Council on Social Work Education (CSWE)
Council on Racial, Ethnic and Cultural Diversity (CRECD)

Toolkit on Recruitment & Retention of Historically Underrepresented
Faculty and Doctoral Students in Social Work Education

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
Evans, A., & Chun, E. B. (2007). Are the walls really down? Behavioral and organizational barriers to faculty and staff diversity. *ASHE Higher Education Report, 33*(1).

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
Darley, J., Zanna, M., and Roediger, H. (2003). The Complete Academic: A Career Guide. Washington, DC: American Psychological Association.

Diversifying the Faculty
Turner, C. S. V. (2002). *Diversifying the Faculty*. Washington, DC: AAC&U.
http://www.aacu.org/publications/divfacintro.cfm

Diversity and Merit: How One University Rewards Faculty Work That Promotes Equity
O'Rourke, S. (2008). Diversity and merit: How one university rewards faculty work that promotes equity. The Chronicle of Higher Education. Available at:
http://chronicle.com/article/DiversityMerit-How-One/12351

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

Ethnic and Racial Administrative Diversity: Understanding Work Life Realities and Experiences in Higher Education: ASHE Higher Education Report
Jackson, J. F. L., & O'Callaghan, E. M. (2009). Ethnic and racial administrative diversity: Understanding work life realities and experiences in higher education. ASHE Higher Education Report, 35(3).

Faculty Diversity: Problems and Solutions
Moody, J. (2004). Faculty diversity: Problems and solutions. New York, NY: Taylor & Francis, Inc.

Faculty of Color Still Low in Numbers and Rankings
Hixson, A. (Ed.). (1997). Faculty of color still low in numbers and rankings. *The Hispanic Outlook in Higher Education, 7*(26), 14–15.

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
ADVANCE Center for Institutional Change (2006). Faculty Retention Toolkit. Seattle, Washington: Author. http://www.engr.washington.edu/advance/resources/Retention/Toolkit.doc

Improving Campus Climate to Support Faculty Diversity and Retention: A Pilot Program for New Faculty.
Fred Piercy, Valerie Giddings, Katherine Allen, Benjamin Dixon, Peggy Meszaros and Karen Joest (2005). *Journal Innovative Higher Education, 30*(1), 53-66.

Improving the Retention of Underrepresented Minority Faculty in Academic Medicine
Daley, S., Wingard, D.L., Reznik, V. (2006). Improving the retention of underrepresented minority faculty in academic medicine. *Journal of the National Medical Association, 98*(9), 1435-1440.
http://www.ucop.edu/acadadv/hsfaculty-equity-project/documents/daley-article.pdf

Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty
Smith, D. G., Turner, C. S., Osei-Kofi, N. & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education, 75*(2), 133-160.
http://www.faculty.diversity.ucla.edu/search/searchtoolkit/docs/articles/Interrupting_the_Usual_Daryl_Smith.pdf

Junior Faculty Development: A Handbook.
Jarvis, D.K. (1991). *Junior Faculty Development: A Handbook*. New York: Modern Language Association.

Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education
Turner, C.S.V. (1998). Keeping our faculties: Addressing the recruitment and retention of faculty of color in higher education (Executive summary of symposium).
www.diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_pro motion/keeping_our_faculties.cfm

Mentoring Women and Minorities: Applications to Higher Education
Luna, G. & Cullen, D.L. (1992). Mentoring women and minorities: Applications to higher education. *Journal of Staff, Program, & Organization Development*, *10*(2), 133-139. Stillwater, OK: New Forums Press.

Perspectives from Faculty of Color
Alexander-Snow, M., & Johnson, B.J. (1999). Perspectives from faculty of color. In R.J. Menges (Ed.), Faculty in new jobs (pp. 88-117). San Francisco, CA: Jossey-Bass.

Retaining Ethnic Minority Faculty at Institutions of Higher Education
Plata, M. (1996). Retaining ethnic minority faculty at institutions of higher education. *Journal of Instructional Psychology*, *23*, 221-227.

Shattering the Silences: Minority Professors Break into the Ivory Tower
http://www.pbs.org/shattering/shattering2.html

Smiling Faces and Colored Spaces: The Experiences of Faculty of Color Pursing tenure in the Academy
Diggs, Gregory A. (2009) Smiling Faces and Colored Spaces: The Experiences of Faculty of Color Pursing tenure in the Academy. The Urban Review

Specialty Choices, Compensation and Career Satisfaction of Underrepresented Minority in Academic Medicine
Compared the specialty choices, compensation, and career satisfaction of minority faculty with those of their Palepu, Anita, U, Carr, Phyllis L., Friedman, Robert H., Ash, Arlene S., Moskowitz, Mark A. (2000). Specialty choices, compensation and career satisfaction of underrepresented minority faculty in academic medicine. Academic Medicine, 75(2), 157-160.

