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## Successful Recruitment and Retention Strategies of Faculty of Color in Predominately White Universities

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# Successful Recruitment and Retention Strategies of Faculty of Color in Predominately White Universities

## Abstract

*This presentation shares testimonies of successful strategies for recruitment and retention from ten faculty of color at a Midwestern mid-size predominately white university. The voices of Eastern Indian, Native American Indian, African American, Asian American, Mexican American, and Arab American faculty were solicited. Results are used to highlight the strategies these faculty members of color have used to integrate into a predominately white university.*

## **Olivia A. Williams, Ph.D.**

Assistant Professor, Human Development and Child Studies

## **Chaunda Scott, ABC**

Instructor Human Resources Development

This presentation includes testimonies of successful strategies for recruitment and retention from faculty of color at a Midwest mid-size predominately white university. The voices of Eastern Indian, Native American Indian, African American, Mexican American, and Arab American faculty were solicited. Results are used to highlight the strategies these faculty members have used to integrate into a predominately white university.

Faculty of color from various ethnic groups, racial groups, and academic disciplines from a Midwestern mid-size university were interviewed. Using a questionnaire, which included an occasion for narrative, faculty of color shared their personal successful experiences. Follow up telephone interviews were employed, when necessary, to further clarify questionnaire responses. The questionnaire was designed to elicit responses related to recruitment efforts that were successful in influencing the faculty's employment decision. Furthermore, experiences that have resulted in retention were also shared. Categories that were used to identify successful recruitment and retention strategies for faculty of color were university culture, pay equity, academic freedom and mentoring. These categories also served as the analytical framework for this study. Data were coded and analyzed, using narrative analysis, resulting in a matrix of successful strategies.

## **Presenters**

**Chaunda L. Scott** is an Instructor of Human Resource Development in the School of Education and Human Service at Oakland University in Rochester, Michigan. Her scholarly interests are in multicultural education, adult learning, experimental learning, and training and development. She comes to Oakland University by way of the University of Minnesota, the University of Detroit Mercy, the Harvard Graduate School of Education, and Teachers College/Columbia University. She is also the president of

Scott Training and Consulting Resources and the president of Diverse Voices, a statewide student higher education association in Michigan.

**Dr. Olivia A. Williams** is an assistant professor of Human Development and Child Studies in the School of Education and Human Service at Oakland University in Rochester, Michigan. Olivia has a Ph.D. in Family Studies from Michigan State University. She has a background in the private for-profit sector in employee assistance programs. Her research interests are in community assets and how they support the social and emotional development of young children and in photovoice as a method of advocacy. She is the co-owner of Williams Group Training 1987 Management and Consulting. The Williams Group provides management training and development for institutions nationwide.