



Report to IFO Board

**ADVANCING FACULTY OF COLOR IN THE ACADEMY: AGENDA FOR
ACTION SPRING 2023**

Dr. Barbara Holmes | IFO Mentoring Workgroup | February 24, 2023

“One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination.” -John C. Maxwell

OVERVIEW

The IFO Mentoring Workgroup’s purpose is to support the retention of faculty of color through carefully designed mentoring activities. The priority goal is to provide guidance responsive to the needs and concerns of faculty of color at all academic ranks. The IFO Mentoring Workgroup works with campus caucuses to:

- (1) ascertain faculty concerns about the promotion and tenure process
- (2) lead efforts to identify and provide needed mentoring support
- (3) develop state-wide programs to improve faculty life in the academy
- (4) sustain focus on equity and diversity initiatives and,
- (5) collect and analyze data on university climate affecting faculty of color.

Holmes and Willis (2022) affirm that intentional mentoring is an act of graceful caring. It contributes to the future by helping to sustain the development of emerging scholars.

IFO MENTORING WORKGROUP MEMBERS

- Dr. Barbara Holmes
- Dr. Sherrise Truesdale-Moore
- Anne Fishhaber
- Kathryn Engdahl
- Alanna Galloway

The work of the mentoring workgroup emerges from the goals articulated in the IFO Equity and Inclusion Strategic

Plan:

IFO EQUITY AND INCLUSION STRATEGIC PLAN

The IFO adopted an Equity and Inclusion Strategic Plan in September 2019. Historically, the IFO has been a leader in the communities we serve and in the State of Minnesota in advocating for diversity, equity, and inclusion. This work has long been done by staff and individual leaders in the union, whose labor we recognize and value. However, until now, the organization has not developed a comprehensive approach to achieving our equity and inclusion goals.

As We Move Forward

The Inter Faculty Organization (IFO) Mentoring Group remains attentive to sustaining momentum in efforts to support faculty of color. Just coming off the heels of a very successful faculty of color mentoring summit, we want to implement responsive actions to demonstrate continuing commitment to this initiative.

Since the summit, we have carefully reviewed the evaluations submitted by participants of the summit and faculty expressed needs for further support. In addition to gathering and analyzing data, we will also initiate an annual survey of the institutional climate for faculty of color. Our goal is to remain present, participating, and proactive to the needs of faculty of color and implement responsive actions that lead to retention and persistence of faculty of color in the academy.

Next Steps

Attendees at the January 2023 Mentoring Summit indicated a strong interest in having more mentoring workshops provided. In response to

these requests, several additional workshops are being developed to be offered during spring semester.

Mentoring Workshop Series

The workshop schedule is as follows

1. March 31, 2023, 12-3 p.m. *Creating Mentor and Mentee Expectations*. Presenter, Dr. Barbara Holmes
2. April 21, 2023, 12-3 p.m. *Negotiating the Tenure and Promotion Process*. Presenter, Dr. Sherisse Truesdale-Moore
3. May 12, 2023, 12-3 p.m. *Techniques for Building a Community of Trusting Relationships*, Presenter, Anne Fishhaber

Research & Scholarship Opportunities

Meeting the promotive performance criteria of the tenure and promotion process requires faculty to publish research and scholarship. To support faculty of color in meeting this requirement, we have developed special editions of the Journal of Advancing Education Practice (JAEP) focused on mentoring faculty of color. The journal is hosted by Winona State University on the Open River Digital Repository website: <https://openriver.winona.edu/jaep/vol3/iss2/>



This initial volume was summarized as follows:

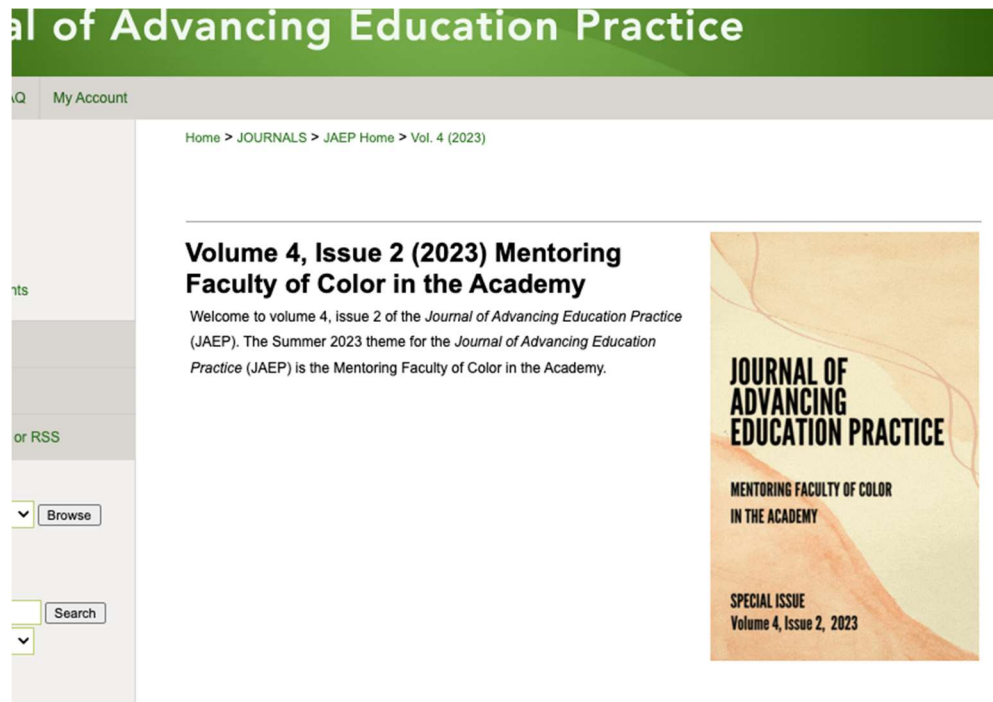
Volume 3, Issue 2 (2022) Faculty of Color Expressions and Perspectives

