

# clusterluck

beyond the film



## related readings



Bloom, Q., Curran, M., & Brint, S. (2020). Interdisciplinary cluster hiring initiatives in US research universities: More straw than bricks? *The Journal of Higher Education*, 91(5), 755-780. <https://doi.org/10.1080/00221546.2019.1688615>

Cole, E. R., McGowan, B. L., & Zerquera, D. D. (2017). First-year faculty of color: Narratives about entering the academy. *Equity & Excellence in Education*, 50(1), 1-12. <https://doi.org/10.1080/10665684.2016.1262300>

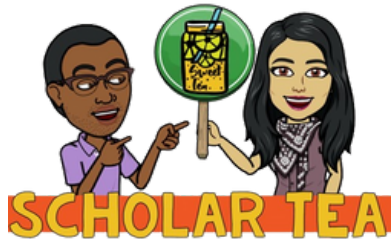
Fries-Britt, S., Kelly, B.T. (2005). Retaining each other: Narratives of two African American women in the academy. *Urban Rev* 37, 221-242. <https://doi.org/10.1007/s11256-005-0006-2>

Griffin, K. A. (2019). Redoubling our efforts: How institutions can affect faculty diversity. *Redoubling our efforts: How institutions can affect faculty diversity. Race and ethnicity in higher education: A status report*. <https://ace.e-wd.org/resources/ideas-and-insights/redoubling-our-efforts-how-institutions-can-affect-faculty-diversity/>

Hall, C. N. (2023). Centering joy and community for the wellbeing of Black faculty. *The Journal of Faculty Development*, 37(1), 76-79.

Kelly, B. T., Gayles, J. G., & Williams, C. D. (2017). Recruitment without retention: A critical case of Black faculty unrest. *The Journal of Negro Education*, 86(3), 305-317. <https://doi.org/10.7709/jnegroeducation.86.3.0305>

Siegel, D. J., Barrett, T. G., & Smith, T. H. (2015). To stay or go: A comparison of factors influential in the decision of African American faculty to remain at two elite southern research universities. *The Journal of Negro Education*, 84(4), 593-607. <https://doi.org/10.7709/jnegroeducation.84.4.0593>



**Scholar Tea Podcast**

**Season 4 Episode 1: Live at ASHE '23 with Candace Hall**

<https://soundcloud.com/scholar-tea/season-4-episode-1-live-at-ashe-23-with-candace-hall>



**Association for the Study of Higher Education (ASHE) Presidential Podcast Series 2023–Higher Education Research: Purposes, Policies, and Practices**

Season 2, Episode 6: Where Do We Go From Here

<https://podcasts.apple.com/us/podcast/season-2-episode-6-where-do-we-go-from-here/id1641816344?i=1000635704275>



**Blacktivism in the Academy**

**Season 4, Episode 2: Creating Clusterluck**

<https://blacktivismintheacademy.libsyn.com/402-creating-clusterluck>

*watch this*  
**clusterluck | spring 2023 tour**



# notes from the film **clusterluck**

## the **problem**

According to the National Center for Education Statistics, Black faculty are roughly 6% of the total number of faculty across postsecondary education.

Disaggregated by rank, Black faculty make up:

6.4% of Assistant Professors

5.5 % Associate Professors

3.8% Full Professors

National Center for Education Statistics. (2022). Characteristics of Postsecondary Faculty. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved [24 June 2022], from <https://nces.ed.gov/programs/coe/indicator/csc>.

In recent years, many institutions have recruited underrepresented scholars to join their faculty **without attention to retaining and supporting** the new recruits. Black faculty are often recruited to historically white institutions and enter suboptimal campus climates (Kelly et al., 2017; Siegle et al., 2015).

As institutions seek to dismantle racism and oppressive structures on their respective campuses, they must also be committed to **diversifying** the professoriate and thoughtful about **retention** and **support**.

Increasing faculty diversity requires attention to departmental and campus climates and environments, including the provision of support and resources necessary for faculty retention. Some describe a revolving-door phenomenon, noting that higher education makes little progress in faculty diversity because Black, Latinx, and Native American new hires often simply replace scholars of color who did not persist."

*-Kimberly A. Griffin, Redoubling Our Efforts: How Institutions Can Affect Faculty Diversity*

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