

2007 *AdvanceVT* Lunch Discussions with Underrepresented
Faculty:

Description and Emerging Themes

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1.0 Introduction

This report provides a brief summary of the results of the *AdvanceVT* luncheons for underrepresented faculty. The information contained in this report is not final, nor does it provide an exhaustive list of issues. The summary and comments provided reflect the opinions and concerns of underrepresented faculty at Virginia Tech. This information should be used for planning and strategic purposes to enhance institutional cultural competence and to progress toward institutionalization of inclusive workplace practices.

2.0 Description

Two luncheons were sponsored by *AdvanceVT* with a specific invitation to underrepresented faculty. Luncheons were held at the Skelton Inn on March 14th, 2007 and March 22nd, 2007. The goal communicated to prospective attendees was to provide a context for underrepresented faculty to express needs, ideas, and concerns associated with the efforts of *AdvanceVT* and institutional transformation in general. Prospective attendees were asked to register online to attend the lunches. Both instructional and A/P faculty were invited to attend. The first 20 minutes were allocated for social interactions and introductions. The discussion session began at 11:50, and ended at 1:00.

Tonya Smith-Jackson informally moderated the discussions. Questions and probes were developed to facilitate discussion (Appendix A). The questions were designed to focus the discussion on persistent concerns among underrepresented faculty. Questions were provided to participants on paper along with the summary slide presentation given in 2006 by Provost McNamee as a report of the progress made by *AdvanceVT*.

Comments were recorded on a flip chart. Participants gave permission to share notes (after reviewing them) with *AdvanceVT*. All notes were typed and categorized and emailed to all participants after each luncheon. Participants were invited to review and revise the notes as needed to ensure the notes did not directly reflect the opinions of specific individuals.

A total of 8 faculty attended the first luncheon; 2 were Latino and 6 were African-American. Fourteen (14) faculty attended the second luncheon; 4 were Latino and 10 were African-American.

3.0 Themes

Appendices B and C contain the responses to the questions and probes presented during the discussion (as approved by the attendees). An informal content analysis was conducted on the merged comments (across both groups) to identify themes that were repeated across groups. Table 1 provides a summary and description of the themes identified. A phenomenological philosophy was followed; value was placed on the experiences of single individuals and, although frequencies were assigned, no additional levels of importance were assigned to higher frequencies. One case or one report was viewed as a valuable input for our overall efforts.

Table 1. Themes resulting from informal content analysis.

Topic	Themes	
Impact of <i>AdvanceVT</i>	Themes	Freq
	Marginalized groups (men, those outside of science and engineering, untenured profs or profs not on the tenure track, single people).	6
	Minority issues not addressed (minority tax and overload, values focused on holistic growth & development, single work life balance, AP faculty informal advising of minority students).	4
	Increased awareness and gave hope (work life and family balance, reports, more inclusive policies, departmental leadership).	4
Proposed solutions to enhance <i>AdvanceVT</i> impact.	Themes	Freq
	Expand events (Use faculty study groups to address inclusion, use brown bag lunches for UR groups, select presenters who are relevant to UR faculty to come to campus).	3
	Increase involvement of UR faculty in <i>AdvanceVT</i> (e.g., advisory board, voices at all leadership levels of Advance, place value on the collective UR culture as an asset to <i>AdvanceVT</i>).	3
	Expand your focus (socioeconomic status must be considered, sexual orientation, how merit and accomplishments are defined, definitions of 'qualified' need to be more explicit and consistent).	3
	Research (be proactive, get design inputs early,	2
	Recognize importance of the external community.	2
	Focus on issues that target UR groups (e.g., definitions of identity, issues specific to UR groups).	2
	Collaborate with other units like OEO, OMA, etc.	2
	Make the website more inclusive. Images include women only and predominantly white.	1
Recruitment Facilitators	Themes	Freq
	Previous connections (Alumnus, ABD program, summer fellowship)	4
	Recognize importance of the external community.	2
	Nature of the position (new, exciting, chance to move in as an AP faculty member rather than staff)	2
	Dual career and trailing partner assistance (and support from a Dean).	2
	Opportunities for interdisciplinary collaboration	1
	Tech's persistence in recruiting me.	1
	The faith community was helpful.	1
Educational benefits, supportive climate to continue education.	1	

