Faculty Diversity Matters: Cultivating Wisdom, Moving to Action

April 17-19, 2016
Commons Hotel, Minneapolis, Minnesota

Hosted by:
Office for Equity and Diversity
University of Minnesota

Facilitated by:
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Keeping Our Faculty Symposium Sponsors

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University of Minnesota
WELCOME LETTER

April 17, 2016

Dear Colleagues,

Welcome to “Keeping Our Faculty VII: Recruiting, Retaining, and Advancing American Indian Faculty and Faculty of Color” and to the University of Minnesota.

We are honored once again to host this important symposium and pleased that you have joined us to explore how colleges and universities can work to create institutional climates that support American Indian faculty and faculty of color.

This year’s theme—*Faculty Diversity Matters: Cultivating Wisdom, Moving to Action*—is timely as students have lifted their voices across the nation and called for action. Clearly, we still have a long way to go to fulfill our commitment to diversifying our campuses. We are excited by the innovative research being presented at this symposium on recruiting, retaining, and advancing American Indian faculty and faculty of color, and on how to transform institutional culture to make that possible.

Faculty diversity is critical to the academic mission of colleges and universities. Across the nation, everyone in the academic community has a role to play in advancing equity, diversity, and inclusivity. At the University of Minnesota, for example, we reaffirmed our commitment to the educational benefits of a diverse student body by signing onto an *amicus curiae* brief in the most recent race-conscious affirmative action case: *Fisher v. University of Texas*. Hosting “Keeping Our Faculty VII” is another way that we reaffirm our commitment to equity and diversity.

Thank you for being part of this symposium as we work together to advance a more diverse, equitable, and inclusive system of higher education in the United States.

Sincerely,

Eric W. Kaler
President
April 17, 2016

Dear Colleagues,

We are pleased to welcome you to the Keeping Our Faculty of Color VII Biennial Symposium. At this gathering, scholars, practitioners, and administrative leaders from across the country will address one of the most critical challenges facing higher education—the development, recruitment, and retention of faculty of color. Your presence here testifies to your commitment and your understanding that this is an urgent challenge.

As you know, the persistent underrepresentation of faculty of color and American Indian faculty in higher education imperils the quality of the education we are able to provide all students. The absence of a diverse faculty constrains the vitality of our disciplines and the relevance of our research and teaching.

Centered on the theme of “Faculty Diversity Matters: Cultivating Wisdom, Moving to Action,” the symposium will explore research-based strategies, cross-disciplinary theories, and innovative practices to advance diversity in our institutions’ classrooms, departments, and campuses. Our keynote speakers and presenters will challenge and inspire us to revitalize our efforts. We need to understand the reasons for the persistent lack of faculty diversity on our campuses—social and institutional barriers, issues of historical legacy and racism, pipeline challenges, and issues of mentoring and climate—and we need to find solutions.

Keeping Our Faculty was founded on our campus in 1998 and remains the only national symposium focused on advancing faculty diversity in higher education. There is still much work to do. We look forward to the presentations of the next two days and to the conversations they are sure to engender—as well as to sustaining our efforts when the symposium ends.

Sincerely,

Karen Hanson
Executive Vice President and Provost

Katrice Albert
Vice President for Equity and Diversity
SPONSORS
This symposium is made possible by the generous contributions of the following sponsors:

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Medical School Office of Faculty Affairs, University of Minnesota
College of Education and Human Development, University of Minnesota
School of Public Health, University of Minnesota
College of Liberal Arts, University of Minnesota

Special Thanks
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College of Continuing Education, University of Minnesota

Symposium Co-Chairs
- Priscilla Gibson, Professor, School of Social Work, Faculty Development Fellow, Institute for Diversity, Equity, and Advocacy (IDEA), University of Minnesota
- Michael Goh, Associate Vice Provost, Director, Institute for Diversity, Equity and Advocacy (IDEA), Office for Equity and Diversity (OED), Associate Professor, Comparative and International Development Education, Department of Organizational Leadership, Policy and Development (OLPD), Affiliated Faculty, Interdisciplinary Center for the Study of Global Change (ICGC), University of Minnesota

Local Planning Committee
- Heidi Barajas, Executive Director, Robert J. Jones Urban Research and Outreach-Engagement Center, Associate Professor, Organizational Leadership, Policy & Development, University of Minnesota
- Laura Bloomberg, Associate Dean, Humphrey School of Public Affairs, University of Minnesota
- Sue Borowick, Executive Director, College of Continuing Education, University of Minnesota
- Heather Dorr, Associate Program Director, College of Continuing Education
- Amelie Hyams, Program Manager, Institute for Diversity, Equity and Advocacy (IDEA), University of Minnesota
- Allen Levine, Professor and Liaison for Special Initiatives (Provost’s Office)
- Karen Miksch, Associate Professor, Department of Organizational Leadership, Policy, & Development, University of Minnesota
- Jean O’Brien, Professor, Department of History, Chair of American Indian Studies, University of Minnesota
- Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs, Professor of Higher Education, University of Minnesota
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**#KOF2016**

Participate in the symposium backchannel by using the hashtag #KOF2016 prior to and during the symposium to meet new colleagues and network with other symposium participants.

**Guidebook Mobile App**

The Keeping Our Faculty Symposium VII has gone mobile! Attendees can plan their days with a personalized schedule and browse keynote speakers, concurrent sessions, and venue maps. The app is compatible with iPhones, iPads, and Android devices. Windows Phone and Blackberry users can access the same information via the mobile site: [http://guidebook.com/guide/41971](http://guidebook.com/guide/41971).

**iOS and Android users:**
- Download 'Guidebook' from the Apple App Store or the Android Marketplace
- Scan the following image with your mobile phone’s QR-Code reader
REGISTRATION AND GENERAL INFORMATION

Registration Desk
The registration desk is located on the second floor of The Commons Hotel, 615 Washington Ave SE, Minneapolis, on the East Bank of the University of Minnesota. Staff will help participants check in, answer questions, and handle on-site registration during the following hours:

- Sunday, April 17, 2016 3:00 p.m.–6:00 p.m.
- Monday, April 18, 2016 7:30 a.m.–5:00 p.m.
- Tuesday, April 19, 2016 7:30 a.m.–1:30 p.m.

Registration services are provided by the College of Continuing Education, University of Minnesota.

Program Changes
All program changes or cancellations will be reflected in the Guidebook mobile app.

Display Table
Please display information about your current research, publications, institutions, or programs at the display table located in the registration area. You must provide an order sheet if you would like participants to order publications from you. Mark “display only” clearly on publications which must be ordered.

Meals and Refreshments
We will provide refreshment breaks throughout the symposium. These items are available in the Meridian Foyer & Summit. We will also provide the following meals:

- Sunday, April 17, 2016  Reception Hors d’Oeuvres
- Monday, April 18, 2016  Continental Breakfast, Lunch, and Reception Hors d’Oeuvres
- Tuesday, April 19, 2016  Continental Breakfast and Lunch

Sponsor Exhibits
Sponsors of the Keeping Our Faculty Symposium VII have exhibit booths set up in the Meridian Foyer. We encourage participants to visit the sponsors during breaks and open sessions throughout the symposium.

Posters
Posters will be set up in the Meridian Foyer throughout the symposium. We encourage participants to visit the poster displays during breaks, open sessions, and during the poster session on Monday, April 18, 2016.
**Continuing Education Units**
Participants who attend the entire Symposium will receive 1.175 Continuing Education Units (CEUs). One CEU is defined as 10 contact hours of participation in an organized continuing education program. A CEU certificate will be sent to each participant after the conference. A permanent record of CEUs earned will be maintained by the University of Minnesota Office of Admissions and Records Transcript Office.

**Cell Phones, Mobile, and Tablet Devices**
Please mute your cell phones, mobile and tablet devices while in all meeting rooms. Also, please turn the sound on your laptops to mute.

**Parking**
Self-parking for $15/night. Self-parking is located directly behind the hotel in the flat parking lot. Overflow parking is available in the Washington Street ramp, which is connected via skyway on the 3rd level—there are vehicle size restrictions. Buses and oversized vehicles require special advance arrangements through the University of Minnesota. Valet Parking available for $25/night.

**Internet Access**
The Commons Hotel features free wireless Internet throughout the entire facility. Note that we will have many attendees accessing the Internet throughout the symposium, and you may experience delays during peak times.

**Safety/Medical Information**

**Campus Safety Information**
University Police (non-emergency)
612-624-2677
Free campus escort service
612-624-9255
Motorist assistance
612-626-7275

**Medical Care**
Emergency medical care
911

Boynton Health Service
612-625-8400
University of Minnesota Minneapolis campus
410 Church Street SE
Minneapolis, MN 55455

Fairview-University Hospital
612-273-3000
University of Minnesota Minneapolis campus
500 Harvard Street SE
Minneapolis, MN 55455

For assistance while you are in the hotel, please dial “0” from a house telephone.
The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This publication is available in alternative formats, upon request. Disability accommodations will be provided upon request. For information, call 612-624-4230.

SPECIAL EVENTS
All registered attendees are invited to attend the following events, which are included in your registration fee.

Welcome Reception  
Sunday, April 17, 2016  
The Commons Hotel, Pinnacle Ballroom  
4:00–6:00 p.m.

Light hors d’oeuvres will be served and a cash bar will be available.

Poster Session and Networking Reception  
Monday, April 18, 2016  
The Commons Hotel, Meridian Foyer & Summit  
3:30–4:45 p.m.

Light hors d’oeuvres will be served.
Penumbra Theatre Company

Penumbra Theatre Company has been recognized as the largest and most important African-American theatre in this nation. It has been named “Best Theatre for Drama” by City Pages and “One of Ten Companies that Make a Difference” by Stage Directions magazine.

We are excited to offer our registrants the opportunity to attend a special presentation hosted by Sara Bellamy of the Penumbra Theatre Company.

A limited number of seats have been reserved for Symposium registrants for this event. Preregistration is required, one ticket per registrant, while tickets last. Please check in with the registration desk for possible available tickets on-site.

McNamara Alumni Center on the University of Minnesota Campus Monday, April 18, 2016, at 6:00 pm.

Special Guests for this presentation will include:

- **Bobby Seale**, Cofounder, The Black Panther Party and political activist
- **Ericka Huggins**, Former Panther member, political activist, scholar and writer
- **Ricardo Levins Morales**, Artist organizer

THE BLACK PANTHERS

* A Love Story
# PROGRAM AT A GLANCE

## Sunday, April 17, 2016

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Session</th>
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<tbody>
<tr>
<td>4:00 p.m.</td>
<td>Welcome Reception (<em>Pinnacle Ballroom</em>)</td>
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<td>5:00 p.m.</td>
<td>Welcome</td>
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<td>Introduction</td>
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<td>Faculty Diversity Does Matter: The Compelling Impact of All Minds on Deck</td>
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## Monday, April 18, 2016

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<tr>
<th>Time Slot</th>
<th>Session A: Pathways Room</th>
<th>Session B: Think 4 Room</th>
<th>Session C: Think 5 Room</th>
<th>Session D: Think 3 Room</th>
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<tr>
<td>9:00 a.m.</td>
<td>Welcome (<em>Meridian Ballroom</em>)</td>
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<td>Introduction</td>
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<td>Keynote Presentation</td>
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<td>Engaging the “Race Question”: Moving from Diversity to Equity</td>
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<tr>
<td>10:15 a.m.</td>
<td>Break (<em>Meridian Foyer</em>)</td>
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<td>10:25–11:40 a.m.</td>
<td>Contesting and Decentering White Dominance in Professional Colleges/Schools of Education: Insights from Faculty of Color on Reclaiming Place, Race, and Space</td>
<td>Questions of Mappings: Considerations in how Black Intellectual Traditions are Situated Continuing Agents of Change: How Faculty of Color are Broadening Notions of Scholarship in the Academy</td>
<td>Conversing Our Lived Experiences in U.S. Academia: Lessons Learned, Challenges, and Opportunities</td>
<td>Professor Beware: A Phenomenological Examination of Mid-Tenure Track Faculty of Color at a Flagship Research Intensive Predominantly White Institution</td>
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<tr>
<td>11:40 a.m.</td>
<td>Higher Education Recruitment Consortium (HERC) Lunch and Presentation (<em>Meridian Ballroom</em>)</td>
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<td>Introduction</td>
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<td>Faculty Cluster Hiring for Diversity and Institutional Climate</td>
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<td>1:00 p.m.</td>
<td>Special Session (<em>Meridian Ballroom</em>) American Indian Faculty in Higher Education: Cultivating Wisdom, Moving to Action</td>
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<td>2:15–3:30 p.m.</td>
<td>The RIGS CLUSTER HIRE: Observations from an Interdisciplinary Faculty Diversity Initiative Targeted Program Planning for Under-Represented Tenure Track Faculty: A Follow-Up We Must Be Heard: RACE and Advocacy for Faculty Diversification and Social Justice</td>
<td>Recruitment and Retention for a Diverse College Community: Climate-Based Initiatives from a College of Education and Human Development From Touchdowns to Tenure: A Critical Race Theory Analysis of Instituting the Rooney Rule in a Private Higher Education Institution</td>
<td>Faculty Career Outcomes of Minority Postdoctoral Scholars</td>
<td>Promoting Culturally Aware Mentoring and the NRMN Initiative</td>
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### Monday, April 18, 2016 — cont.

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<th>Time Slot</th>
<th>Event</th>
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<tr>
<td>3:30 p.m.</td>
<td>Poster Session and Networking Reception <em>(Meridian Foyer &amp; Summit)</em></td>
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<td>4:45 p.m.</td>
<td>Adjourn</td>
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<tr>
<td>6:00 p.m.</td>
<td>The Black Panthers: A Love Story <em>(McNamara Alumni Center, University of</em></td>
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### Tuesday, April 19, 2016

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<tr>
<th>Time Slot</th>
<th>Session A Pathways Room</th>
<th>Session B Think 4 Room</th>
<th>Session C Think 5 Room</th>
<th>Session D Think 3 Room</th>
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<tr>
<td>9:00 a.m.</td>
<td>Welcome <em>(Meridian Ballroom)</em></td>
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<td>Statues, SCOTUS, and Sidearms: Faculty of Color Lives on a Singular Moment</td>
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<td>10:00 a.m.</td>
<td>Break <em>(Meridian Foyer &amp; Summit)</em></td>
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<tr>
<td>10:15–11:30 a.m.</td>
<td>Supporting the Retention and Success of Faculty of Color Through Assessment and Enhancement of the Work Environment</td>
<td>The Colored Elephant in the Room: Perspectives on the Academic Environment for Minority Faculty in STEM</td>
<td>Re-Centering Race in Understanding the Challenges Confronting Faculty of Color</td>
<td>Faculty's Perception of Engagement in Equity and Diversity Work in Higher Education</td>
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<td>Creating Inclusive Communities for Women of Color Faculty</td>
<td>Our Experiences in Our Voices: The Undergraduate, Graduate, and Professional Experiences of African-American STEM PhD Mentors</td>
<td>Faculty of Color Mentoring Programs: The University of Minnesota Duluth's Culturally Responsive Models and Practices</td>
<td>Supporting Our Future Faculty of Color in the Undergraduate and Graduate School Pipeline</td>
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<tr>
<td>11:30 a.m.</td>
<td>Lunch and Presentation <em>(Meridian Ballroom)</em></td>
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<td>Deans' Panel</td>
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<td>Break <em>(Meridian Foyer &amp; Summit)</em></td>
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<tr>
<td>1:15–2:30 p.m.</td>
<td>Toward the Second Edition of Diversifying the Faculty: A Guidebook for Search Committees</td>
<td>Higher Education as White Space: Encouraging and Facilitating Disruption to Keep Our Faculty of Color</td>
<td>Recruiting and Retaining Millennial Faculty of Color</td>
<td>Outside the Box: Building Collaboration &amp; Community for Latina/o Faculty</td>
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<tr>
<td>2:30 p.m.</td>
<td>Closing Remarks <em>(Meridian Ballroom)</em></td>
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<td>2:45 p.m.</td>
<td>Adjourn</td>
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KEEPING OUR FACULTY SYMPOSIUM VII
PROGRAM SCHEDULE

Sunday, April 17, 2016
3:00–4:00 p.m. Registration (The Commons Hotel: Top of Escalators)

4:00 p.m. Welcome Reception (Pinnacle Ballroom)

5:00 p.m. Welcome (Pinnacle Ballroom)
Katrice Albert, Vice President, Office for Equity and Diversity, University of Minnesota
Eric Kaler, President, University of Minnesota

Introduction
Robert J. Jones, President of the University of New York, at Albany

Faculty Diversity Does Matter: The Compelling Impact of All Minds on Deck
Nancy Cantor, Chancellor, Rutgers University–Newark

Engaging the “Race Question”: Moving from Diversity to Equity
Alicia Dowd, Professor of Education, Center for the Study of Higher Education, Pennsylvania State University

Monday, April 18, 2016
8:00–9:00 a.m. Registration and Continental Breakfast (Meridian Foyer & Summit)

9:00–9:15 a.m. Welcome (Meridian Ballroom)
Karen Hanson, Executive Vice President and Provost, University of Minnesota

9:15 a.m. Introduction
Nancy “Rusty” Barceló, Former President, Northern New Mexico College

10:15–10:25 a.m. Break (Meridian Foyer)

10:25–11:40 a.m. Concurrent Sessions

Session A (Pathways Room)
Session Chair: Juliana Makuchi Nfah-Abbenyi, North Carolina State University

Contesting and Decentering White Dominance in Professional Colleges/Schools of Education: Insights from Faculty of Color on Reclaiming Place, Race, and Space
Rachel Endo, Hamline University; Vichet Chhuon, University of Minnesota; Rebecca Neal, Hamline University; Yuichiro Onishi, University of Minnesota

Session B (Think 4 Room)
Session Chair: Keith Mayes, University of Minnesota

Questions of Mappings: Considerations in how Black Intellectual Traditions are Situated
Reagan Mitchell and Roland Mitchell, Louisiana State University
Continuing Agents of Change: How Faculty of Color are Broadening Notions of Scholarship in the Academy  
anthony antonio and Brian Holzman, Stanford University

