University of Minnesota

Keeping Our Faculty of Color Symposium
Transforming our Institutions: Advancing Inclusive Excellence Among Faculty in Higher Education

April 14-16, 2013
The Commons Hotel
Minneapolis, Minnesota

www.cce.umn.edu/KOF

Final Program and Abstracts
University of Minnesota

RECRUITING, RETAINING, AND ADVANCING FACULTY OF COLOR

APRIL 14-16, 2013
THE COMMONS HOTEL
MINNEAPOLIS, MINNESOTA
SPONSORS

This symposium is made possible by the generous contributions of the following sponsors:

Symposium Hosts
- Office of the Provost, University of Minnesota
- Office for Equity and Diversity, University of Minnesota

Institutional Sponsors
- National Association of Diversity Officers in Higher Education
- Committee on Institutional Cooperation
- Commission on Access, Diversity and the Excellence of the Association of Public and Land-Grant Universities
- Minnesota State Colleges and Universities

In Cooperation With
- Upper Midwest Higher Education Recruitment Consortium (UMW HERC)
- Latinos in Higher Education

Symposium Co-Chairs
- Catherine Squires, Cowles Professor of Journalism, Diversity and Equality, School of Journalism and Mass Communication
- Louis Mendoza, Professor and Chair of Chicano Studies; Associate Vice Provost, Office for Equity and Diversity

Local Planning Committee
Heidi Barajas, Associate Dean, College of Education and Human Development, Director of Urban Research and Outreach-Engagement Center
Arlene E. Carney, Vice Provost, Office of Faculty and Academic Affairs
Lori Graven, Departmental Director, College of Continuing Education
Geoff Maruyama, Professor of Educational Psychology
Jean O’Brien, Professor, Department of History, Chair of American Indian Studies
Rebecca Ropers-Huilman, Professor and Chair, Department of Organizational Leadership, Policy, & Development; Affiliate, Gender, Women, & Sexuality Studies
Paul J. Strykowski, Professor and Associate Dean, College of Science and Engineering

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, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Letters</td>
<td>1</td>
</tr>
<tr>
<td>Special Event</td>
<td>4</td>
</tr>
<tr>
<td>Symposium Schedule</td>
<td>5</td>
</tr>
<tr>
<td>Symposium Room Map</td>
<td>10</td>
</tr>
<tr>
<td>Keynote Speakers</td>
<td>11</td>
</tr>
<tr>
<td>Symposium Founders</td>
<td>15</td>
</tr>
<tr>
<td>Presentation Abstracts</td>
<td>18</td>
</tr>
</tbody>
</table>
April 14, 2013

Dear Colleagues,

Thank you for participating in *Keeping Our Faculty of Color Symposium VI*. The University of Minnesota is honored once again to host this important symposium and pleased that you have joined us to explore the pressing issues and vast opportunities facing colleges and universities as we work toward diversifying our faculty.

This year’s theme is *Transforming Our Institutions: Advancing Inclusive Excellence Among Faculty in Higher Education*. Preeminent scholars in the field will present current research on recruiting and retaining faculty of color, and on how to transform institutional culture to make that possible. Exciting research is underway that can provide direction for our efforts, and we are pleased to be able to share that with you on our campus.

Faculty diversity is critical to the academic mission of colleges and universities. Across the nation, everyone in our academic community has a role to play in advancing equity, diversity, and inclusivity.

Thank you for being part of the symposium as we work together to advance this profoundly meaningful agenda.

Sincerely,

Eric W. Kaler
President

EWK:ew
April 14, 2013

Dear Participants,

Welcome to the Keeping Our Faculty of Color VI symposium. The conference theme, *Transforming Our Institutions: Advancing Inclusive Excellence in Higher Education*, is a commitment to the work that Minnesota State Colleges and Universities is engaged in to ensure access to an extraordinary education for all Minnesotans.

Minnesota State Colleges and Universities, currently educating over 60,000 students of color, understands that a diverse faculty is essential to providing all students with an educational experience that prepares them to live and work in a global society. We are aggressively embracing the challenge of creating an inclusive faculty through both “growing our own” and strategic recruitment. I hope that you will exchange ideas and best practices that will support and accelerate the recruitment and retention of a corps of diverse and inclusive faculty at each of our colleges and universities.

Thank you for participating in this event. Minnesota State Colleges and Universities is honored to be a symposium co-sponsor. To quote the great American poet Maya Angelou “We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.” The tapestry in Minnesota has changed in the last 20 years and will change even more in the future. I believe that to serve our students well we must have a diverse faculty, staff and administration.

Enjoy the conference and the Twin Cities.

*Best wishes,*

Steven J. Rosenstone

---

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.
Dear Colleagues,

We are pleased to welcome you to the Keeping our Faculty of Color VI Biennial Symposium. Your presence at this gathering of esteemed scholars, researchers, and administrative leaders from across the country to address one of the most critical challenges facing higher education—the development, recruitment, and retention of faculty of color—speaks volumes about your commitment to being part of the solution to this ongoing challenge.

As you know, the persistent underrepresentation of faculty of color in higher education imperils the quality of the education we are able to provide students in a globally diverse society, and threatens ultimately to constrain the vitality of our disciplines and the relevance of our research and teaching.

With a theme of "Advancing Inclusive Excellence among Faculty in Higher Education," the symposium will explore research-based strategies, cross-disciplinary theories, and innovative practices to advance the diversity of classrooms, departments, and campuses. We have invited an exciting array of scholars and leaders who will challenge us to renew our commitment to addressing the many factors underlying lack of faculty diversity on our campuses—including social and institutional barriers, issues of historical legacy and racism, pipeline challenges, and issues of mentoring and climate.

We look forward to the inspiring presentations and conversations they are sure to engender, as well as to exploring ways we can sustain the dialogue when the symposium ends. Enjoy your time in Minneapolis!

Sincerely,

Karen Hanson
Senior Vice President for Academic Affairs and Provost

Kris Lockhart
Associate Vice President, Office for Equity and Diversity

Catherine Squires and Louis Mendoza, KOF VI Symposium Co-Chairs
The University of Minnesota invites you to join us for the opening presentation of Keeping Our Faculty of Color VI Symposium

**Sunday, April 14, 5:00 pm**
Light reception to follow.

**Kimberlé W. Crenshaw**
*Breaking Through and Staying In: The Future of Faculty of Color in Higher Ed*

Urban Research and Outreach-Engagement Center
2001 Plymouth Ave North, Minneapolis, MN 55411
612-626-UROC (8762) I uroc@umn.edu I Directions

---

**Sponsors**
Office for Equity and Diversity
University of Minnesota Law School
Department of Gender, Women and Sexuality Studies

---

**RSVP**
To attend this event you must register for it separate from the KOF VI symposium registration. Registration for KOF VI is not required to attend this event.

**Parking and Transportation to UROC**
Due to the very limited amount of parking available at or near UROC, a bus will be provided at no cost to and from this event for attendees. We highly encourage you to take advantage of this service.

The bus will depart at 4:30 p.m. from the west entrance of the Commons Hotel. It will depart UROC shortly following the close of the reception (travel time one way is about 15 minutes).

**Questions**
Sue Moldenhauer or Ashley Knudson I 612-624-4754
Paratransit I 612-624-8338, Metro Mobility I 612-626-7275

**About UROC**
UROC links the University of Minnesota in vital public partnership with urban communities to advance learning, improve quality of life, and discover breakthrough solutions to critical problems.
Keeping Our Faculty of Color VI Symposium
Program Schedule

Sunday, April 14, 2013

3:00 p.m. – 5:00 p.m. Registration (The Commons Hotel Main Lobby)

4:30 p.m. Bus available to UROC, University of Minnesota’s Urban Research and Outreach-Engagement Center (UROC), 2001 Plymouth Avenue North, Minneapolis

5:00 p.m. Presentation and Reception at UROC
Moderator: Zenzele Isoke, University of Minnesota
Breaking Through and Staying In: The Future of Faculty of Color in Higher Ed
Panelist: Kimberlé Crenshaw, J.D., L.L.M., University of California, Los Angeles, and Columbia Law School

Monday, April 15, 2013

7:45 a.m. – 8:20 a.m. Registration and Continental Breakfast (Meridian Ballroom)

8:15 a.m. – 8:30 a.m. Welcome (Meridian Ballroom)
Karen Hanson, Ph.D., Senior Vice President Academic Affairs and Provost, University of Minnesota

8:30 a.m. - 9:15 a.m.
Moderator: Robert J. Jones, University of Albany
Institutional Culture Change: Leadership and Inclusive Excellence
Freeman A. Hrabowski, III, Ph.D., University of Maryland, Baltimore County, Baltimore

9:15 a.m. – 9:30 a.m. Remarks By
Robert J. Jones, Ph.D., President, University at Albany, State University of New York

9:30 a.m. – 10:15 a.m.
Moderator: Heidi Barajas, University of Minnesota
Faculty Reflections: From Seminar Proposal to the Keeping our Faculty Symposium and Beyond
Karen Miksch, Higher Education and Law, University of Minnesota
Caroline Sotello Viernes Turner, Ph.D., Professor, Doctorate in Educational Leadership, California State University, Sacramento and Professor Emerita, Higher & Postsecondary Education, Lincoln Professor of Ethics and Education, Arizona State University

10:15 a.m. – 10:30 a.m. Break (Meridian Ballroom)
10:30 a.m.-12:00 p.m. Concurrent Sessions
Session A (Pathways Room)
Moderator: Paul Strykowski, University of Minnesota
Meeting the California Challenge: The University of California’s Partnerships to Advance Faculty Diversity in STEM, Susan Carlson, Douglas Haynes, Sheila O’Rourke, Yolanda Moses, and Maureen Stanton, University of California

Session B (Think 4 Room)
Moderator: Louis Mendoza, University of Minnesota
Mentoring Future Faculty through the Graduate Advising Process, Jeanne Higbee, Shade Osifuye, Irene Duranczyk, and Jennifer Franko, University of Minnesota
The PhD Project: A Model Program, Bernard Milano, The PhD Project

Session C (Think 5 Room)
Moderator: Heidi Barajas, University of Minnesota
Black Women Faculty Teaching for Social Justice: Critical Reflections Race and Gender in the Classroom, Nichole Ray, and Juanita Johnson-Bailey, University of Georgia

12:00 p.m.-1:30 p.m. Lunch and Presentation (Meridian Ballroom)
Moderator: Rebecca Ropers-Huilman, University of Minnesota
Academic Leaders Enacting Diversity: Changing Minds and Cultures, Rebecca Ropers-Huilman, Leah Hakkola, and Rhiannon Williams, University of Minnesota

1:30 p.m.-3:00 p.m. Concurrent Sessions
Session A (Think 5 Room)
Moderator: Marcuetta Williams, University of Minnesota
More than a Data Point: Engaging Voices of Women of Color from Within the STEM Academy, Christine Grant and Jessica DeCuir-Gunby, North Carolina State University; Isabel Escobar, University of Toledo; Felecia Nave, Prairie View A & M University

Session B (Think 4 Room)
Moderator: Arlene Carney, University of Minnesota
How to Identify, Recruit and Retain Faculty of Color in Critical Shortage Teaching Areas When Some Administrators Say They Cannot Find Qualified Minorities, Donovan Outten, Upper Iowa University; Adriel Hilton, Grand Valley State University
The Case Management Approach to Increasing Faculty Diversity: Targeted Program Planning for Underrepresented Tenure Track Faculty, Linda McCabe Smith and Philip C. Howze, Southern Illinois University Carbondale

Session C (Pathways Room)
Moderator: Geoff Maruyama, University of Minnesota
Mentoring that Works: How External Mentoring Communities Reduce Isolation and Increase Research Productivity, Kerry Ann Rockquemore, National Center for Faculty Development and Diversity
Redirecting National Attention to Minority Postdocs as a Source for Future Faculty of Color, Alberto Roca, DiverseScholar/Minority Postdoc, Irvine, California
3:00 p.m. – 3:30 p.m. Break (Meridian Ballroom)

3:30 p.m. - 5:00 p.m. Concurrent Sessions
Session A (Think 4 Room)
Moderator: Mari Castaneda, University of Massachusetts, Amherst
Campus Climate and Its Impact on the Experiences of Faculty Committed to Inclusive Excellence: An Institutional Case Study, Chayla Haynes and Frank Tuit, University of Denver
Campus Climate for Faculty Women of Color: University of Minnesota Survey Findings, Michael Reis and Charmaine Stewart, University of Minnesota

Session B (Think 5 Room)
Moderator: Geoff Maruyama, University of Minnesota
Recruitment and Retention of Faculty of Color: Institutional Strategies at St. Cloud State University, Kyoko Kishimoto, Margaret Villanueva, Mark Jaede, Luke Tripp, and Debra Leigh, St. Cloud State University

Session C (Pathways Room)
Moderator: Heidi Barajas, University of Minnesota
Partnerships for Faculty Diversity: A Success Story, Sheila O’Rourke, University of California, Berkeley; Abigail Stewart, University of Michigan

6:30 p.m. – 8:30 p.m. Dinner and Panel Presentation (Meridian Ballroom)
Moderator: Catherine Squires, University of Minnesota
A Retrospective Discussion on Keeping Our Faculty: Lessons Learned and Ongoing Challenges
Nancy “Rusty” Barcelo, Ph.D., President, Northern New Mexico College
Caroline Sotello Viernes Turner, Ph.D., Professor, Doctorate in Educational Leadership, California State University, Sacramento and Professor Emerita, Higher & Postsecondary Education, Lincoln Professor of Ethics and Education, Arizona State University

Tuesday, April 16, 2013

8:00 a.m. – 8:30 a.m. Registration and Continental Breakfast (Meridian Ballroom)

8:30 a.m. - 9:00 a.m.
Discussion of Where to Go From Here – The Future (Meridian Ballroom)
Catherine Squires, Ph.D. and Louis Mendoza, Ph.D., Symposium Co-Chairs, University of Minnesota

9:00 a.m. - 9:15 a.m.
Moderator: Louis Mendoza, University of Minnesota
Presentation by National Association of Diversity Officers in Higher Education, (NADOHE)
Roger Worthington, Ph.D. Editor, Journal of Diversity in Higher Education
Symposium Schedule

9:15 a.m. -10:00 a.m.  
Moderator: Catherine Squires, University of Minnesota  
**Homecoming Faculty of Color Transforming Our Institutions: Narratives on Visibility and Cultural Taxation**  
*Richard Reddick, The University of Texas at Austin*  
**Faculty of Color and the Elusive Promotion to Full Professor**  
*Mari Castaneda, University of Massachusetts, Amherst*  
**The Inherent Rights of Whiteness at the Rank of Professor**  
*Natasha Croom, Iowa State University*

10:00 a.m. – 10:30 a.m. **Break** (Meridian Ballroom)

10:30 a.m.-12:00 p.m. **Concurrent Sessions**  
**Session A** (Think 1 Room)  
Moderator: Louis Mendoza, University of Minnesota  
**What NOT To Do- a Cautionary Tale of Anger, Loss and Some Hope While Working Toward Racial Equity at an Urban Two Year College**, Kathleen Sheerin DeVore, Taiyon Coleman, Valerie Deus, and Shannon Gibney, Minneapolis Community and Technical College  
**Changing the Climate of the Community College: An Impossible Task**, Adam Jackson-Boothby, John Levin, and Laurencia Walker, University of California, Riverside

12:00 p.m.-1:30 p.m. **Lunch and Presentation** (Meridian Ballroom)  
Moderator: Rebecca Ropers-Huilman, University of Minnesota  
**Demystifying Mentoring Myths: New Understandings of the Costs and Benefits of Mentoring for Faculty of Color**, Kimberly A. Griffin, Ph.D., College of Education, University of Maryland, College Park
1:30 p.m.-3:00 p.m.  Concurrent Sessions
Session A (Think 1 Room)
Moderator: Catherine Squires, University of Minnesota
Developing Workforce Capacity for Disparities Research: The Health Equity Leadership Institute (HELI), Brenda Gonzalez, Earlise Ward, Alexandra Adams, Sarah Esmond, and Christine Sorkness, University of Wisconsin, Madison; Mary A. Garza, James Butler III, Sandra Quinn, Craig Fryer, and Stephen Thomas, University of Maryland
Data + Sweat + Insight = Theory? Understanding STEM Cultures through the Lives of Women of Color, Apriel Hodari, Council for Opportunity in Education; and Rachel Kachchaf, Lily Ko, and Maria Ong, TERC

Session B (Think 5 Room)
Moderator: Louis Mendoza, University of Minnesota
Diversifying the Faculty at a Hispanic Serving Institution in California: Opportunities and Challenges, Michael Caldwell, Alex Espinoza, and Juan Carlos Gonzalez, California State University, Fresno

Session C (Think 4 Room)
Moderator: Marcuetta Williams, University of Minnesota
Faculty Writing Program = Increased Productivity for Faculty of Color and Women Faculty, Sherree Wilson, University of Iowa; Jennifer Thorington-Springer, Indiana University-Purdue University Indianapolis

Session D (Pathways Room)
Moderator: Rebecca Ropers-Huilman, University of Minnesota
Academic Freedom for Whom? The Experiences and Perceptions of Faculty of Color, Holley Locher, University of Minnesota/Augsburg College
Emerging Empowerment and Intersectional Strategies Among Faculty of Color at the University of Rhode Island, Delores Walters, University of Rhode Island
Affirmative Action and Implications for Faculty Diversity, Cameron Harris and Sydney Rucker, Indiana University

3:00 p.m.  Closing Remarks (Meridian Ballroom)
Moderator: Kris Lockhart, University of Minnesota
Katrice A. Albert, Ph.D., Vice Provost, Louisiana State University and Vice President – Designate for Equity and Diversity, University of Minnesota
Kimberlé Crenshaw teaches Civil Rights and other courses in critical race studies and constitutional law. Her primary scholarly interests center around race and the law, and she was a founder and has been a leader in the intellectual movement called Critical Race Theory. She was elected Professor of the Year by the 1991 and 1994 graduating classes. She now splits her time each year between UCLA and the Columbia School of Law. At the University of Wisconsin Law School, where she received her LL.M., Professor Crenshaw was a William H. Hastie Fellow. She then clerked for Justice Shirley Abrahamson of the Wisconsin Supreme Court. Professor Crenshaw’s publications include Critical Race Theory (edited by Crenshaw, et al., 1995) and Words that Wound: Critical Race Theory, Assaultive Speech and the First Amendment (with Matsuda, et al., 1993).

In 2007, Professor Crenshaw was awarded the Fulbright Chair for Latin America in Brazil. In 2008, she was nominated an Alphonse Fletcher Fellow. In the same year she joined the selective group of scholars awarded with an in-residence fellowship at the Center of Advanced Behavioral Studies at Stanford.

Books

Articles and Chapters
Freeman A. Hrabowski, III, has served as President of UMBC (The University of Maryland, Baltimore County) since 1992. His research and publications focus on science and math education, with special emphasis on minority participation and performance. He chaired the National Academies’ committee that produced the recent report, Expanding Underrepresented Minority Participation: America’s Science and Technology Talent at the Crossroads. He also was recently named by President Obama to chair the newly created President’s Advisory Commission on Educational Excellence for African Americans.

In 2008, he was named one of America’s Best Leaders by U.S. News & World Report, which ranked UMBC the nation’s #1 “Up and Coming” university the past four years (2009-12).

During this period, U.S. News also consistently ranked UMBC among the nation’s leading institutions for “Best Undergraduate Teaching” – tied in 2012 with Duke, Cal-Berkeley, the University of Chicago, and Notre Dame. TIME magazine named him one of America’s 10 Best College Presidents in 2009, and one of the “100 Most Influential People in the World” in 2012. In 2011, he received both the TIAA-CREF Theodore M. Hesburgh Award for Leadership Excellence and the Carnegie Corporation of New York’s Academic Leadership Award, recognized by many as the nation’s highest awards among higher education leaders. Also in 2011, he was named one of seven Top American Leaders by The Washington Post and the Harvard Kennedy School’s Center for Public Leadership. In 2012, he received the Heinz Award for his contributions to improving the “Human Condition” and was among the inaugural inductees into the U.S. News & World Report STEM Solutions Leadership Hall of Fame.

He serves as a consultant to the National Science Foundation, the National Institutes of Health, the National Academies, and universities and school systems nationally. He also serves on the boards of the Alfred P. Sloan Foundation, France-Merrick Foundation, Marguerite Casey Foundation (Chair), T. Rowe Price Group, The Urban Institute, McCormick & Company, and the Baltimore Equitable Society. He served previously on the boards of the Carnegie Foundation for the Advancement of Teaching and the Maryland Humanities Council (member and Chair).

Examples of other honors include election to the American Academy of Arts & Sciences and the American Philosophical Society; receiving the prestigious McGraw Prize in Education, the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, the Columbia University Teachers College Medal for Distinguished Service, and the GE African American Forum ICON Lifetime Achievement Award; being named a Fellow of the American Association for the Advancement of Science, Black Engineer of the Year (BEYA) by the BEYA STEM Global Competitiveness Conference, Educator of the Year by the World Affairs Council of Washington, DC, and Marylander of the Year by the editors of the Baltimore Sun; and being listed among Fast Company magazine’s first Fast 50 Champions of Innovation in business and technology, and receiving the Technology Council of Maryland’s Lifetime Achievement Award. He also holds honorary degrees from more than 20 institutions – from Harvard, Princeton, and Duke to the University of Michigan, Johns Hopkins University, Georgetown University, Haverford College, and Harvey Mudd College.
With philanthropist Robert Meyerhoff, he co-founded the Meyerhoff Scholars Program in 1988. The program is open to all high-achieving students committed to pursuing advanced degrees and research careers in science and engineering, and advancing underrepresented minorities in these fields. The program is recognized as a national model, and based on program outcomes, Hrabowski has authored numerous articles and co-authored two books, *Beating the Odds* and *Overcoming the Odds* (Oxford University Press), focusing on parenting and high-achieving African American males and females in science. He and UMBC were recently featured on CBS’s *60 Minutes*, attracting national attention for the campus’s achievements involving innovation and inclusive excellence.

A child-leader in the Civil Rights Movement, Hrabowski was prominently featured in Spike Lee’s 1997 documentary, *Four Little Girls*, on the racially motivated bombing in 1963 of Birmingham’s Sixteenth Street Baptist Church.

Born in 1950 in Birmingham, Alabama, Hrabowski graduated at 19 from Hampton Institute with highest honors in mathematics. At the University of Illinois at Urbana-Champaign, he received his M.A. (mathematics) and four years later his Ph.D. (higher education administration/statistics) at age 24.
Dr. Kimberly Griffin is an Assistant Professor in the College Student Affairs and Higher Education programs, and Research Associate in the Center for the Study of Higher Education at The Pennsylvania State University. Dr. Griffin earned her doctoral degree in Higher Education and Organizational Change from the University of California, Los Angeles, her Master’s degree in Education Policy and Leadership at the University of Maryland, College Park, and her Bachelor’s degree from Stanford University in Psychology. Prior to completing her doctoral work, Dr. Griffin worked in higher education administration, primarily focusing in the areas of diversity recruitment, admissions, and retention at the graduate and undergraduate levels.

Dr. Griffin's research interests are primarily focused in two areas: the access, experiences, and outcomes of underrepresented communities in higher education; and the influence of relationships on outcomes at critical time points. These interests have led her to conduct work on a variety of topics, including the mentoring relationships in academe, Black professors and their engagement in student interaction, the experiences of Black immigrant college students, diversity recruitment in graduate education, and campus racial climate. Her work has been presented at multiple national meetings and appeared in the Journal of College Student Development, Educational Studies, and the Journal of Negro Education.

Dr. Griffin's diverse interests and background have provided the opportunity to become skilled in advanced quantitative and qualitative methods, as well as the integration of these strategies in mixed methods research. She is currently the evaluator on an NIH Bridges to the Doctorate grant, examining the influence and effectiveness of a pipeline program between Alcorn State University's (a historically Black college) masters program and Pennsylvania State University's doctoral program in the sciences. She has served as a researcher for the CHOICES project, exploring the multidimensional factors shaping college access for underrepresented students. She is co-editor of a volume documenting this work, Towards a Brighter Tomorrow: The College Barriers, Hopes and Plans of Black, Latino/a and Asian American Students in California. In addition, Dr. Griffin was a research analyst for the Higher Education Research Institute at UCLA, assisting with campus climate survey assessment and development, as well as the creation of structural equation models measuring student development in diverse classrooms.
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 co-founding 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).

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 co-editor 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.

Recognizing her exemplary scholarship, Turner is the recipient of numerous awards and recognitions, including the 2009 American Educational Research Association (AERA) Scholars of Color in Education Distinguished Career Contribution Award, the 2009 AERA Multicultural/Multiethnic Education (MME) Special Interest Group (SIG) Dr. Carlos J. Vallejo Memorial Award for Lifetime Scholarship, and the 2008 Association for the Study of Higher Education (ASHE) Council on Ethnic Participation Mildred Garcia Award for Exemplary Scholarship. In 2012, the UC, Davis School of Education Catalyst 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 (ACE) Fellow.

Turner has served as Chair of the ASHE Council on Ethnic Participation (CEP), Interim Associate Dean for Research at ASU’s College of Education, founder and State Site Coordinator for the Arizona Education Policy Fellowship Program (EPFP), and as President of the Arizona State University Chicano/Latino Faculty and Staff Association. She was elected and served on the Association for the Study of Higher Education (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. Turner received her Ph.D. from Stanford University and her undergraduate and master’s degrees from the University of California, Davis.
Dr. 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, 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 (UMore) 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 Ph.D., 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 (CREDC) 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 (APLU).

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, M.D., have five children and two grandchildren.
Dr. Nancy “Rusty” Barceló signed a three-year employment agreement with the Board of Regents of Northern New Mexico College on April 26, 2010 that makes her the 15th President in the College’s 100-year history. Dr. Barceló is leaving the University of Minnesota as Vice Provost and Vice President for Equity and Diversity to formally take office on July 1, 2010. Dr. Barceló received her Bachelor of Arts degree in Social Work from Chico State College, her Master of Arts degree in Recreational Education from the University of Iowa, and her Doctor of Philosophy degree in Higher Education Administration from the University of Iowa.

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.
Faculty Reflections: From Seminar Proposal to the Keeping our Faculties Symposium and Beyond

Karen Miksch
Higher Education and Law, University of Minnesota
178 Pillsbury Drive S E
Minneapolis, MN 55455
USA
Phone: 612-625-3398
Email: miksc001@umn.edu

Co-Authors: Caroline Sotello Viernes Turner, California State University, Sacramento

To address racial inequities in education, postsecondary institutions have implemented race conscious affirmative action. In its 2012 term, less than a decade since the 2003 Grutter v. Bollinger decision upheld the constitutionality of affirmative action in undergraduate and graduate admissions, the U.S. Supreme Court will reconsider affirmative action in Fisher v. University of Texas, Austin. The Court’s decision in Fisher may have broad implications for educators who seek to address racial and ethnic inequities in education with policies that explicitly consider race. Although the implications of Fisher are likely to be heavily access-based (i.e., getting into college), it is possible that effects will be more broad-ranging, including graduate school outreach and admission policies.

In addition to race-conscious affirmative action in college and graduate school admissions, colleges and universities have also instituted affirmative action policies geared toward recruiting and retaining faculty of color. These policies are also under increasing scrutiny as states consider and pass laws that ban all forms of race-conscious decision-making. In March of 2012, the U.S. Supreme Court decided to review a legal challenge overturning Michigan’s ban on affirmative action (Schuette v. Coalition to Defend Affirmative Action).

In the past, institutions of higher education reacted to legal challenges as if the courts had already decided to limit the use of race-conscious policies. One of the goals of the symposium, therefore, is to provide participants with an overview of the current state of the law with particular focus on faculty and graduate student recruitment and retention. Acknowledging the importance of affirmative action, symposium participants will also challenge colleges and universities to develop strategies to pursue equity, whether with or without supportive action from the Court.

PANELISTS

Karen Miksch is Associate Professor of Higher Education and Law at the University of Minnesota. Her current projects include a legal and content analysis of the amicus briefs filed in the Fisher case and how social science research is translated for the Court. Karen’s presentation will focus on the current legal landscape and how it impacts recruitment, hiring and retention of faculty of color with an emphasis on strategies to pursue equity in the current legal landscape.

Caroline S. Turner is Professor, Doctorate in Educational Leadership, California State University, Sacramento and Professor Emerita, Higher & Postsecondary Education, Lincoln Professor of Ethics and Education, Arizona State University. Dr. Turner’s remarks will focus on her current research relative to the implications of challenges to affirmative action on the preparation, recruitment, retention, and development of faculty of color.
Meeting the California Challenge: The University of California’s Partnerships to Advance Faculty Diversity in STEM

Susan Carlson
University of California
1111 Franklin Street, 11th Floor
Oakland, CA 94602
USA
Phone: 510-987-0728
Email: susan.carlson@ucop.edu

Co-Authors: Douglas Haynes, Sheila O’Rourke, Yolanda Moses, Maureen Stanton, Juan Meza, University of California

The ten campuses of the University of California (UC) constitute the largest research university in the country, graduate 6% of all US PhDs, and have nearly 10,000 ladder-rank faculty. The University thus plays a key role in training, hiring, and advancing the faculty of the future. UC’s long-term engagement with building an excellent and inclusive faculty has recently been focused on the particular issues of faculty diversity in science, technology, engineering, mathematics (STEM) and the social and behavioral sciences (SBS). This session—with representatives from half of the UC campuses as well as the system office—will feature programs, research, and data-based advocacy that have resulted from the most recent efforts, many of them partially funded through the National Science Foundation (NSF) ADVANCE program.

