

**LATINA/O FACULTY- RECRUITMENT AND RETENTION  
AT PREDOMINANTLY WHITE INSTITUTIONS:  
CHALLENGES, NAVIGATION TECHNIQUES, AND  
SUCCESSFUL STRATEGIES**



**Illinois Board of Higher Education  
Second Annual  
Faculty Diversity Summit  
by  
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### GENERAL STATISTICS

Ethnic-minority students comprise approximately 26% of total undergraduate student population (U.S. Department of Education, 2002)

Racial Ethnic Minorities (REMs) represent 59% of the undergraduate enrollment at 2-year colleges and 29% at 4-year institutions.

REMs undergraduates earned 22% of the total baccalaureate degrees conferred in 2000-2001, while Whites earned 75% of the degrees (U.S. Department of Education, 2000)

Latina/o students comprised 9.6% of all undergraduate students in 2001 yet only earn 5.7% of all bachelor's degrees (US Department of Education 2001).

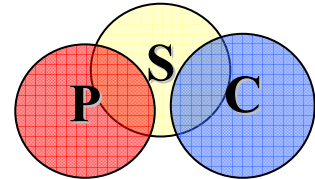
Low levels of academic achievement of Latina/os translate into a limited Latina/o graduate school pipeline (Castellanos, Gloria & Kamimura, 2005), ultimately affecting Latina/o faculty recruitment and retention.

Latina/o faculty have dismal representation in higher education. Specifically, Whites represent 81% of the faculty while Latinos comprise 3% [17% Full, 19% Associate, 26% Assistant, 25% Instructors, 4% Lecturers, and 10%Other] (US Department of Education, 2001).

### FRAMEWORK (GLORIA AND RODRIGUEZ, 2000)

Address *psychosociocultural* connections to attend to student within contextualized setting

- *P* - sense of well-being – internalized racism and discrimination
- *S* - assess intimate relationships
- *C* - connection and validation of cultural values and beliefs



Culture can be the practice of one's ethnic background, the values, and customs that provide a norm for a social group. It can be viewed as tradition, a symbol system; a group's program for survival and adaptation to the environment.

### RECRUITMENT CHALLENGES

- ❖ Labor market myth and stereotypes
  - Underdeveloped pool
  - Unqualified candidates
  - Widely sought for and unavailable
  - Do not want to be professors
- ❖ Predominantly white campus and social environments
- ❖ Institutional diversity history
  - History
  - Retention of other faculty
  - Current faculty representation
- ❖ Institutional Support
  - Efforts and programs for transition and promoti
- ❖ Resources and labs
- ❖ Financial compensation
- ❖ Environmental pull factors

### RETENTION CHALLENGES

- ❖ Lack of institutional support
- ❖ Limited mentorship
- ❖ Isolation and Marginalization
- ❖ Lack of senior faculty of color
- ❖ Cultural incongruence
- ❖ Hyper-visible and invisible
- ❖ Dual expectations
  - Faculty recruitment and diversity experts
  - Community representation and advocacy

Castellanos and Jones, 2003; Moody, 2004; Sotello Viernes Turner, 1999

### LATINA/O SPECIFIC CHALLENGES

- ❖ Being pigeon-holed
- ❖ Underestimation by colleagues and students
- ❖ Patronizing
- ❖ Research agenda questioned
- ❖ Abilities questioned
- ❖ Affirmative action hire perceptions
- ❖ Limited role models and other colleagues with similar research interests
- ❖ Tokenism
- ❖ Culture clash and value conflict
- ❖ Unique challenges to represent the community
- ❖ Leadership expectations
- ❖ REM student demands and needs
- ❖ Diversity initiative extras
- ❖ Administrators needs a 101 on “knowing us”
- ❖ Limited pipeline of Latinos that succeed academically Research not received by colleagues, reviewed inaccurately during tenure, difficulty with journals, reviewers
- ❖ Lack of inclusion in Latinos in survey data about representation
- ❖ Expectations and accountability of the institution, e.g., a sink or swim dilemma
- ❖ Need for new research about Latina/o academic pathways to inform institutional practices

