

Recruiting and Retention Practices for African American and Hispanic/Latino Faculty in Higher Education

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Abstract

Some higher education institutions have implemented plans and programs to support diversifying their faculty and staffs to serve a diverse student body and some have not. The purpose of the study was to examine best practices for recruiting and retaining African American and Hispanic/Latino faculty in higher education. The researchers aimed to identify recruiting and retention practices that African American and Hispanic/Latino faculty perceived to be most effective. Grounded theory was used to form a framework for best practices. The method of procedure included interviews, observations, and the collection of documents. The data yielded four overarching themes, a subtheme, and recruitment strategies. The data led to the development of the Statement of Institutional Diversity and Commitment, Environment, Diversity of Faculty and Organizational Culture framework (S.E.D.O.), which institutions of higher education can use to recruit and retain African American and Hispanic/Latino faculty effectively. Overall, the findings are relevant for all higher education institutions that need diverse faculty members to serve diverse student bodies in preparation for a global workforce.

Keywords: diverse faculty, faculty recruitment, organizational culture, retaining faculty

Introduction

Many administrators and professors state that the reason for the lack of minority faculty in higher education is that “our educational institutions are not making the extra effort to recruit the qualified candidates who are available” (Brunzel, 1990, p. 44). In the 1970s, affirmative action opened doors for minorities to further their education and find employment opportunities at universities and colleges across America.

According to the American Civil Liberties Union (ACLU, 2014), affirmative action is a tool used to redress injustices caused by historic discrimination against people of color and women. As a result, many higher education institutions were charged with the task of recruiting, hiring, and retaining minority faculty. In response, university presidents examined how they could increase minority enrollment fairly. However, many of these leaders were against the idea of affirmative action and believed the act focused on hiring unqualified minorities to fulfill a quota for diversity on campuses (Brunzel, 1990).

According to American Federation of Teachers Higher Education (AFT Higher Ed, 2013), two national factors affect the hiring process of minority candidates. One is the “persistent opposition to affirmative action efforts, which goes hand and hand with the false assumption that minority faculty members are less qualified than their peers” (AFT Higher Ed, 2013, p. 12). The other is the “stunning national trend away from creating and fulfilling full-time, tenure-track faculty positions, which greatly constricts the career options faced by members of underrepresented groups” (p. 12). Moreover, “the passages of anti-affirmative action referenda have had a demonstrably negative effect on faculty hiring of members from underrepresented racial and ethnic groups” (AFT Higher Ed, 2013, p. 13).

Nevertheless, because of the act, colleges and universities were charged with overhauling their search processes when it came to hiring minorities and women. *Scott v. University of Delaware* (1978), an affirmative action case about tenure and race, led to the University of Delaware committing itself to “hire a substantial number of new minority faculty members by 1980” (Olivas, 2006, p. 355). Since then, universities have made efforts to hire more minority faculty.

According to Collins and Johnson (1988), minorities have contributed to all disciplines and areas throughout history, and they continue to do so today. Thus, the contributions of minorities need to be recognized and included in the collegiate curriculum (Collins & Johnson, 1988). Including minorities’ contributions in higher education curriculum and having a diverse faculty affords an important learning experience for all students.

Diversifying faculty in higher education has been and continues to be a topic of discussion for many universities and colleges. According to Gordon (2004), “Most campuses have mission statements about diversity, an office of minority affairs, and recruitment initiatives, but improvements in faculty diversity has been painfully slow” (p. 183). For this reason, minority student enrollment in colleges and universities has not increased over time. For example, in higher education, the enrollment numbers of African Americans and Hispanics did not change significantly from 1975 to 1982 (Moody, 1988). In 1975, 4-year institutions composed of 8.5% of African American and 2.4% Hispanic students; by 1982, enrollment decreased for these student groups to 8.0% and 3.0%, respectively (Moody, 1988). According to Brunzel (1990), more than half (421) of education doctoral degrees were awarded to African Americans and less than a fifth (163) of social science degrees were awarded to African Americans in 1986. In 1987, 1.8% of science and engineering doctorate degrees were awarded to African Americans (Brunzel, 1990).

