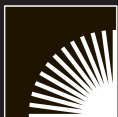


BUILDING A DIVERSE FACULTY



2011



THE
COMPACT for
FACULTY
DIVERSITY

18th Annual

Institute on Teaching and Mentoring

THROUGH A LEGACY OF HISTORY

The Compact for Faculty Diversity Institute on Teaching and Mentoring (the Institute) is a national leader in addressing the shortage of minority faculty by providing racial/ethnic minority students with support and encouragement to pursue doctoral degrees and become college professors. The annual conference of scholars is now in its 18th year. As the Institute moves toward its 20th anniversary in 2013, those close to it are reminded of the paradox that “the more things change, the more they remain the same.” Clearly, the more the Institute has changed, the more it has maintained and — expanded — its strengths:

- The Institute began as a three-region partnership of the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE). It has since expanded to a national partnership including the Alfred P. Sloan Foundation, the Federation of American Societies for Experimental Biology, the Gates Millennium Scholars, the National Institutes of Health (NIGMS-MARC and Bridges to the Professoriate), the National Science Foundation (Alliances for Graduate Education and the Professoriate and Directorate for Social, Behavioral and Economic Sciences), and the United States Department of Education (Ronald E. McNair Postbaccalaureate Achievement Program).
- The scholar population served has become more diverse over the years and now includes African-Americans as well as Asian-Americans, Hispanics and Native Americans.
- The number of annual Institute participants has grown from 107 to more than 1,100, and the number of sessions has risen from less than 10 to more than 50, with a broader array of topics than ever before.
- The Institute has greatly expanded scholars' career and employment opportunities through workshops, a directory and on-site faculty recruiters.

The Institute has never wavered from the fundamental elements that have fueled its growth. As the Institute expands and matures, it has not lost its ability to motivate, inspire and enlighten; to improve understanding; to help scholars develop new skills and enhance their knowledge; to provide strategies for navigating graduate school and the postdoctoral experience; to facilitate networking and community-building; and to provide new and different ways of thinking. These constants have helped the Institute achieve measurable success. As more participating scholars graduate and begin their careers, the professoriate is more diverse every year.

But the task is not over. Adequate representation of minority faculty in higher education is still a challenge. That's why the Institute renews its commitment each year to provide an opportunity to bring about needed change in college teaching. The continuing legacy of the Institute is implied in its one basic goal: to ensure that minorities in the academy become the standard — and not the exception.

2010 INSTITUTE FACTS

- 1,156 — highest attendance to date
- 45 — states represented by participants
- 54 — percent who were first-time attendees
- 240 — institutions represented
- 55 — institutions recruiting potential faculty
- 202 — faculty mentors and recruiters in attendance



“WHAT NOBLER EMPLOYMENT, OR MORE VALUABLE TO THE STATE, THAN THAT OF THE MAN WHO INSTRUCTS THE RISING GENERATION.”

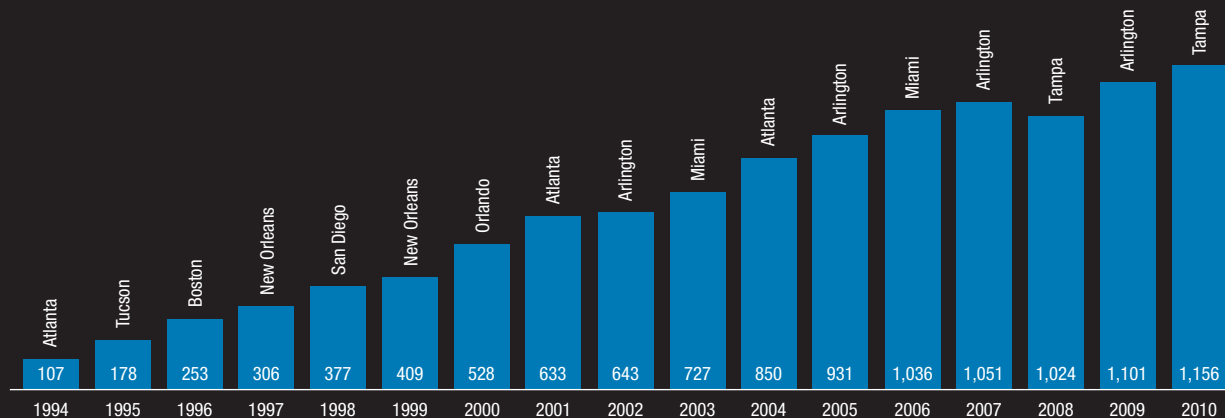
— The Philosopher Cicero

THROUGH A LEGACY OF GROWTH

The Institute has grown tenfold since 1994. In 2011, it is expected to attract about 1,200 doctoral scholars and their mentors for workshops and sessions on preparing for the professoriate — making it the largest annual gathering of minority Ph.D. scholars in the nation. Institute participants represent a wide cross-section of experiences, disciplines, states and institutions.

