

# All Faculty Matter: The Continued Search for Culturally Relevant Practices in Faculty Development

By Sylk Sotto-Santiago, Frank Tuitt, & Natasha Saelua

---

*The evidence appears to be strong that faculty development programs increase retention, productivity, interest in leadership positions, and promotion for faculty. However, the spaces developed for historically marginalized faculty (HMF) are still limited and not focused enough. This study examined tailored programs and perspectives amongst faculty developers regarding the advancement or furthering minoritization of historically marginalized faculty via institutional based and national programs. Findings include best practices in HMF tailored programs, curriculum topics for faculty developer preparedness, and address an “all faculty matter” perspective.*

---

THERE IS GREAT DIVERSITY in the options and opportunities offered as *faculty development*. Programs generally include instructional and educational development, as well as, career and faculty development. Support can also largely focus on activities, such as assistance in finding and obtaining research funding, building a scholarship portfolio, among other types of curricula (IUSM, 2015). Program participation can lead to promotion and tenure achievements, as well as, leadership positions attainment in higher education and professional schools, such as academic medicine.

Unfortunately, the number of women in higher ranks of the tenured-professoriate and leadership positions in academia is still lagging behind the demographics of the student body. In addition, historically marginalized faculty (HMF)<sup>1</sup> approximately hold 13% of faculty jobs in 2013, while in academic medicine this number is closer to 11%, with Black and Latinx faculty representing less than 6% (AAMC, 2017; Flaherty, 2016). While some progress has been achieved, the faculty diversification is still a considerable concern and one that continues to present challenges even in the faculty development field. There is a great deal

more to achieve, including a significant increase in the number of women and HMF (Thompson, 2008).

Previous research demonstrated that HMF believe that faculty development cannot be entirely generalized in ways that would benefit all faculty, all tracks, and all subgroups. For instance, faculty development has made great strides for women in medicine and science by creating more spaces for them, but the spaces developed for HMF are still limited (Sotto-Santiago, 2017). This study aimed to learn the perspectives of faculty developers in regards to HMF tailored programs. In the next section we define faculty development for the purposes of this study and offer a synthesis of existing literature. We present our methods and findings of this study, followed by a discussion considering faculty developers perspective as true development or further minoritization of HMF in academia.

## Literature Review

### *Faculty development*

Faculty development focuses on the continuous improvement of individual's instructional and educational skills; and organizational development in regards to interrelationship and effectiveness of units within institutions (Gillespie & Robertson, 2010). To this definition, we also include other professional and personal development opportunities that contribute to career advancement. In “The Future of Faculty Development,” Austin & Sorcilleni (2013) present a case for new structures, varied context

---

1. Historically marginalized faculty in higher education includes those traditionally racially minoritized and under-represented in academia. This group may include Black/African American, Hispanic/Latinx, Native American, Pacific Islander, and specific groups within Asian American community.

and contents, consideration of institutional types, career stages, appointment types, and delivery. In our study, we include the perspectives of faculty developers in higher education institutions and academic medicine. Hence, supporting the leadership of faculty developers, expanding the knowledge of faculty careers, and enhancing the profession by encouraging new structures and collaborations.

The evidence is strong that faculty development programs, along with mentoring programs increase retention, productivity, and promotion in academic medicine (Rodriguez, Campbell, Fogarty & Williams, 2014). Rodriguez et al. systematic review of literature revealed several characteristics of successful faculty development programs: effective and frequent mentoring; focused instruction on clinical, teaching, and research skills; providing regular networking opportunities; reducing administrative or clinical expectations to facilitate scholarly activities that lead to promotion and tenure; providing institutional seed money for pilot projects; and giving promotional weight to institutional service and community service (2014). While the study also revealed the limited number of HMF tailored programs, it also highlights the need and breadth of such programs.

The intensity of such programs is what makes a difference (Guevara, 2013). Scholars measured the effectiveness of faculty development programs beyond participation and found that the most rigorous programs were structured part-time with fellowship style components-multiple sessions, cohort based (Palmer, Dankoski, Smith, Brutkiewicz, & Bodgevic, 2011). This emphasis on faculty development often translates to what academic medical centers measure in promotion and tenure areas: recognition as great educators, significant scholarship in the form of publications, and a substantial funding portfolio for researchers

In a recent study, Black and Latinx faculty obtained their faculty development through professional organizations or equivalent networks, while also speaking positively about their institution's offerings and the work that the institution's faculty developers do (Sotto-Santiago, 2017). Moreover, in alignment with current literature, they suggest that faculty development programs fail to understand the unique environment, pressures, and demand placed upon women and HMF

(Tuitt, 2010). Our study stems from a positionality that reaffirms HMF faculty development cannot be generalized in ways that would benefit all faculty, all tracks, and all subgroups (Sotto-Santiago, 2017). Faculty development has made great strides for women in medicine and science by creating spaces for them, but the spaces developed for HMF are still limited. HMF value spaces that bring them together, to speak about their accomplishments, barriers, challenges, and opportunities. HMF made it clear that there is great value in tailored faculty development programs. In fact, they conveyed these programs as important in several respects: tailored programs create spaces for networking, for relationship building, accountability and affirmation. Most importantly, these faculty development spaces reaffirm that microaggressions, discrimination and overt racism are not isolated events (Fries-Britt, Rowan-Kenyoin, Perna, Milem & Howard, 2011; Jayakumar, Howard, Allen, & Han, 2009; Stanley, 2006; Victorino, Nulund, Gibson, & Conley, 2013; Sotto-Santiago, 2017).