Susan Carlson, Vice Provost for Academic Personnel, Office of the President, will detail the 10-campus effort to collect demographic information about recruitment of ladder-rank faculty. With support from the ADVANCE PAID program, the UC system is collecting data on search committee members, position applicants, finalists, and faculty hires and analyzing what best practices lead to diverse hires and where the most persistence roadblocks remain.

Sheila O’Rourke, Director of the UC President’s Postdoctoral Fellowship Program (PPFP), will describe the professional development program and hiring incentive that resulted in over 100 new diverse faculty into the UC system since 1995 with a 95% tenure rate. PPFP recently launched the Partnerships for Faculty Diversity in collaboration with the University of Michigan and UC campus Chancellor’s Postdoctoral Fellowship Programs to increase postdoctoral research opportunities for diverse scholars in STEM and SBS. PPFP also has been partnering with individual PIs to provide support for diverse scholars in STEM fields and expand the pipeline for faculty careers.

Douglas Haynes, Director of the UC Irvine ADVANCE Program, will provide an overview of campus institutional transformation; 2012 marks the ten year anniversary since the NSF awarded an Institutional Transformation award to UCI. This presentation will focus on the program’s impact in animating equity and diversity in the search process as measured by hiring trends in STEM and non-STEM areas; its effect on the utilization of family friendly accommodations policies and resources through a campaign to advance and de-stigmatize work-life integration; and, finally, its role in promoting an inclusive culture and climate for faculty and graduate students from under represented populations.

Juan Meza, Dean of Natural Sciences at UC Merced, will discuss the unique situation of faculty recruitment at a research university less than a decade old. This rapidly growing campus is building a 21st century faculty reflecting the diversity of California. UC Merced is developing a data-driven plan to support the success of women faculty and faculty of color in STEM, but faces singular challenges in operating with a mostly junior faculty.
Yolanda Moses, Associate Vice Chancellor of Diversity, Excellence and Equity at UC Riverside, will describe the 3-year project to identify and create a statewide research, professional development, mentoring and support network of/for women of color faculty across institutions of higher education in California. This includes the University of California, The California State University system, and other institutions of higher education.

Maureen Stanton, Vice Provost for Academic Affairs at UC Davis, will describe the foundational social science studies and the interventions planned for enhancing the recruitment, retention and success of women STEM faculty, with a strong focus on Latinas, at UC Davis. A centerpiece for institutional transformation at UC Davis will be the establishment of CAMPOS, a center for collaborative innovation and research that will aim to leverage the advantages of multicultural STEM perspectives to benefit under-served communities in California and beyond. To inform and empower this approach, the Davis ADVANCE team is employing a campus-wide climate survey, a survey of STEM doctoral students to investigate their perspectives on academic STEM careers, a comprehensive study of the factors influencing paths of Latina scholars from recruitment into tenure-track faculty positions through mid-career, and a longitudinal comparative study of the career development and professional experiences of the CAMPOS faculty.

Summary: Speakers will present data and interventions and discuss successes and challenges in bringing a diverse faculty to ten research universities located in an increasingly multicultural state.
Mentoring Future Faculty through the Graduate Advising Process

Jeanne Higbee
University of Minnesota
Burton Hall
178 Pillsbury Drive SE
Minneapolis, MN  55455
USA
Phone: 612-625-8015/Fax: 612- 625-0709
Email: higbe002@umn.edu

Co-Authors: Shade Osifuye, Irene Duranczyk, Jennifer Franko, University of Minnesota

The purpose of this session is to share how the Department of Postsecondary Teaching and Learning (PsTL) at the University of Minnesota has developed graduate student advising policies and evaluation processes that extend beyond students’ basic advising needs to ensure that all graduate students receive mentoring to facilitate the achievement of their academic and career goals. At previous Keeping Our Faculties of Color conferences we have presented sessions related to creating welcoming learning and working environments for faculty, staff, and undergraduate students (Bruch, Jehangir, Higbee, Siaka, 2004; Jehangir, Yamasaki, Ghere, Hugg, Williams, & Higbee, 2002), as well as our department’s model for mentoring tenure-track faculty (Duranczyk, Madyun, Jehangir, & Higbee, 2011; Higbee, Madyun, Duranczyk, & Jehangir, 2010) and on mentoring both faculty and students in writing for publication (Higbee et al., 2007). However, in light of recent research conducted by the University’s Student Conflict Resolution Center (SCRC, 2007, 2011), we believe that it is imperative that we now focus our efforts on graduate student advising and mentoring if we are to facilitate the development of future Faculty of Color. This priority is particularly important for our Master of Arts program in Multicultural College Teaching and Learning, in which 13 of 21 students participating are Students of Color.

When PsTL introduced its new M.A. program in fall 2011, the Graduate Faculty considered it imperative that all policies and procedures related to graduate education reflect the department’s mission and goals related to diversity, multiculturalism, and social justice, as well as the application of theory and research to practice to ensure that all students have an equal opportunity to succeed. We began by developing a cohort model and then outlining the key functions of the adviser and determining that advisers would be required to meet with their advisees a minimum of two times per semester. The PsTL Graduate Faculty then developed a policy and procedures for the annual review of graduate student progress that go well beyond what is required by the University.
In spring 2012 the Assessment Subcommittee of the PsTL Graduate Admissions and Financial Aid Committee (GAC) adapted an advising evaluation provided by the SCRC (2010) to fit the PsTL advising model and administered it electronically to all PsTL M.A. students. It also created a series of prompts for exit interviews, which were then conducted by the Director of Graduate Studies Assistant (DGSA) with students as they completed the M.A. Each of these assessments has guided the further development of our graduate student advising process. Finally, in fall 2012 an additional assessment was conducted to determine what needs PsTL graduate students still believed were unmet. This survey has resulted in the development of workshops on such topics as “Writing in American Psychological Association Style,” “Developing Conference Session Proposals,” “Utilizing University Resources” (library, e-folio, etc.), and “Life After Graduate School” (maintaining a professional curriculum vitae, mock interviews, etc.). Recognizing the importance of students’ sense of belonging, each of these workshops includes dinner and some time for community building prior to the beginning of the formal program.

References


The PhD Project

Bernard Milano
The PhD Project
3 Chestnut Ridge Road
Montvale, NJ 7645
USA
Phone: 201-307-8660
Email: bmilano@kpmg.com

The PhD Project, a non-profit organization based in Montvale, NJ, is a catalyst for African Americans, Hispanic Americans and Native Americans to return to academia to earn their doctorates and become business professors.

Organization History
In 1993, a group of academics and corporate representatives sharing a concern for the lack of diversity in corporate hiring pools sought a solution. Over the next several months they initiated a systemic and fundamental program to correct a major problem: U.S. business school faculties consisted of less than two percent minorities. With no faculty of color in the front of the classroom, colleges and universities could not attract minorities to study business disciplines. There were no role models and an absence of natural and approachable mentors. Something needed to be done. In response to this overwhelming need, The PhD Project was created. In addition to AACSB, the founding members were The KPMG Foundation, Citigroup and the Graduate Management Admission Council (GMAC). The KPMG Foundation still administers The Project.

The program has been the principal reason for the increase in the number of African-American, Hispanic-American and Native American business school professors: in 1994 there were 294 minority business school professors, today there are 1,174. Furthermore, there are nearly 400 members of these underrepresented groups now in doctoral programs that will lead to positions as professors.

Organization Vision and Mission
Our vision is a significantly larger pool of highly qualified African-Americans, Hispanic-Americans, and Native Americans for positions in management. Our mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. The PhD Project attracts African-Americans, Hispanic-Americans and Native Americans to business Ph.D. programs, and provides a network of peer support on their journey to becoming professors. As faculty, they serve as role models attracting and mentoring minority students while improving the preparation of all students for a diverse workplace and society.

Organization Methodology
The PhD Project uses a three-pronged approach to increasing the population of minority business professors: 1) a marketing campaign to identify a population of the best and brightest potential PhD candidates of color; 2) annual conference; 3) Minority Doctoral Student Associations (accounting, finance, info systems, management and marketing)

Fulfilling Needs
The PhD Project fulfills a societal need by providing underrepresented minorities with information about and access to, a career they might otherwise be unaware of. The PhD Project fulfills an educational need by providing students with the opportunity to enrich their education through diverse faculty. The PhD Project fulfills a workplace need by providing organizations with diverse applicant pool, while better preparing all applicants.
Black Women Faculty Teaching for Social Justice: Critical Reflections Race and Gender in the Classroom

Nichole Ray, Ph.D.
University of Georgia
Gilbert Hall, 210 Herty Drive
Athens, GA  30602
USA
Phone: 706-542-0084
Email: nray77@uga.edu

Co-Authors: Juanita Johnson-Bailey, Ed.D., University of Georgia

There has been an ever-increasing body of literature highlighting the experiences of faculty of color at historically White colleges and universities in the United States. Research suggests that faculty of color encounter many challenges in academia, such as isolation, a “chilly” campus climate, and lack of mentoring and support for research (Benjamin 1997; Gregory 2001). More specifically, Black women faculty contend with myriad obstacles on the path towards academic career success. Research posits that negotiating race and gender dynamics in the predominately White classroom can have a tremendous impact on academic work lives of Black women faculty (Harley, 2008; Sule, 2011). To illustrate, Black women faculty often experience student challenges to their knowledge, authority, and credibility (Harley, 2008; Johnson-Bailey & Cervero, 1998; Johnson-Bailey & Lee, 2005; Pittman, 2010; Ray, 2010).

The purpose of our presentation is to critically examine and reflect upon our experiences as Black women faculty teaching in the predominately White classroom. Framed by our position as feminist educators (Maher & Tetreault, 2001), we share our individual experiences with teaching for social justice in the women’s studies and adult education classrooms. In addition, we explore significant moments in our teaching careers that illustrate the challenges we encounter in the classroom. We also highlight strategies and possibilities for transforming the classroom into an environment that fosters social justice, inclusiveness and awareness of diversity and difference.

References
Faculty Leaders and Discourses of Diversity

Rebecca Ropers-Huilman, Ph.D.
University of Minnesota
330 Wulling Hall
86 Pleasant St. SE
Minneapolis, MN 55455
USA
Phone: 612-624-1006
Email: ropers@umn.edu

Co-Authors: Leah Hakkola, Rhiannon Williams, University of Minnesota

The ways one thinks about diversity affect actions and policies in higher education. This presentation addresses the tensions and complexities of varying diversity discourses espoused by academic leaders in a research university. Throughout the discussion, we present findings from our research that challenge audience members to think critically about the implications of our policies and practices in relation to inclusive and equitable institutional environments for faculty and students alike. We also focus on how academic leaders develop particular views of diversity and which diversity discourses seem to shape and influence how they think about diversity in their professional work and personal lives.

Our research participants are academic leaders and mid-level administrators who work with faculty and students. We selected participants based upon their discipline and mid-level leadership roles within the institution. We sought to have a wide range of disciplinary perspectives and experiences doing ‘diversity’ work. While some of the participants had explicitly engaged with issues related to diversity, many had not. We were interested in both in order to gain a broad understanding of the relationship between participants’ roles and viewpoints around diversity and their enactments with it.

The findings discussed in the presentation illustrate that academic leaders draw on their identities, research focuses, and experiences both within and outside academic contexts to establish their views on diversity. The second aspect of our findings explores the diversity discourses that are most prevalent among our academic leader participants. While there are many different ways of thinking about diversity, we found that our participants largely drew on arguments related to student demographics, neoliberalism/economic urgency, and internationalism in articulating their views. In our presentation, we consider the complexities of drawing on different discourses associated with diversity within university contexts.

Emerging from our findings, the way that academic leaders engage in diversity discourses with their colleagues has significant implications on faculty recruiting practices and hiring decisions. We posit that in order to shift towards a more equitable and inclusive diversity discourse, those in leadership positions must make substantial change in all parts of an organization (Krutky, 2008). Thus, in this discussion, we explore how faculty leaders’ understandings of diversity become operationalized within policies, programming, and rhetoric in ways that converge or contradict one another, leading to either the creation of inclusive spaces for diverse faculty and students, or to hostile places that resist that inclusivity. Grounding perspectives in theory and practice related to allied relationships (Edwards, 2006), social justice (Bell, 2007), and organizational change related to diversity (Smith, 2011), our presentation contributes to the ongoing examination of how academic leaders are involved in constructing institutional initiatives related to diversity.
References


More than a Data Point: Engaging Voices of Women of Color from Within the STEM Academy

Christine Grant  
North Carolina State University  
911 Partners Way  
Chemical and Biomolecular Engineering  
Raleigh, NC 27612  
USA  
Phone: 919-515-2317  
Email: grant@ncsu.edu

Co-Authors: Jessica Decuir-Gunby, North Carolina State University, Isabel Escobar, University of Toledo, Felicia Diane McInnis Nave, Prairie View A & M University

