

Research Summary
*Retention of Underrepresented Minority Faculty: Strategic Initiatives for
Institutional Value Proposition Based on Perspectives from a Range of
Academic Institutions*

Whittaker, Montgomery, Martinez Acosta
Journal of Undergraduate Neuroscience, 2015

Recommendations for Address URM Faculty Retention and Mitigating Biases

1. Climate Assessment

2. Conduct comprehensive, honest institutional climate assessments to identify barriers to diversity-related change and transformation. Iterative assessments, interventions, and evaluations can encourage real, sustained change.

2. Mentoring and Promotion of URM Leadership

Ensure URM faculty have a mentor or role model during their early formative years to reduce isolation. Recognize and accommodate URM faculty's sociocultural norms, such as collectivist and community-focused approaches, instead of expecting assimilation.

While external URM-specific support networks and resources exist, they should not preclude home institutions' investment into their own provision of mentoring resources and leadership development

3. Promotion of Collaborative Engagement

Encourage work for not just individual, but group benefit. Show the collaborative and interdependent reality of knowledge production, instead of only valuing individualistic and self-serving scholarship.

Identify opportunities for joint teaching and service assignments. Encourage sharing of information, tools, resources, and work spaces in service of basic goals. Develop programs and commit financial resources to stimulate collaborative research.

4. Communication

Build open and honest dialogue into training programs. Scrutinize what messages and values departments and personnel are communicating. URM faculty should be "talked to" not "talked about."

Leaders should proactively engage with URM faculty early on. All information regarding processes, procedures, protocols, and policies should be clearly communicated.

5. Institutional Intervention, Stakeholder Training, and Leadership

Institutions should develop mentorship programs, train its leaders and stakeholders, and seek insight from URM faculty regarding concerns and effective intervention design.

Proactively promote the progression of URM faculty into leadership roles.