What Does it Take?
Cultivating Inclusive and Equitable Environments for Diverse Faculty

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The CECE Project

1. Educational Equity
2. Systemic Transformation
3. Common Vision
4. Inquiry and Evidence
Challenges on Campus

• Hostility in the Classroom
• Scrutiny of Research Agendas
• Marginalization and Isolation
• Tokenism
• Cultural Taxation
• Salary Inequities
• Glass-Ceiling
The CECE Faculty Framework

• **Cultural Relevance**: Five indicators focus on the ways that institutional environments are relevant to the cultural backgrounds and communities of diverse faculty:
  - Cultural Familiarity
  - Culturally Relevant Knowledge
  - Cultural Community Service
  - Cultural Validation

• **Cultural Responsiveness**: Four indicators focus on the ways in which institutional environments respond to the cultural norms and needs of diverse faculty:
  - Collectivist Orientations
  - Holistic Support Networks
  - Proactive Philosophies
  - Humanized Environments
Cultural Familiarity

• Spaces for faculty to connect with people (e.g., faculty, staff, students, and community members) who share and understand their identities and experiences.

- Faculty and staff of color support groups
- Ethnic studies departments and programs
- Critical mass of faculty from different cultural communities
Culturally Relevant Knowledge

• Institutional support for faculty to *acquire, generate, and disseminate knowledge relevant* to their cultural backgrounds and communities.

- Research grants to support work related to inclusion and equity
- Ongoing professional development opportunities to learn about diverse communities
- Library services designed to facilitate diversification of syllabi and curricula
- Funding to support diversification of curricula
Cultural Community Service

- Institutional support for faculty to **give back and advocate** for their communities (e.g., via research, teaching, and service).

- Grant support for research projects focused on advocating for underserved communities
- Grant support for anti-deficit framed service projects to advocate for underserved communities
- Funding to support diversification of curricula
- Critical and culturally relevant community engagement centers
- Emphasis on service projects to support underserved communities in promotion and tenure
Cultural Validation

• Degree to which institutions acknowledge and value faculty members’ communities, backgrounds, and identities.

- Missions that explicitly address social problems and serve marginalized communities
- Clear consistent commitment to inclusion and equity from campus leadership
- Inclusion and equity efforts that are embedded throughout the institution
- Centralized locations for diversity and inclusion offices, multicultural centers, ethnic organizations, etc.
Collectivist Orientations

• Cultures that foster commitment to **community, collaboration, and mutual success** rather than competition.

- Faculty study or writing groups
- Team-teaching and co-teaching opportunities
- Team-based service-learning projects
- Collaborative research and grant activities
- Ongoing cohort-based professional development seminars and workshops
Holistic Support Networks

• Support networks that faculty are confident will provide them with information and support they need regardless of the problem or issue that they face.

  ▪ Key staff members who serve as a conduit to larger institutional support networks across campus
  ▪ Key faculty members who act as a conduit to larger professional academic networks on campus and beyond
Proactive Philosophies

• Cultures in which support networks go beyond making information and support available to proactively bring information and support to faculty.

  ▪ Faculty members who proactively provide information, support, and opportunities to help navigate the academy
  ▪ Staff members who proactively provide information about institutional policies and available supports
Humanized Environments

- Institutional environments in which people care about and are committed to faculty success.

  - Clear and transparent policies around promotion and tenure
  - Efforts to protect pre-tenured faculty time
  - Structures to support fostering meaningful relationships (e.g., organic mentoring relationships)
  - Spaces for storytelling
Challenges (or Sometimes Excuses) in Faculty Recruitment and Hiring

- Lack of Commitment
- Vague Definitions of Diversity
- Pipeline Problems
- Competition Excuses
- Assumptions about Quality
- Inadequate “Fit”
- Failure to Prioritize

- Humanize the Problem
- Focus on Commitment and Agenda
- Target Recruitment
- Invest and Justify Resources
- Redefine Quality
- Require Explanations
- Embed Throughout the Process
Thank You

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