Why the Council on Racial, Ethnic and Cultural Diversity Developed This Toolkit

The toolkit is designed to address best practices in recruiting students and faculty from oppressed and historically underrepresented groups. The social work profession has always experienced challenges in the recruitment and retention of faculty and doctoral students from oppressed and historically underrepresented groups. In this regard, the toolkit is intended to serve as a resource as well as a reminder of the ongoing task to secure and maintain a diverse student body and faculty. The CRECD offers this toolkit not only as a useful resource for the entire social work community, but specifically as a point of reference for administrators, search committees and individual students and faculty interested in supporting the creation and maintenance of a diverse and viable faculty and doctoral student body.

Toolkit Components

The toolkit is divided into four sections: 1) recruitment and retention resources for oppressed and historically underrepresented faculty; 2) recruitment and retention resources for oppressed and historically underrepresented doctoral students; 3) a section on common themes from CRECD Special Sessions on Recruitment and Retention of doctoral students and faculty from oppressed and historically underrepresented groups (and a corresponding bibliography); and 4) a bibliography including all mentioned sources. The first two sections each begins with a focus on diversity in general, followed by specific resources on the identified oppressed and historically underrepresented groups.

We recognize that information changes constantly; therefore, we view the toolkit as an ongoing project. Additionally, this search did not produce any specific resources for addressing the recruitment and retention need of Asian students and faculty. We will continue to explore this area for available resources. Additionally, we contend that the generic nature of the toolkit is very adaptable to the needs of diverse groups.

We welcome and encourage your comments and suggestions on the toolkit. We also would like to learn how you have used the toolkit and how it may have contributed to you having a successful recruitment and retention process within your programs. Our hope is that the toolkit will serve as a valued resource, continually improved over time. Please email us your comments and suggestions on the toolkit at research@cswe.org.
Underrepresented Faculty

i. Diversity in General

Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff Diversity: ASHE Higher Education Report

Committee on Institutional Cooperation
http://www.cic.net/Home.aspx

Community-Engaged Scholarship Toolkit
http://depts.washington.edu/ccph/toolkit.html

Compact for Faculty Diversity
http://www.instituteonteachingandmentoring.org/Compact/index.html

The Complete Academic: A Career Guide

Diversifying the Faculty
http://www.aacu.org/publications/divfacintro.cfm

Diversity and Merit: How One University Rewards Faculty Work That Promotes Equity

Diversity Web
http://www.diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/index.cfm

Faculty Diversity: Problems and Solutions

Faculty of Color Still Low in Numbers and Rankings

Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action
Humphreys, D. Faculty recruitment in higher education: Research findings on diversity and affirmative action. Available at: http://www.diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/faculty_recruitment.cfm

Faculty Recruitment Toolkit
www.washington.edu/diversity/avpfa/Faculty_Recruitment_Toolkit_August_2008.doc

Faculty Retention Toolkit

Improving Campus Climate to Support Faculty Diversity and Retention: A Pilot Program for New Faculty.

Improving the Retention of Underrepresented Minority Faculty in Academic Medicine
http://www.ucop.edu/acadadv/hsfaculty-equity-project/documents/daley-article.pdf

Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty
http://www.faculty.diversity.ucla.edu/search/searchtoolkit/docs/articles/Interrupting_the_Usual_Daryl_Smith.pdf
Junior Faculty Development: A Handbook.

Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education

Mentoring Women and Minorities: Applications to Higher Education

Perspectives from Faculty of Color

Retaining Ethnic Minority Faculty at Institutions of Higher Education

Shattering the Silences: Minority Professors Break into the Ivory Tower
[link](http://www.pbs.org/shattering/shattering2.html)

Smiling Faces and Colored Spaces: The Experiences of Faculty of Color Pursing tenure in the Academy

Specialty Choices, Compensation and Career Satisfaction of Underrepresented Minority in Academic Medicine
*The Status of Former CSWE Ethnic Minority Doctoral Fellows in Social Work Academia*