Statistics from the 2010 Institute illustrate the Institute's powerful development:

INSTITUTE ATTENDANCE BY YEAR

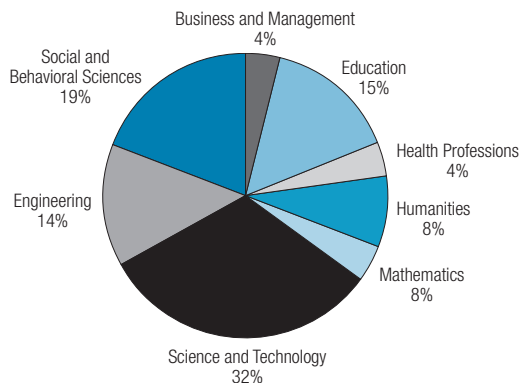


THROUGH A LEGACY OF TEACHING

Many college students can recall a faculty member who played a significant role in their collegiate experience. Helping scholars develop the skills to become effective teachers is an implicit part of the mission of the Institute. It is important that the next generation of faculty be more technically and pedagogically sound and aware of the changes occurring in the academy.

As former Institute scholars achieve milestones in many disciplines, they are building a teaching legacy and making a positive difference in the professoriate and in the lives of their students. In fact, many former Institute scholars who are now faculty already are achieving success and recognition for their accomplishments as outstanding instructors. Highlighted on the following pages are several Institute scholars who have distinguished themselves for their scholarship and excellence in the classroom.

ATTENDANCE BY DISCIPLINE



“THE TRUE AIM OF EVERYONE WHO ASPIRES TO BE A TEACHER SHOULD BE NOT TO IMPART HIS OWN OPINIONS, BUT TO KINDLE THE MIND.”

— Famed Preacher F. W. Robertson

THROUGH A LEGACY OF TEACHING (continued)



Dr. Jennifer Young
Former SREB-State Scholar
(In Memoriam)

Institute participant Dr. Jennifer Young became Associate Professor of English at The Hope College, Holland, MI. She was an SREB-State Doctoral Scholar.

The Hope College Class of 2008 named her the recipient of the “Hope Outstanding Professor Educator” (H.O.P.E.) Award. Unfortunately, Dr. Young passed away earlier this year, but her legacy will live on.

She was described by colleagues as “. . . a fine teacher-scholar who modeled for students what it meant to find joy in learning. She was a wonderful mentor, a valued colleague and a trusted friend.” Said another, “Jennifer was a devoted scholar who loved to do research and who was always juggling multiple writing projects. She was a gifted teacher, who started classes off with musical jam sessions as a way to create good energy and always thanked students for their comments in discussion.”



Dr. Edward E. Brown
Former SREB-State Scholar

Institute participant Dr. Edward E. Brown is now Associate Professor of Electrical Engineering at Rochester Institute of Technology (RIT), Rochester, NY. He was an SREB-State Doctoral Scholar.

He is founder and director of the Biomechatronic Learning Laboratory, which focuses on research in the field of rehabilitation robotics. Specifically, his interest is in multimodal human-robot interaction, interfacing and integration for rehabilitation. He also is interested in engineering education and developing more effective teaching, research and mentoring strategies to address the needs of an increasingly diverse student population with diverse learning styles.

Dr. Brown is a two-time nominee and one-time finalist for the RIT Richard and Virginia Eisenhart Provost’s Award for Excellence in Teaching. This award is given to RIT faculty to encourage professional growth and development and to recognize those faculty members who contribute most to enhance student learning.



Dr. Michael Moreno
Former Sloan Scholar

Institute participant Dr. Michael Moreno is now Research Assistant Professor, Biomedical Engineering at Texas A&M University, College Station, TX. He was a Sloan Minority Ph.D. Program scholar.

Dr. Moreno's research focuses on biofluid mechanics, biosolid mechanics and medical device design, which has led him to inventions for which he holds several patents.

His commitment to the classroom also has been rewarded. He is a recipient of the Gramm Fellowship for "excellence in scholarly research and teaching" and the Student Led Award for Teaching Excellence (SLATE Award), which is given to teachers who go above and beyond the typical expectations to deliver a first-rate education.