Between 1993 and 2003, representation of minority faculty in higher education nationwide increased by only 2%, from 6% to 8% (Moreno, Smith, Clayton-Pedersen, Parker, & Teraguchi, 2006). In 1997, 1.6% of African American and 1.2% of Hispanic faculty members were in full-time tenured and on-track positions in higher education (AFT Higher Ed, 2013). Ten years later, African American and Hispanic faculty members in these positions decreased to 1.4% and 1.3%, respectively (AFT Higher Ed, 2013). From 1997 to 2007, American Indians experienced no change in full-time tenured and on-track faculty; the percentage remained at 0.1% (AFT Higher Ed, 2013). According to Correa and McHatton (2005), “The number of diverse faculty at predominately white universities is still daringly small compared to the overall U.S. population growth” (p. 102).

Recruiting minority faculty has become a priority for many universities because “a diverse faculty can provide a wider range of views and experiences offered at a university” (Correa & McHatton, 2005, p. 103). Universities also can “encourage the formation of more diverse hiring committees” to include minorities (AFT Higher Ed, 2013, p. 21). In recruiting minority faculty, the AFT Higher Ed (2013) recommended that universities collaborate with Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutes (HSIs) to participate in faculty exchanges and expose minority faculty to hiring opportunities. One example is Virginia Tech’s collaboration with HBCUs to provide lecturing opportunities for visiting minority faculty to increase student exposure to these faculty members (AFT Higher Ed, 2013).

The AFT Higher Ed (2013) also recommended that universities focus on helping new minority faculty succeed professionally by developing mentoring programs to “counter the culture of isolation” (p. 23). Engaging administration and new minority faculty members can also aid in retention. Correa and McHatton (2005) noted,

The rationale for recruiting and retaining diverse faculty has moved beyond the issues of equal opportunity, affirmative action, and equity. Today one of the strongest arguments is to ensure a better education for all students and access to diverse scholarly perspectives. (p. 103)

Overall, best practices for recruiting and retaining African American and Hispanic/Latino faculty in higher education are necessary for the advancement of colleges and universities with diverse student populations.

Method of study

The purpose of this study was to examine effective recruitment and retention practices of African American and Hispanic/Latino faculty in higher education. The researchers used the qualitative research method of grounded theory. Grounded theory is a type of qualitative research method that “searches for general statements about relationships and underlying themes” (Marshall & Rossman, 2011, p. 207).

First the researchers achieved this aim by identifying successful strategies among higher educational institutions to recruit and retain these faculty members. The researchers also explored the perceptions of African American and Hispanic/Latino faculty on effective recruiting and retention practices. The research questions used in this study, delved into institutional strategies for recruiting and retaining African American and Hispanic/Latino faculty and their perceptions of effective practices for this topic. The following research questions guided this study:

1. What strategies are used at three selected universities in Texas to recruit African American and Hispanic/Latino faculty?
2. What strategies are used at three selected universities in Texas to retain African American and Hispanic/Latino faculty?
3. What recruitment strategies do African American and Hispanic/Latino faculty perceive to be most effective?
4. What retention strategies do African American and Hispanic/Latino faculty perceive to be most effective?

Instrumentation

The data collection methods used in this study included interviews, observations, and documents obtained from participants and institutions to develop a theory grounded in participants’ views. In a grounded theory study, “interviews play a central role in the data collection” (Creswell, 2013, p. 162), and “the purpose of the interview is to gain a full and detailed account from an informant of the experience under study” (Polkinghorne, 2005, p. 142). Therefore, the interview questions were open-ended and geared toward understanding the central meaning of the study. The researchers used an interview protocol to “write responses to the interviewees’ comments” (Creswell, 2013, p. 164). The interview protocol consisted of items based on the research questions and probing prompts to obtain detailed responses from participants.

In addition to conducting interviews, the researchers were nonparticipant observers, or an “outsider of the participants under study” (Creswell, 2013, p. 167). An observation protocol was used to observe and record “physical settings, participants, activities, interactions, conversations, and, [the researcher’s] behaviors during the observation” (Creswell, 2013, p. 166). The researchers collected and viewed documents from the selected institutions to support the research questions and the central theme of the study. Overall, the researchers used the explanations, perceptions, and pertinent information that emerged from the study to form a theory to help explain a practice or provide a framework for future research (Creswell, 2013). The following sections detail each data collection method used in this study.

Interviews: The researchers used an interview protocol to ask semi-structured, indirect questions. Interviews ranged from 30 minutes to 2 hours based on the information shared by each participant, and were conducted in locations selected by participants, including coffee shops, offices at the institutions, and a public library.

On the scheduled dates of the interviews, one researcher and participants arrived at locations of their choice. The researcher provided participants with the Participant Informed Consent Form to sign and an Informational Survey to fill out. The Informational Survey included questions about demographics, such as academic rank, length of time in position, and service involvement. The researchers then informed participants that they and their institutions would be assigned pseudonyms for confidentiality purposes.

The researchers also afforded participants the opportunity to review the interview questions beforehand. If participants felt uncomfortable with any questions, the researcher did not ask those questions. During the interviews, the researchers asked probing questions to conjure more explanations about personal experiences at the institutions.

Informational Survey: The researchers provided participants with an Informational Survey to collect demographic information. The document included questions about ethnic and racial make-up, U.S. citizenship, academic rank, length of time in position, length of time at the institutions, and service involvement at the institution and the surrounding community. The purpose of the informational survey was to determine whether academic rank, length of time in position at the institution, and service involvement influenced responses, outcomes, and study results.

Transcriptions: With participants' permission, the researcher recorded the interviews using a Samsung Galaxy Tablet voice recorder and an Olympus digital voice recorder. One of the researchers listened to each audio-recording several times to transcribe the interviews properly. The researcher transcribed the interviews because "transcribing and translating text are critically important tasks" (Marshall & Rossman, 2011, p. 163). The interview responses were written out verbatim to prepare the data for coding. The researcher then categorized, coded, and sorted the data collected

Coding: The researcher used open coding to code major categories formed from the interviews. The categories derived were based on the detailed responses from the transcribed interviews. The researchers assigned numbers for the different categories in the open-coding process. The researchers then sorted the categories using a color-coding system to reveal a common trend or phenomenon in the data. The data revealed the following five categories: (a) environment/personal experiences of the participants, (b) recruiting strategies used, (c) retention strategies used, (d) perceptions of best practices for recruiting, and (e) perceptions of best practices for the retention of African American and Hispanic/Latino faculty. The following colors were assigned to the five categories: red was assigned to Category 1, blue was assigned to Category 2, green was assigned to Category 3, black was assigned to Category 4, and orange was assigned to Category 5.

The researchers used axial coding to identify "one open coding category to focus on" at a time (Creswell, 2013, p. 86). They looked for the open-coding category that addressed each research question. From the axial coding, data were revisited to create additional categories based on the focus or phenomenon discovered. The researchers repeated the process of using numbers and color-coding to code and sort data. They created a document to sort the categories by research question and response, category, and color (see Table 1). The process of axial coding revealed to the researchers what was most important to participants. Participants' responses were reflective of the environment and personal experiences at their institutions, strategies used to recruit and retain them at these institutions, or perceptions for best practices for the recruitment and retention of African American and Hispanic/Latino faculty.

Table 1: Code and Sort Document

Codes					
1.	Personal experiences as a AA or H/L faculty member at the institution/recruitment/retention				
2.	Perceptions of recruiting strategies utilized at the institution				
3.	Perceptions of retention strategies utilized at the institution				
4.	Best practices suggested for recruiting AA and H/L at the institution				
5.	Best practices suggested for retaining AA and H/L at the institution				
Category Symbols: 1= A: Red; 2= B: Blue; 3= C: Green; 4 = D: Black; 5= E: Orange					
Questions		Codes/Categories			
2, 3, 4					
5					
6, 7					
8					
9					
10					
11, 12					
13, 14, 15					
Sorting- Responses to Questions					
	A	B	C	D	E
Personal Experiences					
Recruiting					
Retention					
Best practices-recruiting					
Best practices-retention					

