

Assessment of CSMP Scholars Program

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Based on Data from the Scholars of 2000-01 and 2001-02

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Table of Contents

	Page
Data Summary for CSMP Scholars	2
Summary of Comments	5
Value of the Fellowship	5
Impact of the Fellowship on Degree Completion	6
Impact of the Fellowship on Employment Opportunities	7
The Fellowship Experience	7
Mentoring	7
Teaching	8
Other Activities	8
Support	9
Diversity Issues	10
The Liberal Arts Environment	11
Suggestions for Host Institutions	12
Suggestions for the CSMP Program	14

Data Summary for CSMP Scholars

Class of 2000-01 – 17 Scholars Selected

16 Scholars interviewed by phone
1 Scholar preferred to send in questionnaire

Class of 2001-02 – 25 Scholars Selected

24 Scholars interviewed by phone
1 Scholar gave no response

	2000-01	2001-02	Total	Percent
Sex				
Female	12	18	30	71%
Male	5	7	12	29%
Ethnicity				
African Amer.	8	10	18	43%
Asian Amer.	4	6	10	24%
Hispanic Amer.	5	8	13	31%
Native Amer.		1	1	2%

	2000-01	Percent
Ph.D. or Terminal Degree		
In hand before beginning fellowship	5	29%
Completed during year of fellowship	4	24%
Completed during year following fellowship	2	12%
In progress	6	35%

	2001-02	Percent
Ph.D. or Terminal Degree		
In hand before beginning fellowship	10	40%
Completed during year of Fellowship	2*	
In progress	12*	
No response	1	

* These numbers will change, as 8 scholars have scheduled defenses this summer

One of the primary goals of the CSMP program is to assist in completion of the Ph.D. The above data for the Class of 2000-01 indicate that half of the scholars who enter the program without the terminal degree finish it within a year of the fellowship. A total of 65% of the scholars had completed the Ph.D. within a year of the fellowship. As will be discussed more fully below, the CSMP Fellowship was cited as a key factor aiding completion of the

dissertation because the light teaching load compared favorably to the time graduate students would otherwise have to spend as TAs or in other full-time positions and so allowed them to focus on writing. Several scholars noted that clear expectations from the host institution and the host department giving dissertation completion a high priority were important in allowing them to avoid becoming over-committed on campus.

The second primary goal of the program is to encourage new faculty to consider teaching in a liberal arts environment. Detailed employment patterns for both groups of scholars are shown below. For the Class of 2000-01 that can be followed for two years, 9 of the 17 scholars (53%) had employment in a liberal arts setting in the first year following the fellowship, with 2 holding tenure-track positions. Two years following the fellowship, 8 of the 17 scholars (47%) had employment in a liberal arts setting, with 4 holding tenure-track positions. Five scholars remained associated with their fellowship institutions two years after the fellowship year. Similarly, in the Class of 2001-02, 14 of the 25 scholars (56%) had employment in a liberal arts setting in the first year following the fellowship, with 2 holding tenure-track positions.

Employment in the Year Following the Fellowship

	Class of 2000-01	Class of 2001-02
2nd Year of CSMP Fellowship	4	7
At same host institution	3	6
At different host institution	1	1
Other Teaching Fellowship	2	3
At same host institution	1	2
At other liberal arts college outside Consortium	1	
At university		1
Tenure Track Appointment	7	7
With fellowship institution	1	2
With liberal arts college outside Consortium	1	
With university	5	5
Term Appointment with fellowship institution	1	2
Part Time Appointment with fellowship institution	1	
Research Fellowship		1
Museum Curator		1
Attending Medical School		1
Full-time work on dissertation	1	
Full-time family responsibilities	1	
Undecided, but expect term appointments		2
No Response		1

Employment Two Years Following Fellowship
Class of 2000-01

Other Teaching Fellowship	2
At same host institution	1
At other liberal arts college outside Consortium	1
Tenure Track Appointment	10
With fellowship institution	3
With liberal arts college outside of Consortium	1
With university	6
Term Appointment	2
With fellowship institution	1
With another institution within Consortium	1
Attending Medical School	1
Undecided	2

