Faculty Diversity: Addressing challenges of racial and ethnic inequities in the PhD pipeline

PLDI 504 Spring 2016
Presentation Roadmap

• Introduction
• Pre-admission, recruitment, admission
• During graduate school
• Post degree - Joining the faculty
• Facilitated Discussion
Problem Statement

The lack of racial and ethnic diversity among university faculty is a well-known problem that has been central to recent nationwide discussions about race on college campuses. This presentation will:

- Consider the ways in which graduate education is a critical contributor to faculty diversity.
- Identify the challenges Ph.D. students face at various stages of graduate education
- Explore some strategies that have been used to deal with these challenges
- Examine how university leaders can translate the insights gained from the cases presented into policies and practices that make local sense.
Guiding Questions

• What are the challenges, shaped by racial and ethnic inequities, that graduate students and PhDs face?
• What are some institutional strategies (at each point in the pipeline) that have been used to deal with challenges that these groups face?
• How can university leaders translate these insights into action?
The Problem: Faculty Diversity
List of Demands

I. We demand that the University of Missouri System President, Tim Wolfe, writes a handwritten apology to the Concerned Student 1-9-5-0 demonstrators and holds a press conference in the Mizzou Student Center reading the letter. In the letter and at the press conference, Tim Wolfe must acknowledge his white male privilege, recognize that systems of oppression exist, and provide a verbal commitment to fulfilling Concerned Student 1-9-5-0 demands. We want Tim Wolfe to admit to his gross negligence, allowing his driver to hit one of the demonstrators, consenting to the physical violence of bystanders, and lastly refusing to intervene when Columbia Police Department used excessive force with demonstrators.

II. We demand the immediate removal of Tim Wolfe as UM system president. After his removal a new amendment to UM system policies must be established to have all future UM system president and Chancellor positions be selected by a collective of students, staff, and faculty of diverse backgrounds.

III. We demand that the University of Missouri meets the Legion of Black Collegians’ demands that were presented in 1969 for the betterment of the black community.

IV. We demand that the University of Missouri creates and enforces comprehensive racial awareness and inclusion curriculum throughout all campus departments and units, mandatory for all students, faculty, staff, and administration. This curriculum must be vetted, maintained, and overseen by a board comprised of students, staff, and faculty of color.

V. We demand that by the academic year 2017-2018, the University of Missouri increases the percentage of black faculty and staff campus-wide to 10%.

VI. We demand that the University of Missouri composes a strategic 10 year plan by May 1, 2016 that will increase retention rates for marginalized students, sustain diversity curriculum and training, and promote a more safe and inclusive campus.

VII. We demand that the University of Missouri increases funding and resources for the University of Missouri Counseling Center for the purpose of hiring additional mental health professionals; particularly those of color, boosting mental health outreach and programming across campus, increasing campus-wide awareness and visibility of the counseling center, and reducing lengthy wait times for prospective clients.

VIII. We demand that the University of Missouri increases funding, resources, and personnel for the social justices centers on campus for the purpose of hiring additional professionals, particularly those of color, boosting outreach and programming across campus, and increasing campus-wide awareness and visibility.
Protests on Campus Race Relations Erupt Nation-wide

A list of formal demands made at 51 U.S. campuses has been collected on a website called The Demands. FiveThirtyEight sorted through the list, categorizing each request and looking for patterns in the students’ priorities. The results, which offer a fuller portrait of this new movement, are shown in the following chart:

**What Do Student Protesters Want?**

<table>
<thead>
<tr>
<th>Most common demands at 51 schools with student protests</th>
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<tbody>
<tr>
<td>Increase diversity of professors</td>
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<td>Require diversity training</td>
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<tr>
<td>Fund cultural centers</td>
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<tr>
<td>Require classes for students</td>
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<tr>
<td>Increase diversity of students</td>
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<tr>
<td>Track race-related offenses</td>
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<tr>
<td>Expand mental health resources</td>
</tr>
<tr>
<td>Rename buildings/mascots</td>
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<tr>
<td>Retain more minority students</td>
</tr>
<tr>
<td>Expand financial aid</td>
</tr>
<tr>
<td>Offer an apology</td>
</tr>
<tr>
<td>Revise speech code</td>
</tr>
<tr>
<td>Remove officials</td>
</tr>
</tbody>
</table>


How Does the Faculty Reflect National Percentages?

Total US Population

- White: 62.10%
- Hispanic/Latino: 17.40%
- Asian: 5.40%
- Native Hawaiian/Pacific Islander: 0.20%
- Black/African American: 13.20%
- Other: 0.50%
- American Indian/Alaska Native: 1.20%

Race/Ethnicity of College Faculty

- White: 78%
- Hispanic: 10%
- Black/African American: 6%
- Asian/Pacific Islander: 5%
- Other: 1%

31.8%

11%

https://www.census.gov/quickfacts/table/PST045215/00
https://nces.ed.gov/fastfacts/display.asp?id=61 faculty data
Student activists want more black faculty members. But how realistic are some of their goals?

