Proceedings of the

2012 and 2014 Senior Ford Foundation Fellows' Conferences

Diversifying the Academy to Meet Global Challenges

Editors:

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THE NATIONAL ACADEMIES
Advisers to the Nation on Science, Engineering, and Medicine

FORDFOUNDATION
*Working with Visionaries on the
Frontlines of Social Change Worldwide*

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Introduction: Reflecting Forward
Michelle Neyman Morris and A. Oveta Fuller

The Civil Rights Movement struggled against the de facto segregation that continued in the American educational system despite the 1954 Supreme Court ruling in *Brown v. Board of Education*. As a result, programs were established in the 1960s and 1970s to increase under-represented student access to colleges and universities. The Ford Foundation joined these efforts early on, making significant programmatic allocations for the purpose of improving the recruitment and retention of those who are under-represented in higher education. Today, the mission of its Fellowship Programs, currently managed by the National Academy of Sciences (NAS), states:

> *"Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Awards are made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students."*

Since its inception, more than 5,000 Ford Foundation Fellowships have been awarded at the predoctoral, dissertation, and postdoctoral levels. These scholars, representing a broad range of academic disciplines, are uniquely positioned around the United States and globally to

positively impact higher education access and student success. An Annual Conference of Ford Fellows is held for new and current Fellowship recipients. Past Fellows often serve as keynote or plenary speakers, professional development session panelists and moderators, as well as in mentoring and advising roles.

In November 2011, after many years of conversations, a concept paper proposing a Senior Scholars Conference was written and submitted to Ford Foundation Program Officer Douglas E. Wood. The proposal noted that the Fellowship Program has led to a large cohort of senior Fellows who have successfully navigated the academy through promotion and tenure and beyond. These Ford Fellows hold faculty and administrative positions at numerous public and private universities and colleges, as well as leadership positions in industry, non-profits, and government agencies. Their expertise includes a range of disciplines in the sciences, technology, engineering and mathematics (STEM), economics, political sciences, social sciences, humanities and the arts. The proposed Senior Scholars Conference aimed to address professional development at the post-tenure level and allow post-tenure scholars to continue active engagement in the Ford Foundation Fellowship mission of diversifying the composition of the nation's college and university faculties.

Program Officer Wood invited regional liaisons and several other senior Ford Fellows to the Ford Foundation headquarters in New York City, in February, 2012, to discuss the proposal and gather input on planning the 50th Anniversary of the Ford Foundation Fellowship Program. Then Vice President Darren Walker, Director of the Educational Opportunity and Scholarship Unit Jeannie Oakes, and several Program Officers provided an overview of current Ford Foundation initiatives, while Program Officer Wood provided a planning update on the 50th Anniversary commemoration. In addition, the group discussed the need and ways to enhance

networking and professional development of senior Fellows. Initial planning began for a senior conference to occur in September 2012, as part of commemorating the 50th Anniversary of the Ford Foundation Fellowship Program.

Drs. A. Oveta Fuller and Michelle Neyman Morris served as Chairpersons in organizing the inaugural Senior Ford Fellows' Conference (SFFC). The conference occurred on September 20, 2012, the same day as the 50th Anniversary celebratory banquet and one day before the start of the 2012 Annual Conference of Ford Fellows. Subcommittees of senior Fellows were established to provide planning leadership and included: Arts and Special Events, Conference Evaluation, Media/Public Relations, Professional Development Sessions, Program Planning/Logistics, and Registration and Communications. The inaugural SFFC and 50th Anniversary theme was: *"Reflecting Forward: Diversifying the Academy to Meet Global Challenges."* The SFFC conference format contained morning (Reflecting Forward) and afternoon (The Way Forward) plenary sessions as well as concurrent morning and afternoon professional development breakout sessions.

To capture the essence of the celebration and intent of the inaugural Senior Conference, the West African Adinkra symbol "sankofa" was recommended by Dr. Leonard Brown and subsequently chosen as an icon for the inaugural SFFC. One of the Adinkra symbols for Sankofa depicts a bird flying forward with its head turned backward. The egg it holds in its mouth represents the "gems" or knowledge of the past upon which wisdom is based. It also signifies the next generation that would benefit from that wisdom. This symbol is often associated with the proverb, "Se wo were fi na wosankofa a yenkyi," which translates to, "It is not wrong to go back for that which you have forgotten." The symbol illustrates the quest for knowledge, while the proverb suggests the rightness of such a quest as long as it is based on knowledge of the past.

The inaugural SFFC, as part of celebrating 50 years, sought to reflect upon and appreciate the history of the Ford Foundation Fellowship Program while defining the path forward for new and senior scholars who have the capacity to provide transformative leadership in and outside of the academy.

Over 110 senior scholars from a range of academic disciplines and from across the nation registered to attend the inaugural Senior Ford Fellows' Conference. Evaluation findings led to recommended actions for maximizing the impact of the SFFC and the Ford Foundation Fellowship Programs more broadly and included:

1. Formalize and convene the SFFC every two years and initially have it remain associated with the Annual Conference to allow for assistance from NAS staff and interaction between new and senior Ford Fellows;

2. Allow the SFFC to evolve so it meets the needs of post-tenure scholars in navigating the highest leadership positions in the academy, networking on career opportunities and research collaborations, providing input as a scholarly body on current national and global issues, and addressing the recognized need for a senior scholars' organization;

3. Identify funding for co-sponsorship of regional training institutes focused on leadership development for senior Fellows in off-conference years;

4. Leverage support for a senior scholar investigator or team to conduct a program evaluation on the impact of the Ford Foundation Fellowship Program on diversifying the academy over the last 50 years; and

5. Compile and publish Proceedings of the conference session content to serve as a

unique resource for post-tenure scholars of color and their allies.

With this publication, the first and last recommendations have been realized. The 2014 SFFC, co-chaired by Drs. Robbin Chapman and Yvette Huet, was implemented by senior fellows in a similar one-day conference format.

These Proceedings summarize content from the 2012 and 2014 SFFC concurrent sessions related to issues of post-tenure professional development, advocacy and institutional change. Some chapters address issues applicable to a specific institution or circumstance, while others more generally address issues of concern among diverse senior scholars for individual development or progress on an institutional level. Session content remains relevant despite the time that has lapsed since the inaugural SFFC. Indeed, increasing wealth and health inequality, defunding of public higher education, decreased tenure track appointments and greater reliance on adjunct faculty with few benefits and even less job security, increased tuition and fees and subsequent student loan debt, food and housing insecurity among college students, racial bias throughout the criminal justice system and other institutions, environmental degradation, and divisive political rhetoric and its implications, are just some of the issues that continue to impact our increasingly diverse classrooms and communities. These issues also inform the scholarship and activism of Ford Fellows.

As a unique resource, these Proceedings may be shared widely and used to advance the "broadening access to higher education" mission that guides the Fellowship Program specifically, and the Ford Foundation more generally, in its commitment to *Working with Visionaries on the Frontlines of Social Change Worldwide.*

1. Moving Through Rank: Beyond Tenure

Yvette M. Huet

Abstract

The panel, "Moving Through Rank: Beyond Tenure," was an opportunity for a robust discussion of academic planning for the future, beyond tenure. Most tenure-track professionals are focused on a very clearly defined pathway and set of professional goals: initially, graduate school; completion of a dissertation; then (in some cases) a post-doctoral fellowship followed by a job search to obtain a tenure track position and finally, reappointment and promotion to a tenured Associate Professor position. Once we have attained the rank of Associate Professor, however, the career pathway can differ significantly between faculty members. For example, professional goals are not necessarily linear, and can vary between staying at the rank of associate professor for a prolonged period of time, versus planning for the next career trajectory to full professor or an administrative position. For scholars of color in particular, this is often the point where individuals get stuck or are "languishing in rank – "LIR". Understanding how to navigate through academic life beyond tenure, making a plan to successfully reach your goals, building relationships and networks and knowing how to promote yourself and your work is critical to avoid languishing at the associate professor rank for a prolonged period of time.

Introduction

Scholars of Color in the Academy are not well represented in tenure and tenure track positions when compared to the general population. It is compelling to note that, according to the Digest of Educational Statistic 2010 (National Center for Educational Statistics), the number of scholars of color at Full Professor Rank in the U.S. in 2009 was only 6.4%, while 9.5% were

at the Associate Professor Rank. This is in contrast to the 35% of all faculty at Full-Professor rank, and 30% at Associate Professor Rank. There are multiple reasons for these differences in promotion rates to Full Professor, but this is not the focus of the panel. However, it is of great importance that there be an understanding of potential strategies that can be used by faculty of color to move beyond tenure and the Associate Professor rank. In addition, it is important to understand that becoming a Full Professor provides a seat at the table for important decision making at Universities and opens doors by allowing faculty opportunities not available to Associate Professors. In many cases, promotion to full professor is also accompanied by a pay increase. The strategies discussed in the panel fell into the following broad categories: Develop a Plan; Have Mentors; Build Relationships and Communities; and Find your Balance.

Develop a Plan

In order to successfully move forward in rank to Full Professor, it is important to understand what your institution's criteria for promotion are. Without this knowledge, you cannot ascertain what you need to do to be successful in your bid for promotion to full professor. Once you know the criteria, you are equipped with the knowledge of what you need to do to assemble a strong portfolio to submit for review. This package must include strong evidence that you have been successful in all areas in which you will be reviewed, not just your scholarship. We handed out an example of an Individual Development Plan (IDP), but many examples are available if you Google IDP and Associate Professor.

All of us have strengths and weaknesses, and we need to determine where are our strengths align with what we have planned, and where we need to build our capacity. In addition, we must take a hard look at where our time is being spent, and understand how this will

impact our timeline for building a successful portfolio. Are you putting time into the things that are most important to you and, if so, how do those areas intersect with your plan for successful promotion to Full Professor?

Once you have completed your IDP plan, it is critically important to discuss it with your Chairperson and other senior faculty in your Department and in your College, so they can review your plan and provide constructive feedback. One caveat to this is to make sure that those that review your plan have a current understanding of the criteria for promotion to full professor. It is also important to ensure you fully understand their feedback. Ask questions if you are not clear on any points that were made.

Finally, it is crucial that you effectively communicate your successes in you plan. It is your job to convince the reviewers about the importance and impact of your work. This is the information upon which reviewers will determine if you meet the criteria for promotion or not. If you cannot effectively tell your story and explain why you are promotable and a strong leader, then when you do write your statement for your package, you are not in a strong position to adequately shape the discourse around your successes. In many cases this is a cultural issue - self-promotion does not come easily to everyone. However, this hurdle must be overcome. Who else but you can best tell others about what you have spent your life studying? Begin early as part of your strategy to widely disseminate your scholarship, and do so in a way that clearly defines why it is important beyond your office. Make sure you understand where your work fits into the "big picture" and learn to express this in an effective manner to those outside of your discipline.

Have Mentors

Mentors are key at all stages of our careers. Mentors may be formal or informal, but their role is to listen and to provide feedback and guidance in areas you have determined you need to build capacity. In some cases, mentors have expertise in the area of research or teaching, or how to integrate your community service into your scholarship. Other mentors may provide support and help you find personal and professional balance. However, no one person can mentor in all these areas and so, it is very important to reach out to multiple individuals, and to have a network of mentors. The mentoring relationship is grounded in the mentor's expertise and personal interests. Make sure that they know what you hope to achieve, and in what time frame, because a common understanding of your needs and goals is important to the success of your mentoring relationships.

Build Relationships and Communities

One way to expand your relationships and build community is to reach out to Ford Fellows and others. They are a diverse group of people, in a wide array of disciplines that are engaged in their scholarship at many different types of institutions. They can provide insight and guidance you may not receive from individuals at your own institution.

You need to have relationships with a wide array of people that you trust and with whom you can discuss non-academic as well as academic topics. The wider your networks, the greater variety of expertise you can tap into. These are the people you can send your paper to for review, or can provide you with a reading list, can discuss micro-aggressions you might be facing in your department, can be a reviewer for your promotion or nominate you for a position or award. In other words – these are people who will support you and "have your back," because

they have been there, and have experienced similar situations to those you may find yourself in throughout your career.

Sometimes it is hard to recognize the value of our interactions with those whom we already have relationships, and to realize how they have impacted our ability to be effective scholars in academe. We may view our interactions with these colleagues as simply 'blowing off steam' or 'bringing me back to my focus'. However, such interactions are critical for us to be successful. In many cases, these discussions have clarified where the problems are in your unit, or have helped you to work out better ways to interact with difficult people. Furthermore, these interactions can require you to communicate effectively about what you study to someone outside of your field of expertise, which is a critical skill to learn if you want to be successful in your bid for promotion. Thus, expanding these relationships and building communities that allow you to have interactions about the many different aspects of your job is very valuable.

Find Your Balance

One area of discussion during the panel that resonated strongly was the idea of finding balance in your life. What that balance looks like will be different for everyone. However, when working on your development plan you must look carefully at where you are focusing time and effort. Is it the right balance for you, and will it move you forward toward your goal of promotion to Full Professor?

Many faculty of color engage in more service than the majority of our colleagues. We are often the only person of color in a department, and consequently have larger advising loads, especially for students of color. We are also asked to sit on a variety of committees, so that there is diversity on the committee. While these activities are laudable and important, you must

determine if they are taking up too much of your time based on what you determine your balance should be. If they are not congruent, then this may require negotiating with your Chair to be removed from some committees, to have the time to do those things that will move you forward toward Full Professor.

This will also require work on saying 'NO' to new requests for community engagement or service commitments. To do this effectively requires one to not simply say 'NO,' but instead to say 'No, but keep me in mind in the future (if you are interested, but do not have the time do it right then) or, "No, I can't right now because I have recently taken on a new committee appointment.' The bottom line is to say, 'NO,' politely but firmly.

Perhaps you can't, or don't wish to decrease your time commitment to these areas, in which case you will need to determine how this decision will impact your development plan, and if it will allow you to submit a successful package in a time frame that is acceptable to you.

Conclusion

As tenured faculty we must plan for our future roles in the academy. During our academic careers, we understood what was required of us to attain tenure. Many of us have internal standards regarding our work goals that made it possible to successfully navigate the tenure process, but while we are not working simply to jump a hurdle, many have not thought beyond tenure. It is equally important to plan the next steps in our career and to determine how we wish to move forward this year, in five years and in 10 years. We need to know where we need to build capacity; to review our plan with others; and to negotiate the space to do the work within our departments and beyond. These are things we must understand fully. We should not be passive, simply doing what we have always done without critically evaluating *what* we do and

how well it aligns with our values and the criteria for promotion. Many take the earning of tenure as an opportunity to explore new areas, but we must also make sure that our choices are balanced with our needs to implement our plans for promotion.

In order to effect change in the academy, including the demographics of faculty and administrators as well as the national conversation about higher education, we need Full Professors from historically underrepresented minority groups to sit on committees and provide influence on a variety of topics. These committees include local unit governance, granting agency review boards and editorial boards. The successful promotion of each Ford Foundation Fellow enriches the community of scholars of color, and also makes it possible to continue to shape the future of the academy. In so doing, we make it a place for public intellectuals with diverse perspectives to work together to effect lasting change.

2. The Silent Time Killer: Strategic Service, How to Say Yes, When to Say No

Gregory L Florant

Introduction

There is but so much time in the day: 24 hours to be exact. Yet, university professors are asked to perform many duties including teaching, research, and service, as part of their evaluation and each of these duties is becoming more and more time consuming. Thus, academics must be able to manage their time wisely and say "No" to certain requests that they feel will not further their professional career. When to say "No" will greatly depend on what's being asked of you. How to say "No" nicely without making an enemy or closing opportunities is an art. When to say, "Yes" is usually more obvious, but is also dangerous if all of the ramifications of the request are not actually known. Below is a summary of our conversation with Ford Fellows regarding this very important issue.

Department Activities

When you enter the academy as a newly minted professor, you are going to be asked to do many things by many people. Depending on what you've negotiated with your Department Chair prior to arriving, you may have some time off to get your laboratory set up or perhaps time off from teaching so that you can finish up the research or a book. But in either case, you will need time to prepare your courses and get your research going. Thus, you do not want to over burden yourself with service work prior to coming up for tenure. In fact, your department chair should be guarding your time and only asking you to be on one or two department committees. This is generally a good thing provided that the committees do not involve a great time commitment. It is a good thing because you will get to interact with other colleagues in your

department on a more one-to-one basis and they will get to know you and you them. In addition, depending on the committee, you can have an immediate impact within your own department. Be that as it may, it still requires time and you need to use your time wisely. Depending on the university/college, you may come up for yearly reviews; these can be substantial reviews or just meetings with the Chair. In either case, you need to get what was said in writing and you need to understand what the department's requirements are for tenure and in some cases, post-tenure review. In most departments, your scholarly activity (i.e. research and teaching) are more important than service. Thus, if your research and teaching are going extraordinarily well, more service might be suggested by the chair at an evaluation meeting. If they are not and you're doing more than the average amount of service for a junior faculty member, you should quickly make it known to the chair that you need to be taken off some of the committees or other forms of service that you're doing. Your research and teaching are the most important academic products for you at this point in your career. If the chair is not listening to you, you might need to talk to your dean as well.

Universities differ in these pre-tenure work related decisions compared to Colleges. At small Colleges, teaching and service can frequently be more important than research, depending on the College. In this situation, your interaction with the Department and service to it are crucial and shouldn't be taken lightly. Your teaching load will be very important, and you should consider it when accepting an offer. The reason why service becomes more important in your tenure consideration at a small College is because it IS a small College, and everyone knows everyone. Thus, collegiality is important and they are making a very substantial financial investment in you. But again, you need not serve on every committee: talk to your colleagues in the Department about which department or college committees are most important to serve on

and their time commitment. At Universities, research is extremely important since it can bring in external funds to the university. Guarding your time by not over-extending yourself on committees is important in this situation so that you can get your research done and prepare a strong tenure package. Teaching and service are still important and should not be neglected, but published papers and having graduated students with degrees will outweigh service on the usual committees.

Once you have received tenure and are an associate professor, the picture changes to some extent. First, you have established that you are worthy of staying at the institution and secondly, the institution is prepared to continue to make a significant investment in you for the rest of your career if that's where you intend to stay. Thus, as an associate professor you must step back and take stock in what your career goals are: do you want to solely do research and teaching? Do you want to go into administration? Do you want to pursue teaching and educational skills more? It is at this point that saying "yes" or "no" to the many different service areas, can make a huge impact on the rest of your career. What follows below are the thoughts of several people at this session and I have outlined the paper the way that the conversation developed. The people who presented their views had tenure at their institutions.

University Service

Research on the issue of faculty time allocation and research productivity clearly indicates two important points; 1) that White and Asian men are more productive (using research as the measure) than women and Blacks (Bellas and Toutkoushian, 1999) due to the fact that women and Blacks are asked to teach and serve on committees more (See Table 1). In order to rectify this situation the current academic reward system would have to be over-hauled: perhaps

by making teaching and service more important and/or decreasing the burden of teaching and service that is generally put upon women and Black academics. Universities could also alter the workload of women and Blacks to encourage more research. These thoughts were prevalent at the workshop. Several people echoed these sentiments regarding their situation at their university.

At major research universities, there are some committees that are worth being a member of and there are many that are not. In general, professors serve the university at three levels: The Department, College, and University levels. At the Department level some of the committees that are worth being a member of include: graduate student admissions, tenure and promotion, executive committee, and search committees for chairs. For example, as was stated in our session: "When I got to my university, there were 10 graduate students, one minority. I became chair of the graduate admissions committee and we now have 60 graduate students and 60 percent are minority. Do you think that happened by accident? No. It happened because I wanted diversity". Thus, one can have a direct effect on the racial composition of the department. However, there are departmental committees that are less important for your career development and these may include: library, space, curriculum, and sometimes awards. At the College level, there are several committees that can be worthwhile including: the sabbatical committee and others that shape College and Department policies. In addition, search committees at both levels are important since they are recommending people for important positions.

In truth, you ideally would like to be on committees where you will have a definite influence, such that you can make your desires known and brought to fruition. For example, if you are interested in increasing the diversity pool of graduate students, then being a member of the graduate committee can help you achieve that goal. If, on the other hand, you would like to

influence university policy and decision-making, then being on faculty council/senate or on Provost or Dean's committees might be a wise choice.

National and International Committees

Another potential drain on a professor's time is whether to say yes or no to national committees in one's field. Indeed, being asked to be on a national committee for a society that is valued in your discipline and you are probably a member of, suggests that your colleagues in the field recognize you as an important contributor to the field and that you could make important contributions to the society. That being said, while it's an honor to be asked to be on a national committee, there are "good" committees to be on that are influential and don't take up too much time, as well as those that suck up all of your time and they don't accomplish much at all. Thus, it's important to contact colleagues that you respect and ask them: "Is this a committee worth being on?" Have you been on this committee? Furthermore, consider asking the current chair of the committee what the charge of the committee is and what have they accomplished over the past several years. These are important questions to ask BEFORE saying yes to being on the committee. Also, note how many years of service are required, and be aware of conflicts of interest and your own commitments to your University or College. National committees do have a lot of benefits; you become well known in your field, you have access to information about certain things prior to others (e.g. when meetings will occur or potential funding opportunities), and you sometimes are compensated for you time. These perks can be important for when you come up for tenure at the Associate Professor level. At most major Universities and Colleges, the tenure and promotion committee will want to know if you're recognized at the national level. Being on highly visible and selective national committees within the societies that you associate

yourself with, will greatly enable you to ask these colleagues for letters of evaluation come time for promotion. Furthermore, these will be the same colleagues that may be reviewing your papers for publication and your grant proposals.

When being considered for Full Professorship, many promotion and tenure committees will want to see that you're recognized at the international level in your field. Thus, once you have obtained Associate Professorship with tenure, being on international committees and initiating workshops and conferences are important steps to being promoted to this level. Thus, when asked to help organize an international conference, you might want to seriously consider saying "yes". If the conference is not something you would normally participate in, then saying "no" is not necessarily bad, but do consider that you might want to do this at some point. Getting to know your international colleagues and interacting with them at conferences (i.e. saying "yes" to being an invited speaker) is very important for your full professorship portfolio.

Professional Societies

Professional societies are important in an academic career. Being elected to committees in a professional society is an important accolade and can help one when being considered for Full Professor. Again, being aware of the time commitments when saying "yes" to a committee within a professional society can be advantageous to your career because of the exposure that you receive and the peer recognition. At this point in your career, you should be giving back to your field. But be aware of the time commitments so that you aren't "stressing" yourself out or creating conflicts between your academic position and what you can do for a professional society.

Table 1. Means and Standard Deviations for Selected Variables
by Gender, Race/Ethnicity, and Marital Status

Variable	Total	Men	Women	Whites	Blacks	Latinos	Asians	Married	Unmarried
% Time in	57.9	54.9***	62.1	58.1	56.6	58.4	56.0	57.3***	59.4
Teaching	(28.0)	(27.8)	(27.8)	(28.2)	(27.5)	(26.6)	(26.8)	(28.2)	(27.5)
% Time in	6.3	6.0***	6.8	6.1	7.9	7.3	5.8	6.2	6.6
Service	(12.1)	(11.5)	(12.9)	(12.0)	(12.6)	(13.4)	(12.1)	(11.9)	(12.6)
% Time in	15.5	18.1***	11.8	15.1	12.6	17.3	23.5	16.0***	14.0
Research	(19.9)	(21.2)	(17.4)	(20.0)	(15.4)	(20.3)	(23.5)	(20.4)	(18.7)
Hours Worke	41.2	42.1***	39.8	41.9	36.7	38.8	40.8	41.4**	40.5
d-1	(15.0)	(15.0)	(14.9)	(14.5)	(17.3)	(16.1)	(15.6)	(14.7)	(15.8)
Hours Worke	46.6	47.4***	45.6	47.0	43.4	45.6	47.5	46.7	46.6
d-2	(15.4)	(15.4)	(15.5)	(14.8)	(18.8)	(16.9)	(16.3)	(15.1)	(16.2)
Hours Worke	48.7	49.4***	47.7	49.0	46.6	47.7	49.5	48.7	48.8
d-3	(16.0)	(15.8)	(16.0)	(15.2)	(20.0)	(17.6)	(16.8)	(15.6)	(16.7)
Research	1.8	2.2***	1.2	1.7	1.2	2.2	2.9	2.0***	1.3
Output -4	(3.5)	(4.0)	(2.6)	(3.5)	(2.8)	(3.7)	(4.9)	(3.8)	(2.6)
Research	2.9	3.6***	2.0	2.9	2.6	3.9	3.4	3.1***	2.4
Output -5	(9.4)	(10.9)	(6.4)	(9.4)	(10.3)	(11.3)	(6.1)	(9.8)	(7.9)
Research	8.0	9.2***	6.3	8.0	7.2	9.5	8.5	8.4***	7.0
Output -6	(14.5)	(16.2)	(11.3)	(14.5)	(14.7)	(16.6)	(13.1)	(15.1)	(12.6)
N	14,614	8,618	5,996	11,573	1,333	682	748	10,703	3,911

Notes:

***p<.001
 **p<.01
   p<.05

Averages for percentage time spent in teaching, service, and research do not add to 100 because time spent in professional growth, administration, and outside consulting are excluded. These activities are included in measures of total hours worked as appropriate. We used t-tests to compare means, except for racial/ethnic groups for which we used ANOVAs (all were significant except time spent in teaching).

Hours Worked-1 is average hours spent per week in all paid activities at the institution.
Hours worked-2 adds unpaid activities at the institution.
Hours worked-3 adds unpaid professional service outside the institution.
Research output-1 includes articles in refereed journals, book chapters, other books, monographs, patents, copyrights.
Research output-2 adds works in juried media, exhibitions/performances in fine or applied arts.
Research output-3 adds articles in nonrefereed journals, works in nonjuried media, reviews, textbooks, research or technical reports, conference presentations, and software.

Taken from: Bellas, M.L. and Toutkoushian, R.K. "Faculty Time and Allocations and Research Productivity: Gender, Race, Family Effects. The review of higher education 22.4 (1999). pp. 367-390.

Conclusion

Beginning faculty of color should beware of their time commitments to the university or college where they are employed. Don't be pressured into any committee service without taking time (days) to really consider all of the ramifications of performing the particular service. While it has been the case that women and faculty of color have been asked to serve on more committees in the past for various reasons (including fulfilling EEO requirements), recent studies suggest that this trend is changing over time.

Tenured faculty members have more of a responsibility to perform service, but again should balance it against the costs (reduced family time or research time) and benefits (high visibility, increased salary, better reputation) before saying "yes". Recent work on how faculty actually spend their time suggests that institutional service in faculty evaluations has not changed much and that faculty may be spending too much time in areas that aren't valued when it comes time for tenure and promotion (Porter, 2007). This calls into question not only when to say "yes

or no" but how to manage your time as a faculty member particularly when you have family commitments. By seriously considering the requests of universities or colleges you can either greatly further your academic career or damage it in such a way that puts your success in jeopardy.

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3. Setting Goals: Moving from Associate to Full Professorship
David Ikard

Introduction

The purpose of this session was to share tips and strategies about how faculty of color can best prepare for promotion from associate professor to full professor. As difficult as it is to attain tenure and promotion to the rank of associate professor, it is significantly more difficult to get promoted from associate to full professor, at least judging by the statistics. There are many obstacles that create barriers to promotion—some of which are more self-evident than others. Chief among the less self-evident factors is a salient lack of guidance and mentorship, a dynamic which this discussion is designed ostensibly to remedy. Pulling from the wisdom from scholars of color from across STEM and humanities fields who have successfully achieved full professor status, this discussion provides a unique perspective on the types of unspoken and unspeakable challenges that scholars of color have to overcome in order to achieve full professor status. Even though many of the tips and strategies for success derive from full professors employed at research-oriented historically white institutions (HWIs), their advice can be usefully applied to teaching and service-oriented institutions, especially as it concerns time management and getting adequate credit and compensation for diversity-related service which white faculty routinely heap onto faculty of color.

Introduction

If it is extremely difficult for people of color (and especially African Americans and Latinos) to attain tenure and associate professor status in colleges and universities (especially at historically white ones), it seems even more difficult in these institutions for people of color to attain full professor status. According to the National Center for Education Statistics in 2013

blacks comprised only 6 percent of associate professors (evenly split between black men and women), Hispanics comprised only 4 percent (evenly split between Hispanic men and women), Asian/Pacific Islanders comprised 10 percent (with Asian/Pacific Islander men at 6 percent and the women at 4 percent), and American Indian/Alaska Natives and people who identify as having two or more races compromised less than 1 percent. In stark contrast, whites accounted for 78 percent of associate professors (with white men at 43 percent and white women at 35 percent). The disparities between whites and people of color was even more pronounced at the rank of full professor. Only 3 percent of blacks are full professors (with men at 2 percent and women at 1 percent), only 3 percent of Hispanics are full professors (with men at 2 percent and women at 1 percent), 9 percent of Asian/Pacific Islanders are full professors (with men at 7 percent and women at 2 percent), and only 1 percent of American Indian/Alaska Natives and people who identify as having two or more races are full professors. Whites comprise a whopping 84 percent of full professors (with men at 58 percent and women at 26 percent). What's more, 96 percent of blacks who hold the rank of associate or full professor reside at historically black colleges even though the majority of them receive their PhDs or terminal graduate degrees from historically white colleges and universities.

What we know is that the majority, if not all, white institutions of higher learning have historically catered to white academics generally and white men in particular on multiple levels, including how tenure and promotions are meted out. Indeed, most tenure and promotion committees at all levels of the voting process in these institutions are mostly white and the majority of provosts, university presidents, and board of trustee members at these institutions are overwhelmingly white as well. While the focus of this essay is to provide tips and strategies for associate professors of color to attain the rank of full professor, it is critically important to

acknowledge that institutionalized white supremacy is a major obstacle to achieving this goal

even for the most accomplished and disciplined scholars of color. As white University of

Pennsylvania professor, Marybeth Gasman, argues "The reason we don't have more faculty of

color among college faculty [at historically white universities] is that we [whites] don't want

them. We simply don't want them" (*Washington Post*, 2016). A striking case in point is the

widespread, if often unspoken, racial commonsense thinking within [white] academe that links

increasing diversity to lowering academic standards and, by default, maintaining status quo white

[male] dominance to increasing academic standards. Though space and time does not allow for a

full engagement with these issues as they inform and complicate the promotion process for

associate professors of color, it is important, nevertheless, to expose them as serious obstacles to

the academic advancement of people of color. Indeed, the tenacity of institutional white

supremacy helps us to explain, in part, why even faculty of color who have achieved tenure and

the rank of associate professor at HWIs are often intimidated by the promotion process to full

professorship. That said, the primary focus here will be to demystify the promotion process to

full professorship and provide practical tips and strategies to achieve success. Even though

promotion procedures and rules vary from one institution to another, many of the tips and

strategies outlined below will be applicable to many institutions. It is worth noting, however, that

the lead discussants in this group are employed at research-oriented HWIs and thus prioritize

research promotion agendas over teaching- and service-oriented ones.

Demystifying the process to promotion to full professor

A pressing question for associate professors of color about the promotion process to full

professorship is how do the rules and procedures of promotion to full professorship differ from

that of the tenure and promotion process to associate professorship. As mentioned earlier, promotion expectations differ from institution to institution, so it is of paramount importance that the candidate for promotion to full professorship gain some clarity about the process well in advance of going up for promotion. The candidate can typically acquire this information by simply looking up the requirements in the department's promotion guidelines. The challenge is that some guidelines are conspicuously limited in critical details about what constitutes a strong promotion file. For example, the guidelines may say that ten refereed articles in the field is expected beyond the tenure and promotion stage though exceptions can be made for fewer articles if they have a substantial impact factor and/or were published in premier journals in the field. What constitutes a "substantial impact factor" or even what counts as a premier journal can often differ widely depending on the voting faculty. It becomes important then for the candidate to discuss the matter with her department chair, other senior faculty members, and the dean (if at all possible). Such discussions will likely provide a better sense of how these important voting constituencies will evaluate research productivity and quality. These discussions also provide an opportunity for the candidate to get a read on what the chair, faculty and dean think about their current progress or, more specifically, what the candidate would need to produce in order to satisfy or exceed promotion requirements.

Even though publication, teaching, and service requirements for promotion to full professorship differ from institution to institution, many research-oriented HWIs are largely in agreement about baseline expectations. In terms of publication, most expect that the candidate will distinguish herself in some significant way in her respected field. In many cases, this means not just being productive at getting essays and/or books published, but producing scholarship that shapes the field in some tangible way or introduces new innovations or modes of knowledge.

(And, yes, such judgment calls can be somewhat subjective depending, again, on the voting faculty, but understanding this rubric of evaluation is an important first step to mapping out a useful research agenda.) Concomitantly, HWIs also want candidates to demonstrate that their research has international reach. Evidence to this effect is often established by being invited to give a talk at an international university or conference, having a major publication in an international journal or one with an international audience, or receiving a research award of some kind from an international institution. Keivan Stassun, professor of astronomy and senior associate dean for graduate education and research at Vanderbilt University, offers some helpful tips in this regard. He encourages candidates to reach out to international institutions to inquire about giving an invited talk. He also encourages candidates to present their work at international conferences and explore opportunities to become a part of the governing body of the conference. The latter will allow the candidate to network and establish relationships with international scholars who can possibly be tapped later to write promotion letters. A key caveat is that international expectations about what constitutes a positive letter for promotion can vary from country to country. Thus it is important that potential promotion referees are aware of the promotion process in the U.S. Selecting international referees that have been educated in the U.S. and thus understand the protocols for writing productive letters can be a useful strategy.

Though research at research-oriented HWIs carries the most weight in the promotion process to full professorship, teaching and service are also important. Beyond receiving high to good marks from student evaluations (which have proven to be flawed measuring tools of scholars of color and especially black women), candidates are often expected to get their senior colleagues to conduct formal evaluations of their teaching. The senior colleague then submits her evaluation in the form of a letter to the candidate and the department chair. In most instances, the

letter is included in the promotion file under the teaching section. If the candidate resides in a department with a graduate program there is also typically an expectation that she works with graduate students; ideally she would chair or serve as a committee member on several dissertation/masters' thesis committees. If a candidate has challenges in the area of teaching, it is important that she demonstrate in some measurable way that she is working toward improvement. This could include attending teaching workshops, developing a pedagogical strategy with the help of the department chair or a senior scholar, and modifying syllabi, lectures, or teaching style to better engage with students.

As for service, there tends to be an expectation at HWIs that the candidate begin taking on leadership roles within and beyond her department. This varies widely, from becoming, say, the director of undergraduate studies to serving on a university diversity committee. Attaining leadership roles in professional organizations is also a way to satisfy this expectation. Even though candidates with strong research and teaching at research-oriented institutions are rarely denied promotion to full professorship if their service is less than stellar, the same cannot be said of teaching- and service oriented institutions where service and teaching carry significantly more weight in the evaluation process.

Tips for Success

Faculty of color are routinely asked to do a lot of labor around diversity that carries little weight in terms of strengthening promotion files and, in some cases, can be used against a candidate if the voting faculty determines that the research is lacking. An argument might be made that a candidate's heavy service commitments to diversity and inclusiveness have hampered their research agenda. This can become the dominant narrative among the senior

faculty even if there is an unspoken expectation within the department that faculty of color take the lead on issues around diversity and inclusion. Beyond these faculty expectations, faculty of color are often aggressively sought out by students of color—at the undergraduate and graduate levels—who seek affirmation, mentorship, and general counseling. Because many of us have a vested interest in serving this community, it is often difficult to balance this labor (which is typically invisible to our white colleagues) against the demands of academic productivity to attain full professorship.

To combat this invisible labor, candidates can try cultivating relationships with senior allies who can run interference for them when they are being recruited to serve on diversity committees or the like with significant time commitments, especially by their senior colleagues. Ideally, this person should be a full professor or one's department chair. Such a relationship will allow the candidate of color to defer to the senior mentor whenever they are pressed to do service that impedes research productivity. A rebuttal to a service request might go something like this: "Even though chairing this commitment sounds like a rewarding experience, my faculty mentor has advised me that taking on this responsibility may adversely cut into my research and writing time and potentially delay my progress toward promotion to full professor."

What the candidate for promotion needs to keep in mind as well is that scholarly productivity requires a significant amount of free time. So another approach to being pressed to do committee work that a candidate might actually want to do is to negotiate a teaching release or additional funding in exchange for taking on the added service. This can be an especially effective strategy if the request for service originates with the department chair. Chairs often have the power to grant teaching releases in exchange for service that benefits the entire department. The beauty of this strategy is that it places the onus on the chair to make the call. If

having the candidate serve on the committee is truly important to the chair then she will be willing to barter a teaching release or something equivalent. If the chair is unwilling to do so, then the candidate can simply decline on the basis of time constraints.

Another important tip for achieving success in the promotion process is having a strong senior advocate. If the candidate does not already have such an advocate she should actively recruit one. Why is having a senior advocate so important? When a candidate is up for promotion to full professorship, the chair often calls a meeting of the full professors to discuss and vote on candidates. The department chair is often tasked with moderating the discussion and writing up a summary of the comments in her letter to the dean along with the vote tally. Some departments allow absentee voting with the proviso that those not in attendance forfeit the opportunity to weigh in on the discussion and be included in the chair's summary of the meeting. Because the chair's letter will be viewed by additional voting committees beyond the department, it is important for the candidate to make sure that their advocate attends the voting meeting. Not only can the advocate emphasize the strengths of the candidate's file, she can rebut faculty comments that she finds inaccurate, unfair, or uncritical. It is worth noting too that many universities and colleges will allow candidates to view the chair's letter, so it is certainly advisable to ask to see it.

Conclusion

It is not uncommon for faculty of color to describe their tenure and promotion experience as taxing, stressful and even traumatizing. Many, if not most of us, who break in to the elite ranks of tenured associate professors do not have the resources, incredible structural advantages, or racial privilege that allows our white [male] peers to thrive in the academy and achieve full

professorship at significantly higher rates. Indeed, far too many of us hold the dubious distinction of being one of the first, if not *the* first, people of color to have achieved tenure and the rank of associate professor in our departments. For many of us, the very thought of voluntarily subjecting ourselves to another process of [white] evaluation and critical scrutiny vis-à-vis promotion to full professorship is nothing short of terrifying. Strike up a conversation with a person of color who has successfully navigated the process of tenure and promotion and one is likely to hear horror stories about fractured relationships, serious health problems, and bouts of depression. The grind is real, to invoke an African American colloquialism. That said, it is important for us to remember that, culturally speaking, we stand on the shoulders of giants. As challenging as our experiences of navigating these cycles of promotions have been, ours is a significantly easier path to success because of those who came before us and refused to give up despite facing seemingly insurmountable odds, including being denied the opportunity to even teach at HWIs, let along receive tenure or promotion to full professor. Considering the ugly resurgence of overt white supremacy that Donald Trump has revived and ushered into the White House, the urgency of having engaged scholars of color among our senior ranks who understand the importance of diversity in higher education could hardly be greater. Belying xenophobic calls for building walls and deporting our Muslim citizens, U.S. history has demonstrated time and again that our cultural and racial diversity as a nation are inextricably linked to our social and economic success. The Ford Foundation community of fellows not only embodies this crucial linkage but serves as a constant reminder that though social progress can at times be messy and painful, it is always worth striving, sacrificing, and fighting for.

Editor's Note: Learning from the experiences of others occurs throughout life. In the academy setting this can happen through formal or informal mentoring. Dr. Harris uses his years of experience to provide insights of what can be achieved when post-tenured faculty take on administrative positions. He shares gems of wisdom--the joys, some successful initiatives and some precautions as a faculty scholar who served for years as a high level university administrator. He provides effective strategies that are useful to individuals and institutions for faculty recruitment, retention and building relationships.

4. Post-Tenure Years for Scholars of Color: Precaution and Possibility
Robert L. Harris Jr.

I was on the faculty at Cornell University for thirty-eight years and served in the administration for fourteen years, first as Special Assistant to the Provost for six years and as Vice Provost for Diversity and Faculty Development for eight years. As Special Assistant to the Provost, I worked on a range of diversity programs, primarily involving undergraduate and graduate students, especially recruitment of the latter. I was Cornell's representative to the Leadership Alliance, a consortium of major research universities, historically Black colleges and universities, and Hispanic-serving colleges and universities. The Leadership Alliance was initiated at Brown University in 1993 to increase the number of underrepresented students studying for doctoral degrees in the biological, life, and physical sciences. My responsibility was to find suitable mentors for summer research at Cornell. The summer research culminated in a paper or poster presentation at a conference organized by the Leadership Alliance with speakers to inspire the students to pursue doctoral study. One benefit of the conference was that it brought together underrepresented students who often were the only one or one of a few in their discipline on campus. They shared with each other, primarily in informal settings, the

issues that they faced. They listened to recent graduates on how to navigate the graduate admission process, select a faculty mentor, and develop a research project.   The Leadership Alliance was a successful tool to expand the pipeline of underrepresented students in the stem fields (science, technology, engineering, and mathematics) and later in the social sciences and over time to increase the pool of underrepresented faculty. My position as Special Assistant to the Provost was half administrative and half teaching. No position breaks down neatly as half and half. One of the things that tenure-track and tenured faculty have to be mindful of is the demand on their time. If they take an administrative position, as department chair or in another capacity, they need to think about their scholarship.

As Vice Provost for Diversity and Faculty Development, I became Cornell's Chief Affirmative Action Officer, with responsibilities for monitoring recruitment and appointment of faculty. Departments had to file search plans with my office. We provided departments with information on where they might recruit faculty in their disciplines. We constantly struggled with persuading departments to broaden their searches, not to rely on the "old boys" network. We developed programs on "unconscious" bias in the evaluation of applicants. Each year, I made an annual report to the Board of Trustees on Progress Toward Diversity and Inclusion, across the university. I worked closely with the Office of Human Resources and its Director of Workforce Diversity, Equity, and Life Quality, which dealt primarily with staff issues, while I concentrated on faculty issues. We conducted studies of faculty salaries, tenure and promotion, and reasons why faculty left the university after tenure. We recognized that a large number of women and minority faculty were stuck at the associate professor level. For faculty in general and post-tenured faculty in particular, there must be recognition that scholarship is the "coin of the realm." Administrative work, like teaching, committee service, advising, and community

involvement are basically "icing on the cake," but no substitute for sound scholarship. Many women and minority faculty were stuck at the associate professor level because they did not have the time to advance their scholarship in the same manner as their white male colleagues. We were fairly successful in protecting the time commitments of assistant professors but had neglected associate professors with tenure. Moreover, we had insisted that departments provide mentors for all junior faculty so that we were not singling our faculty of color or women. Once faculty receive tenure and promotion, they need to continue a mentor relationship on their campus or with senior faculty in their discipline. Should a faculty member accept an administrative position, he or she should be certain to consult with others in similar positions to avoid "re-inventing the wheel." We can learn much about how to navigate pitfalls. Depending on the culture of your institution, you must be clear about how taking on an administrative responsibility might affect your prospects for promotion. You should be mindful that deans, provosts, and presidents come and go. In my time at Cornell, I served with five different presidents, seven provosts, six deans, and four chairs of the board of trustees. I mention this turnover in central administration because in the current era of higher education, at almost every level, an administrator is expected to have a strategic plan that often requires changes in personnel.

As Special Assistant to the Provost, my administrative position was fifty percent and as Vice Provost, it was seventy-five percent. I still taught, as Special Assistant, two courses a year and as Vice Provost, one course a year. I did not have to teach as Vice Provost, but I wanted to maintain contact with students and keep abreast of my scholarship. Moreover, I came from a small department and remained active in the Africana Studies and Research Center. I continued to teach and co-edited with Rosalyn Terborg-Penn *The Columbia Guide to African American*

History Since 1939, among other publications. One thing that I noticed in administration at Cornell is that academic administrators regularly took their study leaves when due. Sometimes, we begin to think that we are the only ones who can do the job. But we have to remember that we always serve at the pleasure of the person to whom we report. I can't overemphasize the importance of our scholarship in sustaining us, whether we remain at our home institution or go elsewhere.

It used to be a popular refrain at Cornell that we would love to hire underrepresented faculty, but we can't find any, especially any who the faculty would consider for appointment at a major research university. I decided that we would find highly qualified beginning scholars and with the faculty would offer them a two-year post-doctoral fellowship. With funds from the Provost's Office, we were able to offer three post-doctoral fellowships a year. My office advertised for applications and faculty could nominate individuals, as I wanted the faculty to constantly be on the lookout (to be scouts) for prospective underrepresented faculty. We developed one of the first such programs in the country. I appointed a faculty board that selected finalists from a pool nominated by departments. The nominating department had to agree to provide office space and a mentor. We allocated funds for stipend, travel and research. The expectation was that the faculty would become familiar with an underrepresented scholar who they might not have noticed and would develop a stake in the scholar's progress. Moreover, should a department decide to make a tenure-track appointment, we would help to fund it with seventy-five percent the first year, fifty percent the second year, twenty-five percent the third year, with an expectation that the department would cover the full cost at the end of three years. In this manner, the department would have an investment in the scholar and would be more likely to retain him or her.

Given the changing nature of academia with more couples, who have advanced degrees, we had to develop a dual career office. The office was within Human Resources but worked closely with my office. A major problem that we faced was going through a search, interview, and offer, and then be told that, by the way, my acceptance of the position depends on my partner finding a position either at Cornell or in the vicinity. We established the Upstate New York Higher Education Recruitment Consortium, as part of similar programs throughout the country. The Higher Education Recruitment Consortium (HERC) placed our openings (academic and administrative) on its website so that potential applicants and their partners could see what was available in the area. We provided through my office short-term funding similar to the post-doc program for accompanying partners. I tried to get faculty to avoid using the term "trailing partner," because it had a tendency to stigmatize the accompanying partner who often had outstanding qualifications in his or her own right.

When Cornell applied to the National Science Foundation in 2005 for an Advance Institutional Transformation award to recruit, retain, and advance women in the sciences, the Provost asked me to become a co-P.I. on the $3,300,000 grant and that it be administered through my office with a faculty advisory board. This position together with my other duties placed me in a strong position with deans, department chairs, and faculty. I had what my native city of Chicago referred to as "clout." It is extremely important in an administrative position, especially in diversity and inclusion that you have some carrots and some sticks. It is also important to have the trust and support of the administrator to whom you report. I had a wonderful working relationship with the Provost at Cornell and built a position of trust by making sure that she was never blindsided in the decisions that I made.

We had such a great working relationship that we developed over time, that I always said to myself that I would leave the position of Vice Provost if she decided to leave Cornell. In fact, when I became Vice Provost, I planned to hold the position for at most five years. That would give me time to take a leave and to advance my scholarship. Five years into the position, I recommended to the Provost during my annual review that we should think about succession planning. It's almost as if she didn't hear me. There was no action. Then, the new president abruptly resigned and the Provost wanted to keep her staff in place. At the end of the seventh year, I reminded her again about succession planning and was firm this time. I quoted from the British Broadcasting Corporation comedy "Are You Being Served," about a London Department store, Grace Brothers, in which the head of the Women's Department, Mrs. Slocombe would make a statement and say, "I am unanimous in that." I let the Provost know in no uncertain terms that I was "unanimous" in leaving at the end of my eighth year as Vice Provost. Because I had not taken my regular leave, which would have been a semester at full pay or a year at half pay, I did receive a year off at full pay to work on my scholarship and subsequently published the book, *The History of Alpha Phi Alpha: A Tradition of Leadership and Service*. I had the honor of the Provost recommending emeritus status to the Board of Trustees for my position as Vice Provost, an unusual measure, rarely taken for administrators at Cornell and passed unanimously. The faculty board for the National Science Foundation Advance grant named its annual lecture series "The Robert L. Harris Jr. ADVANCEments in Science Lecture." This was fitting recognition that I did not anticipate for my years of service, that I thoroughly enjoyed as the bright moments by far outweighed the difficult ones.

5. Managing Transitions in Academia

Mark A. Lawson

Introduction

Why go beyond scholarship?

Establishing a career in academia is a major challenge to all scholars that is made more difficult for those from underrepresented communities of race, ethnicity, and gender by the burden of being an outsider faced with additional scrutiny and expectations. Finding success in this endeavor is often followed by the realization that simply being present is not enough to secure a hard-earned place at the table for themselves and others like them. Often from the earliest stages in their career, Assistant Professors are faced with the constant requests to be representatives of minority communities in various capacities at the departmental, institutional and even national level. These pressures and tasks lead to an understanding that many barriers are a result of institutional culture or structure that must be changed from the inside as well as from the outside. As a person from a minority community that has "made it", scholars are often motivated to look back and nurture those that follow in order to enact the change needed in institutions and to change the face and culture of academia. Both working for institutional change and looking back to bring up a new generation of scholars require work in the academy beyond the scholarly activities that are central to earning and keeping a place at the table. The challenge of maintaining academic excellence while transitioning into positions of leadership was the inspiration for the workshop on managing transitions in academia.

Motivations for administrative involvement

The motivation for transitioning to administrative or non-academic positions of responsibility can have many origins. For panelists, three broad reasons arose for making the choice. All were rooted in the recognition of being in a position to exert more influence. The first was based on the realization that, once established in a position with tenure or equivalent, it is an opportunity to consider the next career challenge or to shape one's legacy beyond scholarship. The second was the recognition that in establishing a career, both the skills and desire for mentoring and impact beyond one's discipline are ripe for application. The third was the desire to create an institutional culture that recognized and valued the dual responsibility of scholarship and mentorship. Although these broad goals can lead to a number of outcomes, they share the common strain of creating a space for change to occur or to build the community to fill that space, ultimately transforming the institution. A common personal motivation that was evident in these paths was the desire to facilitate growth of minority scholars and establish or strengthen their community. Thus, having fulfilled the personal goal of establishing an academic career, the communal goal of bringing opportunity to others became a more prominent motivation.

Panelists noted common options available for those wanting to effect change in their institutions. These include taking up administrative responsibilities for established activities or the creation of new programs and entities that address inequity or engage minority communities. Examples of this include established activities such as serving as graduate or training program leaders, working in admissions or search committees, or participating in other academic service roles that directly impact training and education. In STEM there are options such as taking on or starting a training program, getting involved in undergraduate mentorship, or taking

responsibility for programs that promote diversity in research. In non-STEM disciplines there is

a less defined path that involves graduate student programs, curriculum development, teaching,

mentoring, and support of graduate research programs. Common activities might include

creating or supporting community-based or cross-cultural centers or resources. Other examples

include activities that bring new institutions or programs to institutions that require significant

interaction with administrative bodies, such as developing new centers, outreach and mentoring

initiatives. At some point, responsibilities in all of these areas involves either interacting closely

with administrators or taking on administrative roles directly. Eventually, leading change will

require administrative involvement. At this point a transition to a leadership or administrative

position is the best path forward to successfully effect change.

Developing a plan

Although the decision to pursue an administrative or leadership role can be a simple

conclusion based on the desire to have impact on an institution, in going into it, timing is

everything. Panelists noted a number of points to consider when thinking of how best to

approach making a transition to a leadership or administrative role. Some require a frank self-

assessment of your own place and ability. Others require an assessment of your institution.

Just as pursuit of scholarship requires a level of motivation that is deep and persistent in

order to overcome disappointment and strengthen commitment, involvement in administrative

and leadership requires a strength of conviction that this path is an effective way forward.

Because these activities will displace teaching or committee work that may be of importance to

your department or program, activities must be approached carefully. Things to assess include

your own standing with respect to tenure, research and teaching obligations, and other university

service. If you are only just beginning your career it is imperative that you secure your own tenure before you engage in larger roles. Institutions will be pleased by your participation, but will not provide guidance regarding impact on your own promotion case.

Another consideration is the amount of time commitment engaging in administrative tasks takes, whether compensated or not, and how this may interfere with management of your own laboratory or research. It will be inevitable that training programs, mentoring, or leadership activities will take time beyond the usual commitment so those thinking about this track must consider their own capacity to undertake activities without compromising their scholarship.

The other consideration is skill-set and experience. There are a number of ways to learn the ropes of administrative work, starting or administering training programs, developing mentoring programs, or of learning how organizations function. Some opportunities lie outside the university. They can be found by participation in professional societies, conference organization, or other tasks that support the acquisition of skills while supporting the service or outreach requirements of a tenure package. Using these opportunities wisely to build a network, get advice and learn how to develop and implement initiatives is invaluable.

It is possible to acquire these skills by working with those established in these activities. Examples include participation in a mentoring or teaching program run by senior faculty or taking on assistant or subordinate-level administrative tasks. These activities build both experience and a professional network to draw on for advice and support, thereby providing the skill-set necessary for higher level responsibility. Finally, the overall institution and the ability to work within it must be examined. Two of the three panelists changed institutions in order to fulfill their goals. This is a valuable lesson in flexibility. The advantage of working outside your home institution or in changing institutions is that your expertise, having been acquired

elsewhere, carries some external validation it might otherwise not have. This can be an important advantage that can help establish both reputation and respect.

For scholars who are considering how to go about engaging in leadership or administrative roles, the above advice suggests patience and planning. Setting the goal for acquiring leadership experience, developing and drawing upon a network to support your goals, and an honest assessment of your own capacity to take on additional responsibilities are essential. Appropriate times for gaining experience are in the assistant professor or equivalent years, then taking on or developing new roles post-tenure. Of course the tenure transition may involve a change in institution, but the overall experiences of the panel suggested that this did not actually impede involvement in leadership and administrative activities.

Avoiding the pitfalls of administrative duties

Taking on additional responsibilities in the quest to provide leadership and effect change can have risks as alluded to above. The most substantial of risks is being distracted from the core responsibilities of scholarship and research excellence that are required for tenure. This risk is most prominent in the assistant professor or equivalent years where establishment of an independent career is essential. It cannot be emphasized enough that one must be present in the institution in order to lead it, and there was general agreement among the panelists to this effect. However, it was discussed that often younger faculty feel pressure to engage in activities that detract from the central role of establishing an independent career. Often this can be committee work that is either not in one's leadership interest or too burdensome to allow sufficient attention to the central roles of research and/or teaching.

There are other points at which risk is also higher. This can be the associate- to full-professor transition or at times when one's research program is either not thriving or funding is not stable. It was noted that for those in soft money positions in which full-time equivalent salary is not a condition of appointment, which is common in many STEM fields, transitioning to part time leadership roles can actually be beneficial by providing some relief from the need to support one's salary through competitive research funding.

Other pitfalls can arise when engaged in controversial activities or activities that otherwise are not generally supported by one's own departmental leadership. This can lead to friction over the distribution of departmental teaching or other responsibilities and at its worst, lead to undermining of one's standing and support in their department. This pitfall can be navigated by engaging in limited activities in one's early years, engaging in skill-oriented activities through national organizations that can be accomplished outside the normal course of responsibilities, or engaging in a service activity that is understood to be directly relevant to the departmental mission or to one's scholarly activities.

Panelists also noted that it is possible that one takes on a leadership role and finds that the project or office is not sufficiently provisioned or otherwise not what it was perceived to be at the outset. This can lead to a situation in which you are either overburdened or want to discontinue the role you have taken on. Some suggested that it is wise to have some method for moving out of the position or otherwise extricating oneself. Issues noted by panelists seemed to occur when the definition of the role is not clearly spelled out at the beginning or a question of relative effort and commitment might come up. Carefully evaluating activities or consulting with senior mentors prior to engaging in these activities is useful to assess this potential. Often questions of compensation, protection of time or waiver of other service or teaching duties arise

and should be carefully evaluated prior to commitment. One can be willing to sacrifice time or compensation to take on important activities, but the overall cost relative to benefit, and tolerance for potential risks or consequences need to be clearly assessed up front.

Leveraging your networks

There was general agreement that establishing a professional network that consists of mentors and colleagues is a critical step in building the long-term success required to make the transition to leadership activities and advancing career objectives. In making the transition to a leadership role, a well-developed network is the source for identifying opportunities for developing skills and for drawing upon when needed to support decision-making or innovation. Across time, a network will have a different role in an individual's career. A person in an early career stage will need the network to develop an understanding of how organizations function and where one might make an impact. At mid stages it is a source for shared experience and opportunities. At advanced stages it is an aid in decision-making and creative thinking. In order to realize these benefits, it is necessary to participate actively in the network and to maintain connections. Cultivating a network should be considered a normal activity at all career stages and a major role of a mentor is to aid in forming one. Separate networks for scholarship and career development are not unusual and different sub-communities will provide certain expertise to an individual. Those interested in transformative activities in an institution will identify others interested or engaged in the same activities and particular scholarship interests are less important. Thus scholarship-specific networks and leadership networks can be quite different or have only minimal overlap. Recognizing how participants in a network can benefit an individual, and how

one might benefit those in the same network is also important and it is understood that one must contribute as well as benefit from these networks.

Finding allies and identifying mentors

Setting goals and engaging in activities that provide the skills and experiences necessary for transitioning to leadership roles can be bewildering tasks, particularly at an early career stage. It is important at this stage to identify a few strong mentors that understand your goals and are willing to advise you in a way to help achieve them. The concept of having multiple mentors that each contribute to different aspects of a career is an important one to keep in mind. In order to develop a mentoring relationship, one should engage at some level the activities that touch on the areas of desired mentorship. For instance, engaging in outreach activities will reveal to you those with the highest expertise and motivation. So one must engage in this to some degree to build a network and find mentors. As one begins to engage in leadership activities, these mentors can transition into allies that provide advice or perspective. Senior faculty colleagues that can provide perspective on tenure decisions, defend your focus of activities, or provide opportunities to expand your own skills, can be crucial to success.

In administrative roles, allies across the organization that share similar goals or ideals can provide the momentum needed to achieve change. Building these relationships can be a key to success. A challenge is understanding how to identify potential allies, who can be both seniors or peers across the institution. Often important allies are overlooked due to their positions. Departmental chairs can be unexpected allies. Departmental success and prestige are a powerful motivator and a chair will often advocate or support a faculty member if they are up front about their goals. Often those just above you in an organization are willing to advocate higher up the

ladder, but need to be dealt with honestly. A specific example is informing a chair of outside or internal leadership offers. With this in hand, they are able to advocate for better compensation, retention, or protection to a dean in order to facilitate a position or activity without compromising the mission of the department. If this is pursued without their knowledge they are either not in a position to assist, or are left with doubts about loyalty and trust that can undermine advancement. Should things not go well, they can also help provide backup or cover in order to help correct suboptimal situations. In practice, allies spaced vertically in an organization are most useful in this regard.

Conclusion

Overall, the themes of managing transitions touched on a number of areas. Principle features are being well prepared and gaining relevant experience at an early career stage, developing networks that may not reflect overall scholarship interests but also include those in positions similar to your intended goals, carefully evaluating the roles before stepping into them, and identifying allies that will aid in both the work and in managing competing demands of scholarship, service and teaching.

6. So You Think You are Going to Retire: Managing Your Financial Future

Sekazi K. Mtingwa

Introduction

Retirement is something for which we all should prepare. The earlier you start, the better. When the time comes that you decide to enter that phase of life, it can be complicated. However, there are many resources available to address a wide variety of questions and concerns. Perhaps among the most helpful are seminars sponsored by employers, insurance companies, investment firms and government agencies.

Below, we discuss some of the most important topics for consideration, namely the following:

I.   Sources of retirement income

II.   Medical and prescription drug insurance

III. Dental insurance

IV.   Life insurance

V.   Accidental death and dismemberment insurance

VI.   Vision insurance

VII. Long-term care insurance

I.   Sources of Retirement Income

A.   *Pension Income*

First, there is pension income derived from tax-deferred contributions from the employer and/or employee during the years of active employment. Perhaps the most relevant such plan for this discussion is the 401(k). At some contractually agreed upon time, the monies from those investments are distributed to the employee during the years of retirement and taxed at that time.

Sometimes, there is the possibility of accepting a lump sum payment. The terms and conditions of pension plans differ from one employer to the next, and some employers have several pension options. You should consult with your employer's Office of Human Resources in order to obtain details about available pension plans.
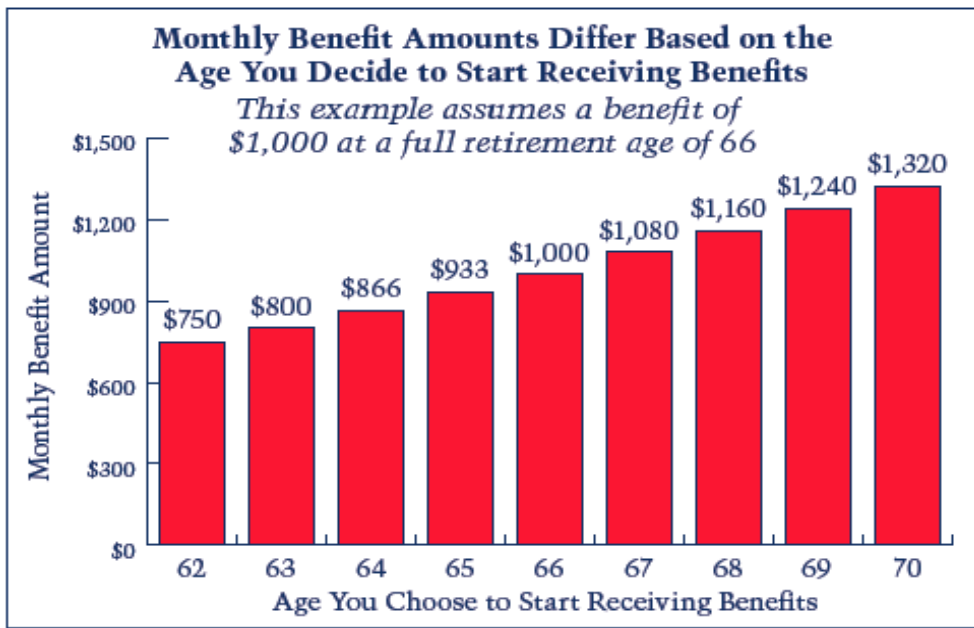
B.   *Social Security Income*

This income is from the Federal program that the Social Security Administration (SSA) manages. The Federal government withholds tax-deferred contributions from employees' paychecks as an investment and returns the monies to the employee monthly during the years of retirement. You may have to pay taxes on those benefits if you file a Federal tax return as an "individual" and the income is more than $25,000. If you file a joint return, then you may have to pay taxes if both you and your spouse have a total income that is more than $32,000. All the details are explained on the SSA Website at www.socialsecurity.gov. At that Website, you also can create a Social Security account; apply for retirement, disability and Medicare benefits; obtain copies of various SSA publications; and find an abundance of other information.

For those born between 1943 and 1954, the full retirement age is 66, although you can retire as early as age 62. According to the SSA Website, you can apply online for retirement benefits or benefits as a spouse if you satisfy the following:

1.   Are at least 61 years and 9 months old;

2.   Are **not** currently receiving benefits on your own Social Security record;

3.   Have not already applied for retirement benefits;

4.   Want your benefits to start no more than 4 months in the future.

It is important to note that you can defer benefits until age 70, thereby increasing the monthly retirement benefits. The monthly benefits do not increase if you delay receiving them beyond

the age of 70. The government uses this sliding scale, since its actuarial calculations allow it to

determine how much to pay the average individual so that the total amount received in a lifetime

is the same for all, regardless of the time that payments commence. Thus, if you receive

payments over a shorter period of time by delaying retirement until age 70, your monthly

payments are increased during retirement. Note the following bar graph from the SSA Website:

Source: www.socialsecurity.gov

C.   Spouse's/Partner's Income and Retirement Plans

Just as for you, your spouse/partner should be eligible for pension and Social Security

benefits.

D.   Individual Retirement Account (IRA)

There are two kinds of IRAs: *Traditional* and *Roth*. The Traditional IRA is an account

into which you make tax deferred contributions. The interest, dividends and capital gains grow

untaxed. Taxes are assessed when funds are withdrawn. On the other hand, a Roth IRA is a retirement account for which the contributions are taxed before investment. The account then grows untaxed, and the funds are not taxed when withdrawn.

E.   Tax Deferred Annuities

According to *Fidelity Personal Retirement Annuity's* Website, www.fidelity.com, these annuities are for investors who want to increase their tax deferred retirement savings beyond the contribution limits of an IRA or 401(k), with the ability to invest in a wide range of investments, including equity, bond and asset allocation funds. Key features include the following:

1. Tax-deferred growth potential

2. Low annual annuity costs

3. Earnings not taxed until withdrawn

4. No IRS contribution limits

5. An array of investment options.

F.   Savings Accounts

It is useful to maintain regular bank savings and other accounts that are readily accessible without being hindered by governmental or other regulations.

G.   New Employment Paychecks

Many retirees find it to be financially, physically, mentally and emotionally beneficial to continue working after retirement by starting a new full-time or part-time job. Depending upon your plans, retirement can become a life of boredom, which is not a healthy situation.

H.   Income from Business Ownership

An excellent source of income during the retirement years can come from business ownership. Two popular varieties are sole proprietorship and limited liability company (LLC).

For the sole proprietorship, there is no legal distinction between the owner and the business. While the legal and accounting aspects of the sole proprietorship are quite simple, a big drawback is that you are legally liable for your business activities, which can incur lawsuits that reach your personal savings/investments. Thus, depending upon the activity of the business, the LLC may be the better option, since your personal wealth is not jeopardized by legal lawsuits under normal circumstances. All income from the LLC is passed through to the partners for taxing purposes, which greatly simplifies the filing of taxes.

II.   Medical and Prescription Drug Insurance

If you are under age 65 at the time of retirement, you may still be able to use your employer-provided group medical insurance, which should be cheaper than one purchased as an individual. The latter can be quite expensive. Typically, the employer offers an annual open enrollment period, which offers several options. The cost of the plan often is deducted from your monthly pension benefits.

Once you reach age 65, coverage under Medicare commences. For details, visit the Medicare Website at www.medicare.gov. There are two main options: ***Original Medicare (Part A and Part B),*** provided by the Federal government; or a ***Medicare Advantage Plan***, which is provided by private insurance companies. Part A coverage is hospital insurance and Part B is medical insurance that covers visits to your primary care physician and other outpatient and provider fees. Medicare Advantage, which also is called ***Part C*** coverage, includes both Medicare Part A and Part B coverages, although most people still must pay the $104.90 Part B monthly premium to the Federal government in addition to a monthly premium to the private insurer. Two popular private insurers are Humana and UnitedHealthcare, and many employers

offer group plans to its retirees from such companies. If you opt for Original Medicare, you can purchase supplemental coverage to help pay such expenses as copayments, coinsurance and deductibles. Finally, when choosing a medical insurance plan, it may be wise to ensure that it covers international travel unless you do limited travel outside the U.S. border. Of course, you can purchase medical insurance for international travel on a trip-by-trip basis, such as at the time of purchasing an airline ticket. Moreover, some credit card companies, such as American Express, offer international travel medical insurance.

For prescription drug coverage, you can purchase a Medicare Part D plan from a Medicare-approved private company. If you opt for a Medicare Advantage Plan, prescription drug coverage probably will be included in that plan.

III.   Dental Insurance

Employers often offer dental insurance plans for retirees. If not, there are other organizations, such as AARP, that offer group plans. See their Website at www.advantages.aarp.org.

IV.   Life Insurance

As you approach retirement age and beyond, life insurance becomes more expensive. As an example, consider a typical $250,000 term policy from TIAA-CREF for a male. At age 62, the annual premium is $1,350 and remains level for 15 years. However, the annual premium in year 16 jumps to $25,000. Thus, you should wean yourself off large life insurance policies during retirement.

V. **Accidental Death and Dismemberment (ADD) Insurance**

Unlike life insurance, ADD insurance is not so expensive. For roughly $200 per year, you can purchase a $100,000 policy if you are less than 70 years of age and $50,000 policy if you are age 70 and beyond. Often, credit unions will offer $1,000 base coverage at no charge, and you can purchase additional insurance at reasonable cost.

VI. **Vision Insurance**

Many employers offer vision insurance plans. Physiological problems of the eyes, such as glaucoma, cataracts and macular degeneration, are normally covered by your medical insurance. However, you should also consider purchasing a vision policy that would cover routine expenses relating to healthy vision. A typical policy would offer the following:

1. $5 off a routine eye exam

2. $10 off a contact lens exam

3. 40% off most frames

4. Fixed prices for lenses and lens options

5. 15% off non-disposable contact lenses

6. 15% off a laser vision corrective procedure

Given the high cost of glasses, coupled with the fact that many purchase two pairs of everyday glasses and one pair of prescription sunglasses, a vision policy may be a good investment, especially since it could cover the spouse as well.

VII.   Long-Term Care Insurance

As you grow older, the chances that you and/or your spouse may have to receive some form of long-term professional care increases. That is why it may be advisable to purchase a long-term care insurance policy. A typical $50 per month plan could provide roughly $135 maximum daily benefit to cover nursing home expenses and $70 maximum daily benefit for home care.

Additional Resources

There are many references available to learn the ins and outs of financial management for retirement. Perhaps the best sources of information are on the websites of AARP, which offers a number of different kinds of policies; insurance companies; credit unions; investment firms specializing in retirement programs, such as TIAA-CREF and Fidelity; employers' Offices of Human Resources; retired relatives, colleagues and friends; and seminars.

Conclusion

Retirement is the beginning of a new phase of life, so enjoy and make the most of it. Even enjoy the many perks, such as discounted movie tickets and food at some restaurants. In fact, whenever you buy a ticket to anything, always ask for senior citizen discounts. You may be surprised at the amount that you can save.

You may be able to retire from more than one job. In that case, you can choose whichever offers you the better benefits. For example, one employer's medical insurance may be substantially cheaper than that from the other.

The good news is that you can do just about everything that you do now. If you are a faculty member, you can continue your academic pursuits without the responsibility of teaching, committee work and other kinds of university activities. However, if you just cannot stop the urge to teach, there is still demand for your services. Otherwise, continue your research, write articles and books, spend time reading whatever you please, take online courses, and give of yourself to improve local, national and world conditions.

Go for it!

7. Getting The Message Out: Public Sphere Writing and Speaking With a Perspective on Transformative Leadership
Federico Subervi

Introduction

The panel on "Getting The Message Out: Public Sphere Writing and Speaking," included as part of the 2014 Senior Ford Fellows Conference, stemmed from the conference organizers' recognition that part of our success as scholars requires learning or improving how to share with academic colleagues as well as with the public at large the research to which we dedicate our daily lives and passion. Many Ford Fellows now routinely use new technologies including social media to disseminate and discuss their research and its social, cultural, and political implications. This chapter summarizes my outreach approach, which is more traditional, but also quite important for academic success.

We begin with the main recommendations regarding public messaging made during the panel followed by additional perspectives from the session. The chapter then turns to advice regarding transformative leadership shared during the closing session of the 2014 regular Conference of Ford Fellows. It is hoped that the merging and updates will serve current and future Ford Fellows and others by providing guidance on success for getting their message out and also for engaging in transformative leadership in academia.

Getting the Message Out

My opening remarks on *getting the message out* called for the audience to construct an image based on the age-old question: "if a tree falls in the forest but nobody hears it, does it make any noise?" It certainly does, but that sound is not registered and does not reach anyone beyond the noise's perimeter. Another imagery prompted from the audience was that of flowers

blooming among weeds, or lonely flowers blooming in the desert. In both these scenarios there are flowers. In the former, the weeds cover the flowers; in the latter they are isolated, on their own in the hot sun.

The goal of those first remarks was to consider those images as analogies to what can happen to a scholar's research when it is not properly disseminated: it remains silent, covered by others' research that may not be as great, or isolated and invisible. Thus, regardless of one's expertise, it is imperative to learn how to *get the message out* and expand it to where it can have a greater impact and transformative value.

Getting one's message out calls for exploring many options. Social media is one of many options available to scholars today. While that is pursued, connecting with traditional media is also indispensable for reaching diverse audiences. Connecting with traditional media requires two complementary steps. One is the cultivation of professional relationships and friendships with key reporters, writers, and freelancers who have written about your subject. Begin by connecting with the public relations officers of your university, and the reporters of the student media. Searching for these persons and contacting them via phone and/or email should preferably be done *before* the research is ready for dissemination. Find something those reporters have published or broadcast. Offer them additional insights for future stories on those subjects, and volunteer to serve as a source for stories about your expertise. In the meantime, inquire about their potential interest in writing about your work or creating some broadcast, podcast, or social media story based on key findings of your upcoming reports.

A second step, and possibly the most important for any type of media outlet (including social media) is learning how to present the research in sound/print-bytes that use the terminology that will easily be understood by the targeted audience. Observe that this step

implies three interrelated masteries: first, talking/presenting one's research in sound/print-bytes, i.e., short eloquent sentences, not long expositions that chances are will not be quoted in print or on audio outlets. Next, the words not only have to be concise and precise, but also use the terminology that can be grasped by the reporter and then translated to the audience for which they are writing/transmitting. Knowing that particular audience is the third mastery. The more the intended audience is known, the more appropriate the specific angle and words you will use to craft your message. In essence, be the master of the creation and framing of your message instead of leaving that to the reporter who may not be as familiar with your research and its implications.

Related to the above is the imperative of presenting your words without hesitations or unnecessary apologies. Ahs, ums, ers, and other similar hesitant pauses in any oral presentation will lead to that statement being edited out. Journalists will not usually quote those hesitant pauses; they might also not be aired for broadcast. And if they are broadcast, they make you look bad. Likewise the unnecessary apologies such as "I'm sorry I wasn't prepared for this today, but I'll share the following…"; "Sorry if my voice is not strong, but …" Even when I've arrived late to the start of a class, I don't open with apologetic words. I begin my presentation as it was planned. After the class has my attention for the lecture, I might indicate, "parking was impossible today." The same principle should apply when addressing the media. Again, no hesitations or unnecessary apologies that tend to undermine your stature as the expert about to make an important statement.

One Connection May Lead to Many Others

In the process of getting your message out, consider that one connection may lead to many others. Exposure in a traditional media outlet can get your work known to others who would normally not be part of your academic circle. That exposure can then contribute to your becoming a "public scholar" and not just an "ivory tower scholar."

Among my favorite non-academic circles to share my expertise on Latinos and media I can mention is serving as cultural consultant for the television series *Dora the Explorer*, the *Misadventures of Maya & Miguel*, and *Oh Noah!* Also of value have been my leadership roles in non-academic organizations such as Latinitas magazine, a web publication and organization whose mission is to empower Latina girls through media and technology; the genesis of that magazine started as a class project in my Latinos & Media class at the University of Texas in spring 2002. Another is the Latino Public Radio Consortium for which I've been a member of the Board of Directors since 2013, and Latinarrific.com for which I serve as Chair of the Advisory Board since 2016. For many years, I was also active with the National Association of Hispanic Journalists, for which I had the honor of serving as the first academic member of the Board of Directors from 2011-2013. Each of these organizations has provided opportunities to share my scholarship beyond academic circles.

Some Words of Caution

Public scholarship has many benefits, but can have its challenges, too. On the academic side, envy can lurk among peers who have not made an effort, or have failed to master the art of being public scholars. Being quoted in the news should only bring congratulations from colleagues. But some prefer to criticize or chastise that honor as not being "properly academic"

or as a waste of precious time that should be dedicated to writing scholarly articles. In my thirty-three years of affiliations with universities, I ignored that critique. Being a public scholar and contributing to positive social change meant more to me than just publishing and teaching.

Still, the exposure in public media can also lead to scathing critique from people who respond with comments (especially if these are allowed to be anonymous). Anonymous comments to blogs are known to be especially nasty from audience members who disagree with your perspectives. This is particularly evident in the racist, misogynistic, and homophobic comments made by some who have been recently fueled by the rhetoric of an extremely divisive presidential campaign and election.

Thus, be prepared to respond, and then respond again to nasty comments, but do so with factual arguments. Do not ever lower yourself to the racists' level. As an alternative, ignore nasty comments and instead focus on creating even more constructive words directed to the civilized audience members of that particular outlet.

If you decide to present your work via blogs and other social media, learn how to gather and analyze the metrics available via the outlet in which you publish. Then also learn how to share with your supervisors the value of such metrics. One particular selling point is that your public media efforts is generating or will generate greater recognition of your academic unit and university. Yet do not fail to inquire whether or not your immediate superior(s) value the outlet(s) you use. If it is not valued, then consider if the effort is worthwhile at that particular point in your career. That stated, one way or the other, follow your intuition and passion to be a public scholar, or more so to engage in transformational leadership, which is the topic of the next section of this chapter.

From Public Scholar to Transformational Leader[i]

The presentation began by highlighting the meaning of the *sankofa*, the iconic symbol selected to represent the Senior Ford Fellows' Conference. The *sankofa* has been adopted as an important symbol in an African American and African Diaspora context to represent the need to reflect on the past to build a successful future. It has many other meanings, too, but its essence is that of retrospection as a source for guiding the future.

Retrospection for me entailed recalling lessons of my academic journey from Puerto Rico to Wisconsin; from there to California and then to Texas; a brief stint in New York City; back to Texas and then Ohio before semi-retiring in Austin, which continues as my home and city of residence. In each of those places, there were many excellent opportunities for academic and personal growth and leadership development including the role as a public scholar. There were also hard lessons learned from mistakes due to my naiveté, ignorance, poor judgment or other oversights. Many more lessons were learned from books and other readings,[ii] great advice from friends, mentors, and since 1988 the family of Ford Fellows.

Highlights of the academic journey are summarized in the final section of this chapter. While tempted to first share notes about that journey (as I did during the presentation), it is more appropriate here to start with the key lessons that have transformed me, which may also be of value for other Ford Fellows who venture into leadership, too.

The Tree of Transformative Leadership

The second image discussed in the September 27 presentation was that of a nice tree, but one standing on its own with a bare surface around it. It was followed by another image of a tree surrounded by lush vegetation on and around it.

The purpose of those images was to contrast two styles of leadership. The first tree represented a selfish, self-centered individual who could flourish, but only for self-aggrandizing. Its roots and branches feed off its surroundings but in ways that deplete competition and certainly does not nurture others close by. The second tree, in contrast, is lush and vital, while also offering nutrition for life and growth of many others around it. The obvious analogy was that transformative leadership should be akin to the nurturing tree, not the self-centered one.

Many times in my academic journey I had personal experiences with and heard numerous stories of professors, department chairs, deans and other administrators who in their leadership roles purposely or "inadvertently" primarily enhanced their own status and did so by appropriating as their own the ideas and/or research of their students or junior colleagues, or giving little recognition when collaboration is acknowledged. A concomitant trait of those types of leaders is the treating of those in their circles of influence as "outsiders" unless they vouched for and supported the dictated decisions or policies, which quite often are arrived at with little or no consultations with the affected parties. The "either you are with me or you are my enemy" threat becomes real amongst such individuals. Worst of all are the self-centered leaders who instead of valuing and supporting their peers and assistants, systematically undermine the success of anyone who is perceived as competition or whose brightness and standing out is deemed as casting a shadow on the egocentric leader.

It should be obvious that transformative leadership is not and cannot follow that self-centered style. To the contrary, it should acknowledge and appreciate the contributions of others who help attain the established goals, seek their input for overcoming obstacles to meet those goals, maintain open lines of communication even with those who are in disagreement with

proposed policies and decisions, nourish the growth and success of others, and value and celebrate the achievements of peers and assistants who stand out.

Of course, in the long path toward transformative leadership, there are numerous barriers and challenges to be faced and overcome. The next section summarizes some of the lessons (i.e., *consejitos* or bits of advice) I learned over the thirty-plus years of academic life. While a few came (or I paid attention to them) too late for avoiding conflicts, they are nevertheless valuable to consider for success in both transformative leadership and personal growth and well-being, which is often sacrificed if not prioritized.

Consejitos (*little bits of advice*)

• First and foremost, be mindful of self. Apply the old adage: know thyself. Dedicate time to meditate as a means to introspect and better know your strengths, true personal and professional goals, weaknesses and how to overcome these. Develop and keep a daily routine that will lead to a good balance of intellectual, physical, emotional and spiritual health.

• Along the way, develop or find a *meaning* for your life. Hearing, at the age of 20 while attending the University of Puerto Rico, a live lecture by Viktor Frankl, author of the book *Man's Search for Meaning*, was a turning point and set my life's meaning: contributing to positive social change—a meaning that has remained a guiding light for more than 47 years and counting.

• Once you set your personal and professional meaning and goals, never give up on achieving them. Modify, adjust, reconsider the timeframe and steps needed to reach them. But if you have a passion and deep-seeded interest in a particular goal because it is (or part of) the meaning of your life, don't give up. A major difference between those who have succeeded in reaching their

goals and those who have not is that the former found ways, support, guidance, and whatever creative paths were necessary to pursue and achieve those goals.

• When dealing with real or potential conflicts with others (superiors, colleagues, employees), focus on the facts. This implies avoiding the emotional baggage of correct or incorrect interpretations, assumptions, or just plain speculations about the other's intentions or motives.

• Related to the above, effectively manage strong emotional verbal or written outbursts or statements that could undermine the value and power of rational well-documented facts. Outbursts of emotionally based statements can subsequently turn into your Achilles heel as they can be used as attributes to characterize your person, or worse yet as an argument that undermines you and your goals.

• Consider using those emotions to inspire and mobilize you into creative action. The emotional energy can be fantastic and need not be dismissed if used as a trigger to help seek new ways to achieve your goals; that is, if you don't dwell days on end on the emotions of sorrow, hurt and/or anger when things don't go your way.

• Keep detailed written records (documentation) of every actual or potentially conflictive interaction: names, date, time, place, and specific words that address the facts, not the interpretative emotions of the exchanges. If and when you may need this documentation, it will be at hand instead of having to rely on sketchy memories of distant moments and events.

• Maintain control over your interpretation of events. While you will not have control over what others say or do, you alone have control over the interpretation of what others say or do, and how that will affect your emotions and behaviors.

• When facing challenges or doubts, don't *ever* isolate yourself. Chances are that some trusted colleague or friend, even a professional counselor (e.g., psychologist) will have had some

knowledge or experiences with the challenges you are facing, or will know someone who has faced and overcome similar challenges. Seek that guidance or advice that can be valuable for you, too.

• By all means, explore with cordial diplomatic interactions (personal or phone conversations, emails), all the information that can help you overcome the issues you are trying to resolve. Again, don't speculate on the unknown motives of any person; find out, as best possible, the *facts*.

• That fact-finding process will most certainly, in turn, *empower* you. Knowledge is power; power can be attained with the best knowledge of facts indispensable to achieve clearly defined goals.

• *Never* fill the vacuums of the unknown with fear. This implies avoiding, by all means, speculating with negative emotions what lies ahead in moments of uncertainty. Every second of time diverted to emotions of fear is precious time lost from non-negative deliberations regarding plausible options to help overcome the unknown. In many cases, concern and caution is called for in the face of the unknown. What is not called for is succumbing to the potentially disarming emotions of fear.

• Last but not least, be mindful not only of yourself, but of others, too. Make time to learn about the strengths, goals, and concerns of those around you, especially of those with whom you live and work on a daily basis, and more so if you are supervising their studies or career. Akin to knowing yourself, learning at least the achievement motivations (or lack thereof) of others will provide you insights to try to help them succeed, and by extension, contribute to your potential success, too.

This list of *consejitos* for transformative leadership is only a sample of the many I heard and learned over the years in academia. They were selected for this chapter because they remain dear and close to my heart, mind and soul. They have, more than once, also guided me or helped me grow in my journey as a husband, father and now grandfather, too. A synopsis of that academic journey follows for those who might wish to read and learn from that, too.

The Journey *(One Scholar's Story in the Academy)*

My academic journey began with the earning of a B.A. degree in Social Sciences, and then a Master's degree in Communication (1971 & 1974 respectively) at the University of Puerto Rico, Río Piedras campus. After a year as an associate researcher for a consulting firm in San Juan, and various disappointments in gaining admission to doctoral programs in the US, in 1975 I was accepted at the University of Wisconsin—with an internationally outstanding mass communication doctoral program. The excellent doctoral level education I received there, combined with my emerging specialization in Latinos, media and politics, helped land me my first job at the University of California at Santa Barbara (1982-1989).

However fortuitous that first job was, it was an option embraced only because I was denied an academic job at any of the campuses of the University of Puerto Rico in my home country. The reason for that denial, I eventually learned, was that the right-wing (pro-statehood) president of the university system at the time opted to place political partisanship above my academic qualifications and potential contribution to the institution.[iii] In essence I was "blacklisted" due to my pro-independence convictions about what should be the political status of the Island – nation – colony of Puerto Rico.

Lacking the opportunity to engage in political communication research and teaching in Puerto Rico, I sought and found ways to pursue such research close to my heritage, but from the vantage point of Latinos in the U.S. Thus started my emergence as one of the few social science based Latino communication scholars at the time.

One of the main lessons of those early professional years, first at Wisconsin and then seven years at UCSB, was the value of pursuing research on issues and subjects that were dear and close to me. Against the advice of my otherwise well-intentioned colleagues at UCSB, I did not shift to study "mainstream" topics and populations. Instead, I maintained my focus and dedication to pioneering Latino communication research. In addition to political communication and Latinos, this included explorations regarding the role of television in the socialization of Latino children, and the history and current development of Latino oriented media.

But it was the first arena, political communication, which I valued most, and it was precisely my research on such matters that earned me a Ford Foundation Postdoctoral Fellowship in 1988—a pivotal point in my still emerging career. It was pivotal because the post-doc was to take place at the University of Texas at Austin, the same institution that was recruiting me to continue my teaching and research starting in fall 1988. The job offer arrived before the notification of the Ford Fellowship. However, UT agreed that I could pursue the post-doc and that the job offer would be honored starting the following year upon the completion of the Ford Fellowship term.

My last year at UCSB (1988-89) entailed not only commuting back and forth to UT-Austin for the post-doctoral research and guidance, but also to Chicago, Los Angeles, Miami, New York and San Antonio as I conducted my research about the role of media in Latino politics across the U.S.

That same academic year additional research and travel opportunities—to Rio de Janeiro and a few other cities in Brazil—emerged during late spring 1988 and summer of 1989 thanks to a Fulbright award to study the history and role of ethnic media in that multiethnic, multiracial country. Moreover, on the tail of the Fulbright I received a California Policy Seminar grant to assess that state's policies and practices related to emergency communications directed to non-English speaking populations. Multiple trips from Austin to various cities in California took place for that project, including one that coincided with the Loma Prieta earthquake on October 17, 1989.[iv] That dramatic event transformed the research project from hypothetical "what if" scenarios study to one that documented "what actually happened" and also led to policy recommendations for the state.[v]

It was an incredible and outstanding trio of awards with which I brought to closure my years at UCSB—where a colleague once told one of my graduate students that studying Latinos and media issues was a "dead end" and that she should move on to something else—and then launched my career at UT-Austin, the university where during thirteen years I flourished with my teaching and research about Latinos and media in the U.S., and enhanced that with research about ethnicity, race and media in Brazil. There I earned my tenure in 1992, and also reconnected to my original passion with my home country and thus conducted research and published my first works in English and also in Spanish about the media system of Puerto Rico.[vi]

By 2002, the many years of learning about leadership thanks to lessons learned at Ford Fellowship conferences, from Ford colleagues, and my involvement with various academic organizations, prompted me to accept in fall of that year the position of chair of the Department of Communication at Pace University in New York City.[vii] A major contributing factor to leave UT for a small private college was that my then 23 year old daughter Jalima had moved to the

that city; one in which I grew up as a child a few blocks from the new job. A few months into that job, the dysfunctional modus operandi of the department and university convinced me that it would be best to resign and thus in summer of 2003 I returned to my home in Austin, where my wife Julia had remained while I commuted to and from the Big Apple. By then, my daughter had also returned to Austin and was about to embark on establishing a family of her own.

My illusion to return to UT was shattered when the chair of the department where I had labored during thirteen years told me in no uncertain terms: "that Latino *stuff* that you do is not a priority here any more… I'd rather hire two assistant professors than you…"

One well-paid consulting job and various other projects carried me financially through 2003-2006, when I was hired at the School of Journalism & Mass Communication at Texas State University-San Marcos. The brightest side of that interlude was that I set aside the time to focus on and finally finish writing and editing my book, *The Mass Media and Latino Politics. Studies of U.S. Media Content, Campaign Strategies and Survey Research: 1984-2004* (Routledge, 2008). The guidance of life coach Galia Sevchovich was instrumental for the completion of that goal.

With the support of then Dean Richard Cheatham and School director Lori Bergen, colleagues Dr. Sindy Chapa and Olga Mayoral Wilson, and a research grant from the Ford Foundation, the Center for the Study of Latino Media & Markets was established at Texas State University in fall 2008. The research and service accomplishments of that Center were made possible thanks to the aforementioned colleagues and also the dozens of student volunteers who found an academic home with us. During those years I engaged in another milestone study on emergency communications, this time focused on Central Texas.[viii]

The journey at Texas State ended in summer 2013 when I was recruited as professor at the School of Journalism & Mass Communication at Kent State University, where I continued my research on Latinos and media issues, and also engaged in two more leadership roles.[ix] One was with the development the doctoral program of the College of Communication and Information. Being part, once again, of a doctoral communication program was one of the attractions for the move to Kent State. The second leadership role was as Provost Faculty Associate for Diversity, Equity and Inclusion (2014-15). During those two years, I once again became a commuting scholar traveling back and forth to Austin, where Julia remained anchored to our daughter and also grandson, Preston.

In late spring 2015 colleagues from the University of Puerto Rico started recruiting me for the position of director of the School of Communication, which had become vacant the previous year. Believing that I was soon to return to my home country for a leadership position that I dreamed of for more than three decades, in June 2015 I opted to retire from Kent State even at the risk of a still uncertain job in Puerto Rico. In early September that year, the disappointing news regarding that job were precursors to the current stage of my journey.[x]

The stage is that of a "semi-retired" professor, mentoring colleagues from across the country and globe, advising graduate students (at Kent State and other universities) engaged in research and publishing, delivering guest lectures, consulting, and attending academic and professional conferences including the annual gatherings of Ford Foundation Fellows.

One of the highlights of this part of the journey has been the multifaceted ongoing research about communication issues related to Puerto Rico.[xi] Also valuable is being able to dedicate time to other leadership roles: President of the Association for Latino Media, Markets & Communication Research, Secretary of the Board of Directors of the Latino Public Radio

Consortium, Chair of the Ethnicity and Race in Communication Division of the International Communication Association, Chair of the Advisory Board of Latinarrific.com, Chair of the Mentorship Committee of the Minorities and Communication Division of the Association for Education in Journalism & Mass Communication, and most recently, member of the Board of Directors of the National Association of Media Literacy Education. In each of these leadership positions I now hold, I follow as much as possible the aforementioned *consejitos* I learned over the years.

Moreover, last but not least among the joys of this part of the ongoing journey is being closer to my family in Austin, especially my now seven-year old grandson, to whom I've already started passing on some *consejitos,* just like I did and still do with my grown daughter, both of whom I am certain are the future generation of transformative leaders.

8. Public Intellectualism 2.0: Scholars of Color and the Digital Media Technologies Landscape

Robbin Chapman

Abstract

The goal of the *Getting the Message Out: Setting the Agenda - Changing Public Perceptions and Policies* panel was to share approaches for integrating digital media technologies into a broader strategy of scholarship dissemination. Increasingly, digital technologies disrupt how and with whom we engage, at the individual, institutional, and public levels. These technologies offer new communication channels and facilitate the rapid dissemination of ideas in ways not previously possible. Digital media technologies carve out new spaces for bringing visibility to our work beyond the more traditional and more limited boundaries of intellectual exchange (i.e., journal articles and conference presentations). As scholars of color we must thoughtfully navigate that intersection of our scholarly and our cultural lives.

Introduction

Public intellectuals engage routinely in critical examination of societal truths and assumptions. As scholars of color, we engage and support our communities by employing our discipline-based knowledge and positions of authority within the academy. Often, our research and teaching are fueled by public discourse, giving us access to a broader range of perspectives than available through academic societies, journals, and collegial networks. We benefit from a dynamic, synergistic exchange of ideas with the public and digital technologies often facilitate a convergence of intellectual analysis and public consciousness in a number of distinct ways. For

example, blogging is a highly accessible communication tool for the public intellectual. Two features of these kinds of communication vehicles, *compression of time* and *broadcast range*, have transformed the scholar relationship with the public. The time span between when a scholar articulates her ideas to when an audience consumes and responds to those ideas is practically instantaneous resulting in a compression of time previously lacking in asynchronous scholar to public communication. The *broadcast range*, characterized by the size and diversity of a given target audience, potentially is global, diverse, and that choice is increasingly under the control of the scholar. Increasing the size and reach of her audience enables the scholar to have an impact well beyond that possible through traditional academic venues (i.e., publishing articles and giving talks). The rapid and interactive nature of these media often creates a "call and response" dynamic between scholar and audience that is both rhythmic and spontaneous. This is a departure from how public intellectual discourse was experienced before the advent of these media. Additionally, many digital media technologies permit content to be scheduled for later broadcasts, allowing the scholar to time the broadcast so the message can have greater impact.

Leveraging Your Institutional Resources

The role of a university's public relations and communications unit (PRCU) is to enhance the institution's reputation and maintain the integrity of its academic brand. The scholar should partner with PRCU to ensure effective communication of research, teaching, and intellectual opinions. PRCU can assess journalists' requests for your subject expertise, help you prepare for interviews, and help you write impactful op-eds. In my own experience, many of my subject expert experiences came about because of my relationship with my PRCU team. That relationship is grounded in familiarity with my areas of expertise, areas of activism, and areas of

personal interests. Simply put, know your public relations folks and make sure they know you. The quality of this relationship can greatly influence your overall impact as a public intellectual.

Steps for cultivating a strong PRCU relationship include: 1) sharing your research agenda (e.g., CV, bio), 2) providing a list of "sound bites" about your scholarship and teaching, and 3) having PRCU review your blogs for news worthy items. Also your understanding of how the news cycle works will help PRCU broadcast your message more effectively. The more advance notice they have of your "news," the greater likelihood that information will still be news relevant. Contacting PRCU after an event has occurred wastes everyone's time. Past events are no longer news. For example, when I plan on giving a talk, having an article published or making an appearance as a subject expert - immediately, I contact my PRCU unit. For journal articles, contact PRCU as soon as you submit the paper for review. There is no need to wait for the acceptance notice. PRCU will make use of the lead-time to review your paper and ask questions to refine their understanding of the material. They will determine the newsworthiness of the article and identify appropriate media outlets to notify when the article has been accepted for publication and when the news cycle time is right. This kind of synergistic partnership ensures the substance and significance of your work is accurately communicated to the broadest range of the public.

Media Referral Services

Media referral services are used by TV, radio, print, and Internet-based media outlets to source subject experts for their programs. One service used by major television, cable, radio, and print media outlets is HARO (Help a Reporter Out). Media referral services can be an important addition to your professional outreach portfolio. They are simple to use. Start by registering your

professional credentials, areas of expertise, professional affiliations, and other information. When newsworthy events are slated for broadcast or publication, you may be contacted by the media outlet to serve as a subject expert. Some services will send daily "calls for experts" to your email account, based on the areas of expertise you indicated.

Membership can post unique challenges. Senior Ford Fellow Federico Subervi, a distinguished scholar and Professor of Communications, advises using these services very strategically. Speaking about his early experiences with HARO, Subervi offered, "I defined my area of expertise too broadly. And I was receiving dozens of requests. My email was barraged with queries. I realized that by using too broad a keyword describing my expertise ("race" in this case - Subervi's research examines race and the media) I was being flagged for everything related to race, from the social sciences to racing cars, and more." Subervi advises being overly specific when defining your areas of expertise and associated keywords, and adjusting these as needed over time.

Managing Media Overload

Our lives as scholars take place within rapidly changing, media-suffused environments. This can be an overwhelming landscape to manage. However, the right tool can provide relief. Social Media Management Software (SMMS) is designed to help you manage your various digital media accounts in ways that save time and effort. One SMMS tool I use is HootSuite because I can gather in a single screen shot all of my various social media accounts. I use this SMMS to schedule content broadcasts, stay abreast of activities within my discipline, discover what other scholars are working on, and track my digital reputation within the "media cloud." Here is an example of the time savings. I'm scheduled to deliver a keynote later in the year.

Months in advance, I can create and schedule content to be broadcast the day before, the hour before, and at the start of my talk. I can create content and use Hootsuite to broadcast that content at any time in the future.

Scholars of Color and Public Intellectual Discourse

For scholars of color, tensions arise around our public intellectualism, particularly in the context of racial politics within the academy. We have to navigate the academy's expectations for how scholarship will be disseminated, deal with the structural limitations of digital technologies, and manage the public's expectations for how they want to engage with us. For many of us, our work takes place outside of the Ivory Tower and has a presence within more dynamic, societal spaces. Our intellectual opinions are grounded in our research and seasoned through critical discourse.

Generally, aside from blogs and web sites, most popular digital media platforms lack the structural capacity to convey expansive intellectual narratives. An example is the Twitter microblog, which imposes a 140-character limit per posting. Such constraints present a challenge of message distortion when communicating complex ideas. The scholar must avoid oversimplification, or worse, misrepresentation of her message. But to what extent can ideas be reasonably framed given such blunt instruments? While microblogs like Twitter are expedient they necessitate short bursts of content. For more nuanced public engagement, blogs and similar media outlets better accommodate more complex treatises. Scholars must consider what media options will *least distort* the essence their message. Additionally, we wrestle with efforts to normalize our narratives for consumption by a broader audience, while also preserving its specificity and rigor. We know how to shape impactful narratives for our colleagues and our

students. However, communicating with the public requires negotiating tensions between rigorous presentation of ideas, limitations of the media channel, and generalizing our message to connect with a broader audience.

Conclusion

Within the academy, the appropriation of digital media technologies has been disruptive, both in the nature of our scholarly discourse, and our control of our message over access to a broader range of audiences. This increasingly challenges meritocratic processes within our academic institutions and in particular poses a risk for scholars of color using digital media to engage in public intellectualism. The need for institutions to understand the value of good scholarship, including its public life, is a recent phenomenon and a source of increasing tension within the academy. Currently, what constitutes legitimate academic scholarship is narrowly defined and many institutions convey cautionary messages that scholarship integrity will be compromised when disseminated outside of proscribed "scholarly venues." There is little flexibility and even less forgiveness granted to scholars of color who are navigating the intersection of digital and political spaces within the academy. Senior Ford Fellow Koritha Mitchell, Associate Professor of English at Ohio State University, advocates for the value of scholarly social media contributions as a form of "public scholarship." She argues that these kinds of narratives and the digital spaces that house them represent a continuation of her scholarship. Digital media opens new pathways for scholars to reach broader audiences than ever before and for active discourse between the scholar and the public. These media are pushing us to reimagine the fundamental relationship between scholars and the public, and what it means to be a public intellectual. Scholars are engaging the public in dialogue rather than lecturing. We

face a different kind of public with different expectations for engagement and for authorship. Publicly generated content and opinions are becoming part and parcel of conversations that influence our intellectual growth. Scholars of color are not uninvolved disseminators of data, theories, and opinions. The public are no longer passive consumers. This evolving relationship is particularly pertinent as scholars of color give voice to our unique experiences and perspectives.

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9. The Fisk-Vanderbilt Masters-to-PhD Bridge Program: Broadening Participation of Underrepresented Minorities in STEM through Research-Based Partnerships with Minority-Serving Institutions

Keivan Guadalupe Stassun

Abstract

We describe the Fisk-Vanderbilt Masters-to-PhD Bridge program as a model for effective partnerships with minority-serving institutions to broaden participation of underrepresented groups in the physical sciences. The program couples targeted recruitment with active retention strategies, and is built upon a clearly defined structure that is flexible enough to address individual student needs while maintaining clearly communicated baseline standards for student performance. An essential insight is that student potential must be evaluated with metrics (such as "grit") that are shown to be much less biased against women and minorities than standardized tests (e.g., GRE). A key precept of the program philosophy is to eliminate passivity in student mentoring; students are deliberately groomed for the transition to the PhD program through active involvement in research experiences with future PhD advisers, coursework that demonstrates competency in core PhD subject areas, and frequent interaction with joint advising committees. This allows student progress to be monitored effectively and performance to be evaluated holistically. Since 2004, the program has attracted a total of 98 students, 85% of them U.S. underrepresented minorities, 45% of them women, with a retention rate of 92%, making Fisk and Vanderbilt top producers of minorities earning master's and PhD degrees in astronomy, physics, and materials science.

1. Introduction

The under-representation of minorities in the space sciences is an order-of-magnitude problem, and is one of the major challenges facing the nation's science, technology, engineering, and

mathematics (STEM) workforce as a whole (National Science Board 2003). Black-, Hispanic-, and Native-Americans comprise more than 25% of the U.S. population, yet represent only ~3% of all astronomy and astrophysics PhD's earned (National Survey of Earned Doctorates; NSED). In raw numbers, this translates into an average minority PhD production rate of about five individuals per year. Put another way, each of the roughly 50 astronomy and astrophysics PhD programs in the U.S. has an average PhD production rate of one underrepresented minority every ten years (Stassun 2005). This pattern of underrepresentation has remained largely unchanged for the past 30 years. Significantly, only about 40% of all PhDs earned in space science related disciplines are awarded to U.S. citizens and permanent residents (NSED).

Minority-serving institutions are important producers of domestic minority talent in the sciences. Roughly one-third of all STEM baccalaureate degrees earned by African-Americans are earned at Historically Black Colleges and Universities (HBCUs), and the top 15 producers of Black baccalaureates in physics are all HBCUs. Just 20 HBCUs were responsible for producing fully 55% of all Black physics baccalaureates in the U.S. for 1998 to 2007 (Norman et al. 2009). Institutional partnerships with HBCUs are thus a promising avenue for broadening participation in the physical sciences (Stassun 2003). At the same time, recent research on the educational pathways of minority students in STEM disciplines indicates that these students are roughly twice as likely as their non-minority counterparts to seek a master's degree en route to the doctorate (Lange 2006). These facts motivate programmatic approaches aimed at deliberately preparing underrepresented minority students for success as they traverse the critical Masters-to-PhD transition.

Here we describe a program developed in partnership between Vanderbilt University, a PhD-granting R-1 university, and Fisk University, a research active HBCU, both in Nashville,

Tennessee. The *Fisk-Vanderbilt Masters-to-PhD Bridge Program* (see www.fisk.edu/bridge) is for students who seek additional coursework or research experience before beginning PhD-level work. Students are not evaluated on the basis of GRE but rather on alternative metrics that are predictive of long-term success. The program provides a continuous path—a bridge—to the PhD that we have found is particularly effective for students whose baccalaureate degrees are from small, minority-serving institutions, and who may for a variety of reasons seek a master's degree en route to the PhD. The program is flexible and tailored to the goals of each student. Courses are selected to address any gaps in undergraduate preparation, and research experiences are designed to pave the way for PhD-level work in the chosen area of study. While at Fisk, students enjoy regular interaction with Vanderbilt faculty including access to Vanderbilt courses and, of critical importance, thesis research performed under the joint supervision of Vanderbilt and Fisk faculty. In all cases, we deliberately develop research-based mentoring relationships between students and faculty that will foster a successful transition to the PhD.

2.   The Importance of Masters-to-PhD Transitions for Minorities

Master's education is a growing enterprise in U.S. colleges and universities. Much of that growth has been attributed to the entrance of students of color. In the decade between 1990 and 2000, the total number of master's degree recipients increased by 42%. During this same time period, the number of women earning master's degrees increased by 56%, African Americans increased by 132%, American Indians by 101%, and Hispanics by 146% (Syverson 2003).

A recent study by Lange (2006) provides critical new insight into the role of the master's degree as underrepresented minority students proceed to the doctorate in STEM disciplines. Data from the NSED was used to examine institutional pathways to the doctorate, and transitions from masters' to doctoral programs by race and gender, for a sample of more than 80,000 PhDs.

As shown in Figure 1, Lange (2006) identified six primary pathways to the PhD. Statistical analysis reveals that pathways are significantly different for underrepresented minorities (χ^2=49.1, df=18, p<0.001). The two major differences are that White/Asian students are more likely to forgo earning the master's degree altogether ("No MS, BA≠PhD" in Fig. 1), and underrepresented minority students are much more likely to earn all three degrees at three different institutions (BS≠MS≠PhD). Underrepresented minority students are thus more likely to use the master's degree as a stepping-stone toward success at the PhD level. Unfortunately, very often the transition from master's degree to PhD is one that students must navigate on their own.

3. The Fisk-Vanderbilt Masters-to-PhD Program

Admission begins with application to the Fisk MA program in physics, which includes undergraduate transcripts, letters of recommendation, a personal statement, and general GRE scores. The applicant indicates on the application that they wish to be considered for the Bridge program and submits an additional Bridge program information form. Once admission to the Fisk MA program has been formally decided by the Fisk faculty following Fisk's standard admissions procedures, admission to the Bridge program is determined by the Bridge program steering committee, consisting of three faculty members each from Fisk and Vanderbilt. Upon the recommendation of this steering committee, the successful applicant is formally designated as a Bridge student.
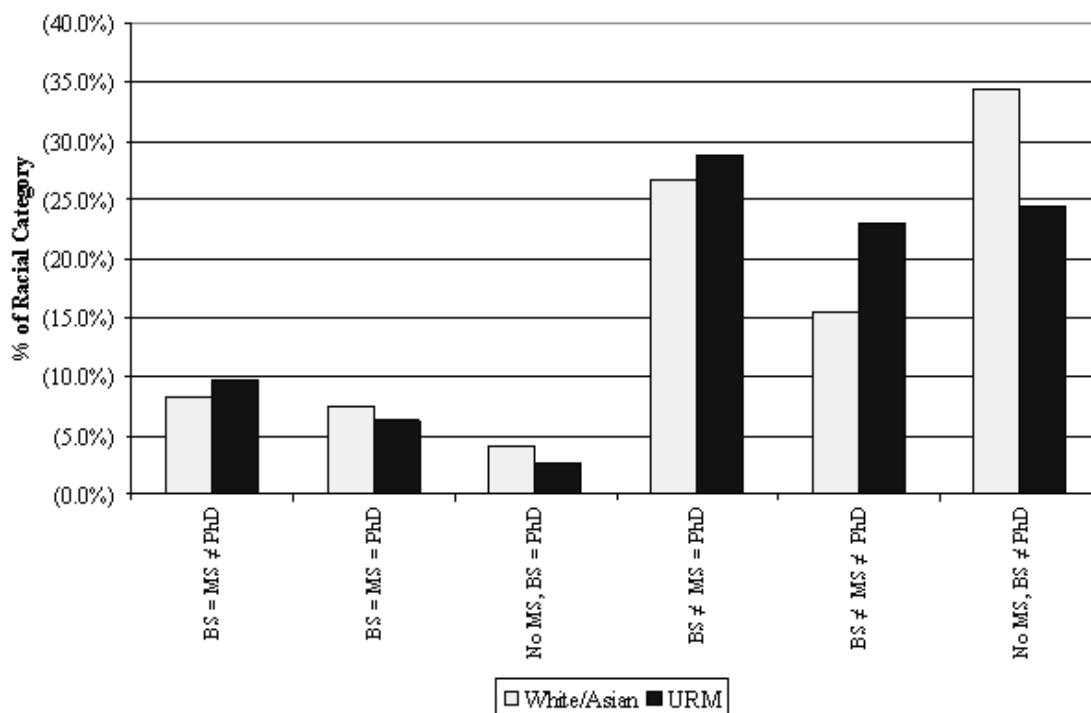
Doctoral Pathways: URM and White/Asian

Figure 1. Comparisons between underrepresented minorities (URMs) and White/Asian students, based on different permutations of the educational pathway to the PhD. An equal sign indicates degrees earned from the same institution. The fourth and sixth comparisons from the left show the "traditional" paths to the PhD, in which the student earns the bachelor's degree from institution A, and either receives both the master's degree and the PhD from institution B or else forgoes the master's degree entirely. The fifth comparison from the left is shown the case for earning the bachelor's degree at institution A, a "terminal" master's degree at institution B, and PhD from institution C. Minorities are much more likely to take this latter path than non-minorities. Based on analysis of 80,739 PhDs earned in science and engineering fields, 1998 to 2002. Adapted from Norman et al. (2009).

Officially speaking, admission to the Bridge program does not constitute pre-admission to the Vanderbilt PhD program, nor does it carry with it a formal guarantee of admission to Vanderbilt in the future. We did not want to create the appearance of a "back door" into the PhD program, and we did not want to encourage passivity in the students admitted or in the faculty mentors responsible for preparing them. But this does not mean that the program makes no promises. On the contrary, Bridge students are guaranteed support and mentorship in a number of concrete forms, described below, and receive an explicit commitment that they will get the

personalized attention, guidance, and one-on-one mentoring relationships that will allow them to develop—and to demonstrate—their full scientific talent and potential. This philosophy is more than a platitude; the program has been formulated with oversight by the appropriate Deans at both universities, who hold the program's directors accountable for its success.

3.1. Identifying and Evaluating Students with the "Right Stuff"

The continued use of standardized tests—in particular the GRE—as a filter for determining who gets in to graduate school is a major factor in the ongoing, massive underrepresentation of minorities and women in STEM PhD programs.

As shown in the figure at right (Miller & Stassun 2014), GRE scores are not blind to the demographics of test-takers. Indeed, the correlation of GRE score with gender and ethnicity are among the strongest correlations in the exam (along with socio-economic status). Consequently, adopting a cutoff GRE score (a score of 700 on the quantitative portion is typical in STEM PhD programs) leads to only ~30% of all women in the physical sciences, and only ~5% of all African Americans in the physical sciences, "making the cut" for PhD admissions.

Recruitment poster for the *Fisk-Vanderbilt Masters-to-PhD Bridge Program*. See: www.vanderbilt.edu/gradschool/bridge .

As discussed by Stassun et al. (2011), an interview protocol with a scoring rubric designed to measure the seven facets of "grit" demonstrated by Angela Duckworth and others to be strong—and unbiased—predictors of student potential, is a much more robust and fair approach to identifying which students actually have "the right stuff" to succeed to the PhD and beyond.

3.2. Facilitating a Successful Transition to the PhD

The vehicle by which successful transitions to the Vanderbilt PhD program are realized is through carefully orchestrated student-faculty mentoring relationships focused on research. We have found that the extent to which a student is successful in developing one-on-one research-based relationships with faculty mentors—mentors who may very well become the student's PhD advisor—is the single most reliable predictor of the student's eventual admission into the Vanderbilt PhD program. Faculty mentors not only provide key guidance on course selection and research topics, they also become the student's most important advocates in the PhD admissions process. The fact is that a student who is well known to the faculty of the admitting department is more likely to have their potential for success evaluated on the basis of direct faculty interaction, and not simply on how the student appears "on paper."

It is thus the explicit goal of the Bridge program that its students will be well known by the Vanderbilt faculty by the time that they are ready to apply to the Vanderbilt PhD program of their choice. Indeed, fostering individual research-based mentoring relationships between Fisk students and Vanderbilt faculty is at the very heart of the Bridge program, and is the guiding principle for all other programmatic design considerations. To that end, the Bridge program includes the following key elements, requirements, and benefits:

- Participation in supervised research, at Fisk or Vanderbilt (or both), during at least the second academic year of the program, and participation in supervised research at Vanderbilt (or at an affiliated research site) during at least each summer of the program. Students are required to produce a publication-quality master's thesis.

- Assignment of both a Fisk advisor and a Vanderbilt advisor. Joint mentoring allows tracking of student progress and helps to ensure student readiness for PhD-level work.

- Scheduling of at least two meetings per year with the Bridge program steering committee to review progress and receive guidance, in addition to the day-to-day interactions with primary faculty advisers. This helps keep key personnel abreast of student progress, helps to keep each Bridge student on the PhD program's "radar screen", and helps PhD program directors in planning the needs of each year's incoming PhD class.

- Requirement of at least B grades in all graduate courses, with at least one of these courses being a core PhD course taken at Vanderbilt. This allows the student to demonstrate competency in a core PhD course, which is essential to demonstrating promise for PhD study. Typically, Bridge students take several core PhD courses at Vanderbilt. Together with a judicious selection of courses taken in fulfillment of the MA degree at Fisk, many Bridge students complete most of the course requirements for the PhD by the time they apply to the Vanderbilt doctoral program.

3.3. Underlying programmatic "theory"

In collaboration with researchers at Columbia University's Center for Institutional and Social Change, we have identified two core principles that guide our development of the program. The first relates to recruitment, the second to retention.

Recognizing and nurturing unrealized potential in students: Passively waiting for that rare candidate who stands out by all of the usual metrics on paper will not net a high yield of promising new recruits. As discussed by Dr. Richard Tapia in his 1999 address to an NSF-sponsored summit on "Promoting National Minority Leadership in Science and Engineering," a business as usual approach, particularly in admissions, simply does not achieve the goal of truly broadening participation. In his remarks, Dr. Tapia suggests that instead of simply competing with other highly-ranked schools for the best students, truly broadening participation requires that we identify and support the second pool, the "diamonds-in-the-rough that don't look like traditional candidates." This second pool consists of individuals who are certainly talented and capable, and can succeed given proper guidance, but who either have not been properly developed or properly evaluated. It is this second pool that our traditional graduate programs have been missing. As Dr. Tapia points out, "They take special effort. They require mentoring, guiding, and sometimes remediation. They may make a slower start."

In formulating our admissions strategy, we have been forced to abandon the usual mindset of filtering applicants on the basis of proven ability to one of identifying applicants with *unrealized potential* that can be honed and nurtured.

Recognizing that potential takes a number of forms, and often plays out differently for each student. One student's undergraduate transcript might show a low GPA that, on closer inspection, is the result of a slow start but a clear upward trajectory. Another may have an excellent GPA but missing upper-level courses in the major because they were simply not available at the undergraduate institution. Still another may simply have made a strong positive impression on a faculty recruiter during a poster presentation at a national conference. At the same time, we have formed strong, positive relationships with colleagues at numerous minority-

serving institutions. As we get to know these undergraduate programs better, we are able to make more informed evaluations about specific strengths and weaknesses of incoming students. In a report studying strategies for building effective partnerships with minority-serving institutions, Stassun (2003) found that undergraduate mentors at these institutions take a very active role in advising their students, and will actively steer their students away from graduate programs that they do not trust will nurture their students' success.

Tracking the second derivative of student performance: For most students in the Bridge program, the question is not *whether* they will encounter difficulties, but *when*. We have learned that identifying these difficulties early, and intervening quickly and positively, is essential to bolstering success in the critical core graduate courses that form an essential component of student retention. We cannot afford to wait until student performance drops below some threshold, at which point intervention is difficult and less likely to succeed. Rather, we constantly monitor student performance and intervene as soon as we detect an inflection in trajectory. For example, we track the courses that Bridge students enroll in as part of the advising process, and then actively monitor their progress by asking their instructors to promptly notify us at the first signs of concern. One-on-one tutoring is provided, as needed, by advanced graduate students or postdocs, and course-load adjustments are made mid-stream if it is determined that remedial instruction is required before re-enrolling in the course.

4. Outcomes

Since its inception in 2004, the Fisk-Vanderbilt Masters-to-PhD Bridge program has attracted a total of 98 students, 85% of them underrepresented minorities, 45% women. Of these, 92% have either already transitioned to the Vanderbilt PhD program, to another PhD program of their

choice, or are making satisfactory progress toward that goal. The Fisk-Vanderbilt Bridge program is on track to award 10 times the U.S. institutional average number of minority PhD recipients in astronomy. Our most recent incoming cohort alone includes more minority students than the current annual production of minority PhD astronomers for the entire U.S.

In addition, our students have been awarded the nation's top graduate research fellowships from NSF (GRF and IGERT) and NASA. Moreover, and critical to the support of the research based mentoring relationships that are so central to the program, extramural grants received to support the Bridge program—support for graduate students, faculty, and related undergraduate research—now exceed $25M, including NSF CAREER awards to the program's lead faculty.

We believe these initial outcomes reinforce the efficacy of our approach and suggest that the program may well serve as a model for other programs built on active partnerships with minority-serving institutions.

The program's key design considerations can be summarized as follows:

- Focus on retention. Direct programmatic efforts toward fostering one-on-one mentoring relationships between students and potential PhD advisers, through enrollment in core PhD courses and through research assistantships in PhD faculty labs. When faculty know a student personally, and can vouch for their performance in coursework and in the laboratory, they can effectively and persuasively advocate for the student based on a holistic evaluation of the student's ability.

- Focus on recruitment, not competition. Direct recruitment efforts on truly broadening participation by emphasizing potential instead of already proven ability. Be willing to take risks in admissions, and then erect scaffolds of support to ensure success. Competing

with other selective institutions for the few highly sought applicants who stand out in

traditional metrics does little to address the needs of the national STEM workforce.

- Involve key decision-makers in programmatic design and oversight. Faculty who lead

  graduate admissions must be active stakeholders in the process of matriculating,

  supporting, and monitoring students. Deans who oversee academic units must commit to

  work with—and place accountability on—programs that fail to retain students.

- Stop using the GRE as a filter. Instead, use metrics (such as "grit") that have been shown

  to be less biased against minorities and women, and that have been shown to be far more

  predictive of the types of qualities we (should) actually care about in our graduate

  students—the promise and potential to succeed to the PhD and beyond.

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10. A Cautionary Tale: Recent Racial Discrimination against UCLA Faculty of Color

Otto Santa Ana

ABSTRACT

A faculty member of color sued UCLA in 2012 over flagrant racial discrimination over a period of years that his department leader condoned and which the administration dismissed. Other UCLA faculty members were unaware of this incident. Only after the incident appeared on the Internet did it create a scandal, and in 2012 a blue-ribbon committee was set up to investigate the racial climate among UCLA faculty. This essay reviews the recent history of racial discrimination against UCLA faculty of color, the findings of the blue-ribbon committee on this topic, and the administration's response. The committee found no UCLA officer had ever been authorized to investigate or punish UCLA faculty who practiced racial discrimination against faculty members of color. The committee proposed two types of changes to address. One was subsequently implemented; the other has not. The history of one of the top universities of this country should be a cautionary tale for scholars of color and a morality tale for university administrators.

UCLA is rightly considered one of the most outstanding public universities in the nation, as well as the world. A recent issue of *UCLA Magazine*, the university's promotional publication, noted that as a "world-class institution with a reputation for global leadership in research, academics, heath care and innovation, UCLA remains committed to the community." Reviewing 100 years of outstanding successes, the article went on to state, "Particularly important…has been the diversification of the student body, a key factor in UCLA's rise to

academic excellence. UCLA consistently ranks near the top of *U.S. News & World Report*'s list of the country's most ethnically diverse campuses" (April 2015, pp. 25-26). While UCLA certainly merits its high regard, this brief and rather dry chapter documents recent campus failures regarding its faculty of color that can only be corrected with serious work that will challenge the administration's commitment to academic excellence.

UCLA'S RODNEY KING INCIDENT

In 2013, an African American surgeon received $4.5 million to settle a racial discrimination lawsuit against the University of California. The surgeon filed the lawsuit in 2012 alleging that UCLA officials had failed to prevent years of discrimination against him, that they permitted retaliation when he complained of racially-motivated mistreatment, and consequently, that the institution had intentionally inflicted emotional stress on him. He stated that he had been harassed throughout his tenure at UCLA. This abuse culminated at a 2006 holiday event where all eyes were focused on a lighthearted big screen review of the year at the medical center. In the YouTube video the surgeon recalled:

> *"The final slide was a photo…of a gorilla on all fours, with my head photo-shopped onto the gorilla, with a smile on my face, and a Caucasian man—completely naked—sodomizing me from behind, and my boss's head photo-shopped on the person, smiling."*

The surgeon confronted his boss, who was the head of his division of surgery at the UCLA School of Medicine. The surgeon also reported this incident to other UCLA officials, but he received no apology. To make matters worse, one month after the incident, UCLA's Chancellor issued a statement that UCLA could not substantiate the surgeon's claims. Six years

later however, the Chancellor effectively recanted his previous disavowal and acknowledged the surgeon's claims when UCLA agreed to an out of court settlement of the lawsuit. UCLA expressed "regret" about this incident, while maintaining that it was not liable.

BLUE-RIBBON REVIEW COMMITTEE

That same year UCLA's Chancellor announced that he was creating a new position: Vice Chancellor for Equity, Diversity and Inclusion. This Officer would wield the authority and resources identified the previous year by a blue-ribbon internal review committee that had spent a year assessing UCLA's policies and procedures for dealing with racial discrimination among faculty. The revelations of the previous year that led to the Chancellor's announcement will be cataloged in the following sections.

UCLA's racial climate had reached its nadir with the widespread airing of the YouTube video that captured the calamitous holiday party revelations that accompanied the surgeon's lawsuit. The blue-ribbon committee was formed in 2012, not in the wake of the horrific holiday incident of 2006, but only after the mistreated surgeon filed his lawsuit in 2012. Approximately thirty faculty members called on high administrative officials to form an independent blue ribbon review committee to document the racial climate among faculty at UCLA, and to make recommendations based on its findings. To the Chancellor's credit, the committee was formed. The committee was made up of fourteen faculty members, a few administrative officers, and a graduate student. The committee reviewed the existing records that documented the previous five years (2007–2011) of reported incidents of alleged racial and ethnic discrimination. They reviewed the then-current UCLA policies and procedures to address faculty allegations of hiring and advancement bias. The committee also assessed the effectiveness of existing university

procedures to address these concerns by gathering information about the actual implementation of those policies from people who administer them and by surveying the UCLA community for its opinion by requesting letters, interviewing individuals, and holding a town hall meeting.

The blue-ribbon committee gathered information publicly and interviewed key institutional stakeholders. The committee interviewed twelve staff administrators and faculty members with administrative appointments, academic senate faculty who had served in leadership positions in the past five years, and eighteen ladder-rank faculty, most of whom were faculty of color. Three faculty members presented their views directly to the committee at one of its meetings. It also held a town hall meeting on campus, which fifty faculty and administrators attended. The attendees were asked to share their thoughts on the university's racial and ethnic climate and its procedures to address perceived bias. Finally, ten faculty members wrote statements that were given to the committee.

FINDINGS OF THE MORENO REPORT[1]

Three findings were to be expected. As a publicly funded institution, the University of California system was and remains in compliance with the federal EEOC policy. It is the official policy of the University of California system to forbid discrimination on the basis of race, color, national origin, religion, and racial ancestry against people who are employed or are looking for employment. The local UCLA campus maintains a Faculty Code of Conduct that reiterates these prohibitions against race discrimination by faculty of other faculty, punishable by severe

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[1] Moreno, Carlos (15 October 2013) "Independent Investigative Report on Acts of Bias and Discrimination Involving Faculty at the University of California, Los Angeles." (http://www.ucop.edu/moreno-report/external-review-team-report-10-15-13.pdf) The 'Moreno Report,' as it is called, was presented to Executive Vice Chancellor and Provost Scott Waugh. It was authored by Hon. Carlos Moreno (Ret.). The committee was chaired by Dr. Maga Jackson-Triche.

penalties. Finally, the university had in place some procedures and mechanisms for responding to issues of perceived bias.

However, the blue-ribbon committee noted an absence of clear lines of authority. When faculty members made known their grievances, no UCLA office had the authority either to investigate perceived incidents of discrimination or to determine that the incident was a violation of policy. Although there was a formal process in the academic senate for investigation and fact-finding, off the record actions typically took place that focused on remedy–not fact finding or imposing penalties on racially biased faculty members.

INFORMAL PROCEDURES: There were several ways that faculty members could informally file a grievance. One was to contact the Office of Diversity and Faculty Development or its School of Medicine counterpart. Most of the faculty who reported instances of perceived discrimination lodged their complaints in this office. The Vice Provost reported she received six to eight complaints a year, most of which involved tenure. A small number were characterized as race- or ethnicity-based. During her time in office, the then current Vice Provost heard four complaints, two of which remained unresolved. Referring to herself as a "fixer," the Vice Provost made calls to the appropriate dean or department chair in an attempt to resolve the problem informally. In the School of Medicine, the office received only one complaint regarding racial bias in the previous five years.

The UCLA Office of Ombuds Services also fielded complaints. This service was designed to be an informal and confidential way to resolve conflicts, with a goal of finding mutually acceptable solutions. The Ombuds reported that the complaints by faculty of color had increased annually, although the office did not archive the complaints. It only had records of the

last year, 2011, when the officer had received thirty complaints from minority faculty members. Six involved 'general incivility,' four 'discrimination,' and three involved 'bullying' grievances.

There were two other offices that could be approached with a grievance: the UCLA Office of the Campus Counsel and the Sexual Harassment Officer/Title IX Officer. The Sexual Harassment Officer noted that three investigations regarding racial harassment had been brought to her in the last five years.

Additionally, a Grievance Advisory Committee, operated by the UCLA academic senate, was designed to teach people about the policy and procedure for lodging a complaint. Since individual committee members met with complainants under confidential circumstances, the full committee consequently did not know the number or the nature of the complaints.

Finally, the University of California system had and has an official "whistleblower" policy that encourages the reporting of improper governmental activities. The staff that supports the "24/7 whistle blower hotline" in the Office of Policy Compliance said its responsibility was to receive complaints, and to exercise its own discretion about starting or not starting formal investigations. The office had not opened an investigation into a single claim of bias that had been lodged by a faculty member. To generously assess this state of affairs, it seemed that UCLA's administration credulously presumed that its enlightened faculty would always refrain from engaging in racial discrimination, since no single office handled such grievances.

FORMAL PROCEDURES: In fact, the university's procedure for making a formal determination of racial discrimination is not entirely the administration's responsibility. UCLA's academic senate, which is comprised of its faculty members, retains a major portion of that duty. Formal grievances that can lead to disciplinary actions against faculty members are sent either directly to the Privilege and Tenure Committee or indirectly to the Committee of Charges. The

Charges Committee handles alleged violations of the faculty code of conduct, including sexual harassment. The committee can require that the person who makes the claim first exhaust the previously mentioned informal administrative remedies at the departmental or college level. If the Charges Committee finds probable cause of violation, it then submits the complaint to the Vice Chancellor of Academic Personnel, who in turn submits the complaint to the Privilege and Tenure Committee. The Privilege and Tenure Committee then holds formal hearings, makes a determination, and sends its findings to the Chancellor for disciplinary action. Only then was the Chancellor authorized to make the ultimate decision. By design, the academic senate's role remained simply advisory.

Each year these two academic senate committees received three or four discrimination grievances. During the past five years, it seemed that two formal hearings were held. Again, most complaints were resolved informally. Only one case involving the Privilege and Tenure Committee had to do with racial discrimination, and that faculty member was ultimately found to have violated the code of conduct. It should be repeated that, at any point in this process, complaints could be settled off the record. In fact, informal actions had always been UCLA's preferred method to deal with racial discrimination complaints.

In sum, UCLA had many different ways by which an aggrieved faculty member could lodge a complaint. However, most of the procedures were informal. No single office was authorized to initiate a formal investigation of racial discrimination. Most importantly, the informal policy was designed to deal with interpersonal disputes, not racial discrimination violations of federal law and the Code of Conduct. Finally, the actual operating policy had three parts: to resolve the problem off the record, to help the aggrieved faculty member overcome the effects of discrimination, and to avoid penalizing the offending faculty member. Had only very

few incidents of perceived racial discrimination occurred, then the absence of policy might be understandable, but the review committee found a different pattern of conduct, as will be described below.

SPECIFIC REPORTS OF PERCEIVED BIAS

Each of the eighteen faculty members that the review committee interviewed described specific instances of perceived bias that they had personally experienced. Nearly every faculty member who was interviewed was tenured and had achieved professional success at the university but remained offended by the behavior they described. *Crucially, each faculty member felt that the offending parties were never required to face consequences for their actions*. The blue-ribbon committee noted three kinds of bias reports: those involving racial conflicts within a single department, those involving serious departmental incidents of racial bias and discrimination as reported by faculty members. Finally, there were numerous individual reports of perceived bias in hiring, advancement, and retention.

DEPARTMENTS: In Departments Alpha and Beta, there had been "flashpoints" of conflict between the faculty members at one point or another. The complaints included discriminatory statements, advancement and retention decisions made with racial considerations, and the creation of a hostile work environment.

In Department Alpha, two separate faculty members reported that the department was polarized along racial and gender lines. Both professors described systematic discrimination against minority and female faculty members by a group of senior white male professors. For example, the white professors told a junior faculty member of color s/he would not be tenured. In another case, the department made no effort to retain tenured faculty of color when other

universities recruited him/her. In a third case, one discriminatory remark was, "I thought Asian women were supposed to be submissive." As a consequence, many of the minority junior faculty members of this department ultimately left UCLA. A tenured white male faculty member stated that, when he spoke out against this conduct, he suffered retaliation when the department chair did not recommend him for a merit pay increase. Another female faculty member of color said she threatened to sue the university when the department denied her promotion to full professor. She retired after receiving a settlement from the university, stating she had no desire to remain in the university as a result of this treatment.

In Department Beta, two faculty members alleged they had experienced discrimination from senior leaders of the faculty, one of whom filed formal complaints with the appropriate academic senate committees. A second stated that s/he had been passed over for a department chair position on racial grounds. This professor believed a "clique" of white male professors was in charge of the department and had witnessed leaders of the faculty within the department use racially insensitive language.

INDIVIDUALS: Other faculty members spoke about individual colleagues who engaged in egregious racist acts. A Latino faculty member overheard a senior faculty member (upon seeing him for the first time in the hallway) ask in front of a group of students, "What is that f---ing spic doing here?" The offended professor went to his assistant dean, who advised him not to go to the dean of the school because it would cause more trouble.

An African American professor reported receiving anonymous communications containing racist remarks based on her race. She contacted the UCLA police department, who said that there was nothing that could be done at that point. She also informed her faculty colleagues but never learned if other official actions were ever taken.

The majority of incidents of perceived bias involve hiring, advancement, and retention. Faculty members perceived that a negative faculty vote or an unfavorable letter from the department chair would deny them advancement due to racial factors. Several faculty members knew of department chairs that did not match the offer made by competing institutions for faculty members of color. In instances that were perceived as discriminatory, two senior faculty members described being passed over for leadership positions or being treated differently than white faculty members. For example, a white candidate for a faculty position was given special treatment not offered to other faculty candidates of color. A senior faculty member reported that a full professor who was an African American scholar from an Ivy League institution was rejected for a position at UCLA because he was said to have plagiarized one citation in a 300-page book manuscript. In this instance, the candidate him/herself expressed frustration at the racist tenor of the conversation regarding his/her candidacy. A senior UCLA faculty member reported this incident to his dean. The dean agreed that the candidate's rights had been violated, but stated that nothing could be done—most surprisingly—because the candidate was not a faculty member. Again, when confronted with these complaints of racial bias, higher administrative officials offered informal resolution. The blue-ribbon committee considered such actions to be ad hoc workarounds for systemic racism.

THE QUANDRY OF JUNIOR FACULTY OF COLOR

The blue-ribbon review committee noted that UCLA stakeholders repeatedly stated that the power structure of the academic work environment put junior faculty members at personal professional risk if they accuse their senior colleagues of racially biased behavior. This is because the scholarly performance of every junior faculty member is reviewed by their senior

peers every two years. Likewise, these senior faculty members often served in positions of power as chair or deans. Most of the incidents of perceived discrimination that the minority faculty members reported involved conduct of senior faculty. If junior faculty members criticized their senior peers for inappropriate conduct, the junior faculty put their own professional future at risk. Such concerns tended to deter reporting the discrimination.

Several stakeholders stated that tenured faculty, rather than the Chancellor, held the most power in hiring, advancement, and retention. The faculty noted that their ability to formally file a complaint of discrimination against other faculty members was far more limited than the procedure available for staff and students at the university. In the case of staff, the administration can directly investigate and discipline university employees, including faculty, who engage in discriminatory conduct. In contrast, administration can only charge and discipline faculty members in an academic senate proceeding and did not have the right to directly investigate any charges filed by faculty members.

POWER DISTRIBUTION ABUSES

Institutional power at UCLA is split between the academic senate and the higher administration headed by the Chancellor. The academic senate, which represents the faculty, determines curricular policy and allots hiring and promotion authority to senior faculty members within individual departments. The higher administration is vested with funding control and holds ultimate but distant executive authority. This arrangement allows for robust academic freedoms, but also set the stage for abuses that should have been expected in the context of our historically racist nation. UCLA senior faculty, who have historically been White, had nearly unchecked autonomy to determine the future of scholars of color, who are only a recent addition

to faculty ranks. A complacent UCLA administration treated the racist discrimination of senior White scholars as rare exceptions, rather than as an abuse that could have be anticipated. Prior UCLA administrations did not safeguard junior faculty (of color) from the abuses of racist or otherwise unscrupulous senior scholars. The blue-ribbon committee unveiled this regretful situation and offered two types of material recommendations to correct it.

FIRST RECOMMENDATION: POLICY CHANGES

The blue-ribbon review committee articulated four measures that the university could undertake to more effectively stop racial discrimination. It began by noting that UCLA policy had not defined discriminatory conduct adequately, and the university had not specified what constituted discriminatory behavior between faculty members. With a more precise definition, the university could make clear what is a legal offense, including during the training of faculty. It could also provide faculty members with more clearly defined steps to make formal complaints about perceived instances of discrimination. Third, the university could establish a well-defined procedure to impartially investigate such incidents. Finally, the university could make clear that serious consequences are in store for those who engage in discriminatory behavior, rather than offering remedies to the victims instead of penalizing the perpetrators of discriminatory actions. In fact, the administration rarely confronted the offending party at all in past instances, which signaled that racial discrimination was a matter of little consequence.

The blue-ribbon review committee also recommended that the Chancellor issue a statement acknowledging faculty concerns about the previous weak policies related to alleged violations and perceived discrimination. It called for the Chancellor to state that the university would have "zero tolerance" toward race and ethnic discriminatory incidents. For sexual

harassment issues, the committee noted "zero tolerance" statements had been effective in other institutions to established disciplinary protocol.

The review committee also recommended that the university establish a new office headed by a Discrimination Officer to address alleged instances of discrimination. Again, analogous to the responsibilities currently housed in Sexual Harassment Office, the Discrimination Office would be the primary referral point for all faculty members seeking to report incidents of perceived discrimination, as well as for advice for pursuing redress in formal academic senate processes. The Officer would advise victims of their available resolution options and timelines. The Officer would also have independent authority to conduct fact-finding investigations, notify the accused individuals of these investigations, and compile reports at the conclusion of each investigation. The committee emphasized that independent authority to conduct investigations would be the core responsibility of the proposed office. Since the sundry other offices mentioned above lacked such authority, previous administrative processes could not deter repeat offenses.

The proposed office would maintain records of incidents of perceived bias, including investigation details, resolutions, and disciplinary actions. Up to that time, the university had not maintained a centralized database on instances of perceived bias or discrimination, particularly during faculty hiring and advancement activities.

The Discrimination Officer would also be responsible for education and training, particularly training for department chairs and deans since many descriptions of discrimination involved academic leadership. Finally, the blue-ribbon review committee recommended creating a website that would clearly communicate campus and university policies and procedures regarding discrimination and provide information to people who feel they have a complaint —

whether they are on or off campus. The site would provide a step-by-step resource guide that outlined the options that an aggrieved person could follow. At each step of the process, it would provide easy access to related resources and tools, such as with online forms to report incidents of perceived discrimination. The review committee also recommended that UCLA place a prominent link on other websites such as the Office of Diversity and Faculty Development, the Office of Academic Personnel, and others.

UCLA'S RESPONSE: In December 2013, the Chancellor announced the search for a Vice Chancellor for Equity, Diversity and Inclusion, namely the Discrimination Officer called for in the blue-ribbon review committee's report. This announcement was well received by the faculty, since it clearly began to address the first set of review committee recommendations. For the first time in 100 years, progress toward a UCLA campus that was free from faculty racial bias could be measured, insofar as the proposed policy measures were implemented.

However, many faculty members communicated to the review committee their concern that UCLA's high profile racial incident was "only the tip of the iceberg" and that the university's racial climate was in "near crisis." Several experienced faculty and administrators stated that merely installing an effective Discrimination Officer would not fully rectify the problem of racial discrimination.

SECOND RECOMMENDATION: HIRING CHANGES

The blue-ribbon committee report did not end there. It also noted a more fundamental issue that required a concerted response. The problem was—and remains—the lack of a critical mass of UCLA minority faculty. The committee did not equivocate: "The Review Committee recommends that the university extend the review beyond racial discrimination to the university

efforts in achieving diversity among its students and faculty population. In particular, the review should address how [faculty] diversity goals can be achieved within the legal requirements of Proposition 209." This is a far larger challenge that, insofar as it is not addressed, belies the self-congratulatory report of *UCLA Magazine* (mentioned at the outset of this chapter) that the university markets to its alumni and other supporters.

UCLA'S NON-RESPONSE: To date the Chancellor's office has not made an announcement addressing this second recommendation. Nor should we expect one. Accordingly, the highest levels of UCLA's administration have failed to convince major constituencies of its commitment to diversity. To be fair, immense resources and sustained political resolve would be required to make UCLA's faculty reflect the demographics of the state. However, until the second recommendation is addressed, the university's pledged "commitment to the community" can rightly be questioned, since the administration allows its publicity arm to continue to laud diversity as "a key factor in UCLA's rise to academic excellence." Candidates of color for UCLA faculty positions and equity-minded administrators should be aware of mixed history regarding racial discrimination of this world class institution.

11. The Academy is Not Post Racial: Transforming the Institutional Culture

Deena J. González

One of the most important elements of affiliation with the Ford Foundation's Fellowship Program, as recipients have heard vetted throughout the conference whether of the past two days or those we attended consecutively during and following our fellowship, is the conversation about how things change only to remain the same, or how some things change while for we who are impatient, bear witness to such slow progress as to move us headlong toward retirement.

I want to draw not from the fellowship experience as much as from the post-fellowship one. When did I become a post-Fordie, or how? By this, I mean when and how did I make the decision to think far more proactively than I had previously about life beyond the classroom or the archives, in my case, beyond the chairing of the committee and of several departments, toward leading a University's unit or area? As much as we lament slow change, I have to say that in the case of such a big step and a different academic reality altogether, a slow change was actually a good one. First, I knew my eight-year, or two-term chairpersonship, and co-directing of a program serving all of the first-year students at LMU, had reached a good conclusion. It was time for new leadership, to step aside, and so, as I look back now, on a relatively high note, successes in increasing majors, designing an entirely new departmental curriculum and viewing it as a whole across five years, and so on. What next sat in the back of my head as I looked out from a safe perch, and as I saw our liberal arts college within a Jesuit/Catholic University also embarking on some changes, was do I stay with my very nice two-two teaching load, tutorial methods with some very promising undergraduates, participating on important committees where I could see the impact I had, or did I finally decide that senior leadership of a far more serious variety made sense?

To make such a decision required mentorship and I have had many good ones, both at my University, and beyond it. At LMU, Vice President for Intercultural Affairs, Abbie Robinson Armstrong approached the Chief Academic Officer (CAO), Ernest Rose, and recommended I be sent to the American Council on Education (ACE) Fellows Program, and soon the CAO and I were meeting to cover the details, including what I might work on, where I might be interning, and what impact I could have upon my return. The CAO left the position in the year I was an ACE Fellow at UC Irvine, so my home mentor became the acting CAO who is now the EVP/Provost (and the CAO office or title was abolished entirely). Some would say "right place, right time," and to be sure, there was that. But the kind of institutional change taking place at LMU also compelled me and the University to re-think where I, one of but two potential Latino/a leaders at LMU, could assist a new strategic planning process, a new core curriculum, and a new retention and tenure process. The institutional initiatives were characterized by then-Faculty Senate president as three tsunamis, and they were. So while some things are slow, and many of us are not rowing the boat, institutions can move swiftly and in this case, I happened to be near enough in a life raft to be able to hop on and help steer. As an ACE Fellow, I was assigned to UCI's Executive Vice Provost's office and I immediately began trailing or shadowing the Vice Provost for Academic Personnel, as well as the VP for Academic Planning, and the then-Dean of Humanities, Vicki Ruiz, as well as the then Director of the ADVANCE initiative (and now Associate Vice Chancellor of Equity, Diversity, and Inclusion, Doug Haynes). In other words, the stars aligned because my interests in my home institution grounded the practical development of skills outside the University and at another, vastly different one. Which is indeed one of the purposes of the ACE Fellows program, that is, executive leadership training, to be sure, but also, as we used to say in the program, "leave your room and scan the horizon."

What have I learned now, as an Associate Provost for Faculty Affairs contemplating the ongoing institutional changes, cultural shifts, that are very real at my home institution and that might benefit from fresh perspectives gained elsewhere? I offer this:

A. Yes, institutions do change slowly, but let's be ready anyway. To move us along in this either overly de-sensitized (to race) climate that our students and colleagues often manifest, or in a compelling ignorant one about race and difference, we have to create flexible agendas designed to meet those challenges. As scholars and leaders capable of shaping departmental climates, we have to think about leaving that particular room and influencing the much larger spheres of the University. This requires some strategy, as it does not occur simply because we are smart, are reaping teaching or other awards, are well connected and/or well published. It occurs because we help one another plan "next steps." And because, another ACE adage, "scan the horizon," works to assist institutional change.

B. So, leave your room (discipline, department, College/School), and strategize.

C. I want to share finally what was perhaps the most difficult lesson for me to swallow and that we might in exchange here examine; imagine my surprise upon returning after that eventful, life-changing ACE year with much more clarity about this proposition---that the work of scholars and institutional leaders of color is far more often viewed as transformational but might also need to be viewed once again as transactional. In our era of deep critique about the economic motives, the managerial climate, the focus on an increasingly professionalized managerial class, we are justly cautious and suspicious about the value of the transactional, and simultaneously of the managerial. But senior leaders of institutions rely far more heavily on transactional methods for completing the

tasks at hand and worry less about their transformational potential, unless these are really, really big, of such huge impact, items (such as raising tuition by 10%, or reducing the incoming class by 20%, or changing an entire curriculum). How are we, whose work and focus, particularly where so much of it has social, racial, gender equity and consciousness, remedying injustice, as a foundational goal work within the transactional paradigm the moves institutions forward on issues of equity, diversity, and inclusion?

D. I do not have an answer, just a question, but I also wanted to say one more thing about a conclusion reached during these past four years, first as an ACE Fellow and thus outside my comfort zone, next as the appointed Director of Faculty Development, and then the two years as Associate Provost for Faculty Affairs: as a faculty member, my life's work was about imparting new knowledge or known facts and ideas but told in a new way—its basis was on sharing, on exchange, on dialogue. As a senior leader, my work today is not about sharing, or about approaching issues and topics with curiosity. Rather, it is about gauging, weighing, and in academic personnel matters, not saying a whole heck of a lot except repeating what is in the Faculty Handbook or Resource Manual (It is quite sad to me to begin a conversation with, "Well, if you remember footnote 1 on page 35 defines exactly….). To move from saying perhaps far too much in a previous life to saying very little at all, without appearing to be troubled nor injured by this shift, and keeping a focus very much on helping the institution achieve diversity, equity, and inclusion requires a slow, methodical approach to items that shape faculty lives, and hopefully their improvement. But in the current climate of vast challenges for Universities at every turn, from the concerns for and about adjunct faculty to the disbelief about price tag, from the threats to academic freedom to the even greater lack of preparedness when the student

demographic shifts toward a very heavily Latino/a selection pool, and the unprepared University with such skewed misunderstandings about all things Latino/a, I say that this is all the more reason that we need new leadership, trained leadership, drawn from the finest teacher-scholar pool we can develop.

E. As leaders of an academic institution or even, universe, it is insufficient to say we are smart. While intelligence and intellectual energy and dynamism are evident in a university environment, we also are in need of friends and allies who can set realistic goals to create the change we want in the world. In an era of great misunderstanding about the value of a formal education---and the attendant costs about which few people ask real questions, including such items as the cost of electricity, the cost of fuel, the cost of maintenance and security of teaching classrooms, all of which rise, none of which are cheaper---we need vocabularies of explanation. It is important that such description carries in meaningful terms our love of learning, the rewards that analytical thinking yields, the value of teaching for the sake of intellectual development. As a society, we are fearful of anything above the lowest common denominator and reduce all items to pat phrases and handy euphemism ("well, everyone is entitled to their opinion…" or "I didn't suppress your people."). Formal education does not abide such reduction, and the role we play in clarification, whether as scholars, as students, or as administrators is a noble goal and role.

12. Implicit Bias: Implications for the Academy

Michelle Neyman Morris

Introduction

Think of successful faculty members in science and engineering, and then consider successful faculty in the arts and humanities. Are there differences in what comes to mind in terms of the social identities of these groups (e.g., gender, race, socio-economic status)? What about differences when considering Republicans and Democrats? Atheists and Evangelical Christians?

We all harbor implicit biases, which refer to prejudices that result from the mind making uncontrolled and automatic associations between two concepts very quickly. In effect, it is a way for the brain to filter information and fill in the blanks for incomplete data to reach a conclusion. Implicit biases can be viewed as adaptive cognitive shortcuts when information load is high, yet they may lead to competition at the unconscious level between our values and the stereotypes we've internalized through our cultural conditioning. While it may be impossible to eliminate implicit biases due to their unconscious nature, being mindful of their existence can minimize cognitive errors so that we may act in ways aligned with our values.

Implicit, or unconscious, bias and its consequences are gaining attention in a variety of spaces. Racial bias in law enforcement and the criminal justice system for example, has garnered national recognition in part due to the Black Lives Matter movement. In addition, implicit bias impacts access to and quality of care in the health care system, as well as student success pre-K through postsecondary education levels, workforce diversity within the tech and travel industries among others, and news media reporting.

Despite an increasingly diverse community college and university student population enrolled today (i.e., race, ethnicity, gender identity and expression, and socio-economic, immigration and first-generation status), the diversity of faculty and administrators charged with student success has not kept pace. For example, the California State University system of 23 campuses employs 27,000 faculty (60% are on temporary appointments), and 64% identify as White, while only 26% of CSU students identify as White (California Faculty Association, 2016). Senior Ford Fellows acknowledge experiencing the effects of implicit bias throughout their professional and personal lives and are committed to addressing it within the academy and beyond through their teaching, scholarship and activism.

Several themes emerged from the Senior Ford Fellows' Conference sessions on implicit/unconscious bias. Broadly, the themes included the impact of implicit bias on faculty recruitment and hiring practices; campus climate and retention of diverse scholars; tenure and promotion processes; and opportunities for advancement of diverse scholars into administrative positions in the academy. In addition, relationship dynamics between faculty and students, the intersection of gender and racial biases in the academy, and the fact that **conscious** bias also affected Fellows' experiences, were discussed. Strategies to address and mitigate the impacts of implicit bias were considered and a summary of key points is provided here.

Recruitment and Hiring Practices

While diversity of thought, perspectives, and experiences lead to enhanced critical thinking, greater innovation, and creativity within an organization, diversifying the faculty of the nation's colleges and universities remains a challenge (Guterl et al., 2014; Herring, 2009; Neyman Morris & Gentry, 2016). Crafting an inclusive and welcoming recruitment ad,

intentional outreach to diverse networks, and avoiding implicit bias throughout the hiring process (i.e., screening applications, interviews, reference checks) are critical to addressing this challenge. In terms of screening applications, several opportunities for bias emerge. The name (Bertrand & Mullainathan, 2004), presumed gender, race, ethnicity, affiliations, and age, may all be gleaned within moments of reviewing a curriculum vitae. Breaks in service and bias regarding where an applicant earned their undergraduate and graduate degrees can also influence whether a candidate makes it to the interview phase.

Attending to the diversity of the hiring committee, slowing down when reviewing applications, and establishing a rubric ahead of time with a shared understanding of what qualifications/qualities committee members are looking for and the weight of each of those (based on the recruitment ad), were noted as best practices. When conversations trail off to questions about whether a candidate would be a "good fit" (often code for "like me"), or if they'd really be happy at the institution, steer the deliberations back to the rubric qualifications and weights previously agreed upon.

Many campuses require training of search committees and some include content on implicit bias. Dr. Robbin Chapman uses Argyris' Ladder of Inference, used in Senge's *The Fifth Discipline: The Art and Practice of the Learning Organization*, for trainings of both hiring and tenure and promotion committees. The Ladder of Inference helps one understand the thinking process we go through that can lead to faulty conclusions and thus redirects our efforts back to reality based on the evidence. Each thinking stage is represented as a rung on the ladder, which can be used to examine our decision making more critically. Participants leave Dr. Chapman's training with tools they can use to apply its principles. She also frames the training in terms of

reducing workload, music to any faculty member's ears, by decreasing the time committees spend going back and forth about candidates and not really getting anywhere.

The Implicit Association Test (IAT) https://implicit.harvard.edu/implicit/education.html is used in Avoiding Bias in Hiring trainings at California State University, Chico and other CSU campuses (Neyman Morris & Gentry, 2016). The IAT is a great tool for starting a conversation with colleagues about implicit bias, and its potential to hinder workforce diversity.

In person, as well as phone and video interviews may also trigger implicit bias. A candidate's tone, energy level, introverted vs. extroverted personality, appearance (e.g., style of dress, hygiene, weight, height, make-up), handshake, accent, and ability to confidently speak about their accomplishments, can all trigger bias based on past associations. Standard interview questions are recommended, as well as setting candidates up for success on their interview day(s). Has enough time been scheduled for breaks? Does the candidate have any dietary restrictions or mobility limitations that you should consider in advance?

The implicit biases of those who provide letters of recommendation and/or references for any candidate should also be acknowledged, as well as any bias that a hiring committee member might have towards the recommenders themselves, based on their social identities.

Ultimately, diverse faculty send a message to diverse students that they belong in the academy and are capable of academic success. Their presence also sends a message to their colleagues that diversity and academic excellence are not mutually exclusive. One SFFC session participant noted that he'd had students approach him to tell him that he was the first African-American professor they'd ever had in college and that they were happy to see someone who looked like them.

Campus Climate and Retention Considerations

A Fellow noted that implicit biases should be expected in the academy given the institutionalized culture that reflects its origins. As in any culture, there are the underlying values that fuel it, and sometimes different values which are espoused. This leads to tension, and awareness of this dynamic is critical for effecting change in a system that prefers to return back to its steady-state. Small strategic changes over time in the institution's practices or structures can lead to significant changes in culture. For example, addressing faculty hiring and retention, tenure and promotion (RTP) processes may result in increased workforce diversity which better reflect our changing student demographics.

One Fellow noted his institution's 10-year oversight of not featuring him in the pictorial directory, while others who had come before and after him were featured. Other Fellows expressed a seeming reluctance on the part of colleagues in their home departments to know what their scholarship was about, even though they'd explained it on multiple occasions over several years. This was particularly disconcerting for those whose RTP decisions would be made by these same individuals.

One female scholar of color identified the need to socialize with colleagues as she was going through the ranks, but often wasn't included in invitations to lunch or coffee as were her male junior faculty colleagues. Many noted that scholars of color often left institutions before going up for tenure, the micro and/or macro aggressions experienced creating a hostile environment not conducive to one's career or health.

Tenure and Promotion Processes

Session participants noted disparities in Student Evaluations of Teaching and that the value of the work done by scholars of color was scrutinized more and often underrated compared

to their White counterparts. This was true both on and off-campus. Fellows who had been grant reviewers noted that panelists' implicit bias regarding the stature of a grant writer's institution influenced rankings. Thus, a majority of awards goes to a relatively small pool of institutions and principle investigators, even though external funding is often a requirement for tenure decisions across universities. A Fellow from a minority serving institution noted that despite providing evidence that she had the equipment and resources available to complete the work proposed, one of the major comments from a grant reviewer was in all caps asking, "CAN THIS WORK ACTUALLY BE DONE THERE?"

In addition, Fellows noted that their service burden was higher than for their "non-diverse" colleagues. Several reported that they were the only person of color in their department and one woman expressed always being called on for committee work and accreditation issues related to diversity, thus taking time away from her scholarship. She also stated that while she believed her colleagues wanted her to succeed, "they don't understand how what they're doing doesn't create that environment." She also noted the gender bias many female Fellows experience to be both rigorous scholars, while at the same time gently nurturing their students. Female faculty were often sought out as counselors for students' life struggles related to faltering romantic relationships, family issues, roommate problems, and eating disorders, while their male colleagues were less likely to report this. A male session participant noted no need to apologize when referring a struggling student to campus counseling services, or to a female colleague. In contrast, several female Fellows expressed mild to moderate discomfort at the idea of not directly attending to students in distress. Some spoke of not wanting to come across as mean or uncaring—perhaps because they knew the standards they would be held to, based on their colleagues' implicit biases. Students also seem to expect female faculty to be more nurturing

based on session participant experiences. A female scholar of color noted that her graduate students expected a high level of hand holding that her male colleagues' students did not. She also expressed frustration over " being presumed competent in service but presumed incompetent in scholarship and yet we've got these RTP documents where the scholarship is valued but the service is not." These ideas are explored in the edited volume, *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. In addition, several Fellows noted that their institutions had Diversity Plans, yet most argued that there was no accountability for achieving stated goals, and there was certainly no link to faculty RTP documents.

Building strong negotiation skills is required to address the service burden many faculty of color face and thus successfully navigate tenure and promotion processes. Offering the name of another colleague who might be able to serve, asking what you should stop doing in order to take on additional service, or offering that while not at this time, perhaps next month, semester, or year, you might be available so they should check back then, are effective strategies when respectfully but firmly saying "no" to inordinate service requests.

Annual reviews are common at most universities and should provide an assessment of trajectory towards retention, tenure and promotion. For those with outside reviews, who is chosen to write letters of support, who reviews the submitted letters, and who writes the report, all introduce additional opportunities for implicit bias. An e- or hardcopy paper trail of communications regarding annual reviews should be kept in case a record of such is needed later. In some cases, conscious bias led to discriminatory behavior and Fellows had to decide whether or not to pursue legal action. While some Fellows noted that they wouldn't choose to stay somewhere they weren't wanted, others were more constrained due to family or other personal and professional commitments.

Another Fellow noted that once he'd earned tenure, several of his colleagues were more collegial, and that perhaps he too, was more relaxed in his interactions with them. Many spoke of "surviving" the RTP process, while "thriving" was not mentioned. Hiring committees select candidates they believe will be successful. The institution should then provide the tools necessary, including mentoring opportunities, to facilitate success. If this is not the case, those in positions of power and privilege should advocate for changes that will support all scholars.

Advancement Post-Tenure and Administration Roles

Several Fellows noted Gunsalus' *The College Administrator's Survival Guide* as a good resource for navigating post-tenure advancement in the academy. One Fellow observed more conscious bias now that she had access to higher levels of power and privilege in the academy. During a conversation about hiring, a colleague asked her, "why do we have to worry about this diversity stuff?" Indeed, some recommended not using the word "diversity" since depending on a person's implicit bias, the term may trigger an association with "lowered standards" and thus create barriers for those seeking change in the academy. Instead, speaking more directly about what qualifications/qualities are considered valuable can mitigate this bias.

Another Fellow indicated that administrators' bias might also lead to actions that on the surface seem supportive of students of color but in fact, led to further marginalization. For example, a research poster session within one Fellow's department was planned separately for students of color, not based on any evidence that this was needed, but likely influenced by an implicit bias that they couldn't compete at the level of their White counterparts without a trial run. This may serve to reinforce stereotype threat, as described by Steele in *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*.

This Fellow also noted that as a full professor, he was aware that the junior faculty were often quick to support his opinion on departmental decisions. They knew he would be voting for their tenure and promotion, and he recognized this potential for bias. He also noted that in his current position he was able to both serve on search committees and mentor other minority faculty through the RTP process thus impacting the gender, racial, and ethnic diversity of his department. This led to a culture shift and the possibility for new conversations to emerge. For example, with more women on faculty, it became acceptable to discuss having a policy related to maternity and paternity leave while pausing the tenure clock so that faculty could be successful scientists and parents.

The importance of maintaining e- and/or hard copy documentation of communications is crucial. Fellows in administrative positions often follow-up with an email that documents key points of what was agreed upon in a meeting, making sure to cc or bcc themselves. If no one responds, they have a record that there was no dissent. Alternatively, clarification can be provided if needed. Another option is to think strategically about building coalitions, as great change can come from working with university admissions departments, hiring and RTP committees, university advancement, and business and finance personnel. Another strategy is to choose your battles, and have support networks with whom you can air frustrations when it might not be strategic to confront the person whose biases are tormenting you. Another Fellow noted that by simply slowing down, one could change the level and dynamic of a challenging interaction. To pause, and acknowledge in those heated moments that we all have implicit biases, was recommended as a technique worthy of practicing.

Conclusion

Implicit biases are pervasive, they can be positive or negative, and they predict behavior. Fortunately, we can learn to self-correct and thus minimize predictable errors. While much of the discussion on implicit bias focused on gender, racial and ethnic identities, Senior Ford Fellows' Conference session participants indicated that all aspects of social identity were subject to implicit bias. Senior Ford Fellows, many who are full professors and/or in leadership positions both within and outside of the academy, bring capacity to confront implicit bias wherever it arises. Slowing down, recognizing our own biases, and being willing to engage in courageous conversations about privilege and stereotypes, while challenging institutional cultures that support the status quo, are critical to advance the mission of the Ford Foundation Fellowship Program which "*seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.*"

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13. Native American and Indigenous Studies In the Twenty-first Century

Kathryn W. Shanley (Nakona)

Any discussion of Native American Studies (NAS) as a field must begin by identifying the stakeholders—who they are and have been over time, and the significant ways in which ideological shifts occur as Native American scholars, educators, and academics have increasingly entered the field. As Chadwick Allen puts it, in *Trans-Indigenous: Methodologies for Global Native Literary Studies*, the key questions underlying NAS are "by whom, . . . for whom, and in whose interest?" (Allen 6). While that idea may seem obvious to some or peculiar to others, the extreme objectification of Native American peoples since first contact makes studying them as a "them" fraught with ambiguities, contradictions, and anxieties. Education in general figures centrally in U.S. policies to assimilate Native American peoples into the American way of life, and thus, Native American Studies carries that baggage in complicated ways. In regard to stakeholders today, American Indian, Alaska Native, and Native Hawaiian peoples themselves quite logically are the most crucially invested in the field, since their continuance as distinct peoples requires that non-Natives be adequately educated regarding their Indigenous histories and epistemologies as well as contemporary realities and, most importantly, their rights. Their own young people, moreover, often need to learn the overarching history and their peoples' colonization within mainstream history—history from an Indigenous point of view—frequently denied them in the K-12 educational system. Public education unfortunately perpetuates misinformation and distorted accountings of U.S. policy toward Native peoples and eclipses knowledge about the paternalistic oversight that continues today through the Bureau of Indian Affairs and Department of Interior.

When Native American Studies came into being in the academy in the early 1970s, many held great hope that the field would lead to a dispelling of ignorance held by non-Natives as well as increased sovereignty for Native peoples themselves. Remarking on the state of Native American Studies some twenty-five years after its inception, in her important essay "Who Stole Native American Studies?" Elizabeth Cook-Lynn describes how the discipline was conceived as one that:

> would differentiate itself from other disciplines in two important ways: it would emerge from within Native people's enclaves and geographies, languages and experiences, and it would refute the exogenous seeking of truth through isolation (i.e., the 'ivory tower') that has been the general principle of the disciplines most recently in charge of indigenous study, that is, history, anthropology, and related disciplines all captivated by the scientific method of objectivity. (Cook-Lynn, 1997, 11)

What Cook-Lynn refers to as "seeking of truth through isolation" points toward European American emphasis on the individual pursuit of understanding in the academy, particularly through book knowledge, as opposed to learning from communities, a collective knowledge carried in cultural traditions. Stories, songs, ceremonies, institutional structures, economies, and so forth within tribal community have generated, disseminated, and preserved knowledge differently. She implies that up to that point, the 1970s, Native American individuals and collectives had been the objects of study rather than the scholars, and academic methodologies favored Western traditions of conducting research.

Increasing the recruitment, retention, and graduation rates for Native American people also figured into the NAS goals in the 1970s, as was true for all racial and ethnic studies endeavors. Bringing the endogenous knowledge to the fore and re-instilling pride in being

"Indian" go hand in hand as matters of self-identity, self-esteem, and belonging; highly valuing education figures significantly in both.

Heightened awareness of the need for educational transformation and for overcoming internalized colonialism drove the movement. As long-time American Indian educator Dave Archambault, Sr., recounts from a conversation he had with Paulo Freire, Freire "was very adamant about Indian people of America waking up to their oppression, but he also believed that the waking up had to be done by Indian people. Paulo felt no one could do it but us. It had to be done by us" (Archambault, 4). Two books, one from the U.S. and the other from Canada, that served as wake-up calls for Natives and non-Natives alike in the late 1960s were Vine Deloria, Jr.'s *Custer Died for Your Sins: An Indian Manifesto* and Harold Cardinal's *An Unjust Society*. The development of Native American Studies signaled the growth of a new Native American intelligentsia as well as a shift of the focus of studying Indigenous America. An overview of Native American Studies as a field, if not as a discipline in itself, involves tracing how American Indian, Alaska Native, and Native Hawaiian peoples have sought liberation through education from a long history of education being used as a tool to oppress North American Indigenous peoples and to impose upon them Western European social order and religion, without providing a concomitant opportunity to maintain control over their resources and territories.

The Names We Call Ourselves

Given the extraordinary diversity among the tribal nations in North America, the best practice requires using tribally specific names whenever possible. In regard to umbrella terminology, the overarching designations in the study of Native America follow both popular and legal trends, and thus tell us a lot about intellectual constructs within the study of the

politics, histories, and cultures involved. The designation "American Indian" replaced other terms such as "aboriginal," "Amerindian," and, even worse, "savages "or "primitives" in the nineteenth and early to mid-twentieth century. As the study of Native America moved away from anthropology and history and into a broad range of academic discourses, many scholars recognized the importance not only of tribal specificity, but also a return when possible to peoples' names for themselves. The Civil Rights movement of the 1960s and '70s gave rise to the adoption of "Native American" as a term disclaiming Christopher Columbus's mistaken identification of North American Indigenous peoples as "Indians." Native American young people who were of college-age joined those social change movements. Along about that same time in Canada, the terms "First Nations," "Aboriginal," and "Metís" became the most appropriate designations for the varying histories, status (as in Canada), and contemporary realities of Indigenous peoples. People from tribal communities in the U.S. often insist on using "Indian," as a term they attempted to recuperate for themselves in the way that "Black" became a symbol of pride.

The nomenclature alone tells a complicated and often confusing story about shifts in identity, contested citizenship, dispossessions, and diasporas. When considering a statistical overview, people need to be aware that other than those Native Americans who have official citizenship within tribal nations or B.I.A. certification, all identification is voluntary. For example, in my university those faculty whom others identify as Native American and who openly claim membership in Native American communities make up perhaps a quarter of the number the institution counts. Native American identity issues are not within the scope of this essay, except to say that the ebb and flow of interest in being Native American can sway the statistics significantly.

According to the 2010 Census, 5.2 million people in the United States identified as American Indian and Alaska Native, either alone or in combination with one or more other races. Out of this total, 2.9 million people identified as American Indian and Alaska Native alone. Almost half of the American Indian and Alaska Native population, or 2.3 million people, reported being American Indian and Alaska Native in combination with one or more other races. In combination, the American Indian and Alaska Native population have gone through rapid growth since 2000, increasing by 39 percent. According to the Office of Management and Budget, "American Indian or Alaska Native" refers to a person having origins in any of the original peoples of North, Central, and South America and who maintains tribal affiliation or community attachment. Those who indicated affiliation with specific tribal groups, such as Lakota, Haida, or Navajo, were automatically included in the statistics.

Cherokee people claim the greatest population, and count their citizens through descendency alone, not blood quantum. According to the 2010 Census, Navajo comprise the second largest Native nation, with a population of over 300,000 who self-identify as Navajo on and off the Navajo Reservation . (http://www.nec.navajo-nsn.gov/Portals/0/Reports/NN2010PopulationProfile.pdf). The Sheep Rancheria (aka Miwok) in California is the smallest. There are 310 reservations located in 33 states, but there are also pueblos, rancherias, and communities that have a land base that is held in trust, according to the Office of Management and Budget. In Arizona, the total number of Native American people makes up 27% of the state's population. There are ten state reservations, without federal recognition, often stemming from pre-Revolutionary agreements or treaties.

Shaping the Native American Studies Field of Study

Once we get a rough idea what we mean by terms like "Native American," "American Indian," "Hawaiian Native," and "Alaska Native," the typical historical approach to studying Native American peoples is to proceed through the lens of U.S. policies from the inception of the American nation and beyond, with a brief nod toward the early contact period, trade, and conflicts over territory and power. In many senses, that has to be the starting point, because our constituencies understand the structure of that approach and can then accommodate new knowledge, facts, within it. Seeing the field that way ultimately, however, means seeing through Western perspectives, Western legal structures, institutions, cultural practices, ideologies, religions, and other societal values. Indigenous peoples throughout time and place have functioned through their own laws and institutions, cultures, and values. The shift in perspective Native American Studies sought and continues to seek to offer involves seeing things from Indigenous points of view. Research on Native American populations, as Cook-Lynn notes, was supposed to shift from those traditional disciplinary approaches in NAS programs and departments, but the growth in that direction has been slow. An enriched idea of Native American literature perhaps occurred first, especially with the introduction of the voices of the newly empowered 1970s Native American writers of what has come to be known as the Native American Renaissance: N. Scott Momaday (Kiowa), James Welch (Blackfeet), Joy Harjo (Creek), Raymond Young Bear (Mesquakie), Simon Ortiz (Acoma), Leslie Marmon Silko (Laguna Pueblo), Louise Erdrich (Ojibwe), and others.

Enrichment of literature departments' curricula with African American, Asian American, Chicano/a and other racial and ethnic literatures has substantially shifted academic study of larger NAS subjects. None of those literatures can or should be taught without historical and

cultural contexts. Other disciplines began expanding to accommodate Native American Studies perspectives: history, anthropology, sociology, art, etc. The inter- and multidisciplinary study of Native America changed in the direction Cook-Lynn had called for, albeit later than she hoped and in complicated ways that often moved away from communities (applied knowledge) and toward more urban or cosmopolitan theoretical bases. Concepts such as tribal sovereignty and the particulars of Native Canadian and American shared history, such as boarding school era policies and the examination of the subsequent historical/intergenerational trauma, have become common knowledge and subject to global comparative study. How each department/program developed curricula, recruited faculty, shaped degrees, provided community-based learning experiences, or other aspects of programmatic growth, depended upon those programs' or departments' location, history, and institutional imperatives.

Over a decade ago, Duane Champagne (Turtle Mountain Chippewa), sociology professor at UCLA, and Jay Stauss (Jamestown Band of S'Klallam), longtime director of NAS at the University of Arizona, coedited *Native American Studies in Higher Education* (2002). The text offers the results of a survey they conducted regarding NAS programs and departments, plus twelve essays by faculty in the leading institutions in NAS in the U.S. and Canada. Through their introduction they state that the uniqueness of each program or department makes generalizations difficult. Nonetheless, I gleaned the following pattern: Most programs started in the late 1960s or early 1970s from a student support unit and a few introductory courses with anthropological or historical approaches; the academic development of broader curricula followed by a couple of years. The departments/programs are established around three pillars: academic, cultural and applied, and they may have started up with grant dollars that shape their endeavors and agendas somewhat. Now they vary by the degree of emphasis placed on each of the three pillars. For

example, Dartmouth has only recently developed degree programs in NAS; their emphasis has been on student support. Dartmouth does not have a Native American community nearby. while Trent University Native Studies in Ontario, Canada, serves two primary Native communities, with five others figuring significantly into the mix. At Trent, the faculty have two tracks: the academic/research/teaching track and the academic research/community outreach track. Trent tenures Elders whose intellectual credentials are found in the depths of their Native languages and knowledges; in that practice, they are unusual. Most Native programs and departments require Western academic credentials, although lately many departments advertise for faculty hires who have community research agendas and connections.

Trent Native Studies also is notable for its advisory board made up of university faculty and administrators and Native community people, and they take up issues related to the intersections between university and community in economic development. Most programs came about in entirely unique ways, arising from specific regional demands. For example, Cornell's American Indian Program began in the College of Agriculture through the vision of a dean who thought it was a shame that Native contributions to world agriculture were not well-known—for example, the Three Sisters of the Iroquois in particular, beans, squash, and corn. The universities in regions with the highest Native American populations quite naturally feel the imperative to include Native American Studies in their curricula, along with student support units; Arizona and New Mexico come to mind. Recently, consortia have formed in other regions to maximize the academic resources and to provide intellectual exchange and collaboration through forums and conferences. An example is the Five College Native American and Indigenous Studies collaboration, which includes: Amherst College, Smith College, Hampshire College, Mount Holyoke, and University of Massachusetts at Amherst. They list as their areas of specialization:

U.S. Indian law; global Indigenous rights; intellectual and artistic traditions; critical race theory;

protecting sacred sites and landscapes; resilience, well-being and mental health; digital

community-based research, ecological knowledge, local and transnational histories; literatures

and languages; and museums / public history. The strength-in-numbers approach empowers

scholars to enrich their institution's curricula and strengthen community connections as well.

Current State of Native American Studies Development

An explosive growth of programs has occurred over the past several decades. Fifteen

years ago, only five stand-alone NAS departments existed. Today there are sixteen in the U.S.

and eight in Canada (depending on how one counts them). Over fifty programs or departments

offer Bachelor's degrees; twenty-some offer M.A.s, and ten or more offer Ph.D.'s. of one

configuration or another. Many others offer M.A. or Ph.D. concentrations or certificates. Four

offer joint M.A./J.D. degrees.[2] The Ph.D. degree programs vary considerably in their stand-alone

quality. For example, at the University of California, Berkeley, a student can earn a Ph.D. in

Native American Studies through the Ethnic Studies Department, with a limited number of NAS

faculty with whom to work; that is, a limited number of scholars with specialty in the field.

Native American Studies at the University of Montana has held department status since 1997,

and functions with five and a half tenure-track lines, the half-line shared with Anthropology, plus

a shared adjunct line in African American Studies; the department offers a B.A. degree. By

contrast, the University of Arizona has over a dozen NAS faculty, and the institution offers at

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[2] This data has been gleaned from Robert M. Nelson, *A Guide to Native American Studies Programs in the U.S. and Canada*. University of Richmond, VA. https://facultystaff.richmond.edu/~rnelson/asail/guide/guide.html. Dr. Nelson sends out questionnaires, and not all academic units respond, so the information may be somewhat incomplete or not up-to-date. The guide was last updated October 15, 2015.

least four Native American languages, and offers a B.A., M.A., and Ph.D. Cook-Lynn, in her

1997 assessment of the field, saw alliances with "ethnic" studies as the kiss of death to the

growth of distinct Native American curricula (12). She argues for stand-alone departments:

"Without autonomy, disciplinary strategies in Native American Studies were doomed,

marginalized, dominated, and co-opted" (13).

The significance of being a stand-alone department versus a program rests with several

issues/concerns: the equal standing within the university in regard to traditional disciplines;

the ability of faculty to collaborate more efficiently around NAS field-based community-related

issues, tribal concerns, scholarship, and teaching; the centralized nature of the student support

offered; and, the public service rendered to the university, tribes, region, and nations. Being a

stand-alone department empowers NAS through the greater autonomy, scholarly focus and

potentially greater collegiality. The more effective tribal student and community service such a

standing allows works holistically in terms of knowledge exchange and pedagogical practices.

Generally speaking, NAS departments and programs also differ by how they are funded,

where they are located within the institution (which college), whether or not they have

department status (what it means), location near and relationship with tribal communities,

whether or not they have core faculty—can hire, evaluate, and award tenure and promotion. The

scholarly engagement of the faculty will also determine the emphasis and direction of the unit.

Increasingly, NAS creates connections with local and global communities. The Native American

and Indigenous Studies Association, which became incorporated in 2009 after two years of

exploratory meetings, represents the growing global alliances, strengthening the intellectual

pursuit of knowledge and social justice for Indigenous peoples through comparative studies of

the history of imperialism and colonialism, the subsequent legal justifications for oppressing

Indigenous people written into international law, and the contemporary recognition of Indigenous rights.

The linkages between and among Indigenous peoples around the world have been a long time coming, more than forty years of effort in the United Nations. On September 13, 2007, the General Assembly of the United Nations passed the *Declaration of the Rights of Indigenous Peoples (UNDRIP)*, with only four dissents: The U.S., New Zealand, Canada, and Australia. Of the 144 members, 11 abstained. The Native American Studies intellectual enterprise of fostering, illuminating, and conceiving aspects of tribal sovereignty within the law, throughout history, and in operation within tribal communities found world allies with the passage of the Declaration, even though it has no legal teeth. Native peoples of the U.S. and Canada had begun collaborations decades before, particularly between mainland tribal people, Hawaiian Native educators, and New Zealand Maori innovators of language revitalization. Sharing common understandings of global colonization, Christianization, and Western hegemony was greatly enhanced by the passage of the Declaration. But as with all social justice movements, terminology becomes crucial. The United Nations uses the following working definition of Indigenous:

> Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing on those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral

territories, and their ethnic identity, as the basis of their continued existence as peoples, in

accordance with their own cultural patterns, social institutions and legal system.[3]

Longstanding place-based cultural identity for peoples from Indigenous cultures involves tenure in

particular geographical locations and kinship-based (communal) social organizations. UNDRIP reasserts

Indigenous peoples' right to redress, maintain and revitalize their societies, and control their homelands.

The basis for European domination through the papal bulls of the 15th and 16th centuries, termed the

Doctrine of Discovery, comes to light as the legal fiction that it is with UNDRIP. Hence, the U.S. and

Canadian alliance with other Indigenous peoples involves a significant intellectual shift. Since Indigenous

peoples number an estimated 370 million people from 70 countries, Native American peoples find

strength in those numbers as well as in the global forum upon which social justice issues play out.

The issues at stake in shaping Native American Studies to serve Native people as its most important

stakeholders could not be more clear. Native Americans own 4% of the land in the U.S.; 6% of the

farmland. According to a report by the Revenue Watch Institute:

> Today, the Indian component of U.S. energy resources is anything but trivial. The precise
>
> extent of nonrenewable resources on American Indian lands is a matter of debate, but
>
> most estimates fall within a fairly consistent range. It appears fair to say, based on a
>
> number of reports, that Indian lands contain about 30 percent of the coal found west of
>
> the Mississippi, up to 50 percent of potential uranium reserves, and as much as 20 percent
>
> of known natural gas and oil reserves. . . ." (Grogan, 11)

While Native nations should theoretically control those resources, not to mention rich water and timber

resources, the peoples themselves continue to suffer the most dismal social conditions, the worst health

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[3] For further understanding of the term, see the United Nations Department of Economic and Social Affairs, Division for Social Policy and Development, Secretariat of the Permanent Forum on Indigenous Issues, "The Concept of Indigenous Peoples." www.un.org/esa/sodev/unpfii

care, the highest unemployment rates, and so forth of any other group in the country. They languish under the "protection" of the Department of Interior, Bureau of Indian Affairs. Obviously, much can be said about the importance of the growth of Native American Studies as a field that serves Native people, rather than obscuring what's truly at stake with what in academia could be termed welfare porn.

Cook-Lynn provided direction for NAS almost twenty years ago, "Most of all, Native American Studies as an academic discipline rejects the idea that a national economy based on the theft of Native lands and exploitation of natural resources for profit can be sustained in the long range. It confronts head on the ideals and hopes of one of the most materialistic and technological nations on earth by insisting that a society based in capitalistic democracy and on the exploitation of natural resources *for profit* is immoral. . . . The very presence of treaty-established indigenous Native American nations at the close of the twentieth century is a shining testimony to the potential for freedom of a true democracy" (1997, 25). I will leave the discussion with that—Cook-Lynn's insistence on an ethical center to Native American Studies and its practitioners.

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The Way Forward: Diversifying the Academy to Meet Global Challenges

A. Oveta Fuller and Michelle Neyman Morris

Introduction

The Ford Foundation Fellowship (FFF) program has made awards for over 54 years and will continue through at least 2022 with allocated Ford Foundation funding administered by the National Academies of Sciences. Though unapologetically biased, we believe that the FFF program is one entity whose efforts have changed the faces of faculty in higher education in the U.S.

A unique feature of the FFF program is that its awardees at the graduate level are from across disciplines in the sciences, technology, engineering and mathematics (STEM), economics, political sciences, social sciences, humanities and the arts. This allows important, and unique, intra- and interdisciplinary interactions among scholars. Financial support from a Ford award during the predoctoral time, the dissertation year or a year of postdoctoral studies provides opportunities to study, learn, create and conduct research. As, or more importantly, the guidance, camaraderie, mentoring, coaching, networking and affirmations provided by this unique community of scholars undergird and inspire for a lifetime.

We would be hard-pressed to find any other single common factor that has had such an impact on the achievements of the many Ford Fellows who now are faculty or administrators in universities, colleges and industry or active in communities. Ford Foundation scholars diversify the academy by our presence. Our contributions broaden access to and increase numbers who receive an undergraduate or graduate education.

A key element of the 50th Anniversary Celebration was recognizing the monumental long-lasting achievement of the Ford Foundation. Its leadership, from inception of the FFF program throughout the years, deserves recognition for the initial vision and for outcomes achieved from implementing that vision. As Fellows, we are grateful!

Why a Senior Ford Fellows' Conference was Convened

One objective of the inaugural Senior Ford Fellows Conference (SFFC) was to bring together the large community of post-tenure Ford Fellows. A second objective, captured in the content of chapters for this volume, was to share lessons learned from the varied experiences, particularly in higher education and business. A third objective, that took the form of directed intentional roundtable conversation at lunch, written suggestions from attendees and a closing plenary discussion, was to express perceived needs and strategize for what can be achieved both by individuals, and collectively, as scholars distributed throughout the U.S.

In this concluding chapter, we consider next actions in moving forward for such a cadre of prepared, positioned and committed scholars for collective contributions that will have positive impacts now and in the future.

While an official path is not yet in place, there is consensus on the need to collectively move forward. Some ideas of how arise from the many discussions, formal and informal, among fellows over the years. Others are unique to this writing. All are provided with an astute awareness of an overarching mission and need to provide relevant, effective education for each student who matriculates through college and university campuses.

The ideas are provided with a profound awareness of current prevailing political and social climates that affect college and university campuses throughout the country. The ideas are

provided with the hope that each intentional positive action (starting the FFF Program, as one example) can have a major impact on lives and institutions now and for generations to come.

Why Plan a Way Forward

Before we explore what can be done, it seems wise to establish the why.

One prevailing reason to collectively plan the way forward is because we can. We are scholars of color in numbers that comprise more than a critical mass. We are prepared as alumni of some of the best institutions in the world. In part, because of who we are as products of the communities from which we hail, most Fellows are committed to the idea that every person who seeks a college level education should be afforded the opportunity to achieve that goal.

Defining the way forward is needed to successfully meet the challenges of the current times using insights and talents that are distributed to individuals across cultures, ethnicities, genders and nationalities. These insights and talents should be tapped. Each person has a responsibility in sustaining our planet to ensure its continued availability to humankind and all natural life as we know. No talent or insight should be lost from this universal need due to lack of an opportunity to learn, master skills and harness or direct available talent for the most productive outcomes.

Seeking the way forward should bring forth a process that will be most useful to benefit the most people for the longest time. A plan to broaden access to education can be executed so to produce contributing global citizens. While plans must have some flexibility and are subject to unknowns that will occur during their implementation, it is true that "to fail to plan is to plan to fail." For senior Ford Fellows, failing to plan would be a serious neglect of the responsibility and

opportunities we have to build upon and to pass on what has been received from the efforts of those in generations before us.

The Way Forward

What then should follow from the SFFC and 50th Anniversary Celebration of the FFF Program? What is the way forward that senior Ford scholars can bring about so that the whole can become more than the sum of its parts? Here are some ideas:

Continue to convene conferences for senior Ford Scholars

- Every other year convene the senior Ford Fellows' Conference that can, but does not have to be held in conjunction with the Annual Conference of Ford Fellows. Close timing of these allows senior Fellows to serve as resources for the Annual Conference sessions while meeting newly awarded fellowship recipients;

- In the year when there is no senior conference, engage with regional liaisons and others to host regional conferences or workshops that meet the locally identified needs of post-tenured faculty and possibly other scholars; and

- During these events, continue to intentionally explore avenues to harness the collective and regional engagement of Ford Fellows and other scholars of color to identify common objectives.

Reflecting forward on some beneficial outcomes: Especially useful for newly tenured associate professor faculty, the networking and content of SFFC conference sessions offer an opportunity to learn from Ford colleagues how to successfully strategize for moving to full professorship. Attaining tenure for associate professor status is indeed a necessary and desirable achievement to be celebrated. However, recognition of achievements by promotion

to a full professor brings not only a higher salary and more prestige, but greater visibility for awards, eligibility for impactful institutional leadership and consideration for honors such as named professorships. In the transition from associate professor to full professor, scholars of color in particular often receive poor or no mentoring, and thus remain longer than the desired time at the middle level in academic rank. Particularly for females and scholars of color, this is a less discussed time of vulnerability. It is necessary to remain mindful of the culture of an institution and unit and its expectations for research, teaching and service. It is a time to strategize for how to sustain and elevate research and creative activities, how to prepare a package for full professor promotion and how to leverage what should be expanding collaborations and influence.

The conversations, follow-up networking and advice of experienced colleagues can assist a new associate professor in deciding about undertaking major administrative or service roles. Or, such conference interactions might lead to invitations to present ongoing research results at other institutions. Such can lead to new collaborations, or at the least, to wider recognition of the research. We envision that attending the biannual senior Ford Fellows' Conferences can provide these, as an example, and many additional benefits.

Institutionalize a Ford Foundation Senior Fellowship

This new category of award to a senior Ford Fellow is designed specifically to support projects or continued training and retooling of scholars who have attained tenure, or who are 10 years from the awarding of their terminal degree. The first two awards in this new category were made in 2016.

- Advertise the Ford Foundation Senior Fellowship and secure funding to make it a standing part of the FFF Program. Set aside funds for at least two to three annual awards to previous Ford Fellowship recipients; and

- Provide one to two senior Ford Fellowship awards for applicants who are senior scholars of color, but may not be alumni of the FFF program. This would allow inclusion of exceptional ideas of scholars who can diversify the academy even if they have not previously received a FFF award.

Reflecting forward on some beneficial outcomes: Both recipients in 2016 of the Ford Foundation Senior Fellowships are associate professors. Each will use the fellowship time to delve into a new multi-disciplinary, collaborative effort that builds upon their current scholarship. Such funding can reduce teaching commitments to allow the time needed for travel, engaging with collaborators or time to write or renew creativity. Resulting publications or creative products can launch a mid-career scholar into a new level or type of scholarship useful for promotion to full professorship and eligibility for other long-term beneficial outcomes.

Establish a publication—a book series or on-line journal for contributions of senior fellows of the Ford Foundation and others

- Prepare and publish session content from the Senior Ford Fellows' Conference of 2012 and 2014. This will serve as a unique resource for scholars at the SFFC who could attend only two of the concurrent sessions. The Proceedings will allow access to content by senior scholars and others who did not attend the SFFC and provide insights to those who seek faculty positions in colleges and universities. The volume will be a unique resource to those who seek to recruit, retain and develop a diverse faculty;

- Establish and organize the editorial board, editors and publishing plan of a periodical (book series, journal, other) as an outgrowth of the Ford Fellowship Program and the Ford Foundation. This might be modeled after the *Proceedings of the National Academies to Science* or periodicals produced by several professional organizations; and

- Call for and publish manuscripts of original research, essay articles, commentaries and editorials on issues and current affairs relevant to "Diversifying the Academy to Meet Global Challenges."

Reflecting forward on beneficial outcomes: A Ford Fellows' periodical or book series might focus a special issue, for example, on challenges of climate change for communities--especially the effects on under-served communities--from political, environmental and economic perspectives. Along with more traditional research within a discipline, trans-disciplinary research frequently is an interest of Ford scholars. We regularly engage across disciplines through several established venues such as the annual conference, the Ford Fellows' list serve and the proposed book series, journal or periodical. Such a periodical would provide an option for communicating transdisciplinary research aside from submission to more traditional journals that serve a given discipline or area of research.

Establish a think tank resource of scholars of color to provide formal access to experienced and vetted senior scholars who can bring their expertise and voice to current and future issues.

- Complete and maintain an updated and inclusive directory of Ford Fellows that includes expertise, current positions, a bio sketch and contact information;

- Serve as an established and valued forum for insight on current issues in all areas that include the arts, humanities, social sciences and STEM; and

- Determine a process for communicating as a collective on current issues as requested, or as deemed useful in activism for the communities we represent.

Reflecting forward on beneficial outcomes: Perspective of, or analyses by, scholars who are under-represented can bring a much needed and deeper understanding to current global issues. Some examples of such issues are: the potential impacts of charter schools on elementary and middle school education, the role of media in political elections and voter participation in local, state and national elections, the rise in known fatalities in African-American communities at the hands of police, the pros and cons of the Affordable Health Care Act, the impact of climate change on subsistence farming in rural areas, nutrition and food supply from agriculture in developing countries or how to move biomedical advances into wider use to combat spread of infectious diseases or prevent the rise in non-infectious chronic diseases. These perspectives are essential to developing effective policies to make decisions or more equitably distribute limited resources.

Form an effective, self-sustaining structure of a "Scholars of Color Organization" that will include Ford Fellows and possibly others.

- Membership of such an organization might be recipients of Ford, Mellon, McNair or other similar fellowships. Members would be tenured scholars who are members of groups under-represented in the academy, or those who are proven supporters of the missions of the Ford Foundation Fellowship program and the Ford Foundation;

- A means would be determined to elect officers, a guiding board and other subcommittees. For efficient use of leadership skills and retention of organizational memory, a system of service by one person as chairperson elect, chairperson and immediate past chairperson

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would serve a Scholars of Color Organization more than the format of a one year term as a co-chairperson that is traditionally used with organizing the Annual Ford Conference;

- Regional chapters that affiliate with the Organization might be considered for identifying and addressing more local needs; and

- A mentoring plan should be developed similar to "One-on-One" sessions that are a part of the Annual Conference of Ford Fellows. Senior scholars would self-identify as someone willing to serve as mentors for pre-tenured faculty or those in the graduate training or postdoctoral years. Such would bring about a robust transfer of insights to help fill the void in effective mentoring that can occur for students and faculty of color.

Reflecting forward on beneficial outcomes: While Ford Foundation Fellows represent one large cohort of scholars of color, other fellowships provide financial awards and mentoring towards the goal of increasing diversity in education. An organization of scholars of color that includes persons who have been vetted through these awards could leverage collective insights. It could contribute to a clearer understanding of how the presence of faculty of color on campuses is highly desirable for the education of all students. Job searches, fellowship and funding opportunities, candidates for new leadership positions and searches for collaborative researchers would benefit from access to a "Scholars of Color Organization." Such an organization could be used for locating applicants for positions that range from postdoctoral fellowships through levels of the professorship to department chairpersons and university deans, provosts and presidents.

Moving Forward

The collective voice, as well as individual and group contributions of Ford Foundation Fellows and those like-minded, is most needed. This is especially true in the climate that has

developed nationally in the U.S., and internationally, after election of the 44th President of the U.S. in 2008 and 2012, and the prevailing climate surrounding the 2016 national election season when these Proceedings were compiled.

Forward movement in the world of academia occurred with implementing the inaugural SFFC. This initiative has continued and gained momentum with a 2014 SFFC, planning of an ongoing biannual conference for senior Ford Fellows, instituting a Senior Ford Fellowship award and now preparation and publishing of this volume. Continued progress requires concerted and collaborative effort of scholars already involved—some have contributed to this volume—and those who are well positioned to engage by their training, current position and commitment to the overall mission.

Ford Fellows are diverse in thoughts and experiences. We also are not unique in the desire to make access to higher education available to anyone who seeks it and works hard to attain the benefits that can come with earning undergraduate or graduate degrees. Therefore, some initiatives can engage Ford Fellows specifically, and some can include other like-minded scholars.

How to establish and sustain what is put in place will be revealed through continued efforts, much as the path of a river finds its way to its destination—creating the path as it goes. A wise guide is found in the often verbalized statements (not necessarily African proverbs), "If you want to go fast, go alone; if you want to go far, go together" and "One can achieve great things as long as you do not care who gets the credit."

Some goals going forward have been, or can be, attained in a short amount of time. Others will take longer to put in place so they can become self-sustaining. We hope that ideas offered here will become reality, extend to affect many, and will contribute to lasting change in

the academy and beyond. The genuine spirit of progress, for and by the senior Ford Fellows collective, is exhibited in the collaborative efforts required to produce this volume.

We are grateful to the Educational Division of the Ford Foundation for providing financial support, to each contributing author, and to those who will read and use the volume in the months and years to come. It is our hope and fervent belief that contents of the published volume of proceedings will provide: 1) a lasting testament to what collective efforts can accomplish; 2) a well-used resource for individual development within the academy; and importantly, 3) a recognized guide and predictor for transformative leadership in higher education.

In seeking to broaden access to higher education, the strongest and most consistently called-upon motivations continue to be honoring those who have gone before and clearing a path so that those who come along with and after us can provide their unique contributions. These motivations are shared by many, both persons known and unknown. We invite and urge you to engage for moving vision into reality.

Looking forward!

i. The invitation to deliver a presentation on Transformative Leadership at the closing of the 2014 Conference of Ford Fellows signaled a unique and most appreciated opportunity for me to share with the Ford Family some of the key lessons that had transformed me, and hopefully could be of value for the next generations of Ford Fellows who also venture into leadership roles.

ii. Among the many books that contributed to my leadership and personal growth I can recall and list the following: *The Power of Intention* by Wayne Dyer, *The Dark Side of the Light Chasers* by Debbie Ford, *Presumed Incompetent* edited by Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González, and Angela P. Harris, *Teachings of Love* by Thich Nhat Hahn, *Zen in the Art of Archery* by Eugen Herrigel, *Toward a Psychology of Being* by Abraham Maslow, *The Four Arguments: A Practical Guide to Personal Freedom* by Don Miguel Ruiz, *The Monk Who Sold His Ferrari* by Robin Sharma, and *Seat of the Soul* by Gary Zukav.

iii. An important context of that situation was that under a "politically centrist" political administration, the UPR president's office had partially supported my pursuing doctorate studies; support which came with the understanding (and contract) stipulating that I would return to that institution to help build the nascent School of Public Communication (launched in 1972) and a field that practically had no history of empirical social science based research on the Island.

iv. At 5:05 p.m. on October 17, 1989, my research assistants (Maria Denney and Anthony Osuna) and I were returning to Santa Barbara on a commercial flight after having dedicated two hours (2-4 p.m.) speaking with the staff of Governor's Office of Emergency Services. After resting that evening in Santa Barbara, the next day we drove to the Bay area to pursue our fact-finding research on the communication challenges faced by non-English speaking populations in the aftermath of that natural disaster.

[v]. See Subervi-Vélez, Federico A., Denney, Maria, Ozuna, Anthony, & Quintero, Clara, in collaboration with Juan-Vicente Palerm (1992). *Communicating with California's Spanish-speaking populations: Assessing the role of the Spanish-language broadcast media and selected agencies in providing emergency services*. California Policy Seminar, University of California, Berkeley.

[vi]. Subervi-Vélez, Federico A., Hernández-López, Nitza, & Frambes-Buxeda, Aline (1990). Mass media in Puerto Rico. In Stuart H. Surlin and Walter S. Soderlund (Eds.), *Mass media and the Caribbean* (pp. 149-176). New York: Gordon & Breach. This chapter was reprinted in the Winter 1990-91 issue of *Centro* (the Journal of the Center for Puerto Rican Studies, Hunter College), *3*(1), 38-54. It was subsequently slightly updated and published in Spanish in *Homines*. Revista de Ciencias Sociales (San Juan, Puerto Rico), joint issue *15*(2) & *16*(1), 39-60; and in *Comunicación y Sociedad* (Guadalajara, Mexico), *24* (mayo-agosto, 1995), 45-83.

[vii]. I requested a leave of absence without pay from UT, but it was denied and was required to resign in order to accept the job at Pace.

[viii]. See Subervi, F. (2010). An Achilles Heel in Emergency Communications: The Deplorable Policies and Practices Pertaining to Non-English Speaking Populations. Final report of the Emergency Communications Project, funded by the McCormick Foundation.

[ix]. One of the factors that contributed to my accepting the job at Kent State and the subsequent closing of the Center at Texas State was disagreements with the director of the School and Dean of the College at Texas State regarding the future of the Center. Another contributing factor was that Dr. Chapa, the Associate Director of the Center at Texas State, was recruited to Florida State University where she is now the director of the Center for Hispanic Marketing and Communication.

^x. The job was offered to a faculty member who had fewer national and international academic credentials in the field of communication but was an "insider," i.e., already part of the university system.

^{xi}. The projects include an audience study of Radio Vieques, a community radio station on the island municipality of Vieques; an analysis of the thesis and dissertations about media and communication produced at the University of Puerto Rico; and an update analysis of the media system of Puerto Rico

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