Topic	Themes	
Solutions (and removal of barriers)	Themes	Freq
	Best practices need to be implemented formally, with resources and commitment to sustainability.	2
	Dual career and trailing spouse program needs more transparency and more formality and assurance that those hired are qualified.	2
	Include more information on the spiritual support or faith community in this area. Be more aware of the diversity of faiths within the UR community (Major religions, Agnosticism, Atheism, Wicca).	2
	Problems with initial placement of spouses need to be addressed.	1
	Be aware of the importance of the whole person, and the value that holistic identities have for UR groups, especially during interviews.	1
	Develop a diversity cluster (consider targeting people in disciplines that attract UR faculty).	1
Retention Facilitators	Themes	Freq
	Hope and excitement; awareness that we are focusing on change.	3
	Mentoring (Underrepresented colleagues who have served as informal mentors; mentoring of junior faculty; qualified mentors).	3
	Family ties.	2
	No where else to go./VT is the 'devil I know.'	2
	Opportunities for collaboration	1
	Educational benefits	1
	My Department Head	1
	Educational Opportunities.	1
	Outdoor environment/activities	1
	Feeling valued, supported, & invested in.	1
Retention Barriers	Themes	Freq
	Family and personal (area is hard on kids; not having anyone to date, not enough compatible people, if spouse leaves, I will leave).	5
	Community (need to invest in the community; majority colleagues like the area but there are drawbacks for UR faculty; diversity is too low).	3
	Department head.	3
	Quality of life in terms of diversity.	3
	Quality of work life.	2
	Lack of trained mentors who are culturally aware and competent.	1
	Better opportunities. Institution's failure to hold people accountable.	1

Topic	Themes	
Retention Solutions	Themes	Freq
	Professional development and cultural competence of all employees (faculty, staff, leadership, etc.) needs to increase cultural competence and needs to be 'managed.'	4
	Develop more creative models for success and merit as a faculty member. Be flexible.	2
	Match the compensation of underrep'd faculty to their workload.	1
	Need more UR Deans, DHs, Center Directors, and VPs.	1
	Recognize impact of Department Heads on dept. climate.	1
	Continue meetings of Asst. Profs with the Provost, but change to focus groups because the Provost is having a hard time getting to everyone.	1
	We need full scale curriculum transformation.	1
	Improve search process (efficiency, cultural competence of those serving).	1
	Those in leadership positions need to be more culturally competent.	1

Comments were also provided in the “open” session when additional comments were requested. In both groups, faculty expressed the importance of having these types of meeting, the need to continue them, and the need for a proactive effort to include UR faculty in *AdvanceVT*. Some were concerned about the length of time it took *AdvanceVT* to begin interacting with UR faculty. This was disturbing to many. One faculty member asked the moderator to be sure to say “Thank you” to *AdvanceVT* for giving them a chance to be heard and being willing to incorporate their opinions and ideas.

Additional comments were related to the need for the University to be more comfortable discussing race and racism. One person commented that race and racism were topics that were taboo at Virginia Tech, yet the problems are clearly visible within the Virginia Tech environment. An unwillingness or discomfort demonstrates our need to evolve as an institution and improve our own cultural competence. Three additional discussions related to specific complaints occurred after the luncheon, but this information will not be reported.

4.0 Preliminary Recommendations

Several benefits of *AdvanceVT* were recognized and valued by UR faculty. *AdvanceVT* was credited for providing hope and a belief that change was happening and that there was a commitment to institutional change. Some reported that the reports and presentations really gave them a sense of excitement and a belief that things are getting better. Some of the benefits to gender were recognized as diffusing to other groups. There was also recognition that *AdvanceVT* was the catalyst for

several best practices, although the best practices were in question due to having little institutional commitment or sustainability.

A number of issues were raised that can be addressed by *AdvanceVT* with a slight change in focus and minor changes in implementation. For example, the concerns raised regarding the need for increased cultural competence among all employees can be addressed in the many workshops and events provided by *AdvanceVT*. By simply expanding the focus beyond gender to other issues of bias and difference, *AdvanceVT* could resolve these limitations with minimal investment, but with the likelihood of a large return in terms of the perceptions of UR faculty and the transformation of the institution as a whole.

