



THE FUTURE OF DIVERSITY RESEARCH

A DIVERSITY SCHOLARS
NETWORK CONVENING

May 18 – 20, 2016 | Ann Arbor, Michigan



NATIONAL CENTER FOR
INSTITUTIONAL DIVERSITY
UNIVERSITY OF MICHIGAN

THE FUTURE OF DIVERSITY RESEARCH

NATIONAL CENTER FOR INSTITUTIONAL DIVERSITY

The National Center for Institutional Diversity (NCID) seeks to strengthen and integrate research about diversity, equity and inclusion in education and society, and to promote its effective use in addressing contemporary issues. They promote cross-disciplinary scholarship by engaging in its direct production, supporting the work of others, and disseminating promising findings from affiliated scholars, faculty, and graduate students. The NCID develops leaders and promotes effective leadership programs that make use of diversity related research.

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WELCOME!

The National Center for Institutional Diversity (NCID) at the University of Michigan welcomes you to this special Diversity Scholars Network convening on “The Future of Diversity Research.”

The Diversity Scholars Network was initiated in 2008 to further develop the foundation of research that informs work in the emerging fields of diversity. Every year we receive well over one hundred inquiries from top diversity scholars from all over the globe; only about fifty become part of the network by receiving one of the following awards:

Postdoctoral Fellowships are awarded to candidates who have demonstrated innovative and high quality diversity research and fit between research interests and the anticipated academic department.

Exemplary Diversity Dissertations are awarded to candidates who have invested deeply in diversity by writing highly innovative research.

Exemplary Diversity Scholars are awarded to candidates with an established history of important contributions in diversity-related research, practice, and teaching.

Emerging Diversity Scholars are awarded to candidates with outstanding potential to contribute to diversity-related research, practice, and teaching.

This year the network grew to over four hundred exceptional scholars! In an effort to recognize the contributions of this network and identify collaboration among scholars, the NCID is convening this group for the first time. In an effort to connect the Network, promote a more engaged community, and take a more interdisciplinary approach to diversity research, we seek to accomplish the following during this convening:

1. Build stronger connections with and among diversity scholars and develop a community for future collaboration;
2. Share and workshop cutting-edge, multidisciplinary diversity-oriented research for progress individually, societally and in the field;
3. Gain professional support from experts in academia, philanthropy, public scholarship and publishing;
4. Discuss barriers and opportunities for diversity scholars and faculty of color in the academy; and
5. Explore the possibilities and promises for diversity scholarship beyond the walls of the academy.

We eagerly anticipate the engagement and collaborations that will result from this convening and thank you in advance for your contributions.



John C. Burkhardt, Director
National Center for Institutional Diversity
University of Michigan

AGENDA

All meeting activities will take place at the Michigan Union, 530 S. State St., Ann Arbor, MI 48109

WEDNESDAY, MAY 18, 2016

12:30 PM – 1:00 PM **REGISTRATION | Michigan Union Lobby**

1:00 PM – 2:00 PM **WELCOME REMARKS & LUNCH | Kuenzel Room**

John C. Burkhardt
Director
National Center for Institutional Diversity
University of Michigan

2:00 PM - 2:10 PM **BREAK**

2:10 PM - 3:30 PM **INCLUSIVE EXCELLENCE AND DIVERSITY SCHOLARSHIP IN HIGHER EDUCATION (PUBLIC EVENT) | Pendleton Room**

Welcome Remarks

Phillip Bowman
Professor
Center for the Study of Higher and Postsecondary Education
University of Michigan

Keynote Speaker

Carol G. Schneider
President
Association of American Colleges & Universities

3:30 PM - 3:40 PM **BREAK**

3:40 PM - 4:40 PM **CONCURRENT SESSION #1**

PAPER PRESENTATIONS

DIVERSITY ISSUES IN STEM EDUCATION | Wolverine Room

This panel explores what factors affect students' choice to enter or not enter STEM fields, the barriers that thwart them, and the identity negotiation processes that they must navigate.

Moderator

Tonisha B. Lane
Assistant Professor
Leadership, Counseling, Career, Adult and Higher Education
University of South Florida

Panelists

Ahlam Lee

Assistant Professor
College of Professional Sciences
Xavier University

A Forgotten Underrepresented Group in STEM fields: Students with Disabilities' Access to STEM majors in 2- and 4-year postsecondary institutions

Christine V. Wood

Research Associate and Visiting Faculty
Feinberg School of Medicine and Department of Sociology
Northwestern University

A Longitudinal Qualitative Analysis of Career Choice among a Diverse Population of Biomedical PhD Students

Megan Grunert Kowalske

Assistant Professor
Chemistry & Science Education
Western Michigan University

Understanding the Experiences of Doctoral Students from Underrepresented Minority Groups

WORKSHOP

#REVOLUTIONARYWOKENESS:

TEACHING BLACK STUDIES IN DANGEROUS TIMES | Parker Room

This workshop investigates and questions the place of Black Studies in this current era, and will lead participants in a discussion of how to integrate Black Studies into the classroom in a time in which it may seem like a forgotten and achieved narrative.