While the majority of CSMP Scholars have a one-year fellowship, each year some CSMP Scholars continue their fellowships for two years, often in a post-doctoral capacity. Two of the 17 Scholars for 2000-01, and four of the 25 Scholars for 2001-02 were completing a second year. Four of these six scholars received tenure track appointments, two with the fellowship institution, and two with universities. Overall, about 36% of the scholars enter the program as post-doctoral fellows, and they have received about 36% of the tenure track positions secured by scholars, so it appears that post-doctoral fellows do not have a particular advantage in obtaining tenure track positions for the small sample examined.

Summary of Comments

Value of the Fellowship

The power of the CSMP Program to increase the presence of minority faculty on campus was cogently and compellingly stated by a number of scholars. It is clear that programs such as this one can have a direct effect on the available pool of candidates for faculty positions in liberal arts institutions, as shown in the following quotes from scholars:

“Although I was always interested in liberal arts institutions, I might never have applied for a tenure track position in one because of my concerns about diversity. I would definitely have never considered coming to this part of the country. The fellowship gave me a chance to ‘come out and test the waters’ without having to make a big commitment.” (From a fellow who accepted a tenure-track position at the fellowship institution.)

“It re-affirmed what I thought from my undergraduate experience in a liberal arts college. But I wanted to be sure before I ‘jumped out there.’” (From a fellow who accepted a tenure-track position at the fellowship institution.)

“Before I would not have considered a liberal arts college; now I would place a priority on it. I like the balance I see here between teaching and research. It has definitely influenced the way I would weigh my alternatives.” (From a fellow who will have a post-doctoral fellowship in a research university next year, before searching for a faculty position.)

“The fellowship year had a huge impact on my career path. It made me consider the possibility of a liberal arts environment, one that I had no contact with before. Now I could make career choices grounded in real facts about the institution and its students.” (From a fellow who accepted a tenure-track position at the fellowship institution.)

“I had no clue about my host institution or liberal arts colleges in general. I just thought of them as expensive and reclusive. I have found it extremely valuable this year to recognize that smaller places can offer an intimate environment where faculty of color can thrive. I would be glad to be a poster-child for this program.” (From a fellow who accepted another teaching fellowship in a liberal arts college.)

“This year was invaluable because it gave me the ‘breathing space’ I needed to write and consider the next step in my teaching career.” (From a fellow who accepted a tenure-track position in a university.)

“I would recommend this experience highly to anyone with an interest in teaching. The students are challenging at all turns. They keep you on your tippy-toes. I felt sought after because I was ‘hot off the press’ and expected to have new ideas. It was a time of very intense personal growth. I will be going back to the research arena with renewed energy.” (From a fellow who intends to teach and do research in a university.)

“My host institution was not one I listed on my application. When the chair called me I thought I would ‘practice my job talk’ even though I had no interest in the institution or in that part of the country. By the end of the interview day I liked everyone I’d met, and wished I had taken the interview more seriously. But my laid-back style may have helped because I got and accepted their offer.” (From a fellow who accepted a term position at an institution in the Consortium.)

Impact of Fellowship on Degree Completion

The fellowship year was seen by the vast majority of pre-doctoral scholars as a big help in finishing the Ph.D. Most noted that they otherwise would have had to take a fulltime position unrelated to their dissertation work while working on the degree, which would have seriously prolonged the time before the defending. A note of caution was sounded by one fellow, though, who stated that: *“The year is ideal for people who can clearly finish in a year. It was important that I had a major chunk of the work done before I went away to take the fellowship. It should not be encouraged for those who are not reasonably close to finishing.”*

Most scholars were very grateful for the level of financial support they received from their host institutions. For some, the salary was a big factor in accepting the fellowship, as well as the desire to gain teaching experience and experience a liberal arts environment. *“The salary was phenomenal. Both the pay and the resources were great and really swayed me.”*

Although some fellows had difficulty communicating with their advisors and committees, most felt that this was due to the schedules and personalities of the individuals involved rather than to the fellowship itself. Some fellows indicated that they had the same problems in communication when they were still in their research institutions. Scholars lauded host institutions that provided funds for periodic visits to their dissertation institutions to meet with advisors.

The support of the dean and department chair in explicitly giving dissertation completion a high priority was cited by scholars as an important factor in helping them to avoid becoming over-committed in campus activities. They felt they had permission to say no to some requests.

The best practice among the consortium institutions for a mentoring program that promotes dissertation completion has been implemented at DePauw. This program, organized by Academic Affairs for pre-doctoral fellows on campus from all disciplines and facilitated by a tenure-track professor, involved a monthly meeting to share and review dissertation chapters. The program received rave reviews from the participating fellows, who credited the self-imposed deadlines and peer feedback with helping them keep on track so well that *every* scholar completed the dissertation this year.

Impact of Fellowship on Employment Opportunities

Every fellow surveyed felt the fellowship year had a positive effect on employment opportunities. *“I added a whole page to my CV,”* was a typical remark. Even fellows who had no intention of remaining in a small liberal arts environment found the experience valuable, as shown in the following quotes:

“I had the impression that the fellowship really helped. I hadn’t had much teaching experience before. Without the fellowship year, I would not have been as marketable.” (From a scholar who accepted a tenure-track position in a university.)

“The year was really valuable. I published two articles and revised a book manuscript. It is very competitive in my field and the post-doc gives me an ‘edge’ by providing the opportunity to build up both my teaching and publication portfolios.” (From a scholar who deferred a position at Harvard to take the fellowship.)

Host institutions also gain significant employment opportunities to hire minority scholars in tenure-track positions, particularly if they can act quickly. One fellow who took a tenure-track offer from the fellowship institution notes *“I got the job offer in December. I turned down another offer and other interviews to accept it.”* In another case, the fellowship institution acted too slowly, *“I would have taken the offer from my fellowship institution if it had come earlier in the process, but by the time I got it I already had four offers and the other institutions provided big competition in terms of resources. Geographic and economic factors really guided my final choice.”*

The Fellowship Experience

Mentoring. Both the availability and the effectiveness of mentoring programs ranged widely among the consortium members. Some institutions had very structured programs with assigned mentors, while others had a hands-off policy that left scholars feeling isolated and alone. Many scholars found that their colleagues, and especially the chairs of their departments, were wonderful mentors, even when the structure was a more informal one. For others, the mentoring was nebulous, at best. The comments below illustrate the diversity of approaches to mentoring that scholars experienced.

“I had three assigned mentors, a teaching mentor, a research mentor, and a life mentor with whom I could discuss what it means to be on campus as a minority. It seemed like a lot of mentors at first, but no one complained about this. They have been great, taking me to lunch and dinner, or just stopping by to chat.”

“The chair of my department came to my class and gave me feedback on the course, and also let me visit her class.”

“I’ve got as much mentoring as I’ve sought. I have been fully integrated into the general academic community. One of my colleagues has helped me with sources and has read chapters of my dissertation.”

“My department has been a good fit. My chair and others have helped me navigate and negotiate the politics. I have felt invited and included, but I have been left alone to work.”

“I had a ton of mentoring. One thing my host institution did well was to let people know I was there. They pay a lot of attention to visitors. I gave a lecture in the fall, and many faculty came, so I got in touch with others on campus doing related research. Colleagues in my department read my articles and gave editorial advice.”

“My institution had wonderful workshops on teaching. They even sent me a book about teaching before I arrived. The Teaching and Learning Center here helped me acclimate to the liberal arts environment.”

“We had teaching workshops and opportunities for informal sharing of ideas with more senior faculty. Sometimes they even asked me for advice. I am leaving as a much better teacher.”

“Visiting people are marginalized and not treated as regular faculty members.”

“The majority of faculty did not want to establish a relationship with a short-term colleague.”

“I felt very isolated. I was assigned a mentor outside my department. She made it clear to me that this was not voluntary on her part.”

“As a graduate student I had experience being a TA, but I had hoped that by being in a place with really excellent teachers, I would learn from them. But the experience was not what I expected. I did not feel fostered as a new faculty member. Rather, I was thrown into the deep end and expected to swim.”

For some scholars, top-level administrators played important roles. *“I had mentoring from the top. Our dean was a great mentor, very honest and clear about options for the future, as well as forthcoming.”* And from another scholar, *“We had a special session with the President and the Dean on knowing when to say no.”*

Teaching. The typical teaching load was one course for pre-doctoral scholars, and two courses for post-doctoral scholars. There were some exceptions to this general pattern. Nine of the 26 pre-doctoral scholars surveyed taught 2 courses during the year at their host institutions, and one additional scholar who had a two-year pre-doctoral award taught 2 courses during her second year. Two of the 15 post-doctoral scholars surveyed taught 3 courses during the year. Pre-doctoral scholars who were teaching one course were evenly divided about whether it was best to teach that course during the fall or the spring. One of the pre-doctoral scholars noted that teaching two courses while trying to complete the dissertation was extraordinarily time-consuming and difficult. This individual advocated teaching one course and giving a public lecture.

Nearly every fellow had a positive teaching experience. One commented, *“This post-doc was a great first job because I could teach what I wanted to in my area of expertise. I could design my own courses. And I found that the students were very motivated.”* With few exceptions, the fellows had complete control over the design of their courses.

Other Activities. Most fellows engaged in activities on campus and in the community apart from their teaching and research, and the vast majority found these experiences positive. Scholars did want to warn others, however, of the importance of avoiding becoming over-committed to campus activities to the detriment of completing the

dissertation or manuscripts. Some of the activities scholars found especially valuable included:

- Participating in selection and mentoring of new scholars
- Supervising senior theses
- Attending faculty meetings to observe campus politics
- Outside community work to balance life
- Dinner once a week with students in ethnic centers on campus
- Faculty inquiry groups
- Participating in job searches within the department
- Organizing film festivals or panel discussions
- Meeting with prospective students of color
- Participating in department reviews
- Mentoring students

Support. The scholars were asked to comment on support from their host institutions in terms of office and computer, funding for research and travel, and guidance in looking at options beyond the fellowship year.

Office and Computer. All of the fellows were given office space and computers in their host institutions. Sometimes the office space was apart from the rest of the department, and this was viewed both positively and negatively, as fellows had peace and quiet to work on their research and writing, but sometimes felt a bit isolated. At only one institution, Colorado College, are scholars allowed to keep their computers. Fellows at Colorado College felt this was a wonderful benefit.

Funding for Research and Travel. The majority of institutions provided resources for scholars beyond their salaries and employee benefits. The amount of these resources varied considerably. In some institutions these additional funds were part of the package offered to the fellow, and were written into the contract, while at other institutions the fellows were allowed and encouraged to apply for development funds available to all faculty at the institution. Research support was available to 77% of the scholars surveyed. The amount varied from \$200 for books to \$10,000 for start-up equipment for a laboratory. The average amount awarded was \$2,435. In one unusual situation, the scholar was awarded \$20,000 to support a trip to Vietnam for the scholar and her entire class of nine students. Because this funding was for a special opportunity, the \$20,000 was not included in calculating the average value of research support. In terms of travel funding, 94% of the scholars had funding available from the host institution. Here the range was \$500-\$2500, with the average being \$1021.

Guidance in Looking at Career Options. Fellows had varying degrees of interaction with colleagues in their host institutions concerning career options. Some found colleagues to be useful sources of information.

“My colleagues were very helpful. They encouraged me to look broadly at my career plans; they didn’t just try to ‘sell’ me on their own institution.”

“I had great support. They read my application letter and my writing sample, they helped format my CV, and the minority scholar search committee gave me feedback.”

“We talked about being in a liberal arts college and how to balance teaching and research. We also discussed what it meant to teach liberal arts students. But I only had these conversations because I was offered a tenure-track position there. It would not have happened otherwise.”

Most scholars had little interaction with colleagues concerning the future, some by choice. *“I didn’t try to talk to people about this. I wanted to make these decisions on my own.”*

Other support. Several scholars had housing support from the host institution. Living in the “faculty ghetto” was seen as very helpful in making contacts and friendships with other faculty. In some cases the housing was free of charge, and in others it was subsidized by the college. In one case, housing for visiting faculty was in a student residence hall.

Some scholars found support within the wider community to be of great importance. *“The Black church was crucially important during this time because they helped to decrease the emotional isolation I could have experienced coming from a strong Black community into an overwhelmingly white, conservative, Republican city.”*

Most scholars were very impressed by the teaching resources the college provided. *“My year was extraordinarily helpful in giving me the experience and tools I needed for teaching. It was more valuable because of the great resources available at this nationally-ranked institution. Now I’m in an institution without all that great stuff. I didn’t know how excellent my host institution was until I left it.”*

Diversity Issues.

“It was an excellent opportunity for me, as an African-American scholar, to be engaged in learning about students and their ideas in a predominantly European-American college. This experience was not without racial tension. Yet I feel that my presence as a professor of color was important in helping to begin to reverse the effects of a college culture that lacks significant diversity.”

“Colleagues at my host institution are very aware of the various issues surrounding faculty of color. They have a center for students of color and strong departments that deal with ethnic studies. Yes, there are problems and tensions, but they are making conscious efforts to make the institution as strong and diverse as possible.”

Racial tensions on campus, especially those involving personnel issues or retention of faculty, had a strong negative impact on the scholars on that campus. Typical comments from those scholars:

“When African-American faculty are choosing to leave the campus, or are not granted tenure, it indicates that senior scholars find the atmosphere antagonistic to their physical presence and to their type of scholarship.”

“This college has a wonderful reputation for social activism which attracts people of color, but now it seems like a veneer to me. Several faculty of color have left this year, indicating that there are serious climate issues here.”

“There were heated debates on multiculturalism and affirmative action. I thought I was cynical, but I found that I wasn’t cynical enough.”

“In an attempt to emphasize the presence of minority faculty on campus, the President and Deans listed us by name. This seemed patronizing and objectifying and made me feel uncomfortable.”

“I still want to spend my career in a liberal arts college but now I realize that I need to be more careful about the selection of that college. I will make fewer assumptions. This experience has made me more aware.”

“There were tensions between older and younger faculty of color, creating factions.”

“My institution has an incredibly diverse student body and this makes a big difference. Non-minority students take multiculturalism seriously and so I feel like I’m a role model for these students too.”

“Increases in faculty and students of color have brought new concerns that need to be addressed. Group allegiance can be in conflict with the model of inclusion. Institutions have not yet thought through how to accommodate the different groups and handle the conflicts that will occur. This makes the environment tense. But it is important to transform these institutions and people will.”

The Liberal Arts Environment.

“A liberal arts college can be isolating and insular. It is hard to discover who and where is your intellectual community.”

“I found that liberal arts colleges were reaching out and being engaged with the broader community.”

“Students are too parochial because they lack intellectual sophistication, global awareness, and a knowledge of diversity within the U.S.”

“Here the individual is not lost.”

“I found the liberal arts college a great place to teach and to broaden my research area. I did not find that being in a small college constrained intellectual growth. The atmosphere was more nurturing for students, they felt more secure, and it was possible to develop good relationships with them. Ideally I would like to stay in a liberal arts setting because my own work is highly valued and the quality of teaching is taken seriously.”

“The combination of teaching and research allowed me to make connections and maintain the level of human contact that makes my job meaningful. It made my dissertation work feel less isolated and less abstract. Research alone can be tedious when I don’t see connections to teaching.”

“Interdisciplinarity is valued in the liberal arts environment and that’s what drew me. I feel that large universities produce unhappy professors, ‘paper producing machines,’ and are places where ‘teaching got in the way.’ I want to be in a place that values both teaching and research.”

