The Study of Faculty of Color Experiences at IUPUI

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I.   Introduction

Faculty of color (defined for the purpose of this study as Asian, Black, Latina/o, and American Indian) play a critical role in contemporary higher education; Garcia (2000) stated, "When faculty of color enter and succeed in the academy, they contribute fresh perspectives, generate new ideas, and develop new approaches to learning" (p. *xviii*). Additionally, in a study conducted by the American Council on Education and the American Association of University Professors (2000), faculty members expressed "campus diversity is desirable for all students and faculty" (p. 4). In that same study, the respondents agreed that diversity changes the dynamics of classrooms and leads to an increased focus on issues of diversity.

Despite the acknowledged benefits that accompany the presence of faculty from less represented populations on the nation's college campuses, administrators at predominantly White institutions (PWIs) continue to face the challenge of recruiting and retaining faculty of color. According to the American Council on Education (Ryu, 2008), while the percentage of minority faculty members increased by 16 percent from 1995-2005, 78 percent of faculty positions were still filled by whites. At IUPUI, among tenure related faculty, Asian/Pacific Islander faculty represent 15 percent of the faculty, while 3.5 percent are Black, 3 percent are Latina/o, and less than a half (0.3) percent are American Indian (IU Fact Book, 2008). The chilly climates that exist at many PWIs may contribute to the attrition of faculty of color, as well as the ability of those institutions to initially attract those faculty members (Phillips, 2002). Turner and Myers (2000) stated that chilly climates and uncomfortable work environments often hinder the progress of minority faculty and that those climates could be a source of dissatisfaction in their careers. In a study which included interviews and focus groups with faculty of color, Turner and Myers (2000) uncovered several instances of racial and ethnic bias in the workplace. Just 5% of

the respondents reported that they *never* encountered racial or ethnic discrimination in the workplace; the faculty repeatedly expressed concerns regarding: denial of tenure or promotion, the expectation that they would work harder than their White colleagues, having emphasis placed on race and ethnicity versus credentials, tokenism, lack of support or validation for research that focused on minority issues, low number of minorities on campus, and the expectation that faculty of color would be responsible for minority issues.

When perceptions of majority and minority faculty were examined by Aguirre et al (1993), the findings indicated that minority faculty (the terms "majority" and "minority" were used by Aguirre) were less satisfied than their majority colleagues with various aspects of the work environment, including promotion opportunities, and everyday interactions in the workplace. Minority faculty also perceived that they had fewer opportunities to participate in decision-making and viewed themselves as peripheral members of their departments. Further, because minority faculty were excluded from participation in *non*-minority issues at the departmental level, the marginalization was particularly troublesome since it is at that level where they could have the most influence and make the greatest impact.

If we expect to grow our faculty of color, our focus must be on cultivating a climate that is welcoming and fosters full participation from its members. Bowen and Schuster (1986) asserted that our colleges and universities will likely suffer if our faculty members do not feel aligned with their respective institutions. That feeling of "dis-alignment" tends to be more prevalent among faculty members who are women and/or persons of color. Olson (1992) concurred that faculty who do not feel connected to their institution's priorities may cease to actively participate in its functioning or even choose to leave it.

Prior Reviews Conducted at IUPUI

In the past, IUPUI has recognized the need to assess the campus' climate. In 1997, IUPUI Chancellor Gerald Bepko commissioned a campus climate review to examine how students, faculty and staff at the institution experienced the climate. The stated purpose of the review was "to assess the overall campus environment with the aim of learning how we can ensure that it welcomes and promotes the access, growth, development and pursuit of excellence of all qualified students, faculty and staff" (Meeting notes of Tuesday, October 18, 1999). The Campus Climate Review Committee engaged in a self-study of the institution and drafted a report; that document provided background information and data for a campus site visit by two external reviewers in April 2000.

As a part of the self-study, one of the four Working Groups of the Campus Climate Review Committee focused on Human Development of Faculty, Students, and Staff, and was charged with "exploring the policies, procedures, and implementation strategies for recruiting, developing, and retaining diverse populations of faculty, students, and staff at IUPUI" (IUPUI Campus Climate Self-Study, 2001). The Working Group catalogued and reported on specific programs and activities implemented by some Schools and Administrative units to cultivate an environment conducive to the success of faculty from less represented groups; those reported activities included: the creation of a Minority Faculty Development advisory committee as well as the Office of Minority Faculty Development staffed by a part-time coordinator to facilitate the recruitment and retention of minority faculty; the implementation of mentoring programs; and various community-building events. While several examples of efforts to retain women and faculty and staff of color were reported; approximately one-third of the Schools did not identify any retention methods that were in place, including one School which reported that it did not

have any retention practices since they did not have employees from less represented groups. Another School stated that it assisted *all* faculty and staff with professional development, therefore did not recognize a need for special efforts to retain minority or female faculty and staff; while one School indicated that it had not initiated any retention practices, and instead had adopted a reactive versus proactive stance and placed the onus on women and faculty of color to request assistance when needed. (IUPUI Human Development of Faculty, Students and Staff Working Group, 2001). The findings of the Working Group summarized the initiatives and programs identified by various Schools and Administrative units to provide environmental supports which strive to attract and retain students, faculty, and staff from less represented populations and enhance their success. The factors that were identified as helping to advance an environment conducive to attracting, retaining and supporting less represented faculty, students, and staff were: (1) administrators who promoted diversity initiatives personally and financially; (2) cultivation of a workplace where fairness, respect, and appreciation of personal differences are valued; (3) fostering a culture that is warm, receptive, and inclusive; (4) insuring that search and screen committees are diverse; (5) offering attractive financial packages that are competitive; and (6) salary equity.

The IUPUI Campus Climate Self-Study was followed by a site visit of two external reviewers at the invitation of the campus in spring 2000. Regarding the recruitment and retention of faculty, the institution was urged to find ways to eliminate the "revolving-door syndrome" when it comes to retention; the reviewers also highlighted the need for mentoring programs for junior faculty and strategies to insure that senior faculty feel supported by the institution.

The process of faculty recruitment at IUPUI, particularly among faculty of color once again received attention in 2006, when Chancellor Charles Bantz commissioned and sponsored a review of hiring and employment practices at IUPUI. The principal **purpose** of the review was to examine current practices, procedures and policies as they relate to the hiring and promotion of faculty and senior level administrators, to also learn what strategies were working well, and assess where improvements needed to be made in order to increase diversity among both groups on campus.   The hiring practices review focused on the advancement of women and persons of color (American Indian, Asian, Black, and Hispanic/Latino[a]) since they are least represented among faculty and/or senior level administrators.

The Hiring Practices Review Team prepared and submitted an Executive Summary which included its findings as well as recommendations to facilitate the recruitment and retention of less represented faculty and senior level administrators at IUPUI. While the team was charged with reviewing hiring practices on campus, the team felt that they could not ignore an overriding theme which arose during meetings with faculty and staff, which was the need to address larger issues of campus climate for persons from less represented populations at IUPUI.

Earlier studies with Black and Latino faculty were conducted in 1991 and 2001, but those studies did not include in-depth interviews with faculty participants.

Highlights from the Literature

<u>Visibility of Faculty of Color at Predominantly White Institutions (PWIs)</u>

Turner and Myers (2000) reported that African American faculty at PWIs were of the opinion that visibility at their institutions was often based primarily on race rather than on scholarly activities or credentials. At the same time, the faculty expressed frustration over the

belief that they were invisible and did not fit the view of what others considered the norm, based on what may be differences in their physical features. As a result, for faculty of color, the emphasis may be placed on their skin color and other visible ethnic features, while their scholarly achievements may be ignored. For women faculty of color, the challenge is an invisible marginality (Stanley, 2006) which is attributed to being a woman as well as a person of color. St. Jean and Feagin (1999) found that Black women in the workplace often experience the double burden of gendered racism.

The Burden of Service

When the number of faculty of color PWIs is low, those few individuals may face heavy service demands. A consequence of having significantly fewer numbers of faculty of color as compared to their White counterparts is that service responsibilities may become a burden due to the insufficient numbers; quite simply, "the few are doing the work of many" (p. 181, Branch, 2001). Scholars of color also find that they are often asked to respond to requests for service that are imposed upon them due to the assumption that they are best suited for specific tasks because of their race and/or ethnicity (Aguirre, 2000; Alexander-Snow & Johnson, 1999; Swoboda, 1993, Turner & Myers, 2000), but may not have expertise in other areas.

Bella and Toutkoushian (1999) examined the differences in faculty productivity and time allocations and found that when compared with their White colleagues, African American faculty spent less time in teaching and more time in service. Furthermore, faculty of color are involved at significantly higher rates than White faculty with student groups who participate in service activities (antonio, Astin, & Cress 2000), so while teaching time was decreased, time allotted to service activities increased. The findings reinforce concerns that because the number of African American faculty at predominantly White institutions is low, these faculty may face

greater demands for service than their White counterparts. Additionally, White faculty may be relieved of the responsibility, as well as the benefits that can be gained from working and interacting with a diverse student body.

This presents a dilemma for minority faculty since while there is the expectation to engage in service activities, that service is often, _not_ recognized or rewarded in the promotion and tenure process. Padilla (1994) labeled this plight "cultural taxation":

> The obligation to show good citizenship toward the institution by serving its need for ethnic representation on committees, or to demonstrate knowledge and commitment to a cultural group, which may even bring accolades to the institution but which is not usually rewarded by the institution on whose behalf the service was performed (p. 26).

In a comparative study of occupational stress of African American and White university faculty (Smith & Witt, 1996) the findings revealed that the extra service assignments given to African American faculty contributed to increased levels of stress, and could lead to overwork, over commitment, and burnout. This is attributed to the increased time devoted to meetings, student advising, and other nonteaching/research-related duties that reduce and subsequently impact the time that African American faculty have available to spend on research and teaching, activities which are of course necessary to achieve promotion and tenure.

Double-Jeopardy: Women Faculty of Color

Women faculty of color may have to contend with being labeled a "double minority" (Stevenson, 1993) along with the perception that this dual status provides an advantage in the hiring process.   Turner (2002) specifically addressed African American women scholars and

their having to often deal with a kind of multiple marginality in which they may be accorded a particular status, or subjected to certain treatments due to their race and gender. The intersection of the two factors can combine in subtle and unsubtle ways to create multiple obstacles in terms of the climate for African American women scholars in PWIs, who as a result likely experience the academy differently than their male counterparts.

II.   Methodology

The purpose of the current study is to take an in-depth look at the experiences of faculty of color at IUPUI, the ways in which they experience the climate, the opportunities and frustrations they encounter in pursuing their work, the people who help or constrain them, and how they see their future. This study was particularly well suited to qualitative inquiry since the primary goal was to solicit views from those who experience IUPUI as persons of color, thereby giving the faculty a voice (Guba & Lincoln, 1994), and increasing the understanding of the experiences. Through the voices of these professors, the research team explored the perceptions and experiences that may impact their retention. This study was a qualitative inquiry investigating the perceptions and experiences of a purposeful sample of individual interviews with 13 professors who self-identified as Asian, Black or African American, or Hispanic or Latino. Two faculty members identified as Asian, five professors identified themselves as Black or African American (it is important to note that two of these five professors felt most comfortable with the term Black); additionally, six professors identified as Latino. Within this sample, seven faculty were tenure-track and the other six were tenured professors. The faculty members in this study represent nine schools across the campus of Indiana University Purdue University Indianapolis (IUPUI).

Initially, the research plan included focus groups. However, an attempt to conduct focus groups failed as only a few faculty members positively responded. Other faculty did not respond at all. Telephone and email invitations were used to contact them. Nonetheless, two faculty members who responded positively to email invitations for the focus groups agreed to participate in individual interviews. Given the nature of this campus climate study (IUPUI colleagues serving as research team and the purposeful sample of faculty from specific ethnic groups), it is possible that faculty contacted were reluctant to share their experiences. However, it is possible that after the dissemination of this report, faculty may feel comfortable responding to these results in a focus group setting. The research team also recommends a separate study of faculty of color within the Indiana University School of Medicine. This additional study may produce similar or distinct themes that are equally important to the campus of IUPUI.

The Institutional Review Board (IRB) initially granted approval in March 2008 to conduct the study, however in less than a week, the team received notification from the IRB of a revisions that needed to be implemented on the Informed Consent Form which led to a renewed review process. Final approval to conduct the study was granted May 1, 2008; the timeframe presented a challenge in terms of scheduling faculty participants for interviews as the spring semester had essentially ended. The research team members conducted individual in-depth interviews with faculty participants from May –December 2008.

The interviews were digitally recorded and transcribed; the first set of codes were created based on broader themes from questions in the 33-item interview protocol. The research team then collapsed initial themes until clear distinctions emerged between major themes (Cooper & Kemper, 1993). Interpretation of the data was performed through a summarization of the themes that emerged. The research team used the Nudist qualitative software to manage emerging

themes and initial analytic memos (Creswell, 1994). All analytic memos were reviewed, compared and analyzed as they served as the basis for the data interpretation.

It is important to address the critical issue of confidentiality as part of the methodology and dissemination of results. This proposal was written by an IUPUI faculty member with the support of an IUPUI unit, the Center for Urban and Multicultural Education. The research team consisted of two African American non-tenure track professors, one Latino associate professor, and one African American graduate assistant. Two members of the research team worked closely with faculty of color at IUPUI through their employment as director of a faculty advocacy office. Therefore, these two team members had close ties to many of the potential faculty participants for this study. Needless to say, all faculty participants were eager to share their positive and challenging experiences but expressed major concern about confidentiality. With this in mind, the researchers worked tirelessly to present the data in such a way that would draw a truthful, provocative portrait while protecting the identities of faculty of color that remain on this campus as faculty colleagues.

III. <u>Difficult Dialogue and Teachable Moments in the Classroom</u>

The important and clearly complex relationship that exists between the faculty and the students cannot be ignored in an examination of the experiences and perceptions of faculty of color at IUPUI. With more than 30,000 students coming from all 50 states and matriculating on this metropolitan campus, it is safe to say that faculty of color have interacted with students who represent diverse perspectives, values, and experiences. With this in mind, the majority of the faculty interviewed discussed their students' discomfort with accents, challenges about course policies and biases, and finally, the ultimate challenge of expertise of faculty members of color. Only one Asian faculty member expressed her satisfaction with students in her courses. This

comment is a stark contrast to other faculty of color, especially Latino and African American

faculty interviewed.

> Actually I feel more welcome here. It's my opinion. I'm not sure it is correct but it is my perception I think people here are more used to us. Maybe it is a bigger city so maybe they grew up with minorities. It's not strange to them.

When probed for any challenges that may relate to her Asian identity, this faculty member did

reveal that she had received only one comment from a student regarding that she is "hard to

understand." One Latino professor mentioned that students' comments about his accent were not

all "friendly." He reported, "Sometimes they just come out and say it is hard to understand you."

Another Latino professor in a different school admitted that his accent is a big issue with

students:

> …it happens in my classes. Especially somebody who has never taken classes with me. The first couple weeks they say they can't understand me. Then after they listen to me for a couple weeks then they stop having problems. It is just a matter of getting used to listening to somebody with an accent. If you are not willing to do that then I don't know what you can do about it.

Additionally, an African American female professor further evidenced this case of student's

discomfort with accents by discussing her students' comments about her Latino faculty

colleague.

> I've had other students tell me they can't understand Dr. (inaudible). The way he talks. I say that is interesting. I talk to him every day and I have no problem understanding him. I can understand all the people they complain about perfectly. I just think that the students have these perceptions. You don't look like me or you don't talk like me so you are not like me.

Faculty of color recounted students' explicit dispute of course policies such as grading and

student expectations. Below is an extended passage from an African American female professor

who begins to unpack a conversation regarding her grading calculations.

…but as far as being black and being a woman and being young, I don't know how well I'm received. I would think not very well. Students like to challenge you and I am not offended by that in any way. I had a student two days ago when I posted grades, I posted grades on Monday and on Tuesday he sent me an email and said I think you made a mistake calculating my grade. So I copied his line in my excel file and said if you can identify the mistake I will be happy to correct it. Two days later he emailed me back and said well there is no mistake in the way you calculated it but if you had calculated it this way I would have an A instead of an A-. I said so are you suggesting I calculate your grade differently than the rest of the class? He said well, I just need an A in this class. It was amazing to me that he wanted to discuss my method of grade calculation which had been on the syllabus from the first day of class. I explained on the first day of class my way of grading. I just feel like that wouldn't have challenged me if I were not a woman. He is about my age, this particular student. He is male. He is a white man.

The only Asian female assistant professor interviewed shared her own proactive, and possibly defensive strategies for deflecting students' departure from the course policies.

I think this is not just for myself. I think for female Caucasians it can be the same. It could be more difficult to get authority in the classroom. That is always, I can't say a challenge but I always keep that in mind so when I start a new semester, I always set the right tone. A couple days or a couple weeks that you have students ask you about things or give you some excuses for something. I just keep saying no. I have to stick with my policies and I have to be fair. I mean what I said.

Faculty of color also confronted their students' perceptions of the faculty member's possible biases. One faculty member shared her students' first impression of her as it might impact the climate of the classroom:

I think that I'm starting in a hole because even now I sound like them but I don't look like them. Their expectation immediately when I walk in the room, some students say I am very frightening. (African American female assistant professor)

Two other faculty members talk more specifically about students' discomfort with a perceived overflow of race-related and other multicultural contexts.

I think I have had white students feel a number of times that maybe I was anti white but maybe that way a little bit because I focused so much on the issues but you have to. In this field you have to be representative of what is really happening. (Latino associate professor)

There were some black students who informed me that white students felt that I talked about race too much. And I was like ok whatever. How many times have I read that in the literature? Whatever. And there is supposed to be one course, this is their thinking, there is supposed to be one course where I am supposed to be uncomfortable and that is the Diversity course. And the Diversity course on one day you should talk about race. Not the entire semester (African American female assistant professor)

Lastly, the issue of authority in the classroom as it relates to content expertise is a major theme that could not be ignored in this study. Below are four accounts of how students challenge the professors' specialized knowledge.

And who the hell are you to tell me about race in an Intro class? That is not part of my conversation even though [the students] are sitting smack dab in Indianapolis with all the [Blacks] and Latinos. I am not wanting to hear that. (Another African American female assistant professor)

It could be a combination of stuff which is that I'm not licensed in the state of Indiana. I'm not Caucasian. That is a double punch for me to kind of get respect from the students. Once they find out we are not licensed they tend to look to why are you here? (An Asian male assistant professor)

For example like I am giving a lecture about new [discipline-specific] methods. Of course I try to cover whole aspect of what it is. Some of them asking not necessarily question but just challenging or try to find I know what I'm telling. Something like that. (same Asian male assistant professor)

It's pretty well received but I know and I'll have a student say well your class is way harder than [colleague's name] class. I'll say well why would you not expect it to be harder. He teaches [content area]. Before you can ever take his class, you have to have a [content area] class. You have already been exposed to [content area]; now you just have to apply it to a [broader content area]. What I teach you have never seen before. Of course it is going to be hard. I just thought his class would be harder. Why? Based on what I just said doesn't it intuitively make sense that my class would be harder? I just thought your class would be easier. They can't really tell me why and maybe it is me being paranoid but why? (African American female assistant professor)

The last passage echoes a provocative comment made by feminist scholars, Baker & Coop (1997) who cautioned that "whenever professors differ from the white male hetereosexual norm, they must contend with how others perceive their differences and hope their characterizations will not be perceived as liabilities" (1997, p. 30). Is the faculty member's extended passage above any indication of a climate where she is vulnerable to a particular standard (in this case a

lower standard) due to students' assumptions about the content or about this faculty member's performance and expertise? Given the accounts provided by other faculty members, it is not an encounter that can be brushed aside as a common undergraduate classroom scenario.

These professors tried to draw a very distinct line between inquisitive students and students who were trying to find major flaws in their professors. Reflection, for most of the faculty, rested on finding a rationale for why students behave in these ways. It was unnerving to each faculty member but more salient was their consideration of the student population and their own perceptions of students' limited knowledge of cultural diversity and limited self-reflection related to biases, values, and perceptive. Contradictory to one Asian female professor who felt that students were more accepting of "minorities" because of their experiences in Indiana and at IUPUI, most of the faculty drew alternative conclusions about students with presumably Indiana roots. One Black female professor simply stated, "and then in Indiana so many of these kids have never had a minority person teach them in their entire lives. It's probably a shock to their system anyway!" This statement has a similar tone of other faculty statements that expose the cultural distance that might exist between themselves and their students. The first two statements come from one African American female assistant professor while the last statement is offered by another African American female assistant professor:

> I've had students say that I've never talked to a black person before. The only time I've talked to a black person has been in the store. They were at the cash register.

> I had one student and told me he was from the south side in Greenwood and he said before I came to IUPUI I never had a conversation with a (inaudible). He said before I met you and this is because this was before we became a really diverse department, before I met you I never had a conversation with a minority. Never? Not at the grocery store, not ever? He's like never. He said and I really had some negative perceptions about all minorities. I am a white man in America and minorities are taking away my way of life.

> They are already incensed when they see a black person in front of the classroom. And then you are a black person in the classroom talking about race in a class that says there is nothing about race in the title—an intro course. I am going to have to start putting either race or diversity in every damn class.

Some of the faculty dealt directly with the racist and incredibly biased notions of their students. In addition to feeling extreme frustration, these faculty members also proclaimed the importance for students to gain some cultural awareness while in college.

> I've had students say things in class that were just incredibly racist that I had to calm myself and say this is going to be a teachable moment for everybody. You don't know what you just said. I need to explain to you how hurtful what you just said would be if the person you said it about heard you and how hurtful it is to me and why. So this is just going to be a moment of, this has nothing to do with what we are talking about but just a cultural diversity of why you can't say this about black people. It's pretty well received. (African American female professor)

> …we did an activity once where they thought about different identities like mother. professional, personal. Then there was a line where they could add something that wasn't on the list. We went around and people said I'm a father and somebody said I'm a lawyer. There was some really good discussion that came out of that and then at one point I said, well I'll have one. I am part of an interracial marriage. That is part of who I am. Silence. You would have thought that I took my clothes off. I remember that so well because I remember feeling a little bit like I was unnerved by it. (Latina professor)

Overall, these jaw-dropping portraits of student-faculty interactions mirror the in-depth studies of scholars such as Lucile Vargas who uncovered students who found the cultural content of faculty of color to be a distraction (1999). In these moments, professors of color have more to consider than low student evaluations. Who is available to support faculty who need to consider the deeply personal contexts of their students while pressing forward to engage students in the cultural matters of specific content?

Connections and Isolation among Faculty Peers

Collegiality is a major theme coursing through the veins of research on the experiences of faculty of color. When directly asked about their relationships with peers in and outside the walls of their departments and schools, many professors shared qualities of these relationships that were both encouraging and disappointing. While connections were made in the departments and

schools, there was still much discussion of isolation, a word used by many faculty members. In terms of positive connections, almost half of the professors interviewed admitted receiving a warm, sincere reception from their colleagues. Moreover, one faculty member, an Asian male assistant professor, described his departmental colleagues as "diverse" and mostly originally from "out of state." He had a strong feeling that they were comfortable with ethnic diversity and therefore, did not see or anticipate any future conflicts with them. Additionally, other professors of color described their colleagues as generally collegial and only one Black female professor even described them as "family-oriented" which matched her strong sense of family. Three faculty members provided many examples of productive scholarly collaborations when asked if colleagues respected their work. Such examples as serving as co-investigator on grant-funded projects, co-designing a course on race within her school, and lastly, joining a group of colleagues who volunteered to teach a course about women within their field demonstrated professional connections that rejuvenated their work within the school. It is important to mention that some faculty clearly did not consider what other colleagues felt about their own scholarly work. These faculty either pressed on with collaborations with other faculty of color or other white scholars. With this in mind, the access to social networks within their departments and schools still emerged as a significant issue for many other faculty in this interview. Five faculty members of color clarified whether or not their substantial relationships existed within or outside of the department or school. One African American female assistant professor directly stated that she had some close ties with two other African American female non-tenure track faculty within her school. One of the Latino associate professors commented on the significance of his relationship to a tenured male professor within his school:

> The only person that I feel is sincere about what I do and has voiced it is [first name of colleague]. Other than that it is isolation.

Later in the interview he described how a friendship thrived before he became a mentor:

> [First name of colleague] and I had struck up a beginning of a friendship and it turns out he is a west coast person and so am I. We had that in common… we had a lot of connections. He had the same kind of notions. He is Greek, Mexican and German. We have that sort of cultural background… He had values that I valued. I know that he had tenure. I know that he would speak up when it came to me.
>
> He has given me moral support, given me insights…when my mid-tenure review came up…he said I am going to take you to the concert. His wife was out of town. We went to a concert and then after that we went to go eat. So he has given me moral support more than anything else.

Lastly, a tenured Latina professor shared bittersweet memories of the "buddy" she found in an

African American male assistant professor during her first years at IUPUI:

> When I came to interview I met [name of colleague] and one of the things about him was that he had been at [name of university] and knew some of the people that I knew there. That is where I trained even though we hadn't met there. We connected really well and in fact when I had questions as I was preparing to interview, I knew that I could call him and ask him and he wouldn't give me the party line. Then when I came we became best friends. I always say I was accepted because he was here and [name of colleague] liked me. He facilitated my entry into the department. That was great. The whole time that he was here was great. I had my buddy and then when he left it was hard. By then I had connected to other people. It was still hard because nobody was like him.

The sense of loss was evident as she reminisced the gift of the relationship in those early years.

The separation from a close colleague within the department was undoubtedly difficult. The

other people she eventually connected with came through a bonding of female faculty within her

department who were looking for more than just working toward tenure and post-tenure success:

> They wanted more than that so we have a group of women faculty and we do a lot together and I think to a degree that the men kind of get upset. So in that sense it is not lonely but if I think in terms of color, I have to go out and look…

Looking outside of the department for social networks was a common notion among other

faculty of color in this study. In describing an undeniable sense of loneliness, he proclaimed:

> Sometimes I wish I'm not here. For example on the west coast there are many diverse and I see more Asian people. Whenever I get a chance to go visit the west coast I feel

more comfortable. Here there are not many Asian people around. I don't know what to say.

Three other faculty members described how they reached out or accepted invitations from faculty outside their immediate space. One Latino assistant professor briefly discussed her relationship with a mentor from the Bloomington campus and how his wife helps to keep her connected to community events. The same Latino associate professor who discussed her bond with another Black male professor and a group of female faculty within her department also disclosed another group of women from other schools across IUPUI that is very fulfilling.

> I'm in the community of practice. We presented [at a local symposium] last year. One was a [professional title]. One was an [another professional title]. One was a [professional title] and me. I just loved it. I came back from those meetings like people are different. Jokes are not all about [her field].

One African American female assistant professor boldly stated her proactive ways of establishing productive, sincere relationships outside of her department:

> I seek out women and I seek out African Americans or blacks. I think that we have some similar experiences. I seek those people out and it makes me feel better when there are people I can talk to. One of the faculty in the school of [field] was the reason I found her is because she is a mother and she is African American and she is a wife. Her husband has a very important job and so does mine and so it's not just I've got to be the professor or professional and a mom but sometimes I have to be the wife and sometimes I don't feel like it because I'm tired but it is going to hurt him in terms of his career if I don't so I have to. I can talk to her about those things and it is helpful.

This same professor also shared the benefits of attending Black Faculty and Staff Council meetings during her first years at IUPUI.

> Through those interactions I met people on campus. I wouldn't say they are assistant [professors] but I have friends in other departments that I can call and say this happened to me today.

> With the potential for solo status within a department or school, many faculty of color

find themselves confronting loneliness and isolation. Some of the faculty of color who delighted

in their strong bonds with individuals and groups of faculty joined other faculty of color in

processing obstacles to developing other positive, productive relationships with colleagues.

These professors of color openly discussed their struggles with their peers' limited cultural

awareness, limited access to social networks on campus, and their strong desire for departmental

and on-campus research partners.

Latino faculty of color revealed experiences where colleagues have demonstrated gaps in

cultural awareness and cultural sensitivity. Not unlike experiences with students, one Latino

professor commented on his colleagues' not being able to understand him because of his accent.

Interestingly enough, he mentioned how one student knew he was self-conscious about his

accent and offered comforting message regarding accents:

> The accent can be used in your favor. People have to listen carefully. People that
> don't understand you is because they are not listening to you carefully.

Even if this professor embraces this student's insight, this professor still ponders a possible

language barrier or intolerance. Another powerful experience comes from a Latina associate

professor shared her frustration with colleagues who did not recognize stereotypical messages

about Mexicans.

> I went to a reception once and to explain to my colleagues, we were talking about how
> insidious racism is and prejudice against different ethnic groups because we were at a
> reception and there was different tables, different types of food, and there were
> decorations according to the ethnic field that fit he food. I got a bunch of people from the
> state but also the university over to the Mexican table. I asked them, What do you see? I
> didn't tell them what I was looking for. They were describing the food. That is burritos;
> that's tacos. Ok, do you not notice they've got the banditos….and it was guns with fake
> bullets and I was so angry. I was so upset and they're like what? They didn't really get
> how insidious it was and what is that saying? How offensive it was and stereotypical it
> was. What was even more frightening was that they just didn't catch it. All these
> educated people didn't catch it. I used that to inform my colleagues. A number of times
> through the years I tell that story. It's there folks whether you want to see it or not.

Another equally provocative commentary from a Black assistant professor sheds light on the

need for campus-wide dialogue on cultural awareness, competence, and engagement:

> One of the many things that I truly cannot stand about this place is the passive aggressive nature that some faculty, one in particular, shows towards faculty of color….. Or perhaps that is the way she works with everyone. Many of us know or have been on the receiving end of a faculty member who seems to just be out to get black women whether they be students, faculty or administrators. She has shown a history of disrespect and subterfuge towards black women and people across campus and she gets away with it, because she is well-titled. Nobody says anything. Like she is some sort of super human with powers beyond us common folks.

This faculty member seems to ask for someone to notice the dispositions and behaviors of "well-

titled" people on the campus. Who is having ongoing conversations about this overwhelming

disappointment? What insights can be gained from dialogue on privilege and power in higher

education?

For many, faculty and staff councils become a space to interact with persons who may

have similar backgrounds or who simply appreciate the diversity within a particular cultural

group. However, no one in this study recognized any faculty and staff council as their refuge

from culturally insensitive colleagues. Instead, three of the faculty members shared why being a

member was not a real priority for them.

The only Asian male assistant professor spoke in detail about his feelings of isolation

within his own department and across campus. However, he had not made any attempt to reach

what he knew as the Asian Pacific American faculty and staff council. He did not disparage the

organization, but he seemed non-committal about reaching out or being invited to any events.

One African American female assistant professor talked about the benefits of meeting different

people and discussing issues relevant to equity and discrimination within these council meetings

but she confidently stated her reasons for withdrawing from the IUPUI Black Faculty Staff

Council, after meeting many people through the meetings.

> I felt like I could see myself getting really passionate about the issues that go on inside faculty and staff. Then when I put all my work in that direction, I really didn't have anything to show for it… I feel like you know some things do need to be protested and some things need to be addressed but not everything.

Similar to this professor's decision, a Latino professor shared her reasons for withdrawing from

Latino Faculty Staff Council meetings and events:

> It was pretty positive although early on…I really broke away from a lot of the councils and the activities because of the questions. I know the telltale questions and I walk into a room, "where you from? What are you?" Questions about the last name. Or people who automatically walk up and start speaking Spanish to me. As a test. It's a sensitive subject for me. I lost it...I didn't have any negative issues with anybody I just didn't want to subject myself to trying to prove because I'm not dark skinned. [My complexion] was a lot darker when I moved here...

This statement needs further exploration as it may point to a deep issue of collective identities as

they impact personal and professional identities. Gonzalez (2003) examined feelings of isolation

and fear of compartmentalization even in the presence of ethnic identity faculty groups.

Although there are benefits to these groups, Gonzalez cautions faculty of color about selecting

groups that are so specific or narrow that multiple identities are not respected or invited.

Additionally, faculty like the Latino faculty member above, may experience stress in locating a

group that accepts external sociohistorical changing factors that may exist among members of

one ethnic group. With respect to the feelings and needs of these faculty members, it is important

to examine how the university can promote such acceptance and critical understanding of this

cultural phenomenon. Also does the university send a message that collegiality, in and outside

social and professional networks, should be accompanied with a deep cultural awareness and

cultural competency?

In addition to examining whether or not the councils are on-campus sanctuaries, most of the faculty members of color stressed the professional isolation they faced within their departments and schools. Comments about this isolation were not detailed, understandably. However, it is important to identify the major factors contributing to this isolation. The list below represents a summary of individual comments made by seven of the thirteen professors in this study:

1. The desire to see "another Latino" within the department

2. The failed search for any partners to help develop a strong pre-tenure research agenda

3. The inability to name one departmental colleague as a professional collaborator

4. The disappointment in not having enough colleagues who study race in significant ways

5. The caution taken to not work too closely and reveal too much to departmental colleagues as to avoid getting "screwed"

6. The talks of a competition for funds that exists between Blacks and Latinos

7. The experience of having white colleagues insist upon the "presumption of incompetence" rather than being supportive

These comments command much attention as they outline negative perceptions and troubling interactions with other faculty members within and outside of their departments and schools. What persons or unit is available to assist faculty of color with survival as these issues emerge over the course of seven or more years? Who can the faculty of color depend upon to help with feelings of professional isolation, social disconnectedness, and juggling work and families? Collegiality, according to Hu-DeHart (2000) is "knowing that success lies in a team effort among all the faculty, not merely the excellence of any individual" (Garcia, 2000, p. 28). Therefore, the roles of departmental chairs and academic deans are crucial in establishing opportunities for this

kind of collegiality to flourish. The kind of stress and disillusionment that can result from such

perceptions and experiences cannot benefit any scholar.

V.   A School's Culture for Success

Excellence is a common value in academic schools. Massive grants, nationally renowned

research, and stellar community connections are successes worthy of pursuit in academia. The

professors in this climate study understand these expectations. In reflecting on expectations, they

identified particular factors that prove impactful for the pre- and post tenure success. For one

African American assistant professor, opportunities to resubmit her dossier served as a positive

indicator of support for her progress:

> They worked with me and I was able to submit and resubmit until in their eyes my [promotion and tenure dossier] was perfect. I really feel like everyone on the committee spent a tremendous amount of time with it to make sure it was perfect. I feel like that was done because I just feel that I believe in my school, they want people to get tenure. They're not like some places where only 5 out of 10 can get tenure.

An Asian faculty member in this study mentioned how her department supports her promotion

and tenure:

> I think it was quite clear about what is expected. I worked very closely with my colleagues. We always make sure that we have enough projects, presentations. It has never been a big pressure for me actually, right from the beginnings he made sure that we knew what we were supposed to reach every year.

Also, a Latina professor commented on her general perception of her unit's support:

> I stayed [at IUPUI] because I actually had an academic unit that was very supportive… wanted for me to succeed and tried to provide as many opportunities as possible for me to succeed.

In contrast, other professors draw a different more challenging picture of the culture within their

academic unit for success. Unclear and ever-changing expectations along with little individual

mentoring create a challenging path for some professors.

> Now there is a sub-committee who is in charge of shepherding everyone through but it is not a hands-on mentor. We basically were working with the requirements and checking with the associate dean but you didn't have that person to shepherd you…So it was stressful and also rules had changed regarding outside reviewers and so on, so there was a feeling of lack of control.

When asked if his department had a mentoring program, one associate professor explained the

reactive nature of mentoring in his department:

> There are meetings with the chairman every now and then. Usually one person will look more closely but it is more reactive than proactive. We see the person is having problems writing grants, then somebody will help them. It's not something that is already there. There is no mentoring process.

The ever-evolving and puzzling criteria for promotion and tenure is unveiled through these two

passages from two professors working in two different academic units: 1) one Latino professor

and 2) a Latina professor.

> The difficulty I had was it seemed like each year we were revising it or changing it and it is like ok so is this handbook that I have any good? Where are the new pages? Dealing with that and then going to the workshops and you'd hear well you know if you were hired in [year] like I was then you fall under the [year]. In the meantime, there was all this reiterations of the process and I'm thinking where am I at…One of the last things they wanted to implement when I was submitting my dossier was external letters. ..Is my perspective on ethnicity and multicultural issues going to be valued?
>
> The department is a little bit different because they have very specific rules about it. They will say we have very specific rules. It is very clear. I tell them all the time, no your rules are written down there but they are moving targets. They get very upset about that.

The above responses represent two sides of thirteen distinct experiences at IUPUI: 1) clear-cut

opportunities to be successful and 2) troubling criteria for promotion and tenure with little to no

individual mentoring for support. Undoubtedly revisions are made to tenure requirements. In

addition to clear criteria, what kind of in-school guidance is available to help navigate such as complex, career-changing process?

Administrative Leadership as an Essential Tool for Success

All twelve faculty members included in this phase of analysis discussed the role of the leadership in their own units. Academic deans and departmental chairs serve a particular role in setting the stage for the success of tenure-track and tenured faculty. Each passage represents professors' gratitude and their concerns for dispositions and actions of the deans and chairs within their individual units.

> When the dean recruited me to come here, he said your department is a family…He said his door is always open. I've never felt like I had to keep my mouth shut. I never felt afraid or that there would be repercussions. ..We are able to communicate…We are able to talk about our differences. (African American female assistant professor)

> [One of the deans] was also instrumental in connecting us with folks…to get letters of support from people that were willing to participate. (Latina assistant professor)

> The dean came when he heard that I was upset. In fact, a couple people came when they heard that I was upset. Not any of the 5 who I suspect. He came and expressed his support...[he] expressed his surprise in what he heard in the faculty meeting because he wasn't expecting that. Based on what he had known beforehand. He was surprised to hear that. I think he is supportive. (African American assistant professor)

The following passages highlight critical interactions with school administrators. The first set of passages describes incidents where school administrators are supportive and reflective about their role in the success of tenure-track faculty of color.

> When the dean recruited me to come here, he said our department is a family. He said that just like other venues, we are going to have problems if people don't like each other. He said my door is always open and I really felt like his door is always open. I've never felt like I had to keep my mouth shut. I never felt afraid or that there would be any repercussions

One assistant professor of color mentioned her academic dean's particular support for her research productivity.

> One good thing that the [school] does is that you do get a semester off. I'm going to have next semester off to concentrate on doing work so I'm finishing my exams. There are a couple things that I have that are coming out and I'm working on those and doing research on something else.

Two-faculty members of color also described how their chair and director supported their research:

> [My chair] lived here for quite awhile so he has enough connections so he always tried to help us…I got quite a lot of projects through him. (Asian female assistant professor)
> The current director is ok, where is the money? Well, I don't have the money yet but is it possible I can do? That is the difference but once you ask you can. He is pretty much supportive. I guess he needed to kind of justify what we are doing. Of course he likes the topic. It's a little hard to convince him why. Therefore we need to prepare more. On the whole, he is very supportive. (Asian male assistant professor)

The chairs and directors for some faculty of color at IUPUI easily stand as models for moral support and scholarly guidance. These administrators' approaches definitely echo many recommendations found in minority faculty retention scholarship (Stanley, 2006; Turner, 2000; Antonio, 2000).

Underlying Lack of Support for Success

Although one female assistant professor expressed satisfaction with her departmental chair's assistance in connecting her with local organizations for her own research, she did reveal another side of her chair:

> He is a good leader. Sometimes we do feel that he makes us do too much. Sometimes he will tell you do this and you have no choice. If you don't do it, you leave…We get that kind of pressure from him sometimes.

In this case, this faculty member may be inspired to work hard while questioning how much support she may receive if obstacles emerge. Other faculty members share some indication of

gaps in the support they expect to receive. As one-female assistant professor phrased it, "You know I have gotten good feedback. It is not constant feedback. They are not telling me, you are doing a great job. You have to be a strong person to take this position here." Additionally, an associate professor began synthesizing critical interactions that evidence little to no sensitivity toward his status as a faculty member of color and faculty member who is experienced in multicultural issues. After perceiving that a white woman had mistaken him for a custodian or facilities worker, he decided to share the experience with his dean and associate dean.

> The interesting thing about that experience was I wanted to relay it to the dean [of my (academic unit) and the associate dean of personnel. I made a joke out of it. I said can you believe what happened? The dean didn't respond to it. [My associate dean] …said it could happen to anybody. That is when I changed my tune. ..I said no, I don't think I quite buy that…So she responded again and said well, I was poor growing up and I said sorry, it wouldn't happen to you. ..and the dean not saying anything, not even acknowledging it….it's like someone is tugging on the carpet you are walking on. ..I felt discounted and because I would have expected something else. Apparently they are not capable of doing that.

Stanley (2006) provided recommendations for administrators that include soliciting feedback from faculty of color and taking the time to engage in "dialogues about the nature and effects of systems of privilege" (p.732). As described in the above passage, the professor of color shared a stirring experience about misperceptions. It appears that he expected his deans to recognize the critical significance of the experience, specifically for a person of color. In terms of shutting doors to opportunities, one faculty member shared a critical moment in her career where her dean initially was not in favor of a dual appointment:

> Originally my dean was not supportive of [a dual appointment]. He said no. It was like I'm losing a faculty member. He said well if I let you do it then everybody is going to want to do it…

Lastly, but equally powerful, is the following account of one Latino professor who faced an administrator's dismissive behavior.

> You know what is interesting about [a dean] is that when two years ago I was involved
> in a grant project that she got. I evaluated the questions we were going to ask. I had
> focus groups. I recruited kids of color for this and there were two other people that were
> involved. You know that [dean] went on sabbatical and she published a paper based
> on our work and not a word about our contribution came out.

VI.   Job Satisfaction for Faculty of Color

In the 2000 Campus Climate study, schools and administrative units reported actions

taken to provide the environment to support the success of faculty from underrepresented groups.

Some of these actions included offering leaves of absence to a faculty member from an

underrepresented group, making extra effort to insure awareness of external funding

opportunities and opportunities for professional recognition. It is important to note that about

one-third of the Schools did not identify retention practices with one school reporting that it was

"waiting for female and minority faculty to request such help" (Banta, p.21). Given IUPUI's past

efforts, it is important to uncover progress or lack thereof.

Current State of Satisfaction

Many faculty described successes at IUPUI and their ongoing efforts to publish, teach,

and serve the campus and broader communities. When asked about her overall impression of

IUPUI, one black female associate professor proclaimed that "This is my future and I see it here.

I don't know what it would take to make me leave." This professor has recently obtained tenure

and has a joint appointment that allows her the opportunity to be productive in research. She

further explained support for her current productivity:

> The culture in [my] department is not doing research. It just never has been. It is a
> teaching school. The culture in [the school of her joint appointment] is on research. They
> are trying to get me into that. I have that mindset of working and being really driven to
> produce. I'm very productive.

Beyond the joy of working within the IUPUI system, many professors expressed two areas that could negatively impact any area of excellence and possibly their stay at IUPUI: extraneous burdens on junior faculty and funding.

Leadership Burden on Junior Faculty

Major burdens on junior faculty emerged as a concern for one assistant professor. Although a few toyed with the idea of administrative role in the future, this assistant professor of color offered a heartfelt worry about too much leadership responsibilities placed on tenure-track faculty.

> I would hate to see them leave because of the responsibilities of keeping the engine running. Keeping the parts moving-takes so much time and effort and attention that they can't pursue their scholarship…Junior faculty cannot…, they cannot assume some of that and they shouldn't assume any of that…

Funding

While many schools in the 2000 Campus Climate Study admitted to no incentives to attract candidates from underrepresented populations, "two units and the School's dean and development officer worked together to obtain funding to prepare a competitive package to attract the candidate" and another school sought to "make competitive offers in terms of salary, relocation, and other support associate with filling positions" (Banta, p. 21). Almost a decade later, two professors at IUPUI proposed several strategies for supporting faculty from underrepresented populations. The list below is a summary of those strategies:

1. A school with a healthy budget
2. A reasonable salary for a "12 year education post secondary education"
3. Support new faculty with appropriate travel and research funds.

4. Do not under any circumstances allow them to teach a 3-3 load during their first years.

5. Give departments some money to support their faculty

VII.   Research as the Highest Measure

Although no one in the study used the caveat, "publish or perish," to describe the significance of research and publication, one professor easily described "writing as the "currency of the whole process." If writing stands as a major endeavor in academia, these professors cannot afford obstacles like excessive service, unclear criteria for excellence in research and lack of support for their own scholarship on race and multiculturalism. One tenured professor remarked that a directorship of a student research program was rewarding but counterproductive where his research was concerned:

> I'm spending a lot of time in meetings than research the last two years…I had not been able to do much research because of my service commitments and other job commitments…[after resigning from my administrative position] I'll be able to do some research this summer.

An accomplished recently tenured professor pointed to the struggle between a meaningful professional mission and the ever-growing research focus on the university:

> I signed on here to be an engaged academic. I want to do lots with engaged work in the community. I want that to be rewarded. I am a little concerned because I purposely had offers from universities and I was trying to be a researcher. I found pretty early on that that wasn't my passion focus. I do it and I enjoy it but I want to be an engaged professor is really what I want to be. We are moving away from that and research expectations are really starting to pop up. Unless it is shown to me that I am very much valued as a teacher who does enough research to be satisfactory, I don't know that I'll stay.

Another tenured professor further supported the increased expectations for research and the counterproductive lack of resources. He considered it an "IUPUI problem" that transcends color

and accent. He also remarked that the university cannot "conceive that a single investigator would have all the resources needed for every position to do the research." One assistant professor confronted the expectation for "tier one" publications while she endured the third year review:

> And I was very clear about where I published and why I published there, and that I was not taking the other route at all…if I am writing about [race and African Americans], why…would I send that piece, to [name of a journal in her field]. It probably won't accept that. Or they won't understand it. I have seen who is on the editorial board…why would I want to do that?

Antonio (2002) found that compared to white faculty, faculty of color were "much more likely to feel that the opportunity to pursue research was a very important consideration in choosing a career in academe." In addition, none of the professors in this climate study seek to evade research. Instead, they seek a solid level of support for their own work.

VIII. Mentoring that Makes a Difference

Stanley & Lincoln (2005) proposed that "a successful mentoring relationship…is characterized by trust, honesty, a willingness to learn about self and others, and the ability to share power and privilege" (p. 44). The mentioning of power and privilege is significant as it speaks to the delicate interactions between someone who has started the journey and the one who has some meaningful and valuable knowledge about the journey. Many faculty in this climate study grapple with what mentors are supposed to do and their own roles in creating the most effective relationship. In reflecting upon her promotion process, an assistant professor strongly proclaims the need for those "who are going to be in that secret room" or those who are evaluating her or any other junior faculty, should share critical feedback before a decision has to be made:

> If you are going to bring up a presentation that occurred two years before, then you should have gone to that person when the presentation occurred two years ago and say let me give you some advice. This is how you do it. Let me read your stuff. You don't just show up two years later and say I'm going to vote against. That to me is disingenuous and not doing your job which as senior faculty member is to mentor others through. (Black female assistant professor)

> I think there needs to be sincere support…You bring people here and you have to support them. You have to support them in their annual reviews. You have to support them in mid-tenure reviews. Those have to be important. (Latino associate professor)

Mentorship carries lots of meaning from the perspective of any faculty member. No matter if it is informal or formal, long-term or short-term, all faculty in this study agreed that mentorship is an important part of the academic culture especially for those pursuing tenure and promotion.

An assistant professor divulged his strong need for a mentor as he continues to find funding for his research and prepare his dossier for promotion and tenure. At the time of the interview, he was hopeful that his work with one senior faculty member would blossom into an official mentor-mentee relationship. All participants mentioned the importance of one-on-one mentoring. However, the following passages reveal some rough starts with mentors.

> I was assigned one mentor and I told the guy that I was not interested in working with you. I didn't think he was. I just didn't think he was a fit for me and then we began to clash. I was very frustrated about the way it happened. So I said I don't want this guy to be my mentor. So my mentor after him was instrumental in getting me into [a center focused on research]. That was revitalizing. (Latino associate professor)

> During the third year review, [my assigned mentor] told me during the 3rd year review, and everyone else in attendance that she struggles for the longest, because she couldn't figure out our relationship. She tried and I didn't. …And she said that she finally figured it out. I didn't like to be evaluated and I don't like sitting down and chatting and she thought that a lot of it had to do with race and perceptions, etc. She was on the money. I figured, what are you going to tell me about my research? I don't know. But I have shot myself in the foot too because some of the things that she could tell me about, like how to put that dossier together, that thing was a [explicative]. And I had some stuff in there that was crazy. She could have told me how to get that stuff out. (African American female professor)

Additionally, one associate professor lamented the loss of one professor (of color who

unofficially nurtured her early years at the university. Furthermore, she named two other white

senior faculty members within her department that serve different purposes as mentors:

> I guess I could have mentors for different things. The director of the clinical program, in his eyes, has been grooming me to become the next clinical faculty [director]. He tries to brainwash me. Actually he is very good and I've learned a lot from him. This is a lot of the how to get money out of the chair and get your programs to run. That will be good for me even if I don't become director of the clinical program. [Another tenured female professor] is always a mentor. I can consult with her for anything and she'll give me advice. I don't agree much with her professionally either but that is ok. I consult with her.

While some mentoring relationships need more time and reflection to be effective, some faculty

describe their mentors as accessible advocates within the university system.

> [My mentor] told me what she thought, that what I was doing was great, and that she would be there to support me and she said that if folks don't change the paradigm, it won't ever get changed. (African American female professor)

> But we have some good folks here. That is one of the most important things. Another reason why I was attracted here was because [another female associate professor] was here. And that was a reason to be here. And also I could open my mouth even more because I had the "General" behind me. (African American female professor)

> [My new mentor] works with the [the same center on research]. He had values that I valued. I know that he had tenure. I know that he would speak up when it came to me. I had suggested why isn't it [name]? [One of the deans] said it was your choice. He has had me for 5 years. (Latino professor)

> The director for research has a grant. He's got some percentage of his time for mentoring. He has a lot of time and I hear of professors who have mentors and I think that he's a mentor. He spends 2 hours a week with me. 2 hours a week. One is just me and one is me and a group. Sometimes that hour spent, ok I need you to start writing and talk about the way you are writing it. He just sits there and he tells me I am going off on a tangent. You need to come back and focus. This is really hard though, I can't think and talk. He's like yeah, you are going to have to though. When he feels like I'm not being productive, he needs to see what I am doing that is not making you productive. Or it is I don't have an hour for you so I need you to write for an hour and then I'm going to come back and read for 15 minutes and I'm going to tell you what you did wrong. Two of my hours a week are dedicated to him and his help for me. I can say over the past 2 years, maybe he has

missed 2 or 3 appointments. He doesn't miss. (African American female professor)

The last passage is a grand example of deliberate, purposeful mentorship where time and money are spent to ensure that this particular faculty member produces exemplary research. What ways could deans and other administrators create such as a structured approach to professional mentorships? Are there discussions across campus about the benefits of such formalized mentorship? Is the creation of departmental mentoring programs based solely on the vision of the dean or chair? How are these programs supported by central administration? It is important to note that some professors who participated in this climate study revealed that they did not have a formal mentor. Thus, who is monitoring the devastating lack of mentorship while some departments and schools impressively enhance their efforts in this area?

IX.   Faculty of Color's Role as Advocate

Finding someone to champion a research agenda and the balance of faculty work is obvious important to the success of faculty of color. However, as the campus considers what faculty of color need, it is important for the campus to take serious note of the role faculty play in advocating for other faculty and students of color. Antonio (2002) reminds us that it is equally important to consider the service of faculty of color while measuring their scholarship. Much of the literature related to faculty of color addresses the issue of extraordinary amounts of service, especially diversity-related activities (Baez, 2000; Turner & Myers, 1999; & Blackwell, 1988). As a result of a qualitative study of 16 faculty members of color, Baez (2000) proposed that faculty of color must critically analyze their own service, especially the kind that seeks to further equity and multicultural thought, in order to identify how their work helps or constrains them. The following passages present various ways that the faculty serve as advocates within and beyond their assigned committee work.

For Recruitment of Students and Faculty of Color

To ensure that diversity was a goal for enrolling Black students into her program, one female assistant professor joined a diversity committee because "we have to make sure we get ourselves on those committees." Two professors at different phases in their academic career comment on their choice to support the recruitment of students and faculty of color. First, a newly hired assistant professor listed one of her goals to "really support and recruit more students of color into the [her field] program, not only at the doctorate level but also the masters level ...it's like ok we need to be a little deliberate about this.: Second, the tenured professor shared her own tactics to ensure more diversity in the faculty candidate pool:

> Every time we have a new position, I take it upon myself to advertise in these other venues. Of course since I don't have funding, I can only do it on listservs and things like that.

One professor actually connected his service on hiring committees with the departmental mission to make "a strong effort to try and hire women because we didn't have any and then we said…it would be good to have a role model as a woman."

For Student Development

Many of the professors interviewed expressed interest in student growth and development. They did not shy away from curricular or extracurricular activities that would promote cultural diversity or self-reflection. One assistant professor remarked that he wanted students of color to graduate. One associate professor explained why she integrates service learning into her class:

> So it is well received because of course it is not just me standing in front of the room saying if a kid comes to school with an attitude and he comes to you with an attitude, it could be that he has a bad attitude. It could be that mom and dad work at night and he waits, they work third shift and he waits all night because he wants to spend a couple hours with mom and dad… It has nothing to do with you so you have to really go from

the perspective of that kid and not the perspective of all kids are bad. They are able to do it. That is why I make them do the service learning because I can tell them about it but it's not the same.

Three associate professors from three different schools dissect their roles in the classroom as well:

I don't know if students realize that but I do bring culture in quite a bit. I try to be a role model. Sometimes the Latino students will come and spend more time in my office than they would have otherwise. I bring something to the table that no other person has in this [school]. It is my subject expertise, my language skills and my interest in multiculturalism. The role model I serve to [students].

In an urban area, it troubles me that I have students of color sitting in class not seeing anybody like them because to role model you don't have to totally associate yourself or see somebody just like you but it certainly helps bridge that gap.

I think most of the reaction has been quite positive. I think the students of color can identify with you and they are more open to come and talk to you. I found that out from other faculty. I have students that come to me and they confide in me or they ask me for things a lot more readily than they come to other faculty. Overall I think it is my personality. I'm pretty open so people are comfortable. From the students of color I think you have a more open relationship.

With these kinds of roles, it is important to monitor carefully the service conducted by such committed faculty. Increasing the numbers of such committed faculty on any campus, especially IUPUI, would help to balance the load in such critical areas as recruitment and retention of faculty and students of color. While recruitment efforts continue, academic departments must not ignore the intense desire to do meaningful work in and outside the lab or classroom. Thoughtful and consistent conversations about the ways in which service is defined and how it coincides with teaching and research must take place.

X.   Faculty Recommendations for Retention

Most of the faculty in this climate study took advantage of the opportunity to detail what they perceive as best practice for the retention of faculty of color. The areas of community,

scholarship, and policies emerged as the most critical points for theirs and others' success at IUPUI.

Networking and Building Community within Schools

Below these statements speak to the need for early programming and structures that will ensure a safe, productive environment for faculty of color. If search committees are looking for the best fit for the department, who has the role of gathering alongside new faculty and ensuring that they are well-informed and well-prepared for their first years of work at the university? Also, many campuses like IUPUI have the best intentions about recruitment and retention but what thriving university can afford faculty who are disconnected? Is it an individual effort or is it collegiality with a purpose as described by Hu-DeHart (2000)? Again, the two statements below should not be viewed as extraordinary circumstances but scenarios that should be eliminated from the campus' practice.