*Strategies for Women, Minorities, and Other Underrepresented Faculty*

[http://books.google.com/books?hl=en&lr=&id=Hp0VtAnbDFAC&oi=fnd&pg=PA23&dq=underrepresented+faculty&ots=_6nBcRXsBN&sig=5VF5IqqtCg_FaCv3ASfAn8aDI_M#PPA31,M1]

*Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture*

**ii. African American**

*Note interchangeability in usage of the terms “Black,” “African American,” “minority,” and “people of color.”*


*African American Female Social Work Educators in Predominantly White Schools of Social Work: Strategies for Thriving*

*African Americans and Graduate Social Work Education: A Study of Career Choice Influences and Strategies to Reverse Enrollment Decline*

*Black Faculty in Predominately White Schools of Social Work: A Qualitative Assessment.*
Career Patterns of African-American and Hispanic Social Work Doctorates and ABDs.

Outsiders-Within: Critical Race Theory, Graduate Education and Barriers to Professionalization.

Recruitment and Retention of African American, Latino/Hispanic American and Native American Faculty & Staff.

Report on African American Faculty Diversity at SDSU

iii. Asian American and Pacific Islander
(www.kaswea.com.ne.kr.)

iv. American Indians/Alaska Native
(http://www.cswe.org/File.aspx?id=25694.)

Recruitment and Retention of African American, Latino/Hispanic American and Native American Faculty & Staff.

*Status of Native Americans in Social Work Higher Education*
v. Latino

*Career Patterns of African–American and Hispanic Social Work Doctorates and ABDs.*

*Ideological Dislocation: Implications for Mentoring Latino Social Work Faculty*

*The Leaning Ivory Tower: Latino Professors in American Universities*

*Outsiders-Within: Critical Race Theory, Graduate Education and Barriers to Professionalization.*

*Task Force on Latinos/as in Social Work Education - Final Report to the Council on Social Work Education Board of Directors*

vi. Women


*Mentoring Women and Minorities: Applications to Higher Education*

*A Qualitative Look at Black Female Social Work Educators*
Shattering the Myths: Women in Academe.

Strategies for Women, Minorities, and Other Underrepresented Faculty.
http://books.google.com/books?hl=en&lr=&id=Hp0VtAnbDFAC&oi=fnd&pg=PA23&dq=underrepresented+faculty&ots=_6nBcRXsBN&sig=5VF5IqqtCg_FaCv3ASfAn8aDI_M#PPA31,M1

Unfinished Agendas: New and Continuing Gender Challenges in Higher Education

Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture

Underrepresented Doctoral Student Resources

i. Diversity in General
(http://www.cswe.org/CentersInitiatives/ScholarshipsandFellowships/MFP.aspx)

Broadening Participation in Graduate Education

Committee on Institutional Cooperation
Numerous programs focusing on diversity including programs for faculty development, minority student recruitment, and women in science and engineering.
http://www.cic.net/Home.aspx

Meyerhoff Scholars Program is at the forefront of efforts to increase diversity among future leaders in science, technology, engineering and related fields.
http://www.umbc.edu/meyerhoff/
The Psychology Diversified Students Program at Oklahoma State University.

Recruitment of Underrepresented Minority Students to Medical School: Minority Medical Student Organizations, Untapped Resource

Retaining Minority Students in Higher Education: A Framework for Success: ASHE-ERIC Higher Education Report

The Role of Psychosocial Variables in Understanding the Achievement and Retention of Transfer Students at an Ethnically Diverse Urban University
Dennis, J.M., Calvillo, E., & Gonzalez, A. The role of psychosocial variables in understanding the achievement and retention of transfer students at an ethnically diverse urban university. Journal of College Student Development, 49(6), 535-550.

The Role of Race in the Development of Plans for a Graduate Degree

A Shifting Paradigm in the Recruitment and Retention of Underrepresented Graduate Students


*The Status of Former CSWE Ethnic Minority Doctoral Fellows in Social Work Academia*
ii. African American
(http://www.cswe.org/Meetings/24470/Proposals/Peer-Review/2010APMTracks/AfricanAmericansandtheAfricanDiaspora.aspx)

*African Americans and Graduate Social Work Education: A Study of Career Choice Influences and Strategies to Reverse Enrollment Decline*

*Career Patterns of African-American and Hispanic Social Work Doctorates and ABDs.*

iii. Asian American and Pacific Islanders
(www.kaswea.ne.kr)

iv. American Indians/Alaska Native
(http://www.cswe.org/File.aspx?id=25694)

*Factors Related to Academic Outcomes of Mexican American and American Indian Students in Doctoral Programs*

*Status of Native Americans in Social Work Higher Education*
http://www.cswe.org/File.aspx?id=25694
v. Latino  
(http://www.cswe.org/Publications/Books/16589.aspx.)

*Career Patterns of African-American and Hispanic Social Work Doctorates and ABDs.*  

*Factors Related to Academic Outcomes of Mexican American and American Indian Students in Doctoral Programs*  

*Latinos in Social Work Education: Demographics and Strategies for Change*  

*Task Force on Latinos/as in Social Work Education - Final Report to the Council on Social Work Education Board of Directors*  
Ortiz, L., Bern-Klug, M., Leighninger, L., Negroni-Rodriguez, L., Rodriguez, N., & Sheridan, P.  
http://www.cswe.org/File.aspx?id=16372

*Understanding the Support Systems of Hispanic Teacher Candidates: A Study through In-Depth Interviews*  
(http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED362490&ERICExtSearch_SearchType_0=no&accno=ED362490)
vi. Women


Degree Progress of Women Doctoral Students: Factors That Constrain, Facilitate, and Differentiate

Hidden Rules, Secret Agendas: Challenges Facing Contemporary Women Doctoral Students

Widening the Circle: Another Look At Women Graduate Students
Common Themes to Increase Retention and Improve Recruitment

CSWE Speak-Out Summaries on Recruitment and Retention of Doctoral Students and Faculty from Historically Underrepresented Groups

In general: Diversity must be a core value of institution and there must be a commitment from all levels of institutional administration and faculty

Speak-Out 1:

Session at CSWE-APM, Philadelphia, PA, October 2008
Conducted by the Council on Racial, Ethnic and Cultural Diversity (CRECD)

Recruiting

- Schools of Social Work should have strategies a standing Committee operating with a strategic plan and direction for ongoing recruitment. Guidelines supporting the recruitment committee and identify faculty who address these plans
  - Committee should be diverse, have advocates who represent underrepresented populations
  - Current faculty should play a role in recruitment
  - Introduce diversity indicators in job description (e.g., explicit criterion in the job description for experience and success in working with diverse groups of students, working in a multicultural environment)
  - “Special hire” interventions (e.g., exceptional hires, search waivers, spousal hires, special hire intervention, expanded job descriptions, modification of usual search requirements to meet program needs, shortened search process (truncated process), cluster hiring) or out-of-cycle hiring
  - “Grow your Own”: Create professional development scholarships, hiring graduates, develop referral system
  - Develop and maintain relationships with diverse communities and provide outreach through alumni, field instructors, agencies, and organizations

Retention Strategies:

- Mentoring by faculty of color
- Opportunities for advancement - Supporting career development/-professional skill development
- Encourage positive interpersonal colleague relationships/establish employee networks
- Department and administrative support
- For faculty: take advantage of underrepresented status and apply for special funding, join organizations, invite colleagues from different institutions to share in values and culture
• Have a retention plan for new faculty hires and share it with applicants during the campus visit

Speak-Out 2:

Session at CSWE-APM, San Antonio, TX, November 7, 2009
Conducted by the Council on Racial, Ethnic and Cultural Diversity (CRECD)

Critical Feedback From Session:
• Doctoral students expect quality mentoring
• Students of color should be actively recruited to enter Ph.D. programs
• Faculty need to learn skills for facilitating classroom discussions about racism
• Schools of Social Work need to hire more faculty of color
• Provide financial support for students after they pass the qualifying exam and while they are working on their dissertation
• Study by Dr. Shirly Bryant, VCU, found:
  o The more Black faculty in a school, the longer the tenure of each black faculty member.
  o The more Black faculty in a school, the higher their rank.
  o The ability to cope with stress is related to the rank of the faculty member.
  o There was a stronger association between stress and rank, than between stress and age.
  o The older respondents were less well-connected with their White colleagues than the younger respondents were.

