

Acknowledgments.....	i
Abstract.....	ii
Table of Contents.....	iii
Chapter One: Introduction	
Problem Statement.....	1
Importance and Rationale of Project.....	1
Background of the Project.....	2
Statement of Purpose.....	3
Objectives of the Project.....	4
Definition of Key Terms.....	4
Scope of Project.....	4
Chapter Two: Literature Review	
Introduction.....	6
Theory/Rationale.....	7
Research/Evaluation.....	8
Historical Perspective.....	8
Institutional Discrimination and Racism.....	8
Cultural Taxation.....	9

The Concept of Bait and Switch.....	11
Cluster Hiring.....	11
Mentoring and Resource Available.....	12
Summary.....	13
Conclusion.....	14
 Chapter Three: Project Description	
Introduction.....	15
Project Components.....	16
Project Evaluation.....	22
Project Conclusions.....	25
Plans for Implementation.....	24
References.....	26
 Appendixes	
Appendix A-Faculty Mentorship Training Schedule.....	29
Appendix B-Faculty Mentor Reflection for Each Module.....	30
Appendix C-Faculty Mentee Reflection (End of Each Academic Year) .....	32
Appendix D-Faculty Mentor Monthly Report.....	33
Appendix E-Faculty Mentorship Program Guide.....	34

## **Chapter One: Introduction**

### **Problem Statement**

Predominantly white institutions (PWIs) have an issue recruiting and retaining their Black faculty. Louis and Freeman (2018) argued that “Black faculty members are significantly underrepresented in the American Academy. They make up only 6% of the total full-time instructional faculty, whereas Whites comprise 79%” (p. 19). As a result, faculty of color are important to the retention of students of color PWI campuses. Although, the retention of students of color could be difficult if these campuses do not change how they support faculty of color. Kelly et. al., (2017), “[the] academic hierarchy favors White faculty, penalizes African American professors, exorbitant time spent on administrative duties over teaching and research, and lower academic ranks due to mechanisms that reinforce dominant values” (p. 112). The focus of this project will be to specifically on the challenges Black faculty face regarding their recruitment and retention into predominantly white institutions, as well as determining a mediation tactic that will appease these challenges and provide support. Recruitment and retention of Black faculty should be an important goal for higher education institutions because there is value in a learning environment that incorporates diverse perspectives, knowledge and point of views.

### **Importance and Rationale of Project**

An educational learning environment requires the implementation of different perspectives. Requirement and retention of diverse faculty will prompt this environment (Kelly et. al., 2017). This environment impacts both faculty and students. Moore & Toliver (2010) stated that “the hiring of Black faculty members to serve as mentors-guides, advisors, employers, sponsors, supervisors, and friends who form strong bonds and are in a position of power to



exercise a direct influence on students' lives-has been a retention strategy used by many predominantly white colleges" (p. 934). Academic departments also must uphold the mission of diversity and inclusion set by the institution (Chun & Evans, 2015). Diverse faculty will impact the cultural climate of the institution (Chun & Evans, 2015). Therefore, how institutions aim to support their Black students on campuses should be similar to how they should try to keep their Black faculty. While diverse faculty should be a priority for predominantly white institutions to create a diverse and inclusive campus environment, Black faculty continue to face barriers to their success inevitably forcing these faculty to leave the institution.

### **Background of the Project**

Historically, Black people have been excluded from the majority of white spaces. As a result of the civil right movement, as well as Brown vs Board of Education, Black educators and student were allowed into predominantly white institutions. Weems (2003) stated that "because of Jim Crow racial segregation, the vast majority of African American professors worked at historically Black institutions of higher learning...Black power movements was the creation of new employment opportunities for African American scholars" (p. 101). These institutions were not designed to support Black faculty, as result struggle to incorporate them into the academia effectively. This struggle was mainly due to engrained systematic racism and discrimination from the surrounding divided country. Higher expectation and increased responsibilities compared to their white colleagues was an issued historically faced by Black faculty as well. For example, Weems (2003) goes on to discuss a Black professor at University of Missouri named Arvarh Strickland during the 1960's that handle everything regarding recruiting other Black professors to the institution, in addition to his other obligations. He was the main recruiter for the institution ultimately adding extra cultural labor to his workload compared to his white

colleagues. This historical perspective has been identified within literature. This historical perspective has been identified within literature.

Guillaume and Apodaca (2020) stated that “decades of affirmative action legislation and other widespread efforts aimed at increasing racial and ethnic diversity in higher education have yielded less than favorable results for the professoriate” (p. 547). Currently, this struggle still exists for Black faculty within predominantly white institutions. Many Black faculty are tasked to take on cultural activities and events in addition to their other work/obligation to the institution.

### **Statement of Purpose**

The purpose of the project is to clearly state issues regarding the recruitment and retention of Black faculty to predominantly white institutions. A mediation tactic will also be presented that will alleviate some of the challenges Black faculty encounter. Research suggests that faculty mentoring, or faculty mentorship program would help provide Black faculty to support they would need to be success at a PWI, which in turn would increase their likelihood of staying at the institution (Gasman, 2011).