The desire for significant involvement of UR faculty in *AdvanceVT* was a strong and consistent theme. In the upcoming academic year, emphasis should be placed on involving UR individuals at all levels of the *AdvanceVT* subsystem, as well as critical units such as OEO and OMA (and the Black and Hispanic Caucuses).

In addition, the theme of “marginalization” emerged during the discussions. There is a perception that *AdvanceVT* is not focusing on men, single people, those with different sexual orientations, UR minorities, and those in different colleges. For colleges in particular, institutional transformation cannot happen within only portions of the system. Every unit at every level must be jointly optimized for successful transformation. Also of interest was the comment that socioeconomic status has to be included. UR faculty may have household incomes that are lower, despite the salary, due to cumulative disadvantages from an economic and historical perspective. Additionally, cultural values that require support of those outside of what the majority group perceives as the “nuclear” or “immediate” family has a direct impact on the financial status of UR faculty. These issues have not yet been part of the dialogue of *AdvanceVT*.

The importance of previous contact with UR individuals at the postdoctoral level or through fellowships, assistantships, or the All But Dissertation (ABD) program cannot be ignored. The impact of pipelining potential UR faculty requires more institutional focus and resources. Also, more emphasis on mentoring is critical. Qualified mentors who are educated or aware of the barriers faced exclusively by UR faculty will be more effective and are more likely to support retention. Newer mentoring models need to be developed and best practices should be shared with departments across the University. For example, the use of formal mentoring networks, rather than single mentors, may work better for UR faculty, given the complexity of issues (i.e., African-American women who are ethnic and gender minorities).

Just as efforts have been made to redefine academia, merit, and success to include women’s perspectives, similar efforts can be integrated that also reflect the perspectives of underrepresented minorities. The manner in which life success is defined by women can vary, but tends to lean toward a more balanced life view, rather than a primary emphasis on work life. The same holistic view is held by UR groups. Success is a multidimensional construct, consisting of factors within one’s work life that may go beyond the traditional majority patriarchal views of successful work life and may extend to personal, family, and spiritual factors. It should be noted that some of the concerns regarding differences, different definitions, and different values have also

been a consistent criticism of the women's movements; which has been perceived as perpetuating white, patriarchal views of self-hood and achievement.

There have been a number of efforts in place to address gender bias (in hiring, search processes, classroom environments, tenure and promotion, etc.). These same efforts can be expanded to include a focus on ethnic and cultural biases that also prevail within these same environments. The efforts should focus on integrating the issues of ethnicity and culture into the gender bias training or awareness programs, rather than using a set-aside, segregated approach.

Issues relating to the community and the importance of community in the quality of life of faculty must be addressed in a more active, sustained manner. There should be more efforts between the University and the Community (Town-n-Gown) to ensure the region is supportive of and engaging to the cultures that are represented here. One person stated (and several agreed) that the issues related to the community that are specific to UR faculty must be addressed directly during interviews. For example, the reputation of some areas in the NRV as "sundown towns" needs to be openly addressed. In addition, such concerns as minority-focused organizations, hair salons, and events are crucial to those who are trying to make career decisions, especially when other regions are more compatible with their needs and interests. The importance of community, family's quality of life, and diversity cannot go unrecognized in terms of recruitment and retention factors. Given the need for UR faculty to establish multidimensional identities that will include identities outside the workplace, it is important for Virginia Tech to engage substantial effort in facilitating community diversity and community cultural competence.

Note that there are a number of recommendations from the research literature that address the themes emerging from the lunch discussions. In addition, the 2006 - 2007 Task Force on Race and the Institution report provides several recommendations and implementation suggestions to address many of the concerns raised in these discussions. The themes emerging from the lunch discussions and the Task Force recommendations should be reviewed together in an effort to identify overlapping solutions or redundancies.