The researchers also used selective coding, which allowed one to develop propositions, a descriptive story, or theory, grounded in the data (Creswell, 2013). During selective coding, the researcher developed four main themes and one subtheme. The four themes were (a) environment of the institutions, (b) effective recruiting strategies, (c) effective retention strategies, and (d) perceptions of faculty diversity. The subtheme was personal experiences of African American and Hispanic/Latino faculty in higher education. From the themes, the one researcher was able to develop a framework. The researchers controlled bias during the research with audio-recorded, transcribed interviews that were coded, sorted, and interpreted, using direct quotes from participants that were taken solely from the data collected. The researchers controlled bias, “thereby bracketing off his experiences from those of the interview partners” (Marshall & Rossman, 2011, p. 148).

Observations: One of the researchers conducted four observations “based on the research purpose and questions” of the study (Creswell, 2013, p. 166). Observations occurred during interviews, a specific faculty association, and a conference call, and were no longer than 30 minutes. According to Polkinghorne (2005), “Observations are...used to supplement and clarify data derived from participant interviews...[that] need to be recorded in written form” (p. 143). Therefore, the researcher used an observational protocol as a procedure to record notes (Creswell, 2013).

The observation protocol included descriptive, reflective, and visual details. For example, during the conference call observation, the researcher observed and recorded, in written form, the amount of times the participant shifted in her seat, changed facial expressions, laughed, sighed, and tapped a writing device on the desk. During another observation during an interview, the researcher observed that the participant’s tone of voice changed when specific topics were discussed. The researcher also observed participant leaning in when offering responses that were personal and sensitive.

During all observations, descriptions of the settings and specific happenings in the settings were noted. For example, during an observation, the researcher noted replica artifacts of the Hispanic culture that adorned the bookshelves, in a participant’s office. There was also a black and white, framed photograph of an older man and woman, dressed in cultural attire. Reflective details and notes included the researcher’s “experiences, hunches, and learnings” (Creswell, 2013, p. 167).

Documents: The researchers reviewed documents from the selected institutions for plans, ideas, and practices used to recruit and retain African American and Hispanic/Latino faculty. Polkinghorne (2005) noted, “Documentary evidence can consist of written, oral, visual (such as photographs), or cultural artifacts” (p. 144). The documents reviewed included procedures for the hiring faculty, policies and procedures used by search and selection committees for hiring purposes, and employment sites used to recruit minority faculty, specifically, African Americans and Hispanic/Latinos. The researchers also obtained hiring statistics for African American and Hispanic/Latino faculty for Fall 2013. The researchers retrieved limited documents from each institutions’ websites via the internet and retrieved some documents in person from the human resources offices and career development centers at Institutions A and C. The researchers requested job announcements for open positions and any other information pertaining to the recruitment and retention of African American and Hispanic/Latino faculty. They also looked for specific strategies used by the institutions to recruit and retain African American and Hispanic/Latino faculty. The collected information was used to answer the first two research questions. In addition, the researchers collected documents directly from participants related to the personal works of participants, institution reports on faculty diversity, and faculty association agendas. They reviewed the documents in relation to the research questions. These specific documents collected were used to answer the last two research questions of African American and Hispanic/Latino faculty’s perceptions of best practices for recruitment and retention at their institutions.

Sample Selection

The researchers used theoretical sampling for this grounded theory study. Charmaz (1990), “suggested theoretical sampling is best used when some key concepts have been discovered” (p. 14). Participants were African American and Hispanic/Latino faculty in higher education who served in various academic positions. Active involvement in the study was voluntary. The institutions selected for this study were located in Texas, and were public, 4-year research schools; one institution was classified as a doctorate/research school. The researcher selected these institutions because they represented three different systems of schools in higher education. Systems of institutions in higher education are comprised of universities and health institutions developed after a flagship institution. For this study, all of the universities were in Texas.