This evidence reinforces the importance of tailored programs and given the active conversations and plans for diversifying the faculty, it offers an opportunity for faculty developers to be an integral part of equity, diversity and inclusion efforts. The literature on different aspects of faculty development can be extensive. However, it has several limitations. First, the focus on faculty developers, their own perspectives about their role, profile, qualifications, and skills is limited. Second, their own perspectives on tailored programs and opportunities for faculty development appear to be limited as well. Consequently, studies that focus on the faculty developer perspectives and experiences with such offerings are warranted in many regards.

### **Minoritization**

Minoritization recognizes that individuals are placed into "minority" status by systemic inequalities, oppression, and marginalization. These systems sustain the overrepresentation and dominance of historically privileged social identities (Harper, 2012; Hoffman & Mitchell, 2016). To be more specific: "Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogeneous friendship groups, or places of worship). Instead,

they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness” (Harper, 2012, p. 9).

In the context of minoritized faculty, scholars have shared numerous experiences outlining discrimination and microaggressions, cultural taxation and tokenism, bias in recruitment, promotion, and tenure, unequal expectations (Eagan & Garvey, 2015; Louis et al., 2016; Hirshfield & Joseph, 2012; Turner, Myers, & Cresswell, 1999; Gasman, Abiola & Travers, 2015; Dennery, 2006; Dancy & Jean-Marie, 2014). Few programs teach or even discuss the social skills required to navigate academia or the ability to persist in an environment that feels unwelcoming (Dennery, 2006).

Several prominent faculty leadership programs for women highlight the importance of creating tailored spaces. For example, Higher Education Leadership Development for Women (HERS Institute) states how “standard” leadership development program treat participants, men and women, as equals who need only fine-tune their skill sets to tap into their latent leadership potential...the reality is that women, from a very young age, have nearly every impulse to leadership conditioned out of them by societal pressures. (HERS, 2019). Executive Leadership in Academic Medicine (ELAM) states: “The ELAM program has been specially developed for senior women faculty at the associate or full professor level who demonstrate the greatest potential for assuming executive leadership positions at academic health centers” (ELAM, 2019). Association of American medical Colleges (AAMC) also offers programs for women, “knowledge and skills necessary to navigate the academic medicine enterprise as well as continue on the path to leadership.”(AAMC, 2019) By providing, tailored faculty development programs for women, academia hopes to diversify the highly gendered composition in faculty and leadership ranks. Hence, in studying tailored programs for HMF we intend to find the barriers to their development and sustainability while obtaining faculty developer perspectives.

### ***Inclusive Excellence***

Inclusive Excellence (IE) is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and operations. Through the vision and practice of

Inclusive Excellence, the Association of American Colleges and Universities (AAC&U) has called for higher education to address diversity, inclusion, and equity. Inclusive Excellence endorses an active process through which higher education institutions achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities (AAC&U, 2005; Milem, Chang, & Antonio, 2005). One of the goals of IE is to develop “equity-minded practitioners” who are willing to engage in the necessary conversations and decision-making that can lead to transformational change through the principles of diversity, inclusion, equity, and equity mindedness.

We center our discussion on IE, in efforts to view faculty development from a lens of equity and inclusion, while we also recognize critiques in its implementation. In studying the perspectives of faculty developers in regards to tailored faculty development programs we hope to bring forward the importance of their role in advancing equity and inclusion and creating programs that serve all faculty members.

### **Research Question and Purpose**

The purpose of this study is to gather and generate understanding about the perspectives of faculty developers in regards to historically marginalized faculty (HMF) tailored programs, identify best practices and barriers to their implementation; and investigate these through a lens of inclusive excellence. This project will aim to contribute to faculty development by addressing research and practical components. First, at a practical level, can the study of HMF development programs lead to “best practices “ or a collection of strategies? Secondly, what is the perspective amongst faculty developers regarding the needs and development for such programs? Is it possible that the potential challenges of developing such programs could be linked to a perspective that fears to further minoritize HMF or that inadvertently perpetuates structures and barriers?

### **Methodology**

The HMF faculty developers’ survey was developed to understand the perspectives of faculty developers on tailored faculty development pro-

grams. The survey was developed and administered over two phases. In phase one, researchers consulted the literature about existing instruments related to this topic, and in consultation with practitioners in the field of faculty development and survey design. Based on this review, an initial draft of the survey was created. Then, researchers conducted cognitive interviews with a group of faculty developers at one large Midwestern institution to confirm that the survey items were comprehensive, the response options sensible, and the length of time to complete the survey was appropriate.

The final instrument included seven demographic questions focused on gender, race/ethnicity, and institution type (e.g. public, private, academic medicine, higher education). It also included six items asking about the type of development programs offered and methods of evaluation. These items were developed to understand how common it was for developers to track program satisfaction across difference by race/ethnicity, gender, or sexual orientation. Respondents who confirmed doing so were then asked about level of satisfaction – for example, if underrepresented minority faculty were more or less satisfied, or there was no difference. The next set of 10 items asked developers about perceptions related of programming for racial/ethnic minority faculty. Respondents were asked if they were familiar with programming geared towards racial/ethnic minority faculty; if there were staff available who had the expertise to deliver that programming; perceived benefits of, and barriers to, tailored programs; possible gaps that might exist in their programs, and concepts/principles that developers should have access to; and finally, opportunities to partner with institutional diversity offices. In total, the final version of the survey consisted of 23 items (full instrument available in appendix A).

In phase two, the survey was distributed electronically to faculty developers in higher education and academic medicine through several professional networks representing a commitment to diversity, professional and organizational development in higher education and academic medicine. Participants accessed the survey through an anonymous link shared in the email recruitment, which took them to a Qualtrics landing page. Participants were provided detailed information about the purpose and scope of the survey as well as eligibility informa-

tion, along with informed consent language. Those who agreed to participate then proceeded into the survey. The survey was made available between October 16 – December 30, 2017, and yielded a total of 102 participants. Upon conclusion of survey administration, the data were analyzed using SPSS software. Descriptive statistics and correlations were generated to build a profile of faculty developers, based on the sample.

## Limitations and Strengths

It is important to note that the study included 102 respondents, hence generalizability of results is limited. In addition, we recognize that there are institution types that include public/private partnerships. This survey did not account for this type of institution; hence participants most likely selected the most salient partnership. Lastly, we recognize that there are further distinctions in the sources of faculty development and faculty developer roles. The survey limited this section to department, school and center level. More levels could exist, depending on the structure of the institution. The strengths of the study outweigh these limitations. To our knowledge, this is the first study to focus on the perspectives of the faculty developer in regards to HMF tailored faculty development programs.

## Results

### Demographics

A total of 102 developers responded to the survey. The majority of the sample was female (n=65), with 29 male, and 1 transgender developer. The sample was majority white: 80 out of 102 developers identified as white, along with four Hispanic/Latinx, two Black/African American, two Asian/Asian American, and one Native American. Regarding institutional affiliation, the majority of the sample (76%) (n=75) indicated that they work for a public institution, with the remainder (n=24) indicating private affiliation. In terms of the type of higher education institution, 58% of respondents belonged to an academic medicine/health center. Half of the sample indicated that they work at a center; 40% worked at the school level, and 18% work at the department level.

The remainder of this section focuses on results generated from the core survey items, which

asked developers about their engagement of faculty; how they evaluate their programs; and perceptions about the content of their programs.

### Faculty Engagement

In regards to faculty engagement, 75% of the respondents indicated that faculty engage through email list serves, 71% of the respondents indicated engagement through partnership with other offices, 67% of the respondents indicated engagement through a referral process, and 40% of the respondents indicated engagement through some other means. In a follow-up item, respondents were invited to write-in other means of outreach. Responses included: personal communication (individually or during meetings), social media, websites, newsletters, flyers posted on campus electronic bulletin boards, during faculty orientations, and through department leaders.

### Faculty Participation

A second item asked developers about the composition of their development program; specifically, the kind of faculty for whom their develop-

ment programs are relevant. Of all respondents, 94% indicated that their programs were for non-tenure track or clinical faculty; 91% indicated that their programs were relevant to tenure-track faculty; 75% indicated their programs were for adjunct or affiliate faculty; and 32% indicated other types of faculty (see Figure 1). In a follow-up write-in response item, developers indicated that their programs were also relevant to academic staff, graduate students/future faculty, visiting faculty, research scholars, postdoctoral scholars, educator scholars, and resident faculty.

### Program Evaluation

Regarding program evaluation, the vast majority of respondents (79%) (n=79) indicated that they evaluate, assess, or use metrics to measure the success of their programs. Only 9% (n=9) of the respondents responded that they did not evaluate their programs, and an additional 12% (n=12) responded that they did not know. Types of data used to measure success (as indicated by a follow-up item with write-in response) included qualitative and quantitative information, survey data, individual reflections, institutional data, academic advancement, anticipated and actual behavior change, and course surveys. However, when asked if evaluations disaggregated data based on race, gender, or sexual orientation, most respondents indicated they did not (see Figure 2).

In a follow-up question for respondents who did disaggregate their evaluation data, developers were asked if they noticed a difference in the level of satisfaction for underrepresented minority or female participants. Of the eight developers who disaggregated by race/ethnicity, five indicated that there was no difference in satisfaction for HMF, two indicated that HMF are less satisfied, and only one participant indicated that HMF are more satisfied. Of the 13 developers who disaggregated by gender, six indicated that there was no difference in satisfaction for females; four indicated that females are less satisfied; and three indicated that females are more satisfied (see Figure 3).

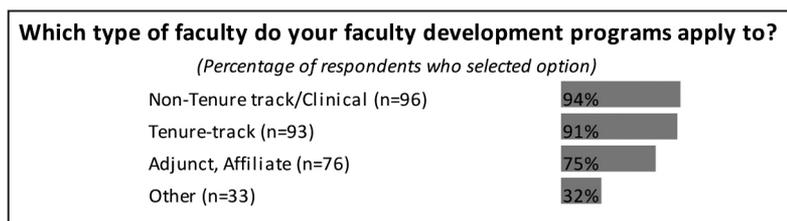


Figure 1: Faculty Target

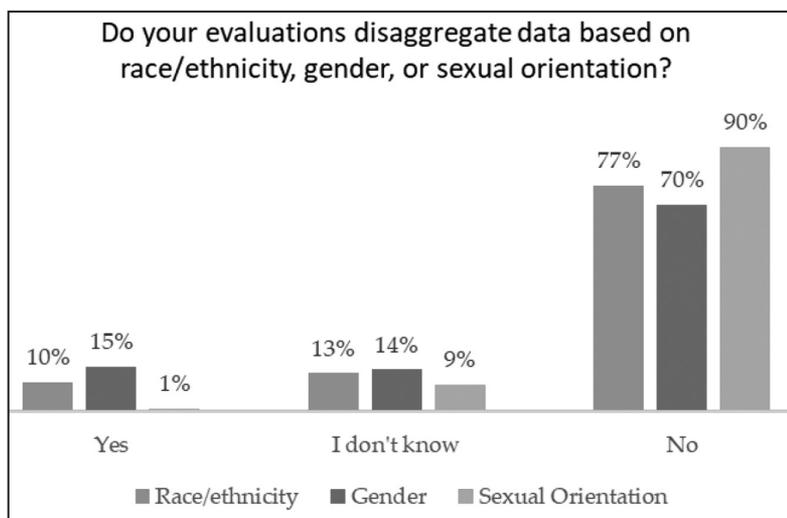


Figure 2: Disaggregation of Evaluation Data

## Developer Perceptions

The last issue area explored by this survey focused on developers' perceptions about the content of their programs. First, participants were asked about tailored programming for historically marginalized faculty groups. Specifically, they were asked about their own awareness of faculty development programs designed for HMF at their own institution or elsewhere, over half (53%) (n=70) responded yes; 28% (n=25) responded no; and 4% (n=5) responded that they did not know.