There are a number of facilitators that we have already implemented that are consistent with the literature and our own best practices. But, there is also much room for improvement. Time and workload did not permit further exploration, but resources (human and financial) should be invested to further pursue empirically-based recommendations from the literature and integrate them with the findings in this report to impact our strategic activities related to institutional transformation.

AdvanceVT should be commended for their decision to acquire input from UR faculty. This effort was an act of inclusion and a demonstration of a sincere commitment to institutional transformation.

APPENDIX A: QUESTIONS AND PROBES

Five questions and 6 probes (Underrepresented Faculty)

1. How has *AdvanceVT* impacted you (i.e. Work/Life Balance, - stop the clock, childcare, sexism, racism, dual career hiring, meetings not occurring after 5 pm.

PROBE: What solutions or new ideas can you offer to ensure *AdvanceVT* is equally beneficial for all on a long-term basis?

PROBE: Do you feel involved in the *AdvanceVT* efforts? Why or why not?

PROBE: How would you prefer to be involved in or have impact on *AdvanceVT*'s efforts?

2. What convinced you to come to Virginia Tech?

PROBE: How can we incorporate the attractive features into the recruitment activities of VT?

3. What has contributed to your remaining at Virginia Tech?

PROBE: How can we ensure these features are part of our climate in order to retain underrepresented faculty?

4. What are the factors that cause you to consider leaving Virginia Tech?

PROBE: What can be done to reduce or eliminate these factors?

5. Any other concerns or solutions/suggestions?

APPENDIX B: GROUP 1**Summary Notes: *AdvanceVT* Luncheon for Underrepresented Faculty
(Latino, n = 2 and African-American, n = 6; total = 8)****March 14, 2007****1. How has *AdvanceVT* impacted you?**

- a. Men do not see themselves in *AdvanceVT*-initiated policies and do not benefit equitably from the policies.
- b. People outside of science and engineering are not aware of *AdvanceVT*'s efforts or impacts, and they don't benefit from *AdvanceVT*.
- c. *AdvanceVT* seems to work on the assumption that other Colleges are fine, but other Colleges suffer from the same problems.
- d. Family and Work Life balance (WFL) policies don't impact many of the untenured professors, especially those who come here who are single.
- e. *AdvanceVT* needs to focus more on single people and be more sensitive to their needs. Need more emphasis on single work life balance.
- f. There needs to be more cultural tailoring of the policies. Balance, for example, does not simply address the job and the immediate family, but many other forms of balance. To certain cultures, balance also means involvement in community organizations, extended family. How do you balance the "before 8" and the "after 5", when many of us live under the pressure of serving our communities (which is an obligation to the collective)?
- g. There is too much emphasis on WORK (scholarship, productivity). Many of us think holistically and value being well-rounded. People can contribute to the university in many other ways that directly benefit the university (volunteering in the community, for example). More efforts should focus on holistic development and growth, rather than how to achieve, compete, win in the traditional workplace.
- h. Minorities are overwhelmed with such activities as advising student groups (who serve minority students). How is this incorporated in *AdvanceVT*'s efforts? How is the minority tax addressed in terms of professional development? Will *AdvanceVT* address issues such as informal mentoring or advising and how to balance these informal demands, yet ensure success and work with departments who may not understand why the informal advising and mentoring has to be done (between underrep'd faculty and underrep'd students)?
- i. AP Faculty perform high amount of informal advising and mentoring of underrepresented students, yet there is no mechanism to report these efforts nor any mechanism to be credited for them.

