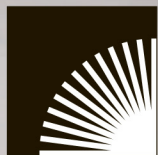


21st Annual

Institute on Teaching and Mentoring

A Strong Foundation for Faculty Diversity



THE
COMPACT *for*
FACULTY
DIVERSITY

Preparing a Foundation for Faculty Diversity

Now, in its 21st year, the Compact for Faculty Diversity Institute on Teaching and Mentoring (Institute) has become the largest national gathering of minority doctoral students in the nation. The 2014 Institute is poised to continue its legacy: Preparing a Foundation for Faculty Diversity.

The Institute was formed to address the shortage of minority faculty on college and university campuses across America. The four-day conference focuses on mentoring and teaching; it provides scholars with information and skills necessary to be successful in graduate study and build a solid foundation for their future career. The Institute also provides scholars with the opportunity to network with each other and faculty mentors and share information on teaching, mentoring, and research.

Each autumn, scholars and faculty from underrepresented minority groups from throughout the country and representing various fields of study come together to talk and share experiences in an environment absent the feelings of alienation and isolation sometimes faced on campus. The Institute allows scholars to make valuable contacts and link to a larger community in other academic disciplines, thus broadening the pool of qualified faculty candidates. This event provides a solid foundation for underrepresented minority scholars to build a successful career as a faculty member in the academy.

2013 Facts and Figures

Institute Data

- 1,081 attendees
- 47 states represented by participants
(includes District of Columbia and Puerto Rico)
- 74 graduates recognized
- 62 recruiting institutions represented
- 159 recruiter representatives
- 99 disciplines represented

Attendance by Discipline

| | |
|--------------------------------|------|
| Business and Management | 4.3% |
| Education | 12 % |
| Engineering | 15% |
| Health Professions | 3.7% |
| Humanities | 6% |
| Mathematics | 4% |
| Science and Technology | 38% |
| Social and Behavioral Sciences | 17% |

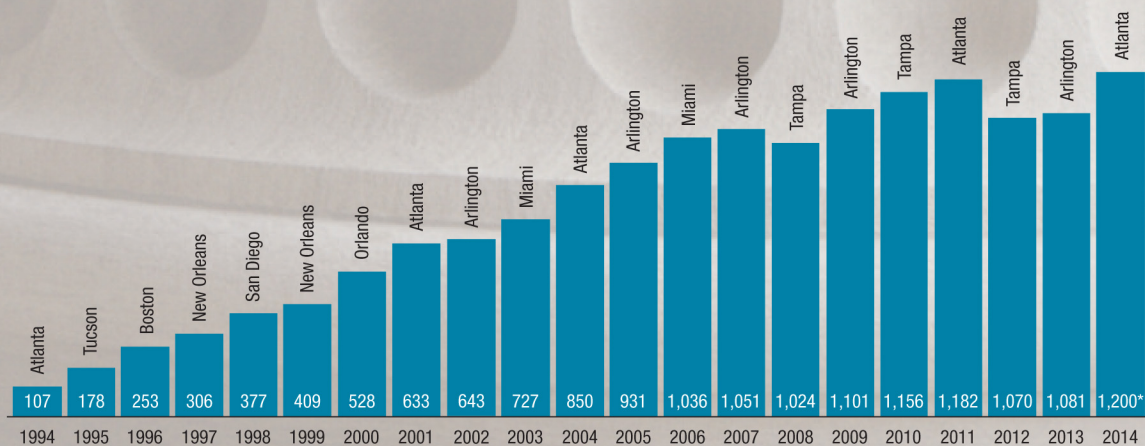
A Foundation for Growth

Over the past 21 years, the Institute has experienced steady growth. The conference has averaged over 1,000 attendees over the last 6 years. But much more remains to be done.

Nationwide, about 5 percent of faculty are African-American, about 3 percent are Hispanic and about 1 percent are Native American. Although more than one-third of America's college students are people of color, too few minority graduates go on to earn a Ph.D. The Ph.D. continues to be the minimum standard for colleges and universities to consider in the faculty hiring process. Accordingly, the Institute continues to help increase the pool of minority Ph.D. scholars to be recruited for faculty positions.

The Institute aims to build upon its successes and to continue bringing together talented scholars, faculty mentors and university recruiters for years to come. With the continued success of the Institute, both the shortage of minority scholars seeking doctorates and the lack of minority faculty at the front of the classroom can cease to be issues.

Institute Attendance by Year



* projected attendance

A Foundation for Teaching

The Western Interstate Commission for Higher Education projects that 45 percent of high school graduates in 2019 will be minority students and many will transition into colleges across the nation. It is important that the diversity of faculty follows current demographic trends. The Institute seeks to address this issue by preparing scholars to enhance their teaching and research skills so they will make positive differences in the lives of their students. The Institute is preparing a diverse pool of faculty to be in a better position to be effective teachers and leaders in the academy by offering information and strategies to teach in the 21st century. The Institute is laying the foundation for scholars to excel as teachers and achieve milestones in their various disciplines. The diverse faculty will be teaching in colleges and universities for the next generation of students.

A Foundation for Mentoring

Many college students can recall a faculty member who played a significant role in their collegiate experiences. The Institute focuses on the basics of effective mentoring so that participants can become high quality mentors for future students. The conference encourages each attendee to bring a mentor and provides opportunities for all participants to meet potential mentors.

Annually, scholars who have experienced exceptional mentoring nominate faculty members for the Faculty Mentor of the Year Award, which is presented during the conference. Research clearly underscores the significance of mentoring as it relates to success in graduate school and the professoriate — and it remains one of the foundations that the Institute provides for its attendees.



“I was very inspired by the passion for teaching that I saw at the Institute. It motivated me to pursue a faculty position where teaching was a priority.”

— **Danielle Solano** (Alfred P. Sloan Foundation Scholar)
Ph.D., Chemistry (2010), University of California, Davis, California
Today: Assistant Professor, Chemistry and Biochemistry, California State University, Bakersfield



“Since I am a professor, this position fulfills my desire to keep learning, teaching, and helping others that are starting their careers.”

— **Maria Martinez-Inesta** (Alfred P. Sloan Foundation Scholar)
Ph.D., Chemical Engineering (2005), University of Delaware, Newark, Delaware
Today: Associate Professor, Chemical Engineering, University of Puerto Rico, Mayagüez



“Mentors I have met at the Institute have been instrumental in helping me stay focused on personal goals that I have set for myself.”

— **Kinnis Gosha** (SREB-State Doctoral Scholar)
Ph.D., Human Centered Computing (2013), Clemson University, Clemson, South Carolina
Today: Assistant Professor, Computer Science, Morehouse College, Atlanta, Georgia



“At the institute, there was a sense of community, encouragement, and empowerment that helped me get through my first year. I loved the mantra ‘More than a check and a handshake,’ because it reminded me that I had people looking out for me that were personally invested in my success.”

— **Jeanne Holmes** (SREB-State Doctoral Scholar)
Ph.D., Management (2011), University of South Carolina, Columbia, South Carolina
Today: Assistant Professor, Management, North Carolina Agricultural and Technical State University, Greensboro

A Foundation for Networking

The Institute provides a forum for networking. Scholars are afforded the opportunity to develop and maintain personal and professional contacts and connect with persons who share similar and/or different experiences, academic interests, and career paths. Networking at the Institute helps scholars develop some of the support and strategies necessary to survive the rigors of graduate school, earn doctoral degrees and succeed as junior faculty members.

Networking reassures and reaffirms for scholars that they are not alone in their quest to earn the Ph.D. This foundation of a network often helps scholars collaborate on projects or leads to a breakthrough in research as they speak with someone with a different viewpoint. Networking remains at the heart of the Institute, and the conference agenda maximizes networking opportunities. For example, sessions are organized to encourage interactions across disciplines, and breaks between sessions facilitate networking between scholars and faculty.

A Foundation for Faculty Careers

Since 2001 representatives from colleges and universities have attended the Institute to serve as recruiters. This component at the Institute has served as a strong foundation in helping scholars secure a teaching position as they start their faculty careers. Institutions recognized that the Institute was one of the few venues where they could interact with large numbers of talented minority Ph.D. scholars that have an interest in becoming faculty members and these scholars represent nearly every field of study. The scholars benefit by speaking directly with the recruiters and presenting their vitae. Institutions benefit by identifying prospective candidates early in their graduate studies, establishing communications, and monitoring students’ progress in their graduate studies. This format permits institutions to be able to identify and recruit talented minority scholars who have a desire to seek a career in the academy, and it remains a strong foundation to help Institute scholars enhance and develop their faculty careers.



“One of the best things about the Institute is interacting with scholars outside of your area of interest. Engaging in discussion and exchanging ideas with people that have different yet compelling perspectives was a highlight for me.”

— **Cyntrica Eaton** (AGEP Scholar)
Ph.D., Computer Science (2007), University of Maryland, College Park, Maryland
Today: Assistant Professor, Computer Science, Norfolk State University, Norfolk, Virginia



“At the Institute, I would hear about someone else’s struggle, and it invigorated me to become the first domestic underrepresented minority faculty in my department, at a Hispanic-serving-institution.”

— **Hiram Moya** (Alfred P. Sloan Foundation Scholar)
Ph.D., Industrial Engineering (2012), Texas A&M University, College Station, Texas
Today: Assistant Professor, Manufacturing Engineering, University of Texas-Pan American, Edinburg



“The workshops at the Institute on Teaching and Mentoring helped my research productivity increase significantly, and I was able to publish a top-tier journal publication within my first year in my tenure-track job.”

— **Oscar Homes IV** (SREB-State Doctoral Scholar)
Ph.D., Management (2013), The University of Alabama, Tuscaloosa, Alabama
Today: Assistant Professor, Management, Rutgers University, New Brunswick, New Jersey



“Attending the Institute on Teaching and Mentoring prepared and instructed me on the process of attaining faculty careers that included the differences in types of university classification, the expectations in obtaining tenure, and the process of negotiating a faculty position.”

— **Deidra R. Hodges** (Alfred P. Sloan Foundation Scholar)
Ph.D., Electrical Engineering (2009), University of Southern Florida, Tampa, Florida
Today: Assistant Professor, Electrical and Computer Engineering, University of Texas at El Paso



2013 Graduates

"I don't know what the future may hold, but I know who holds the future."

— By Ralph David Abernathy

The Compact for Faculty Diversity is pleased to recognize these partner organizations:

- Alfred P. Sloan Foundation Minority Ph.D. Program
- Gates Millennium Scholars Program
- National Aeronautics and Space Administration Harriett G. Jenkins Predoctoral Fellowship Project
- National Institutes of General Medical SciencesHealth: Bridges to the Professoriate
- National Science Foundation Alliances for Graduate Education and the Professoriate
- Ronald E. McNair Postbaccalaureate Achievement Program
- Southern Regional Education Board
- Western Interstate Commission for Higher Education

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