Suggestions for Host Institutions

Selection

- Have members from the department on the selection committee. *“The department seemed uninterested in me and my work. Perhaps this was related to the fact that no one from the department was on the minority scholar selection committee, so they didn’t feel they had selected me.”*
- Consider the long-term needs of the institution in selecting the fellow to maximize the opportunity for recruiting to a tenure-track position.

Expectations

- Expectations of time in residence and time on campus (days/week and hours/day), especially when not teaching, should be made clear and negotiated openly to avoid misunderstandings.
- Make the duties of the faculty member more explicit, so neither they nor colleagues in their department expect that they should shoulder a full load of faculty responsibilities outside the classroom.

Name

- Introduce the scholar as “Scholar in Residence,” not “Minority Scholar in Residence.”

Mentoring

- Introduce to other CSMP scholars and faculty of color on campus. Have a planned opportunity for this group to get together. The group creates a critical mass and a safe space. *“They would make a wonderful occasional mentoring committee. I had to search them out, but then I found they were great resources and good friends.”* *“The worst possible thing would be to be the only fellow on campus.”*
- Include Scholars in new-faculty orientation programs, or at least in a selected subset of orientation activities. *“At our institution, new faculty orientation was only for tenure-track faculty.”*
- Have Scholars give research talks early in the academic year to help establish connections with fellow faculty.
- One or more faculty mentors should be assigned, with expectations for a weekly or biweekly meeting. Although these interactions may occur without a formal structure, they are less likely to happen.

Inclusion

- Make sure Scholars get invited to participate in minority groups on campus. *“There was a Women of Color group on campus but I did not get invited.”*
- Include in campus listservs. *“It would be helpful if fellows were given printed sheets with all the campus groups and instructions as to how to join the listservs.”*
- Ask fellows to meet with the CSMP candidates being interviewed for the coming year.
- *“One of the good things about my institution was that they didn’t make me feel different as a fellow. They treated me as a regular faculty member with the same privileges as anyone else.”*

Teaching

- Autonomy in course design sends an important message. *“I felt honored when my institution allowed me to design my own courses and pick my own books. The department was very progressive in what was offered in addition to the canon. I never felt that my area was devalued. This college is invested in diversity.”*

Scholarly Activities

- Bring Scholar’s research advisor to campus as a speaker. This benefits the college, gives the Scholar one-on-one time with the advisor, and makes the advisor more aware of the nature of the CSMP Program, and more likely to refer future students to the institution.

Personal Support

- Visible commitment from the Dean or Provost through systematic support is very important. *“If the institution has a real desire to increase diversity, then it should have systematic information flow and support that is institution-wide. Otherwise, the program depends on the department’s power and is in competition with programs in other departments.” “The Dean met with me to check on how I was doing both semesters. This showed me his commitment to the program.”*

Future Employment

- Be clear and forthright about the possibility for future employment at the host institution.
- Inform scholars about the process used for hiring. *“If the institution uses the program to recruit faculty, it should be systematic about the follow-up process and tell the scholar what s/he should do.”*
- Encourage application for second year of the CSMP Fellowship. Many scholars did not know this was possible.

Suggestions for CSMP Program

Recruiting

- Almost every scholar suggested that the program be more widely advertised.
“I searched for something like this for months.”
“No one in my department knew about this program.”
“Other people in my department should have been applying for this years ago.”
Scholars noted that graduate students do not read the Chronicle or the other print journals where the program is currently advertised. None of the scholars saw the printed ad for the program. Instead they found out about the program primarily by word of mouth. The scholars suggest that the following would more effectively recruit for the program:
 - Ask graduate institutions to send by email to their graduate students or post in departmental newsletter.
 - Notify graduate advisors and chairs of graduate programs.
 - Send information to graduate school department of multicultural affairs
 - Post on disciplinary websites for graduate students
 - Post on “Students of Color” listservs
 - Should be able to access CSMP from Grinnell’s home page
 - Website should list previous fellows at each school as contacts
- Scholars really like the new practice of posting the names of the scholars and their placements on the website.