When asked about their own institution's service for faculty development specifically targeting historically marginalized faculty groups, 53% (n=37) replied that such a program existed, 41% (n=25) indicated there was no program; and 6% (n=4) did not know. In a follow-up question, faculty were asked if such a program was being considered; of the 29 faculty who replied, 12 indicated that they did not know, nine indicated that it was not being considered, and eight indicated that it was being considered. Asked to elaborate on this program in a write-in response, developers mentioned gender-specific programs, mentorship programs, and programs targeting HMF. Finally, developers were asked to share if their unit had staff members with expertise specifically related to the needs of historically marginalized faculty groups. Responses were almost evenly split, with 49 indicating yes and 51 indicating no.

When asked to share about the perceived benefits of faculty development programs targeting HMF, participants wrote about the need to attract and retain diverse faculty, address specific issues relevant to faculty coming from different identity groups, building morale and sense of belonging as well as community, providing a forum for conversation, and identifying needs. One respondent wrote:

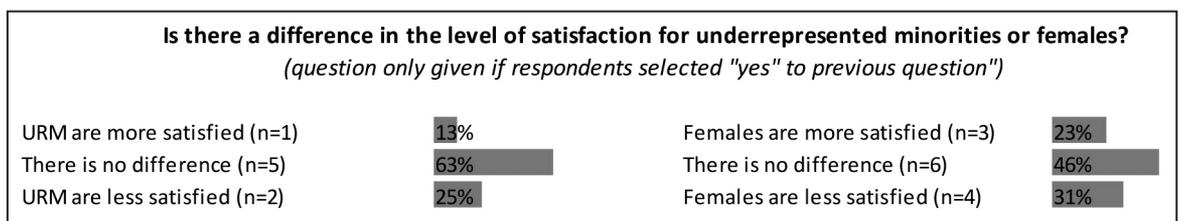
Faculty with minority status pay a heavy tax because of their ethnicity in terms of service and in terms of

student evaluations of teaching. Having a group of faculty with similar interests can help individuals cope with the challenges that are unique to minority faculty.

Respondents also identified some barriers to building these programs, such as cost or budgetary issues; lack of time, expertise, staff, or resources; lack of buy-in from stakeholders; and negative perceptions of these programs. A respondent commented that barriers included "...funding (we don't have an "expert" on staff), time and resources (what gets cut so that we can do a new program), campus perception and a general misunderstanding regarding why we need such programming (e.g., why are you offering a program to \*them\* and not to us?)."

Developers were asked about their perceptions of the need for tailored programming. Asked if they felt that underrepresented (race/ethnicity) groups should have their own targeted faculty development, 37% (n=36) replied yes; 22% (n=22) replied no; and 41% (n=40) indicated that they did not know (see Figure 4). In a follow up question, respondents were asked to elaborate. Those in support of such programs wrote about issues such as the need to overcome implicit bias; being able to address issues with recruitment and retention of HMF; valuing equity; addressing specific needs different from general faculty development; how HMF experience academia very differently from other groups; and unique cultural differences. One respondent noted that "Underrepresented minorities experience academia a great deal differently than other groups. They need a place where they can be heard and where they learn how to navigate the red-tape of an institution given specific barriers they face."

Those who were against such programs offered comments such as: all faculty need specific/targeted development, should not just isolate faculty based on race/ethnicity; outcomes are the same, no matter the group; scarce/limited resources and unlimited need. For example, one respondent shared the perspective that "Universal design should be used. If



**Figure 3: Satisfaction of HMF and Female Faculty**

it's good training for underrepresented groups, it would be good for all.”

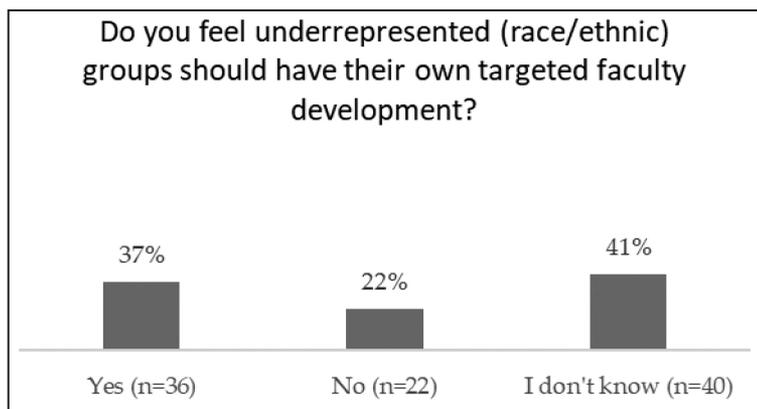
When asked if there are specific components that should be discussed with historically marginalized faculty, a majority (63%) (n=62) selected ‘yes,’ 32% (n=31) selected ‘I don’t know,’ and 5% (n=5) selected ‘no.’ Developers indicated (in open text) that topics such as tenure and promotion strategies; dealing with microaggressions; bias in student evaluations; importance of mentorship; imposter syndrome; leadership development; time management; cultural taxation; and dealing with hostile environments would be important to include. One respondent elaborated, “...how to manage being asked to provide an inordinately high amount of service, especially related to serving as a representative of underrepresented (race/ethnic) groups on committees, unusually high number of students requesting mentoring from them.”