In addition to the mentorship program, a training around the racial disparities Black faculty face will shed light on the challenges these faculty members experience. This training will involve content surrounding diversity within academic departments, racial discrimination, and prejudice among faculty, as well as method faculty could incorporate into their own mentorship. Once, faculty mentors have completed the training they will receive who will be their mentee(s) and being using their mentorship guide. Within this guide, mentors will be tasked to meet the needs of their mentee. This includes provide resources and support to their mentee, understanding their professional aspirations and goals, and aiding the mentees with any cultural activities they are required to complete.

## **Objective of the Project**

Overall, the goal of this project is to find a way to retain Black faculty on campuses of predominantly white institutions. Whether that is putting in place ways to prevent discrimination toward Black faculty in terms of the tenure process. Providing a faculty mentoring program will provide Black faculty a sense of belonging as well as access to support and guidance within the institutions.

## **Definition of Key Terms**

Bait & Switch- refers to the feeling of being tricked and manipulated into coming to a PWI that seems to value you for your research but does nothing to foster a welcoming/inclusive environment (Kelly et. al., 2017).

Cluster Hiring- a process in which multiple scholars are hired based on a common theme or shared research interests, is not new and is continually used throughout the nation as a way to heighten interdisciplinary synergy among hired faculty members (Munoz et. al., 2017, p.2).

Cultural Taxation- the term cultural taxation was first coined by Amado Padilla (1994) to describe the increased expectations that faculty of color should address diversity-related departmental and institutional affairs (Joseph & Hirshfield, 2011, p. 123).

Mentoring- Mentoring is characterized by the relationships developed between junior early career and senior faculty (Jones & Osborne, 2013, p. 61).

## **Scope of Project**

This project deals with specifically academic affairs/administration. Since this area is usually involved with the hiring faculty, they should also be the ones aiming to provide support. This area also holds the discrimination that many Black faculty on PWI campuses. This project is

aimed to reach this area in understanding the importance of retaining these faculty members as well as actively aiming to keep them.

## Chapter 2: Literature Review

### Introduction

Predominantly white institutions (PWIs) have an issue recruiting and retaining their Black faculty. Louis and Freeman (2018) argued that “Black faculty member are significantly underrepresented in the American Academy. They make up only 6% of the total full-time institutional faculty, whereas Whites comprise 79%” (p. 19). When looking through the lens of critical race theory, race and racism participate in this disparity. Racism and discrimination influences how white faculty perceive, interact, and make decisions regarding their Black colleagues. Kelly et al., (2017) elaborated on how the “recruitment and retention of diverse faculty should be an important goal for higher education institutions because there is value in a learning environment that incorporates diverse perspectives, knowledge and point of views” (p. 306). While this should be an important goal, PWIs provide limited support and guidance to their Black faculty compared to their white colleagues; therefore, influencing Black faculty to leave the institution.

The literature review in this chapter will discuss the multiple barriers Black faculty encounter as they are employed at a PWi. The theoretical framework discussed and utilized through this chapter will be Critical Race Theory, specifically look at how white supremacy and power works within the higher education system. Other research discussed will be centered around institutional racism, cultural taxation, the concept of bait and switch, cluster hiring, mentoring and resources provided to Black faculty.

## Theory/Rationale

### Critical Race Theory

As stated before, Critical Race Theory (CRT) can be seen within all the literature dealing with the recruitment and retention of Black faculty. Griffin et. al., (2011) stated, “first, CRT-based studies assume that race is central in the experience of people of color and that racism explains a great deal of the inequity we observe, particularly in education” (p. 497) Utilizing the CRT framework aids the understanding of how white supremacy and its subordination of people of color has been routinely maintained within the country (Kelly et. al., 2017). Within the theoretical framework of critical race theory there are five tenets that are discussed:

“CRT (1) focuses on the centrality of racism with regard to gender and class as subordinate oppressions; (2) challenges dominant, deficit ideology prevalent in education; (3) focuses on understanding and unveiling the mechanisms of racialized oppression and the ways in which peoples of color experience it; (4) works toward social justice to promote transformative solutions against racial, gender, and class subordination; and (5) utilizes interdisciplinary approaches to better understand the experiences of students of color” (Munoz et. al., 2017, p. 4).