Dr. Eihab Jaber
Former AGEF Scholar

Institute participant Dr. Eihab Jaber is now Associate Professor of Chemistry at Worcester State College, Worcester, MA. He was an NSF-AGEP Postdoctoral Fellow at Stony Brook University in the Department of Materials Science and Engineering.

His work focuses on the properties and interactions of nanoparticles, chemical compounds so small that 50,000 of them lined up in a row roughly equal the diameter of a human hair. He has received multiple grants and has published many articles about nanomaterials and polymer composites.

Dr. Jaber is the recipient of the Alden Excellence in Teaching Award, which is given to "professors who made a difference in students' lives through their teaching excellence." Dr. Jaber also has been nominated and has received other awards recognizing his commitment to research and teaching excellence.

THROUGH A LEGACY OF LEARNING

When doctoral students graduate and become faculty members, what happens then? Minority junior faculty members often experience challenges and barriers that are quite different than the ones they faced as graduate students. Nationwide, research shows a low representation of minority faculty among those who have earned tenure and achieved the rank of full professor.

To help close the gap, the first **Junior Faculty Professional Development Conference** was held in 2010 in conjunction with the Institute, with a special track of sessions and workshops. With a focus on professional development, the conference enables former Institute attendees in faculty or postdoctoral positions to focus on the keys to promotion and tenure — from research funding and scholarly publishing, to serving as a mentor/mentee. This annual forum now provides an environment where they can share concerns and create their own community of emerging faculty and leaders in the academy. The conference builds on the investment in the Institute and extends its legacy in important new ways.



THROUGH A LEGACY OF CAREERS

The recruitment fair at the Institute offers advanced Ph.D. scholars personal access to more than 100 college and university representatives who attend to fill faculty positions on their campuses. Leading research institutions and some of the nation's best colleges can select new faculty members and researchers from a wide, multidisciplinary pool of talented minority Ph.D. scholars and recent graduates.

In fact, the Institute is one of the few U.S. venues where dozens of recruiters from colleges and universities can interact with large numbers of minority Ph.D. scholars who represent nearly every field of study and have expressed an active interest in becoming faculty members. Institutions also benefit by identifying prospective minority candidates early in their graduate studies, establishing communications and monitoring students' progress as they pursue their degrees.

Scholars can quickly learn about many colleges and universities in one place, speak directly with faculty and staff who work at these institutions, present their credentials and submit their vitae for consideration. In the past, some scholars have left the Institute with a job or a postdoc position already secured at one of the many schools on hand.

"Recruitment row" at the Institute is a centerpiece activity that extends the legacy of the Institute to everyone in attendance.



"A MASTER CAN TELL YOU WHAT HE EXPECTS OF YOU. A TEACHER, THOUGH, AWAKENS YOUR OWN EXPECTATIONS."

— Oscar-Winning Actress Patricia Neal

BUILDING A DIVERSE FACULTY AND LEAVING A LEGACY FOR THE FUTURE

The goal of the Institute is simple: to increase the number of minority students who earn doctoral degrees and become college and university faculty. By creating an environment that supports and encourages minority scholars, the Institute works to:

- increase the percentage of underrepresented minority students who obtain doctoral degrees and seek faculty positions
- diversify the pool of qualified faculty candidates, and
- increase the likelihood of scholars' success as teachers, researchers, mentors, leaders and role models in the academy and in their communities.

In this way, the legacy that the Institute is building is a **legacy for the future**.

The Institute has been and will continue to be a powerful tool that scholars and their faculty mentors can use to gain knowledge and strengthen skills in research, teaching preparation, networking and mentoring — skills they will use throughout their careers. The Institute plays another critical role in the lives of the scholars by helping to match them with their potential college and university employers.

By supporting and encouraging each individual minority student, the Institute works to increase the percentage who obtain doctoral degrees, seek faculty positions and diversify America's academic community. But challenges for the future remain: Too few minority students continue to earn doctorates, and institutional hiring practices and policies still do not emphasize a scale of diversity commensurate with the population increases for people of color in the United States.

Some might think the paradox should change to be “the more things change, too many remain the same.” The Institute can change that picture. Perhaps the words of Dr. Benjamin E. Mays, educator and former president of Morehouse College, place the ultimate legacy of the Institute in perspective:

“THE TRAGEDY IN LIFE DOES NOT LIE IN REACHING YOUR GOAL.
THE TRAGEDY LIES IN HAVING NO GOALS TO REACH.”

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