Countering Institutional Relationships with Oppression, Remaining FOCUS ed

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January 23, 2019
Faculty of Color Uniting for Success (FOCUS) Summer 2018 Institute was funded by a grant from the Associated Colleges of the South (ACS)

Project Overview

The project was initiated by Southwestern University, Millsaps College, and Hendrix College and focused on disproportionate challenges faced by faculty of color (FOC). Specifically, the project addressed the following challenges:

- **Barriers encountered by faculty of color on their path to success in the academy.**
- **The lack of support for many FOC at ACS liberal arts colleges where they are far less likely to have colleagues of color in their department or area.**
- **Increases in the enrollment of students of color at their institutions which is not proportionate to the increased numbers of FOC resulting in out-sized responsibilities for mentoring students and service-related obligations.**
- **Experiences in institutional spaces/cultures that do not promote the recruitment or retention of FOC.**

After the summer institute, participants are being supported in their engagement in peer mentoring across the academic year. The program also seeks to educate our institutions about creating more inclusive policies and campuses.
Funding: Participants’ supplies, travel, and most meals were paid for by the ACS FOCUS grant. Steering Committee members traveling from other institutions were also provided with travel funding and on-campus housing.

Who was invited to participate?: The project encouraged 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 included 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.

We defined “faculty of color” broadly and inclusively. While standard categories of race and ethnicity may be essential for benchmarking on a national scale, our place-based project opened the program to all eligible participants who self-identified as underrepresented faculty of color or who are among the international faculty who lack peers sharing their national or cultural heritage.

*Faculty of Color Definition: Given that faculty working in ACS schools may include international faculty as well as faculty who identify with more than one race, we interpret 'faculty of color' broadly as representing a range of faculty members who share similar minoritizing and culturally marginalizing experiences, including African American, Native American, Latinx, Arab American, Asian American, and international faculty from Latin America, Asia, Africa, and the Caribbean.

Dates: In Year 1 of the project, the 2018 summer institute ran June 10-15 on the campus of Southwestern University. In Year 2, the institute will be held at Hendrix College in Arkansas. In Year 3, it will move to Millsaps College in Mississippi.
FOCUS Program Directors

Year One Program Director, Dr. Alicia Moore: Dr. Moore is Associate Professor and Cargill Endowed Professor in the Department of Education at Southwestern University.

Year Two Program Director, Dr. Dionne Jackson: Dr. Jackson is Vice President for Diversity and Inclusion and Associate Professor of Education at Hendrix College.

Year Three Program Director, Dr. Anita DeRouen: Dr. DeRouen is an Assistant Professor of English and Director of Writing and Teaching at Millsaps College.
Southwestern University, located in Georgetown, Texas, is a private institution that was founded in 1840. It has a total undergraduate enrollment of 1,387, and its setting is suburban. It utilizes a semester-based academic calendar. Southwestern is nationally ranked in the 2019 edition of Best Liberal Arts Colleges.

Alicia Moore, Associate Professor of Education

Brenda Sendejo, Associate Professor of Anthropology, Chair of Latin American and Border Studies Program

Julie Sievers, Director of Teaching, Learning, and Scholarship

Larkin Tom (Ret.), Senior Director of Foundation Relations
Hendrix College, located in Conway, Arkansas, is a private institution that was founded in 1876. It has a total undergraduate enrollment of 1,238, and the setting is Suburban. It utilizes a semester-based academic calendar. Hendrix is nationally ranked in the 2019 edition of Best Liberal Arts Colleges.

Felipe Pruneda Senties, Interim Director of Hendrix Writing Center

Dionne Jackson, Vice President for Diversity and Inclusion, Associate Professor of Education
Millsaps College, located in Jackson, Mississippi, is a private institution that was founded in 1890. It has a total undergraduate enrollment of 807, its setting is city, and the campus size is 100 acres. Millsaps is nationally ranked in the 2019 edition of Best Liberal Arts Colleges.

Anita DeRouen, Assistant Professor of English and Director of Writing and Teaching

Louwanda Evans, Assistant Professor of Sociology
Former ACS Director of Diversity & Inclusion

Dr. Anita Davis served as a resource throughout the grant-writing process. During this time, her primary responsibilities were supporting member institutions in their collective and individual efforts to advance diversity and inclusion goals on their campuses and in their communities. As well she presented a session at the 2018 FOCUS Institute. **She is currently the new V.P. for Diversity, Equity, and Inclusion at Trinity College (Connecticut).**
Program Structure

We developed a pilot week-long summer Institute for FOC with hopes of, by year 3, becoming an ongoing, consortium-wide support to/for FOC.

- Mornings at the institutes consist of individual time and space for working on scholarly projects and research.

- Mid-morning, the participants are involved in seminars that cover topics determined through a pre-institute survey and steering committee research on issues faced by FOC.

- Participants and steering committee members convene for lunch each day with a discussion on an article provided by the committee and/or organic discussions of topics relevant to issues being faced by FOC participants.

- Each afternoon, participants participate in workshops related to the selected topics.

- Evening meals include social time, networking and field trips.
  - Topics are presented by trained facilitators who are experts in the area of the topics they present.

**The program structure is designed to foster relationships across institutions.**
Workshop Topics

- **Self Care: Work/Life Balance & Institutional Processes**
- **Scholarly Writing Time**
- **Networking & Mentoring Relationships**
- **Professional Advancement**
  - Tenure & Promotion
  - Administrative Positions
- **Scholarship & Pedagogy**
- **Navigating Service Demands**
- **Challenges & Barriers to Success**
- “Lived Experiences” & Personal Narratives
- **Grant Writing for Success**
- **Advocacy**

- 2018 Cohort Team-Building
2018 ACS FOCUS Summer Institute Schedule at Southwestern University

**SUNDAY, JUNE 10**

5:00 pm | Welcome Reception for Participants

6:00 pm | Dinner & Welcome Address

**MONDAY, JUNE 11**

7:00 am | Continental Breakfast

8:00 am - 4:00 pm | Facilitated Discussions and Workshops

4:00 pm | Dinner & Plenary Session

**TUESDAY, JUNE 12**

7:00 am | Continental Breakfast

8:00 am - 4:00 pm | Facilitated Discussions and Workshops

4:00 pm | Dinner & Plenary Session

**WEDNESDAY, JUNE 13**

7:00 am | Continental Breakfast

8:00 am - 4:00 pm | Facilitated Discussions and Workshops

4:00 pm | Dinner & Plenary Session

**THURSDAY, JUNE 14**

7:00 am | Continental Breakfast

8:00 am - 4:00 pm | Facilitated Discussions and Workshops

4:00 pm | Dinner & Plenary Session

**FRIDAY, JUNE 15**

7:00 am | Continental Breakfast

8:00 am - 10:00 am | Final Plenary Session and Closing Remarks

**SATURDAY, JUNE 16**

10:00 am - 12:00 pm | Final Plenary Session and Closing Remarks

**Additional Information**

Dates: In Year 1 of the project, the 2018 summer institute will run June 10-15 on the campus of Southwestern University. In Year 2, the institute will be held at Hendrix College in Arkansas. In Year 3, it will move to Millsaps College in Mississippi.
Project Activities (Summary)

Pre-Planning
• Received an ACS Planning Grant (held on Hendrix campus) - 2017
• Consulted with ACS Director of Diversity & Inclusion (A. Davis)
• Submitted ACS Grant Proposal
• Steering Committee Planning Calls
• Conference call with the North West Consortium (NW5C)

Authors of: "Someone Who Looks Like Me": Promoting the Success of Students of Color by Promoting the Success of Faculty of Color
  • In 2014, under the auspices of the Andrew W. Mellon Foundation, five liberal arts colleges in the Pacific Northwest (Lewis and Clark College, Reed College, Whitman College, Willamette University, and the University of Puget Sound) formed a consortium to increase their support of FOC on their campuses.
• Constructed and administered Pre-Institute Survey
• Compilation of Resources to Support FOC
• Creation of host Website for Participant Resources

Post-Institute Activities
• Post-Institute Survey
• Steering Committee Lesson Learned Meeting and Debrief
• Preparation of Continuation Grant for Year 2 (Hendrix)
• Submitted Final Report Year 1
• Administer Campus Faculty Survey, the Campus Climate Module, and possibly the Mentoring Module (HERI)
2018 ACS FOCUS Participant Feedback

• “I have had more mentorship this week than I have ever had in my career or time as a graduate student. Thank you for all your kindness and generosity . . . It’s been awesome seeing all of these fabulous women of color in action!”

• “The [presenter] is so skilled at seeing race and racial issues in places, contexts, attitudes and expressions where I wouldn’t be able to do it. But rather than staying in this place, she moved forward and provided us with tools to survive and thrive amidst such environments and conditions [racial issues].”

• “The session [on tenure and promotion] was excellent. Moving forward, I plan to remember how not to let professional validation become my sole source of self-worth, as well as keeping my mind open to the expanse beyond tenure. It was extremely valuable to learn about the dangers of “flagging” post tenure, the stigma attached to being an associate forever . . . and the exponential increase in service expectation.”

• “All the advice that [the presenter] collected from other faculty was invaluable, pure gold.”

• “All of the session topics and facilitator presentations were enriching and presented ideas, opportunities and information that will be valuable over the span of careers. I appreciated hearing experiences from other campuses across the south and from various career stages from new hires to senior tenured professors. Lastly, the dedicated space to plan, draft and contemplate short and long-term plans and goals was vital.”

• “I loved the diverse topics, emphasis on self-care, diverse speakers and continual empathy. I can continue to gush – the availability of snacks, the organization, the attention to detail, the warmth . . .”
Dear Alicia,

Words fail to describe the many ways in which I benefited from the Institute. From the moment Christine picked me up at the airport to sitting down for dinner that evening, I never felt once out of place or that I didn't belong.

Alicia, you (and everyone in the team!) beautifully articulated through your actions and interaction with us what the Institute was all about: a space where we, as underrepresented faculty of color, could come, gather, learn, exchange and be empowered. The best metaphor I could come up with while in Georgetown was an "academic spa," and how true indeed that was!

I have not stopped raving about how much I gained and I see the fruit now. From being more comfortable to saying no, to taking steps for self-care, and most importantly, for continuing to go to the library for two hours when I'm not teaching in order to write. These are concrete steps that I take every day in my professional life, unimaginable before the Institute.

The people I met from Hendrix (Dionne + Felipe) were outstanding and I am looking forward to visiting their campus one day :) I will be in Haiti from May to July but will convey to two recent hires the importance of participating.

All the best to you, Alicia and the committee! It will be another unforgettable and transformative experience for many... of this, I'm sure!

With lots of hugs,
Former 2018 ACS FOCUS Participant
Educating 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 university presidents, department chairs, deans and/or provosts, university trustees, and other faculty leaders—will be encouraged to participate in a series of webinars and/or videoconferences presented by senior faculty of color who serve as facilitators and workshop leaders during the summer retreats. These webinars and/or videoconferences 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.
For More Information:

The 2018 ACS FOCUS website was hosted on the Southwestern University Teaching, Learning, and Scholarship.

- More information about Institute resources provided to the participants can be found here: https://www.southwestern.edu/faculty-dean/teaching-learning-scholarship/acs-focus/

Special Thanks to:

1. Larkin Tom, Former Director of Foundation Relations Southwestern University
2. Julie Sievers, Director of Teaching, Learning & Scholarship, Southwestern University
3. Alisa Guander, Dean of Faculty, Southwestern University
4. Northwest 5 Consortium (NW5C)
   NW5C consortium was funded by the Mellon Foundation in 2014
   Lewis and Clark, Reed, University of Puget Sound, Whitman, Willamette

NW5C Supporting Faculty of Color Initiative Goals:
- Decrease sense of isolation of faculty of color on each campus
- Improve the diversity infrastructure on each campus by sharing of best practices and training White allies.

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