When looking at the experience of Black faculty at PWIs, race is central to how they are perceived as well as how they navigate their workspace. Relative to the history of higher education, postsecondary faculty have only begun to look at diversifying within their departments (Griffin et. al., 2011). CRT reveals how this diversification still breeds structural or institutional racism. Internal policies and procedures are created to hinder Black faculty from become a successful professional. The impact of these policies and procedures can be witnessed through the extra cultural effort Black faculty are required to participate during their tenure process. The system of institutional structures inherent racism within processes, policy, and organizational culture rather than individuals within the institution (Griffin et. al., 2011). However, while many institutions recognize the issues, little is done to mediate them. Ladson-

Billing & Tate (1995) examined educational policies and practices through a CRT lens and mentioned that the “culturally sanctioned beliefs which, regardless of the intentions, defend the advantages Whites have because of the subordinated positions of racial minorities” (p. 55). CRT examines how encounters with racism are commonplace for Black faculty engaging in predominantly white space. This project will utilize critical race theory to disrupt the normative structure that fuel racism and discrimination within the academic departments and create methods to combat the structural oppression (Patton et. al., 2016).

## **Research/Evaluation**

### **Historical Perspective**

In the last 30 years, there has been an increase in research on the Black faculty experience (Kelly et. al., 2017). Scholars have presented that the racially diverse faculty are still not being retained and this has been a reoccurring theme from this body of literature (Kelly et. al., 2017, p. 306). The cultural taxation phenomenon was first studied/mentioned in 1994 and continues to be an issue for Black faculty in the present day. While there is has been literature addressing this issue involving Black faculty, there has not been any significant improvement for specific faculty members.

### **Institutional Discrimination and Racism**

Institutional discrimination and racism were also a reoccurring theme through the literature. Killough et. al.,’s (2017) study demonstrates how colleges and universities present a negative, hostile, and chilly environment for Black professors, as they face institutional and personal racism from either their other faculty members or their students (Killough et. al., 2017). According to King & Upadhyay (2022), “faculty of color disproportionately face barriers such as hostile work environment, racism and discrimination and limited access to mentorship and other

resources...feedback from peers and student evaluations regarding their teaching can negatively impact [their] ability to earn tenure because they are more likely to receive less favorable reviews” (p. 1158). The feeling of frustration, discrimination and invisibility leads to high rates of burnout (Thompson, 2008). Jones et. al., (2021) also mentioned how Black faculty often result to self-isolation, conformity and silence as coping mechanism as result of this burnout. Students who devalue the knowledge base of Black faculty based on their race is also an issue these faculty member’s encounter. These students are also more likely to feel threatened by the content a Black faculty may be presenting. For example, King & Upadhyay (2022) mentioned a Black assistant professor that received criticism regarding his teaching, describing it as more of a racial sensitivity course instead of a political science and government course. Black faculty feel as though they need to prove themselves knowledgeable to their students.

### **Cultural Taxation**

Cultural taxation that affects many Black faculty. Joseph & Hirshfield (2011) shared that, the term referred to the increase expectation that Black faculty should participate or address diversity-relation departmental and campus affairs. This taxation means that Black faculty must do more departmental and university service while teaching similar loads and achieving the same research standards as their white faculty members (Joseph & Hirshfield, 2011). Items such as serving on diversity committees and advising students of color are common examples of cultural taxation. Due to the limited amount of Black faculty, emotional labor and burnout are common for Black faculty due to expected added workload. Joseph & Hirshfield (2011) also mentioned that “these expectations often lead faculty of color to become overburdened and overcommitted, which can yield differential rates of occupational stress when compared to their white colleagues” (p.123). Black faculty also mentioned making personal sacrifices to meet these



committees and advise students; loss of sleep and depression were common outcomes of overworking for these faculty members. Studies also explained that the pattern of overworking faculty of color in continuous service activities may negatively impact their ability to fit in the academic workplace (Thompson, 2008). Joseph & Hirshfield (2011) study provided faculty testament to this experience. For example, Robert a Black humanities professor explained:

"I'm a full professor, you know, that's real. I'm tenured, that's real. Was it an easy path? Was it the path that was given to other people? . . . I came in the same year as some guy who, they said, "Don't worry about it, just do your work." Me, they said, "You're on this committee, this committee, this committee. Prove it". . . . I had a very different path to tenure than someone else did. It didn't mean I didn't succeed . . . but it kept me up at night working harder than other people had to work to get the same thing" (p. 127)

Kelly et. al., (2017) supports the claim by explaining how components of the tenure process for Black faculty are reported as an unusual burden of service, whether this is seen in over participation in diversity committee or student advising loads (Kelly et. al., 2017).

Legitimacy is a factor that of cultural taxation that can negatively affect Black faculty. More often than not, white faculty will view Black faculty research illegitimate, especially if the content was centered around communities of color (Joseph & Hirshfield, 2011). White faculty may also stereotype Black faculty, assuming that Black faculty have done race-related research. Joseph & Hirshfield (2011) study also provided testaments from black full-time faculty about this experience. For example, Deborah, a Black female social scientist, described her viewpoint:

"I feel that my colleagues may feel in the back of their mind . . . if we're talking about an issue, then I'm going to bring up the aspect of race, culture, diversity as it applies to the given situation. Whereas they are able to talk about that same topic and never acknowledge any aspect of being affected by those kinds of issues. And so I wonder sometimes if I'm . . . stereotyped as the voice of diversity. That's the only thing I'm going to contribute to the conversation" (p. 126).

Through these experiences Black faculty feel unvalued at their institution by the faculty and the students. There is an overwhelming lack of effort in recruiting and retention of Black faculty and

for the creation of conditions that would foster inclusiveness and grow for Black faculty (Kelly et. al., 2017)

### **The Concept of Bait and Switch**

This concept of “bait and switch” refers to the feeling of being tricked and manipulated into coming to a PWI that seems to value you for your research, but does nothing to foster an welcoming/inclusive environment (Kelly et. al., 2017). Promises of multicultural faculty having a budget to program and foster togetherness. Black faculty also believed that multicultural groups were not advisory and did not report concerns to the provost or president (Kelly et. al., 2017). Thompson (2008) stated that “developing a positive and supportive climate for all faculty, especially faculty of color, requires identifying those factors that support an individual’s desire to remain at an institution” (p. 49). Many institutions lure in faculty of color with empty promises and fail to actively support their faculty.

### **Cluster Hiring**

Cluster hiring is one of the few ways institutions are able to hire multiple Black faculty members at a time. A study conducted by Curran et. al, 2020, found that cluster hiring is associated with significant gains, on average, in faculty research output, collaborator numbers and research impact” (p. 559). There are two important benefits for this type of hiring process. First, they create environments for scholarly performances and insight collaboration among the faculty hired (Curran et. al., 2020).

### **Mentoring and Resources Available**

Faculty require a sense of belonging within an institution; where they feel welcomed and supported. Thompson (2008) stated that “collectively, recruitment efforts, coupled with a sincere desire to embrace diversity and respect for faculty of color, will lead to better results” (p. 49).

Thompson (2008) also mentioned how to develop a welcoming environment that establishes networking opportunities, mentors, and professional development opportunities will aid in recruitment and retention of Black faculty. These elements can be founded within mentorship programming or opportunities.

When looking at mentoring for faculty, King and Upadhyay (2022) provided a different mentoring model that would specifically aid faculty in their professional development at a predominantly white institution. This study presented that “an important aspect of mentoring is that it has the potential to create a more positive institutional climate for faculty who are underrepresented in these spaces” (King & Upadhyay, 2022, p. 1162). However, there is one way of mentorship that could benefit all Black faculty. King and Upadhyay (2022), argued that the chance of success relies on a balance between psychosocial and professional support. With group mentoring, the mentee receives support and guidance through their reaching, research, and service from multiple senior faculty (King & Upadhyay, 2022). Their study also stated that “within network mentoring, provides a network of senior faculty however these faculty will provide Black faculty more opportunities to engage in transdisciplinary activities (King & Upadhyay, 2022, 1163)

Another beneficial mentor model is sponsorship. This style of mentorship includes mentors of positive influence to advocate on behalf of their mentee. This usually included advocating for resources and recognition (King & Upadhyay, 2022). According to Louis and Freeman (2018) study, that focused on Black male faculty and the impact of mentoring on their retention, “faculty member of a private research institution reported that their job satisfaction was positively influenced by two major factors: relational support and access to academic resources” (p. 24). For the men involved in the study, satisfaction was influenced by the

relational support and academic resources available within mentorship (Louis & Freeman, 2018). Institutions also provide resources such as “grant writing and editorial assistance, funding for development, travel and graduate assistant; and supportive family policies” (Thompson, 2008, p. 48).

### **Summary**

The literature surrounding recruitment and retention of Black faculty presented a lack of concern in predominantly white institutions to gain/keep this demographic of faculty. Historically, Black faculty were not a priority to their departments. According to Modica and Mamiseishvii (2010), “several studies have found that Black faculty members often disproportionately occupy fewer hierarchical positions, such as tenured positions, than White faculty” (p. 108). CRT has been used in educational research to highlight systemic inequalities, as seen in the institutional discrimination, prejudice and racism extend toward Black faculty (Kelly et. al., 2011). Black faculty face institutional racism and discrimination before and after they are recruited by an institution. They face hostility within the workspace as well as the classroom. White faculty and students place stereotypes and narratives onto these faculty essentially forcing the Black faculty to prove themselves legitimate (Joseph & Hirshfield, 2011). Cultural taxation can be evaluated through this lens of critical race theory. According to Kell et. al., (2017), “cultural taxation, a phenomenon first studied by Padilla (1994), alludes to the increased responsibilities and expectations faculty of color face on the road to tenure and promotion” (p. 308). As a result of the limited amount of Black faculty at these institutions, Black faculty endure increasing amounts of emotional labor and burnout. The amount of service activities Black faculty are obligated to complete on top of teaching and research requirements often penalize the faculty from being able to actively advance in their field. Their white

colleagues often overburden these faculty by assuming they work with diversity and inclusion efforts when that might not even be their field of study. The cultural weight that comes with being Black may often hinder faculty versus aid them.

The concept of bait and switch presented by Kell et. al., (2017) also impacts Black faculty recruitment and retention. Bait and switch is invoked through PWIs baiting Black faculty to work at their institution with empty promises. As soon as the faculty enter the institution, these faculty members face the cultural taxation and discrimination mentioned before. However, elements such as cluster hiring, and mentorship provide an avenue for Black faculty to find support and resources. The mentorship models mentioned in King and Upadhyay (2022) study are possible methods to aid Black faculty in their professional development journey. These models also add a layer of support and belonging.

### **Conclusion**

In conclusion, Black faculty recruitment and retention are elements of higher education that need to be evaluated and addressed. Black faculty shouldn't not be overburdened, overworked and over-evaluated based solely on their racial ethnicity. However, cluster hiring and mentoring are possible methods that could alleviate some of the disparities between white and Black faculty members at a predominantly white institution. Institutions should implement cluster hiring into their faculty hiring process to increase recruitment of Black faculty into the university. As an intervention, this project will discuss the creation of a faculty mentorship program for new Black faculty. The mentorship program will involve training sessions, a mentorship guide as well as reports the mentor are required to complete. This mediation tactic will provide Black faculty to support, access resources and guidance they desire at predominantly white institutions.

## **Chapter Three: Project Description**

### **Introduction**

Predominantly white institutions experience a recurring issue regarding the recruitment and retention of Black faculty into their institutions. Kelly et al., (2017) elaborated on how the “recruitment and retention of diverse faculty should be an important goal for higher education institutions because there is value in a learning environment that incorporates diverse perspectives, knowledge and point of views” (p. 306). However, due to hostile environments within these institutions, Black faculty are forced to prove their worth, legitimacy of academic discipline and professional practice (Kelly et. al., 2017). Many factors contribute to Black faculty not applying or staying to work at these institutions. These factors include cultural taxation, the concept of bait & switch, as well as racism and discrimination from their colleagues and students. As a result, developing a comprehensive diversity plan would aid these disparities that Black faculty encounter. Institutions that implement cluster hiring into their faculty hiring process while more likely recruit Black faculty, however once hired the opportunities presented need to stand true. Therefore, a mentorship program in conjunction with the cluster hiring will ensure that faculty are supported and connected on campus. This mentorship would also require faculty that are to be mentors to go through training around the barriers Black faculty faces as well as way to support them within the program.

The purpose of this project is to recommend mediation techniques that could potentially aid in the recruitment & retention of Black faculty. The goal of this project is to help Black faculty to feel supported, receive professional benefits and growth in their work environments.

## **Project Components**

Historically, this issue, regarding the lack of recruitment and retention of Black faculty, mainly resides within predominantly white institutions (PWIs). Unfortunately, literature on the experiences of Black faculty, as far as back the 1990s, displayed a lack of institutional support from PWIs. The objective of this project is three-fold. First, the objective is to provide a training for faculty that addresses the concept of bait & switch, cultural taxation and the discrimination Black faculty face inside and outside of the classroom. Second, this training would need to be done in combination with the cluster hiring process. Cluster hiring would be able to bring faculty into the institution and has been proven to be a great way to increase the number of Black faculty (Romero, 2017). Finally, the creation of a mentoring program while providing professional development and support Black faculty. Department chairs would receive a training and mentorship guide from central administration to better understand how faculty mentors are expected to support these faculty entering the institution (Tillman, 2018).

### **Cluster Hiring**

Cluster hiring is a process in which multiple scholars are hired based on a common theme or interest area (Munoz et. al., 2017). A department will use this process of hiring multiple faculty members at once to increase the recruitment of Black faculty. The goal of the department is to hire between three to four faculty members at a time. There will be a promise of providing research and mentorship opportunities to support their transition into the institution. Cluster hiring will also provide a community for new Black faculty to connect with one another and aid in the development of community within the institution. Also, providing a space for these new faculty to explain what would benefit their experience at the institution will aid guiding what

each individual needs as well. Using this process of hiring will increase recruitment of Black faculty into the PWIs.

### **Faculty Mentorship Program**

This project will use King and Upadhyay's (2022) sponsorship mentor model. With this model, Black faculty will not only be supported through advice/feedback, but their mentor will also actively advocate for them within the department. This model will also involve mentors providing resources, such as direction on research and teaching (King & Upadhyay, 2022).

#### ***Planning Committee***

To emphasize the importance of this program, the central administration, specifically president and provost, need to have a hand in formalizing the training. Chun & Evans (2015) stated that "when the president and provost foreground faculty diversity as key objectives in the institutional; and divisional strategic plans, such clear institutional direction can result in both allocation of resources and increased accountability at the department level" (p. 112). A planning committee must consist of tenured faculty, especially Black tenured scholars (Tillman, 2018). Including these individuals will allow perspectives from multiple faculty members in the process of developing a formal mentoring program that will have an impact on Black faculty career and success (Tillman, 2018). Senior scholars will provide insight into the resources and opportunities provided through the institution and will also have some experience with mentorship (Tillman, 2018). The committee members will be selected by the department chairs. There are a few notes this committee should take into consideration as well. Each institution has their own historical, organizational, and cultural contexts, thus when planning the mentorship program, these should be taken into account to increase success. Clear goals will be provided to department chairs and mentors from the committee. These goals included providing research and



professional support, whether this is attending or presenting at conferences, collaborating with colleagues, or competing for grants. Another goal of the mentorship program is to provide a sense of support and community within the department; these faculty members have someone that will continuously advocate for them within and outside of the department.