The Summer 2022 theme for the Journal of Advancing Education Practice (JAEP) was Faculty of Color Expressions and Perspectives. The editorial team recognizes that equity and inclusive excellence are important goals for higher education. All voices need to be heard on these issues to empower the community of learning that supports education. Narratives and opinions are welcome for this special issue that elaborate on the following:

1. Describing the lived experiences of faculty of color in academia,
2. Reimagining an inclusive culture for higher education,
3. Envisioning mentoring strategies that empower and support faculty of color,
4. Engaging BIPOC (Black, Indigenous, and People of color) faculty traditionally underrepresented in education, and
5. Reforming practices to develop scholarship that leads to better understanding and enlightenment.

Summit participants requested that additional scholarship opportunities be created as part of the mentoring initiative. In response, another special edition of JAEP will be developed. The next volume of JAEP will be published in Summer 2023 and the Call for Papers for this edition is being circulated to faculty of color and all participants of the mentoring summit. Kendall Larson, the Journal of Advancing Education Practice Publication Coordinator, created the special issue cover which carries the title: *Mentoring Faculty of Color in the Academy*. We are preparing to solicit manuscripts for this special issue which will be produced in summer 2023. In addition, all IFO

Board members are invited to submit manuscripts on mentoring to the journal.



In preparation for this special edition, the editors of the Journal for Advancing Education Practice extended a special invitation to IFO President, Dr. Patrick Clipsham, to write the prologue for the special edition on mentoring faculty of color. I am pleased to share with the IFO Board the powerful prologue that Dr. Clipsham prepared and submitted for publication

Mentoring Faculty of Color

Prologue

Patrick Clipsham

“We have an obligation to educate, emulate, and lead with actions towards becoming model stewards for equity and inclusion.” -The Inter Faculty Organization’s Equity and Inclusion Plan

The Inter Faculty Organization (IFO) is the labor union that represents the faculty at Winona State University. The IFO’s Equity and Inclusion plan declares that “...we have an obligation to educate, emulate, and lead with actions towards becoming model stewards for equity and inclusion.” This statement is admirably clear and direct. It tells us that the IFO accepts that it has a moral obligation to support and empower faculty who are people of color, black, indigenous, queer, trans, disabled, or have any other marginalized identities. The IFO acknowledges that the promotion of equity and inclusion is a moral imperative – it is simply the right thing to do. But as a union that represents the faculty at public institutions of higher education, the IFO has especially powerful reasons to create equitable, inclusive, and diverse educational environments.

If public institutions of higher education are to survive and thrive into the future, these institutions must acknowledge that educating everyone is critical to achieving their mission. For too long, the systemic oppression of people from marginalized communities has made it difficult for anyone but the most privileged to access higher education. This inequality in access serves to deepen and further exacerbate the harms done to marginalized communities. This social injustice cannot be remedied until marginalized groups are welcomed to our university communities and empowered to fully participate. Unions must become powerful catalysts in advocating for faculty, in elevating diverse voices and promoting equity and inclusion.

Students learn best from representative role models who share similar experiences and who mirror the identities of the student body. This is why emulation is mentioned in the Inter Faculty Organization’s Equity and Inclusion Plan. The only way to effectively educate a diverse body of students in an equitable fashion is to create an environment that emulates or represents the richness of a vibrant and diverse community.

Becoming model stewards for equity and inclusion is a moral imperative – it’s just the right thing to do. Everyone should aspire towards this noble goal and has an obligation to resist the systemic oppression of those with marginalized identities. But the obligations declared in the IFO’s Equity and Inclusion plan go beyond this moral imperative. All public higher educators must respond to the call to transform higher education for the better. Each educator must take steps to create equitable, inclusive, and just institutions of higher education.

Mentoring Summit Reflections

All Mentoring Summit participants were invited to submit a reflection on what was learned during the mentoring summit for consideration by the journal for publication in the next special edition of the Journal for Advancing Education Practice.