Session C (Think 5 Room)  
Session Chair: Marcia Gumpertz, North Carolina State University

Conversing our Lived Experiences in US Academia: Lessons Learned, Challenges, and Opportunities  
Qiang Fang, John Arthur, Runa Das, and Jennifer Gómez Menjívar, University of Minnesota Duluth

Session D (Think 3 Room)  
Session Chair: Brian Norman, Loyola University Maryland

Professor Beware: A Phenomenological Examination of Mid-Tenure Track Faculty of Color at a Flagship Research Intensive Predominantly White Institution  
Richard Reddick and Betty Jeanne Taylor, University of Texas at Austin

11:40 a.m. Higher Education Recruitment Consortium (HERC) Lunch and Presentation (Meridian Ballroom)

Introduction  
Mary Everley, Director, Upper Midwest Higher Education Recruitment Consortium

Faculty Cluster Hiring for Diversity and Institutional Climate  
Susan Phillips, former Senior Vice President for Academic Affairs, SUNY Downstate, Vice President for Strategic Partnerships, University of Albany, SUNY University at Albany State University of New York

1:00 p.m. Special Session (Meridian Ballroom)  
Session Chair: Jean O’Brien, Distinguished McKnight University Professor of History, American Studies, and American Indian Studies, University of Minnesota, Twin Cities

American Indian Faculty in Higher Education: Cultivating Wisdom, Moving to Action  
Vicente Diaz, Associate Professor of American Indian Studies, University of Minnesota, Twin Cities; Jill Doerfler, Associate Professor and Head, Department of American Indian Studies, University of Minnesota, Duluth; Robert Warrior, Professor of American Indian Studies, English, and History and Director of American Indian Studies, University of Illinois at Urbana-Champaign

2:15 p.m. - 3:30 p.m. Concurrent Sessions

Session A (Pathways)  
Session Chair: Samuel L. Myers Jr., University of Minnesota

The Rigs Cluster Hire: Observations from an Interdisciplinary Faculty Diversity Initiative  
Catherine Squires and John Coleman, University of Minnesota

Targeted Program Planning for Under-Represented Tenure Track Faculty: A Follow-Up  
Linda McCabe Smith and Philip Howze, Southern Illinois University Carbondale
We Must Be Heard: RACE and Advocacy for Faculty Diversification and Social Justice
Nick Henning, California State University, Fullerton

Session B (Think 4 Room)
Session Chair: Karen Miksch, University of Minnesota

Recruitment and Retention for a Diverse College Community: Climate-Based Initiatives from a College of Education and Human Development
Mary Alfred, Nancy Hutchins, Yolanda Padron, and Nancy Watson, Texas A&M University

From Touchdowns to Tenure: A Critical Race Theory Analysis of Instituting the Rooney Rule in a Private Higher Education Institution
Raquel Wright-Mair, Brenda Sifuentes, and Frank Tuitt, University of Denver

Session C (Think 5 Room)
Session Chair: Dawn Bratsch-Prince, Iowa State University

Faculty Career Outcomes of Minority Postdoctoral Scholars
Alberto Roca, Diverse Scholar; Sibby Anderson-Thompkins, University of North Carolina

Session D (Think 3 Room)
Session Chair: Priscilla Gibson, University of Minnesota

Promoting Culturally Aware Mentoring and the NRMN Initiative
Angela Byars-Winston and Amanda Butz, University of Wisconsin-Madison; Rick McGee, Northwestern University; Sandra Quinn, University of Maryland College Park;

Carrie Saetermoe, CSU-Northridge; Stephen Thomas, University of Maryland College Park; Emily Utzerath, University of Wisconsin-Madison; Veronica Womack, Northwestern University

3:30 p.m. Poster Session and Networking Reception (Meridian Foyer & Summit)

Diversity Panels and Workshops in the College of Design
Abimbola O. Asojo, University of Minnesota

Enhancing Diversity and the Humanistic Culture at Penn Dental Medicine
Beverley Crawford, DDS, Penn Dental Medicine

How Sense of Belonging Impacts Attrition for Underrepresented Minority Students in U.S. Doctoral Education Programs
Alex Hermida, University of Minnesota Duluth

Crossing to the Other Side: The Experiences of Black Women Gaining Tenure
Benikia Kressler, California State University Fullerton

Silent Strategy: Women Faculty and the Academic Profession
Leah Reinert, University of Minnesota

4:45 p.m. Adjourn

6:00 p.m. The Black Panthers, A Love Story
A special panel presentation hosted by Sarah Bellamy of the Penumbra Theatre Company
McNamara Alumni Center, UMN Minneapolis Campus
Tuesday, April 19, 2016

8:00–9:00 a.m. Registration and Continental Breakfast (Meridian Ballroom & Foyer)

9:00 a.m. Welcome (Meridian Ballroom)
Caroline S. Turner, Doctorate in Educational Leadership & Policy Studies, California State University, Sacramento, Professor, Higher & Postsecondary Education, Arizona State University

Statues, SCOTUS, and Sidearms: Faculty of Color Lives in a Singular Moment
Richard J. Reddick, Associate Professor and Coordinator, Department of Educational Administration, College of Education, Assistant Vice President for Research and Policy, University of Texas at Austin

10:00 a.m. Break (Meridian Foyer & Summit)

10:15 a.m. Concurrent Sessions

Session A (Pathways)
Session Chair: Robert L. Owens, II, Tennessee Technological University
Supporting the Retention and Success of Faculty of Color Through Assessment and Enhancement of the Work Environment
Brandon Sullivan, Jennifer Engler, Michael Goh, and Ole Gram, University of Minnesota

Session B (Think 4 Room)
Session Chair: Abimbola O. Asojo, University of Minnesota
The Colored Elephant in the Room: Perspectives on the Academic Environment for Minority Faculty in STEM
Michael Ceballos, University of Minnesota, Morris; Joshua Marceau, University of Montana and National Institute of Allergy and Infectious Disease (NIAID) Rock Mountain Laboratories

Creating Inclusive Communities for Women of Color Faculty
Christine Grant, North Carolina State University

Our Experiences in Our Voices: The Undergraduate, Graduate, and Professional Experiences of African-American STEM PhD Mentors
Joi-Lynn Mondisa, University of Michigan

Session C (Think 5 Room)
Session Chair: Heidi Barajas, University of Minnesota
Re-Centering Race in Understanding the Challenges Confronting Faculty of Color
Tara Parker, University of Massachusetts Boston; Kathleen Neville, Salem State University

Faculty of Color Mentoring Program: The University of Minnesota Duluth’s Culturally Responsive Models and Practices
Insoon Han and Ariri J. Onchwari, University of Minnesota Duluth

Session D (Think 3 Room)
Session Chair: F. Abel Ponce de León, University of Minnesota
Faculty’s Perception of Engagement in Equity and Diversity Work in Higher Education
Priscilla Gibson, Michael Goh, and Virajita Singh, University of Minnesota

Supporting Our Future Faculty of Color in the Undergraduate and Graduate School Pipeline
Anthony Albecker, Tammy Butterick, Daheia Barr-Anderson, Evelyn Davies-Venn, Patricia Whyte and Derek Maness, University of Minnesota

11:30 a.m. Lunch and Presentation (Meridian Ballroom)

Deans’ Panel
Leon Assael, Dean, School of Dentistry; Laura Bloomberg, Associate Dean, Humphrey School of Public Affairs; John Coleman, Dean, College of Liberal Arts; Chris Cramer, Associate Dean, College of Science and Engineering; Marilyn DeLong, Associate Dean, College of Design; Valery Forbes, Dean, College of Biological Sciences; Scott Lanyon, Department Head, College of Biological Sciences; Keith Mays, Associate Dean for Academic Affairs, School of Dentistry; Jean Quam, Dean, Education and Human Development; Clifford Steer, Associate Dean, Medical School Office of Faculty Affairs; Mike White, Associate Dean, College of Food, Agriculture and Natural Sciences; Becky Yust, Dean, College of Design; Sri Zaheer, Dean, Carlson School of Management

1:00 p.m. Break (Meridian Foyer & Summit)

1:15–2:30 p.m. Concurrent Sessions

Session A (Pathways)
Session Chair: Karen Miksch, University of Minnesota

Session B (Think 4 Room)
Session Chair: Rebecca Ropers-Huilman, University of Minnesota

Higher Education as White Space: Encouraging and Facilitating Disruption to Keep Our Faculty of Color
Joshua Collins, Stephanie Pleasant, Arien Telles and Jessica Hron, University of Minnesota

Session C (Think 5 Room)
Session Chair: Fernando Burga, Assistant Professor, University of Minnesota

Recruiting and Retaining Millennial Faculty of Color
Dwayne Mack, Berea College

Session D (Think 3 Room)
Session Chair: Jigna Desai, University of Minnesota

Outside the Box: Building Collaboration & Community for Latina/o Faculty
Amanda Shaffer, Case Western Reserve University

2:30 p.m. Closing Remarks (Meridian Ballroom)
Michael Goh and Priscilla Gibson, University of Minnesota

2:45 Adjourn
SYMPOSIUM ROOM MAP
The Commons Hotel Mezzanine Level
Keynote Speaker

Nancy Cantor is Chancellor of Rutgers University–Newark. An internationally known social psychologist, she has a long and distinguished record as a leader in higher education. She is widely recognized for advocating for universities to be not traditional “ivory towers” removed from the problems of the world, but to be anchor institutions in their communities that collaborate with partners from all sectors to fulfill higher education’s promise as an engine of discovery, innovation, and social mobility, as well as a cultivator of democratic practice.

Cantor is invited to lecture and write extensively on this theme, as well as on other crucial issues in higher education such as rewarding public scholarship, sustainability, liberal arts education, the status of women in the academy, and racial justice and diversity.

She previously was chancellor and president of Syracuse University, chancellor of the University of Illinois at Urbana-Champaign, and provost and executive vice president for academic affairs at the University of Michigan, where she was closely involved in the university’s defense of affirmative action in the cases *Grutter* and *Gratz*, decided by the Supreme Court in 2003. A fellow of the American Academy of Arts and Sciences and member of the National Academy of Medicine of the National Academies, Cantor is a board member of the American Institutes for Research, New York Academy of Sciences, Newark Trust for Education, and serves on many national committees, including co-chair of Imagining America’s Presidents Council, and member of the National Science Foundation Committee on Equal Opportunity in Science and Engineering, the Anchor Institution Task Force, the Ford Foundation International Fellows Program Advisory Council, and the Policy and Global Affairs Committee of the National Academies. Cantor coedsits with Earl Lewis, the *Our Compelling Interests* book series for the Andrew W. Mellon Foundation. She has been honored with numerous awards, including the Reginald Wilson Diversity Leadership Award from the American Council on Education, the Woman of Achievement Award from the Anti-Defamation League, the Making a Difference for Women Award from the National Council for Research on Women, and the Frank W. Hale, Jr. Diversity Leadership Award from the National Association of Diversity Officers in Higher Education, and in 2008 received one of higher education’s highest honors, the Carnegie Corporation Academic Leadership Award.
Keynote Speaker

Alicia C. Dowd, PhD, is professor of higher education at Penn State University and Senior Scientist at the Center for the Study of Higher Education. Her research focuses on political-economic issues of racial/ethnic equity in postsecondary outcomes, organizational learning and effectiveness, accountability, and the factors affecting student attainment in higher education. She is the coauthor, with Estela Mara Bensimon, of Engaging the ‘Race Question’: Accountability and Equity in U.S. Higher Education (2015, TCPress). Dowd uses cultural historical activity theory and critical race theory to design and evaluate the impact of action research processes and tools on practitioners’ beliefs and practices. Dowd was awarded the doctorate by Cornell University, where she studied the social foundations of education, labor economics, and curriculum and instruction.

Keynote Speaker

Susan D. Phillips has served as vice president for Strategic Partnerships, University at Albany, State University of New York, as well as the Provost and vice president for Academic Affairs at the University at Albany and senior vice president for Academic Affairs at the State University of New York Health Science Center at Brooklyn.

An internationally recognized scholar in vocational psychology, Dr. Phillips’ research has focused on the psychology of decision making and career development. She received the American Psychological Association Division of Counseling Psychology John Holland Award for Outstanding Achievement in Personality and Career Research, and has published widely in career development and vocational psychology. She has also been instrumental in creating cross-disciplinary initiatives, including research defining statewide models of the practices in higher performing schools undertaken in a unique public-private partnership, and in developing research capacity for university-community partnerships through the NIH-sponsored Center for the Elimination of Minority Health Disparities.

Active in promoting excellence in academic programs and professional practice, she has led the one of the largest specialty accrediting agencies in the nation and currently chairs the National Advisory Council for Institutional Quality and Integrity, the advisory body to the United States Secretary of Education on matters of higher education institutional accreditation and quality assurance.

She is a Fellow of the American Psychological Association and a licensed psychologist. She holds degrees from Stanford University (BA, Human Biology), Teachers College (MA, Psychology), and Columbia University (MPhil. and PhD, Counseling Psychology).
Keynote Speaker

Richard J. Reddick considers himself fortunate to serve on the faculty of The University of Texas at Austin, his alma mater, 25 years after enrolling as a first-generation college student. In his roles as assistant professor of higher education (with courtesy appointment in Black Studies), assistant director of the Plan II Honors Program, and assistant vice president of research and policy in the Division of Diversity and Community Engagement, Dr. Reddick engages daily with issues of equity and social justice in his research and practice. His research focuses on the lives of faculty of color, mentoring and socialization, and issues of work-life balance. Dr. Reddick’s research has been highlighted by NPR, The Chronicle of Higher Education, and Diverse: Issues in Higher Education, and has been featured in The American Educational Research Journal, The Harvard Educational Review, and New Directions for Higher Education. He has earned a BA from UT-Austin, and an MEd. and EdD from the Harvard Graduate School of Education, and has worked in student affairs at MIT, Cal Poly-San Luis Obispo, and Emory University. He is also a former elementary school teacher, a husband and father of two, and a former Jeopardy! champion.
Symposium Founder

Caroline Sotello Viernes Turner is Professor and Graduate Coordinator for the Doctorate in Educational Leadership Program at California State University, Sacramento. Previously, she was an assistant and associate professor (1987–1999) in Educational Policy & Administration at the University of Minnesota, where she also directed university-wide faculty development programs, including the cofounding of a national symposium on the recruitment, retention, and development of faculty of color entitled “Keeping Our Faculties.” From 1999–2009, she served as Lincoln Professor of Ethics and Education in the Division of Educational Leadership & Policy Studies at Arizona State University where she directed doctoral programs in Higher & Postsecondary Education. She currently serves as President-Elect of the Association for the Study of Higher Education (ASHE).

Dr. Turner’s research interests focus on access, equity, and leadership in higher education. Her work has been published in several journals, including The Review of Higher Education, The Journal of Higher Education, and The Harvard Educational Review. Her early work resulted in publications advancing the dialogue on faculty gender and racial/ethnic diversity. These works include Faculty of Color in Academe: Bittersweet Success (with Myers, Jr.) and Diversifying the Faculty: A Guidebook for Search Committees (widely adopted, selling over 17,000 copies). Her recent projects include serving as coeditor of Understanding Minority Serving Institutions and as associate editor for the 2011 ASHE Diversity Reader. Her current work addresses the preparation of the next generation of higher education scholars and practitioners, including Promoting Social Justice in Higher Education: Preparing the Next Generation of Scholars and Practitioners and Mentoring Across Institutions, Gender, Race & Class: Cultivating the Next Generation of Academics of Color.

Recognized for her exemplary scholarship, Dr. Turner is the recipient of numerous awards and recognitions, including the 2009 American Educational Research Association Scholars of Color in Education Distinguished Career Contribution Award, the 2009 AERA Multicultural/Multiethnic Education Special Interest Group Dr. Carlos J. Vallejo Memorial Award for Lifetime Scholarship, and the 2008 ASHE Council on Ethnic Participation Mildred Garcia Award for Exemplary Scholarship. In 2012 the UC Davis School of Education’s Catalyst magazine named her as one of ten amazing alumni in their “Hall of Fame.” In 2008, she was named a Stanford University Distinguished Alumni Scholar. In 2001 she was selected as an American Council on Education Fellow.

Dr. Turner has served as Chair of the ASHE Council on Ethnic Participation, Interim Associate Dean for Research at ASU’s College of Education, founder and State Site Coordinator for the Arizona Education Policy Fellowship Program, and as President of the Arizona State University Chicano/Latino Faculty and Staff Association. She was elected and served on the ASHE Board of Directors. She has also served on numerous peer-reviewed journal editorial boards and is one of the founding editorial advisory board members for The Journal of Diversity in Higher Education. Dr. Turner’s research has been supported by the Spencer Foundation, the PEW Foundation, the St. Paul Companies, the Bush Foundation, the McKnight Foundation and the Ford Foundation as well as several institutional grants. Dr. Turner received her PhD from Stanford University and her undergraduate and master’s degrees from the University of California, Davis.
Robert J. Jones was appointed by the State University of New York (SUNY) Board of Trustees on September 12, 2012, as the 19th president of the University at Albany. Previously, Dr. Jones had served as senior vice president for academic administration at the University of Minnesota System since 2004. Prior to this Dr. Jones spent more than 15 years in key administrative leadership positions at the University of Minnesota–Twin Cities, including vice president and executive vice provost for faculty and academic programs, vice president for campus life and vice provost for faculty and academic personnel, interim vice president for student development and president of the University of Minnesota Outreach, Research and Education Park Development, LLC.

A native of Dawson, Georgia, Dr. Jones has more than three decades of higher education leadership experience as well as academic expertise spanning plant physiology and urban and international development. He earned a bachelor’s degree in agronomy from Fort Valley State College, a Master of Science degree in crop physiology from the University of Georgia, and a doctorate in crop physiology from the University of Missouri, Columbia. After earning the PhD, he joined the University of Minnesota faculty as a professor of agronomy and plant genetics. He is an internationally recognized authority on plant physiology and has published numerous scientific papers, manuscripts and abstracts. His research focuses on the role of cytokinins in stabilizing grain yields of maize against environmental stresses and global climate change. Over his career, he has trained many students who have gone on to leading careers in higher education and the private and not-for-profit sectors.