Critical Issues:
• Finding faculty who are willing to mentor new faculty of color
• Educating directors and administrators of social work schools about these issues
• Creating a sense of community for doctoral students of color

Speak-Out 3

Session at CSWE APM Portland, OR, October 2010

Co-sponsored by the Council on Racial, Ethnic and Cultural Diversity (CRECD) and the American Indian/-Alaska Native Social Work Educators Association
Key facts regarding Native American faculty:

- Only 17% of full time faculty are faculty of color and .5% are American Indian.
- At the full professor ranking, only 12% are faculty of color and .3% American Indian.
- American Indians are the least likely to achieve tenure of any ethnic group.
- Little is known about the experience of American Indian faculty in higher education and even less is known about their experiences in social work education.
- The preliminary CSWE study indicated a total of 31 American Indian faculty in social work education in 1979. Thirty years later, there are only 41 American Indian faculty.
- American Indian faculty are critical to progress in academia as they promote indigenization of curriculum, research and theory; are more likely to address the needs of their cultural community; and meet the mentoring needs of American Indian students.

The CSWE Task Force (2009) report identifies several significant barriers to American Indian faculty success including:

- Importance of continued service to the tribal community (divided responsibilities)
- Isolation
- Cultural conflicts – lack of understanding by institution
- Stereotypes and discrimination
- Lack of mentorship
- Lack of other American Indian/Native American faculty
- Additional service demands made of faculty (e.g., guest speaking, diversity committees)
- Lack of institutional support and acceptance of Native American research topics and methods.

Mentoring and mentoring models

- Mentoring is crucial on two levels. First, American Indian students need available American Indian faculty members. Second, American Indian faculty members need mentors themselves in all aspects of academic life.
- Mentoring has a significant amount of empirical support as a method for integrating and supporting faculty of color into the academy by improving rates of publication, increasing grant submissions, allowing for socialization (Edwards et al., 2007; Espinoza – Herold & Gonzalez, 2007; Turner et al., 2008; Viets et al., 2009).
- Faculty mentors for junior faculty serve a variety of functions including role modeling coping strategies and resiliency around cultural issues, facilitating productivity, networking and networking specifically to enhance collective power of cultural groups and establishing an empathic connection (Espinoza –Herold & Gonzalez, 2007).
Cultural worldview difference

- In general, social work has failed to fully support tribal sovereignty, historically facilitated the colonization/force assimilation of American Indian people and failed to recognize the innate Eurocentric bias in its curriculum (Coates, Gray & Hetherington, 2008; Gair et al., 2005; Voss et al., 2005).
- Eurocentric values of welfare frame the social work code of ethics and theory base emphasizing the importance of autonomy, self-determination, universalism and professionalism. However, these values may contradict with traditional American Indian values of interdependence and inclusion (Coates et al., 2008).
- The epistemological focus on interpersonal objectivity with the researcher separate from the subject alienates some American Indian students/faculty who support a more holistic view of the world.

Best practices for publication

- American Indian faculty also face a lack of support for their research efforts involving American Indian issues (Fenelon, 2003; Stein, 1996; Tippeconic Fox, 2005).
- This includes having to assimilate and publish in mainstream journals, subordinating their American Indian related research or the position from which they address taking a more colonial approach (Russell, 2003 in Harris, 2006).

Impact of faculty review

- Faculty of color and female faculty report more stress in the tenure process and less confidence in their job security (Seifert & Umbach, 2008).
- Structural barriers include limited time to devote to research due to heavy teaching loads (Viets et al., 2009), heavy institutional demands like appointments to multiple committees and racism at the institutional level (Stein, 1996; Viets et al., 2009)
- American Indian faculty have the extra burden of developing curriculum and new courses with special challenges developing pedagogy that best shares their perspective with students (Tippeconic Fox, 2005).

Bibliography for Common Themes

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