Addressing Faculty Recruiting and Retention Challenges
Western Academic Leadership Forum

Faculty Recruiting and Retention Challenges

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Challenge

Minorities as Percentage of All Full-Time Faculty
Change is Incremental

Four-year Public Institutions

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<tbody>
<tr>
<td>Black*</td>
<td>4.3%</td>
<td>4.5%</td>
<td>5.1%</td>
<td>5.5%</td>
<td>5.2%</td>
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<td>Hispanic</td>
<td>1.5%</td>
<td>2.0%</td>
<td>2.9%</td>
<td>3.8%</td>
<td>4.8%</td>
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<td>American Indian</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.4%</td>
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<tr>
<td>Total</td>
<td>6.0%</td>
<td>6.8%</td>
<td>8.4%</td>
<td>9.8%</td>
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*Almost 50% teach at HBCU/PBIs (SREB)
*About 30% teach at HBCU/PBI (Nation)

SREB Fact Books of Higher Education, 2020
Challenge

• 2021—Approx. 3,500 pub/private 2/4-year institutions in U.S. (NCES)

• 2020—2,851 Hisp./Latx. PhDs (U.S. citizens; SED)

• 2020—2,458 Bl/AA PhDs (U.S. Citizens; SED)

• 2020—40% had definite academic empl.; down from 50% in 2000 (SED)
Strategies for Improving Faculty Recruitment/Diversity

- Grow Your Own
- Cluster Hire
- Network Hiring
- Postdoc / Dissertation Year Hiring
- Sponsored Early Visit (RIT, GT)
- Target Hiring
- Go Where They Are (HBCUs, HSIs)
- Partner with Producers (SREB, Ford, Mellon, GEM, GATES, McKnight)
Strategies for Retention

- Intentional interventions, protections, trainings, leadership
- Meaningful mentoring / leadership promotion
- Understanding distinct challenges of URMs
- Transparent & clearly communicated expectations
- Comprehensive and honest climate assessment & eval.
- Recognition of invisible labor expectations of URM faculty
- Support/encourage collaborative engagement
- Communications/messaging—open and honest; what are the messages being sent; what values are being promoted
Background

- SREB-State Doctoral Scholars Program
- Began 1993 (29 yrs)
- GOAL – Diversify college faculty by increasing the number/representation of URMs who earn Ph.Ds. and seek to become faculty members
- Core support based on state/institutional partnerships
- All academic disciplines rep. / STEM emphasis
Scaffolding
“More than a check and a handshake”

Multiple layers of support

- Stipend / Tuition – Doc. (3-5 yrs) & Diss. (1 yr) awards
- Professional Development (travel & research funding, webinars, social media, communications, etc.)
- Regular contact & follow up – Tracking / Enrollment / Performance
- Networking / Community Building
- Advocacy
- Counseling (personal / career) – navigate mine fields
- Online scholar directory (database)
- Recruiting / employment
- Partnership benefits (NCFDD, HERC, Vitae)
- Attendance–Institute on Teaching and Mentoring (largest gathering URM PHDs in nation)
Doctoral Scholars Program Outcomes

1,954 served / 1,200 grads / 472 matriculating

37% STEM (+ SBS = 65%)

86% retention/graduation rate

80% grads employed in ed. 90% in higher education

65% grads employed in SREB states

1+ grads employed in 43 states + DC, PR & 17 foreign assignments

>126 Tenured Grads

Reduced Time to Degree

Doc:
4.7 years with master’s
5.1 years w/o master’s

Diss:
1.8 years

Institute on Teaching and Mentoring (>14,000 served)

Scholar Directory

Recognized National Leader
DSP Statistical Profile & Program Video

https://www.sreb.org/statistical-profiles

https://youtu.be/QZzJDeM1ZEA
Institute on Teaching and Mentoring

Empowering  Informative  Inspirational

- 26th year (2019)
- National in focus – 41 states & 294 institutions represented
- Partnerships – inst., st., reg., fed., and phil. organization
- 1,240 attendees
- Largest gathering of minority Ph.D. scholars in the nation
- Diversity of fields – STEM (52%), Soc./Beh. (19%), Edu. (13%), Hum. (8%), Bus./Man. (3%), Hlth. Prof. (5%)
- More than 100 specific fields of study
- More than 50 sessions
- Hosted Sloan, SSRC, & NSF Bootcamp meetings
- Recruiters -- 98 Institutions and 245+ individual recruiters
QUESTIONS?

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BUILDING A DIVERSE FACULTY
GROWING OUR OWN

Presented by: Dr. Jerry McMurtry
Dean, College of Graduate Studies
CREATING NEW FACULTY

• The issue:
  • 1.7% of the US population is prepared with a Ph.D.
    • 73.5% are white
    • 9.1% are Asian
    • 6.5% are Hispanic
    • 6.3% are Black
    • 0.3% are Indigenous
      • Percentage is even smaller in STEM disciplines
  • Why It matters:
    • We need to bring ways of seeing Indigenous science into the academy or research lab.
    • We need to create Indigenous scientists and researchers who can answer important societal problems using their unique research lens and inspire others.