Dr. Jones currently serves as Regional Council Co-Chair for the Capital Region Economic Development Council alongside Albany Medical Center President James J. Barba. He is a fellow of both the American Society of Agronomy and the Crop Science Society of America. He has been a visiting professor and featured speaker in North America, Europe, Asia, and Africa, and from 1984 to 1994 served as an academic and scientific consultant for Archbishop Desmond Tutu’s South African Education Program. In 2010, he was awarded a University of Minnesota endowed chair in urban and international development; he was also named a recipient of the Michael P. Malone International Leadership Award by the Association of Public and Land-Grant Universities.

Dr. Jones held a gubernatorial appointment as a commissioner of the Midwestern Higher Education Compact and served on the board of directors for the Midwest Universities Consortium for International Activities. Currently, he serves on the boards of the Coalition of Urban Serving Universities and the Bush Foundation, among other leadership roles. He was also a member of the Grammy award-winning Sounds of Blackness, a Twin Cities-based choral ensemble.

Dr. Jones and his spouse, Lynn Hassan Jones, MD, have five children and two grandchildren.
Symposium Founder

Nancy “Rusty” Barceló received her Bachelor of Arts degree in Social Work from Chico State College, her Master of Arts degree in Recreational Education and her Doctor of Philosophy degree in Higher Education Administration from the University of Iowa. Dr. Barceló formally took office on July 1, 2010, as president of Northern New Mexico College (NNMC). Prior to her appointment as President of NNMC, she served as vice president and vice provost for the Office of Equity and Diversity at the University of Minnesota.

From 2001 to 2006 Dr. Barceló served as vice president and vice provost for Minority Affairs and Diversity at the University of Washington and from 1996 to 2001 she served as associate vice president for Multicultural and Academic Affairs at the University of Minnesota. Dr. Barceló held various positions at the University of Iowa from 1975 to 1996 including assistant provost and assistant dean with the Office of the Provost.

Dr. Barceló brings a national reputation and a 30-year career in higher education at the university level to Northern, as the College continues a transition to a high-quality four-year institution offering baccalaureate degrees in 14 disciplines, and a graduate-level program in the advanced planning stage. Dr. Barceló’s teaching experience is extensive: she has served as an affiliate faculty, affiliate assistant professor, adjunct faculty, and adjunct assistant professor.

While at the University of Minnesota Dr. Barceló developed the infrastructure of a newly formed vice president and Vice Provost Office, developed and implemented a strategic diversity statement, enhanced the perception of the University’s commitment to diversity via development initiatives, and developed and implemented the Faculty Diversity Research Institute. When Dr. Barceló was at the University of Washington she established alumni development efforts and provided leadership in a capital campaign which raised $22 million (goal was $10 million) and in secured federal and state grants for K–12 pipeline efforts. These are just a few of her accomplishments and contributions while at the University of Minnesota and the University of Washington.

Dr. Barceló has served on numerous campus committees and boards, national and regional committees and boards, and community committees and boards.

Dr. Barceló has written numerous publications, including Chicana/Latina Studies: The Journal of Mujeres Activas, and one that is forthcoming, a chapter in a book by Sylvia Hurtado on diversity and institutional transformation in universities. She is recognized nationally for her excellent professional presentations. Dr. Barceló has received many awards. The most recent award is the National Association for Chicana and Chicano Studies 2012 Scholar, a prestigious academic award bestowed by the NACCS.
April 17, 2016 General Session 5:00 p.m.

**Faculty Diversity Does Matter: The Compelling Impact of All Minds on Desk**

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Higher education today is challenged as never before to transform from the inside out by resolutely trying to look at itself from the outside in. This is nowhere more true than in the diversity of backgrounds and perspectives we bring to bear on pursuing our public mission. We need to go big in our thinking about the intersection of our public purposes and the “diversity explosion” in our midst, to paraphrase the Brookings Institution's William Frey. We need to tackle in a thoughtful, direct, and honest way the hard work of not only being diverse but, as John Dewey implored when he wrote about the need to “tend to democracy” in each successive generation, doing diversity—and doing it well. That starts with committing ourselves as institutions—but more pointedly, as communities of scholars and citizens, friends and strangers—to discussing, reflecting upon, and taking steps to realize our potential as engines of both innovation and social mobility. We simply cannot fulfill this dream unless we bring all minds on deck and learn how to collaborate for the public good.
April 18, 2016 General Session 9:30 - 10:15 a.m.

Engaging the “Race Question”: Moving from Diversity to Equity
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Over 50 years after the signing of the Civil Rights Act in 1964, racism in education is still a pressing and difficult problem. The field of higher education scholarship and policy has not yet acquired the language and tools to collectively engage issues of racism on college campuses with wisdom and apply that wisdom to hold our institutions accountable for equity in education.

The challenge of engaging issues of race and racism constructively is not unique to higher education settings. However, it has particular salience because colleges and universities have played and continue to play a role in sorting people based on racial characteristics. Historically, this role was based on legal discrimination in college admissions, enrollment, and resource distribution. Currently, discriminatory sorting occurs through structures and practices that are so thoroughly institutionalized that they seem normal (to many) until we ask why racial inequities in outcomes are occurring so routinely and prevalently.

This talk explores the ways college administrators, faculty, and staff members make sense of equity and accountability when they are participating in constructive attempts to address higher education’s legacy of racism and contemporary role in sustaining discriminatory practices. It is about the steps practitioners can take to remediate the educational practices that are resulting in inequitable educational experiences and outcomes among racial and ethnic groups in the United States.

Narratives of learning, change, and challenge experienced by institutional agents and potential institutional agents are presented to illustrate the different meanings of equity in higher education and how they have evolved through critical and practical educational research. The case narratives feature individuals who engaged in practitioner inquiry using USC’s Center for Urban Education’s Equity Scorecard action research tools and processes. Through these narratives three standards for equity—justice as fairness, justice as care, and justice as transformation (the term “transformation” encapsulating concepts derived from critical race theory)—are explored.
To interrogate, amplify, and act on these meanings of equity and justice in transformative ways, institutional and faculty leaders are encouraged to engage in practitioner inquiry to produce the knowledge and wisdom necessary to close equity gaps in education.

This text is excerpted and modified from:
Contesting and Decentering White Dominance in Professional Colleges/Schools of Education: Insights on Faculty of Color on Reclaiming Place, Race, and Space

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Panel Session Abstract:
Across institutional contexts and settings, white Americans represent over three-fourths of all academic administrators and instructional faculty in higher education, and in professional colleges/schools of education (PCSoEs), these disparities are more pronounced where approximately nine-tenths of all unit-level personnel are white[1] (Gasman, Kim, & Nguyen; 2011; Milner, 2010). Significantly, over the past decade with increased foci on accountability-based equity policies related to diversity integration, PCSoEs have received intense external pressure from accrediting bodies such as the Council for the Accreditation of Educator Preparation (formerly the National Council for the Accreditation of Teacher Education) and the Minnesota Department of Education’s Board of Teaching to significantly diversify the population of both instructional faculty of color and teacher candidates of color. Yet, while many PCSoEs have made additive-level efforts to remedy some of these racial imbalances through various recruitment initiatives, what is not widely discussed is how faculty of color who are already among the ranks must specifically navigate systems that, by their very design, are set up for them to fail or struggle.

This panel brings together three faculty of color at various stages of their careers at two different PCSoEs: Rebecca Neal is in her first year as a tenure-track assistant professor at Hamline University, Vichet Chhuon is a newly tenured associate professor at the University of Minnesota, and Rachel Endo is a department chair at Hamline University. Each of us will reflect on how we have navigated departmental and institutional cultures that have implicitly promoted colonizing and segregationist practices that have discredited, penalized, and silenced faculty of color. However, moving beyond assimilationist expectations that faculty of color should simply adapt to dominant expectations for the sake of career survival, we will articulate the various ways by which we have contested and decentered white dominance through strategic acts of re/claiming place and space through private and public acts of resistance and self-care.
Yuichiro Onishi, an Associate Professor of African American and Asian American Studies at the University of Minnesota, will serve as the discussant and Session Chair. He will offer additional insights about ways that PCSoEs and other practitioner-oriented units might draw from the practices and structures of Ethnic Studies departments and programs to reframe the types of institutional investments, both in terms of financial and ideological implications, that are needed to retain and support faculty of color. Finally, we will engage with the audience in action-oriented conversations about the various ways by which faculty of color and white allies might participate in broader-scale collaborative projects that focus on transforming the operations and structures of predominantly white PCSoEs across institutional contexts and settings.

Rebecca Neal: Reaching Toward and Reaching Out: Creating Supportive Networks for Scholars of Color
There are many challenges that colleges and universities face in achieving a racially diverse faculty ranging from cognitive errors in the search processes to the lack of systemic plans to retain and support faculty of color (Harris & Gonzalez, 2012). In spite of these challenges, it is essential that colleges and universities work to establish and maintain a welcoming institutional culture that is not only reflective of a sundry of intersecting identities, but also supportive to faculty of color to fully actualize publicly stated commitments to diversity integration (Jackson, 2003). As such, mentoring and maintaining supportive community networks have been found beneficial in the retention and engagement for scholars of color (Turner, Gonzalez, & Wong, 2011). To that end, as a faculty of color in my first year of a tenure-track position at a predominantly white professional school of education, I will first discuss how I was recruited into my current position with an honest discussion about some of my observations regarding the dynamics of campus climate for faculty and students of color alike. Thereafter, I will discuss the cooperative development of community and university mentoring partnerships with colleagues of color and white allies that I believe will help me successfully navigate the various challenges that other faculty of color at this predominantly white school and university have confronted.

In this presentation, I will discuss the various ways by which white faculty tend to leave situations in moments of racial conflict, and how these “disappearing acts” negatively affect the lives and livelihoods of faculty of color who are personally and professionally invested in racial justice in higher education. Using the historical practice of “white flight” as a metaphor, as well as the concept of white fragility, or “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves” (DiAngelo, 2011, p. 54), I will describe examples of critical moments where several white colleagues have fled conversations about racial privilege and white supremacy due to anger, discomfort, guilt, or feeling rejected when their colleagues of color refuse to be treated as “charity cases” (Harris & Gonzalez, 2012, p. 12) of white benevolence. Importantly, fleeing these situations is clearly rooted racial privilege where white faculty members are able to selectively leave or participate in conversations about racial equity, but ultimately, such practices perpetuate colonizing relationships where faculty of color are ultimately devalued, ignored, and silenced. This presentation also discusses how white colleagues should avoid fleeing these moments of discomfort and resistance, and work collaboratively with their colleagues of color toward initiatives that promote racial justice and reconciliation.
Rachel Endo: “The Color of Peril” in PCSoEs: Reflections from a Leader of Color on Developing an Oppositional Consciousness to Support Faculty of Color

In this presentation, I reflect on the personal and professional costs of insisting on equity as the sole tenured faculty of color and the only person of color on a 10-member leadership team in a predominantly white school of education in a liberal arts university in Minnesota that has also experienced a mass exodus of faculty of color over the past five years. I will offer firsthand insights about how predominantly white chairs, deans, and faculty personnel committee members in PCSoEs often draw from deficit frameworks to discipline faculty of color based on non-performance indicators such as racially insensitive and subjective assessments of their “professional dispositions” that inappropriately become part of the formal evaluation process. I draw from the Third World Feminist notion of “oppositional consciousness” (Sandoval, 1991, p. 11) to articulate how and why I have challenged several situations where faculty of color (myself included) have been subjected to racially biased and derogatory assessments of our professional competence. I posit that PCSoEs cannot credibly claim to be concerned about the various disproportionality and equity gaps in the K-12 enterprise ranging from racially imbalanced academic outcomes, disciplinary practices, and tracking (e.g., Blanchett, 2006; Harry & Klingner, 2006) without critically interrogating how their own internal practices perpetuate these very “opportunity gaps” for their own faculty of color. I discuss how PCSoEs could benefit from participating in regular external review and unit-level critical self-study as starting points to align their institutional missions related to diversity with clear outcomes and systems of accountability.

References


[1] PCSoEs are defined as having practitioner-oriented programs that lead to professional credentials and/or licensure.
A railroad ticket and a suitcase, like a Bagdad carpet, transport the Negro peasant from the cotton-field and farm to the most complex urban civilization. (Locke, 1925, p. 630)

The pulse of the Negro has begun to beat in Harlem. (Locke, 1925, p. 14)

The two selected quotes from Alain Locke can be read as a personal analysis of intellectual geographies in the United States. Locke’s first statement is a description of agrarian and urban spaces, as demonstrated in his mention of Blacks’ ascendance from cotton-fields to the metropolis. Locke’s statement also asserts how the agrarian space is simple while the urban space is complex. Additionally, his mention of cotton fields is a denotation of a southern space whereas the northern space is characterized as an intricate instrument, a machine of sorts. Thus, Locke’s geographic perception is couched in an analysis of space, economics, and the intellectual capital he sees embodied by Black communities inhabiting northern and southern territories (Marable, 2015). In the second quote Locke takes an alternant approach in his geographical analysis. He identifies Harlem as the essential space of intellectual birth for Blacks, demonstrated in his mention of the heartbeat. While Locke’s first statement can be seen as the dream and possibility for Blacks to recreate and realize their full potential, the second statement realizes the dream’s tangibility.

Locke was one of the principle thinkers who constructed the intellectual foundation of the Harlem Renaissance. Locke codified the term “New Negro” and thus identified an representative epistemological/ontological ethic which permeated aspects of Black intellectuals’ work acknowledged as being part of the “New Negro[ism]”. Thus, for Locke, according to Huggins (1974), the “New Negro” was able to break free of enslaving regions, both literal and conceptual, i.e. boundedness to a plantation, rural, and southern spaces, and begin the process of viewing themselves, beyond being mere beneficiaries of philanthropy from white communities, in metropolitan
northern spaces. For Locke, if Blacks were to be reborn as “New Negro[s]” the literary arts would serve as the primary vein to communicate this ethical tenor. Yet it is important emphasize that the Harlem Renaissance was a multidisciplinary movement simultaneously situated in the disciplines of: the arts, philosophy, and the social sciences which gained momentum post WWI.

Locke is mentioned at the start of the discussion to describe the metanarrative of how spaces of Black intellectual traditions are mapped. More specifically, the metanarratives which situate the north as a space housing Black intellectual traditions (Anderson, 1988). This assertion is not to diminish the importance of the Harlem Renaissance, rather our discussion maps Black intellectual traditions through inverting the metanarrative and looking south to Faubourg Tremé, the oldest Black neighborhood in the United States located in New Orleans, Louisiana. It is our belief that it is impossible to fully understand the depths and complexities of Black intellectual traditions without addressing Faubourg Tremé (Crutcher, 2010). Originally Faubourg Tremé was founded as a Black neighborhood along with being the first public subdivision in New Orleans (Medley, 2014). Additionally, Faubourg Tremé existed pre and post civil war.

To consider Faubourg Tremé presents a possibility to rethink mappings of Black intellectual traditions in the United States. In our discussion we re-examine events such as the passing of the Separate Car Act of 1890. Our discussion also examines the Committee of Citizens, the political group who formed the legal buttress opposing the Separate Car Act of 1890 (Medley, 2003). Additionally, figures like Armand Lanusse, editor and contributing author to Les Cenelles (1864/1979), an influential book of poetry which challenged racial injustice, form our analytic frame to address, critique, and consider alternatives to rethink the historical narrative of the placement of Black intellectual traditions in the United States.

In accordance with the conference theme, our presentation first looks outside the formal education institution to consider how Black intellectual traditions have been mapped geographically (Watkins, 2001). We then gaze back to the formal education institution to consider the present ramifications of these mappings (Mitchell & Mitchell, 2015). It is our belief, through historical examination of the gaps in these geographic narratives that we can locate systemic problems and thus offer solutions to the issue of establishing effective recruitment, advocacy, and retention of faculty of color.

References
April 18, 2016 Concurrent Session B 10:25 a.m. - 11:40 a.m.

Continuing Agents of Change: How Faculty of Color are Broadening Notions of Scholarship in the Academy
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Abstract
This study builds upon Antonio’s study of faculty of color and Boyer’s expanded notions of Scholarship (first presented at a previous Keeping our Faculties symposium) to assess progress over the last decade. The authors re-examine contributions to scholarship using recent data and more rigorous methodologies. They introduce the Scholarship of Diversity and illustrate the complex contribution of minority faculty.

Study Objective
Over the past 40 years, the racial diversity of the undergraduate population has been increasing rapidly. While only 18% of college students were non-white in 1976, by 2008, racial minorities comprised nearly 37% of undergraduate enrollment (Aud, Fox, & KewalRamani, 2010). It is heartening news that college access is increasing for historically disadvantaged groups, yet the diversification of the undergraduate student body has not been reciprocated at the professoriate level. In 2011, only 17% of full-time, tenure-track faculty at four-year colleges and universities were people of color. Studies of faculty diversity primarily address pipeline issues, workplace conditions, and recruitment issues as instrumental factors that impede diversification (Turner & Myers, 2000). A smaller body of work addresses the importance of faculty of color for academe by examining the relationship between diversity and student outcomes (Milem, 2003). While these studies provide considerable insight into the barriers to diversification, the broader question of how faculty of color more generally impact undergraduate education remains compelling. Our inability to fully articulate the importance of diversifying the professoriate in those terms may be a factor in the limited progress we observe. In the last decade, this important question has been addressed by a couple scholars (Antonio, 2002; Umbach, 2006), but an update is warranted. This study reexamines the contributions of faculty of color using recent data and rigorous statistical methodologies and further explores intersectionality by gender and institution type. We also introduce the concept of Scholarship of Diversity, a measure of a faculty member’s commitment to research and teaching underserved groups.