Selection Process

- Scholars did not understand the purpose of listing the three preferred Consortium schools. They expected to be contacted by these schools, and expected that they could call the department chairs at these schools to check on the progress of their applications. The majority of scholars ended up in institutions that they did not list on their applications forms. This aspect of application needs to be clarified as the comments indicate:
“I never even got a rejection letter.”
“It was maddening to try to get any information out of the Consortium.”
“The information was misleading because some schools were not even hiring scholars that year.”
“My first choice school never responded to my application.”
“The application says to list the top three choices but it doesn’t say what will be done with these. Do they mean anything?”
Despite this confusion, scholars liked the idea of applying to 25 institutions at once.
“I like the idea of a ‘clearing house’ for the application process.”
“The application process was hassle-free and affirming.”
- The guidelines should explicitly say that scientists are allowed to apply. *“There are few teaching post-docs in the sciences and nothing for graduate students. I got lots of calls from consortium schools because I am in the sciences.”*
- Timeliness is important. *“I got a fast response from my host institution. I came for my interview only a week after the deadline and I got the job offer a week later.”*

- The interview process itself was an important learning experience and this should be stated to applicants.

“I didn’t expect the interview to be a job interview. I needed more guidelines. But after the fellowship I felt I was interviewing as a professor and not as a graduate student. I was stepping up a notch and engaging with others as colleagues. This year gave me a lot of experience and confidence.”

“The interview process is just like a job process. This was very good because I had never given a job talk, so it really helped with the interviews I had following the fellowship. It was like a ‘trial’ campus visit.”

“My interview was the first one I ever had. I had no idea how to prepare. If it had been a real interview I would not have gotten the job, but now I am much better prepared.”

Institutions

- It would be interesting to expand the participating institutions to include some HBCU’s.

Two-year Program

- Many scholars felt that the ideal program would be a two-year program for the following reasons:
 - Much more personal and professional development possible
 - Would take full advantage of the cultivation of relationships
 - Would see more of the politics and decision-making side of the institution
 - Can’t get teaching recommendations in time for new job in time from only a 1-yr. experience
 - Could teach same students in introductory and advanced courses
 - Could supervise senior projects for students who were in class as juniors

Expectations

- The program should make it clear that salary is determined by each host institution.

Personal and Professional Support

- Provide a fund for which scholars could apply for travel funds to return home occasionally during the fellowship year. *“I found it necessary to touch base with my home community due to the emotional needs caused by being in an environment that is overwhelmingly “other”. It is important for scholars of color to not become emotionally isolated from their own communities.”*
- Provide a fund for research for which scholars could apply to avoid inconsistencies across the institutions.

Bringing Fellows Together

- Sponsor a joint CSMP Conference so that fellows from all institutions could come together and share experiences and research with each other.
- Create an electronic directory or bulletin board so that fellows at all participating institutions could be in contact with each other. *“This would provide another kind of support group for faculty of color.”*

Future Employment

- *“There is untapped potential in this program to increase the number of minority faculty, if a structure and process is set in place to help fellows take advantage of the consortium resources and for institutions to take advantage of the network of fellows.”*
- Create a database of current information about fellows that institutions could use in recruiting tenure-track faculty.

Points for Discussion

“The rotating door for scholars is only just so effective. An institution that lacks diversity will not have a reversal of the segregated environment unless there is a serious attempt to have administrators and faculty of color and keep them there.”

“When I talked with older faculty members who had been hired on targeted searches, I found out that all minority faculty had been hired on targeted searches. This takes the force out of hiring minorities in regular searches. I would like this to be one of many spaces.”

“I see a problem as to how diversification is portrayed implicitly. A rotating position prevents bond formation with students. It’s like the passing of the crown in a beauty pageant.”

“For some institutions the program offers an opportunity to gain diversity without having to make a commitment for stability.”