Mission: The Associated Colleges of the South, a consortium of 16 member institutions spanning 12 states, seeks to champion and enhance residential liberal arts education through collaborative projects among its sixteen member institutions.

Grant Program - Final proposal application January 2018-January 2019

<table>
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<tr>
<th>Title of project: ACS FOCUS – Faculty of Color Uniting for Success</th>
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<tr>
<td>Project abstract (250 words maximum, single spaced):</td>
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<td>• FOCUS addresses the challenges that faculty of color face in</td>
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<td>their path to professional success in the academy. This national</td>
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<td>issue manifests itself in particular ways at liberal arts colleges,</td>
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<td>where faculty of color are far less likely to have colleagues of</td>
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<td>color in their department or area. Moreover, the increasing</td>
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<td>enrollment of students of color at our three institutions –</td>
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<td>Southwestern University, Millsaps College and Hendrix College –</td>
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<td>has not been matched by increased numbers of faculty of color. As</td>
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<td>a result, these faculty often have outsized responsibilities for</td>
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<td>mentoring students and service.</td>
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<td>• FOCUS will develop summer workshops for faculty of color over</td>
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<td>three successive years. The week-long workshops will address</td>
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<td>scholarly productivity through specific goal setting, designated</td>
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<td>time for scholarship each day, and followups on progress made.</td>
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<td>The project will also bring in trained facilitators to assist</td>
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<td>faculty with issues such as self-care, cultivating mentors,</td>
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<td>tenure &amp; promotion, and navigating service demands. In addition,</td>
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<td>it aims to explicitly build a peer mentoring network by</td>
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<td>facilitating cross-institutional relationships.</td>
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<td>• Finally, the FOCUS project aims to raise awareness of the</td>
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<td>challenges that faculty of color face at our three institutions</td>
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<td>and in all ACS consortia schools through sustained advocacy,</td>
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<td>offering webinars for institutional leaders led by facilitators</td>
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<td>or by Anita Davis, ACS’s Director of Diversity and Inclusion,</td>
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<td>and through regular surveys of participants on campus climate.</td>
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<td>The project’s overall objectives are to enhance recruitment,</td>
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<td>success, and the retention of faculty of color at our institutions.</td>
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<th>PROJECT PARTICIPANTS</th>
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<td>(Please add rows if necessary.)</td>
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<tr>
<td>Name</td>
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<tr>
<td>Primary project lead: Alicia Moore, PhD</td>
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<td>Brenda Sendejo, PhD</td>
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I. Narrative

1. Purpose of the project

A. Theme(s):

   Innovative Instruction   Collaborative Curricula   Diversity and Inclusion  X

B. Description

ACS FOCUS - Faculty of Color Uniting for Success.

Summary

This project brings together faculty of color from ACS member colleges for annual week-long summer retreats focused on scholarship and professional advancement. It also provides a series of materials and webinars to help educate institutional leadership about the challenges faced by faculty of color and ways to better support them. Its overall objectives are to enhance recruitment, success, and the retention of faculty of color at our institutions.

This project directly addresses the Diversity and Inclusion goals of the ACS grants program. Our plan will support the success of faculty of color through professional development, research support and ongoing networked relationships. Each year summer workshops will bring together 18 faculty from our institutions to explore key challenges and set individualized professional and career goals. By increasing and maintaining the diversity of ACS faculty, we hope to improve the overall climate of our institutions, including the support and role models available for students of color.
Program structure

This project consists of a two-pronged approach to improving the recruitment, retention, and success of faculty of color at our institutions: a) the annual summer workshops are focused on supporting faculty of color directly, while b) an initiative to educate our institutions aims to improve the fundamental conditions in which faculty of color work. During our initial development and implementation phase—Years One and Two described in this grant proposal—we will develop the annual summer workshops and the materials and formats for educating our institutions. Our hope is that in Year Three, we will be ready to open this program to faculty from any ACS school. Ultimately, we would like for this to become an ongoing, consortium-wide commitment to supporting diverse faculties.

Annual summer workshops

We anticipate holding three annual summer workshops over the three-year grant period, rotating among our three institutions: Southwestern, Millsaps and Hendrix. Each week-long summer experience will include the following elements:

- **Mornings** will consist of individual time and space for working on scholarly projects and research. Because the high service demands placed on faculty of color can pose challenges for scholarly productivity, each participant will create individual research and publication goals, as noted above.
- **The group will convene each day for lunch, with an article provided by the steering committee to jump start discussion on a topic relevant to issues faced by faculty of color.**
- **Each afternoon will take the form of a workshop with a specific topic. Suggested topics (and their suggested order) are: Self-care, Cultivating Mentors, Tenure & Promotion, Navigating Service Demands, and Advocacy. The Program Director and Steering Committee will recruit experts with a range of proficiencies to orient the group and help guide discussion and professional planning activities.**
- **The workshops will include informal networking and social time through shared evening meals and field trips in each region. This process is designed to foster relationships across institutions and departments and to work together on shared curricular initiatives and mutual goals, such as mentoring students of color interested in graduate school.**

Evaluating our institutions

Although the primary goal of this project is to support faculty of color and to create a safe space for them to engage in cross-institutional peer mentoring, we also anticipate that this project will result in institutional changes. Each participating campus will commit to trainings and workshops dedicated to improving institutional climate, practice and policies.

In particular, institutional leaders—such as department chairs, deans and/or provosts, and other faculty leaders—will be encouraged to participate in a series of webinars led by Anita Davis, ACS’s Director of Diversity and Inclusion, and/or by other senior faculty of color who serve as facilitators and workshop leaders during the summer retreats. These webinars will broaden the project’s impact through exploration of the literature on the experiences of faculty of color and discussion of proven strategies and methods for creating inclusive campuses.

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1 These workshops will draw upon successful models including those of the National Center for Faculty Development and Diversity and a Pacific Northwest consortial program for faculty of color. See, in particular, Michael Benitez, Mary James, Kazi Joshua, Lisa Perfetti, and S. Brooke Vick, “Someone Who Looks Like Me: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color,” *Liberal Education* 103, no. 2 (2017) http://www.aacu.org/liberaleducation/2017/spring/benitez.
The role of the rotating Program Director

Each year a Program Director will be chosen from the FOCUS project steering committee (see list of Project Participants on the attached cover page). The Program Director will be based at the host institution each summer, and will oversee the specific tasks needed for a successful workshop: the application and selection process, the administration of pre- and post-workshop surveys of attendees, logistical planning for housing, meals and facilities, and the development of programs including arranging any outside facilitators and speakers. The allowable stipend of $2500 from ACS will be directed toward the host institution each year, offsetting at least a portion of the cost of a course release for the director in the spring preceding the summer workshop each year. In Year One, the Program Director will be Dr. Alicia Moore, Associate Professor of Education at Southwestern.

Year One Pilot

If funding is awarded in late 2017, the application process will be publicized to faculty of color at the three lead institutions in January 2018. The project encourages applications from faculty of color across the range of positions: pre-tenure, tenured faculty, and faculty in administrative roles, with priority given to early-career scholars. Administrative faculty of color will include institutional leaders such as deans, as well as faculty scholars who are currently serving in administrative capacities such as full-time positions managing centers or programs. Applicants will submit an updated resume as well as a cover letter stating the reasons for applying and a description of a writing project such as a grant proposal, an article, or a book in progress—with a stated goal of progress to be made. All applicants will be asked to complete the pre-workshop survey to provide baseline data for the project.

Housing, meal and travel costs will be covered for faculty traveling to Southwestern in Year One, allowing twelve faculty to attend from other campuses, with up to six additional faculty from Southwestern in attendance (a total of 12-18 participants plus 4-6 facilitators).

Childcare issues can be significant for the pre-tenure faculty population, and data gathered through the application will help project planners assess the need for accommodating parents of young children. Holding one or more workshops in May when public schools will still be in session and younger children might be enrolled in school or childcare through the end of the month would help reduce the number of hours of childcare needed.

At the end of year one, we will have the information needed to make any required adjustments to our plans. In the “assessment” section below, we outline the areas that we seek to closely monitor. Based on our experience in year one, we will adjust our plans and funding requests for years two and three.

Project leadership - the FOCUS Steering Committee

This project includes the input of faculty and staff in positions to lead such an effort from each of our institutions. Our committee will be drawn from the list of Project Participants on the cover page. The group includes faculty leaders of color, diversity and inclusion leadership, and faculty development experts. Each institution will identify two members to participate on the FOCUS Steering Committee. In Year One the Program Director will be joined by the Steering Committee in planning the summer workshop. In Years Two and Three the Program Director from the previous year will serve in an advisory role as needed to lend continuity to the planning.