Conceptual Framework
Following Antonio (2002), we use Boyer’s (1990) expanded views of scholarship to frame contributions of faculty of color to higher education. In Boyer’s seminal report, he argues that while higher education has become more accessible and expanded to fulfill multiple missions, the definition of scholarship has narrowed to focus on research and publication activities. Student learning and development are compromised with such a narrow view
and faculty development is compromised as well. Accordingly, Boyer advocates a broader view of scholarship and outlines four types: Discovery, Application, Teaching, and Integration. The Scholarship of Discovery refers to traditional research activity—the pursuit of knowledge. The Scholarship of Application involves engaging research to address social problems, while the Scholarship of Integration encompasses borrowing ideas and conducting work spanning multiple areas of knowledge. Finally, the Scholarship of Teaching refers to the engagement of students in the classroom and facilitating their intellectual development; it is deeper than simply lecturing and imbuing facts. We adopt this framework since it not only reflects the diverse functions of higher education faculty, but as Antonio illustrated over a decade ago, it may illumine areas how faculty of color are distinctly contributing to the higher education enterprise.

**Data and Methods**

Data for this study come from the Higher Education Research Institute (HERI) Faculty Survey, 2010. The HERI Faculty Survey has been administered to faculty at two- and four year colleges and universities every three or four years since 1989 and provides a wealth of information on faculty characteristics, approaches to research and teaching, goals, values, and job satisfaction (Higher Education Research Institute UCLA, 2015). HERI invited 1,533 institutions to participate in the survey, and 498 responded. Although nearly 38,000 faculty submitted surveys, this study focuses on a subset of full-time undergraduate teaching faculty at four-year institutions. Using the population weight provided by HERI, this sample may be considered nationally-representative (Hurtado, Eagan, Pryor, Whang, & Tran, 2012). Our analytic sample consists of 21,118 in 408 institutions. Like Antonio (2002), we initially sought to identify four types of scholarship: discovery, application, teaching, and integration. Rather than replicating the exact constructs of that study, we examined correlations and conducted exploratory factor analyses among all the variables in the dataset. We did this because (1) the items on the 2010 survey are different from the items on earlier surveys and (2) factor analysis may show patterns between variables not seen before. We split the sample in half and performed exploratory factor analyses on each subsample twice, once on all the variables in the dataset and once on a subset of variables that seemed conceptually tied to the four types of scholarship. While we were able to identify factors similar to the constructs used in Antonio (2002), we also found a new factor, which we call the “Scholarship of Diversity.” This factor is correlated with items that ask respondents whether they taught racial/ethnic or women’s studies courses or conducted research or writing on international/global issues, racial/ethnic minorities, or women/gender issues.

The exploratory factor analysis helped us identify variables that might be part of the scholarship indices. We performed a series of confirmatory factor analyses before generating these indices, eliminating variables that did not load onto a single factor or had low factor loadings. For the Scholarship of Integration, none of the variables appeared correlated with one another—Cronbach’s alpha was quite low (0.35) and no factors with an Eigenvalue greater than 1 were retained. In the analysis, we examine two variables that we think may proxy integration separately, teaching an interdisciplinary course (binary) and conducting research that spans multiple disciplines (binary). Finally, to score the indices, we utilized item-response theory (IRT). IRT is different from classical test theory (CTT) methods like factor scoring. The key advantage of IRT is that items that are more effective at distinguishing levels of the latent trait are given greater weight in the maximum likelihood estimation. An individual’s index score is not a simple or weighted mean of the items comprising the construct (as in CTT), but
an estimate of the most likely score (Hurtado et al., 2012). Our method of scoring the constructs is similar to the
approach taken by HERI and utilizes a graded response model (Embretson & Reise, 2000; Sharkness, DeAngelo,
& Pryor, 2010). All indices, including the Scholarship of Integration proxies, were standardized to have a mean of
0 and a standard deviation of 1. While faculty of color engage less in the Scholarship of Discovery, they are more
likely than white faculty to be involved in the Scholarship of Application, Teaching-Pedagogy, and Teaching-
Learning. The teaching-learning difference is quite large and amounts to 0.21 SD.

Additionally, faculty of color are more likely to integrate multidisciplinary perspectives in their research and
teaching. The largest racial difference lies in the Scholarship of Diversity, with faculty of color scoring 0.34 SD
higher than white faculty.

**Independent Variables**
The primary independent variable of interest is faculty of color status (ref. = white). Initially, we hoped to take a more
nuanced approach to racial differences than a crude dichotomy. However, blacks, Hispanics, and Asians comprise
just three, two, and five percent of the sample, respectively. In subgroup analyses by gender and, particularly, sector,
the number of faculty in any given cell could be quite small, and might restrict statistical power. Therefore, we
proceed with the binary indicator of minority status, which also aligns with the approach taken in Antonio (2002).
In addition to faculty of color status, the statistical models control for demographic characteristics like gender
and age, education and job characteristics (e.g., academic rank, tenure status, salary, discipline), social and status
orientations, and institutional characteristics (i.e., type, selectivity, region). Social change and status orientations are
concepts introduced in Antonio (2002). Social change orientation is an index scored through IRT that measures a
faculty member's desire to find solutions to social problems (alpha = 0.80). Status orientation is how much a faculty
member wants prestige. Like the Scholarship of Integration, we were unable to identify a single factor, and proxy
status orientation using three survey items that ask respondents how much they want to become an authority in
their field, become very well-off financially, and make a theoretical contribution. While faculty of color are similar
in age and education as white faculty, they tend to have lower academic ranks and are less likely to be tenured or on
the tenure-track. In contrast, they are more dedicated to social justice; the difference between white and minority
faculty in social change orientation is 0.27 SD.

**Empirical Model**
To examine the relationship between faculty of color status and each kind of scholarship, we estimate a series of
multilevel models with faculty nested in schools. We opt for multilevel modeling since a single-level model would
assume independence among observations, a strong assumption since faculty within the same institution are
likely to have more similar orientations to scholarship (Raudenbush & Bryk, 2002). In the results to follow, we
add covariates in stages. The base model controls for faculty of color status only. Model two adds demographic
characteristics, like gender and age, while model three controls for educational attainment and job characteristics,
including academic rank, tenure status, salary, and discipline. The fourth model controls for social change and
status orientations, while the final model adds institutional characteristics. We assess the relationship between
faculty of color status and each scholarship type for the whole sample, then estimate separate models by gender
and sector to test for heterogeneity.
Preliminary Results

Dimensions of Scholarship

There appears to be a negative association between faculty of color status and the Scholarship of Discovery. Although this relationship is slightly attenuated with covariates, in the final model, faculty of color score 0.08 SD lower than white faculty. In contrast, faculty of color are more likely to engage in the Scholarship of Application. The relationship changes with the controls included in the model, but the full model shows a 0.11 SD difference between minority and majority faculty members. Interesting patterns emerge with the Scholarship of Teaching. Descriptive statistics show that faculty of color score higher on the pedagogy and learning scales, and this is what we initially find in the statistical models. The faculty of color advantage, however, disappears once we control for social change and status orientations and is rendered insignificant. While faculty of color seem more engaged in innovative pedagogical and learning technologies than white faculty, this trend appears mediated by the former’s greater commitment to social justice. Although are no significant racial differences in teaching an interdisciplinary course, we find that faculty of color are more likely to conduct multidisciplinary research. Yet, similar to the Scholarship of Teaching, this relationship is mediated by social change and status orientations. The fact that faculty of color are more committed to finding solutions to social problems seems to affect the impact of race on cross-disciplinary research. Finally, we test whether faculty of color are more likely to engage in the Scholarship of Diversity. The main effect remains positive and significant throughout all models, but slightly attenuated with the inclusion of social change and status orientations. The final model shows a 0.23 SD difference between minority and majority instructional staff. While this construct was not examined in Antonio (2002), Umbach (2006), using a different dataset, examined a related outcome called diversity-related activities and found similar racial differences.

Variation by Gender

Interestingly, there are significant gender differences in the Scholarship of Teaching-Pedagogy and conducting research spanning multiple disciplines. Women of color are more likely to integrate innovative teaching practices than white women, but men of color are less likely to do so than white men. The divergent gender patterns may explain why no racial differences were found in the whole sample; the male and female effects counteracted with one another. The gender differences switch when examining multidisciplinary research, with men of color having an advantage over white men and women of color a disadvantage compared to white women.

Variation by Institution Type

Disaggregating the sample by sector, we find that racial differences in the Scholarship of Discovery are primarily concentrated at public institutions; at private colleges and universities, faculty of color score similar, or marginally lower, than white faculty. At most institutions, faculty of color are more likely to engage in the Scholarship of Application, and at all institutions, minority faculty have higher values on the Scholarship of Diversity index, with differences greatest at private institutions. Faculty of color seem to be at a disadvantage on the two Scholarship of Teaching indices at private 4-year colleges, but at an advantage at public 4-year colleges.

Significance and Discussion

This study finds that faculty of color show significant contributions to various forms of scholarship. Although
there are some methodological and conceptual differences from prior work, we find that minority faculty members are more likely to engage in the Scholarship of Application. We also find that they use innovative teaching practices and are more concerned with the intellectual development of their students, although much of these effects are mediated by their social change orientations. There is also evidence that faculty of color take multidisciplinary perspectives in their work and incorporate diverse perspectives in their research and teaching. While faculty of color may be at a disadvantage in traditional forms of scholarship like research productivity, a broader conceptualization of scholarship highlights that they add great value to their colleges and universities. In addition to these findings, we find some variation by gender and sector. While women faculty of color incorporate advanced pedagogical techniques, male faculty of color are more likely to conduct cross-disciplinary research. By sector, we see that the negative relationship between faculty of color status and discovery is concentrated at public institutions and no net advantage regarding the scholarship of application at public 4-year colleges. Such institutional variation provides a starting point for understanding how institutional contexts support or mitigate broadening approaches to scholarship.

References
April 18, 2016 Concurrent Session C 10:25 a.m. - 11:40 a.m.

Conversing our Lived Experiences in US Academia: Lessons Learned, Challenges, and Opportunities
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Abstract:
Our panel draws from the lived/real-day experiences of international faculties stemming originally from the continents of Asia (India and China), Africa (Ghana), and Latin America (Guatemala) to share their common (yet divergent) experiences as faculties of color in the US academia. In this vein, our panel, in keeping with the symposium’s theme, engages how and the ways in which our experiences as “faculties of color” may advance conceptual, empirical, and practical ways to recruit, develop, retain, and better understand “faculty of color” employed in America.

In this endeavor, our panel drawing from a number of theoretical scholarships in the discipline that have analyzed the “faculty of color” question in America, engages with some of the following issues faced by such faculty in America: As for instance, what does it mean for a “faculty of color” to bear a “triple identity” in America? What are some of the classroom and collegiate experiences that we encounter as “faculty of color” in the American academia? How does the language or the accent issue figure in our lives and interactions as academics of color? How does this implicate our classroom climate, teaching experience, research, and, our obtaining of internal and external funding for our such research in this Western academia? Are our experiences as “international faculty of color” any different from American-born African-Americans who are also “faculties of color?” Finally, are our experiences of being female “faculty of color” any different from being male “faculty of color” in the American academia?

Although our panel recognizes that the term “faculty of color” is not a homogenous identification and that such faculty can well be divided in terms of their national, regional, class, caste, and ethnic variations. Yet, our panel concurs with the need to build on some of the above-mentioned questions to promote networking amongst faculty of color (and all concerned faculties who are not of color) to promote issues of professional development of “faculty of color;” engage in the mentoring of faculty (and students) of color; apply the data collected through such discussions to facilitate social change within (and outside) communities of color; incorporate our research in this area in our classroom teaching agenda namely to enhance student awareness and reception with regard to such changes; and, finally, through an “intra-group” solidarity amongst us continue to explore challenges and opportunities in all of the above areas.
In sum, the significance of our panel seeks to foster dialogue and understanding amongst concerned audience such that we are able to recruit, retain, mentor, and develop “faculty of color” in all their cross-cultural potentials.

**Biographies of Panelists:**
John A. Arthur, Professor, Department of Sociology and Anthropology. His research includes international migration and African Diaspora. His recent publication is Class and Inequality Structures in Contemporary African Migration (2014, Roman and Littlefield).

Runa Das, Associate Professor, Department of Political Science. Her research includes nuclear security, gender and identity. She is the author of many articles and one book entitled Revisiting Nuclear India: Strategic Culture and (In) Security Imaginary (Sage Publications, 2015).

Jennifer Gómez Menjívar, Assistant Professor, Department of Foreign Language and Literatures. Her research includes race/ethnicity in Central America, with a special focus on the region’s Afro-descendant and Mayan populations. She has published widely on these topics and has recently completed a book manuscript titled, Black in Print: Fictions, Discourses and the Politics of Seeing Blackness in Central America.

Qiang Fang, Associate Professor, Department of History. His research includes Chinese legal and political history. His recent publication is Chinese Complaint Systems: Natural Resistance (2013, Routledge)
April 18, 2016 Concurrent Session D 10:25 a.m. - 11:40 a.m.

**Professor Beware: A Phenomenological Examination of Mid-Tenure Track Faculty of Color at a Flagship Research Intensive Predominantly White Institution**

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A number of predominantly White institutions have made the recruitment of underrepresented faculty of color an institutional priority (Smith, Turner, Osei-Kofi, & Richards, 2004). Accordingly, these institutions invest resources on the front end: brochures, websites, and publications touting the university’s commitment to diversity (Dumas-Hines, Cochran, & Williams, 2001; Turner, Myers & Creswell, 1999). Such efforts are often successful in attracting candidates, culminating in successful on-campus visits, interviews, and teaching demonstrations. A whirlwind one or two day visit, replete with a drive through a residential area, is the basis for a career-changing decision to accept an offer to join the faculty at a new institution (Reddick, Bukoski, Smith, Valdez, & Wasielewski, 2014).

Initial excitement about a new position, new colleagues, and a new community may give way to concerns about workload, support, and the presence and position of communities of color at the locale. Anecdotally, we have heard colleagues of color discuss the “bait and switch,” “buyer’s remorse,” or “false advertising” following the halcyon early days of joining the faculty at their institution (Smith, n.d.). The realities of navigating tenure and promotion, campus politics (both local and higher level), and negotiating welcoming and comfortable spaces in the community – not only just for the individual faculty member, but also for their partner/spouse, children, extended family, and the other intersectional aspects of their identity (Reddick et al, 2014).

These stories have led us to propose an exploratory study of mid-tenure track faculty at a predominantly White institution and how they discuss their institutional satisfaction two to three years after their hiring. We chose this time interval because the faculty member would both be more familiar with their campus environs and the community. Additionally, they would be accustomed to the rigors of faculty life. Last, being close to mid-tenure review, they are likely to have clear perspectives of how their pathway to promotion has been assisted – or hindered – by colleagues, institutional structures, and their community experiences.
Theoretical Framework
We conceptually frame this inquiry through the faculty socialization literature, in particular Austin’s (2002) faculty socialization model for 21st century faculty that posits technology and increased workload equates to elusive standards of excellence, and mentoring, advising, feedback, and enhanced transparency leads to more successful outcomes. We also look to Cawyer, Simonds, and Davis’ (2002) five characteristics of faculty socialization: interpersonal bonding, social support, professional advice, institutional history, and accessibility. Last, we incorporate Johnson and Harvey’s (2002) impediments to socialization for Black faculty: lack of clear communication of institutional values and expectations, lack of transparency from senior faculty; and (3) heavy workloads limiting knowledge for promotion and tenure. These theoretical underpinnings will help contextualize how mid-tenure track faculty of color describe their satisfaction at this stage in their careers.

Methodology
This study will employ a phenomenological focus group design (Bradbury-Jones, Sambrook, & Irvine, 2009), comprising approximately 5-7 faculty, over three focus groups, bringing together a sample diverse among the axes of race and ethnicity, discipline, and area of origin. A semi-structured interview protocol will investigate factors relevant to their faculty search, other institutions they considered, satisfaction with their department, institution, and local community, mentoring, and their awareness of promotion and tenure standards. We will then employ a qualitative coding procedure to establish themes, which will comprise the findings of our study. Next, we will apply the theories to the findings, using the analysis conducted to determine how the sample interpret their socialization experiences some time into their years at the institution.

Implications
The findings from this study will help us to better understand how underrepresented faculty assess their socialization experiences several years after their initial hiring. These findings can assist institutional leaders to strengthen support and mentoring initiatives directed toward the retention and promotion of underrepresented faculty. We also believe that mid-tenure track faculty of color are a muted voice in the discourse on faculty diversity. No longer new, and intently focused on pending third-year reviews, their narratives can emerge after tenure (Reddick, 2015). We posit that capturing their reflections at this stage of their careers will inform our understanding of how to support and develop a diverse faculty in the realms of campus and community.

References


Universities recognize the value of diversity in higher education—to seek solutions to the grand challenges of our time, and to provide an inclusive environment for learning and for the development of the scholars and citizens of tomorrow. Many advance definitions of diversity that incorporate individual and demographic differences, multiple perspectives, methodologies, and worldviews. These institutions seek to create the institutional climate in which collaboration and the open exchange of ideas are commonplace, and where individuals from a wide variety of backgrounds are able to contribute and learn from each. With faculty being a critical element in that climate, some institutions have pursued faculty cluster hiring—a practice that involves hiring faculty into multiple departments or colleges around interdisciplinary research topics, or “clusters.” Some cluster hiring programs also aim to increase faculty diversity or address other aspects of intellectual life at the institution, including faculty career success, collaboration across disciplines, the teaching and learning environment, and community engagement.

Based on a study jointly sponsored by the Urban Universities for HEALTH, the Coalition of Urban Serving Universities (USU), the Association of Public and Land-grant Universities (APLU), and the Association of American Medical Colleges, this presentation provides the findings of an in-depth qualitative research project on cluster hiring conducted with administrators and faculty at a number of universities that have adopted this practice. The study aimed to assess the impact of faculty cluster hiring programs on diversity and institutional climate, as well as identify factors for success and problems to avoid. Implications of the findings for those seeking to implement faculty cluster hiring programs will be discussed.
April 18, 2016 Special Session 1:00 - 2:15 p.m.

American Indian Faculty in Higher Education: Cultivating Wisdom, Moving to Action
Vicente Diaz
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Jill Doerfler
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Robert Warrior
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University of Illinois at Urbana-Champaign
April 18, 2016 Concurrent Session A 2:15 p.m. - 3:30 p.m.

**THE RIGS CLUSTER HIRE: Observations from An Interdisciplinary Faculty Diversity Initiative**

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This panel will discuss the formation and progress of a cluster hire launched to: (1) increase the number of faculty of color; and (2) support a new initiative at the University of Minnesota to foster interdisciplinary research, teaching and outreach around Race, Indigineity, Gender and Sexuality (RIGS). The Director of the RIGS Initiative, the Dean of the College of Liberal Arts, and members of the search committee will share their experiences and thoughts about how they tried to make the cluster hire more than the sum of its individual faculty parts, and how the cooperative vision that led to RIGS set the tone for the cluster hire.

The RIGS cluster hire is the first major component of the RIGS Initiative. The RIGS Initiative was proposed by the chairs of the departments of African American & African Studies, GWSS, American Indian Studies, American Studies, Chican@ & Latin@ Studies, and Asian American Studies. The goals and objectives of the Initiative have also received support from the College’s Council of Chairs, the CLA Assembly, and other collegiate governance groups. Their goals were to highlight, support, and grow the important work on diversity, inequality, and social justice currently happening across the College of Liberal Arts and the University as a whole in meaningful and generative ways.
April 18, 2016 Concurrent Session A 2:15 p.m. - 3:30 p.m.

Targeted Program Planning for Under-represented Tenure Track Faculty: A Follow-Up
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Abstract:
We who work in the field of higher education endeavor to stay the course when it comes to keeping our faculty of color and advancing inclusive excellence. This presentation describes a program planning process used to increase the number of underrepresented tenure track faculty at a Research 1 mid-western university, as well as to report what has happened since its presentation at the last symposium. The journey began a few years ago, with a plan is to develop new faculty and to track their progress throughout the pre-tenure period. Fundamental to the focus on why diversity and inclusive excellence are essential to the future of the higher education enterprise is the actual retention of faculty of color, not just in word but in action. The university provided funding in support of this proposal, starting in the fall 2012.

A lot has happened since 2012. While the university’s commitment to recruiting and retaining faculty of color has not waned, the state of Illinois is experiencing dramatic financial turbulence. This is particularly true in the area of higher education, where draconian cuts to state funding have been proposed and the budget is yet unsigned. Still, the university has not lost its zeal when it comes to diversity, and it has been recognized with four consecutive HEED awards. It still remains true that university administrators have to engage in strategies targeted to increase the number of underrepresented faculty on campus, as well as to retain those who are already here. Any strategy, if it is to be successful, should include looking at the campus climate, and to seek ways to generate a milieu of acceptance. As we noted, these strategies should not be limited to recruitment and retention alone, but also to preparing the organization for a commitment to inclusion as well.

The theoretical considerations have not changed; certain elements must be present for the recruitment and retention of underrepresented faculty to be successful, including mentoring, making connections with other faculty, and to develop an affinity for the local community and the good things about it. Success in retention will largely depend on whether one feels welcome, connected and valued. To this end, the researchers outlined a planning process. This presentation briefly describes that process; moreover, we report what has happened since 2012.
This is a case study in which certain elements are present: the university is in a small town where the nearest urban center is two hours away; it is not easy to make a connection without being guided by someone or joining some organization (either church or social group); and getting around can be difficult without mass transit. These may not sound like big things, but often we do not learn that they were causal agents until it is too late.

The intent of the URTT Recruitment and Retention Program was simply to increase the number of underrepresented tenure track faculty on campus as part of the university’s commitment to diversity and inclusive excellence. We were looking for an increase in the number of faculty from underrepresented groups. Elements of the “plan” included mentoring, promotion and tenure counseling, research assistance, travel assistance and help with dossier assembly, among others. Costs of the program, as well as a timeline, were also included in the proposal.

The URTT Recruitment and Retention Program is currently in place, albeit informally. The Associate Chancellor for Diversity holds gatherings both social and advisory in nature, to keep in touch with faculty, particularly new faculty, to make sure they are progressing as they should. Upcoming events look promising, including a reception of URTT faculty with the Chancellor. Anecdotal data describing the faculty’s impressions of the program will be reported, as well as future directions in promoting recruitment and retention.
We Must Be Heard: RACE and Advocacy for Faculty Diversification and Social Justice

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The process of tenure and promotion can be difficult and stressful for any faculty member. When you couple this with the fact that faculty of color experience more hostile work environments, less support for their teaching and research, and greater feelings of isolation (Allen et al., 2002; Barnett, Gibson, & Black, 2003; Delgado Bernal & Villalpando, 2002), it is no wonder that the retention and promotion of faculty of color is disturbingly low. Faculty of color consistently report intentions to leave the academy at higher percentages (American Indian/Alaskan Native–13%, Asian or Pacific Islander–9%, Black–10%, Latin@- 6%) than their White counterparts (6%) (NCES, 1997).

If we truly believe that the faculty should reflect the diverse population that universities and colleges serve, it is imperative that action be taken to recruit and retain faculty of color. While the student population continues to grow more diverse, 5.6 percent of full-time faculty nationwide are African American, 3.5 percent are Latin@, 9.1 percent are Asian American, and 1.4 percent Native American (NCES, 2008). Within our own university, California State University-Fullerton, a teaching institution which serves a student population with students of color in the majority, the recruitment and retention of diverse faculty is an even more salient issue.

The university-wide faculty organization, Researchers and Critical Educators (RACE), is an interdisciplinary university-wide organization of part time and full-time probationary and tenured faculty of color, and/or faculty who conduct or are interested in research or scholarship involving issues of race, ethnicity, gender, disability and/or social class (http://ed.fullerton.edu/race). RACE was established in 2002 by a group of originally untenured faculty of color. Its three main objectives were to: (1) support diverse faculty’s scholarship, teaching, and professional service; (2) foster awareness and support of research and issues related to equity, class, culture, race, gender, language, sexual orientation, and other forms of diversity; and (3) develop support networks with other faculty across campus and at other colleges and universities.
As noted previously, one of the biggest issues faced by faculty of color is the reality of isolation. When faculty of color are hired into an institution of higher education, it is not uncommon to find themselves being “the only one” in their department or one of a mere two or three “others.” (Laden and Hagedorn, 2000). As such, RACE provides opportunities to develop collegial relationships with fellow faculty of color and/or faculty with similar scholarly/teaching/service commitments, discuss research and receive mentoring, and so helps to reduce isolation.

Over the last two years, a new and equally important function of RACE has developed; collective advocacy at the university and national level on issues important to members. These have included position statements regarding the university’s faculty diversification efforts overall, collective and impactful input on issues of diversity and social justice through strategic placement of members on major university committees and decision-making bodies, and the coordination of faculty, staff and student support for nationwide social justice movements like #BlackLivesMatter.

Over this time, RACE has also seen a rapid growth in its active membership, and its across-campus activities and outreach have become more significant, with members now in all eight Colleges. How might the current political, economic, and budgetary climate explain the shifts we have seen both in our membership and in the leading activities of the organization? Additionally, what does this tell us about the sustainability and importance of efforts to recruit and retain a more diverse faculty, if not also to fight for social justice?

References


April 18, 2016 Concurrent Session B 2:15 p.m. - 3:30 p.m.

Recruitment and Retention for A Diverse College Community: Climate-Based Initiatives from a College of Education and Human Development

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Although many universities are actively engaged in promoting diversity among their faculty, effective recruitment and retention for faculty of color continues to be a national issue within institutions of higher education. In 2013, fewer than 22% of full-time faculty in degree-granting postsecondary institutions were ethnically diverse; 6% were Black, 5% were Hispanic, 10% were Asian/Pacific Islander, and fewer than 1% each were full-time faculty who were American Indian/Alaska Native and of two or more races (NCES, 2015). This presentation will begin with an overview of the Texas A&M University Diversity Plan followed by a case study on how the College of Education and Human Development (CEHD) has implemented the Diversity Plan within their unit to create a diverse college community. Presenters will detail climate-based initiatives and discuss assessment of efforts to recruit and retain faculty of color.

In 2010, Texas A&M University implemented a Diversity Plan to enhance accountability, climate, and equity throughout campus colleges and units. The TAMU Diversity Plan is centered on three overarching goals: Accountability, Climate, and Equity with the belief that if these three elements are hallmarks of our culture, they will positively impact recruitment and retention of faculty of color.

1. Accountability: Establish structures, processes, and policies that hold all units accountable, and reward units and individuals for demonstrating their current standing, plans, and progress in creating an environment where the diversity of individual identities and ideas are treated equitably in a climate that fosters success and achievement by all.
2. Climate: Promote a positive and supportive climate by identifying aspects in the climate of individual units and the University which foster and/or impede a working and learning environment that fully recognizes, values, and integrates diversity in the pursuit of academic excellence.
3. **Equity**: Integrate into the mission and goals for the University and units assurance that students, staff, and faculty (tenure and non-tenure track), regardless of identity, are all treated equitably (TAMU Diversity Plan, 2010, p. 2).

As a leading College related to campus diversity efforts, the CEHD is committed to creating a climate conducive to the recruitment and retention of faculty of color. In 2008, the Dean of the CEHD created an Office of Organization Development and Diversity Initiatives (ODDI) charged to provide oversight, leadership, and specific tasks related to diversity initiatives. The mission of the CEHD ODDI is to actively engage College leadership and its constituents in creating a culture of excellence through climate, diversity, equity, and accountability improvement activities. This mission is accomplished by working within the established infrastructure and implementing processes toward meeting the following overarching climate and diversity goals:

1. Build organizational capacity by systematically implementing strategies that enhance our efforts to foster and support the development of students and faculty with their many diversity dimensions and backgrounds in their research and instruction.
2. Build individual capacity by providing opportunities for CEHD faculty, students, staff, and administrators to increase their knowledge, understanding, commitment, and skill sets to enhance the college’s climate for diversity, inclusion, equity and accountability.
3. Systematically demonstrate and evidence an environment for all where success and advancement are based on equitable standards and metrics.

In 2009, the CEHD organized a Committee on Diversity Initiatives (CoDI) to serve as an advisory board to the Office of ODDI and to provide oversight to the College on diversity and climate issues. Because most change will occur at the department level, each of the four departments in the CEHD created climate and diversity committees whose chairs serve on the CoDI. CoDI, in collaboration with the departmental committees, plan and deliver professional development activities, make relevant information available to the college community, and engage in diversity and climate assessments of progress. This presentation will elaborate on the following initiatives that have been essential in creating a positive College climate for the recruitment and retention of faculty of color.

**Difficult Dialogues and Conflict Management Programs.** Difficult Dialogues is a program originated by the Ford Foundation and designed to promote academic freedom and religious, cultural, and political pluralism on college and university campuses in the United States [Ford Foundation, 2005]. The Difficult Dialogues Program at Texas A&M University aims to build capacity for engaging in effective communication, encourage productive conflict management, and support a skill set for handling difficult dialogues with a focus on learning environments (e.g, intact work groups, classrooms, and
units/departments). The CEHD has 29 faculty, staff, and administrators trained in difficult dialogue facilitation to promote a welcoming climate for all. Additionally, conflict management workshops provide support for the CEHD to enhance climate and culture through effective communication.

**Equity.** We believe the College creates unintentional inequities or perceived inequities and without active engagement, inequities do not self-correct. Six broad areas of perceived or actual inequity identified for faculty include: opportunity, support, expectations, benefits/rewards, access, and information. Using these areas as a guide, the CEHD strives to provide an equitable environment with structures, processes, cultural practices and circumstances that allow faculty the opportunity to achieve optimal success.

**Campus Climate Matters Conference.** Higher education provides an ideal environment to lead discussions related to climate, inclusion and respect both to: (1) impact the current culture and changes of higher education nationally and internationally and (2) model inclusion and collaboration among faculty and staff, along with students as future leaders throughout their different vocations. This annual conference originated from the CEHD and is now a University led conference intended to create the opportunity for collaboration among Texas A&M University Colleges and Divisions.

**Faculty Focused Initiatives.** Several initiatives have been implemented to strategically recruit and retain faculty of color including: counter offers for strategic retention, faculty mentoring programs, regular meetings with the Executive Associate Dean for Faculty Affairs, new faculty orientations, faculty development opportunities, increase in faculty awards and recognitions, search committee and promotion and tenure (P&T) committee trainings on minimizing implicit bias, promotion and tenure workshops to increase faculty awareness of the process, faculty hiring workshops, and interviews with faculty on retention.

**Aligning Strategic Planning with Diversity Goals and Outcomes**
The CEHD is committed to creating a climate where faculty, staff, and students have the opportunity to thrive and be successful in their academic and work endeavors. To this end, the College continues to create strategies and implement tactics to strategically and systematically address climate, diversity, and equity for the recruitment and retention of a diverse faculty.
**From Touchdowns to Tenure: A Critical Race Theory Analysis of Instituting the Rooney Rule in a Private Higher Education Institution**

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**Introduction**

As higher education institutions continue to steadily diversify the ethnic and racial composition of student populations, the diversification of faculty in the academy continues to be grossly underrepresented (Turner, 2002). The value of hiring faculty of color has been long overlooked and undermined, and seen by many as not important or crucial to enhancing the quality of education, experiences of all students and overall climate and culture in the academy (Fujimoto, 2012). As a result of the lack of institutional transformation and limited drive to diversify faculty, many campuses across the country are barely able to hire, much less retain faculty of color. Departmental, institutional, and national contexts of hiring and retaining faculty of color mirror each other in terms of barriers and challenges of creating welcoming and inclusive spaces for these populations to thrive (Turner, Gonzalez, & Wood, 2008).

As we analyze institutional responsibility of developing equitable hiring practices, and engage in conversations about increasing compositional diversity of faculty in the academy specifically at predominantly white institutions, it is pertinent that we interrogate the role of race, and its impact on structural and systemic norms which are cast upon hiring faculty of color in the academy. This includes challenging myths about faculty of color and their scholarship, as well as acknowledging the implications that color blind discourse has in the hiring process. This research paper provides an overview of the representation of faculty of color in higher education institutions nationally, as well as highlights myths related to the hiring of faculty of color in academia. These myths are challenged by Critical Race Theory (CRT) in an attempt to understand current discourse on faculty of color in the academy. We will examine a recent faculty resolution passed at a predominantly white institution (OI) in the Midwest and make a comparative analysis with the National Football League’s (NFL) Rooney Rule, and discuss its implications.

Participants in this session will be engaged in discussions and challenged by presenters to analyze current hiring practices in higher education that seek to increase faculty of color, and interrogate the role that race plays in these practices. Our discussion will focus on hiring and recruitment policies for faculty of color.
at Predominantly White Institutions (PWIs). We will focus on discussing how private PWIs can increase compositional diversity during the hiring process and specifically during the on campus interview portion of the hiring process.

**Research Focus and Methods**

Our presentation of findings in this research paper were associated with a study involving faculty, deans, diversity officers, and faculty senate representatives. The initial purpose of this paper was to better understand how and why higher education institutions implement diverse policies and practices in the hiring process for faculty of color. The research questions that guided this study were: 1) How do faculty of color experience race with hiring policies and tenure procedures in the academy? 2) How do search committees and faculty hiring processes center race? 3) How will the passing of the recent faculty senate resolution impact hiring process at OI? In our presentation we will interrogate institutional recruitment and hiring processes, and critically examine how race influences hiring policies and procedures when hiring faculty of color the academy.

Participants included were department chairs, tenured faculty, faculty senate leaders, and diversity officers. Our participants were selected based on their involvement in faculty hiring processes, disciplines, involvement in the faculty senate and roles within specific colleges and/or the larger institution. All participants worked in some capacity with hiring/search committees. Participants varied in their involvement on OI’s campus. Some participants were members of the faculty senate that introduced and passed the resolution to broaden compositional diversity on OI’s campus. We were interested in a mixed sample in order to get wide ranging perspectives on hiring processes for faculty for color.

**Findings**

In this paper we present findings that illustrate the importance of problematizing recruitment and hiring practices at predominantly white institutions. We provide an overview of the current state of doctoral students of color, the current promising hiring practices and the current status of the OI senate resolution to increase diverse faculty. Using Critical Race Theory our findings provide a framework at interrogating how department chairs and hiring committee are now charged with implementing the faculty senate resolution. The impact of implementing the Rooney Rule in hiring policies and practices has tremendous implications for advancing faculty of color appointments, especially at predominantly white institutions. As higher education institutions continue to buy into the rhetoric of increasing diversity and creating inclusive campuses, these colorblind ideologies continue to eliminate the focus of race. The importance of implementing the Rooney Rule, through a CRT lens becomes more apparent by challenging colorblind ideologies and whiteness within higher education institutions.

With the recent passage of OI’s resolution this past academic year, we will discuss the impact on department chairs during the faculty’s hiring process across the institution. The impact of the resolution will be discussed using equity lens but also through a CRT lens to see if there has been any increase in faculty of color based on the resolution. In addition since the resolution is not mandated and does not provide the “how’s” of implementation, we will provide an overview of departments are seeking institutional support in the recruiting
and hiring process of their faculty positions and how this support is manifesting.

Campuses that seek to adopt similar resolutions will of course have to move beyond just seeking to attain higher numbers of racially diverse faculty. OI, and other institutions nationally will have to make concerted efforts to put procedures that are equitable in place. Since forms of oppression do not operate independently of each other OI will need to ensure that there is a true commitment to enhancing and improving campus climate.

**Importance of Research**

Through this research paper, findings demonstrate issues about unequal and unfair policies, rooted in racism, for hiring faculty of color. The implications from these findings has significant impact on institutions, and suggest that bias in policies and procedures, as well as the recruitment process, adversely affects efforts to diversify faculty on predominantly white institutions. We believe that this topic is very important in higher education spaces, especially since faculty of color continue to be tremendously underrepresented in the academy. We believe that institutions have to place greater emphasis on hiring faculty of color in order to create inclusive environments for diverse learning to take place.

**References**


Postdoctoral trainees are the actual talent pool for faculty recruitment particularly in the STEM disciplines at research-intensive institutions. Consequently, faculty diversity depends upon the career outcomes of minority postdoctoral scholars. However, since its inception in the 1870’s, the postdoctoral career stage has had little formal administrative and educational oversight. Only in the last decade have academic institutions begun improving the training experience for postdocs in general yet intervention efforts directed toward the much smaller minority subpopulation have lagged. Thus, faculty diversity efforts have overlooked this invisible talent pool resulting in a lack of knowledge about 1) effective strategies to support minority postdocs, and 2) outcomes of minority postdoc’s career paths especially with regards to faculty positions. We will describe two very different but complementary faculty diversity interventions centered on minority postdocs.

Motivated by the goal of diversifying their faculty population, university senior leadership have created institutional postdoctoral fellowship programs funded by the offices of the Chancellor, President or Provost. These postdoctoral fellows serve in roles similar to visiting faculty with the expectation that home departments hire them for full-time tenure-track positions. In particular, the University of North Carolina at Chapel Hill established the Carolina Postdoctoral Program for Faculty Diversity in 1983. The program has prepared over 165 underrepresented racial and ethnic scholars for faculty careers at UNC and other research universities. The program recently celebrated its 30th anniversary [Watson 2014] with a symposium producing a retrospective review of the program’s outcomes. We will describe the lessons learned especially on how such a program promotes faculty diversity.

Looking more broadly on a national scale, the National Science Foundation estimates that there are only 3,000 African-, Hispanic-, and Native-American postdocs among the 62,000 postdocs training in the USA [Kang 2015]. Finding such a small number of minority faculty candidates is a challenging task for diversity offices or faculty
search committees even though such outreach is expected from institutional diversity action plans. We will describe a unique effort by the non-profit DiverseScholar to create a centralized registry of minority postdocs to facilitate recruiting efforts. Our opt-out email list has 1,300 individuals sourced from diversity intervention programs, conferences, networks, and painstaking online searches. The diversity interventions include all publicly available rosters such as from the Carolina Postdoctoral Program, the University of California President’s Postdoctoral Fellowship Program, the Ford Foundation Fellows, etc. We also include postdoctoral attendees of the major diversity mentoring professional societies/events such as the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), National Organization of Black Chemists and Chemical Engineers (NOBCChE), Annual Biomedical Research Conference for Minority Students (ABRCMS), etc. However, our experience is that postdocs do not engage with such organizations/events due to their undergraduate student focus. Thus, most sourcing for our email list occurs through brute force in-person networking and web searches facilitated by our MinorityPostdoc.org website. We had surveyed a subset of our email list members who also constitute the candidates in our DiverseScholar Doctoral Directory CV recruiting database. We reported on the demographics and career expectations of survey respondents at the 2013 Keeping our Faculty of Color Symposium [Roca 2013].

We now have data on the career outcomes of the first cohort of Doctoral Directory members. Approximately 1/3 of the 2012 candidates are still in postdoctoral training which makes sense since the average length of the candidates’ time as a postdoc was 2.5 years since completion of their doctorate. A third of the alumni are in post-academic careers. Notably, almost 20% of the 2012 candidates are now in tenure-track faculty positions including at research-intensive universities. Thus, the Directory could be used to facilitate institutional diversity outreach efforts.

In summary, our session will describe both local and national faculty diversity models that draw from the minority postdoctoral talent pool. We plan to engage the audience in a discussion of how to implement and to use such interventions. It is time to move beyond just training faculty search committees about diversity and then having such a committee face the inertial barrier of not knowing where to find minority candidates.

References
Roca AI (2013) Minority Postdocs are the Source for Future Faculty of Color. *DiverseScholar* 4:2
April 18, 2016 Concurrent Session D 2:15 p.m. - 3:30 p.m.

**Promoting Culturally Aware Mentoring and the NRMN Initiative**
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**Abstract**
Cultural diversity factors within individuals, disciplines, and institutions influence and shape research mentoring relationships, mentoring practices, and training environments (Calabrese Barton 1998; Johnson et al., 2011, Ong, 2011). Gender, race, and ethnicity are related to how mentees perceive their mentored research experience and what they value in a research mentor (Blake-Beard et al., 2011). Despite this evidence, science, technology, engineering, mathematics, and medicine (STEMM) disciplines are often presented as neutral to cultural diversity factors such as gender, socioeconomic background, race, ethnicity, and religion (Carlone & Johnson, 2007; Cole & Espinoza, 2008). Thus, research mentors may be hesitant to address cultural diversity in mentoring relationships as matters involving race and ethnicity in particular can be complicated to navigate. Even for research mentors who view cultural diversity as relevant to their mentoring relationships mentoring relationships, their self-efficacy to address factors like race, gender, socio-economic class, etc. may not be sufficiently developed for them to be successful (Prunuske et al., 2013; Thomas, Quinn et al., 2011). However, ignoring cultural diversity factors can lead to miscommunication, privileging dominant cultural norms, mismatched expectations due to differing value orientations, and conflicts in work style (Brown, Daly & Leong, 2009).

To build the capacity of research mentors to effectively mentor and respond to the needs of culturally diverse mentees, we must foster their cultural competence. The first step is developing cultural diversity awareness (National Center for Cultural Competence, n.d.). Thus, we assert that enhancing mentors’ *cultural diversity awareness* to 1) recognize their own culturally shaped beliefs, perceptions, and judgments and 2) be cognizant of cultural differences and similarities between themselves and their mentees will increase their mentoring effectiveness by helping them to be alert and responsive to opportunities and challenges that can arise due to cultural diversity factors in mentoring, interacting, and communication in the research training of future scientists. The purpose of this session is to introduce a new mentor training module designed to increase the capacity of mentors to be culturally aware and responsive in their research mentoring relationships, specifically to matters of race and ethnicity. This effort is being sponsored by the recently NIH-funded National Research Mentoring
Network (NRMN). The module targets research mentors (faculty, staff, post-docs) working with trainees across career stages, and the session will discuss emerging evidence about what is working starting with undergraduate mentors on to postdocs and junior faculty. The session will provide participants with examples of some of the training module activities and examples of concrete strategies for increasing their responsiveness to cultural diversity. Participants will have the opportunity to identify ways to develop awareness and skills needed to effectively address cultural dynamics in research mentoring relationships, especially related to racial/ethnic and gender matters. Additional professional development and training opportunities for faculty that are available through NRMN will be disseminated in this session.

References


April 19, 2016 General Session 9:15 a.m. - 10:00 a.m.

Statues, SCOTUS, and Sidearms: Faculty of Color Lives in a Singular Moment

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As a researcher of the experiences of faculty of color at predominantly White institutions, the 2015-2016 academic year has stirred my intellect and emotions. While there are contextual issues that occupy our thoughts on a national level - #BlackLivesMatter, an increasingly mean-spirited and scapegoating political season that has exacerbated Islamophobia and hostility toward undocumented people, and a backlash toward social progress as indicated by the Supreme Court’s landmark decision on marriage equality - The University of Texas occupies a particularly combustible space in higher education today.

The fall of 2015 started with controversy - a new president, Gregory Fenves, made the decision to remove the statues of Jefferson Davis and Woodrow Wilson, culminating a controversy that had been brewing for almost a century. Months later, the UT-Austin community once again found ourselves at the center of contention when Justice Antonin Scalia questioned the academic integrity of Black students at the campus as part of the Fisher v. University of Texas oral arguments (being heard by the Supreme Court for the second time). All the while, the university is bracing itself for Senate Bill 11, also known as the “campus carry” law, which will come into effect on August 1, 2016 - fifty years to the date after the infamous Tower shootings that left 14 dead and 32 wounded.

Amidst this tumult is the impact that these events, in addition to the national context, have had on the morale and mindset of faculty, staff, and students of color. Rich Reddick, a UT-Austin graduate whose hometown is Austin, will discuss the effect that the discussion on statues, SCOTUS, and sidearms has had among the community. While UT-Austin serves as an interesting data point, these issues are likely impacting - or will impact - most public PWI flagship universities, if not all higher education institutions. Furthermore, these events create challenges to faculty diversity across the U.S.; this keynote will present these concerns in a national context.
April 19, 2016 Concurrent Session A 10:15 a.m. - 11:30 a.m.

**Supporting the Retention and Success of Faculty of Color Through Assessment and Enhancement of the Work Environment**

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Finding ways to more effectively support faculty commitment and productivity is a key challenge in enhancing the retention and success of faculty of color. Social science research has shown that individuals who bring more energy, commitment, and focus to their work (i.e., are more engaged) are more likely to stay with the organization, are more productive and effective in their jobs, and are more likely to support their colleagues and the overall success of the organization (e.g., Harter, Schmidt, and Hayes, 2002; Macey and Schneider, 2008; Rich, LePine, and Crawford, 2010; Shuck, Twyford, Reio, and Shuck 2014). Importantly, work engagement is not solely a function of individual characteristics, but can be strongly influenced by the context and environment surrounding the work. Specifically, research has shown that work environments that provide psychological safety, a sense of shared meaning, available social and emotional support, development coaching, performance feedback, and related factors best support engagement (e.g., Kahn, 1990; Schaufeli and Bakker, 2004; Schaufeli, Bakker, and van Rhenen, 2009).

Although details vary, faculty surveys at the University of Minnesota suggest that faculty of color experience key aspects of the work environment as being less effective and less supportive compared to white faculty. These findings suggest that addressing these aspects of the work environment is one promising avenue for more effectively supporting the success and retention of faculty of color. However, measurement of the work environment is only the first step and does not, in and of itself, have much impact. Taking action to address issues uncovered in this measurement is the necessary next step. However, taking action is a complex and challenging step when the context for action includes dozens of academic departments and colleges within a decentralized organization.

This presentation will begin with a discussion of two large-scale efforts to measure the experiences of faculty at the University of Minnesota. First, we will discuss the employee engagement survey, administered in 2013, 2014, and 2015. The development and implementation of this survey has been presented at national and international conferences (e.g., Sullivan, Bartlett, & Rana, 2015) and is one of the first work engagement surveys designed specifically for faculty. Second, we will discuss the COACHE survey, which was developed by the Collaborative on Academic Careers in Higher Education at Harvard University to measure faculty
experiences related to their work, policies and practices, and the general climate on their campuses.

Next, we will present key themes in the survey results, as they relate to differences between faculty of color and white faculty. Finally, and most importantly, we will discuss the challenges in translating this data into action. We will discuss the role of leadership at the department and college-levels, resource challenges, the role of governance groups, the complex and decentralized nature of the organization, and the shortage of expertise in the science and practice of changing and enhance organizational culture and effectiveness. We will discuss these challenges along with examples of how colleges and academic departments are overcoming these challenges and successfully taking action based on survey results.

**References**


April 19, 2016 Concurrent Session B 10:15 a.m. - 11:30 a.m.
The Colored Elephant in the Room: Perspectives on the Academic Environment for Minority Faculty in STEM
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For the United States to maintain competitiveness in an increasingly globalized economy, it is argued that sustained innovation in science, technology, engineering, and math (STEM) is essential and that the active participation of individuals with diverse perspectives and life experiences in STEM is fundamental to achieving this goal. Restated, diversity and inclusivity in STEM is key to sustaining innovation and the economic security our nation. This includes ensuring the robust engagement and inclusion of persons from diverse racial, ethnic, and cultural backgrounds at all levels of STEM research and development, education, and science policy making. Within academia (a major contributor to STEM), achieving a diverse and inclusive environment that supports the engagement of individuals from different racial, ethnic, and cultural backgrounds has been historically problematic. Current challenges include a dearth of culturally-relevant faculty role models and mentors to support recruitment and retention of students from groups that have been historically underrepresented in STEM (URMs) and a host of obstacles within university systems that inhibit the ability for URM faculty to thrive within the academic environment. Many of these challenges arise during key transition points such as moving from post-doctoral status to faculty positions and from pre-tenure faculty status to tenured faculty. Surveying minority and minority-serving faculty from across the Minority Institute Astrobiology Collaborative (MIAC), a collaboration of faculty from more than 30 institutions from across the nation, and minority faculty from outside of MIAC, this presentation defines real and perceived hindrances to the success of faculty of color in STEM within academia.
April 19, 2016 Concurrent Session B 10:15 a.m. - 11:30 a.m.

Creating Inclusive Communities for Women of Color Faculty

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The progression of faculty development programs in STEM and non-STEM environments are dependent on the commitment of the university to specific initiatives. This commitment is demonstrated via the allocation of resources in the form of personnel and funding to execute new and expand existing initiatives. In many instances, there are faculty already working on issues that are focused on the development of faculty both professionally and personally. At a number of institutions, there are also offices of faculty development and/or faculty affairs at the level of the Provost or higher that are tasked with the overall development of faculty at the university level.

There are programs that will evolve from upper level leadership, in addition to faculty initiated “in the trenches” programs that promote the upward mobility of faculty at all levels. There is an often untapped opportunity to leverage the individual experiences of more senior faculty who have risen through the ranks to empower other faculty in the institution. This is particularly true for faculty of color who often have unique pathways to leadership. A key ingredient in the institutionalization of faculty diversity programs is administrative leadership “champions” that establish positions or create initiatives to start the dialog and impact change.

Impact of Experiential Influence: One of the authors of this paper (Grant), a full professor, inaugurated a college of engineering faculty development office (COE-FD) in the Spring of 2008 with the dean of engineering with the express goal of connecting faculty in the college with professional and personal development opportunities. The office was to be built upon a foundational mission: “… to recruit, promote and retain excellent faculty across the College of Engineering; actively engage faculty, administrators and staff across departments, and celebrate faculty success, achievement and promotion.” The Associate Dean, one of five African American women full professors in Chemical Engineering in the country, was tasked for faculty development of all ranks across the entire college. The position was originally titled Associate Dean of Faculty Development and Special Initiatives and over the past 7 years the
Associate Dean was responsible for establishing innovative programs for engineering faculty, chairing the college-level RPT process and providing leadership for department, college and university level policies for both tenure-track and non-tenure track faculty. In parallel, the Associate Dean was empowered by the Dean of the College of Engineering to reach out and facilitate faculty diversity initiatives across the institution.

At the inception of this position, the Associate Dean was the principal investigator on an NSF ADVANCE grant awarded in 2006 for a series of national Peer Mentoring/Networking summits for Women of Color Engineering faculty, equipping her with applicable insights, skills and influence for the college-level Associate Dean position. The project convened over 100 underrepresented minority women engineering faculty in an initiative that promoted career development, created formal and informal mentoring networks among the participants and provided opportunities for cross-cultural and cross-gender faculty mentoring relationships. Co-PI currently an Associate Professor in Educational Psychology provided context to the data and the women's narratives in two publications that captured the lived experiences, “insights and beliefs” of this diverse set of women that had never been brought together before as women of color engineering faculty. A recent follow up on the project conducted an informal survey of the career achievements of women that participated in the original Peer Mentoring summits focusing on easily identifiable facts associated with promotion and movement of this group of women faculty into leadership.

It was from this vantage point that the Associate Dean in the new position could also create “special initiatives”, the second part of the title, in the realms of recruiting, retaining and promoting faculty diversity. The richness associated with her national efforts and experiences in diversifying the STEM academy provided a hands-on context to programs allowing freedom to logically blend experiential aspects of WOC in STEM with core approaches to faculty development. While not a part of her official responsibilities, the position was hence designed to: (i) enable flexibility in the creation of new networks focused on diversity and (ii) expand the College of Engineering’s representation in university level diversity dialogues.

Outcomes: In this prime position, the Associate Dean became an empowered resource and a voice for university level faculty diversity initiatives and professional development resulting in some of the following examples (not exhaustive):
(1) Inclusive mini-workshops for NCSU African-American women faculty were established. Workshops like “Faculty Career Trajectories” (Spring 2012); “Crafting Your Own Best Practices for Career Success!” (Fall 2012); “It’s all about me...really! Creating Your Academic Brand” (Spring 2013); “Learning from Full Professors” (Fall 2014); “Making Meaningful Sabbaticals and the Art of Negotiation” (Spring 2015), offering a robust professional development program while connecting the women faculty via an interdisciplinary peer mentoring network.
(2) The university level innovative faculty cluster-hiring program endeavoring to bring scholars to campus in strategically important areas resulted in four women of color in STEM joining the NC State faculty over the span of 4 years. Integrating the cluster hires into the community that developed from the workshops has been a goal to build an increasingly inclusive environment across the institution.
The ability of this college-level administrator to actively engage at the university level to develop cluster-hire programs and other strategic diversity initiatives has impacted the professional culture and connectivity for both STEM and non-STEM WOC.
National reports indicate a need to tap into underrepresented populations to help produce one million science, technology, engineering and mathematics (STEM) graduates for future U.S. jobs (National Center for Science and Engineering Statistics, 2013; National Science Board, 2012; Olson & Riordan, 2012); yet underrepresented populations may face many challenges during their academic careers which may inhibit their persistence in STEM fields (Allen, 1992; Gloria, Kurpius, Hamilton, & Willson, 1999). Subsequently, there is a paucity of literature about the experiences of STEM professionals of color and the challenges they face and overcome at postsecondary and professional levels as they persist in their careers (Griffin & Reddick, 2011; Reddick, 2011). Specifically, African-American STEM PhD mentors can speak to some of the challenges they have experienced as undergraduates, graduates, and now as professionals as well as the roles this may play in their mentoring relationships with their African-American protégés. In a dissertation research study that examined the experiences of select African-American STEM mentors in higher education, it was found that participants had experiences as undergraduates, graduates, and professionals that have significantly impacted their educational and professional careers and their abilities to persist in STEM (Mondisa, 2014, 2015).

In summarizing some of the results of this study, this poster addresses the research question: what are the experiences of African-American STEM mentors at the various stages of their academic careers?

Ten select African-American STEM PhD mentors were recruited and interviewed at least one and at most two times for a total of 17 interviews. Each participant is an African-American PhD who has earned at least one degree in a STEM field and has: (1) a history of impacting African-American STEM undergraduate students as evidenced by their substantial track records for facilitating undergraduate student success in STEM fields, (2) a history of commitment to mentoring underrepresented minority undergraduates, and (3) national acclamation and/or recognition by their peers and prestigious organizations and institutions as exemplars for their work with mentoring underrepresented minorities (Mondisa, 2015). Using a modified version of Dolbeare and Schuman’s three interview approach, the interviews focused on participants’ life history (past experiences, values, and beliefs) and reflections (specifically about their mentoring experiences) (Mondisa, 2015).

Three main themes emerged about participants’ experiences at different levels in their academic careers. First, in relation to their undergraduate experiences, participants identified their academic deficiencies and
took steps to capitalize on their strengths. Second, as graduate students, they received guidance about their academic careers from mentors. Third, as professionals, they discuss being treated differently than their counterparts due to race and/or gender and how they advise their protégés to deal with similar situations.

This research makes visible the undergraduate, graduate, and professional experiences of African-American STEM PhD mentors and provides insights into the infrastructure of campus climates and examples of ways to navigate environments and various contexts as African-Americans in higher education. This information can be used to inform about underrepresented minority populations at various academic levels in higher education to help understand and identify ways to enhance their experiences.

References
April 19, 2016 Concurrent Session C 10:15 a.m. - 11:30 a.m.

Re-Centering Race in Understanding the Challenges Confronting Faculty of Color

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While research illustrates the benefits of recruiting and retaining faculty of color in terms of teaching, research, and service (Antonio, 2002), the professoriate at most higher education institutions of various institutional levels and controls, is predominantly White. Indeed, only 20.7% of all full-time faculty are African American, Latina/o, Asian American/Pacific Islander, or Native American, up just 2.5 percentage points since 2007 (NCES, 2013). These small gains, however, are due primarily to increases among non-tenure instructor ranks (Poloma, 2014). Further, the share of faculty of color representation decreases as professorial rank increases. While faculty of color make up 25.4% of assistant professors, only 20.4% of associate professors and 15.5% of full professors are people of color. The underrepresentation of faculty of color is often attributed to a pipeline problem due, in part, to too few Ph.D. graduates (Jackson, 1991; Turner, Myers, Jr., & Creswell, 1999). Pipeline explanations, however, fail to account for the unwelcoming climate of many colleges and universities. Turner, Myers, and Creswell (1994), found that the most common barrier facing faculty of color was a “pervasive racial and ethnic bias that contributes to unwelcoming and unsupportive work environments” (p.8). Similarly, Villalpando & Delgado Bernal (2002) argued that “insidious racialized structures and practices” contributed to “a cycle of exclusion” for many faculty of color (p.247).

On campus, faculty of color are often met with suspicion, exclusion, and alienation. When faculty of color enter the classroom they do so, in theory, with the full authority to use their scholarly expertise to disseminate knowledge. Too often, however, their authority is undermined in the classroom (Turner, 2002) by students who may have arrived on campus with few, if any, experiences with people of color (Neville & Parker, 2014). Despite these realities, few studies center race and racism in their analyses of faculty of color experiences. This presentation will therefore use Critical Race Theory (CRT) as an analytical tool to understand the ways race shapes the experiences of faculty of color in the classroom (Museus, Ledesma, Parker, in press). More specifically, we will consider the tenets of Critical Race Theory as a way to examine the challenges faculty
of color often face in the classroom including challenges to their authority, negative student behaviors, and negative student evaluations. Given the unique contributions that faculty of color make to institutions and the students enrolled in them, and the continued movement away from race-conscious admissions and hiring policies, it is more important than ever to rethink the frameworks we use explain the underrepresentation of faculty of color and the perpetual need to increase faculty diversity.

In our session we will focus on the ways race and racism influence students’ interactions with faculty of color and the ways these interactions shape faculty of color experiences. We will begin by presenting a research study (Neville & Parker, under review) that examined how students racial identity development contributed to their interactions with African American faculty in the classroom and the implications this has for new approaches to the way we consider faculty racial and ethnic diversity in higher education. More specifically, we examined the ways students, many of whom never had a faculty who was a person of color before arriving at college, interacted with African American faculty. We considered the development of the students’ racial identity and the racial context that surrounded their racial identity using two tenets of CRT: 1) Racism is a routine part of American life (Delgado & Stefanic, 2012); 2) CRT challenges dominant claims of race neutrality and colorblindness. Through our research, we contend all students arrive on campuses with “assumptions and expectations formed through earlier experiences” (Lewis, Chesler, & Forman, 2000, p. 87). White students, particularly those from homogenous neighborhoods and schools may enter college with assumptions and stereotypes about African Americans and other people of color while students of color may have experienced racial exclusion and oppression requiring them to “negotiate their own sense of what it means to be a person of color in the face of racial/ethnic stereotypes and calls for colorblindness.” (Lewis, Chesler, & Forman, 2000, p. 87). The dominant ideology of colorblindness and racial stereotypes that permeate American higher education therefore shapes the context in which White students and students of color negotiate their interactions with faculty of color. By linking CRT to this phenomenon, we can begin to understand why faculty of color often encounter negative student behavior, receive negative student evaluations, and confront challenges to their authority or credibility in the classroom.

Following the discussion of our research study, we will discuss the specific tenets of Critical Race Theory so all participants can take part in the discussion, which will center on three questions: 1) To what extent is CRT a useful tool to study the underrepresentation and/or experiences of faculty of color? 2) How might CRT change the current discourse on the lack of faculty diversity? 3) What specific tenets of CRT do you find most relevant to this issue?

By engaging in this discussion, we hope to re-center the chronic racism that has endured in higher education as it relates to the lack of faculty diversity in colleges and universities across the nation. By examining the racist ideology that underlines a so-called “colorblind” society, we also hope to explore the ways institutions of higher education can intentionally transform to become safe spaces for faculty of color.
References
Faculty of Color Mentoring Program: The University of Minnesota Duluth’s Culturally Responsive Models and Practices
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Program History
In November 1989, the University of Minnesota Duluth Diversity Task Force was organized at the request of Chancellor. In Fall 1992, Dr. Joyce Kramer was appointed Chair of the Human Diversity Task Force. The mission of the Task Force was to serve as a committee to identify diversity problems, recommend solutions, and promote a positive campus community environment. During 1992-2010, the diversity work was centered around the Commission on Human Diversity. The primary purpose of the Commission is to serve as an independent advisory group to the UMD administration. At the time informal mentorships and gatherings were initiated by employees of color. In Spring 2011, at the core of UMD’s 2011 strategic positioning was diversity and inclusiveness. A systematic review on faculty mentoring projects was conducted by Ariri Onchwari, through support from Vice Chancellor’s Office in Summer 2011. The author, along with Dr Insoon Han launched a formal mentoring program with the support of “Equity and Diversity Transformation Awards” from the Office for Equity & Diversity, University of Minnesota. The pilot program in 2014 aimed at creating an environment that would nurture employees of color and be instrumental to recruit more.

Program Mission and Goals
In Fall 2015, 12 members of the employees of color council brainstormed and created a mission statement. The program’s mission is ”to foster a community of support and interdependence, to assist members to navigate the university systems, so that they can thrive and, ultimately, be successful.”. Program goals are to (1) establish a strong and robust mentoring program, that encourages active interactions and collaborations through mentoring pairs/triads, monthly meetings and informal get-togethers; (2) provide adequate and sufficient support for newcomers, through offering them orientation and extra support from senior faculty and the
council, and (3) building a sustainable infrastructure to support all employees of color in a variety of ways including endorsing candidates for key positions and, identifying and sharing resources.

**Program Design: Key Components and Evaluation**

Based on the challenges that employees of color face, such as feelings of isolation, cultural taxation, biased perception and stereotyping, cultural conflicts and inequality in curriculum and evaluation, and tokenism (Bland, Taylor, Shollen, Weber-Main, & Mulcahy, 2009; Thomson, 2008), three components were created for member participation: *Welcome Event, Monthly Meetings,* and *Mentoring Pairs/Triads.* Additionally, council members (leadership) meet monthly to plan smooth execution of the components described above. Other actions of the group thus far include communicating with Administration as a way of strengthening the support for the group, and Organizing the Larger Community of Color whose vision is to accomplish other tasks in addition to the mentoring.

The pilot program in 2014 was evaluated at its different stages. The results of these evaluations were as follows. At the *Welcome Event,* new employees felt welcomed and informed and their satisfaction was 3.5 on a 5-point rating scale. Members consider the *Monthly Members Meetings* a safe place to validate experiences, explore issues, find solutions, and create changes. A bottom-up approach was used to solicit discussion topics and issues from members. Member satisfaction for the meetings was 4 on a 5-point rating scale. Suggested areas of improving the program included a need for more frequent, flexible, and/or social meeting times. Feedback about the effectiveness of the *Mentoring Pairs/Triads,* participants was that participants felt connected and supported through the across-discipline matching based on the mentor’s strengths and the mentee’s needs. Members also expressed that the meal tickets offered to each pair facilitated regular contacts. Participants’ satisfaction was 4 on a 5-point rating. An area of improvement expressed was the need for better pairing and mentoring strategies.

Communicating with administration lead to funding of the program to continue to run in 2015-2016 academic year. In addition, the council’s collective membership grew to 16 members, up from 12.

**Culturally Responsive Mentoring Models and Practices**

While running the pilot program in 2014, we found mentoring practices and models that seemed more relevant to employees of color at higher education institutions. They include: *Mentoring Network Model* (Sorcinelli & Yun, 2007; Wasburn & La Lopa, 2004), *Mentoring Mosaic Model* (Kanuka & Marini, 2013; NCPEA, 2013), *Infusion of Cultural Identity* (Bland, 2008; Thomson, 2008). In the *Mentoring Network Model,* members build a robust network and community of support by engaging multiple partners in non-hierarchical and collaborative relationships, participating in bottom-up processing, and sharing resources and rewards. In a similar vein, the multi-level mentoring in the *Mentoring Mosaic Model* brings together a wide range of individuals in a non-hierarchical relationship. In this model each member brings something of value to the community, from which others can learn and grow. Lastly, members recognize that their Cultural Identities are strengths and resources in teaching, research, service, and community engagement.
Practicing the models described above ultimately and organically created a mentoring culture that utilizes best practices identified in literature. Some of the components of the mentoring culture created include: a Sense of Community, Collective Leadership and Ownership by members (employees of color), and an upholding of Value Morals, Virtues, and Ethics ahead of Efficiency. To foster a Sense of Community Members should feel related (via frequent contacts and meetings for socialization), that they have influence (via bottom-up processing), receive what they need (i.e., emotional & career support), and experience emotional connections (via sharing and validating their stories) (Reimer, 2014). With regard to Collective Leadership and Ownership, a group of dedicated seniors and juniors work together to lead the community, and all members are invited to share their successes and challenges in the community. Lastly, a sense of collective well-being (i.e., we-ness) develops by emphasizing values and virtues upheld in indigenous communities such as, authenticity, transparency, respects, trust, communication, and empathy as opposed to skills and efficiency. These values are congruent to many communities represented by group members of the mentoring program.

References
Themes as such “Diversity as inclusive excellence” (Haring-Smith, 2012) and “Diversity is everybody’s everyday work” (Greater Than 7: Courageous Conversation, Courageous Action, n.d.) have a strong presence in the current climate of higher education. They undergird universities’ commitment in recruitment, retention and developing a welcoming environment for faculty from diverse backgrounds and with diverse perspectives. Yet, it is not entirely clear how faculty perceive these themes and/or engage in them and with them. There is little research on faculty’s perceptions of diversity despite voluminous programs and efforts on the topic with two notable exceptions. One exception is case study on racial minority and women faculty drawn from a national sample. Findings showed that minority faculty and women activists were more likely to engage in diversity efforts as a commitment to improving campus climate and acting in the role of change agents (Brown-Glaude, 2009). Another exception is the research exploring faculty leaders’ roles and viewpoints on diversity and their activities with it at a research university (Ropers-Huilman & Williams, 2013). Findings revealed three significant factors: faculty’s identities, research focus and experiences within and outside of higher education informed their views. To fill the research gap and to inform future programing, this presentation will report on preliminary findings from a qualitative research study with a phenomenological perspective approach that explored faculty’s perceptions of diversity and equity work in higher education.

Key Informants were recruited via an announcement letter informing them of the study and inviting participation. Data were collected through face-to-face interviews. Six research questions informing this study were: (a) When you hear the phrase “equity and diversity”, what does that mean to you? (b) How are you engaged or involved in equity and diversity work? (c) How do you engage in equity and diversity work on different levels, for example, with administrators, faculty peers, students, department, college or university? (d) How did you
learn to engage in equity and diversity work? (e) How do your social identities inform their engagement in equity and diversity work? (f) As we close, could you share your vision of equity and diversity work? And (g) Of everything you have said today, what is the most important thing that we should note? Interviews were audiotaped, transcribed and de-identified. Grounded theory approaches to data analyses were used to develop themes. Member checks were done to confirm findings Preliminary findings with themes and direct quotes supporting the themes will be presented.

References
Roper-Huilman, R. & Williams, R. (2013). Faculty Leaders and Discourses of Diversity. Presented at Keeping Our Faculty Of Color Symposium VI: Transforming our Institutions: Advancing Inclusive Excellence Among Faculty in Higher Education. Minneapolis, Minnesota
April 19, 2016 Concurrent Session D 10:15 a.m. - 11:30 a.m.

Supporting Our Future Faculty of Color in the Undergraduate and Graduate School Pipeline

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Dr. Tammy Butterick, Research Scientist Minneapolis VA Health Care System, Assistant Professor Dept. of Food Science and Nutrition, UMN Dr. Daheia Barr-Anderson, School of Kinesiology Dr. Evelyn Davies-Venn, Department of Speech Language & Hearing Sciences Professional Staff **Dr. Patricia Whyte, Director of the Office of Diversity in Graduate Education Derek Maness, Director of Outreach and Recruitment in the Office for Diversity in Graduate Education **Anthony Albecker, Director, TRIO McNair Scholars Program

This session brings together University of Minnesota faculty and staff committed to diversifying the graduate school pipeline through faculty mentoring, graduate school preparation programming and strategic recruitment. This interactive session provides space to discuss key issues impacting both students of color as they complete their undergraduate degrees and matriculate to graduate school and the faculty and staff supporting these students. This session will begin with a panel to prime the discussion followed by a interactive discussion.
The primary goal of this session is to obtain thoughtful guidance from participants for the second edition of the 2002 Association of American Colleges and Universities’ (AAC&U) publication, *Diversifying the Faculty: A Guidebook for Search Committees*. This publication emerged from the first Keeping our Faculties Symposium.

**Some Background:** At the 1998 Keeping our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education Symposium held on October 18-20 at the Radisson Hotel Metrodome in Minneapolis, I presented a paper entitled, “Addressing the Recruitment and Retention of Faculty of Color in Higher Education: Promoting Business as Unusual.” After my presentation Caryn McTighe Musil, then Association of American Colleges & Universities’ (AAC&U) Vice President for Diversity, Equity, and Global Initiatives, asked if I would be interested in writing a book to assist search committees in the hiring of a diverse professoriate. What prompted our concern was that despite the efforts of many colleges and universities, racial and ethnic minorities remain grossly underrepresented among the faculty; making up only 13.8 percent of the total faculty nationwide. The 2001 annual status report, *Minorities in Higher Education*, indicated the proportion among full-time faculty: 5 percent African Americans (non-Hispanic), 2.7 percent Hispanics, 5.7 percent Asian Americans, and 0.4 percent American Indians (Harvey, 2001)[1]. So began the conversation and planning for *Diversifying the Faculty: A Guidebook for Search Committees* published in 2002. The book is widely adopted and has sold over 17,000 copies. It is referenced as a critical resource and adapted for inclusion in faculty hiring manuals at several colleges and universities, such as Brown University, University of the Pacific, University System of Georgia, University of Washington, and University of Virginia. This publication complements my empirical research on the status faculty of color. A primary goal in undertaking this task was to provide a synthesis/summation of extant research on faculty diversity that would help search committees achieve greater success as they sought to increase the number of faculty of color at their institutions.

**Brief Project Description:** As I began this project, I realized that search committee processes are very complex and highly contextual. There are always many subtleties associated with organizational decision making. Search committee procedures can be described in terms of simple steps, but recruiting a new faculty member is far from a simple process. Due to the participatory approach to faculty hiring, searches are complicated, taking several months and sometimes years to result in a final hire. This monograph brings together in one publication many resources that can be useful in the search for and hiring of faculty of color.

[1] In fall 2013, the National Center for Education Statistics reports “of all full-time faculty in degree-granting
postsecondary institutions, 79 percent were White (43 percent were White males and 35 percent were White females), 6 percent were Black, 5 percent were Hispanic, and 10 percent were Asian/Pacific Islander. Making up less than 1 percent each were full-time faculty who were American Indian/Alaska Native and of Two or more races. Among full-time professors, 84 percent were White (58 percent were White males and 26 percent were White females), 4 percent were Black, 3 percent were Hispanic, and 9 percent were Asian/Pacific Islander. Making up less than 1 percent each were professors who were American Indian/Alaska Native and of Two or more races.

I organized this project into three parts (each part embedded within the context of current published research): **Part I: Before the Search Begins** describes five organizational elements that are especially important to set in place prior to any search. This section describes the fertile ground necessary to provide a nurturing context within which newly hired faculty of color can thrive and develop their full potential; **Part II: The Search Process** includes practical suggestions for the search itself, to promote success in hiring faculty of color. Search committees often approach their charge in a passive, routine way – advertise the position, evaluate résumés, invite three to five candidates for campus interviews, and then make an offer. A simple screening and evaluation of vitae is insufficient; search committees should genuinely search for candidates of color. A review of the literature revealed seven necessary steps to enhance the likelihood of a successful search for faculty of color; and **Part III: After the Search** includes further suggestions for retaining faculty of color. Recruitment and hiring must lead to faculty of color persistence, advancement, and development. Campuses will not achieve the desired effect of racially and ethnically diversifying the faculty unless the faculty hired decide to stay. To retain faculty and reap the benefits of their diversity, campus leaders must work to ensure a collegial and intellectually stimulating environment for new hires.