Castellanos and Jones, 2003

### LATINA/O FACULTY NAVIGATION TECHNIQUES

- ❖ Continuing to deal with interpersonal and institutional doubts, biases, disrespects, and undermining of authority
- ❖ Exceeding expectations in all areas: teaching, scholarship, and service
- ❖ Giving voice to the “isms” and institutional racism
- ❖ Providing mentorship to all students but particularly Latina/os
- ❖ Letters of recommendation and tenure reviews for faculty of color and/or those who research multiculturalism
- ❖ Trust
- ❖ Image
- ❖ Leadership and legacies
- ❖ Channeling our passion
- ❖ Role Flexibility
- ❖ Family Balance
- ❖ Cultural Resurgence



Castellanos and Jones, 2003

### SOME STEPS TO PROCESS

- ❖ Self- Assessment
- ❖ 5-Year Plan
  - departmental reports with progress
- ❖ University wide effort
- ❖ Top administrators must be on board
- ❖ Campus wide diversity efforts
- ❖ Diversity Caucus that examines department strategies and provide feedback
- ❖ Diversity Consultants
- ❖ Faculty diversity competence
- ❖ Diversity University Conferences for all faculty
- ❖ Diversity Dialogues

### 5 Career Development Functions

- ❖ Sponsorship
  - ❖ Coaching
  - ❖ Protecting
  - ❖ Challenging
  - ❖ Exposure
- (Schockett and Haring-Hidore, 1985)

### Psychosocial functions

- ❖ Acceptance and Confirmation
  - ❖ Counseling
  - ❖ Friendship
  - ❖ Role Modeling
- (Kram, 1985)

## REPORTS, HANDBOOKS, EXECUTIVE REPORTS

The Bradford Report: Report on Minority Faculty Recruitment and Retention

<http://www.washington.edu/admin/eoo/bradfd.html>

Recruitment Handbook

<http://www.umich.edu/~advproj/handbook.pdf>

Keeping our Faculty – Diversity Web

[http://www.diversityweb.org/diversity\\_innovations/faculty\\_staff\\_development/recruitment\\_tenure\\_promotion/keeping\\_our\\_faculties.cfm](http://www.diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/keeping_our_faculties.cfm)

Faculty Mentorship

[http://www.crlt.umich.edu/publinks/facment\\_dev.html](http://www.crlt.umich.edu/publinks/facment_dev.html)

[http://ase.tufts.edu/cae/occasional\\_papers/Mentor.htm](http://ase.tufts.edu/cae/occasional_papers/Mentor.htm)

## MAKING YOUR SEARCH

Academic Diversity Search

<http://www.academicdiversitysearch.com/academiccareers/minority-faculty-recruitment-rch.html>

Association of Schools of Public Health: Recruitment and Retention

<http://www.asph.org/diversity/recruitment.cfm>

Media Advertising Sources for Recruiting Diverse Faculty

<http://ed.isu.edu/diversity/FacultyRecruitm/RecruitAdvertRescour.html>

Faculty Recruitment Resources

<http://www.topsy.org/recruitment.html>

## SPECIFIC PROGRAMS

Southern Illinois University Edwardsville

[http://www.siu.edu/DIVERSITY/MRRPAGE/MRR\\_PAGE.html](http://www.siu.edu/DIVERSITY/MRRPAGE/MRR_PAGE.html)

## RECRUITMENT AND RETENTION READINGS

Sage – Jossey Bass – Journal of Higher Education

<http://jhh.sagepub.com/cgi/content/refs/2/2/187>

Creating and Maintaining Faculty of Color

<http://www.ericdigests.org/1996-2/diverse.html>

Women and Minority Faculty in the Academic Workplace

[http://www.imdiversity.com/Villages/Asian/education\\_academia\\_study/archives/eric\\_minority\\_faculty\\_2001.asp](http://www.imdiversity.com/Villages/Asian/education_academia_study/archives/eric_minority_faculty_2001.asp)

Challenges and Looking Toward the Future

[http://www.gwu.edu/~academic/Faculty\\_Recruitment/pdf/4Plan.PDF](http://www.gwu.edu/~academic/Faculty_Recruitment/pdf/4Plan.PDF)