### ***Mentorship Training***

Once the mentorship program planning committee has been determined, mentor selection and the development of training for mentors will begin. The training will be conducted by department chairs. When faculty have achieved their tenure status, one of their requirements of their faculty evaluation will be to mentor pre-tenured faculty over the duration of their mentee's tenure process. This requirement is not specifically for Black faculty; every faculty member must complete this requirement. Once this is complete then the mentorship program ends, and the process will repeat with recently tenured faculty. This should ensure that every faculty goes through the training and has experience mentoring another faculty member. Mentors will be paired with new faculty that have similar research or subject interest. Depending on institution size, mentors should have no more than two or three mentees. The ideal number of mentees a mentor will have is one. The training will include both the enhancement of cultural competency and a mentorship guide. Tilman (2018) stated that "implementing training that will enhance the cultural competency of senior white male faculty members so that they can better mentor across differences and expedite professional promotion" (p. 6). Training will consist of five modules delivered over a five-week period. Stes & Van Petegem (2007) mentioned how faculty training that last over a longer period, such as multiple weeks, improve the likelihood of faculty retaining the information presented. This portion of the training will use Chapters 1, 2, 5 and 7 of Chun & Evans (2015) text "The Department Chair as Transformative Diversity Leaders". This text was

selected because of its interpretation of recruitment and retention of faculty. The authors do well at explaining the importance of diversity and inclusion with academic departments. This project aligns well with the text as department chairs are the leader for majority of the training and evaluations for faculty. Each week will reference one chapter from the book. To engage with the text, faculty mentors will meet in-person at the end of each week and discuss thinking points together; the conversation will be led by the department chairs. This meeting should last about an hour each week. Faculty mentor will also be required to complete a reflection each week over what was learned. Mentors will then meet at the end of the week to discuss the chapters read for that specific week. This will give mentors an opportunity to hear other perspectives on the text, which will in-turn influence how they engage with the text.

During the first week faculty mentors will be required to read Chapter 1 Prelude, specifically looking into the section regarding the pivotal role of department chairs in advancing diversity and a conceptual framework for diversity transformation (Chun & Evans, 2015). Throughout this chapter, faculty will investigate the role of department chairs and faculty in creating campus climate, as well as the importance of supporting a diverse department within their institution. Chun & Evans stated that “[department chairs] can lead, stimulate, and even spearhead change efforts, but they still need faculty collaboration to do so. They are called on to mediate and mitigate potential conflicts, mentor junior faculty, and implement curriculum change” (p. 8) There is also a diversity self-assessment profile faculty could complete to have a better understanding of this role. At the end of the week, faculty mentor will discuss thinking points on the schedule. Some of the thinking points include: When looking at the diversity framework, discuss what methods seen in Chun & Evan (2015) your department could implement utilize? Select one diversity strategy and create a plan on how your department could

implement (see Appendix A for other thinking points).

The second week will review Chapter 2 Retooling the education field, specifically analyzing defining diversity in the academic department and inequities in educational access, persistence, and success (Chun & Evans, 2015). Faculty will be tasked to look critically at the term and use of diversity at their institution. At the end of the week, faculty mentor will discuss thinking points on the schedule. One of the thinking points include: How does your interpretation of diversity compare to the text? Do you relate to the stories presented in the text? (see Appendix A for other thinking points).

The third week review Chapter 5 chair's leadership role in formal and informal organizational processes. This chapter will be the most important of the training, as it relates directly to the importance of the mentorship program and the support of the faculty in the department. Chun & Evan (2015) also stated that "cross-race mentoring is an opportunity for majority faculty to serve as agents of change in building a more inclusive academic community" (p. 114). At the end of the week, faculty mentor will discuss thinking points on the schedule. One of the thinking points include: List what strategies you could utilize to retain diverse faculty? Explain why. How will this impact your mentorship (see Appendix A for other thinking points).

Finally, the four weeks will look at Chun & Evan (2015) Chapter 7 Developing a departmental action plan for diversity. Within this chapter, faculty will be able to learn how to develop their own strategic plan and provide a cultural diversity enhancement plan within the chapter (Chun & Evan, 2015). At the end of the week, faculty mentor will discuss thinking points on the schedule as well. One of the thinking points include: At the end of the week, faculty mentor will discuss thinking points on the schedule. One of the thinking points include: List what strategies you could utilize to retain diverse faculty? Explain why. How will this

impact your mentorship (see Appendix A for other thinking points).