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Strategies for Women, Minorities, and Other Underrepresented Faculty
Lim, R.F., Primm, A.B., Hilty, D.M. (2006). Strategies for women, minorities, and other underrepresented faculty. In L. Weiss Roberts & D.W. Hilty (Eds.), *Handbook of career development in academic psychiatry and behavioral sciences* (pp. 23-33). American Psychiatric Publishing, Inc.
http://books.google.com/books?hl=en&lr=&id=Hp0VtAnbDFAC&oi=fnd&pg=PA23&dq=under represented+faculty&ots=_6nBcRXsBN&sig=5VF5IqqtCg_FaCv3ASfAn8aDI_M#PPA31,M1

Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture
Aquirre, A., Jr. (2000). Women and minority faculty in the academic workplace: Recruitment, retention, and academic culture. *ASHE-ERIC Higher Education Report, 27*(6).

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

(http://www.cswe.org/Meetings/24470/Proposals/Peer-Review/2010APMTracks/AfricanAmericansandtheAfricanDiaspora.aspx)

*African American Female Social Work Educators in Predominantly White Schools of Social Work: Strategies for Thriving
Edwards, J.B., Bryant, S., Clark T.T. (2008). African American female social work educators in predominantly white schools of social work: Strategies for thriving. Journal of African American Studies, 12(1), 37-49.

*African Americans and Graduate Social Work Education: A Study of Career Choice Influences and Strategies to Reverse Enrollment Decline
Bowie, S., & Hancock, H. (2000). African Americans and graduate social work education: A study of career choice influences and strategies to reverse enrollment decline. *Journal of Social Work Education*, *36*(3), 429–459.

*Black Faculty in Predominately White Schools of Social Work: A Qualitative Assessment.
Davis, L., Freeman, P., Carter, L., & Cartwright, R. (1983). Black faculty in predominately white schools of social work: A qualitative assessment. *Journal of Education for Social Work*, *19*(1), 15–23.

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1052&context=spp_papers

Career Patterns of African-American and Hispanic Social Work Doctorates and ABDs.
Le-Doux, C. (1996). Career patterns of African-American and Hispanic social work doctorates and ABDs. *Journal of Social Work Education, 32*, 245–252

Outsiders-Within: Critical Race Theory, Graduate Education and Barriers to Professionalization.
Daniel, C. (2006). Outsiders-within: Critical race theory, graduate education and barriers to professionalization. *Journal of Sociologic and Social Welfare, 34*(1), 25–42.
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Recruitment and Retention of African American, Latino/Hispanic American and Native American Faculty & Staff.

Report on African American Faculty Diversity at SDSU
Committee on Diversity, Equity, and Outreach (2005). *Report on African American faculty diversity at SDSU*. http://senate.sdsu.edu/committees/deo/deo2004_2005/deo_aa_aprsec2005.pdf

iii. Asian American and Pacific Islander
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iv. American Indians/Alaska Native
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v. Latino

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*Ideological Dislocation: Implications for Mentoring Latino Social Work Faculty
Hernández, S. H., & Fitch, D. (2004). *Ideological dislocation: Implications for mentoring Latino social work faculty* (Unpublished manuscript).

The Leaning Ivory Tower: Latino Professors in American Universities
Padilla, R., & Chavez, R. (Eds.). (1995). *The leaning ivory tower: Latino professors in American universities.* Albany: State University of New York.

*Outsiders-Within: Critical Race Theory, Graduate Education and Barriers to Professionalization.
Daniel, C. (2006). Outsiders-within: Critical race theory, graduate education and barriers to professionalization. *Journal of Sociologic and Social Welfare, 34*(1), 25–42.
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*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

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Council on Social Work Education's Council on the Role and Status of Women in Social Work Education (http://www.cswe.org/cms/15556.aspx)

Mentoring Women and Minorities: Applications to Higher Education
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*A Qualitative Look at Black Female Social Work Educators
Davis, L., Cartwright, R., Freeman, P., & Carter, L. (1982). A qualitative look at black female social work educators. *Journal of Sociology and Social Welfare*, *9*(1), 146–153.
http://repository.upenn.edu/cgi/viewcontent.cgi?article=1054&context=spp_papers

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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
Glazer-Raymo, J. (Ed.). (2008). Unfinished agendas: New and continuing gender challenges in higher education. Baltimore: Johns Hopkins University Press.