Additionally, the appendix includes an expansive annotated bibliography for more in-depth study of various aspects of a search, Web site resources to help expand the pool of potential candidates, and tables indicating undergraduate and graduate schools with exemplary histories of producing U.S. graduates of color with doctorates.

**Revision Process:** Working with Susan Albertine, AAC&U Vice President for Diversity, Equity, and Student Success, and Shelley Johnson Carey, AAC&U Director of Publications and Editorial Services as well as John Burkhardt, director of the National Center for Institutional Diversity at the University of Michigan, who has agreed to curate the resources, and an advisory committee to provide guidance for the revision, I have agreed to write an update of the 2002 publication.

Susan and Shelley briefly describe this process: “Diversifying the Faculty has been an important book in the AAC&U publications portfolio for the past decade. As we look toward the needs of future faculty search committees, we plan to produce a volume that features the practical aspects found in the first edition while also including resources on the challenges of compliance and affirmative action and the changing roles of faculty.” Unfortunately, since 2002 progress on diversifying the faculty has been glacial. However, more research has been conducted and published concerning or related to the issue of diversifying the faculty. For example,
this revision may include related research on the following topics: challenges to affirmative action; diversity intersections; increase in adjunct faculty and decrease in full time tenure track positions; state funding cuts to higher education; threats to eliminate tenure and limit faculty role in governance; potential cutbacks on federal research funding; and the promotion of faculty of color from associate to full professor. This is not meant to be an exhaustive listing of what may be addressed in a revised guidebook. One major challenge with regard to this update concerns book length. College and university administrators who bought the book for their search committee members have commented that the beauty of the guidebook is its comprehensiveness and brevity (about 60 pages). Having a longer piece will hinder its use. We will need to be creative so as to add substance not pages. I welcome the thoughts of those in the audience during this process. What would you like to see in a next edition of *Diversifying the Faculty: A Guidebook for Search Committees*?

During this session, after an overview of the current guidebook is presented, participants will be asked to provide their thoughts on the potential additions in a revised updated edition. Specifically, as stated above, the new guidebook will include practical aspects as the first edition and add related recommendations derived from current research on topics listed above, including challenges to affirmative action and the changing context of faculty work. Participants will be asked if there are other areas that should be considered for inclusion and asked to think about as well as provide examples of current research on faculty diversity that they would like to see included in the literature reviewed for this second edition. Ideas on how we might maintain the current length of the guidebook will also be discussed. These ideas and resources can be provided by participants during this session or can be submitted via correspondence at a later date. It is important to obtain as much input as possible during this process, especially from those who are participants at the Keeping our Faculty VII symposium.

**Related References**


Turner, C. S., & Smith, D. G. (2002). Hiring faculty of color: Research on the search committee process and
implications for practice. In *Keeping our faculties: Symposium proceedings for plenary sessions*. University of Minnesota: Office of the Associate Vice President for Multicultural and Academic Affairs.


April 19, 2016 Concurrent Session B 1:15 p.m. - 2:30 p.m.

Higher Education as White Space: Encouraging and Facilitating Disruption to Keep our Faculty of Color
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In this session, we will introduce the concepts of White Space and disruption before moving into a more interactive discussion session intended to surface ways that disruption might be leveraged in higher education in order to retain faculty of Color and create an environment in which they can not only survive, but thrive. In this session, we will use the terms People of Color / faculty of Color to refer to all individuals who self-identify as non-White. Thus, we recognize that given the great variance between and among communities of Color, methods for facilitating disruption may differ greatly depending upon needs and logistics within the professional and personal realms of individuals. Thus, we present our discussion of disruption as a framework which others may take back to their respective communities, institutions, departments, practice, and/or research.

White Space is any environment that is or has been dominated primarily by White people. One might consider his or her neighborhood, workplace, school, profession, or society to be White Space. It is important for People of Color to identify White Space because it may potentially alter how they perceive themselves in relation to their White counterparts. It is important for White people to identify White Space in order to work from positions of privilege to dismantle oppressive systems of marginalization. People of Color may question their ability, worth, contribution, or even their identity when negotiating various White Spaces. Being able to recognize and understand what prompts these thoughts helps People of Color learn how to navigate White Space with more confidence and less trepidation. Despite historical and contemporary accounts of institutional systems and societal norms catering to the interest of Whites (Moore, 2008), People of Color must continue to critically explore and identify the subtle, obvious, unintentional, and intentional insolence they experience. It is the responsibility of institutions to respond in meaningful and purposive ways in order to foster a pluralistic environment that transcends conformity and exclusion by promoting the appreciation of cultural difference.

The act of disruption is one way to address White Space in higher education. Babacan (2013) defined disruption as “a strategy to enable us to unravel the psychological and political, subjective, and ideological, local and global
dynamics of racism and to problematize the reproduction of how racialised differences come into being and are perpetuated” (p. 25). Using disruption as a strategy to interrogate White Space comes in many forms. However, the simplest act of disruption occurs merely by the nature of the presence of People of Color in the White Space of higher education.

For faculty of Color, this form of disruption poses a particularly complex conundrum, as their sheer presence often signifies to White people that diversity has been “achieved,” and yet systems for evaluation, promotion, tenure, mentorship, and other aspects of faculty experience are often remnants of White leadership, decision-making, and knowledge production. Faculty of Color are expected to understand and navigate these systems which may or may not align with their own cultural and social understandings of the nature of academic work. Thus, we argue that more intentional disruption of the system should be encouraged and facilitated in order to keep our faculty of Color, elevating disruption beyond physical and visual presence to a state of deliberate cultural interference across policy, procedure, and politics.

But in higher education, disruption is often framed as something that is to be prevented. Faculty, including faculty of Color, may have attended workshops or been a part of discussions, for example, about the best strategies for minimizing or managing disruption in their own classrooms. Many of us have witnessed meaningful protests, such as those communicated through the Black Lives Matter movement, and even seen faculty suspended for participating in such events (Davidson, 2015). The reason given is often that such disruption could escalate and thus become a serious risk to university reputation and/or student, faculty, and staff safety. But at what cost is disruption generally silenced in higher education? What message does that send to faculty of Color and the students who look to them for mentorship, guidance, and as role models?

References
April 19, 2016 Concurrent Session C 1:15 p.m. - 2:30 p.m.

**Recruiting and Retaining Millennial Faculty of Color**
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Millennial faculty of color are needed for college campuses that are becoming more ethnically and racially diverse. A diverse and dynamic faculty body attracts a more diverse student body. Historically, due to structural inequities in education, persistent institutional racism and sexism in academia, faculty of color have low representation in predominantly white institutions. The current ethnic and gendered makeup of academic faculty in tenured and tenure-track positions suggests the recruitment and retention of Native American and other faculty of color have failed.

Unfortunately, most majority white institutions leave the commitment to diversity to their chief diversity officer. Provosts, deans, and chairs especially, should instead play a significant role in promoting recruitment initiatives. Although these administrators are the stewards of institutions, they should be responsible for advancing faculty diversity initiatives. In the first part of my proposed 75 minute workshop I will share strategies through a powerpoint presentation for recruiting emerging academics of color. Some of these recruiting topics include:

- Internal development of emerging academics of color
- How to develop a formal faculty of color recruitment process
- Developing faculty of color hiring pipelines with HBCUs, TCUs, and HSIs
- Cluster hiring
- Developing hiring incentives
- Creating diverse search committees
- The importance of a chief diversity office

Following the discussion about recruitment strategies, the workshop focus will shift to the importance of retaining millennial faculty of color. Since mentoring and campus climate are part of the best practices for retaining faculty of color, I will share their importance in promoting a diverse campus. During the proposed session I will use mentoring strategies discussed in my latest co-edited volume *Beginning a Career in Academia: A Guide for Graduate Students of Color* (Routledge, 2015). Based on the professional experiences of faculty of color in *Beginning a Career*, my session will illustrate how effective mentoring contributes to a healthy and inclusive campus climate.
This part of the workshop will demystify the mentoring and especially the cross race mentoring process. The workshop will provide candid advice on mentoring for mid and senior level academics and administrators concerned with retaining faculty of color. Some of the mentorship topics will include:

- Placing faculty of color on the correct course for Tenure & Promotion
- Helping faculty of color avoid professional isolation
- Helping faculty of color establish and maintain a work-life balance
- Recognizing conventional and unconventional forms of cross race mentoring opportunities
- Building meaningful relationships with faculty of color inside and outside a department
- Helping faculty of color deal with disrespectful, discriminatory, racist, sexist, and religious prejudice on campus
- Helping faculty of color develop effective teaching and pedagogical strategies
- Helping faculty of color develop research and publishing agendas
- Importance of guiding faculty of color to research funding streams
- Helping faculty of color effectively handle service expectations and workload demands
April 19, 2016 Concurrent Session D 1:15 p.m. - 2:30 p.m.

**Outside the Box: Building Collaboration & Community for Latino Faculty**

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The Ohio, Western Pennsylvania, West Virginia Higher Education Recruitment Consortium consists of 33 institutions that includes associate granting, master’s granting, doctoral granting institutions both public and private, urban and rural.

This workshop will present information about the creation of the Latina/o Network of Northeast Ohio (LANO), as a program of the Ohio, Western Pennsylvania, West Virginia Higher Education Recruitment Consortium (HERC). Using the HERC network LANO was created to bring together Latina/o Faculty from eight Northeast Ohio institutions to promote retention by reducing isolation, creating community, and serving as a mechanism for faculty to explore potential collaborations. The network is also designed to serve as a resource for the recruitment of Latina/o faculty by and outreach during candidate visits.

The workshop will outline to path to creating the successful initiative including,

- Leveraging the HERC networks
- Engaging through a facilitative attitude
- Involving faculty sponsors
- Maintaining ongoing communication
- Providing multiple opportunities to engage

We will discuss the events and outreach as well as future plans to include integrating staff, administrators and prominent business leaders.

Amanda Shaffer is the Director of the Office of Faculty Development at Case Western Reserve University (CWRU). She provides campus-wide workshops, community building programs, and leadership and career coaching for faculty. Charged with supporting partner hiring at CWRU, in 2014 Shaffer launched the Ohio, Western Pennsylvania, West Virginia Higher Education Recruitment Consortium (HERC) to increase regional cooperation for dual-career hiring and develops networks to attract and retain a diverse, highly skilled talent pool for the region. She earned her Bachelor’s and Master’s degrees in Philosophy from Cleveland State University.
In the 21st century architects, interior designers, planners, and other practitioners in the built environment will have an even greater impact on the shape of our environment. Travis (2009) notes “the space and forms we create not only re-define the scale and scope of the physical environments, but they also influence the psychosocial interaction. Ideally, these environments should support the evolution of a society that values diversity and affirms all people who interact therein.” However, current design practices and academia lack minority representation in the US. For example, 1% of licensed architects identify as African-American, 0% identify as American Indian/Alaska Native, and 3% identify as Hispanic (AIA, 2015). Similarly, David Rice founder of the Organization of black designers notes only 2% of Interior designers are African-American. Despite the commitment of design professional organizations to diversity issues, the percentages have not increased. Similarly, in academia statistics show 50% of all black graduates of architecture in the US come from seven Historical Black Colleges and Universities (HBCU) programs in the US. Faculty of color represent only 3% of the entire faculty body in Architecture programs (Wilkins, 2007). A survey of Interior Design Educators also indicated that not much progress has been achieved in the realm of diversity in Interior design (Jani and Asojo, 2007).

College of Design data show interest in the college programs among minority and African-American Minnesota ACT takers who are likely to enroll in the Twin Cities campus are low compared to other colleges at the University of Minnesota. To this end, Professor Abimbola Asojo from the Interior Design program in the Department of Design, Housing and Apparel organized and conducted three panels and workshops on Diversity and Design for the College of Design from 2013 to 2015. The goal of the program was to create a dialog on Diversity and Design between high school students, College of Design students, practitioners, and scholars. Funding for the events in 2013, 2014 and 2015 was from a grant received from the College of Design Investment Pool. The March 2013 event included a Friday evening panel and a Saturday workshop. Three scholars from the US and South Africa focused on discussing design history from a global and inclusive perspective. A Saturday workshop led by Jack Travis, FAIA, a renowned minority architect was a design exercise for an African-American woman of Brazilian descent targeted at exposing high school students of color to the design process. In February 2014, Jack Travis and a local Minnesota architect led a Friday panel on black cultural expressions in the built environment and a Saturday workshop for high school and college of design students focused on
designing an interior space to memorialize Nelson Mandela. In April 2015, Jack Travis and Craig Wilkins led a Friday panel on Diversity and Design and a Saturday workshop targeted at exposing high school students to the design process. The design exercise involved creating a space for a famous multicultural artist integrating minimalism, biophilia and sustainable design principles.

Overall, the panels and workshops have been successful at exposing high school students, college of design students, faculty and the community to diversity issues. High school participants in the programs have come from schools such as Perpich Center for Arts Education, Juxtaposition Arts, Spring lake Park, Washburn, Apple Valley High, Cooper, Osseo, Irondale, Champlin and South high schools. The experience has been transformational for the high school participants. This presentation will discuss findings from the programs and how the experiences increase awareness of design and its related fields, expose students to minority professionals, and design career opportunities.

References


Enhancing Diversity and the Humanistic Culture at Penn Dental Medicine
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Poster Presentation
Abstract
Challenges exist in creating a diverse faculty, staff and student community that is inclusive and supportive of its members where all can thrive and succeed. This poster describes one dental schools’ progress towards enhancing diversity and the humanistic climate and culture over a three-year time period (2011 – 2014) that involved students, staff, faculty and administration. We describe the administrative infrastructure developed to oversee Diversity initiatives at PDM, including both a Director of Diversity Affairs and a Director of the Office of Faculty Advancement and Diversity. We summarize student, faculty and staff climate surveys and focus groups used to assess the humanistic learning environment in 2011 and 2012. We also report on action plans developed by the University and the dental school to address and improve diversity and the humanistic environment. Specifically, these action plans included a training plan with educational presentations completed in collaboration with Penn’s Office of Affirmative Action, as well as completion of yearly updates of the Diversity Action Plans. The implementation of Diversity Search Advisors for faculty recruitment and retention was also a significant development towards creating a diverse community. Measures that were implemented to develop a more supportive, inclusive and humanistic culture among students, staff and faculty will be presented as well as plans for evaluating diversity efforts.
How Sense of Belonging Impacts Attrition for Under-Represented Minority Students in U.S. Doctoral Education Programs
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Teacher training programs are charged with developing culturally-responsive and highly-qualified pre-service teachers who strive to close opportunity gaps for an increasingly diverse group of struggling K-12 youth. However, as the numbers of K-12 youth of color continue to increase, the teaching force continues to reflect a majority of white, middle class women. Without proper training, in-service teachers will continue to be ill prepared to handle the issues of racism, inequality, and missing opportunities that plague diverse students within public and private schools. Thus, the call for faculty to provide a multicultural, equity-focused education for teacher candidates is more important than ever.

Although faculty of color has increased from 17% in 2007 to about 22% in 2013 the percentage of fulltime Black female faculty is only 8%, with 4% making up tenured faculty (National Center for Educational Statistics, 2015; The Chronicle of Higher Education, 2009; Turner, González, & Wood, 2008). Despite the small percentage, Black female professors are charged with providing diversity and cultural competence training in the context of social justice for pre-service teachers (Madyun, Williams, McGee, & Milner, 2013; Moule, 2005). Further, they contend with institutional/departmental color-blind perspectives in the mists of “valuing diversity” initiatives (Chambers, 2012; Moule, 2005). Despite these issues, Black female faculty are instrumental in the recruitment and retention of future faculty of color (Antonio, 2000; Brown, 1992). Unfortunately, many faculty members do not make it through the retention and promotion process, despite the argument proclaiming the desirability of tenured faculty of color. Research has indicated that issues such as on-campus micro-aggressions (Chambers, 2012), teaching inequities (Gregory, 1999), and lack of mentoring (Chesler & Crowfoot, 2005) may contribute to Black women leaving academia. Thus, the question persists: what formal, informal and/or personal supports do successful Black female faculty experience during the promotion and tenure process within schools/colleges of education? What motivates them to overcome barriers?

Research Focus/Methods
The focus of this study was to understand the process of gaining tenure endured by tenured Black female teacher-trainers. Qualitative inquiry through a phenomenological approach provided preliminary understanding of the lived experiences of six tenured Black women employed in schools of education at four year universities. Phenomenology is based on the conscious knowledge of those experiencing the phenomenon, gaining understanding of the “what and how” of a shared reality without judgment or explanation, and allowing
for the emergence of the *essence* of the experience (Creswell, 2013; Moustakas, 1994). A semi-structured interview protocol was used in this study (Patton, 2002). All interviews were recorded and conducted either via Adobe Connect or face to face. Each individual interview lasted 2 -3 hours.

**Preliminary Findings**

Preliminary analysis indicates that Black female faculty that persist in academia found mentors early. Multiple voices in this study indicated that they had more than one mentor, many of which were outside of their department or even their university. Other emerging data show that tenured Black women turned to their faith and church for support through the tenure process. These emerging findings may indicate that part of the success for Black female faculty may not only lay in school/university efforts but by supports from other universities as well as their local community.

**Importance of Research**

This study elevates the voices of Black female teacher educators, to which there is an absence within the mainstream literature. As more professors of color battle their way through academia, it’s important to have a growing body of literature examining the many paths and supports available for them on the road to tenure. The study also provides rich information regarding the “what” and “how” of gaining tenure as a person of color within a teacher training program. Accreditation agencies stress the importance of cultural competence guidelines within teacher training programs. Thus, schools of education need to understand how to keep faculty that are providing authentic and meaningful culturally relevant teaching experiences for future educators. Lastly, hearing these educators’ experiences may provide schools of education and teacher training programs insight concerning future directions to increase the retention and promotion of faculty of color at large.

**References**


Silent Strategy: Women Faculty and the Academic Profession
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