To conclude the training, during week 5 will be an overview of the mentorship guide and preparing faculty to meet with their mentees. This week is also designated for asking any question that may have developed from the reading or questions regarding the mentorship guide. Faculty mentors will come together in one group to have this discussion, so everyone is able to learn from one another.

### ***Mentorship Guide***

As stated before, the last week of the mentorship program will be focused on understanding the requirement of the mentor. This guide will go over the goals of the program, responsibilities of the mentor as well as the time commitment with their mentees. The goal of the program is to provide support, resources and a community for new faculty entering the institution and department. Faculty should feel more confident in their acceptance to the institution, and reassurance with their research, teaching, and other scholarship as they aim toward promotion (Tilman, 2018).

The responsibilities of a mentor will be elaborated on the guide as well. One of the responsibilities of the mentor is to determine what are the goals and aspirations of their mentee. This will allow for the mentor and mentee to develop a working relationship, and for the mentor to have a clear understanding of what their mentee wants to gain from this experience. Butner et al., (200) stated that “in literature that addresses mentoring relationships and the successful navigation of the tenure process, the importance of formal as well as informal interaction is highlighted” (p. 458). These include meetings with mentees; the frequency of these meetings will be determined between the mentor and mentee. However, the department will require a report from the mentor once a month to ensure that these meetings are occurring. This means they

should be meeting at least once a month. The report will include how the mentee is doing professionally, including scholarly activities they are participating in, research they are conducting, and courses they are teaching. This report will also include information regarding cultural activities these Black faculty are forced to conduct. This means if their mentee is involved in cultural committees, and planning or implementing events surrounding race/ethnicity or diversity, the mentor must either aid the mentee in their work or participate in their work in some way. Another responsibility of the mentor is to aid these mentees in their work regarding any cultural activities that are required of their mentees. This will ease the load of cultural taxation many Black faculty face within predominantly white institutions. The mentor and mentee will be able to determine the mentor's involvement in these activities. As stated before, in the report the mentor will also state how they aided these faculty. The following responsibilities will include providing resources and support to their mentee. This could include professional conferences, research opportunities, collaboration opportunities with colleagues or departments, and financial funding/grant opportunities that may arise (Tilman, 2018).

### **Project Evaluation**

Since there are multiple parts to this invention, this will involve multiple reflections as well. To determine if the training was beneficial in expanding faculty knowledge around this issue, feedback for each training session will be conducted at the end of each week and reviewed by the department chair. This reflection will involve questions such as:

1. What did you take away from this chapter?
2. What could you implement into your work as a mentor?
3. What are some questions you have regarding this chapter?

4. Was this chapter helpful in your understanding around diversity and equity within a departmental setting? If so, explain.
5. Do you have any other additional comments regarding this chapter or the training?

In addition to the reflection during the training, faculty will also submit a report at the end of each month explaining how they have supported their mentee as well as asking any questions or concern they may have (see Appendix D for example of faculty mentor report). The department chair will keep record of these reports and answer the questions that may arise. This will ensure that mentor is meeting the requirements of the mentorship guide. Also, a reflection will be given to mentees within the faculty mentorship program to determine what needs to be changed, removed, or improved. This will ensure that feedback is received from each and to determine their success rate. The survey will ask questions regarding the structure of the program, relationship between mentor and mentee, and professional development opportunities/resources provided by mentor. This reflection will involve questions such as:

1. Has your mentor contacted you? How many times do you meet with your mentor this academic year?
2. Did you and your mentor discuss your professional goals and aspirations? How did your mentor support you in achieving them?
3. Did you participate in any cultural activities, events, organizations, or committees on campus? How did your mentor support you through those efforts?
4. Did your mentor provide any professional development resources for you? Such as information regarding professional conferences, research opportunities, or collaboration opportunities with colleagues or departments?

5. Did you find this mentorship beneficial? Why or why not?

This reflection will ensure that faculty are meeting the needs of their mentee. The department chairs will evaluate this reflection and see what components the mentor need to address to properly support Black faculty. Department chairs will have a meeting with each mentor, at the end of the academic year, discussing what was done well and what need to change or be improved.

### **Project Conclusions**

The inclusion of Black faculty within predominantly white institutions is essential to the campus climate. Black faculty face multiple challenges including cultural taxation, discrimination and prejudice, lack of connection and professional development opportunities. This leads to Black faculty either not joining the institution or leaving the institution because of the lack of support. These faculty members are questioned for their legitimacy of academic discipline, worth and knowledge. A mentorship program will help to alleviate some of the pressure and stress that comes with being employed at a PWI. The mentorship guide will aid Black faculty in the career journey and give them a connection in their department/on campus. However, the mentor needs to be aware of the issues Black faculty face routinely. The faculty training session is essential to the success of the mentorship program. Institutions need to provide adequate resources for these faculty to feel connected and be professionally successful.