Underrepresented Minority (URM) women faculty have emerged as successful leaders in STEM academia at a myriad of universities across the U.S. Increased exposure of this important group raises the conversation in academia to a new level and creates partnerships based on scholarship with diversity as an added benefit. There are, however, still unique challenges and opportunities as the representation of URM women faculty at the Top 50 institutions (based on research expenditures) is not reflective of demographics due to a combination of selection/self selection processes and hidden biases in the academia. As they progress in their careers, URM women become very familiar with the unique issues at the intersection of race and gender based on their personal academic experiences. A myriad set of responses occur, ranging from leaving the professoriate to a single-minded pursuit of success no matter what obstacles are presented. One must recognize the common denominator between the URM women STEM faculty and all other STEM faculty; to train students, conduct transforming research, create products and services to impact society and to be successful (and recognized) for their progress. While there are several aspects at the intersection of race and gender that impact WOC faculty in STEM; the true intersectionality is actually more complex. To facilitate impactful, institutional change for WOC STEM faculty, the different cultures of the STEM disciplines, institution type, departmental structure and geographical location must be understood. “More than a data point” speaks to: (i) the challenges associated with academics outside of the WOC faculty culture/community researching WOC academicians and (ii) the more salient aspects of WOC faculty demographics that are critical in the development of intentional, authentic partnerships and initiatives to promote faculty success. In the past 5-7 years, our session speakers have led initiatives to empower URM women STEM faculty through NSF ADVANCE grant support including: (i) a 3 year ADVANCE Leadership Award (Grant/DeCuir-Gunby) catalyzing a group of women engineering faculty that were diverse in their race, ethnicity, discipline and institution type to conduct targeted peer mentoring summits, (ii) an ADVANCE PAID Award to NCSU to Develop Diverse Departments across disciplines; (iii) an ADVANCE PAID Award to empower women STEM faculty at HBCUs (Nave) and (iv) an ADVANCE grant sponsored conference for Women of Color STEM faculty at Midwest schools (Escobar). During the summit for URM women engineering faculty, participants were asked about their perspectives on why women faculty of color were not working at ‘top 50 institutions’; we will discuss several themes that emerged from a demographics survey and discipline-specific discussions. We suspect that their comments also represent the perspectives of women of color in other STEM fields. We recognize that the “Nifty Top Fifty” based on research expenditures is just one place where women of color are in STEM academia; there is a dearth of women of color at all ranks and all institution types in the professoriate. We will present our perspectives on approaches that can be taken to empower, engage and exchange this group of STEM faculty to address the important questions in the realm of Transforming Our Institutions: Advancing Inclusive Excellence Among Faculty in Higher Education.
Self empowerment is a powerful concept that when presented in the right context can be a very forward moving vehicle for women of color. Targeted workshops, summits and events for women of color in the academy are one aspect of the recruitment, retention and promotion process. However, WOC in STEM are not a homogeneous group as evidenced by the aforementioned initiatives developed by the session speakers. Full and serious engagement is a critical next step to address the full exchange of important perspectives and talent of women of color in the STEM Academy. Often, however, due to the low numbers in STEM, women of color in the Academy are often studied as data points (or missing data points) and treated as such in national discussions of the demographics of the field. Sometimes this group is not easily identifiable at large national and international conferences in a particular arena...but they do exist. In an attempt to not put her on the spot and ask one woman of color to represent (via comments on the subject) her entire race/gender in all STEM fields, the pendulum often swings the other way and she can become invisible in a room in which she is the topic of discussion. Or even worse, she can be the subject of a research experiment that has certain preconceived notions on this group and asks questions that support the outcome of the research. This is exacerbated when the study leaders are not fully engaged with or knowledgeable of the women they are “studying”. WOC faculty are unique in their demographic aspects and should be celebrated and promoted. This interactive session explores and highlights these expectations becoming accepted as the norm, as honest engagement (in mentoring and partnership) and exchange becomes the standard mechanism of empowerment for women of color STEM faculty.
How to Identify, Recruit and Retain Faculty of Color in Critical Shortage Teaching Areas When Some Administrators Say They Cannot Find Qualified Minorities

Donavan Outten, Ed.D.
Upper Iowa University
605 Washington St, PO Box 1857
Fayette, IA 52142
USA
Phone: 813-298-7149
Email: outtend@uiu.edu

Co-Authors: Adriel Hilton, Ph.D., Grand Valley State University

The public face of higher education in the United States is changing and will continue to do so in the foreseeable future. Colleges and universities, including community colleges, that are watching trends in U.S. Census Bureau demographic data, are becoming increasingly more focused on diversity. According to U.S. Census Bureau (2004) projections, African American, Hispanic, and Asian American populations are expected to grow rapidly over the next few decades. In fact, those populations will comprise approximately 50% of the total U.S. population by the year 2050. Given this rapid growth of racial/ethnic minority populations, it is important that faculty resemble this demographic shift.

Few would dispute the importance of diversity in America’s higher education system, just as few would dispute the weight of evidence from the U.S. Census Bureau showing the relative explosion in the minority population within the country. The issue of diversity will be vital if they are to remain true to their missions of serving the residents of their states and preparing their students for the workplace. Diversity is an important issue in every walk and facet of life and it makes higher education and the workplace richer in more ways than one. Therefore, it is important for today’s college and university leaders to face this issue head on and work to make diversity among faculty a priority.

This workshop will address key issues in the efforts of identifying, recruiting and retaining faculty of color in critical shortage teaching areas. It will also highlight strategies to recruit and retain minority faculty within the academy from Minority Serving Institutions (MSIs), particularly Historically Black Colleges and Universities (HBCUs). This critical presentation will demonstrate how institutions ought to create a diversity friendly environment when more than 85% of the faculty, administration and staff at colleges and universities are non-minorities.

The presentation will be interactive and engaging for audience members. Not only will the audience have the opportunity to ask questions, but they will also be urged to provide answers to issues involving identifying, recruiting and retaining faculty of color. Through these discussions, panelists will reflect and offer insight on their experiences while working at public, private and for-profit four year institutions. Conversations on issues affecting the recruitment and retention of faculty of color will prompt dialogue between session attendees and panelists. The presentation will challenge attendees to return to their campuses, ready to view the issue from a new paradigm, armed with new perspectives to engage the dilemma. The presenters anticipate that participants will learn from this workshop and be able to gain the ability to apply effective intervention mechanisms.
The Case Management Approach to Increasing Faculty Diversity: Targeted Program Planning for Under-Represented Tenure Track Faculty

Linda McCabe Smith, Ph.D.
Southern Illinois University Carbondale
Anthony Hall 110, MC 4341
Carbondale, IL 62901
USA
Phone: 618-453-1186
Email: lsmith@siu.edu

Co-Authors: Philip Howze, Southern Illinois University of Carbondale

In keeping with the theme of advancing inclusive excellence, this presentation describes an actual program planning process for increasing the number of underrepresented tenure track faculty at a Research 1 mid-western university. The plan is to develop new faculty and to track their progress throughout the pre-tenure period. These are challenging times for affirmative action programs, and colleges and universities need to refocus on why diversity and inclusive excellence are essential to the future of the higher education enterprise. The university is committed to the proposal, and funding has been provided for startup.

If the past has taught us anything, it is that the best efforts at successful diversification have been based on a genuine appreciation of human differences and a wide variety of perspectives. It has also taught us that the forces for maintaining the status quo are stronger than ever, and that university administrators have to engage in purposeful, top-down strategies to increase the number of underrepresented faculty on campus, particularly among the newly graduated doctorate holders hired into their first faculty position. These strategies should not be limited to recruitment and retention alone, but also to preparing the organization for a commitment to inclusion as well.

There are certain elements that must be present for the recruitment and retention of underrepresented faculty to be successful. A commitment to mentoring and a dedication to inclusion are critical; a vast body of literature suggests that persistence is strongly correlated with a sense of connectedness—to the school, to new friends and colleagues, the local community and one’s overall sense of social comfort. A strong affinity group or network to help underrepresented tenure track faculty feel welcome and valued, as well as to gain useful information, is another strategy for promoting recruitment and retention.

This presentation describes a university where underrepresented tenure track faculty members come from places other than the town in which we are located. Faculty members who are new to a relatively small community face a number of obstacles, which are multiplied when it comes to members of underrepresented groups. Quite often, it is hard to learn what problems a URTT has had until it is too late, particularly when it comes to their experiences with discrimination.

The URTT Recruitment and Retention Program has one simple goal: to increase the number of under-represented tenure track faculty on campus as part of the university’s commitment to diversity and inclusive excellence. Program assessment is focused on the growth of critical mass, i.e. demonstrated increases in the number of faculty from underrepresented groups. The success of the URTT Program is highly dependent on its strategies for tenure, promotion and retention, including mentoring by assigning one or more senior faculty mentor volunteers, assist with research and publications, provide travel assistance for conference presentations and assist with dossier organization, to name only a few areas. Costs, as well as other potential challenges, are also discussed, and a timeline for implementation is provided.

The URTT Recruitment and Retention Program is currently in the planning process, which involves detailed scheduling of objectives to be completed in order to activate the program and track the progress of the participants. The program will be assessed at the end of each round, with adjustments made as indicated to promote recruitment and retention.
Mentoring that Works: How External Mentoring Communities Reduce Isolation and Increase Research Productivity

Kerry Ann Rockquemore, Ph.D.
National Center for Faculty Development & Diversity
1395 Antietam Ave, #55
Detroit, MI 48207
USA
Phone: 313-347-8485
Email: KerryAnn@FacultyDiversity.org

The most common question asked at each Keeping Our Faculty of Color Symposium is: “what’s actually working to retain under-represented faculty?” This session highlights the National Center for Faculty Development & Diversity’s Faculty Success Program as a case study (and external resource) for universities seeking to provide mentoring that is focused on reducing isolation, increasing research productivity and improving the retention of under-represented faculty.

The Faculty Success Program is a 15-week virtual mentoring program in which faculty members commit to: 1) a weekly professional development training (led by a national expert), 2) a weekly 1-hour small group coaching session (led by tenured faculty members who are trained as NCFDD coaches), 3) tracking their writing and research time in an online community, and 4) continual assessment and analysis of their progress with campus-based mentors and external mentors. The program has served 366 tenure-track faculty members and post-docs from over 320 colleges and universities over the past three years. Participants report the following outcomes as a result of the program: 1) 93% of participants report increased research productivity and 2) 84% of participants report increased work-life balance. In addition to providing a concrete example of how a successful external mentoring works, this session will provide participants with: 1) a comparison of the empirically-documented challenges on the tenure track for all faculty and the unique challenges for under-represented faculty, 2) an overview of the conventional wisdom about mentoring and why most campus-based programs fail to meet the needs of under-represented faculty, and 3) a new framework for mentoring that is grounded in cross-institutional relationships, leveraged use of technology, and faculty-driven accountability structures.

The NCFDD will provide an open access, downloadable .mp3 of the content, a listing of the 320 colleges and universities who have sponsored faculty members, and a listing of additional reading and resources for participants who want to share the presentation with other faculty at their universities. The information will be housed at: http://www.facultydiversity.org/?KOF.
Redirecting National Attention to Minority Postdocs as a Source for Future Faculty of Color

Alberto Roca, Ph.D.
DiverseScholar/Minority Postdoc
P.O. Box 6414
Irvine, CA  92612
USA
Phone: 949-697-9511
Email: info@MinorityPostdoc.org

DiverseScholar Background and Activities

DiverseScholar activities first started in 2003 when Alberto I. Roca, as a postdoc, founded the Postdoc Committee of SACNAS – the Society for the Advancement of Chicanos and Native Americans in Science (Roca 2005a). He also co-founded the NPA Diversity Committee of the National Postdoctoral Association (Roca 2005b). Since that time, his activities have been documented on his website, MinorityPostdoc.org. Since 2010, Dr. Roca has been working full-time on helping postdocs achieve their career goals by acting as a career coach as well as organizing professional development workshops (Brooks 2011). He also connects diverse postdocs to stakeholders (such as academic Chief Diversity Officers) who are responsible for diversifying the professoriate.

The mission of Dr. Roca’s new non-profit, DiverseScholar, is to promote the recruitment, mentoring, and success of diverse postdocs thereby facilitating the diversification of the doctoral workforce (Roca 2012). While collaborating with SACNAS, the NPA, and many other professional societies, Dr. Roca noticed that efforts to diversify the STEM professional workforce were not cohesive. Many diversity organizations and conferences were discipline specific and/or focused on a specific cultural identity. These ideals are fine for networking among like-minded scholars such as for peer-to-peer mentoring. However, such balkanization poses a challenge for individual allies, institutions, and especially recruiters championing diversity in general. For example, recruiters will have multiple competing demands on their limited time and funding when attempting to expand the diversity of candidate applicant pools. Furthermore, since minority postdocs are so few in number, our new organization sought to disregard these discipline and cultural identity divisions when designing activities for recruiting and professional development. This may allow a critical mass of diverse, junior doctoral professionals to come together for a new, self-sustaining community. Thus, besides being cross-disciplinary, DiverseScholar works on diversity broadly defined including gender, ethnicity, sexual orientation, disability, etc.

Uncovering Postdoctoral Issues

Many “diversity” issues are similar for minorities at every career step; but, some are distinct to the postdoctoral stage (Roca 2010a). For example, can affirmative action ideals and policies be applied to non-advertised postdoc positions? The most competitive and lucrative postdoctoral training experiences are created by an informal, mutual agreement between the prospective candidate and the advisor thereby circumventing the typical employee recruitment process. Importantly, postdoctoral scholars, not students, are the primary candidate pool for open faculty positions especially in the STEM disciplines.

Navigating a successful transition into (and presumably out of) the postdoctoral stage will depend upon a trainee’s networking skills and the relationships with their current and future supervisor. Gender and racial issues will surely compound these already precarious career transitions. Unfortunately, most research on diversity and broadening participation has ignored postdocs thus creating a large knowledge gap. Therefore, an analysis of the scholarship and practice on postdoctoral training is timely in light of recent calls to action. The National Academy of Science COSEPUP committee is reviewing the “State of the Postdoctoral Experience for Scientists and Engineers” ten years after their...
Survey of Diverse Postdocs

What is the nature of the minority postdoctoral population? Based on published surveys (Davis 2005), Dr. Roca estimates that nationally there are around 2,000 domestic, underrepresented postdocs from the Hispanic-, African-, and Native-American communities (Roca 2010b). The DiverseScholar organization has developed a unique Doctoral Directory of diverse postdocs as a first step toward building a community to support their needs. Currently, our email contact list has over 1,100 individuals culled from various diversity intervention programs, conferences, networks, and brute force online searches. Dr. Roca has conducted an internal survey of this postdoctoral population and is also collecting their CVs. What follows are demographic and career observations of the survey respondents.

Greater than 90% of the respondents are U.S. citizens (or permanent residents) and greater than 65% are females. The average age of the postdocs is 33 years old; and, they have been training as a postdoc on average for 2.5 years. With respect to their research, Dr. Roca’s survey shows that 65% of these postdocs are in the biological sciences as expected from the preponderance of NIH funding. Greater than 70% of survey respondents indicated that they desired a future academic career. A smaller subset of 20% exclusively wanted a research and teaching faculty career compared with other options such as private industry research, post-academic (i.e. alternative) careers, etc.

With regard to ethnicity, the distribution among postdoc survey respondents is as follows: 42% Hispanic American, 32% African American, 2% Native American, 3% Asian American, 10% multi-ethnic, and 6% Caucasian. Thus, many members of this minority postdoctoral community will face “double bind” challenges since this group is largely women of color. By comparison, in the greater national science and engineering postdoctoral population, only 45% are U.S. citizens (or permanent residents) and only 35% are women according to recent NSF statistics (Einaudi 2011). From the few surveys conducted, the ethnic demographics of the U.S. domestic postdoc population are the following: 4% Hispanic American, 3% African American, and 0.5% Native American (Davis 2005). Therefore, the DiverseScholar Doctoral Directory is enriched for domestic, female, and underrepresented minority postdocs and could serve as a wealth of information about this critical, but underserved, career stage.