Finally, asked to focus on their own role, 57%

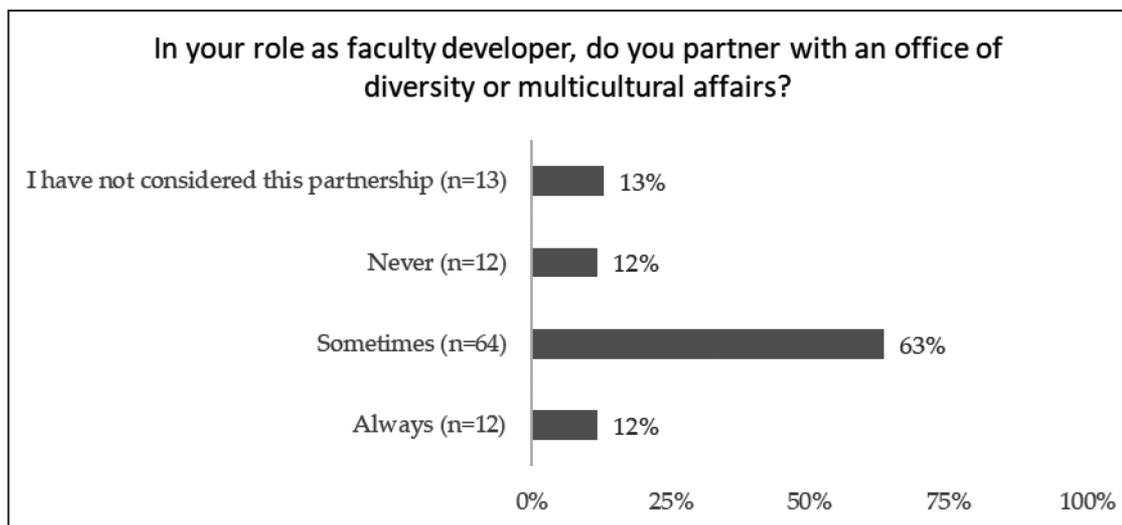
(n=56) of the respondents indicated that yes, there were concepts or principles that faculty developers should develop themselves in order to deliver faculty/faculty development programs for HMF groups (37% or n=37 developers indicated that they didn’t know, and 6% or 6 developers indicated no). Examples provided by respondents of potential topics, concepts, or principles include: cultural sensitivity/inclusion; structural racism, microaggressions, difference between inclusion and diversity, privilege; cultural/intercultural competence; multicultural education, feminist pedagogies, adult learning principles/models, and campus climate; diversity, bias, stereotype threat, critical race theory, white privilege; and understanding the importance of data about faculty on your campus. For example, one person commented:

General work in areas of equity and inclusion need to occur. However, it is essential that you reach out to your historically marginalized faculty to gather information on their individual needs. Each campus climate, and every department is different in the experiences they provide to our faculty. Additionally, do not assume that the faculty developer needs to be the one providing this programming. Find ways to let your historically marginalized faculty get compensated for doing this work (as many already are) - and serve as an advocate with upper administration for this type of recognition.

Asked about the kind of partnerships they rely on to provide their programs, 90% of respondents (n=91) indicated that their institution has a diversity affairs or multi-



**Figure 4: Perceptions of Targeted Faculty Development**



**Figure 5: Partnership with Diversity/Multicultural Affairs Office**

cultural affairs office (5 respondents indicated no, and 5 indicated they did not know). Over 60% of respondents indicated that they sometimes partner with this office (63%, n=64), with another 12% (n=12) responding that they always partner with diversity/multicultural affairs office. Only 12% (n=12) responded that they never partner with these offices, with 13% (n=13) responding that they had never considered this partnership (see Figure 5).

## Discussion

These findings have implications for faculty development as a field that encourages and fosters competence and professional growth. Our findings emphasize the importance of women and faculty developers as allies to historically marginalized faculty, the benefits and barriers to HMF tailored programs, and institutional partnerships.

### ***Women and Faculty Developers as Allies for Historically Marginalized Faculty***

Previous research demonstrated that HMF believe that faculty development cannot be generalized in ways that would benefit all faculty, all tracks, and all subgroups, and the spaces developed for HMF are still limited (Sotto-Santiago, 2017). This study aimed to learn the perspectives of faculty developers in regards to HMF tailored programs. While doing so, we saw a profile of faculty developers that self-identified as majority White female. Given that women tailored faculty development programs have been present and increasing, we expected to see more awareness of concepts and principles that uniquely apply and should be developed in support of HMF programs.

In the context of career development programs, a recent study considered more than three decades of faculty career development programs with the goal of advancing women faculty in academic medicine, and it also demonstrated the impact of these in retention and leadership advancement (Chang et al, 2016). Women faculty participants were less likely to leave academic medicine than their non-participating peers for up to 8 years after their appointment. In addition, narratives of women faculty participating in nationwide faculty development programs illuminate that success is nestled in the sociocultural environment including gender-related influences and institutional practices

in support of women faculty (Helitzer et al, 2016). Similar constructs would apply to HMF-tailored faculty development.

### ***HMF Tailored Faculty Development: Benefits and Barriers***

Per findings, examples of potential topics as provided by survey participants were: cultural sensitivity, competency, diversity and inclusion, structural racism, microaggressions, privilege, multicultural and feminist pedagogies, adult learning principles/model, bias, stereotype threat, critical race theory, among a few others. These suggestions perfectly align with the experiences of HMF, which indicates excellent awareness around these issues. Some of the benefits of such programs were listed as the ability to attract diverse faculty, increasing rates of retention, promotion and tenure, addressing specific issues, better morale and sense of belonging, ability to build community and networks with a forum for conversations.

While the perspectives on barriers for targeted programs were highlighted in terms of budgetary costs and lack of buy in from leaders and stakeholders, and a lack of expertise and resources; we were surprised to see qualitative comments that pointed to a negative perception of HMF tailored programs. In fact, in an “all faculty matter” approach, a few participants noted this when asked: Do you feel HMF groups should have their own targeted faculty development? A combined 62% of participants, answered No (23%) and I don’t know (39%).

### ***“All Faculty Matter” Lens***

This high percentage is problematic. Even more so the qualitative comments included: “All faculty need targeted development.”; “HMF should not be isolated based on race/ethnicity”; “outcomes are the same”, “there are scarce resources and unlimited need”. This may suggest that along with typical barriers, faculty developers may fear to cause further minoritization by creating specific spaces or could be part of the systemic barriers by not considering the unique experiences of HMF in academia. Minoritization emphasizes that “under-represented” and “minority” status continues to be constructed via institutional structures that perpetuate limited access and contribute to a lack of presence among certain populations (Benitez, 2010). In

this case, this means the limited presence of faculty color at all level of academia.

Non-White faculty developers in this study believed that HMF should have their own faculty development programs by almost 20 points, and they also believe that certain topics should be discussed at a higher rate, such as: microaggressions, finding mentors, impostor syndrome, bias in student evaluations, navigating promotion and tenure, service obligations for faculty of color, cultural taxation and how to avoid potential burnout, leadership development and dealing with hostile environments. It would be important to consider if their own experiences are guiding this tailoring approach.

### ***Inclusive Excellence Partners***

Furthermore, in the interest of faculty development and reaching out to appropriate expertise and collaborations, a combined 25% of faculty developers had not considered to partner with diversity/multicultural affairs offices at their institutions. We consider these findings problematic in the context of inclusive excellence. Inclusive Excellence (IE) is the recognition that an institution's success is dependent on how well it values, engages and includes the rich diversity of all constituents (University of Denver, 2016). It requires to embed IE in every effort, aspect, and level). Faculty development is no exception. Specifically,

promoting inclusive excellence requires that faculty developers learn about and examine the experiences of historically marginalized faculty collectively and individually and design programs that address their specific needs and unique experiences. To that end, faculty developers must be careful that the programming content and activities they choose do not further marginalize the underrepresented individuals and groups they are trying to serve. (pp. 323-324; Tuitt, 2010)

When institution's commit to equity and inclusion, it is not just for students. In inclusive excellence environments, we also commit to providing brave spaces, environments that promote faculty engagement, vitality, career satisfaction, and professional development (Clayton-Pedersen, O'Neill, & Musil, 2009; Williams, Berger, & McClendon, 2005; Tuitt, 2010). Commitment to inclusive excellence calls for recognizing the value of HMF and the importance of dialogues that affirm their experiences do not represent a single faculty story.

Furthermore, the principle of IE is not far from that of cultural competence and inclusive pedagogies.

## **Conclusion**

The results of this study have important implications for faculty development practitioners and institutional leaders. First, the article supports the need for tailored faculty development programs and the need to account for faculty developer perspectives in support of such programs. In addition, the study considers their input of barriers and challenges to implementation while also considering their own professional development opportunities. It is clear that barriers to implementation largely relate to budgetary constraints, lack of buy in from leaders and stakeholders, and a lack of expertise and resources. However, we should also be concerned by instances in which the main barrier might be related to faculty developer's role in further minoritizing HMF by applying a single approach on the basis of "all faculty need development and should not be isolated on race/ethnicity". This perspective is problematic and does not align with equity and inclusion missions of institutions of higher education. It also does not support the career of HMF in the academy and the limited presence of HMF in higher faculty ranks and leadership across institutions.

Lastly, the majority of faculty developers acknowledge the importance of these programs and offer their own development opportunities by highlighting potential content of these programs including principles of cultural inclusion and competence; structural racism, microaggressions, multicultural education, feminist and adult learning models, campus climate and diversity, bias, stereotype threat, critical race theory, White privilege; among others. Creating spaces of inclusion also requires partnerships with all possible resources in and outside of our institutions. At a practical level, tailoring does not limit faculty development to isolated programs, but current programming can be enhanced by incorporating time and space to acknowledge the experiences of HMF in academic medicine and higher education (Sotto-Santiago, 2017).

This study largely focuses on faculty developers perspective regarding tailored programs, as such, there is an opportunity for future research to explore career paths, alignment with institutional missions and initiatives, partnerships, and even the inclusion

of diversity/multicultural offices' perspective on faculty development. When we are inclusive in our faculty development opportunities, we serve the mission of our institutions, we stand for the values of equity and inclusion, and we serve our field and own professional development as faculty and educational developers.

## Acknowledgement

The HMF Faculty Developer study was made possible by the POD Network, Early Researcher grant. We thank the POD Network as well as participants, whose help and participation made this work possible.

## References

- AAMC. (2017, December 31). *Distribution of U.S. medical school faculty by rank and race/ethnicity*. Retrieved from <https://www.aamc.org/download/486118/data/17table3.pdf>
- AAC&U. (n.d.). *Making excellence inclusive*. Association of American Colleges & Universities. Retrieved from <https://www.aacu.org/programs-partnerships/making-excellence-inclusive>
- Austin A. E. Sorcinelli M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning*, 133(133), 85–97. 10.1002/tl.20048
- Benitez, M. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In LD. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (pp. 119-134). Sterling, VA: Stylus
- Chang, S., Morahan P., Magrane, D., Helitzer, D., Hwa Young Lee, H. Y., Newbill, S., Peng, H., Guindani, M., and Cardinali, G. (2016). Retaining faculty in academic medicine: The impact of career development programs for women. *Journal of Women's Health*, 25(7), 687-696
- Clayton-Pedersen, A. R., O'Neill, N., & Musil, C. M. (2009). *Making excellence inclusive: A framework for embedding diversity and inclusion into colleges and universities' academic excellence mission*. Washington, DC: Association of American Colleges and Universities.
- 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), 1435-40. Retrieved from <http://search.proquest.com/docview/214050922?accountid=7398>
- Dancy, T. E., & Jean-Marie, G. (2014). Faculty of color in higher education: exploring the intersections of identity, impostorship, and internalized racism. *Mentoring Tutoring*. 2014;22:354–372.
- Dennery, P. A. (2006). Training and retaining of underrepresented minority physician scientists — An African-American perspective: NICHD AAP workshop on research in neonatal and perinatal medicine. *Journal of Perinatology*, 26(S2), S46-S48. doi:10.1038/sj.jp.7211525
- Eagan, M. K., Jr. & Garvey, J. C. (2015). Stressing out: Connecting race, gender, and stress with faculty productivity. *The Journal of Higher Education* 86(6), 923-954. Retrieved July 18, 2019, from Project MUSE database.
- ELAM. (2019). *About executive leadership in academic medicine*. Retrieved from <https://drexel.edu/medicine/academics/womens-health-and-leadership/elam/about-elam>
- Flaherty, C. (2016, August 22). *Study finds gains in faculty diversity, but not on the tenure track*. Retrieved from <https://www.insidehighered.com/news/2016/08/22/study-finds-gains-faculty-diversity-not-tenure-track>
- Fries-Britt, S. L., Rowan-Kenyon, H. T., Perna, L. W., Milem, J. F., & Howard, D. G. (2011). Underrepresentation in the academy and the institutional climate for faculty diversity. *Journal of the Professoriate*, 5(1), 1–34. Retrieved from <https://caarpweb.org/publications/journal-of-the-professoriate/>
- Gasman, M., Abiola, U., & Travers, C. (2015). Diversity and senior leadership at elite institutions of higher education. *Journal of Diversity in Higher Education*, 8(1), 1-14. Retrieved from <http://dx.doi.org/10.1037/a0038872>
- Gillespie, K. H., & Douglas L. Robertson & Associates. (2010). *A guide to faculty development*. San Francisco: Jossey-Bass.
- Guevara, J. P., Adanga, E., Avakame, E., & Carthon, M. B. (2013). Minority faculty development programs and underrepresented minority faculty representation at US medical schools. *JAMA*, 310(21), 2297.
- Harper, S. R. (2012). How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 36(1), 9-29. doi:10.1353/rhe.2012.0047
- Helitzer, D. L., Newbill, S. L., Cardinali, G., Morahan, P. S., Chang, S., & Magrane, D. (2016). Narratives of participants in national career development programs for women in academic medicine: Identifying the opportunities for strategic investment. *Journal of Women's Health*, 25(4), 360–370. doi:10.1089/jwh.2015.5354
- HERS. (2019). *Higher education leadership programs for women*. Retrieved from <https://www.hersnetwork.org/programs/overview/>
- Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*, 80, 538–563. doi:10.1353/jhe.0.0063
- Hirshfield, L. E., & Joseph, T. D. (2012). “We need a woman, we need a black woman”: Gender, race, and identity taxation in the academy. *Gender and Education*, 24(2), 213–227
- IUSOM (2016). *About IU School of Medicine-Office of Faculty Affairs and Faculty Development*. Retrieved from <http://faculty.medicine.iu.edu>
- Louis, D, Rawls, G., Jackson-Smith, D, Chambers, G, Phillips, L., & Louis, S. (2016). Listening to our voices: Experiences of Black faculty at predominantly White research universities with Microaggression. *Journal of Black Studies* 47(5):454-474.
- Milem, J.F., Chang, M.J., & Antonio, A.L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: American Association of Colleges and Universities.
- Palmer, M. M., Dankoski, M. E., Smith, J. S., Brutkiewicz, R. R., & Bogdewic, S. P. (2011). Exploring changes in culture and vitality: The outcomes of faculty development. *The Journal of Faculty Development*, 25(1), 21-27. Retrieved from <http://search.proquest.com/docview/1095350653?accountid=7398>
- Rodriguez, J. E., Campbell, K. M., Fogarty, J. P., & Williams, R. L. (2014). Underrepresented minority faculty in academic medicine: A systematic review of URM faculty development. *Family Medicine*, 46(2), 100.
- Sotto-Santiago, S. (2017). *What gets lost in the numbers: A case study of the experiences and perspectives of Black and Latino faculty in academic medicine* (Doctoral Dissertation). Retrieved from: [https://digitalcommons.du.edu/he\\_doctoral/1/](https://digitalcommons.du.edu/he_doctoral/1/)
- Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities. *American Educational Research Journal*, 43, 701–736. doi:10.3102/00028312043004701
- Sue, D. W. (2010). *Microaggressions in everyday life: race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons, Inc.
- Thompson, C. (2008). Recruitment, retention, and mentoring faculty of color: The chronicle continues. *New Directions for Higher Education*, 143, Wiley Periodicals online. [www.interscience.wiley.com](http://www.interscience.wiley.com).
- Tuitt, F. (2010). Working with underrepresented faculty. In K. Gillespie, D. & Robertson, D. (Eds.), *A Guide to faculty development* (pp. 220-240). San Francisco, CA: Jossey-Bass.
- Turner, C. S. V., Myers, S. L., & Creswell, J. W. (1999). Exploring underrepresentation the case of faculty of color in the midwest. *Journal of Higher Education*, 70(1), 27-59.

University of Denver. (n.d.). *Center for Multicultural Excellence University of Denver*. Retrieved May 5, 2019, from <https://www.du.edu/cme/>

Victorino, C. A., Nylund-Gibson, K., & Conley, S. (2013). Campus racial climate: A litmus test for faculty satisfaction at four-year colleges and universities. *The Journal of Higher Education*, 84, 769–805. doi:10.1353/jhe.2013.0037

Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, DC: Association of American Colleges and Universities.

---

**Sylk Sotto-Santiago**, Ed.D., MBA, MPS is the Vice Chair for Faculty Affairs, Development, & Diversity, and Assistant Professor of Medicine at the Department of Medicine, Indiana University School of Medicine.

**Frank Tuitt**, Ed.D. is Senior Advisor to the Chancellor and Provost for Diversity and Inclusion, & Professor of Higher Education in the Department of Higher Education, Morgridge College of Education, University of Denver.

**Natasha Saelua**, Ph.D. Candidate, Department of Higher Education and Student Affairs, School of Education, Indiana University, Bloomington.

Correspondence concerning this article should be addressed to Dr. Sylk Sotto-Santiago, Department of Medicine, Indiana University School of Medicine, 545 Emerson Hall, 305 Barnhill Dr., Indianapolis, IN 46202. E-mail: [ssotto@iu.edu](mailto:ssotto@iu.edu)

# Higher Education in Africa & the United States

**Edited by Ogechi E. Anyanwu, Timothy Forde, & Iddah Otieno**

## **Subtitle: The Black Experience**

This book is a multidisciplinary analysis of selected issues and challenges that continue to shape the educational experience of blacks in post-colonial Africa and the post-civil rights United States of America. Thematically organized in two parts with a total of thirteen chapters authored by experts in the field of higher education, this book presents higher education from many perspectives of the humanistic and social science disciplines and thus helps readers to understand the subject in its totality. The chapters discuss higher educational traditions upheld in selected countries in Africa and selected topics in the United States of America and Africa during the colonial period or era of civil right movement, the changes and exchanges that occurred afterwards, and a comprehensive assessment of higher education policy outcomes in recent years.

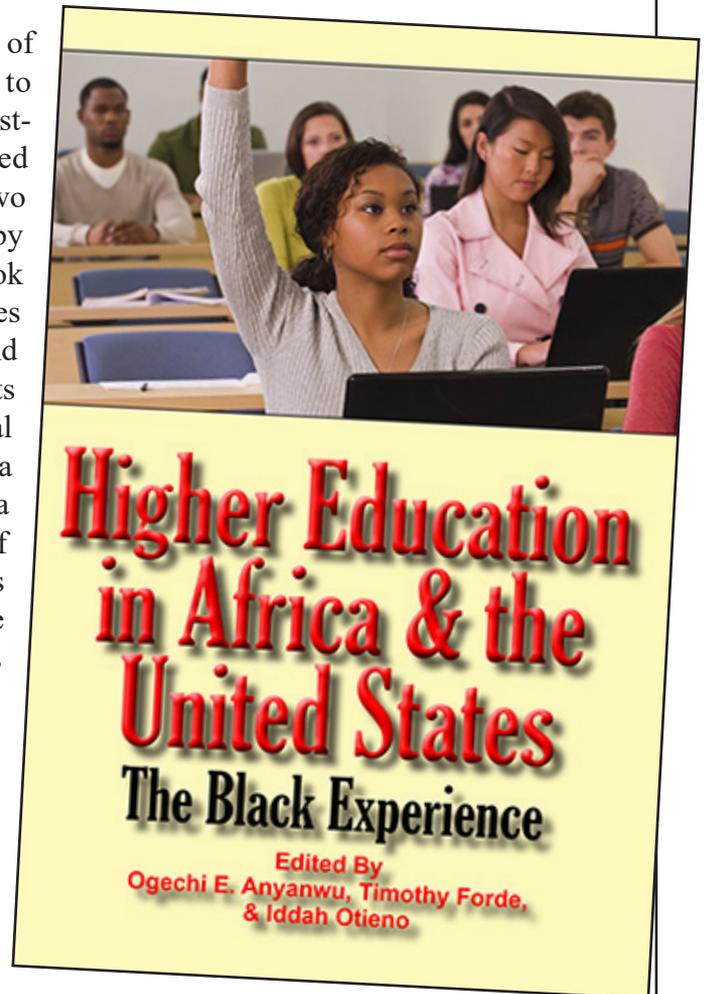
## **Reviews:**

“This book is a timely and welcomed addition to the growing body of compelling works on trends in higher education in Africa and the United States.”

Apollos O Nwauwa, PhD  
Professor, History & Africana  
Studies, Bowling Green State University

“This timely book creates a space for discussion where individuals are seeking to examine and understand the unique historical and contemporary successes, challenges, consequences, and future of Blacks in the United States and African higher education settings. This is a profoundly important book, a must-read for anyone who has an interest in the Black experience in higher education.”

Dr. Sherwood Thompson  
Professor, Educational Leadership, Counselor Education  
& Communication Disorders, Eastern Kentucky University



---

**Details: 2019 [ISBN: 1-58107-521-9;  
334 pages, 6 x 9 inches, soft cover] \$32.95  
Go to [www.newforums.com/NewTitles](http://www.newforums.com/NewTitles)**