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<u>Underrepresented Doctoral Student Resources</u>

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

Broadening Participation in Graduate Education
Council of Graduate Schools (2009). *Broadening participation in graduate education*. Washington, DC.

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.
Green, Vicki, Tover, Elsa J., Sandvold, Kenneth (1991). The Psychology Diversified Students Program at Oklahoma State University. In Myers, Hector F. (Ed); Wohlford, Paul (Ed); Guzman, L. Philip (Ed); Echemendia, Ruben J. (Ed), Ethnic minority perspectives on clinical training and services in psychology (pp. 77-81). Washington, DC: American Psychological Association.

Recruitment of Underrepresented Minority Students to Medical School: Minority Medical Student Organizations, Untapped Resource
Rumala, Bernice B., Cason, Frederick D. Jr. (2007). Recruitment of underrepresented minority students to medical school: Minority medical student organizations, an untapped resource. *Journal of the National Medical Association, 99*(9), 1000-1009.

Retaining Minority Students in Higher Education: A Framework for Success: ASHE-ERIC Higher Education Report
Swail, W. S., Redd, K. E., & Perna, L. W. (2003). Retaining minority students in higher education: A framework for success. ASHE-ERIC Higher Education Report, 30 (2).

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
Pascarella, E. T., Wolniak, G. C., Pierson, C. T., & Flowers, L. A. (2004). The role of race in the development of plans for a graduate degree. *The Review of Higher Education, 27* (3), 299-320.

A Shifting Paradigm in the Recruitment and Retention of Underrepresented Graduate Students
Poock, Michael C. (2007). A shifting paradigm in the recruitment and retention of underrepresented graduate students. Journal of College Student Retention: Research, Theory and Practice, 9(2), 169-181.

*Statistics on Social Work Education in the United States: 2004.
Council on Social Work Education. (2007). *Statistics on social work education in the United States: 2004*. Alexandria, VA: Author.

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Review/2010APMTracks/AfricanAmericansandtheAfricanDiaspora.aspx)

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Work Education*, *36*(3), 429–459.

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

iv. American Indians/Alaska Native
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*Factors Related to Academic Outcomes of Mexican American and American Indian Students
in Doctoral Programs*
Williamson, M., & Fenske, R. (1990, November). *Factors related to academic outcomes of
Mexican American and American Indian students in doctoral programs.* Paper presented at the
Annual Meeting of the Association for the Study of Higher Education, Portland, OR. (EDRS
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**v. Latino
(http://www.cswe.org/Publications/Books/16589.aspx.)**

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Ortiz, L., Hernandez, S., Fitch, D., Francis, E., & Aranda, A. (2005). *Latinos in social work education: Demographics and strategies for change* (Unpublished manuscript).

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http://www.cswe.org/File.aspx?id=16372

Understanding the Support Systems of Hispanic Teacher Candidates: A Study through In-Depth Interviews
Martinez, R., & O'Donnell, J. (1993, April). *Understanding the support systems of Hispanic teacher candidates: A study through in-depth interviews.* Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA. (EDRS Microfiche No. ED362490).
(http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED362490&ERICExtSearch_SearchType_0=no&accno=ED362490)

vi. Women
 Council on Social Work Education's Council on the Role and Status of Women in Social Work Education (http://www.cswe.org/cms/15556.aspx)

Degree Progress of Women Doctoral Students: Factors That Constrain, Facilitate, and Differentiate
Maher, M. A., Ford, M. E., & Thompson, C. M. (2004). Degree progress of women doctoral students: Factors that constrain, facilitate, and differentiate. *The Review of Higher Education, 27*(3), 385-408.

Hidden Rules, Secret Agendas: Challenges Facing Contemporary Women Doctoral Students
Smith, B. (1995). *Hidden rules, secret agendas: Challenges facing contemporary women doctoral students.* Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Widening the Circle: Another Look At Women Graduate Students
Nerad, M., & Cerny, J. (1999). Widening the circle: Another look at women graduate students. *Communicator, 32*(6), 1-7.

<u>**Common Themes to Increase Retention and Improve Recruitment**</u>

<u>**CSWE Speak-Out Summaries on Recruitment and Retention of Doctoral Students and Faculty from Historically Underrepresented Groups**</u>

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

<u>**Speak-Out 1:**</u>

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:
  - The more Black faculty in a school, the longer the tenure of each black faculty member.
  - The more Black faculty in a school, the higher their rank.
  - The ability to cope with stress is related to the rank of the faculty member.
  - There was a stronger association between stress and rank, than between stress and age.
  - 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).

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