Institution A was a large, public, 4-year research university. The institution had a diverse student body and was a university in a system that was developed after a flagship institution. Six participants were from Institution A: three African American and three Hispanic/Latino faculties. Institution B was a large, public, 4-year Research University. The institution had a diverse student body and was a university in a system that was developed after a flagship institution. Four participants were from Institution B and they were African American faculty. Institution C was a large, public, 4-year doctoral/research university. This institution had the most diversity of the three institutions in the study. Institution C was a flagship institution. Five participants were from Institution C and they were all African American faculty (see Table 2).

Table 2: Demographics of Sample Selection

<i>Institution</i>	<i>African American (n)</i>	<i>Hispanic/Latino (n)</i>	<i>N</i>
<i>A</i>	<i>3</i>	<i>3</i>	<i>6</i>
<i>B</i>	<i>4</i>	<i>0</i>	<i>4</i>
<i>C</i>	<i>5</i>	<i>0</i>	<i>5</i>
<i>Total</i>	<i>12</i>	<i>3</i>	<i>15</i>

Five faculty members, two African American and three Hispanic/Latino, who had agreed to participate in the study, were unable to because of time constraints and availability. The final sample size was 15 participants. This sample size was chosen because a “sample size in qualitative research is not only to study a few sites or individuals but also to collect extensive detail about each site or individual” (Creswell, 2013, p. 157). The researchers defined participants for the study based on the following criteria:

1. African American and Hispanic/Latino faculty employed at one of the three selected universities in Texas.

2. African American and Hispanic/Latino faculty employed as professors, associate professors, assistant professors, or lecturers/instructors at the selected universities.
3. Faculty who listed their ethnic backgrounds as African American or Hispanic/Latino and who were born in the United States of America.

Findings

The overall overarching themes developed from the study were (a) environment of institutions, (b) effective recruitment practices, (c) effective retention practices, and (d) perceptions of faculty diversity. The one subtheme derived from the data was the personal experiences of the African American and Hispanic/Latino faculty in the study.

Research Question 1

Research Question 1 asked, “What strategies are being used at three selected universities in Texas to recruit African American and Hispanic/Latino faculty?” All participants reported that they did not know of any strategies being used to recruit African American and Hispanic/Latino faculty. The researchers searched for documents from all institutions on such strategies; however, found none. The theme that was developed from this research question was the environment of the institutions, along with the subtheme, personal experiences of African American and Hispanic/Latino faculty. Elizabeth, at Institution A, shared that a “standard model was used to recruit at a conference.” The organizational culture of the selected institutions addressed the norms and organizational practices for recruiting all faculties. No specific plans were in place to recruit African American and Hispanic/Latino faculty.

Research Question 2

Research Question 2 asked, “What strategies are being used at three selected universities in Texas to recruit African American and Hispanic/Latino faculty?” There were no known specific strategies being used to retain these groups of faculty at any institution; however, institutions did have strategies and incentives in place for all faculty members. Additionally, the researcher found no supporting documents to support this research question as well. Some participants shared that there were at least one or two specific faculty groups or associations that met periodically to discuss diversity issues and concerns. However, faculty associations at Institutions A and B were not university sponsored or funded. When asked about retention practices, John, at Institution B, answered, “There are none.” Jodi added, “I don’t think there are strategies in place to retain people who deserve it.” The theme and subtheme developed from this question was environment of institutions and personal experiences of African American and Hispanic/Latino faculty. The organizational culture addressed the norms of the organization and supportive institution environments; however, in this case, it may be the mere opposite.

Research Question 3

Research Question 3 asked, “What recruitment strategies do African American and Hispanic/Latino faculty perceive to be most effective?” The researcher collected interview responses and documents to answer this question. Participants believed that having diverse search and hiring committees, a statement of commitment to diversity from top administrators, and fair salaries were crucial to the successful recruitment of African American and Hispanic/Latino faculty in higher education. Themes developed from this research question were effective recruitment practices and faculty diversity and the subtheme was personal experiences of African American and Hispanic/Latino faculty. Amy, at Institution C, expressed, “If inviting a minority candidate” for a campus visit, he or she “needs to see faculty of color.” The organizational culture of the institutions related to beliefs held by members of the organization, which participants shared in this study.

Research Question 4

Research Question 4 asked, “What retention strategies do African American and Hispanic/Latino faculty perceive to be most effective?” Participants offered quality strategies best practices that institutions can implement to retain minority faculty successfully. Some strategies included faculty mentorship, providing tenure-track expectations and procedures to African American and Hispanic/Latino faculty, valuing contributions and ideas from this faculty, funding for research and faculty associations, and building collegiality institution wide. The themes developed from this research question were effective retention practices and faculty diversity and the subtheme was personal experiences of African American and Hispanic/Latino faculty.

Linda, at Institution A, believed that to retain the groups of faculty in the study, dialogue is needed to discuss “the reality of minority faculty.” The organizational culture of the institutions in relation to this research question may be the values and assumptions of organizational members.

Themes and Subtheme

Environment of the Institutions

The environment of the institutions was the starting point for understanding the practices of each institution regarding organizational culture. The environment of these institutions included institutional practices, departmental practices and shared beliefs, search and selection policies and procedures, and faculty support in relation to the recruitment and retention of African American and Hispanic/Latino faculty. Many participants shared that the culture and environment of their specific department was a significant factor that sustained them in their positions and at the institutions. Linda, at Institution A, stated, “Within the department, there is a decent amount of minority faculty as compared to other universities.” Recognizing a need for faculty diversity and cultural awareness was a priority of all participants. All participating institutions had diverse student bodies; yet the faculty bodies did not reflect that diversity.

Effective Recruitment Practices

Participants offered various types of recruitment practices they deemed most effective to bring about change in this area for their institutions. Patterns became apparent half way through the interviews regarding recruitment practices. Nancy, from Institution A, believed, “The institution must have a cultural awareness about candidates.” At times, the researcher almost predicted how the participants would respond to specific questions, along with non-verbal cues as well. Kristie added that it was important to “have a division right under the president to address diversity.” The recruitment practices were an important part of the study and participants thought that the process was the first insight into the background story of an institution of higher education. The responses to this matter were a major factor in the development of the Statement of Institutional Diversity and Commitment, Environment, Diversity of Faculty and Organizational Culture (S.E.D.O) framework.

Effective Retention Practices

Participants offered best practices for effective retention practices of African American and Hispanic/Latino faculty in higher education. Many participants believed that institutions often neglect this aspect of faculty effectiveness. Again, theoretical saturation was reached in this area early in the interviews. The responses to this part of the study became repetitive and overlapping. At one point during an observation of the interview, Jodi, at Institution B, became very vocal and her tone of voice changed when addressing this matter. Overall, no specific plans were in place at any institution to retain African American and Hispanic/Latino faculty. As Todd, at Institution B shared, “The institution should prepare minority faculty for the tenure process and include a mentoring program” as a best practice to retain the groups of faculty in this study.

Perceptions of Faculty Diversity

All participants, with the exception of one, stated that faculty diversity, as a whole, was alarming at the participating institutions. The repetitive phrases used to describe faculty diversity throughout the study included “little to none, none, and there is a concern”. Further, the researcher observed sighs, laughter, long pauses, and various facial expressions when she asked the question about faculty diversity. However, some participants shared that their departments were more diverse than their institutions. Amy, at Institution C, stated, “There is a concern at the institution because it lacks diversity, it should be more diverse based on the size of the institution and the diverse student body.”

Personal Experiences of African American and Hispanic/Latino Faculty

The subtheme, personal experiences of African American and Hispanic/Latino faculty, was evident throughout this study. All data collected from participants were personal experiences that influenced their very being in higher education. The in-depth interviews were very telling and revealing of participants’ journeys in higher education. The observations revealed intense and authentic non-verbal cues that expressed feelings, emotions, and attitudes about the recruitment and retention of African American and Hispanic/Latino faculty. The documents collected directly from participants, demonstrated value and gave a voice to who they are and what they represented at the institutions. Other documents collected from the participants supported statistics on faculty diversity and concerns expressed during the interviews.

Statement of Institutional Diversity and Commitment, Environment, Diversity of Faculty and Organizational Culture Framework

The Statement of Institutional Diversity and Commitment, Environment, Diversity of Faculty and Organizational Culture (S.E.D.O.) were a framework developed and offered by one of the researchers. The framework includes a format, process, or explanation for addressing effective strategies to recruit and retain African American and Hispanic/Latino faculty in higher education. The researcher developed the model using data collected from participants and three selected universities in Texas. The framework explains a process that is grounded in the data collected and that consists of an institutional diversity and commitment statement from top administrators, and factors that address the environment, organizational culture, and of faculty diversity in higher education. The four themes, environment of institutions, effective recruitment practices, effective retention practices, and perceptions of faculty diversity, and the subtheme, personal experiences of African American and Hispanic/Latino faculty, were critical in the development of the S.E.D.O. framework. See Appendix A.

Implications

The findings of this study generate some implications that are of interest to higher education constituents, such as presidents, provosts, deans, faculty, and staff. Specifically, the current findings have three implications for the effective recruiting and retention practices of African American and Hispanic/Latino faculty in higher education. The implications are presented below.

First, recruiting and retaining minority faculty members will influence the graduation rates of minority students in higher education, especially African American and Hispanic/Latino students in a positive manner because of the ability of these faculty to serve and mentor the diverse study body. According to Ponjuan (2014), “Researchers have discovered that students of color in predominantly white institutions (PWIs) are more likely to persist toward degree completion when they have faculty members of color as role models” (p.1). Umbach (2006) stated, “Faculty of color offer a significant contribution to undergraduate student learning and involvement” (p. 336). Institutions are always looking for innovative avenues to retain and graduate minority students, and hiring more minority faculty will aid in this matter.

Second, the importance of diverse search and selection committees with intentions of fair practices in every department will ensure faculty diversity. The current findings support the literature on increasing faculty diversity. Specifically, it is necessary that institutions have formal or systematic practices in place to diversify faculty, and these practices begin with the search and selection committees, hiring pools, and policies and procedures. Gasman, Kim, and Nguyen (2011) shared, “Without policies in place, search committees can continue to claim that there were not any faculty members of color attracted to the position, department, or institution” (p. 218). One participant, George from Institution A, shared that he was able to be a part of a very diverse search and selection committee that was committed to hiring the right candidate to serve the diverse students in the department. The United States is a pluralistic society, and higher education institutions should represent this diversity, both in the student body and in the faculty make-up.

Third, the S.E.D.O. framework serves as a strategic plan to benefit presidents, provosts, and deans, as it sets the precedence of the organizational culture of higher education institutions. S.E.D.O. can be used as a foundation to recruit and retain African American and Hispanic/Latino faculty successfully. The framework focuses on the environment, organizational culture, and faculty diversity, under the umbrella of an institutional diversity and commitment statement. Because S.E.D.O. is grounded in the data gathered directly from participants and institutions, it can be used to secure, value, and keep African American and Hispanic/Latino faculty in higher education.

Recommendations for Further Research

This topic lends itself to other types of research that would also be beneficial to institutions in higher education. Based on the current findings, further research should be conducted on the following:

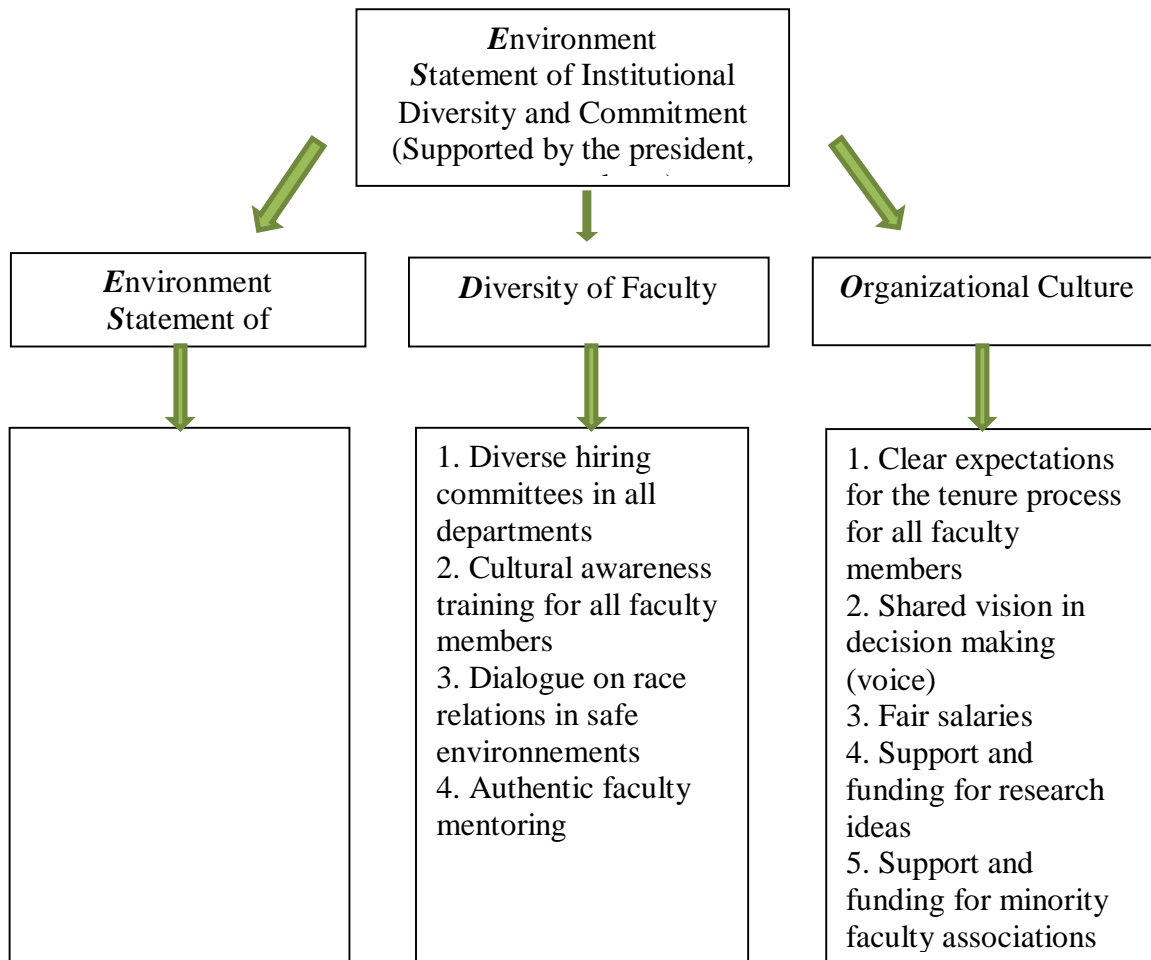
1. Perceptions of recruiting and retaining Hispanic/Latino faculty not born in the United States. It would be interesting to investigate the similarities and differences among native and non-native born faculty.
2. Perceptions of African American and Hispanic/Latino administrators in higher education regarding recruitment and retention.

3. A replication of this study at private higher education institutions to compare the findings to public higher education institutions and look for similarities and differences between the needs of these two environments.
4. Recruiting and retention practice of African American and Hispanic/Latino students in higher education.
5. Recruiting and retention practices of African American and Hispanic/Latino faculty in community colleges.
6. Diversity officers and their roles in recruiting and retaining African American and Hispanic/Latino faculty in higher education.
7. Faculty mentors and their roles in retaining African American and Hispanic/Latino faculty in higher education.

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Appendix A



Statement of Institutional Diversity and Commitment, Environment, Diversity of Faculty and Organizational Culture (S.E.D.O.) framework for effective recruitment and retention practices for African American and Hispanic/Latino faculty in higher education.