David B. Green

Lecturer
Department of Afroamerican and African Studies
University of Michigan

4:40 PM - 4:50 PM

BREAK

4:50 PM - 5:50 PM

CONCURRENT SESSION #2

PAPERS PRESENTATIONS

MAPPING SPACE AND RACE | Wolverine Room

This panel investigates the impact of space and place on raced identities. How do we understand and make sense of current discourses about issues such as migration and romantic relationships, in different physical locations, as they pertain to realities of race?

Moderator/Panelist

Vandana Chaudhry

Assistant Professor

Department of Social Work

City University of New York, College of Staten Island

Decolonizing Epistemologies and Politics: Disabilities, Accessibility, and Rurality in India

Panelists

Michelle Samura

Assistant Professor and Coordinator of Student & Community Engagement

College of Educational Studies

Chapman University

Architecture of Diversity: Using the Lens and Language of Space to Examine Racialized Experiences of Students of Color on College Campuses

Matt Watson

Associate Lecturer

Law School

University of Queensland

Prioritizing Refugees and Asylum-seekers on the Basis of Religious or Cultural Background: Evaluating the Legal and Moral Constraints

WORKSHOP

THE NECESSITY FOR PUBLIC SCHOLARSHIP | Parker Room

This session focuses on translating scholarship so that it has a public impact. The presenter will discuss how his own work has focused on social justice and the public good, and offer perspectives on how the academy does or does not value this type of work. The presenter will also comment on ways to translate one's own work to formats that are readily available to, and impactful for, a more general audience.

Anthony A. Jack

Shutzer Assistant Professor

Graduate School of Education and Radcliffe Institute of Advanced Study

Harvard University

5:50 PM - 6:00 PM

BREAK

6:00 PM - 6:30 PM

RECEPTION | Rogel Ballroom

6:30 PM - 8:00 PM

DINNER & PROGRAM | Rogel Ballroom

THE EXPERIENCES OF DIVERSITY SCHOLARS IN ACADEMIA

Speakers on this panel will share their experiences of navigating academia as diversity scholars. What does it mean to them to be “diversity scholars,” and how has their focus on issues of diversity affected their careers, their publishing, and their pedagogies?

Moderator

Lawrence La Fountain-Stokes
Director and Associate Professor
Department of American Culture
University of Michigan

Panelists

Stephanie H. Cook
Postdoctoral Research Fellow
Institute of Human Development and Social Change
New York University

Erualdo Gonzalez
Associate Professor
Department of Chicana and Chicano Studies
California State University, Fullerton

Arnold K. Ho
Assistant Professor
Department of Psychology and Program in Organizational Studies
University of Michigan

THURSDAY, MAY 19, 2016

8:30 AM – 9:00 AM

BREAKFAST | Kuenzel Room

9:00 AM – 10:00 AM

**LOVE THAT CROSSES CLASS LINES:
THE EXPERIENCE OF CROSS CLASS MARRIAGE IN AMERICA**

In an era of growing social class animosity, distrust, segregation, and inequality, one form of social class equality is commonly overlooked: people are regularly marrying a partner who was raised in a different class than their own. This talk considers why people choose to share their lives and their resources with people who grew up in a different social class. It also looks at the experience of doing so, revealing that despite shared lives, resources, and children, the class doesn't come out of the person after the person comes out of the class.

Jessi Streib
Assistant Professor
Department of Sociology
Duke University

10:00 AM - 10:10 AM

BREAK

10:10 AM - 11:10 AM

CONCURRENT SESSION #3

PAPERS PRESENTATIONS

GENDERED PEDAGOGIES | Anderson AB

This panel investigates the intersections of gender and education, asking: How do we study “gender” when the field, and the term itself, is fluid and “supple?”; How do racialized constructions of gender affect academic success?; and, How do gendered constructions of work affect training for, and success in a field that is ostensibly not meant for you?

Moderator

Chasity Bailey-Fakhoury

Assistant Professor

College of Education-Social Foundations

Grand Valley State University

Panelists

Christine V. Wood

Research Associate and Visiting Faculty

Feinberg School of Medicine and Department of Sociology

Northwestern University

Knowledge Ecologies and “Supple Objects” in Women’s and Gender Studies Programs and Departments

Mellie Torres

Postdoctoral Research Fellow

Steinhardt School of Culture, Education, and Human Development

New York University

Intersectionality and the Education of Latino Males

Heidi Wagner

Assistant Professor

Architectural Engineering and Construction Science and Management Department

Kansas State University

Mitigating Utility Function of Matching One’s Occupational Choice to Gender Stereotypes: Recruiting and Training Women for Building Construction Trades Work

WORKSHOP | Anderson CD

BIAS OF CONSCIOUSNESS: STRATEGIES FOR INTEGRATING DIVERSITY EQUITY AND INCLUSION INTO ACADEMIC LEADERSHIP

This workshop will illuminate the many models of thought and tools that constrain how we act, teach and research within the academy, and share some tools that will help us in the process of breaking down these barriers.

John C. Burkhardt

Director

National Center for Institutional Diversity

University of Michigan

Noe Ortega

Assistant Director and Senior Research Associate
National Center for Institutional Diversity
University of Michigan

11:10 AM - 11:20 AM

BREAK

11:20 AM - 12:20 PM

CONCURRENT SESSION #4

PAPERS PRESENTATIONS

IDENTITY IN COURTS OF LAW AND PUBLIC OPINION | Anderson AB

This panel explores how identity is constructed, represented, reified and often made problematic through such influential bodies as the media, public opinion and the court of law. After discussing how policies and practices govern and police racialized bodies, this panel will also provide strategies for subverting these ideologies.

Moderator

Celeste S. Henery

Research Associate
Department of African and African Diaspora Studies
University of Texas at Austin

Panelists

Melissa Abad

Doctoral Candidate
Department of Sociology
University of Illinois at Chicago

Latinizing Care Work: Racial Formation in Suburban Nonprofits

Heidi Morse

Du Bois-Mandela-Rodney Postdoctoral Fellow
Department of Afroamerican and African Studies
University of Michigan

African American Education “On Trial”: Learning from 19th Century Debates

Angelica S. Gutierrez

Assistant Professor
College of Business Administration, Management
Loyola Marymount University

Too many Asians in Universities? The Effect of Social Dominance Orientation on Support for Admissions Limits

WORKSHOP

USING MINDFULNESS AND CONTEMPLATIVE PRACTICES TO ESTABLISH AND MAINTAIN A FOCUS ON DIVERSITY | Anderson CD

For a multitude of different reasons, including cultural ones, students often face a great deal of anxiety when taking math-based courses. This workshop will demonstrate how to use Social-Emotional Intelligence Enhancement exercises in the classroom to foster a more supportive and positive learning environment.

Lenwood W. Hayman

Assistant Professor

School of Health Professions and Health Sciences

University of Michigan – Flint

12:20 PM - 2:00 PM

LUNCH & PANEL DISCUSSION | Kuenzel

THE FUTURE OF DIVERSITY SCHOLARSHIP

In this panel, NCID's current Postdoctoral Fellows will reflect on their last year, and talk about the exciting new scholarship on which they have been hard at work.

Moderator

Jamie Moshin

Senior Research Analyst

National Center for Institutional Diversity

University of Michigan

Panelists

Alana LeBrón

2015 – 2016 NCID Postdoctoral Fellow

School of Social Work

University of Michigan

Amy Moors

2015 – 2016 NCID Postdoctoral Fellow

Energy Institute and Department of Women's Studies

University of Michigan

Michelle Rivera

2015 – 2016 NCID Postdoctoral Fellow

Department of American Culture

University of Michigan

2:00 PM - 2:10 PM

BREAK

PAPERS PRESENTATIONS

LANGUAGE AND PRESENTATION OF SELF | Anderson AB

This panel will investigate how language shapes the construction, presentation and representation of self and of identity groups, including how the framing of self leads to different learning and job performance experiences, how language shapes racial realities and experiences on college campuses, and how language functions as cultural capital in the classroom.

Moderator

Kendall D. Deas

Adjunct Professor and Faculty Fellow
School of Education and Honors College
College of Charleston

Panelists

Chien-Chi Tseng

Assistant Professor
School of Business and Management
Morgan State University

Self-Directed Learning as a Key Factor to Entrepreneurial Learning and Performance

Nosisi N. Feza

Professor
Institute of Science and Technology Education
University of South Africa

Language as a Cultural Artifact for Teaching and Learning Counting in the Reception Class: What does Language Policy Mean to Xhosa Reception Year Students?

WORKSHOP

DIGITAL STORYTELLING FOR CRITICAL SELF-REFLECTION | Anderson CD

This workshop will introduce participants to “Digital Storytelling for Critical Self-Reflection,” a pedagogical strategy that invites participants to construct personal narratives accompanied and supported by digital media.

John A. Oliver

Assistant Professor
Counseling Leadership Adult Education School
Texas State University

3:20 PM - 4:50 PM

DIVERSIFYING THE FACULTY | Kuenzel

This workshop will provide a status on the revision of the 2002 Association of American Colleges and Universities (AAC&U) publication, *Diversifying the Faculty: A Guidebook for Search Committees*. Preliminary findings will be presented highlighting current literature on the experiences of faculty of color before, during, and after the hiring process.

Susan Albertine

Senior Scholar

Office of Integrative Liberal Learning and the Global Commons

American Association for Colleges and Universities

Laura Sánchez-Parkinson

Program Coordinator

National Center for Institutional Diversity

University of Michigan

4:50 PM - 5:00 PM

BREAK

5:00 PM - 5:30 PM

RECEPTION | Rogel Ballroom

5:30 PM - 7:00 PM

DINNER & PROGRAM | Rogel Ballroom

TRANSFORMING UNDERSTANDINGS OF DIVERSITY IN HIGHER EDUCATION

This panel represents contributors from a forthcoming book on “Transforming Understandings of Diversity in Higher Education: Demography, Democracy & Discourse.” Contributors (all members of the Network) will share highlights from their chapters and how they became interested in their area of research. They will also discuss the future of diversity research, from their perspectives, and provide some advice for future generations of diversity scholars. To learn more see flyer on pg. 27.

Moderator

John C. Burkhardt

Director

National Center for Institutional Diversity

University of Michigan

Panelists

Courtney M. Carter

Assistant Professor

Department of Sociology and African American Studies

Mississippi State University

Jerlando Jackson

Vilas Distinguished Professor

School of Education

University of Wisconsin – Madison

Angela M. Locks
Associate Professor
Educational Leadership
California State University Long Beach

Michelle Samura
Assistant Professor and Coordinator of Student & Community Engagement
College of Educational Studies
Chapman University

Tamara N. Stevenson
Assistant Professor
Department of Communications
Westminster College

FRIDAY, MAY 20, 2016

8:30 AM – 9:00 AM

BREAKFAST | Anderson ABC

9:00 AM – 9:30 AM

MAKING RESEARCH WORK

Today's events will focus on various "next steps" of scholarship available to academics and practitioners: how do we translate our scholarship to publishable pieces (in multiple formats); how do we convert that work to practice—making it accessible and useful for policy, public scholarship, etc.; how do we translate and market our work for a wide range of public audiences; and how do we make use of new technology to reach wider audiences and take advantage of multiple media formats?

Ketra Armstrong
Associate Dean for Graduate and Faculty Affairs
School of Kinesiology
University of Michigan

9:30 AM - 10:30 AM

PUBLISHING IN ACADEMIA

Tips and tricks of the trade from an NCID Diversity Faculty Fellow with dozens of publications to his name; how can you efficiently, effectively, and successfully move your scholarship from inception to publication?

Jerlando Jackson
Vilas Distinguished Professor
School of Education
University of Wisconsin – Madison

10:30 AM - 11:30 AM

FROM RESEARCH TO PRACTICE AND POLICY

This presentation will focus on education and diversity policy discuss the ways in which scholarship is essential in achieving institutional and societal change, and how research is fundamental in achieving necessary outcomes like racial and ethnic diversity on college campuses. How can we best translate from scholarship, to practice, to policy?

Teresa (Terri) E. Taylor
Senior Policy and Legal Advisor
EducationCounsel LLC

11:30 AM - 11:40 AM

BREAK

11:40 AM - 12:40 PM

COMMUNICATING BEYOND THE ACADEMY

This session explore the role of scholars in communicating beyond the academy. Particularly how can messages of diversity, equity, and inclusion be developed and presented to the public and how can scholars work with campus and external partners to disseminate these messages.

Lisa Rudgers
Vice President for Global Communications and Strategic Initiatives
University of Michigan

12:40 PM - 1:40 PM

ACADEMIC RIGOR, JOURNALISTIC FLAIR

The Conversation, a public-good journalism project focused on transmitting evidence-based information on a colossal scale, will give advice on how to make your research available and impactful globally.

Emily Costello
Politics and Society Editor
The Conversation U.S.

1:40 AM - 2:30 PM

LUNCH AND CLOSURE

John C. Burkhardt
Director
National Center for Institutional Diversity
University of Michigan

FRAMING THE ISSUE

NCID Scholars Network Background

Now its eleventh year, the National Center for Institutional Diversity (NCID) at the University of Michigan (U-M) is committed to strengthening research about issues of diversity, equity and inclusion across many academic disciplines and promoting collaborative efforts among scholars and practitioners in higher education and society. Among the key programs that the NCID has fostered in approaching these goals is the Diversity Scholars Network, which currently has a membership of more than 400 scholars. This growing network annually identifies and sponsors two post-doctoral fellows and welcomes a select number of emerging and exemplary diversity scholars to share their research and collaborate on joint projects.¹ Through these efforts (as well as other initiatives in the areas of leadership development and strategic national meetings), the NCID has grown in national prominence every year, attracting the interest and contributions of scholars, practitioners and policy makers from across the nation and around the globe.

Applications to join the Network are received from hundreds of scholars each year. The awards are determined by a formal review process involving NCID

staff and U-M faculty, conducted in partnership with experts in a wide range of academic fields. While building the Network has been critical in enhancing NCID’s national visibility and adds immeasurably to its intellectual resource structure, its primary aim is to ensure that cutting-edge diversity research is encouraged, recognized and applied in teaching, leadership practice, and policy formation.

Scholars have come together to explore a wide range of important issues related to diversity in education and society as suggested in Figure 1.

Members of the network are featured regularly on the NCID website and in social media, along with a description of their work. Occasionally, members contribute briefings on key topics, which are publicly and strategically disseminated across our networks. Several NCID scholars collaborated on a book, *Transforming Understandings of Diversity in Higher Education*, which will be published by Stylus Press in June of this year. Until now, however, NCID has yet to bring Network members together, to engage one another personally, or to explore connections that might more effectively relate the methods, insights and future directions of diversity research.

NCID Convenings from 2014 – 2016	
November 2014	Transforming Campus Climate for Greater Student Engagement Success
January 2015	Ensuring Success for Men of Color: Leveraging Evidence to Drive Better Policy, Practice, and Effective Investment
April 2015	Educational Equity Beyond Access: Institutional Support for Undocumented, DACAmented and Immigrant Students
November 2015	Multisectoral Collaboration to Address the Social Determinants of Health
November 2015	Leadership, Diversity, and the Future of Higher Education
January 2016	The Role of Research in Advancing Diversity, Equity, and Inclusion in Higher Education

Figure 1.

Impetus for the Convening

Within the NCID Network there are unique traits that are mirrored by no other collection of diversity scholars. Based on our research we know:

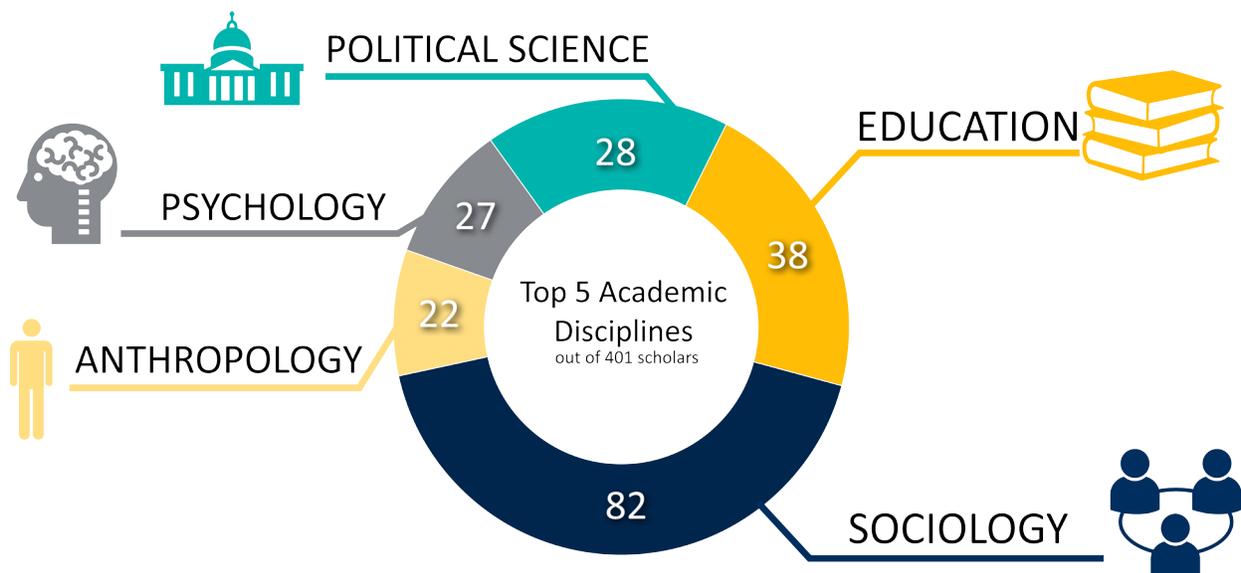
- Our scholars come from not only disciplines traditionally associated with diversity scholarship, but also fields including economics, mathematics, engineering, and public administration;
- Over half of our scholars are tenure-track professors, and a substantial portion are postdoctoral fellows and researchers;
- Our scholars are located at institutions all over the United States and in other global regions including Eastern and Western Europe, Asia, Africa, the Middle East, and Australasia

Perhaps the greatest untapped potential of the network lies in the fact that its members are passionate, diverse, and possess fresh perspectives on these areas of scholarship. Many members of the Network are fairly recently out of graduate school, engaged in post-doctoral research, or hard at work establishing careers as tenure-track faculty. Others have taken their research interests to the policy and consulting world, where they incorporate their enthusiasm for diversity, equity and social justice. Regardless of position, all members of

the Diversity Scholars Network are ambitious, intelligent, and determined to advance diversity research. The Network fosters a great variety of perspectives from which to analyze diversity research, with members having academic homes from gender studies and sociology to education, management and law.

The field of diversity research is inherently interdisciplinary, and one of the important challenges facing the academy and related policy environments (not to exclude obvious challenges in a contentious public discourse) is the need to integrate the distinctive capacities and intellectual passions of those that study these issues and to support effective collaborations which can bridge traditional academic barriers to such research. We believe that NCID can make its best contribution by ensuring that Network members connect with similarly motivated scholars—some who will disagree with them in meaningful and beneficial ways—and are actively supported in their diversity scholarship. The “Future of Diversity Research” convening takes the critical first step of giving members of the Network a better sense of the truly unique group of which they are a part.

This convening is also conceived of as a means of purposing the Network. We are bringing together its members for an incredibly important reason—encouraging, motivating and enabling them to work



together toward diversity, equity and inclusion. Accordingly, one message from this gathering is, “You can make a difference. There is a job to be done. And this job partially falls on you, because of the work that you do, because of your skills and knowledge, and because you are part of this Network.”

Why Diversity Scholarship?

The United States continues to undergo a major demographic diversification, with implications for cultural relations, politics, and economic growth.² As the country evolves, dynamics among members of different identity groups will change. Additionally, an increasingly global society, made smaller by immigration, new technologies, and interconnected economies, means that changing demographics globally increasingly matter locally. Diversity scholarship helps us dissect and understand these interactions through a critical lens. Current research across many fields attempts to bridge the gap between scholarship and progressive activism by putting social justice topics in conversation with academic themes.³ As the NCID Diversity Scholars Network makes apparent, diversity research is being produced by members of academic communities ranging from communications to political science to mathematics. With this growing bounty of perspectives on diversity research, it is crucial that we bring scholars together to collaborate and view the complex issues of diversity through multiple perspectives.

Diversity scholarship also offers a means to amplify the voices of individuals with marginalized identities inside and outside the academy.⁴ Support of diversity scholarship means emphasizing these voices in the literature to balance and better inform dominant groups. It is also important for researchers across more disciplines to recognize how issues of difference, categorization, hierarchy and complexity shape their scholarship. Finally, a changing society needs more clearly articulated research on diversity, equity and inclusion as it seeks to navigate the challenges of stratification, diversification and collective purpose. As

one of the nation’s leading institutions in supporting diversity scholarship, the University of Michigan and NCID have the responsibility and influence to uniquely support these goals.

What are the Goals of this Convening?

“The Future of Diversity Research” convening taking place from May 18-20, 2016 is an effort to connect the Network, and promote a more engaged community and a more interdisciplinary approach to diversity research. We aim to:

1. Build stronger connections with and among diversity scholars and develop a community for future collaboration;
2. Share and workshop cutting-edge, multidisciplinary diversity-oriented research for progress individually, societally and in the field;
3. Gain professional support from experts in academia, philanthropy, public scholarship and publishing;
4. Discuss barriers and opportunities for diversity scholars and, where appropriate, faculty of color in the academy; and
5. Explore the possibilities and promises for diversity scholarship beyond the walls of the academy.

In addition to presenting their own work via papers, workshops, and process discussions, scholars will hear a series of keynotes and panels that will enrich the approach and inform the impact of diversity scholarship. On the final day of the event, we will encourage scholars to explore ways of “Making Research Work,” focusing on various next steps of scholarship available to academics and practitioners, including: how do we translate our scholarship to publishable pieces (in multiple formats); how do we convert that work to practice—making it accessible and useful for policy, public scholarship, etc.; how do we translate and market

our work for a wide range of public audiences; and how do we make use of new technology to reach wider audiences and take advantage of multiple media formats?

Public Scholarship

There are a few specific themes that align with our goals that became clearer to us as we planned this event. One key theme is public scholarship, especially the translation of findings from academic research into professional practice and public use. The NCID supports the pursuit of academic publishing because it is the standard for professional and institutional success and is closely related in many cases to the attainment of tenure. Yet, while “publish or perish” has been the academic standard, it is not a practical consideration for every career or within every institution.

In terms of the typical association between publication and academic status, “most reputable journals have acceptance rates of 20 percent or less.”⁵ Perhaps more to the point, we know that scholarly publication, however important it is, does not translate directly into public scholarship. Academic books usually sell fewer than 500 copies; less than 5% sell more than 1,000.⁶ The reach of a journal article is also curtailed by access; the price of creating monotypes, combined with the newly exorbitant rates of online subscription rates to academic journals, means that fewer and fewer institutions are purchasing this scholarship, providing less and less access to researchers.⁷ Additionally, publishing is not one-size-fits all; certain academics belonging to marginalized identity groups are published at disproportionately lower rates, while “men who are native English speakers do tend to have [an advantage] in the publishing game.”⁸ Not only does an academic’s work rarely reach an audience because of the paucity in publishing, the end result is no more positive; despite the hundreds of hours that an author spends on the journal article, the average researcher spends only thirty minutes reading the fruit of that labor.⁹ Finally, the finish line must be scrutinized as well; while publishing is seen as the key to tenure, “non-tenure-track positions

of all types now account for 76 percent of all instructional staff appointments in American higher education.”¹⁰

It is for the above reasons, and because of the centrality of social justice work to diversity, equity and inclusion, that we place attention on the importance public scholarship. While we of course value strong, creative academic scholarship, intellectual rigor and professional advancement, we firmly believe that scholarship ought not be an end in itself; scholarship should also have a public impact, and diversity related scholarship should contribute in a meaningful way to bettering the lives and deepening understanding among all who can be reached by it. Public scholarship involves relationships between the academy, the public and private organizations: “Its goals include enriching research, creative activity, and public knowledge; enhancing curriculum, teaching and learning; preparing educated and engaged citizens; strengthening democratic values and civic responsibility; addressing and helping to solve critical social problems; and contributing to the public good.”¹¹

A recent national meeting convened by NCID and the American Council on Education, Center for Policy Research and Strategy (January, 2016) made this point dramatically. We gathered to explore the role of diversity related research in preparing for legislative and judicial threats to affirmative action and diversity initiatives in U.S. higher education. In remarks offered during that conference, Liliana Garces (Assistant Professor of Education, Pennsylvania State University) noted that, “There is research that needs to happen and work that needs to happen in communicating findings of research...The current public narrative is contrary to findings of research in some ways, we need to connect research findings to public discussions.” This recognition is also reflected in a recent report by EducationCounsel, which further demonstrates that this type of public scholarship is absolutely essential in achieving both institutional and societal change; research is fundamental in instituting best practices and in achieving necessary outcomes like racial and ethnic diversity on college campuses.¹²

Active public scholarship allows academics to experience greater efficacy and have increased agency in working toward social justice and the public good. It is also gaining recognition both societally and institutionally. The National Endowment for the Humanities announced \$1.7 million in funding for public scholarship this past year, and “Public Scholarship to Educate Diverse Democracies” was the theme of this year’s American Educational Research Association annual meeting. Public scholarship is also gaining recognition and value within the academy; as Chancellor Nancy Cantor (Rutgers University – Newark), notes, “public scholarship is becoming more and more integral and common at our nation’s top institutions, and that more institutions’ requirements for tenure are following accordingly.”¹⁵

Diversity Research and Careers for Faculty of Color

A second theme of the conference examines the clear and important connection between diversity scholarship and individuals who embrace an identity as faculty of color. Faculty of color are more likely to engage in diversity scholarship, and far more likely to make a connection between being a scholar and affecting change in society.¹⁶ Additionally, diversity scholarship affects hiring, retention and job satisfaction. In a featured session which will be led by Susan Albertine (Senior Scholar, Association of American Colleges & Universities), the NCID research team will present a preview to a new edition of *Diversifying the Faculty: A Guidebook for Search Committees*, which will be published by AAC&U this July. The research on which this publication will be based covers a recent period in higher education during which the underlying meanings associated with the term “diversity” have expanded, the numbers of individuals prepared to study diversity issues has grown, and institutional hiring in related areas has not. We will also hear from Carol Schneider, the distinguished president of AAC&U, who has devoted her career to the role of higher education in preparing students for lives in a diverse, dynamic, democratic society.

In order to improve the overall learning environment at institutions of higher education,¹⁷ and to better prepare all students for a changing society,¹⁸ institutions across the nation are attempting to diversify their faculty. Research has shown repeatedly that diversification of the faculty increases the number of perspectives shared with students, creates a richer learning environment, leads to a wider range of pedagogical techniques, provides students of color with more role models, and improves learning and retention overall.¹⁹ However, diversification efforts have not been nearly as successful as they must be: Less than 20% of faculty across the nation are non-White, and these numbers are even more discouraging in terms of high-ranking faculty, and female faculty.²⁰ While building a pipeline for future faculty of color has been somewhat successful (the results are yet to be manifest) the impact on hiring decisions still lags badly. Faculty of color experience overt and covert racism, are marginalized and tokenized, often find themselves forced into representing students of color on campus, and suffer the stigma of affirmative action, all of which have a significant negative impact on job satisfaction. Additionally, faculty of color face problematic actions and attitudes from White students, who challenge and critique them differently, and often bring these critiques to the institutional leaders.²¹ These climate issues have led to faculty of color leaving academia in disproportionately large numbers;²² troublingly, these same negative racial campus climates are also associated with better retention of White faculty. While the issues enumerated above specifically relate to the United States, issues of racism, sexism and power hierarchies are global in scope.

The recruitment and retention of faculty of color has a significant impact on the central theme of this convening; not only are faculty of color too often undervalued, so is diversity scholarship. There is a paucity of what Adam refers to as “brown on brown research,” and this research tends to be devalued by institutions and frequently discredited. Faculty of color generally do not experience the same level of academic freedom, affecting their scholarly focus and output.²⁶ As Turner et al. note, “Scholars described the challenges faculty of color face because of the illegitimization of their research and

methodologies in academic culture, scholarly journals, disciplinary associations, professional networks, and funding entities.” As scholars committed to diversity issues and social justice, this is important for all of us, regardless of our racial identities.

Making Research Work

The last day of our convening will be devoted to “Making Research Work.” Based on our investigation and many discussions with members of the network, the specific subjects which will be covered on this final day are ones in which all young and/or emerging scholars can use advice and mentorship. We are also motivated by research telling us that discussions of this type are particularly important for faculty of color. Some of the best strategies for solving pipeline issues have come through research support, mentoring programs, connections to diverse communities, nationwide workshops and seminars, and collaborative professional socialization, all of which you will find to be at the center of this convening writ large, and the focus on “Making Research Work” in particular.²⁸ A

small gathering such as this allows for deeper and more lasting connections which have been shown to be essential; conversations about change and professional development that are particularly important,²⁹ and a commitment to diversity that attends to both the intellectual and emotional interests of faculty of color and those that study diversity and equity issues.³⁰ Indeed, we are attempting to mirror best practice, as scholars emphasize that mentorship—which is a proven factor in the persistence of faculty of color—should be a key criterion for tenure.³¹

It should be clear that we have given this event a great deal of thought and we are especially grateful for the many helpful suggestions we received as we organized the agenda, speakers, and presentations. There is not a single individual attending who has time to waste, and the challenges we experience within the academy and in our political, economic and social environments attest to the urgency of the scholarship we share. We sincerely hope that the NCID Diversity Scholars Network’s event, The Future of Diversity Research, frames and explores the right issues, in the right context and at the right time.

Notes

This framing paper was developed by a team of researchers at the National Center for Institutional Diversity, led by Dr. Jamie Moshin, Kyle Finnegan, and Rachelle Martinez. A request for citations should be sent to ncidinfo@umich.edu.

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PARTICIPANT DIRECTORY

Melissa Abad

Doctoral Candidate
Department of Sociology
University of Illinois at Chicago

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Office of Integrative Liberal Learning and the Global Commons
American Association for Colleges and Universities

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Senior Director
Hispanic Association on Corporate Responsibility

Erualdo González

Associate Professor
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California State University, Fullerton

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Lecturer
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Assistant Professor
School of Health Professions and Health Sciences
University of Michigan – Flint

Celeste S. Henery
Research Associate
Department of African and African Diaspora Studies
University of Texas at Austin

Arnold K. Ho
Assistant Professor
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Shutzer Assistant Professor
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Director and Associate Professor
Department of American Culture
University of Michigan

Tonisha B. Lane
Assistant Professor
Leadership, Counseling, Career, Adult and Higher
Education
University of South Florida

Alana LeBrón
Postdoctoral Fellow
School of Social Work
University of Michigan

Ahlam Lee
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College of Professional Sciences
Xavier University

Angela M. Locks
Associate Professor
Educational Leadership
California State University Long Beach

William D. Lopez
Postdoctoral Fellow
School of Public Health
University of Michigan

Elham Mahmoudi
Research Assistant Professor
Department of Surgery
University of Michigan

Austin McCoy
Doctoral Candidate
Department of History
University of Michigan

Lonn S. Monroe
Adjunct Faculty
Department of Social Sciences
Oakland Community College

Amy Moors
Postdoctoral Fellow
Energy Institute and Department of Women's Studies
University of Michigan

Heidi Morse
Du Bois-Mandela-Rodney Postdoctoral Fellow
Department of Afroamerican and African Studies
University of Michigan

Sahana Mukherjee
Assistant Professor
Department of Psychology
Gettysburg College

John A. Oliver
Assistant Professor
Counseling Leadership Adult Education School
Texas State University

Marla A. Ramírez
Chancellor's Postdoctoral Research Associate
Department of Latina/o Studies
University of Illinois at Urbana-Champaign

Victoria Reyes
Assistant Professor
Growth and Structure of Cities Department
Bryn Mawr College

Leslie Richards
CEO/President
Retired UDC/Gladmar, LLC

Michelle Rivera
Postdoctoral Fellow
Department of American Culture
University of Michigan

Lisa Rudgers
Vice President for Global Communications and
Strategic Initiatives
University of Michigan

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Assistant Professor and Coordinator of Student &
Community Engagement
College of Educational Studies
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Leonard A. Savala
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Office of Multicultural Student Engagement
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Association of American Colleges and Universities

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Steinhardt School of Culture, Education, and Human
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School of Business and Management
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Law School
University of Queensland

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Research Associate and Visiting Faculty
Feinberg School of Medicine and Department of
Sociology
Northwestern University

Vernon A. Woodley
Assistant Professor
Department of Sociology and Anthropology
Eastern Illinois University

PLANNING COMMITTEE

Kyle Finnegan

Research Assistant
National Center for Institutional Diversity
kjfinn@umich.edu

Demar F. Lewis

Research Assistant
National Center for Institutional Diversity
dflewis@umich.edu

Rachelle Martinez

Program and Research Assistant
National Center for Institutional Diversity
ragm@umich.edu

Jamie Moshin

Senior Research Analyst
National Center for Institutional Diversity
jmoshin@umich.edu

Laura Sánchez-Parkinson

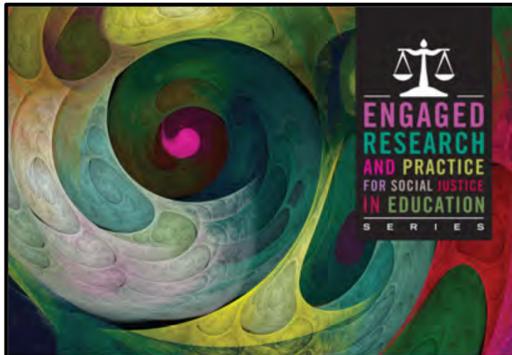
Program Coordinator
National Center for Institutional Diversity
lasanche@umich.edu

Marie Ting

Associate Director
National Center for Institutional Diversity
maript@umich.edu

Amber Williams

Program and Research Assistant
National Center for Institutional Diversity
ambnicol@umich.edu



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