Journal of Advancing Education Practice (JAEP)

Special Issue: Mentoring Faculty of Color in the Academy

Spring 2023 Call for Papers

Theme: *Collaborative Discourse on Insightful Mentoring for Faculty of Color*

DeJuanna Parker, Ph.D., Guest Editor

The Journal of Advancing Education Practice (JAEP) is a peer-refereed journal designed to provide a platform for the publication of emerging research in the field of education that focuses on current issues and challenges in education. The editorial team encourages and supports new voices and perspectives in education and the identification of practices and reflections that have the potential to transform education.

JAEP encourages submissions from faculty, practitioners, emerging scholars, and researchers. Providing a space for practicing scholars to join the academic discourse of the profession creates the opportunity for professional growth. Providing a platform for voices from the field is an important part of the aims of this publication.

The Spring 2023 theme for the Journal of Advancing Education Practice (JAEP) is *Collaborative Discourse on insightful mentoring for Faculty of Color*. As a practitioner-friendly academic journal, JAEP welcomes original research, opinions, reflections, perspectives, action research, practical strategies, and commentary that might improve the culture of higher education and advance educational equity. The request for this special issue emerges from the Minnesota State Mentoring Summit for Faculty of Color held on January 20, 2023. The journal editorial board encourages all summit participants and stakeholders to share their thoughts on the value of mentoring in promoting the retention of faculty of color in colleges and universities.

Thank you for considering the Journal of Advancing Education Practice (JAEP) as the scholarly outlet for disseminating your academic work. Members of the editorial board take great pride in the work to sustain this academic journal that takes seriously the goal of creating new spaces for publication of work around this very important topic. Manuscript submissions are due April 30, 2023. Article submission instructions are located at:

<https://openriver.winona.edu/jaep/>

Mentoring Actions for International Faculty

Another clear suggestion that emerged from the mentoring summit was a suggestion for the mentoring workgroup to find ways to better serve international faculty. In response to this concern, Dr. Sherisse Truesdale-Moore is developing a survey to be administered to international faculty collecting data on the specific components of mentoring of interest to this demographic. Once survey data is collected and analyzed, the mentoring workgroup will discuss ways to meet the needs to this particular group of faculty of color.

Mentoring Climate Annual Survey

Carruthers (2022) explains that a mentorship program survey is useful in measuring different aspects of mentorship and understanding how participants feel about the mentorship experience. Program planners need to know if faculty of color are growing, being challenged, are building trusting relationships, and thriving on college and university campuses.

Anne Fishhaber is providing leadership for the mentorship survey and may gather information from participants, including:

- Demographic details
- Mentor/mentee activities
- Identifying challenges in the promotion and tenure process
- Gathering anecdotal feedback to help improve mentorships
- Identifying ways to improve the lived experiences on campuses.

Mentoring Calendar

January is celebrated nationally as National Mentoring Month. We need to start building a comprehensive mentoring calendar of events that lays out the mentorship program for the entire year. We would also like suggestions from the IFO Board in this regard.



Some Questions Regarding Future Mentoring Plans

The IFO Mentoring Workgroup is very much in its infancy, and we are building the plane and flying it at the same time. Some questions that deserve our collective best thinking include:

1. What kinds and scope of activities do we want to implement leading up to National Mentoring Month in January?
2. What is the vision for celebrating National Mentoring Month statewide?
3. What are plans for expanding the Welcome Book for Faculty of color that we produced in the fall?
4. Do we want to make the Mentoring Summit an annual event?
5. How important are research and scholarship opportunities and how do we expand in this area?

6. How do we get the equity caucuses to promote and support mentorship work at the campus level?
7. What are the specific data elements that need to be addressed in the Annual Faculty of Color Survey?
8. We are currently operating as the little engine that could. What do we plan to do about staffing and supporting the mentorship work?



References:

Carruthers, R. (2022). Mentorship program survey.

<https://www.togetherplatform.com/blog/mentorship-program-survey-questions#:~:text=A%20mentorship%20progm%20survey%20is%20a%20questionnaire%20designed,things%20helps%20you%20build%20a%20better%20mentorship%20program.>

Greig, A., Holmes, B. (2019). Impactful Mentoring of Women Graduate Students: Guiding the Development of Leadership Behaviors

<https://openriver.winona.edu/cgi/viewcontent.cgi?article=1018&context=leadershipeducationcapstones#:~:text=Impactful%20mentorship%20is%20positive%2C%20mutual%20and%20reciprocal%20%28Ragins%2C,what%20mentoring%20is%20needed%20to%20guide%20leadership%20development.>

Holmes, B., & Willis, K. (2022). Intentional Mentoring: A Shared Journey of Discovering and Supporting Diverse Talent in Academia. *The Journal of Advancing Education Practice*, 3 (2). <https://openriver.winona.edu/jaep/vol3/iss2/>

A teal graphic element consisting of several overlapping, semi-transparent shapes that form a pointed, arrow-like shape pointing to the right. The colors range from a dark teal to a lighter, almost white teal.

“The path to diversity begins with supporting, mentoring, and sponsoring diverse women and men to become leaders and entrepreneurs.”

Denise Morrison, the former
President, and CEO of Campbell
Soup Company: