Meeting the Needs of Faculty to Support Students

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**Institutionally-focused**

- Inequities are problems of practice.

- Engage in study of institutional practices to understand why they are not working as expected.

- Develop/implement innovation, informed by inquiry findings.

- Continued cycles of evaluation, inquiry, and improvement to close equity gaps.
2.8 MILLION CA UNDERGRADUATES

- White: 43%
- African American: 16%
- AANHPI: 6%
- Latinx: 26%
- Other: 4%
- Unknown: 5%

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TWO-THIRDS OF LEADERSHIP & TENURED FACULTY POSITIONS IN CALIFORNIA HIGHER ED ARE OCCUPIED BY WHITES

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Why Racial Equity in Faculty Hiring?

Students of color

- Experience better academic outcomes when taught by faculty of color.
- Are more likely to identify with and approach faculty of the same racial and ethnic background.
Why Racial Equity in Faculty Hiring?

Culturally Responsive Classrooms:

• Have high expectations and favorable views of students of color, relative to white faculty.

• Utilize pedagogical approaches that are relevant to, and advance the learning of, students of color.

• Curb the “stereotype threat” experienced by students of color.
Why Racial Equity in Faculty Hiring?

Create Campus Cultures that foster the success of minoritized students

- Enhance the “sense of belonging” that students of color can feel on campus.
- Promote positive, and curb negative, social outcomes for students of color.
- Advocate for, and build relationships with, students.