FACULTY RETENTION TOOLKIT

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AGENDA

- Introduction
- Theoretical Framework
- Methodology
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 - Sample Section: Flexible and Accommodating Faculty Retention Policies and Programs
 - Focus Group Participants
- Phase Two: Implementation and Assessment
 - Leadership Development Sessions
 - Institutional Fit: The Pros and Cons of Implementing a Faculty Retention Toolkit
 - Assessment
- Question & Answer

Theoretical Framework

- Goal
- Strategy-Faculty Retention Toolkit
 - Transformational Leaders Focus
 - Outcomes
- Office of Intercultural Affairs Supporting Initiatives

- The primary goal of our research was to conduct an integrative review.
- According to Jackson (1980), an integrative review infers "generalizations about substantive issues from a set of studies directly bearing on those issues" (p. 438).
- Our intent was to summarize accumulated knowledge and highlight important issues concerning the benefits of faculty diversity (Cooper, 1982).

• In 2006, we began our search for scholarly literature on the benefits of a diverse faculty by reviewing research that spanned an eleven-year period, 1998-2009.

• The resources collected included journal articles, book chapters, books, dissertations, and reports. However, we did not compile or analyze conference papers, information on institutional websites or videotapes.

- We utilized several academic search engines to locate and retrieve scholarly material, such as Google Scholar, Education Resources Information Center (ERIC), Journal Storage (JS), the Wilson Index, Project Muse, PsycINFO, and Wiley Interscience.
- Additional article sources were identified through Academe, Journal of College Student Development, Journal of Diversity in Higher Education, Journal of Higher Education, the Review of Higher Education Journal, Research in Higher Education Journal, and the Review of Educational Research Journal.

Key word searches consisted of the following terms:

- Benefits of Faculty Diversity
- Diversifying the Faculty
- Educational Benefits of Diversity
- Valuing Diversity in Faculty
- Educational Value of Diversity
- Importance of Faculty Diversity
- Diverse Faculty
- Faculty Recruitment
- Faculty Retention
- Inclusive Curriculum
- Diverse Curriculum
- Enhancing Department Climate
- Academic Climate
- Improving Campus Climate
- Diversity and Campus Climate
- Role of the Department Chair

- Strategies for Chairs
- Department Chair Leadership
- Mentoring Junior Faculty
- Mentoring Faculty of Color
- Mentoring Diverse Faculty
- Mentoring New Faculty
- Strategies for Effective Faculty Mentoring
- Survival Strategies for Junior Faculty
- Supporting Pre-Tenure Faculty
- Retaining Pre-Tenure Faculty
- Supporting Post-Tenure Faculty
- Retaining Post-Tenure Faculty
- Faculty Development
- Post-Tenure Faculty Development
- Work-life Balance Programs
- Policies and Benefits that Impact Faculty Retention

- After the references were collected and annotated, we reviewed them with attention to:
 - 1) the quality of the publication source,
 - 2) the purpose of the research,
 - 3) significance to the topic,
 - 4) theoretical framework,
 - 5) research questions,
 - 6) methodology,
 - 7) strategies for collecting and analyzing data,
 - 8) summaries and conclusions,
 - 9) limitations, and
 - 10) recommendations and implications.
- Next we came to a consensus regarding emerging themes that we identified from the literature.

PHASE ONE: Development and Review Faculty Retention Toolkit

- 1. The Benefits of a Diverse Faculty: A Review of the Literature
- 2. Creating and Maintaining an Inclusive Climate Where all Faculty can Succeed
- 3. The Role of the Department Chair
- 4. Supporting and Retaining Pre-Tenure Faculty
- 5. Mentoring Pre-Tenure Faculty
- 6. Survival Strategies for Pre-Tenure Faculty
- 7. Supporting and Retaining Post-Tenure Faculty
- 8. Flexible and Accommodating Faculty Retention Policies and Programs

PHASE ONE: Development and Review

Sample Section: Flexible and Accommodating Faculty Retention Policies and Programs

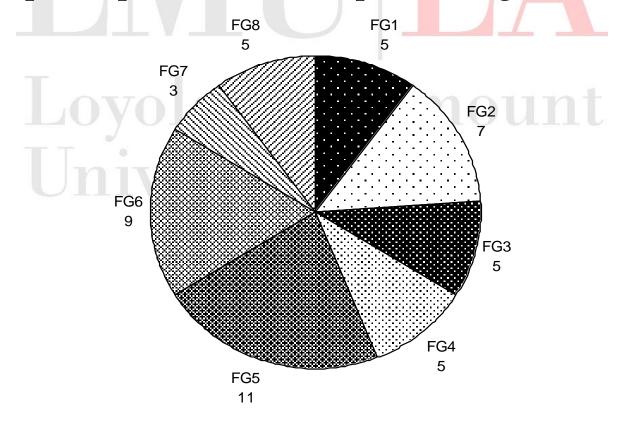
- Family/Medical Leave
- Personal Leave
- Sabbatical Leave
- Childcare
- Tuition Remission/Assistance
- Faculty Housing
- Domestic Partner Benefits
- Tenure Clock Extension
- Spousal/Partner Dual Career Hires

PHASE ONE: Development and Review

During the 2008-2009 academic year, the Vice President for Intercultural Affairs and the Intercultural Affairs Associate conducted focus groups to provide opportunities for faculty to review and comment on each section of the Toolkit. Each chapter will be revised based on feedback from focus group participants.

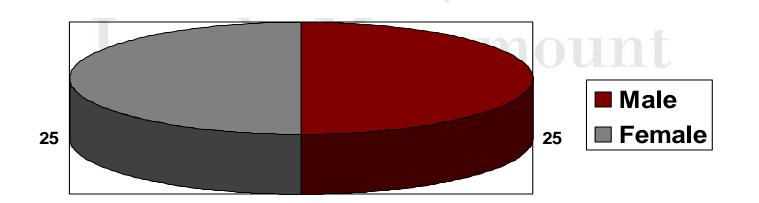
PHASE ONE: Development and Review Focus Groups Participants

- Eight (8) Focus Groups
- Participants per Focus Group, Average 6

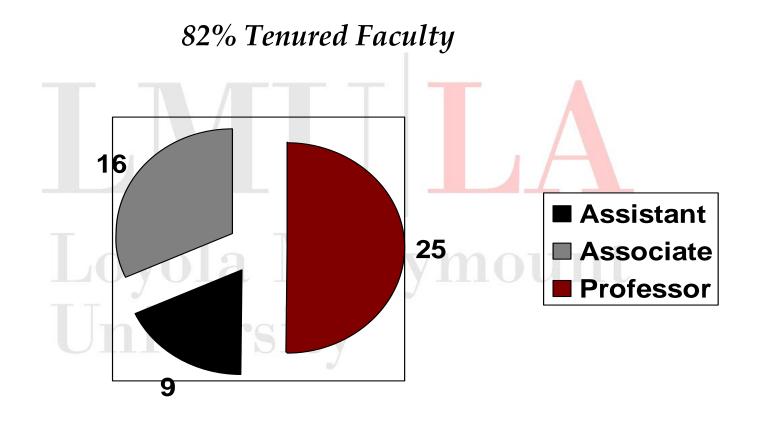


PHASE ONE: Development and Review Focus Groups Participants by Gender

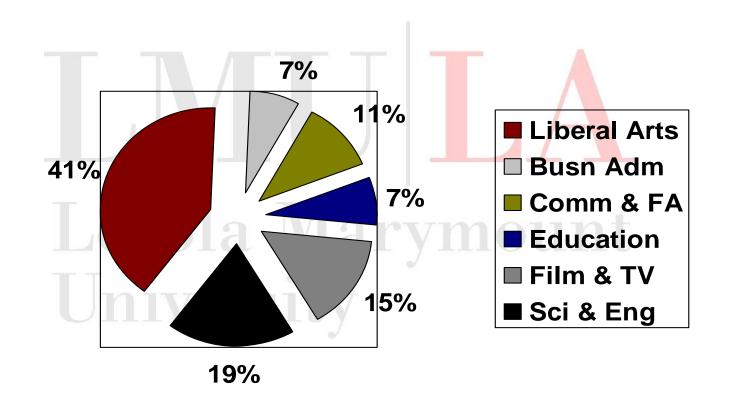
Thus far, we have had a total of 50 participants



PHASE ONE: Development and Review Focus Groups Participants by Rank



PHASE ONE: Development and Review Focus Groups Participants by College & School



PHASE ONE: Development and Review Focus Groups Participants by Department

Liberal Arts

- 2 African American Studies
- 1 Chicana/o Studies
- 1 Classics & Archaeology
- 3 English
- 1 History
- 1 Modern Languages & Lit
- 1 Philosophy
- 1 Political Science
- 3 Psychology
- 3 Theology
- 1 Women's Studies

Science & Engineering

- 1 Chemistry & Biochemistry
- 1 Electrical Eng & Comp Science
- 3 Math
- 1 Mechanical Eng
- 1 Natural Sciences

Communication Studies & Fine Arts

- 1 Art & Art History
- 7 Communication Studies
- 2 Dance
- 1 Theatre Arts

Education

- 1 Educational Leadership
- 2 Elem & Sec Education
- 2 School Counseling

Film & TV

- 1 Film and TV Studies
- 2 Production
- 1 Recording Arts
- 1 Screenwriting

Business Administration

- 2 Management
- 2 Marketing & Business Law

During the 2009-2010 and 2010-2011 academic years, faculty volunteers will lead *Leadership Development Sessions* on individualized sections of the Toolkit.

The Table of Contents for the Toolkit along with a Schedule for Leadership Development Sessions will be disseminated to the faculty-at-large in September 2009 and September 2010.

The Leadership Development Sessions will coincide with dissemination of the section to the faculty who agree to participate in the discussions.

- For example, Section One of the Toolkit (*Benefits of Faculty Diversity: A Review of the Literature*) will be disseminated in September 2009 to faculty who demonstrate an interest in participating in a discussion on the topic;
- A Leadership Development Session on the topic, guided by a faculty volunteer, will follow in October 2009.

Institutional Fit: The Pros and Cons of Implementing a Faculty Retention Toolkit

Group Activity

During the 2011-2012 academic year, the Office of Intercultural Affairs will administer a survey to faculty who

- (1)participated in the focus groups,
- (2) facilitated a *Leadership Development Session*, and/or
- (3) attended a Leadership Development Session

to determine whether the Toolkit impacted their perceptions and behavior in relation to supporting and retaining pre-and-post tenure faculty.

A similar instrument will be administered to pre-and-post tenure faculty who did not

- (1)participate in the focus groups,
- (2)facilitate a *Leadership Development Session*, and/or
- (3) attend a Leadership Development Session

to determine their attitudes toward the Faculty Retention Toolkit.

The Faculty Retention Toolkit

Question & Answer

References

- Austin, A. E. (1994). Understanding and assessing faculty cultures and climates. *New Directions for Institutional Research*, 84, 47-63.
- Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. *Review of Educational Research*, 52(2), 291-302.
- Eckel, P. & Kezar, A. (2003). Taking the reins: Institutional transformation in higher education. Westport: USA American Council on Education and Praeger Publishers.

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Hall, J., Johnson, S., Wysocki, A. & Kepner, K. (2002). *Transformational leadership: The transformation of managers and associates.* Retrieved May 11, 2009, from http://edis.ifas.edu

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