Summary

The DiverseScholar organization is uncovering the invisible minority postdoc population. Diversity stakeholders and recruiters could utilize our Doctoral Directory for engaging underrepresented minority postdocs especially for faculty diversity interventions. Our communication channels for reaching diverse postdocs include our MinorityPostdoc.org website, monthly email announcements, print DiverseScholar periodical, and live professional development events. Lastly, we are actively seeking collaborators from the higher education community for future, rigorous quantitative and qualitative studies using our unique national database of diverse postdocs. This presentation will engage the audience by soliciting feedback about an attendee institution’s own postdoc population as well as methods for recruiting from a centralized database of diverse postdocs of color.
References
G. Davis (2005) Doctors without orders, *American Scientist* 93(3) supplement
E. Einaudi (2011) Two Decades of Increasing Diversity More than Doubled the Number of Minority Graduate Students in Science and Engineering, InfoBrief NSF 11-319
NAS (2006) To Recruit and Advance: Women Students and Faculty in U.S. Science and Engineering
NAS (2011) Expanding Underrepresented Minority Participation
National Postdoctoral Association (2009) Postdoctoral Core Competencies Toolkit
Understanding the impact of campus climate is not only central to supporting and retaining college students, but also their faculty (Miller, Pitcher, & Olson, 2000). This scholarly research paper utilizes a campus racial climate framework (Hurtado, Milem, Clayton-Perdersen, & Allen, 1998; 1999), in combination with a critical discourse analysis, to deconstruct qualitative data findings from an Inclusive Excellence (IE) Campus Climate Survey. Accordingly, study findings reveal that “Inclusive Excellence remains an espoused, rather than a lived valued, at this particular institution, because the campus climate penalizes faculty who make more than a superficial commitment to it” (Haynes & Tuitt, n.d.). Toward this end, the authors will present the study’s key findings and their resulting implications, which illuminate the social political context of campus climate and the role it plays in the lives of faculty.

With intent to underscore the significance of campus climate in supporting institutional diversity efforts, Hurtado et al., (1998; 1999) constructed a framework to aid Universities in implementing more comprehensive efforts beyond that of increasing enrollment of racial/ethnic students. Similar considerations can also be applied to the evaluation of faculty’s campus experiences. Findings from this survey indicate that, in addition to structural diversity (Hurtado et al., 1998; 1999), psychological and behavioral climate (Hurtado et al., 1998; 1999) factors can result in adverse campus experience leaving some faculty feeling like outsiders with low social status, as result of their increased involvement in Inclusive Excellence (Haynes & Tuitt, n.d.).

Summary of Study Findings and Implications

In 2011, an Inclusive Excellence (IE) Campus Climate Survey was distributed campus wide at a Rocky Mountain regional university. Seventy-two percent of all instructional faculty completed the survey. The authors collected and analyzed the qualitative data from using discourse analysis to better understand faculty experiences with IE at this institution. Explicit accounts (Ritchie & Lewis, 2003) within this data set illustrate faculty’s resistance to, involvement with, and understanding of Inclusive Excellence describing the “value for Inclusive Excellence held by faculty”. Also described in the data is how a faculty member’s intersecting identities of citizen, scholar, and teacher are affected (i.e., benefits, threats, and consequences) by their commitment to Inclusive Excellence. These patterns explain the “impact of engaging in Inclusive Excellence” through the situation and dispositional points of view held among the participants. To that end, the data set as a whole explains the value for Inclusive Excellence held faculty at this institution and how their intersecting identities are affected by their commitment to it. The interaction between these two explicit accounts reveals that “Inclusive Excellence remains an espoused, rather than a lived valued, at this institution, because the campus climate penalizes faculty who make more than a superficial commitment to it” (Haynes & Tuitt, n.d.).
Citizen is located at the base to demonstrate that little effort or praxis is required at this level. If a faculty member simply acknowledges that Inclusive Excellence is important, it grants them citizenship into this community. As one moves up the tier to teacher and scholar, it requires more and more effort and praxis from the faculty member. Additional as the intersecting identity submerges further and further into the Inclusive Excellence (increasing their involvement), the faculty member must prepare for significant changes in their level of impact. Given the results of this research study, larger implications must be considered regarding the impact that a campus climate, in conflict with its espoused commitment to social justice, of which IE is a function, has on the lives of faculty. Drawing connections between social justice, the lives of faculty, and campus climate is not only timely; but also relevant given higher education’s increased desire to be multicultural organizations that meaningfully respond to the needs of a diverse student body. Session will conclude with the authors offering grounded recommendations for institutions to improve campus climate in their pursuit and support of faculty who make more than just a superficial commitment to Inclusive Excellence (IE).

References
Campus Climate for Faculty Women of Color: University of Minnesota Survey Findings

Michael Reis  
University of Minnesota  
420 Johnston Hall  
101 Pleasant Street SE  
Minneapolis, MN 55104  
USA  
Phone: 507-450-8347  
Email: reisx067@umn.edu

Co-Authors: Charmaine Stewart, University of Minnesota

In 2012, the Women’s Faculty Cabinet, in conjunction with the Office of Equity and Diversity, conducted a survey to better assess the campus climate for faculty women of color at the University of Minnesota (Twin Cities), a comprehensive, public research university of substantial enrollment (over 50,000 students). The Women’s Faculty Cabinet is an appointed committee consisting of tenure/tenure track faculty women who, with the support of the Provost’s Office, provide leadership to improve and enrich the academic and professional environments for women faculty at the University of Minnesota (Twin Cities). The survey was specific to the University of Minnesota but was adapted from the University of Michigan’s 2001 survey, “Survey of Academic Climate and Activities”. 377 women faculty members responded to the survey, including respondents from a diverse range of disciplines, departments, and colleges.

Findings were derived from an analysis comparing the responses of White women faculty members and women of color faculty members. The various survey questions between the two groups were tested for statistical significance using two-tailed t-tests (continuous variables) and chi-squared tests (nominal or ordinal variables) and were considered statistically significant at the .05 level. The survey found women faculty members of color reported a general dissatisfaction with their professional and collegial experiences at a higher rate than their White women peers. Particular challenges included:

Professional Alienation: Although women faculty, regardless of color, reported experiences of tokenization or their research being devalued, women faculty of color reported this more frequently than their White women peers. For example, 74% of women faculty of color agreed with the statement “I have/had to work harder than I believe my colleagues do, in order to be perceived as a legitimate scholar”, compared to 49% of their White women peers. 58% of women faculty members of color reported their colleagues expected them to represent the viewpoint of their race; 43% reported the same tokenization based on their gender.

Institutional Culture: Women faculty of color also reported the institutional or departmental cultures were unfriendly. 84% felt there were “unwritten rules” regarding professional conduct (compared to 58% of White women faculty) and 54% reported they were “reluctant to bring up issues that concern [them] for fear that it will/would affect [their] promotion/tenure”. In addition, women faculty of color rated their departments and their department heads lower than their White women peers in regards to a commitment to racial-ethnic diversity. Further, high numbers of women faculty, both of color and White, did not agree that their department head “handles disputes/problems effectively” (55% of women faculty of color vs. 39% of other women faculty) and “has a well-defined mission that is shared by among colleagues” (53% of women faculty of color vs. 36% of other women faculty).

Professional Advancement: Women faculty, regardless of color, reported difficulties identifying strong professional mentors and advocates. Those who had located a mentor noted many areas of dissatisfaction within the mentoring relationship. Particularly notable among these deficiencies were a lack of advice regarding promotion, publication, and work-life balance.
Recruitment and Retention of Faculty of Color: Institutional Strategies at St. Cloud State University

Kyoko Kishimoto
St. Cloud State University
720 Fourth Avenue South
St. Cloud, MN  56301-4498
USA
Phone: 320-308-5627
Email: kkishimoto@stcloudstate.edu

Co-Authors: Margaret Villanueva, Mark Jaede, Luke Tripp, Debra Leigh, St. Cloud State University

Our panel will highlight various faculty-led initiatives at St. Cloud State University (SCSU), a predominantly white institution in Minnesota, to improve the recruitment and retention of faculty of color.

Luke Tripp will explain the history of the Faculty and Staff of Color Caucus, dating back to 1989, with the mission of ensuring equal rights at SCSU and overcoming discrimination based on race. The Caucus advocates for inclusion of people of color in the campus decision-making processes, for educating the campus community about unfair practices, and also serves as an informal network to overcome isolation and to build community. The Caucus has found that a crucial practice in terms of recruitment and retention of faculty of color has been to serve as mentors in the tenure and promotion processes across campus.

Margaret Villanueva will speak about the Racial Issues Faculty Colloquium, organized to create and support required racial issues courses since 2000 and to foster conversations on sound pedagogy and assessment development for the racial issues curriculum in general education. Her talk will describe challenges that include growing faculty resistance against maintaining a requirement for courses dealing with racism and ethnic discrimination despite conditions (such as increasing demographic diversity of the state, and the failure of Minnesota’s K-12 public schools to close the achievement gap between White and Latino/Black students).

Kyoko Kishimoto will describe the Anti-Racist Pedagogy Across the Curriculum (ARPAC) workshop, offered since 2009, which provides intensive training for teaching faculty on how to incorporate anti-racist pedagogy into courses across disciplines, across campus. ARPAC participants also participate in follow-up meetings where they discuss their challenges and successes of incorporating anti-racist pedagogy in their courses. Faculty involvement in this initiative from diverse disciplines not only legitimates the discussion of race across campus, it also encourages networking and collaboration between faculty, leading to the development of a community of anti-racist educators. By faculty incorporating anti-racist pedagogy in their courses, they make significant changes in the racial climate on campus, therefore creating a more welcoming environment not only for students but also for faculty of color.

Mark Jaede, former president of the St. Cloud State University Faculty Association and former Vice President of the statewide Inter Faculty Organization, will discuss the role of faculty unions in supporting faculty of color. He will address such issues as: educating union leaders about racism; balancing affirmative action and seniority in times of retrenchment; ensuring that faculty of color are represented in faculty committees; effectively supporting faculty of color in disputes with students, colleagues or supervisors; and recognizing and combating institutional racism within faculty bodies, including unions themselves. More broadly, Jaede will argue that the success of faculty of color is the responsibility of and is in the interest of the entire faculty.
Partnerships for Faculty Diversity: A Success Story

Sheila O'Rourke
University of California, Berkeley
200 California Hall
Berkeley, CA 94720-1500
USA
Phone: 510-643-7307/Fax: 510-642-9483
Email: sorourke@berkeley.edu

Co-Authors: Abigail Stewart, University of Michigan

This session will address the innovative new Partnerships for Faculty Diversity aligning the University of California (UC) President's Postdoctoral Fellowship Program (PPFP) with the University of Michigan (UM) and individual UC campuses to expand the PPFP model and collaborate across institutional boundaries. The UC PPFP has demonstrated remarkable success placing scholars who will contribute to diversity into University of California tenure-track faculty appointments. The new intra- and inter-university partnerships have increased the number of fellowships, diversified funding sources and fostered a rich inter-regional recruiting network. The Partnerships for Faculty Diversity model can be expanded to include additional institutions and also replicated among universities in other regional clusters.

The UC President’s Postdoctoral Fellowship Program originated in the mid-1980’s to encourage minority scholars to pursue faculty careers at the University of California. While the program was successful in fostering research opportunities and a wide range of academic appointments for the awardees, very few PPFP fellows were hired into UC tenure-track faculty appointments for the first two decades. In 2003, the UC system-wide Office of the President initiated a hiring incentive to reward campuses that hired PPFP fellows into tenure track faculty appointments.

After the incentive, the level of PPFP hiring into UC faculty appointments increased from one or two each year to an average of ten PPFP hires each year. The increased level of PPFP hiring has persisted since 2003, in spite of the overall contraction in faculty hiring throughout the UC system. Moreover, the new faculty who were PPFP fellows are achieving a high level of success in their UC faculty appointments. Of the first 51 new faculty appointees from PPFP eligible for tenure, 50 have achieved tenure. This is a greater than 95% tenure rate in a research university system with an average tenure rate of around 70%.

In 2011, the two universities teamed up to create a University of Michigan President’s Postdoctoral Fellowship Program using the program model of the UC PPFP. The two programs share a single web portal and a joint application to enhance the regional scope recruiting efforts and foster exchange of diverse postdoctoral scholars between the institutions. In its first year, the Michigan PPFP received over 100 applications and awarded 6 new diversity fellowships. The Michigan fellowships are funded through set-asides from planned faculty hiring and are closely aligned with hiring plans in the host departments. With two years of experience with the partnership, we are able to advise others interested in joining the collaboration.

In response to shrinking central budgets, PPFP is developing partnerships with five individual UC campuses including Berkeley, Davis, Los Angeles, Merced and San Diego. In addition, PPFP has partnered with faculty who have grant funding to create additional fellowships in science. These partnerships have added 15 additional diversity fellowships to the 25 centrally funded under PPFP.

We will argue not only that the programs are successful, but that Partnerships for Faculty Diversity provide a model for cultivating sustained faculty involvement and overcoming scholarly stigma sometimes associated with faculty diversity programs.
Homecoming Faculty of Color Transforming Our Institutions: Narratives on Visibility and Cultural Taxation

Mr. Richard Reddick, Ed.D.
The University of Texas at Austin
Sanchez 310B
1900 Speedway, DS400
Austin, Texas 78712
USA
Phone: 512-475-8587
Email: richard.reddick@austin.utexas.edu

Co-Authors: Leticia Oseguera, Penn State University, Louie Rodriguez, California State University, San Bernardino, Victor Saenz, Miguel Wasielewski, The University of Texas at Austin

Predominantly White institutions (PWIs) have been challenged to diversify their faculties (Stanley, 2006a; Trower & Chait, 2002; Turner, 2002, 2003). Manifest strategies have been promoted to recruit and retain minority faculty, including mentoring and cluster hiring (Stanley, 2006b; Turner, 2002). One approach is recruiting alumni of the institution as faculty (“grow your own” strategies) (Turner, Myers, & Creswell, 1999), but the work in this area focuses primarily on graduate alumni (Stanley, 2006b).

A largely unexamined variant of this idea would be to recruit faculty who attended the institutions as undergraduates. One might consider “coming home” as a win-win for faculty and the institution. This paper employs scholarly personal narratives (SPN) (Nash, 2004) to present a nuanced view of the lives of scholars who return to their undergraduate institutions, exploring the advantages and challenges for “homecoming” faculty.

Conceptual Frameworks

This paper will employ two major frameworks – visibility and cultural taxation. Roberts, O’Neill, & Blake-Beard (2008) operationalized visibility as “the extent to which a person's attributes and/or behaviors are a focal object of others' attention in a particular situation” (p. 427). Defining visibility as a continuum conveys our experiences as students to professors. At times, our presence in PWIs rendered us invisible, limiting opportunities (Brighenti, 2007) – challenging given our origins in families and communities of color.