Creating New Faculty

The beginning:

- NSF - AGEP planning grant from in 2011.
- Led by Graduate Deans at WSU, UI, UM, MSU, OSU
- Developed the ideas behind how to build relationships and pathways to train more under-represented populations in STEM in the Northwest.
- Goal was to recruit Masters/PHD students and prepare them to enter the professoriate
- Institutions would collaborate on building pathways and supporting students/faculty
- Included a significant social-science research component (faculty from each institution)

Overall objectives were to build and research a model with two components:

- a) culturally-relevant recruitment pathways
- b) culturally congruent Indigenous Mentoring Programs
  - IMP – faculty focused
  - IKFC – mentor/mentee focused
    - Blend an understanding of TEK and Western Science
2014 AGEP-TRANSFORMATION PROPOSAL

• Awarded total funding of 2.4M to four institutions (not including supplements and sub-awards)
• WSU, UI, UM, MSU each awarded
• Montana Tech included as part of UM
• Proposal was to focus on Native American and Alaska Native populations
• First AGEP award to focus solely on Indigenous Populations and their unique needs / and our unique opportunities
2014 AGEP-TRANSFORMATION AWARD

• Recognized we needed partners from TCU’s and other MSI’s.
• Salish-Kootenai College, Heritage University, Northwest Indian College joined our alliance as sub-awardees
• Created PNW-COSMOS with 8 institutions
INITIATIVES

• Social Science Research Component
• Faculty support to attend AISES/SACNAS
• Annual research meeting for PNW-COSMOS students
• Support for prestigious fellowship proposals (GRFP, Ford, NDSEG, etc.)
• Indigenous Mentoring Program
• Indigenous Knowledge Field Camp
• Support faculty visits to their students’ home / reservation
• Support faculty to visit tribal colleges and connect with faculty and students
• Support students visiting an alliance campus
INDIGENOUS MENTORING PROGRAM

- Indiginizing mentoring – family education model, community based
- Indigenous research methods
- Indigenous student services/support – writing, cultural activities, native centers
- Visiting home – understand the realities of home, student ties, family, reservation
- Cultural humility – self-location / how did they arrive here – bicultural accountability, colonization
- Gathering information and presenting research to tribal communities
INDIGENOUS KNOWLEDGE FIELD CAMP

PARTNERING FACULTY AND INDIGENOUS STUDENTS

Goal: Create an opportunity for students and their mentors to explore indigenous ways of understanding science, connect TEK and Western science, and participate on Native lands and water

Partners:
Nez Perce tribal experts – Natural resource scientists, cultural educators, language educators, elders and the Nez Perce Tribal Fish Hatchery
University of Idaho Outdoor Program
IKFC -

• Received a supplement to bring in University of Maine and University of Colorado-Denver, connecting with their INCLUDES program which was focused on UG mentoring
RESULTS

UNIVERSITY OF IDAHO

- 37 Native graduate students have participated
- Graduated 5 PhD’s, 16 Masters
- 14 PhD’s currently enrolled, 4 MS, 1 Law
- 32 faculty were involved as mentors, partners, or advisory board
- 19 Native Nations were represented
- 18 UG students have gone on to pursue STEM graduate degrees
NOTABLE RESULTS

• UI Visiting Tribal Scholar (Montana Tech Graduate)
• Director of Natural Resources for Navajo Tribe
• NSF Post-doc at Virginia Tech
• Two working at institutions of higher education
• Returned to the Navajo Nation – community development
RESULTS
ALLIANCE-WIDE AS OF 2019

• 239 faculty and staff have received mentor training – IMP

• 72 faculty/students have participated in the IKFC

• 71 prospective Indigenous students have been recruited to an alliance campus

• 14 Native scientists / elders were involved in the development of programs

• 21 colleges/universities were invited to partner on recruitment pathways
**RESULTS**

**DISSEMINATION**

- One book - New Directions in Higher Education (7 chapters)
- 48 Journal articles, papers, presentations
- One video on TEK and Western Science (Tribal Fish Hatchery)
- Hosted the 2019 National Research Meeting
- Four members of PNW-COSMOS have been invited to sit on advisory boards for other AGEP awards
- IMP and IKFC are institutionalized at UI and MSU
HOW DO WE KEEP GOING AND WHAT DID WE DO NEXT?

- All-nations LSAMP Alliance (Salish Kootenai)
- Built on the foundation of the AGEP award
- Bridge to Doctorate Award
  - Support 12 Native American PhD students in STEM
  - Two years of significant NSF fellowship support and then transition to institutional support
    - Cohort focused
    - Wrap around support program
    - Cohort seminar
    - Community building activities/ families/dogs
CONTINUING OUR EFFORTS

• **Currently**
  
  - NSF Tribal College University Partnership (TCUP) – with Salish Kootenai College – developing a cooperative degree program in natural resources as they develop their own graduate (MS) degree capacity

• **Near Future**
  
  - NSF- LSAMP Bridge to Doctorate award – renewal in Fall 22 for Fall 23, 12 new Indigenous students supported in STEM disciplines
  
  - Build another AGEP Alliance with different institutions
  
  - NSF – post-doctoral cohort award to build research expertise at the tribal partners
QUESTIONS?

THANK YOU!
Discussion Questions

• Should we track faculty exits and do exit surveys? Do most of us do these?
• Departments with low numbers of BIPOC faculty, how to support? Across departments or colleges?
• Mentoring – what are creative ideas that are effective? How to gauge effectiveness?
• What about cluster hires specifically for the purpose of creating diverse groups of junior faculty?