### **Plans for Implementation**

This project could be used by any department within any predominantly white institutions that lack the ability to retain their Black faculty. This information should be shared within multiple portions of the institution, such as central administration, department chairs and faculty. When implementing this training and mentorship program, the cultural influences and campus

climate need to be researched as well. This will help ensure that mentorship aligns with what Black faculty will be facing on their campus. The training portion of this project should be conducted in-person as well as on the faculty members own. The mentorship program will be conducted for the duration of the faculty mentee tenure process, mostly heavily during the academic year.



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## Appendix A

### Faculty Mentorship Training Schedule

<b>Modules</b>	<b>Topic</b>	<b>Readings Due</b>	<b>In-Person Discussion: Thinking Points</b>	<b>Assessments</b>
Module 1	Diversity Transformation	Chun & Evans- Chapter 1 <ul style="list-style-type: none"> <li>• The Pivotal Role of Department chairs in Advancing</li> <li>• A conceptual framework for Diversity Transformation</li> <li>• Chair Diversity Self-Assessment Profile</li> </ul>	<ul style="list-style-type: none"> <li>• How does your department work towards diversity transformation?</li> <li>• When looking at the diversity framework, discuss what methods seen in Chun &amp; Evan (2015) your department could implement utilize?</li> <li>• Select one diversity strategy and create a plan on how your department could implement it.</li> </ul>	Reflection due
Module 2	Diversity in the Academic Department	Chun & Evans- Chapter 2 Retooling the education Playing Field <ul style="list-style-type: none"> <li>• Defining Diversity in the Academic Department</li> <li>• Inequities in Educational Access, Persistence and Success</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how you define diversity?</li> <li>• How does your interpretation of diversity compare to the text? Do you relate to the stories presented in the text?</li> <li>• How will this impact your mentorship?</li> </ul>	Reflection due
Module 3	Recruitment & Retention of Faculty	Chun & Evans- Chapter 5	<ul style="list-style-type: none"> <li>• When looking at the “Building Inclusive Departmental Climates” section: how do you engage as faculty to build this?</li> <li>• What could be changed to develop a more inclusive/diverse hiring process?</li> <li>• List what strategies you could utilize to retain diverse faculty? Explain why. How will this impact your mentorship?</li> </ul>	Reflection due

Module 4	Departmental Strategic Plan	Chun & Evans- Chapter 7 <ul style="list-style-type: none"> <li>• Concluding Perspectives: Strategies for Developing a Departmental Diversity Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies resonated with you the most?</li> <li>• Take this time to ask any more questions about what was learned.</li> <li>• Have a discussion overviewing the importance of the training and your mentorship.</li> </ul>	Reflection due
Module 5	Supporting Faculty Mentee	Mentorship Guide	<ul style="list-style-type: none"> <li>• Take this time to go over the guide and discuss responsibilities of the mentor.</li> <li>• Ask questions for clarification.</li> </ul>	

**Appendix B****Faculty Mentor Reflection for Each Module**

*This reflection is due at the end of each module. Please send the reflection back to the department chair when completed.*

1. What did you take away from this chapter?
  
2. What could you implement into your work as a mentor?
  
3. What are some questions you have regarding this chapter?
  
4. Was this chapter helpful in your understanding around diversity and equity within a departmental setting? If so, explain.
  
5. Do you have any other additional comments regarding this chapter or the training?

## Appendix C

### **Faculty Mentee Reflection/Survey (End of Each Academic Year)**

*When completed, please send the survey back to the department chair.*

- 1. Have you communicated with your mentor? How many times do you meet with them?**
  
- 2. Did you and your mentor discuss your professional goals and aspirations? How did your mentor support you in achieving them?**
  
- 3. Did you create or participate in any cultural activities, events, organizations or committees on campus? How did your mentor support you through those efforts?**
  
- 4. Did your mentor provide any professional development resources for you? Such as information regarding professional conferences, research opportunities, or collaboration opportunities with colleagues or departments?**
  
- 5. What did you like about this mentorship?**

## Appendix D

### Faculty Mentor Monthly Report

*When completed, please send the survey back to the department chair.*

1. **Have you met with your mentee this month?**
2. **What topics were discussed during your meeting(s)? What scholarly activities, research and courses are your mentee participating in?**
3. **What are your mentee professional goals & aspirations?**
4. **How do you plan to support their professional development efforts? These could be resources such as: professional conferences, research opportunities, or collaboration opportunities with colleagues or departments?**
5. **Does your mentee have any required cultural activities, events, organizations or committees they participate in on campus? How are you supporting your mentee within these efforts?**
6. **Are there any concerns you may have?**



## Appendix E

# Faculty Mentorship Program Guide

## Goal of the Program

The goal of the program is to provide support, resources and a community for new faculty entering the institution and department. New faculty should feel more confident in their acceptance to the institution, and reassurance with their research, teaching and other scholarship as they aim toward promotion/tenure.

### Below are the responsibilities of the Mentor:

