

# Diversify the Faculty, Transform the Institution:

## Learning from the Work-Life Experiences of African American, Mexican American, Puerto Rican, and Native American Faculty

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Evidence-Based Recommendations for Higher Education Policies and Practices

### MENTORING

- Strategies of good mentors: forge connections with mentee to faculty who have power and prestige
- Deep respect for mentee's potential and scholarship contributions and value ideas and intellect
- Political guidance in the form of knowledge about institutional norms and role of race and power relations in higher education institutions
- Training non-URM (underrepresented minority) mentors about URM-specific needs, including making sure that mentors are given access to data and literature that explains the experiences of URM in the academy



### WORK-FAMILY BALANCE

- Diverse, affordable childcare that attends to the needs of all children of university employees whether through on-campus childcare, childcare subsidy grants, and/or dependent care travel grants
- Train department chairs on how to implement family-responsive policies and manage with flexibility
- Develop clearly-stated and well-publicized family-responsive policies



### TRANSPARENCY IN PROMOTION & TENURE PROTOCOL

- Recognize that within institutions there is the potential for unconscious bias towards URM faculty, particularly at key career points such as promotion
- Accountability incorporated into every phase of the hiring process, intentionally structured search committees



### VALUING OF RESEARCH FOCI

- Profiling work of URM faculty to the same extent as that of non-URM faculty



For further information and frequently asked questions on underrepresented minority faculty, please see our website: <http://www.cрге.umd.edu/urm.html>

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