Workshop participants

We intend to invite faculty of color who are pre-tenure, tenured faculty, and faculty in administrative roles, with priority given to early-career scholars. In Years One and Two we will limit participation to faculty at the three project institutions. In Year Three, we anticipate opening up the program to faculty at any ACS institution.
We define “faculty of color” broadly and inclusively. While standard categories of race and ethnicity may be essential for benchmarking and registering institutional change on a national scale, our place-based project will open the program to all eligible participants who self-identify as underrepresented faculty of color or who are among the international faculty who lack peers sharing their national or cultural heritage. Our ongoing discussions have drawn upon the realities at our campuses, where Asian scholars including Vietnamese and Chinese faculty are the only faculty representatives of their cohorts on campus. We believe using a flexible and inclusive definition of the term “faculty of color” will create the best context to support emerging scholars who bring rich, varied and essential perspectives to our campuses. Although we are particularly eager to provide support to pre-tenure faculty, we also expect to have room for mid-career faculty of color from our campuses and will include them in our outreach.

Workshop facilitators

The host institution will recruit four to six mid-career and senior faculty of color to help lead workshops and facilitate events designed to educate institutional leadership about key issues. In addition, the FOCUS Steering Committee will draw upon their members’ collective networks and experiences to create a list of potential outside workshop facilitators: scholars and leaders of color who can address a range of interests. The rotating locations of each summer workshop will allow planners to draw upon regional talent pools. For example, in Summer One, Southwestern’s proximity to the University of Texas in Austin will make it possible to bring in scholars from a wide range of fields.

C. Need / Rationale

Faculty of color face disproportionate challenges in their path to professional success in the academy. Nationally, according to the most recent 2015 figures, African-American and Hispanic faculty make up 10% of all faculty.2 This national issue impacts faculty in specific ways at small liberal arts colleges, where faculty of color are unlikely to find on-campus mentors in their fields who share their experiences. Faculty of color can also face greater service demands on campus than other faculty: they are more often asked to serve as sponsors for organizations for students of color, to provide academic mentoring in both formal and informal contexts, and to act as sounding boards and guides as students of color navigate institutional and cultural challenges. Those identifying as faculty of color make up 13.4% of faculty at Southwestern, 13%, at Millsaps and 10.2% at Hendrix. In contrast, Latino/a and African American students make up 29.1% of the student body at Southwestern, 18% at Millsaps, and 13% at Hendrix.3 When students of color from other groups are added to these institutional totals they range from 22% to 35%. This imbalance between faculty of color and the students of color they serve adds an extra level of responsibility to the multiple obligations that all teaching faculty, particularly untenured junior faculty, face.

These inequities are likely to persist for the foreseeable future. As selective colleges like our own recruit and enroll students of color in rapidly increasing proportions, these students in turn are making demands for an equally representative faculty and a curriculum responsive to their needs. Yet as David Cole, National Legal Director of the ACLU and Professor in Law and Public Policy at Georgetown University, notes, “hiring more faculty of color is easier said than done, as there is a relative dearth of African-American and Latino candidates with doctorates in many fields... (The wealthiest and most prestigious schools) may be able to hire away such scholars from other schools, but at least in the short

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3 Faculty data from Millsaps College also includes Asian faculty, who represent 4% of the 13% figure. Southwestern and Millsaps, on the other hand, do not include Asian faculty in their faculty of color percentages. The lack of standardization in defining URM status is a complex issue, and our project will take an inclusive rather than reductive approach, as noted in our narrative.
term that only redistributes the problem.”^4 The process of diversifying the professoriate is therefore slower than the progress at the undergraduate enrollment level, both on the national level and at our institutions.

Moreover, faculty members who come from underrepresented ethnic and minority groups often enter predominantly white institutions without knowledge about the best practices of working toward gaining tenure.\(^5\) This reality may shed light on longitudinal data which suggest that African American faculty members, in particular, are significantly less likely than White non-Hispanic faculty to gain tenure, even after human capital variables are held constant.\(^6\)

2. Goals and assessment plan

A. GOALS

Three annual weeklong professional development workshops in Summers 2018, 2019, and 2020 will serve 12-18 faculty annually (8-12 participants plus 4-6 mentors and facilitators) to advance these faculty and institutional goals:

- Increase awareness of and collaboration among faculty of color/minority faculty at ACS institutions by developing a cross-institutional network of faculty.
- Increase participants’ self-efficacy and success in pursuing their personal and professional goals, moving toward improved recruitment, retention, tenure, and promotion of faculty of color/minority faculty at participating institutions.
- Increase knowledge by institutional leadership (especially department chairs, deans and/or provosts, and tenure and promotion committees) of challenges for faculty of color, as a route to adopting strategies and policies to strengthen faculty diversity and success.

B. ACTIVITIES AND TIMETABLE

Major Activities Years One through Three

Year One

Spring 2018.

- Publish a call for proposals at our three institutions at the beginning of the spring semester, no later than January 15. Applications will require a current resume and a two-part written statement, with an overall twopage limit. Part one will outline the applicant’s professional and career goals. Part two will describe the specific scholarly project that the applicant intends to advance during the workshop. Applications will be due to Dr. Alicia Moore, Year One Program Director, by February 15, 2018.
- Distribute applications to Project Steering Committee by March 1. All FOCUS Steering Committee members will rank all applications according to scholarly merit and described need.

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for support. Final results will be compiled and applicants will be notified about their status by March 15.

- The Program Director will complete all pre-program activities, including: 1) developing survey questions, submitting these questions to members of the Steering Committee for feedback and approval, and administering short pre-workshop surveys to all attendees, 2) completing logistical planning for housing, meals and facilities, and 3) developing workshop programs including arranging any outside facilitators and speakers.

- Members of the Steering Committee will contribute ideas and possibilities for programmatic content of the workshops and facilitator candidates to the Program Director by March 1.

- Develop the benchmarking survey on campus climate for underrepresented faculty, with the intention of administering it before the first workshop as a baseline. Members of the Steering Committee will determine whether we need to develop a new survey or adapt an existing survey. The survey will be administered by the end of the spring semester.

**Summer 2018.**

- Hold Year One FOCUS Workshop on Southwestern’s campus
  - o Include facilitated sessions on topics such as Self-care, Mentoring, Tenure & Promotion, Service Demands for Faculty of Color, and Institution-wide Advocacy.
  - o Integrate social and cultural opportunities into the programs, including outings to nearby Austin and a reception with additional Southwestern faculty and administrators.

**June-July 2018**

- The Program Director will administer a post-workshop survey to all participants and collect additional feedback on workshop logistics and process. The Program Director will also collect evidence of workshop outcomes: self-reporting on writing outcomes and submission of a professional success plan. The director will compile all results and share with the Steering Committee.

**Fall 2018.**

- Program Director from Year One and upcoming Program Director for Year Two confer extensively on survey results and feedback, and begin setting priorities and plans for Year Two.
- Webinars for institutional leaders are piloted, with a focus on challenges faced by faculty of color. These workshops will be designed with the input of the incoming and outgoing Program Directors, the Steering Committee, and with the advice of the ACS Director of Diversity and Inclusion. Post-workshop surveys will assess the quality of the webinars and how participants are planning to use what they learned.

**Year Two: Cycle repeats with modifications as suggested by surveys and Steering Committee.**

- Longitudinal surveys of participants at the 1-year and 3-year points (post-workshop) to assess the impact of the program on their subsequent progress. The first of these would be administered in the summer of Year Two (2019) - one year after the first cohort’s workshop.

**Year Three: Cycle repeats with modifications as suggested by surveys and Steering Committee.**

**Application pool includes additional ACS Colleges.**

- The Year Three Program Director will track retention - and if relevant, progress toward tenure - of all participants. It will also continue all of our other forms of assessment (as outlined below).
- The campus climate survey may be re-administered during the spring of Year Three.
• Program Directors and Steering Committee compile summary report of project activities and results.
• During the second and third years, project leadership may explore external funding opportunities for continued support of this program.

Professional Qualifications of Leaders:
• **Year One Program Director, Dr. Alicia Moore:** Dr. Moore is Associate Professor and Cargill Endowed Professor in the Department of Education at Southwestern University. Her scholarly areas of focus include culturally responsive teaching, differentiated instruction for diverse populations, and African American life, history, and education. In addition to her scholarly expertise, Dr. Moore brings her professional experience of being a tenured woman of color at a predominantly white, Southern institution and her years of experience organizing and facilitating workshops.

• **Year Two Program Director, Dr. Dionne Jackson:** Dr. Jackson is Vice President for Diversity and Inclusion and Associate Professor of Education at Hendrix College. Her scholarly expertise includes science education and recruiting and preparing STEM teachers. In her work as CDO at Hendrix, she has attended the Cornell University Faculty Institute for Diversity Train the Trainer workshop and has worked closely with faculty of color at Hendrix to explore their needs and interests. She is a principal or co-investigator for Hendrix’s Mellon-funded diversity and inclusion initiative as well as a Noyce STEM teacher education initiative. She also brings her own experience as a tenured woman of color at Hendrix.

• **Year Three Program Director, Dr. Anita DeRouen:** Dr. DeRouen is an Assistant Professor of English at Millsaps and Director of Writing and Teaching. Her scholarly expertise includes representations of race, gender, and sexuality in television, the teaching of writing, as well as curriculum and program development at liberal arts colleges. At Millsaps, she directs the writing program and faculty development programs, and she also brings her own experience as a faculty woman of color at Millsaps.

C. ASSESSMENT OF GOALS:

Our assessments are designed to closely align with our project goals:
• Increase awareness of and collaboration among faculty of color/minority faculty at ACS institutions by developing a cross-institutional network of faculty.
• Increase participants’ self-efficacy and success in pursuing their personal and professional goals, moving toward improved recruitment, retention, tenure, and promotion of faculty of color/minority faculty at participating institutions.
• Increase knowledge by institutional leadership (especially department chairs, deans and/or provosts, and tenure and promotion committees) of challenges for faculty of color, as a route to adopting strategies and policies to strengthen faculty diversity and success.

Our assessment plans include both direct and indirect measures. They include our goals for both individuals and institutions and they attempt to gauge both short-term impact and longer-term outcomes.

• *Increasing workshop participants’ self-efficacy and success—short-term outcomes:* Before and after each summer workshop, we will administer surveys of participants. After the workshop, we will also ask for self reports on their writing outcomes and require them to submit a professional success plan based on what they learned at the workshop. These measures will enable us to assess the effectiveness of the summer workshop and document its immediate tangible outcomes. We are
particularly interested in how the workshop affects their progress towards professional goals, their development of community, mentoring, and support networks, and their perceived levels of personal health and effective self care.

- **Increasing workshop participants’ self-efficacy and success, and increasing collaboration among faculty of color at ACS institutions--long-term outcomes**: One year after a summer workshop, and then again at the three-year post-workshop mark, we will administer longitudinal surveys of participants to assess the impact of the program on their subsequent career progress; on their peer and mentoring relationships and support networks both on and off campus; and on their perceived levels of personal health and effective self care.

- **Educating institutional leadership about challenges for faculty of color--short-term outcomes**: By administering surveys after institutional workshops and webinars, and by tracking participation data, we can assess the short-term impact of the workshops on helping institutional leadership understand the challenges of faculty of color and the potential strategies that might be implemented as a result;

- **Educating institutional leadership about challenges for faculty of color--long-term outcomes**: Benchmarking surveys on campus climate for minority faculty, with a baseline survey administered in the year before the first workshop; periodically thereafter, will help us to assess our efforts to educate the institutions and improve campus climate;

- **Increase participants’ success**: Finally, we will collect recruitment and retention data about faculty of color at participating institutions. However, we do so with the understanding that qualitative data about individual career success may be more valuable than quantitative data in measuring achievement our goals.

**Evaluating Our Strategy after Year One**

We intend to re-evaluate our strategies carefully at the end of the first year’s program (including both the summer workshop and the educating-the-institutions activities). In particular, we will examine whether our planning was on target in the following areas:

- **Numbers of participants from participating institutions**: if these are higher or lower than expected, we will adjust our planning for food, housing, travel, and books and supplies for years 2 and 3.
- **Participation from pre-tenure vs. mid-career faculty**: we may find that focusing on pre-tenure faculty yields too few applications, due to low numbers of faculty of color in years 1-5 at our institutions. We may need to adjust our outreach to more intentionally target mid-career faculty.
- **Balance of professional development workshops with research and writing time**: Based on our feedback from the first year’s participants, we may make adjustments to how we allot time during the annual summer workshop.
- **Roll out to full ACS**: We expect that we will need at least 2 years (2018 and 2019) to develop a well-functioning program. But if at the end of year 2 we feel ready to open up enrollment to faculty from a broader range of institutions, we will consider modifying our budget request for 2020 to enable broader participation from additional ACS institutions.
Bibliography for ACS FOCUS