2. Proposed Solutions to enhance *AdvanceVT* impact:

- a. Ask us about our definitions of “personhood” and “identity”. Then, use this information to decide what actions can be taken to transform the university. Use surveys and interviews of underrepresented groups that specifically target issues important to us.
- b. Note that Maslow’s hierarchy really applies here. We cannot thrive unless certain basic needs are met – safety and security, social/affiliation, for example; importance of community.
- c. The external community **MUST** be involved in recruitment efforts. See the Roanoke Model (Meese and Stuart). For example, candidates should be able to meet with members of the community to ask specific questions that are relevant to our experience (Sundown town? Hair? History?).
- d. Develop a more inclusive *AdvanceVT* website. It has images of women only, and if we are to develop an inclusive University, the images need to be more diverse (more gender and ethnic images).
- e. Go beyond the sciences and engineering. The rest of us (colleges) really need the same attention.
- f. Establish faculty student groups (in CEUT). These FSGs can address the question of how to be more inclusive, how to transform the institution, and build sustainable and equitable infrastructure. INVOLVE more people.
- g. Conduct brown bag lunches. Some should be homogeneous for underrepresented groups. Some should be heterogeneous also.
- h. Be creative about the presenters you select, so you can draw more underrepresented members in your audiences.
- i. There needs to be more collaboration with other units – OEO, although recent collaboration with Kevin McDonald, but more is needed; OMA and specifically, the numbers or data management issues need to be addressed. Needed to have early collaboration, but this was not done to any significant degree during proposal development of *AdvanceVT* nor in the first few years.
- j. Be more inclusive. Include in your efforts more visible actions to address inequities (in advancement) associated with sexual orientation and socioeconomic status. Socioeconomic status really has to be considered when addressing faculty advancement issues. Household incomes of underrep’d faculty are NOT the same as those of majority faculty (due to existing income levels and due to historical cumulative financial advantages).

3. Recruitment: What convinced you to come to Virginia Tech?

- a. My undergrad experience at Virginia Tech made me come. I am an Alumnus. I did not want to take another job, and Virginia Tech made me an offer. I was basing my decision on my experience here as an undergrad and thought it would be a great place to work.
- b. Opportunities for interdisciplinary collaboration. The Virginia Tech leadership really needs to recognize the importance of interdisciplinary collaboration to underrep’d faculty and should do a better job of marketing this feature. I was able

to determine the opportunity for interdisciplinary collaboration when I interviewed here.

- c. I had a summer fellowship and then was in the ABD program. Virginia Tech “got me early”. This program needs to be revitalized with the help of OEO to address the post-Michigan implications. The money is still here but it is not being used because of legal issues.
- d. Tech was very persistent in recruiting me.
- e. My position was new. It was an exiting opportunity. I had visited Tech before.
- f. Being able to come in as AP Faculty as opposed to staff made a difference.
- g. The search process moved really fast, and this really helped. Search processes that are too slow are a hardship on candidates (financial) so the process needs to be faster and more efficient.
- h. Educational benefits are great, and the climate is very supportive if you wish to continue your education.
- i. The “faith community” has helped.

4. Recruitment: Solutions:

- a. Include more information about the spiritual support organizations during the search process. Include Agnosticism, Atheism, Wicca.
- b. Be aware of the importance of the “whole person” to underrep’d faculty or candidates. The continuum of identity needs to be addressed and should be made more explicit during an interview or a visit.
- c. Recruit people by targeting certain disciplines that tend to attract underrep’d faculty. Identify these people in the predoctoral stage and stay in contact with them.
- d. Increase the speed and efficiency of search processes.

5. Retention: What is keeping you here:

- a. Collaboration. People who value collaboration.
- b. Underrep’d colleagues who have served as informal mentors and sounding boards in other departments.
- c. I have no where else to go.
- d. Hope keeps me here. Excitement that exists here around diversity and inclusion keeps me here.
- e. Educational opportunities.
- f. My department head.
- g. Virginia Tech is the “devil I know.” Not sure other places are better or worse than Virginia Tech. Grass is not necessarily greener elsewhere.
- h. Outdoor environment and opportunities for outdoor activities.
- i. Family roots; kids and a need for stability.

6. What would make you leave Virginia Tech?

- a. Not getting tenure.

- b. Not finding people I can date. There are very few Latinos and African-Americans here. And, there are very few who are single, available, and sane.
- c. Very few who are compatible with me and my lifestyle.
- d. If my spouse leaves for a better opportunity, then I will leave.
- e. Better opportunities will make me leave.
- f. Better quality of life overall will make me leave. Need more diversity and cultural outlets to increase quality of life.
- g. Minority tax will make me leave. It is getting harder and harder to find balance.
- h. When fulfilling the “minority tax”, there is now recognition. So, if I feel devalued or feel my serve and research directions are not valued, I will leave.
- i. When I finally get fed up with the lack of diversity, the isolation I will leave.
- j. My department head does not value my research. It is not supported. It is undervalued. This will make me leave.
- k. Overall, feeling undervalued yet worked to death but not supported at all will make me leave.