> We don't get the chance to actually get to know each other. If we had a chance to know among us, again it's not the school or campus, I know they are trying to on several occasions we have a teaching conference which is like a get together but it rarely happens.

> I remember when I was looking for a job here, I had to search myself to see if there are associations here or if there is an international association here where I can get help. Where I can have somebody help me to get settled here. I had to search myself. There was nobody to help me. We can make that kind of information available right from the beginning.

Increased Diversity and Multiculturalism in Faculty Population and the Scholarship

> I think of in terms of diversity is not necessarily people of color but to get people from outside of Indiana to come in here.

> Bring [faculty of color] here and you have to support them. You have to support them 100% all the time. You have to insure that if their research is multiculturalism somehow

and it is going to be counted equally and fairly just like the person who invents a new heart.

These two quotes from one Latino professor are clearly suggestions for consistent practice in deliberate search processes and support for multicultural research. Translational research is currently emphasized and monitored as major force on IUPUI's campus. Therefore, research that can translate the needs of multicultural populations and highlights the tireless efforts of faculty of color must be a clearly stated component in such a long-term initiative. It is important to note that none of the faculty mentioned any campus-wide scholarly initiative that specifically recruited their content expertise or their talents in research methodology. As all universities still strive to reconsider how scholarship can reach a broader world as Boyer (1990) recommended, how does IUPUI, along with its peers, consider the broader world that is in the offices and labs occupied by an increasingly diverse faculty?

Strategies to Positively Impact Promotion and Tenure of Faculty of Color

> I think there needs to be sincere support and I think the guidelines have to be clear. No changing the guidelines. You bring people here and you have to support them. You have to support them in their annual reviews. You have to support them in mid-tenure reviews. Those have to be important.

> Again for promotion and tenure I think less minority and faculty were asked to serve on a lot of committees. I think somebody and maybe we need to tell the people their minority people look- It is ok to say no. As the chairs and the deans also need to be aware. I know in many cases they don't think about that. We need minority faculty on committees. They stick you on a committee and that might not be the best scenario possible

> Again, you have to have a department that has culture that is supportive. You make them feel welcome. That you make them feel that they have opportunity to grow and be nurtured and to be promoted. There is a chance. An equal chance.

The pre-tenure process cannot be overlooked as the time when faculty of color "working under the spotlight" (Turner, 2000; Watson, 2001). If deans and chairs have no concept of the overwhelming numbers of faculty of color serving on committees or the lack of structured meetings (i.e. annual reviews) to discuss progress and needs, then many faculty of color must

figure out how to emerge their sixth year as exemplars. Although this case scenario is not impossible, it is not necessary. The process must be conceived and monitored as a time to observe, enhance, and execute programs for the "equal chance" to advance in academia.

Proactive Policies and Purposeful Practices

Study participants did reflect upon the campus policies and practices that would keep faculty of color connected and well-prepared for the tenure process and a successful post-tenure career. More specifically, three professors remarked about a campus-wide series of events coined as the Black Student Initiative, wherein black students across campus voiced their perspectives and experiences with culturally insensitive faculty and staff. Although it was a student initiative, it profoundly impacted how they saw IUPUI's policies on equity and inclusion. In addition to this event, other faculty reflected upon the general importance of being proactive and deliberate in efforts impacting faculty and students of color.

I wish the university was more proactive. Not reactive to things.

Treat people fairly. Rules are rules. Everybody has to abide by the rules. Don't make exceptions because there is a race issue or things like that. Point out that this is how we operate. You just follow the rules. When the black student association was complaining about the whole thing, my first issue was ok nobody has one. The students don't have a student center. Nobody has one. Why promise a segment of people when nobody else has one? They can use one for everybody.

The question is maybe there should be compensation issues, other kinds of incentives given to those who actually mentor. Maybe hit it in the pocket. The pocket speaks.

Giving responsibility to those who are in senior positions that they have a duty, if they have concerns to speak up early not stand around like some lurking secret weapon. I think the only way to increase the interest of faculty who see no value in diversity is to bring people that are diverse and show how it's different. I think it's the only way. You can't force them. If you try to force them to do some training or something all you do is

make them angry. When you bring someone who comes from a different place, you are always going to have those people who travel to Argentina for the first time because they become curious about it.

 I think an incredibly concerted effort to increase significantly the proportion of faculty of color.

A closer look at these recommendations reveals that these points are not unlike that represented in the literature on the experiences of faculty of color in higher education. Effective mentoring, in-depth examination of scholarship and service, and more purposeful recruitment of diverse faculty are not fresh ideas. However, the innovation emerges from the review and revision of the formal and informal structures of the university that may support or hinder the retention of our own faculty from underrepresented groups. Who really benefits from the current policies set forth by the university? Who carefully monitors the shift in mentors with each class of promoted and tenured faculty? Are these faculty of color appropriately rewarded for the service that helps to retain and graduate students? Answers to these questions represent a larger, more complex reflection of what IUPUI stands for and it has to offer committed, creative, and highly competent faculty of color.

XI. Overall Data-Supported Recommendations

To honor the voices and experiences of each faculty member in this study, it is important to consider those feasible, first steps and long-term action items that may prevent withdrawal from IUPUI. Until numbers of faculty of color increase across all schools, the small numbers of these faculty cannot afford little to no action following such honest accounts of their years at IUPUI thus far. First, the broader issue of collegiality and productive peer collaborations may benefit from 1) developing more chairs and administrators of color and 2) conducting brown-bag sessions on how to develop partnerships within and outside of

departments and schools, with focus on benefits of cross-cultural collaborations. Another area that relates to relationships building and support networks includes the professional development of administrators. Faculty learning communities have been described as career-changing and even life-affirming activity that creates safe spaces for exploration, experimentation, and in-depth reflection of policy and practice to enhance the campus climate for faculty of color. With this in mind, structured professional development activity would allow administrators the opportunity to step out of their everyday work and continue reflection on their learning and practice in areas such as cross-race mentoring and allies in higher education (Stanley & Lincoln, 2005; Thompson, 2003).

The particular example of a grant-funded mentoring program that benefited one of the Black professors in this study definitely emphasizes the structured alternative to haphazard approaches to mentoring. However, the question is not simply which departments can afford to mentor. Instead we should cautiously ask: which departments can afford not to include solid mentoring in their retention practices?

Additionally, authentic conversations between administrators and faculty of color must be institutionalized. It is important to note that IUPUI administrators have met with such groups as Black Faculty Staff Council, Latino Faculty Staff Council, and the Asian Pacific American Faculty Staff Council. However, these groups cannot be seen as the only source of information regarding work satisfaction and progress toward tenure and promotion of faculty of color. Open calls for meetings with individual and groups of faculty would capture multiple voices and create an inclusive environment. As previously mentioned in the methodology section, faculty of color may participate in focus groups or additional interviews following a careful reading of these results. Therefore, ongoing, structured inquiry into the immediate and long-term effects of

policies and programming (or lack thereof) should be a major thrust beyond this climate study. Other practices that would support the retention of faculty of color include: 1) electronic database to nurture collaboration in research, teaching, and service, 2) a symposium on recruitment and retention of faculty of color specifically formatted for senior level administrators, and 3) an exit interview program for all departing faculty of color. As this data and recommendations are reviewed, it is important to consider the impact of past and currently established units and positions on the IUPUI campus such as the Office for Multicultural Professional Development (a now defunct unit within Academic Affairs), the Office for Women (established in 1996), the Office for Diversity, Equity, and Inclusion (established in 2008), and an Assistant Dean of Faculties with specialized work in the area of recruitment and retention of faculty of color (position created in 2008). Questions that seem imperative in any further inquiry should include: 1) does each unit's goals match university's commitment to diversity, 2) is each unit fully functioning to positively affect change, and 3) how collaboratively are these units and academic departments working to make progress toward retention?

In conclusion, there are many faculty not represented in this one study. It is important to seek out, with consistency, diverse perspectives across this population of faculty who contribute greatly to the nationally renowned research, service and teaching at IUPUI.

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