Brighenti (2007) presents the converse of invisibility: “supravisibility,” a “double bind that forbids you to do what you are simultaneously required to do by the whole ensemble of social constraints” (p. 330). Brayboy’s (2004) research revealing that Native American students at an elite PWI often experienced invisibility and hypervisibility serves as an analog for our experiences of, for instance, not seeing students of color in many of our courses, countered with having our credentials questioned by White peers and faculty. (In)visibility features prominently in the work of our mentors, who provided opportunities for us to perform in prominent contexts, while simultaneously sheltering us when positive aspects of (in)visibility drifted to the negative.

Padilla (1994) introduced the concept of cultural taxation, referring to additional responsibilities incurred by faculty of color at PWIs – voluminous advising loads, excessive committee participation to provide “diverse perspectives,” and the presumption of “expertise” on racial issues. These expectations are not usually foisted upon White faculty, and faculty of color must negotiate these issues as they strive toward promotion. In our experience, the cultural taxation experienced by “homecoming” faculty of color is significant, given our community and institutional histories – perhaps more intense than our colleagues of color at our institutions, without entangling histories that make us supravisible in institutional and community contexts.
Data
Though our use of SPNs, four scholars share reflections on (in)visibility and cultural taxation upon our “homecoming.” Two of us started and remain at our home institutions, one started elsewhere and has returned to the home institution, and one started at the home institution and departed. These diverse experiences promise a rich conversation presenting the manifest issues unique to “homecoming” faculty of color. The following is a brief description of the participants and their reflections on “coming home.”

Louie’s SPN
Louie is an associate professor in Education at CSU San Bernardino, where his current work focuses on issues of equity and access, specifically on the dropout crisis facing the Latino community. Louie experienced issues related to (in)visibility and cultural taxation, albeit in slightly different forms than previously understood: being of the community and being Latino, he experienced cultural taxation as he felt compelled to “choose a side” in rifts between the institution and community. In reflection, Louie stated, “neither institutional policy nor organizational culture are prepared to respond to these experiences.”

Rich’s SPN
Rich is an assistant professor in Education at UT-Austin. His current research focuses on the lived experiences of Black faculty at PWIs, and he stated that his research agenda has necessarily shifted to encompass community engagement, because he felt responsibility (and pressure) to be visible in the community, but also questioned how much value the institution places on this work. Rich noted, “My pre-existing networks predispose me to community obligations that are sometimes overwhelming.”

Victor’s SPN
Victor is an assistant professor in Education at UT-Austin. His current research is focused on the experiences of Latino male students in higher education, where he notes that he has the opportunity to engage in research informed by his struggles and triumphs as a student. Victor likened working at Big State to “working for the family business, a complex relationship,” noting his loyalty and recognition of the institution’s racist past, further noting that faculty of color recruitment is a challenge for the institution.

Leti’s SPN
Leti is an Assistant Professor in Education at Penn State. Prior to Penn State, Leti was an assistant professor at UC Irvine, where she attended as an undergraduate. Her research focuses on college access and transitions of underrepresented racial and ethnic groups. Leti noted that her “homecoming” was blurred by her connections to the community and institution as a graduate student, as she attended a nearby institution and was a prominent student-athlete. She expected her institutional knowledge to shield her, but “my eyes were quickly opened to politics hidden until I entered the academy.”

Conclusions
Our narratives, and the discussion that will follow, provide a strategy to facilitate participation with KOF participants. Our insights can assist faculty and administrators at PWIs invested in diversifying their faculty while improving job satisfaction for underrepresented professors. While research, teaching, and service are the criteria by which faculty are, and will continue, to be evaluated, “homegoing” faculty experiences may trigger discourse on what “counts” under traditional reviews. Responsibilities related to mentorship and service are to a large extent unique for “homegoing” faculty and may illuminate more complex ways of valuing the performance of such faculty. We are also eager to network with other “homegoing” faculty to compare experiences; we are not suggesting that our experiences are universal.
Significance
Despite decades of research, PWIs struggle to recruit and retain minority faculty. Though a robust discussion engaging frameworks of (in)visibility and cultural taxation, fellow “homecomers” and ally colleagues committed to faculty diversity and reducing cultural taxation on minority scholars will share perspectives, and we can advance this discussion at our home campuses. This paper aspires to be the genesis of further research on this topic employing SPN as a methodology, and we envision a potential monograph exploring how scholars of color experience “coming home.”

References
Faculty of color and the Elusive Promotion to Full Professor

Mari Castaneda
University of Massachusetts, Amherst
240 Hicks Way, Dept of Communication, Machmer Hall
Amherst, MA  1003
USA
Phone: 413-545-1307
Email: mari@comm.umass.edu

The presentation will discuss the academic landscape for faculty of color with regards to promotion to full professor. It will also present strategies for mentoring mid-career faculty. The presentation first begins by outlining the demographics of the U.S. professoriate and then discusses how understanding the current academic landscape is especially important for faculty of color since they are the group that most often encounters the biggest barriers regarding this personnel action. It will then discuss the myths and narratives surrounding the processes for ‘promotion-to-full professor’ that are often circulated in universities and colleges (especially in relation to faculty of color) as well as review the common benchmarks that most faculty are often asked to meet in order to be considered for full professor promotion.

The presentation will conclude with best practices and strategies for supporting and mentoring mid-career faculty so that they may successfully move forward in their career trajectories, and will especially highlight the approaches that benefit faculty of color and women faculty. Some questions that attendees should consider are: Do you know the protocol for initiating promotion to full professor reviews? At your institution, are external reviewers expected to read your file, or is promotion largely an internal process? Has promotion to full been elusive for faculty of color and white women faculty at your institution? Why or why not? Lastly, do you understand how the historical and cultural practices at your college are affecting such promotions?
The Inherent Rights of Whiteness at the Rank of Professor

Natasha Croom
Iowa State University
Lagomarcino Hall N131
Ames, IA 50014
USA
Phone: 515-294-4916
Email: ncroom@iastate.edu

Using a critical race feminist framework and Harris’s (1993) whiteness as property thesis, this presentation shares findings from a qualitative research project focused on exploring the post-tenure promotion processes and career experiences of black female faculty at the rank of Professor. The research questions addressed in the paper are: In what ways is the hegemony of whiteness perpetuated in the promotion processes to the rank of Professor, and in what ways does the hegemony of whiteness manifest in the experiences of black female faculty at the rank of professor? The underrepresentation of black female faculty across ranks is problematic. As of the latest available data from the National Center for Education Statistics, black women represent less than three percent of all faculty across institutional type and rank and less than two percent of all faculty at the rank of Professor. While these demographics are disturbing, the bigger concern is the unexamined racialized and gendered hegemony that persists to maintain the status quo in the professoriate.

Given the centrality of race, racism, and whiteness, this exploration of the experiences of black female senior faculty required a theoretical framework that acknowledges the endemic and rampant nature of racism throughout education and values experiential knowledge (Bell, 1992, 2003; Delgado & Stefancic, 2001; Ladson-Billings, 2000). Further, given the focus on the convergence of race and gender, a framework that privileges the experiences at the intersection of both marginally raced and gendered people is necessary. Critical race feminists assert that because of the social locations of women of color, their individual experiences can provide insights into the greater social and political landscape (i.e., faculty promotion) and their collective experiences can help to unveil the systemic effects of racism and sexism (Crenshaw, 1991; Harris, 1997; Wing, 2003). Taken together, a CRT and CRF foundation assists in challenging prevailing philosophies of meritocracy and race and gender neutrality in promotion processes while allowing for the critical examination of majoritarian interpretations of ideologies, policies, and practices that have historically and traditionally harmed persons of color in American society and education (Calmore, 1992; Crenshaw, 1997; Harper & Patton, 2007; Harper, Patton, & Wooden, 2009; Ladson-Billings, 2000; Solórzano, 1997; Sweeney, 2006).
Stemming from a critical race and critical race feminism foundation, Harris’ (1993) whiteness as property thesis was used as an analytical tool in this study to articulate the ways in which whiteness is accorded benefits and privileges in the professoriate and specifically in the professorship. This thesis would surmise that black female scholars may not be accorded those same privileges and/or those privileges may manifest differently based on social location and experience. Using Harris’ (1993) thesis provided an opportunity to view the seemingly objective, race neutral or colorblind ideologies, practices, and policies governing both the promotion process to Professor and the subsequent experiences of those at this rank from a race and gender-centered perspective.

Findings suggest that the hegemony of whiteness is perpetuated in the full professorship through the maintenance of the belief in the intellectual inferiority of black women, expectations that black women handle all diversity-related issues, scorning black female faculty for aspiring to the full professorship, and ideological claims of colorblind and/or race and gender-neutral promotion processes.
What NOT To Do - A Cautionary Tale of Anger, Loss and Some Hope While Working Toward Racial Equity at an Urban Two Year College

Kathleen Sheerin DeVore
Minneapolis Community and Technical College
1501 Hennepin Ave.
Minneapolis, MN  55403
USA
Phone: 612-659-6027
Email: kathleen.devore@minneapolis.edu

Co-Authors: Taiyon Coleman, Valerie Deus, Shannon Gibney, Minneapolis Community and Technical College

The Keeping Our Faculties of Color Symposium goals, “to articulate a national research agenda for advancing faculty diversity in higher education” are much welcomed and immediately drew our attention as a diverse team of faculty working to do just that at a local, urban two year college. Because our student population is 53% students of color, we are already the future so many in higher ed. are projecting and we find ourselves scrambling to move our institution to greater faculty and administrative racial equity to match that of our student body and ultimately to increase success for students of color. Everyone at our institution theoretically supports this goal, but as always the devil is in the details and we have learned much over the past year.

Some of the key questions our collaborative presentation will address include (1) how theoretical paradigms – particularly critical race theory, as well as queer theory and social identity theory - function in the recruitment and retention of faculty of color in institutions where leadership is almost wholly unaware of and deeply threatened by these theoretical interventions. Two of our team will describe how when our college president stated that what limits our hiring faculty of color is the white dominant faculty, which was in part correct, a subgroup of faculty initiated a Racial Equity Committee (REC) to provide language, resources and support for search committees to address racial privilege and exclusion in the search and hiring process. After this approach found some success and some faculty were in fact hired because of their work in critical race and queer theory, the same president and his highest ranking V.P. asserted that critical race theory language in job calls and interviews was discriminatory particularly to white men, and 4 members of the REC were charged by a white male job applicant with and investigated for 4 months by the college for discrimination and harassment. While all four were found not guilty, the VP who decided the case asserted that critical race theory was discriminatory to whites and could not be used in future hiring.

A second (2) question members of the team will address is that of the role of white faculty and administrators in promoting and sustaining faculty of color diversity by sharing another experience from our institution – from the same year as the example mentioned above – where a recently hired faculty of color recognized the lack of mentorship and role models for her at our institution and in our union, and so asked the president to meet with a small number of faculty of color and allies to provide the support and mentorship that was lacking. Her interest in greater support also arose from the charges of discrimination that she and other faculty of color had levied against them by white students...
for discussing race in the classroom. When she sought those few older white faculty members who had for years addressed race in America in their classrooms, she found they had never been similarly charged. There was something particularly about women faculty of color addressing race that white students could not accept, and that could in fact be a deeply teachable moment for the institution. At first the president agreed to meet and discuss issues arising for faculty of color, but after 4 monthly meetings when the group began to make requests and recommendations, the president ended the meetings explaining that he had to meet with union committees to make institutional changes and this committee had no status within the incidentally also white-dominant union. At the same time this faculty member initiated a reading and discussion series with an outside facilitator for members of her department to become more familiar with white privilege and the experiences of faculty of color in order to build a more supportive environment in her hiring department. These sessions broke down almost immediately and throughout the year continued to implode around how white faculty felt shamed and uncomfortable with the discussions, which spectacularly ruptured in a final meeting where this engaged, brave and brilliant colleague shared her decision to leave the college due to the intractable white dominance here, to which the majority of her white colleagues responded in stony silence, while a “brave’ few questioned her collegiality and lack of politeness in how she shared her experience of her year among us.

In this very eventful – and ultimately painful year, as we lost three more faculty of color in the footsteps of three the previous year - a small group of faculty of color and allies had been working with interested members of the white dominant faculty, the white dominant union, and trying to gain traction with the white dominant administration, to address the waves of privilege and racial violence that were threatening every level of the institution. Things were not going well. And that is what brings us to the third (3) and final question our presentation will address: what is the role of possible inter- and intra-institutional, and community partnerships and possibilities for cooperation rather than competition in building faculty diversity in a local region, which will then also support it in individual institutions? This is emerging as a survival strategy for members of our team as of necessity we have reached out through local media and other resources to share our experiences and seek others similarly struggling to bring racial equity to, and negotiating the inevitable push-back against these efforts at their institutions. Because all the existing structures within higher education – administration, human resources, faculty, union leadership, student services, judicial affairs, public safety, etc are themselves weakened by the racial divisions that we see playing out in student of color success and faculty of color recruitment and retention, these structures have not to date been supportive of racial equity initiatives, but only often further obstruct these efforts. By building partnerships across institutions and with community partners we can develop support structures and bring outside demands for accountability to facilitate the change we so desperately need in achieving racial equity in higher education.
Changing the Climate of the Community College: An Impossible Task

Adam Jackson-Boothby  
University of California, Riverside  
900 University Avenue, Sproul 1361  
Riverside, CA 92521  
USA  
Phone: 951-827-1012  
Email: aboot002@ucr.edu

Co-Authors: John Levin, Laurencia Walker, University of California, Riverside

This research examines the experiences of faculty of college at community colleges through the lens of institutional theory. We argue that the current state of the experiences of faculty of color at the community college is problematical, given both policy articulations for a more diverse faculty and in light of current research on the saliency of role models and mentors for students of color. Without systematic efforts on the part of these institutions, faculty of color will continue to experience conditions of subordination and a diverse faculty body, both in numbers and in accepted or normed behaviors, cannot be realized.

Concerns over faculty diversity in higher education, and community colleges specifically, have been prominent since the 1960s. Because of their increasingly diverse student bodies, community colleges are expected to have a substantial proportion of faculty of color. However, in spite of the development of equal opportunity policies and diversity-embracing missions and practices on community college campuses in the last 50 years, faculty continue to be predominately White. In the fall of 2007, the proportion of community college faculty who were minorities (the population we call “faculty of color”) was only 17% (National Center for Education Statistics, 2008). The relatively low numbers of faculty of color in community colleges do not fit the acclaimed goals of community colleges to increase the educational access and attainment of disadvantaged populations (Levin, 2007) if faculty of color are expected to be role models and/or mentors to underrepresented minority students.

Our analysis is directed from the perspective of institutional theory, which assumes that there exists a specified set of structures, rules, and norms that all institutions in the same field (e.g., community colleges) embody and depend upon to function both internally and in relation to social society (Scott, 2004). The assumption of institutional theory is that for the community college to improve conditions for faculty of color, including changing their institutional experiences, a dynamic shift in institutional norms and values is required. However, as Scott (2008) contends, organizational change is difficult to achieve, since sets of norms, values, and beliefs are deeply embedded in organizations.

Qualitative field studies were employed for this study, with thirty-five interviews conducted with faculty of color at four different community colleges in California. Analysis of the data was broken down into the following four categories: 1) higher-level change, including not just the administration at the particular institution, but also change in district, state, and federal policies; 2) change in hiring practices; 3) change in how faculty are recruited, including outreach into the community; and 4) resistance to change.
We address those components of faculty experiences that point to deeply embedded behaviors and practices of community colleges that result in subordination of faculty of color. As well, we identity those institutional behaviors that faculty of color themselves view as problematical and in need of alteration. We document those efforts by community colleges to alter the behavioral patterns that faculty of color deem deleterious to their and their students’ educational performance. We also document those efforts of community colleges that have either not resulted in organizational change or have at best a first order change outcome.

Finally, we determine that diversity initiatives at community colleges fall short of achieving goals of equity or of providing an environment where faculty of color can realize their potential. They will continue to fall short, according to our investigation, until fundamental change occurs within community colleges. Until that time, community college faculty of color will form a sub-culture within the faculty culture (Levin, 2012) and remain as outsiders to the mainstream of institutional decision-making and development. Thus, community college students of color will continue to be under-served and their educational attainment is likely to stall as less than those of their White counterparts (Opp, 2002).
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. Higher percentages of faculty of color report intentions to leave the academy (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 fulltime 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 organization, Researchers and Critical Educators (RACE), is an interdisciplinary university-wide organization of full-time probationary and tenured faculty who conduct or are interested in research or scholarship involving issues of race, ethnicity, gender, disability and/or social class (http://hhd.fullerton.edu/race/index.htm). 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, linguistic 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 feeling of isolation. When faculty of color are hired in an institution of higher education, it is not uncommon to find themselves being an “only” in their department or one of a mere two or three “others.” (Laden and Hagedorn, 2000). RACE provides opportunities to discuss research and receive mentoring, but maybe most importantly it provides a place to develop collegial relationships and reduce isolation.
In 2006, RACE provided a formalized space for both the support of research and writing for the purpose of publication, and the development of collegial relationships; the RACE Research and Writing Group. Chaired by three different RACE members over the last six years, it has been cited by many of its members as a key source of support and feedback for their eventual successful retention and tenure. Meeting on a monthly basis and sometimes during the summer, the group structures time for personal sharing out, communication regarding the political, social and racial climate of the university, and of course to read and respond to each other’s written work to be submitted for publication.

Over the last three years, RACE has seen a depletion in its active membership, and its across-campus activities and outreach has become less significant. Despite this, the Research and Writing Group has remained active. 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? What does this tell us about the sustainability and importance of efforts to recruit and retain a more diverse faculty?

References
WRITEins: Enhancing Productivity and Community for Women of Color Faculty

Ching-Yune Sylvester
University of Michigan
Center for the Education of Women, 330 E. Liberty
Ann Arbor, MI  48104
USA
Phone: 734-764-6005
Email: yunecs@umich.edu

In this session we will describe a drop-in faculty writing group for women of color at the University of Michigan and its impact on the productivity and sense of community for the participants.

Faculty are often pulled in many directions, and the immediate demand of students in classrooms and labs, as well as attendance at administrative meetings and professional conferences can make it difficult to carve out time for some of the most important work—research and writing. In addition to being a task that is too easily postponed to the next day or next week, writing can be a highly isolating endeavor. Women of color faculty in particular, tend to have greater demands on their time from students both in and out of the classroom, as well as increased service loads or expected participation in diversity efforts on campus. Women of color also often report experiencing a sense of isolation on campus, particularly in departments where they may be the only women of color.

In an effort to assist women of color scholars in finding time and space for their writing, as well as to overcome issues of isolation, the Women of Color in the Academy Project (WOCAP) at the University of Michigan started a series of bi-weekly WRITEins in the Fall of 2011. Based on discussions within the faculty steering committee, it was decided that a low-commitment, loosely structured group would work best for our campus. WOCAP would provide space, reminders of meeting dates, as well as coffee and bagels, and the faculty would come on a drop-in basis with no requirements or expectations.

The WRITEins have been immensely successful, with an average of 10-15 attendees each week across both the academic year and summer. Attendees range in rank from Full Professor to Postdoctoral scholar, and come from a range of disciplines across the University. Feedback on the WRITEins has indicated that critical parts of the writing group are 1) being able to schedule time to write, and 2) being away from their offices. It was also important to most of them to 3) be in the company of other women of color academics who were also writing. Attendees stated that participating in the WRITEins increased their productivity, and enhanced their sense of community with other women of color scholars.

Some statements reflecting these sentiments include:

“What seems to help especially is feeling forced to decide what I want to work on and to organize what I need in order to proceed with the time set aside for the writing group on a given day. It’s also helped me outside of the writing group because I’m a lot more focused and organized with my writing.”
“There have been several writing projects that I finally started because I had that time and space...having the WOCAP writing group (with all those great women for company and all of them writing!) made it impossible for me NOT to start.”

“I am very isolated where I am, with no colleagues or peers available and even the brief conversations I had with other women at the writing group were incredibly nourishing for my soul.”

The informal, drop-in WRITEins have provided a starting point for providing other forms of writing support to women of color academics. For example, during the summer WOCAP organized a 2 day writing retreat. WRITEins also increased in frequency to weekly during the summer. The group has also started to include mechanisms for accountability, and to meet once a semester for a social gathering. This Fall, a smaller group of postdoctoral scholars opted to meet additionally on the off-weeks to read and provide feedback on each other’s written work; this group has also arranged additional meeting times to listen to each other’s job talks.

A simple idea—providing time and space for women of color scholars to write—is thus evolving into a community of scholars that are supporting each other. This can be implemented easily at almost any institution and at minimal cost.
Community Engagement as Role, Recruitment, and Retention for Faculty of Color in Higher Education

Rashne Jehangir, Ph.D.
University of Minnesota
214 Burton Hall
178 Pillsbury Drive SE
Minneapolis, MN 55104
USA
Phone: 612-625-3551
Email: jehan001@umn.edu

Co-Authors: Vichet Chhuon, Ph.D., Jarrett Gupton, Ph.D., Katie Johnston Goodstar, Ph.D., Naim Madyun, Ph.D., J.B. Mayo, Jr., Ph.D., Amanda Sullivan, Ph.D., University of Minnesota

This session features the narratives and research of a cohort of seven tenure track faculty of color involved in an inaugural fellows program through The Urban Research and Outreach/Engagement Center (UROC) at the University of Minnesota, a new model for university-community engagement and urban problem solving located in North Minneapolis. The UROC Fellows program functioned in two primary ways. It served as a medium of support for seven tenure track faculty of color and also as a mechanism for inquiry into the complex role faculty of color play in community engagement at a public research institution. This collaboration resulted in a forthcoming edited journal featuring key articles that will make up 3 strands of our symposium discussion: a. engagement and the role of university engagement in the community; b. recruitment pathways to tenure-track; c. role of support programs and opportunity hires for faculty of color.

Overview of the Symposium Content and Structure
This symposium will be comprised of 3 separate strands and reflect the work of seven faculty of color voices across various stages of the tenure track. Each strand will include 15 minutes of presentation leaving significant time for audience engagement and dialogue among the seven panelists.

Introduction- The UROC FELLOWS PROGRAM: One model for engaging faculty of color with each other and the community:

The Urban Research and Outreach/Engagement Center (UROC) is a new model for university-community engagement and urban problem solving located in North Minneapolis. Guided by a vision of building meaningful and respectful collaboration between the community and the university, UROC is situated to create opportunities for innovative and intensive faculty engagement with community needs that maximize the resources and assets of the University and all of its community partners.

The UROC Fellowship Program, a collaborative of seven UMN scholars of color, sought to operationalize this commitment by creating institutionally supported space and time for faculty of color to engage in reflective scholarly work and practice with specific attention to the ways in which the Center and University at large can foster engagement, support equity, and advance the study of urban educational issues.

This presentation begins with a brief introduction of the inception and development of the Fellows program and then specifically address how it served to: a. Create space for faculty of color to interact and share their knowledge and experiences related to diversity, equity, multiculturalism, and effective teaching and scholarship in higher education; b. Offered support for Fellows to combine their expertise to develop collaborative scholarship that promotes the mission
of the Center through research and creative projects specifically focused on engaged research and practice within urban settings; c. Provided designated time for Fellows to work on specific products (e.g., publications, symposiums) around issues of urban engagement that highlight the unique role and function of UROC in local, regional, and national contexts. d. Address limitations of the UROC model

One key research outcome of the UROC fellows programs is the forthcoming publication of a special issue of the Journal of International Educational Reform edited by Na‘im Madyun and Rashné Jehangir. Featured articles by the 5 other UROC scholars in this journal form the basis of the next two strands of this symposium.

**Strand One**- The Role of University Engagement in the Community
Based on the forthcoming article appearing in the International Journal of Educational Reform, panelists: Jarrett T. Gupton, Amanda L. Sullivan, & Katie Johnston-Goodstar address how University-community engagement is increasingly emphasized at institutions and yet there remains some ambivalence about how to engage meaningfully. We explore how conceptualizations of university-community engagement have evolved since the inception of the public university and how differences in the role of the university confer different benefits to both the actors within the institution and the community served by that institution.

**Strand Two**- Pathways to the Tenure Track: Reflections from Faculty of Color on Their Recruitment to a Research University
Based on the forthcoming article appearing in the International Journal of Educational Reform, panelists: J. B Mayo and Vichet Chuoon put forth an argument for addressing the engagement obligation of universities, the social justice theme typically present in engagement efforts, the profile and health of universities and the pipeline of competitive productive scholars by strategically focusing on faculty of color recruitment and retention at public universities.

**Strand Three**- Opportunity hires and faculty of color
Since a majority of the participants in this symposium were opportunity hires of color, we will conclude with a discussion about the challenges embedded in this process and contrast this with challenges posed by search-based hires.
Building a Comprehensive Model of Mentorship at the University of Minnesota

Arlene Carney, Ph.D.
University of Minnesota
100 Church Street SE
Minneapolis, MN  55455
USA
Phone: 612-626-9545/Fax: 612-624-3814
Email: carne005@umn.edu

Co-Authors: Priscilla Gibson, Ph.D., University of Minnesota

Increasingly, universities nationwide want to safeguard their more costly investment, faculty, by not only effectively recruiting but also, retaining. Faculty is important to the prestige and status of a university and its mission to support and infuse diversity throughout. Here at the University of Minnesota (U), diligent efforts continue to retain faculty-of-color. This presentation will address our efforts to retain faculty-of-color by instituting a new mentoring initiative that is evidence-based. Our efforts to retain faculty can be categorized mainly under three areas: providing information and resources, collecting data, and developing programs and resources that are congruent with best practices. The presentation will begin with introductions and an experiential dyadic activity involving faculty’s experiences, challenges and suggested strategies for retaining faculty-of-color. After participants’ reports on the outcomes, presenters will provide brief lectures on content and facilitate an interactive discussion including questions/answers/comments.

Vice Provost for Faculty and Academic Affairs, Dr. Arlene Carney, will discuss our history with providing information and resources to assistant and associate professors on promotion and tenure. She will share her experiences conducting semi-annual informational meetings with faculty. She will also explain the various programs and resources provided to each level as a group and on an individual basis, with special emphasis on faculty-of-color, and partnership with the Office of Equity and Diversity. Dr. Carney will provide strategies that have proven effective over the years for tenure and promotion.

The U has initiated and supported two major data collecting events to obtain evidence-based information on the resources needs and provided to faculty regarding tenure and promotion: the Collaborative on Academic Careers in Higher Education (COACHE) survey and a report from the President’s Emerging Leaders Report (PEL). Dr. Carney will report on the findings relevant to faculty-of-color. Controlling for race and gender, the need for mentoring was one a major finding. She will also discuss how the U will incorporate the finding.
To respond to the need for mentoring of faculty-of-color, the Institute for Diversity, Equity, and Advocacy (IDEA), headed by Associate Vice Provost Louis Mendoza, with the support of the Vice Provost and Provost, initiated a mentoring program for the university. Dr. Priscilla Gibson, co-chair of the Mentoring Initiative will provide general information about mentoring and focus on the aim, process, and future plans of the IDEA’s Mentoring Initiative. While there is no definitive definition of mentoring, effective mentorship that supports career advancement is a topic of concern for every faculty member. Mentoring programs are usually focused on tenure-track, assistant professors, though there is variation across ranks, individuals, and units in needs, requests, current policies, and delivery. Given that at least two surveys administered by different organizations within the University of Minnesota (U) found that mentoring is not only wanted but also very needed by various constituencies at the U, Institute on Diversity, Equity, and Advocacy (IDEA) with the support of the Office of the Provost, has convened a Mentoring Initiative Committee with representation across colleges. The Committee’s purpose is to develop an evidence-based and best practice-informed mentoring program that is voluntary, process and outcome driven, individualized to meet current needs, flexible enough to be attuned to the varying contexts that emerge from differences between academic units, and aimed at promotion, retention, and advancement for faculty at all ranks. The resulting comprehensive mentoring model will be inclusive of the distinct challenges and needs faced by faculty-of-color, women, GLBT, and faculty with disabilities but also incorporate a universal design approach to ensure functionality for all faculty members. The program will be built on current mentoring efforts, publicized, and regularly evaluated.
Developing Workforce Capacity for Disparities Research: The Health Equity Leadership Institute (HELI)

Brenda Gonzalez
University of Wisconsin, Madison
Collaborative Center for Health Equity, Institute
Madison, WI 53705
USA
Phone: 608-695-0308
Email: bsgonzalez@wisc.edu

Co-Authors: Alexandra Adams, Ph.D., Sarah Esmonds, Christine Sorkness, Pharm.D., University of Wisconsin, Madison, Mary A. Garza, Ph.D., James Butler III, Dr.P.H., Sandra Quinn, Ph.D., Craig Fryer, Dr.P.H., Stephen Thomas, Ph.D., University of Maryland

Description: The UW Health Equity Leadership Institute (HELI) reflects an innovative institutional response to the need for more health equity research investigators – particularly minority investigators – to achieve successful career development, promotion/tenure and advancement and to secure NIH research support. The HELI is a program sponsored by the UW Collaborative Center for Health Equity and offered at the University of Wisconsin – Madison. The Institute is provided in collaboration with faculty from the Center for Health Equity at the University of Maryland Research Park. This presentation will introduce the Institute, explain why and how it was created, explain our scholars’ selection criteria, and review the 50 hour program content, highlighting key thematic areas. Presenters will describe how HELI Scholars are making a difference nationally and internationally, and share qualitative and quantitative data generated from evaluations by our three HELI cohorts (N=77) since 2010. The presentation will conclude with specific recommendations for how those in the audience might adopt HELI program components in their own institutions, in support of advancing successful career development of diverse scholars in higher education.

“I am delighted about the transparency and authenticity of the leadership of HELI, and the ‘space’ they created. I brought my whole self and learned in all of these capacities, not just professional. I felt from the beginning that the leadership here created that space. Typically conferences require me to project my professional self only and ‘leave part of me’ at the door. Here, my whole ‘career’ was able to attend.” HELI 2011 Scholar
Data + Sweat + Insight = Theory? Understanding STEM Cultures through the Lives of Women of Color

Apriel Hodari
Council for Opportunity in Education
1025 Vermont Ave NW, Suite 900
Washington, DC  20005
USA
Phone: 202-347-7430
Email: apriel.hodari@coenet.us

Co-Authors: Lily Ko, Rachel Kachchaf, Maria Ong, TERC

While the United States has previously excelled at attracting science and engineering talent from all over the world, it has done poorly at developing the talent of underrepresented minorities and women to contribute to science, technology, engineering and mathematics (STEM) research and education (National Science Board [NSB], 2008). U.S. colleges are already majority female (57%) and are increasingly enrolling more minority students (44%) (National Center for Education Statistics, 2008-09; National Science Foundation, 2011), however, “not only are women and underrepresented minorities less likely than white men and Asians to major in a [STEM] field, but once there, they are more likely to switch to non-science majors” (NSB, 2008). Even more underrepresented than minorities or women, are women of color. Studies show that even when women of color achieve the advanced degrees required for faculty employment, they have been, and continue to be, stuck on the bottom rungs of the employment ladder, if they get on the ladder at all (Nelson and Rogers, 2004). Because of their race and gender, women of color who pursue advancement through the STEM fields are caught in a double bind, and their struggles to be scientists are greater for women of color than for white women or for men of color (Malcom, Hall, and Brown, 1976). This is because dually occupying undervalued identities of femaleness and non-whiteness—especially undervalued identities in STEM contexts (Ong, 2005; Traweek, 1988)—can lead to personal, professional, and societal repercussions to a degree that white women and men of any color do not experience (Crenshaw, 1993; Hamilton, 2004; Lugones, 1994; Wei, 1996). In this paper, we present a theory of the culture of STEM disciplines, grounded in the lived experiences of women of color in those disciplines where they are most underrepresented (physics, astrophysics and astronomy; computer science and information technology; and engineering). Our theory is built on 21 oral interviews and over 300 extant texts, describing the life stories of 130 women of color in these disciplines. We present a theory of misrecognition and a lack of deep belonging, as well as a new definition of class that it more salient for STEM disciplines than our tradition notions of socioeconomic status.
References
Diversifying the Faculty at a Hispanic Serving Institution in California: Opportunities and Challenges

Michael Caldwell, D.M.A.
California State University, Fresno
5200 North Barton Avenue M/S ML55
Fresno, CA 93740
USA
Phone: 559-278-3027
Email: mcaldwell@csufresno.edu

Co-Authors: Alex Espinoza, Juan Carlos Gonzalez, California State University, Fresno

According to the U.S. Census Bureau (2011), Latinos are the fastest growing ethnic group at 16.4% (50.5 million). In California, Latinas/os make up 37.6% (14 million) of the population, and in Central California’s largest county (Fresno), Latinas/os are 48.7% (.43 million) of the population. The largest university in Central California is California State University, Fresno (“Fresno State”), a university with 36.7% of Latina/o students (making it a Hispanic Serving Institution), but only 9.2% of Latina/o faculty are full time tenured or on the tenure track (Espinoza, 2012).

For the past two years, Fresno State has been pressure to diversify the faculty by a group of community leaders with strong political ties in communities that surround Fresno. Instead of responding negatively, Fresno State has responded by integrating this group of Latina/o community leaders with the university community, as advisors. In addition, the campus recently appointed a new Associate Vice President for Faculty Affairs who is very serious about diversifying the faculty and administration. In efforts to diversify the faculty, this new VP has formed the Faculty Affairs Diversity Team (FADT), to help advise and implement policy related to the hiring of a more diverse faculty workforce, and this presentation addresses the question: Has FADT been successful at affecting/changing procedures related to faculty search and hiring?

To answer this question, this presentation draws on the work of Turner, Gonzalez, and Wood (2009), which looked at the major issues related to faculty of color over a 20 years period. The work of Turner et al. (2009) is used mainly to understand key issue at Fresno State: (a) bias in hiring, (b) lack of diversity, (c) lack of recruitment and retention, and (d) racism, classism, and sexism in academe.

Critical Race Theory (CRT; see Solórzano & Delgado Bernal, 2001) is used to frame this presentation and the work of the diversity workers that are in the front lines of faculty diversity. CRT is used to understand: (a) racism and discrimination is recruitment and hiring practices; (b) how a diverse faculty can transform campus culture and challenge dominant Eurocentric ideology; (c) how a diverse faculty can create critical masses of faculty of color, thus fundamentally changing the history of Fresno State; (d) how creating a pool of faculty of color will create a pool of potential administrators of color, thus indirectly affecting the diversity of the administration; and (e) how a diverse faculty can transform the way students of color may see themselves as future faculty, thus fundamentally affecting the diversity of graduate students in Central California.

The presenters are members of Fresno State’s FADT, and will present on the pronounced cultural shifts in faculty recruitment and hiring that have occurred in its first year of existence. Some of these cultural shifts include: (a) the reframing of search committees into recruitment committees, (b) mandatory search committee training, (c) expansion of job descriptions to be explicit about diversity and cultural competency, (d) dissemination of job postings to all faculty of color in their school/college, (e) meticulous candidate evaluation to prevent previously real and rumored biases, and (f) implementation of standard diversity-specific questions during phone and on-campus interviews.
The presentation will end with recommendations for institutions interested in further diversifying their faculty, namely:
(a) the formation of teams of diversify specialists, (b) the need for the institutionalization of diversity goals, (c) the creation of multi-year faculty diversity plans, (d) the need to include retention plans as part of the institution’s recruitment and hiring plans.

References

Links to Previous Research
Faculty Writing Program = Increased Productivity for Faculty of Color and Women Faculty

Sherree Wilson, Ph.D.
University of Iowa
451 Newton Road, 200 CMAB
Iowa City, IA 52242
USA
Phone: 319-384-2952
Email: sherree-wilson@uiowa.edu

Co-Authors: Jennifer Thorington Springer, Ph.D., Indiana University-Purdue University Indianapolis

Faculty of color, particularly at predominantly white institutions (PWIs,) as well as women faculty, often point to the difficulty of balancing teaching, research and service as they aspire to fulfill the requirements needed for tenure and promotion at their institutions. These faculty may face heavy service demands, as they are often asked to respond to requests for service due to the assumption that they are best suited for the requests based on their race, ethnicity and/or gender. One of the results of taking on additional service activities may be low writing productivity, which is problematic when the faculty hold appointments at research institutions and aspire to achieve tenure and promotion. Participation in faculty writing groups can lead to increased writing productivity, while also serving as peer support groups and counterspaces for faculty of color and women faculty.

On the heels of a workshop presentation by Dr. Kerry Ann Rockquemore, director of the National Center for Faculty Development and Diversity at Indiana University Purdue University Indianapolis (IUPUI), the Assistant Dean of the Faculties put forth a proposal to form a Faculty Writing Success Program (FWSP) with a focus on participation by women faculty and faculty of color. Funding for a one-year pilot program (March 2012 – March 2013) was approved, a 12-member cohort was formed and the program was launched; some early achievements by members of the cohort included:

1. Completion of book proposal for a textbook;
2. Completion of final round of revisions for a book manuscript;
3. Completion of a journal manuscript;
4. Completion of two journal article revisions;
5. Submission of two journal articles;
6. Receipt of an institutional curriculum enhancement grant.

The early results of the program as well as the positive participant feedback resulted in the Vice Chancellor for Research at IUPUI agreeing to provide an additional $36,000 (3K/participant) in funding to support the research goals of the FWSP participants as they continued in the program.

This session will provide an overview of the FWSP, participant feedback, program outcomes and next steps following the conclusion of the pilot year. Session participants will have an opportunity to offer constructive feedback on the program, discuss their own experiences with faculty writing groups and outline steps for creating similar programs at their own institutions.
Academic Freedom for Whom? The Experiences and Perceptions of Faculty of Color

Holley Locher
University of Minnesota/Augsburg College
7127 10th Avenue S
Richfield, MN 55423
USA
Phone: 612-865-3842
Email: loche007@umn.edu

Academic freedom is a cornerstone principle to the U. S. system of higher education and is intended to exist for all faculty. Thus, the dominant discourse is that academic freedom is neutral. Utilizing the framework of critical race theory, this research demonstrates that faculty of color can differentially experience and perceive their academic freedom in ways that are influenced by their social identities. Thirteen faculty of color from three Research 1 institutions in geographically distinct states were interviewed for this study. Their CVs and publications were also analyzed. Results highlight several findings: academic freedom played an important role in participants’ teaching, service, and research; participants’ social identities could influence the extent to which they felt they could enact their academic freedom; some participants did not feel fully protected by academic freedom; and discrimination/oppression could fatigue participants to the point where they no longer had the willpower and/or the energy to enact their academic freedom. Nonetheless, all but one participant in this study enacted their academic freedom as a form of agency on behalf of diversity and social justice.
Emerging Empowerment and Intersectional Strategies Among Faculty of Color at the University of Rhode Island

Delores Walters, Ph.D.
University of Rhode Island
Tyler Hall
9 Greenhouse Road
Kingston, RI 2881
USA
Phone: 401-874-2768
Email: waltersd@ds.uri.edu

Faculty of color employ a range of strategies to minimize their devaluation as educators and as scholars in academic institutions. Their persistence in negotiating unwelcoming or hostile working environments has led to advances in diversity and inclusion goals within their colleges and universities. While many studies focus on the roles of institutions in eliminating barriers to faculty diversity, successful advances toward diversity and inclusion must also be attributed to those who have persevered despite their own marginalization. This presentation applies empowerment and intersectional approaches in analyzing findings from interviews conducted with senior and junior faculty of color at the University of Rhode Island. URI is the state’s Land, Sea and Urban Grant University; it is a mid-sized institution with 12,000 undergraduate and 3,000 graduate students.

A sample of sixteen faculty (15% of the total) addressed various aspects of their experience, from recruitment, and promotion and retention -- and the impacts of interviewees’ self- and social identities on their progress -- to their involvement in support for underrepresented URI and pre-college students; as well as their assessments of the campus climate and recommendations for increasing underrepresented faculty at the University. An empowerment model and intersectional scholarship are used to consider the interplay of personal dimensions of self within the social structural dimensions of an institution of higher education. We sought an analytical framework in which complex identities shape and are shaped by the institution. Several of the conclusions drawn from the interviews at URI are consistent with previous studies -- the importance of accommodating partner and spousal hires for the successful acquisition of faculty of color, for example. Access to potential job offers for a spouse through professional and personal contacts even outweighed better salary or superior research facilities offered elsewhere. While also not unique, the interest of faculty of color in engaging with each other as a strategy for survival, does offer a compelling way for such faculty to learn about each others’ experience across their cultural differences. Thus URI’s senior Black faculty reminisced in the interviews about a rich social network between the 1970s-1990s that enhanced their ability to thrive academically. Similarly, junior faculty recommended that such gatherings be re-established. Yet, the perceptions of one’s ability to succeed academically among this younger group is for some devoid of racial bias -- hard work is the only requirement -- particularly for those who have not experienced discrimination based on their race.

In implementing the recommendations obtained from the interviews, particularly fostering opportunities for social and academic engagement, we seek to adapt and utilize best practices from another program -- The ADVANCE project at the University of Rhode Island -- which was funded between 2003-09 by the National Science Foundation and designed to improve the representation and participation of women faculty in STEM disciplines. Increasing the numbers of faculty who remain underrepresented on the faculty at URI beyond gender will mean adapting successful recruitment, and faculty development strategies; as well as improving professional and social networks, and work-life balance. The existence of a ready framework, and the human resources to assist in applying lessons learned previously in acquiring more women faculty to our efforts to expand multicultural faculty diversity will benefit the entire community at URI.
Affirmative Action and Implications for Faculty Diversity

Cameron Harris
Indiana University
107. S. Indiana Avenue
Bloomington, IN 47405
USA
Phone: 703.216.4353
Email: harriscj@indiana.edu

Co-Authors: Sydney Rucker, Indiana University

Executive Order 11246 was signed by Lyndon B. Johnson on September 24, 1965. “Executive Order 11246 required federal contractors, including universities contracting with the federal government, to ensure that all employment applicants be treated without regard for their race, creed, color, or national origin,” (Turner & Myers, 2000, p. 17). Though colleges and universities were included, significant changes in hiring policies and recruitment did not change until the early 1970s with Labor Department Order Number 4 and Revised Order No. 4 (Turner & Meyers, 2000). These orders, called for specific hiring of minorities and women had significant impact on faculty diversity in the 1980s and 1990s.

Beginning in the 1970s, the college and university campus began to witness significant demographic changes. Between 1980 and 2000, “minority student enrollment grew from 16 percent of the total college enrollment to 28 percent of the total” (Ma, 2005, p. 7). According to Trower & Chait (2002), minority faculty increased considerably by 44 percent between 1983 and 1993. However, “the percentage increase was much less dramatic—from 9.3 percent to 12.2 percent, mostly attributable to gains by Asian Americans,” (Trower & Chait, 2002, p. 35). While efforts were being made to diversify campuses, student body populations diversified at higher and faster rates than faculty.

Affirmative action and its impact on undergraduate acceptance and admittance are once again being challenged in the Supreme Court. In the Michigan cases (Gratz v Bollinger, 2000; Grutter v Bollinger, 2001) diversity was found as a benefit to educational practices. The Supreme Court found that programs that sustain and increase diversity are able to use affirmative action to contribute to the educational outcomes of institutions of higher education (Allen, Epps, Guillory, Suh, & Bonous-Hammard, 2000). These programs are again being questioned in the state of Texas, despite the finding that diversity was, and is, a positive and experience enriching component in higher education (Fisher v University of Texas, 2012).

Additionally, the current political conversation surrounding the use of affirmative action in higher education admissions practices will have an impact on the pipeline of future faculty. The potential disruption of underrepresented students in the educational pipeline will have a longstanding impact on the trajectory of those in place to become future faculty. While the diversity of students has been increasing in the past years, the abolishment of affirmative action is sure to challenge this growth. The following questions will guide the analysis of this potential issue in higher education: How has affirmative action impacted the diversity of faculty? How might the abolishment of affirmative action impact the hiring and pipeline of underrepresented faculty in higher education? First we will use the literature to provide a background on affirmative action use in faculty diversity. The conceptual analysis will examine the potential future of faculty diversity if affirmative action were to be abolished.