7. Retention Solutions:

- a. Match the compensation of underrep’d faculty to their workload with an understanding that we are over-worked due to the minority tax.
- b. Realize department heads impact the climate and a poor department head or administration supervisor can impact the climate in a huge way. Some do things well, but some really fail and need to be held accountable.
- c. Need more underrep’d deans, dept. heads, vice presidents and center directors.
- d. Keep the Provost’s meeting with untenured faculty, but it seems the Provost is having a hard time getting to everyone. Perhaps change this to focus groups.
- e. We need more flexibility in meeting teaching, research, and scholarship obligations. There are many creative ways that each individual could achieve in these areas, but deviations from the traditional white male model are not recognized or welcomed, but need to be.

APPENDIX C: GROUP 2**Summary Notes: *AdvanceVT* Luncheon for Underrepresented Faculty
(Latino, n = 4 and African-American, n = 10; total = 14)****March 22, 2007****1. How has *AdvanceVT* impacted you?**

- a. Changes are subtle but hard to attribute to *AdvanceVT*.
- b. No specific qualitative or quantitative change.
- c. Meetings, books, and reports were invigorating and gave me hope.
- d. Level of awareness of family and work life balance issues has benefited us and has also enhanced awareness within departments.
- e. The energy and resources of *AdvanceVT* helped to push policies that were not moving slowly previously.
- f. No presence or visibility within my department. A lot of people still don't know what *AdvanceVT* is.
- g. Has helped increase awareness of importance of departmental leadership – how it can help or hurt.

2. Proposed Solutions to enhance *AdvanceVT* impact:

- a. *AdvanceVT* needs to be more proactive.
- b. Advance needs to recognize the value of UR minorities and the collective UR minority culture.
- c. Need UR minorities to work together to help Advance transform the institution. An advisory board might be helpful.
- d. Make sure UR minorities have more of a voice and leadership across the board and at all levels of *AdvanceVT*.
- e. Consider design and research to provide inputs on transformation from the perspective of UR minorities. Input should be early so it is more inclusive.
- f. The first focus in the first few years was family, but it is critical that the focus include research on identifying overlapping and contrasting issues related to UR groups.
- g. *AdvanceVT* should focus more on ways to recognize merit that are more inclusive. “How is merit defined and recognized?” Inequities in accomplishments are caused by exclusive definitions.
- h. *AdvanceVT* should recognize UR minority culture in terms of not announcing our own accomplishments (is considered inappropriate), but others believe UR minorities are not accomplishing at all.
- i. The definition of “qualified” has not yet been addressed. The bias in how credentials are evaluated (differences in styles, approaches, etc.) is not being addressed as an issue of equity by *AdvanceVT* for both gender and ethnicity. The

type of research an individual pursues may, in fact, be an extension of their culture and may be in direct contradiction to traditional approaches to research.

- j. To be successful, *AdvanceVT* must collaborate with other units == OEO, OMA, Researchers outside of *AdvanceVT*. Must seek out partnerships with these groups and the relationship needs to be more reciprocal.

3. Recruitment: What convinced you to come to Virginia Tech?

- a. The ABD program was very effective especially because service was a focus and the focus on diversity issues.
- b. A diversity cluster would help with recruitment and would support the ABD program.
- c. Funding people as grad students helped to recruit. Several alumni came to Virginia Tech because of the commitment to them (financially) as grad student.
- d. Dual career and trailing partner assistance was a benefit. The trailing partner problem needs to be addressed and the dual career program needs to be expanded. There is no formalized dual system and we need one. Better efforts should be made to ensure the trailing partner's job is commensurate with experience.
- e. One positive recruitment factor was my Dean's support of the dual career hire.
- f. Educational benefits were attractive but leadership must consistently support and enforce the initiatives.

4. Recruitment: Solutions:

- a. Some of the best practices have had positive impacts on recruitment. Several best practices have been implemented, but in an informal way. These practices are only partially successful because there are no resources to formalize and sustain them, no policy changes, and no accountability.
- b. To help with recruitment, *AdvanceVT* should review best practices and see which practices should be institutionalized and sustained.
- c. Barriers to recruitment are related to the initial placement of spouses. These jobs are not explicit, not clear. This then becomes a retention issue because the spouse is not satisfied in their current position.
- d. We need to be more transparent. The lack of transparency and negative press associated with dual career and trailing partner issues. The perception is the partner is not qualified for the position.

5. Retention: What is keeping you here:

- a. Family ties are important. The ties I have here have kept me here.
- b. A threat to retention is the lack of commitment to specific initiatives. There is little commitment of resources (money, personnel) to ensure successful initiatives are sustained.
- c. Mentoring of junior faculty has helped to retain them.
- d. Feeling valued, supported, and invested in by the university.
- e. Evidence of others being committed to change has kept me here.

- f. A major threat is the University's tendency to operate without accountability. This makes faculty want to leave.
- g. The "Bob Bates" approach was effective, but he took a lot of heat. However, his of rewarding those who could recruit UR faculty was also a retention factor for many UR faculty. The university needs to repeat some version of this same program and the leadership needs to support it.
- h. We need to brand ourselves as valuing retention of UR faculty. When the "personality" is visible, people will stay.
- i. Retention barrier: There is no real institutional commitment to diversity. The diversity report on the FAR is a joke. People are disillusioned by this and it becomes a threat to retention. Institutional commitment MUST be genuine.
- j. Retention Barrier: AP faculty have no formalized infrastructure to support advancement, merit and reward, and evaluations.
- k. Retention Barrier: There are inequities in how AP faculty positions are being created. These positions seem to be easily created for majority group members, but once an opportunity arises that might include a minority or minority-focused AP position, the excuse is that there are no resources or a position cannot be developed. Many of the appointments of majority AP faculty are made without a search and their qualifications are questionable. THIS IS A DOUBLE STANDARD.
- l. Qualified mentors can be an effective retention tool.

6. What would make you leave Virginia Tech?

- a. If my research is or continues to be devalued and criticized, I will leave.
- b. A lack of trained mentors who appreciate and value the work of junior faculty they are mentoring is an environment that is difficult to thrive in.
- c. The decision to leave is hugely impacted by one's department head.
- d. The quality of my work life, if it decreases, will make me leave.
- e. One factor in many people's decision to leave relates to the community. When you have children, it is difficult to keep them here in such a narrow-minded area.
- f. It's all relative. The grass is not greener in other places. Knowing this keeps me from leaving.
- g. Knowing that change is happening makes me want to remain.
- h. The slower pace of this area is nice, but it is hard for kids. Virginia Tech must invest in community and improve the quality of life for UR faculty. Quality of life is not just a campus issue == it's a community issue and Virginia Tech needs to be less passive and more active in addressing quality of life in the community since the University has such a large financial impact on the community.
- i. Majority colleagues see the area as value added, but Virginia Tech is not addressing the drawbacks for UR faculty and Virginia Tech has not yet tried to focus on benefits of the area for UR faculty.
- j. It is difficult to stay because the diversity is so very low that it is impossible for me to be anonymous and invisible.

7. Retention Solutions:

- a.** We need full scale curriculum transformation. Without this, there are few incentives to remain.
- b.** We need inclusive policies in place to recognize merit.
- c.** We need search committees that are more competent and we need training for those serving on search committees. Refer to UVa's mandatory training.
- d.** We need to ensure that those who seek or are placed in leadership positions are culturally competent. This should be a requirement for the job.
- e.** We need increased awareness of what it means to be inclusive and use inclusiveness as the driver for all policy development so benefits of policies are equitably distributed.
- f.** The institution is not ready to compete in a global society. This needs to change. If the faculty are more progressive than the institution, faculty will leave and go to more progressive institutions that are moving forward faster.
- g.** We need resources set aside to support professional development of ALL employees in the areas of diversity and inclusion. The orientation should include these topics as well. Instructional faculty **MUST** be trained in these areas.
- h.** The culture of instructional faculty needs to be managed. There is too much autonomy. The faculty senate needs more diverse representation.