Submitted by Colleen Flaherty on November 30, 2015 - 3:00am

Increasing faculty diversity has long been a priority on college campuses, but the recent, widespread student protests over race relations have made the issue all the more urgent. And while a number of institutions already have pledged additional resources to increasing faculty diversity, questions remain about how realistic some of these goals are -- at least in the near term.

That’s because black students remain underrepresented in a variety of Ph.D. programs. Even trickier, experts agree, is getting more black students to stay in academe after they earn their Ph.D.s., given climate concerns and the fact that they are also in demand elsewhere, including the much better paying corporate world. So any successful diversity plan, those experts say, will involve not only bringing more black faculty members to campus, but also address the climate issues that will influence whether they stay there.
Enrollment in Undergraduate Institutions

2008 Undergraduate Enrollment by Race

- Includes 2-Year Colleges
- Over-representation at for-profits (~42%)
- Poor indicator of degree completion

Total US Population: 31.8%
Under-represented Minorities in Faculty: 11%

*Total percent distribution of undergraduate fall enrollment of degree-granting institutions
Distribution of Bachelor and Doctoral Degrees Conferred

2008 Bachelor Degrees Granted by Race

- White: 73%
- Hispanic: 9%
- Asian/Pacific Islander: 7%
- Black/African American: 10%

2010 Doctoral Degrees Granted by Race

- White: 74%
- Hispanic: 6%
- Asian/Pacific Islander: 12%
- Black/African American: 7%
- American Indian/Alaska Native: 1%

Total US Population: 31.8%
Under-represented Minorities in Faculty: 11%
Pre-admission: Barriers to Undergraduate Education
“The historical, economic, sociopolitical and moral decisions and policies that characterize our society have created an educational debt…”

(Ladson-Billings, 2006, p. 6)
Barriers to Undergraduate Education

**College Readiness**

“cognitive strategies, content knowledge, academic behaviors, and contextual skills and awareness” (Conley, 2010).

**College Access**

“The challenges related to "college access" go well beyond being accepted into post-secondary programs to include the hurdles that prevent many students, particularly minority and low-income students, from completing degrees.” (Education Research Center, 2011)
Undergraduate Education: Programs for URMs

- To expand the pool from which top colleges and universities can recruit outstanding young leaders from diverse backgrounds.

- To help these institutions build more interactive campus environments so that they can be more welcoming for people from all backgrounds.

- To ensure that Posse Scholars persist in their academic studies and graduate so they can take on leadership positions in the workforce.

https://www.possefoundation.org/about-posse

- Educational Opportunity Centers.
- Ronald E. McNair Postbaccalaureate Achievement.
- Student Support Services.
- Talent Search.
- Training Program for Federal TRIO Programs Staff.
- Upward Bound.
- Upward Bound Math-Science.
- Veterans Upward Bound

http://www2.ed.gov/about/offices/list/ope/trio/index.html
Graduate Education: Barriers to Admission
Barriers to Admission: Student Loan Debt

Figure 2: Student Loan Debt by Race & Ethnicity

Bachelor's Recipients, 2008

- All: 34.4% not borrowing, 65.6% borrowing, $24,842
- White: 35.4% not borrowing, 64.6% borrowing, $24,742
- Black: 20.3% not borrowing, 79.7% borrowing, $28,692
- Hispanic: 32.2% not borrowing, 66.8% borrowing, $22,886
- Asian: 46.2% not borrowing, 53.8% borrowing, $21,090


http://www.demos.org/sites/default/files/data_bytes/Ending%20Debt-For-Diploma%20System%20Figure%202.png
Barriers to Admission: Standardized Test Scores

The data represent the scores typically achieved in the quantitative reasoning test of the graduate record examinations (GRE) by US students from different ethnic groups applying for graduate school. In the physical sciences, a minimum score of 700 is required by many PhD programmes.
Barriers to Admission: Colorblind Policies

“To “do a better job” educating college students means not only taking a strong stand against overt forms of racism on campuses. We also need to see the subtle ways that racial inequalities are institutionalized in standard operating procedures and the ideals of “pure merit” through which college students become graduate students and graduate students become professors.” (Posselt, 2016)

Graduate Education: Recruitment of Underrepresented Minority Students
Graduate Education: Recruitment/Retention Programs for URMs

“Building the pipeline. That’s got to start early”

- Summer programs
- Recruitment at undergraduate institutions
- Financial aid awareness
Minority Recruitment

- Office of Diversity and Minority Affairs
- Recruitment, Mentorship, Support
- All admitted students receive funding
- Attentiveness to graduate student life

## Harvard Graduate School of Arts and Sciences

### Applications

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Mexican American</th>
<th>Puerto Rican</th>
<th>Native American/Native Pacific Islander</th>
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**TOTAL:** 283

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**TOTAL:** 42

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<td>2014</td>
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</tbody>
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**TOTAL:** 41
Graduate Education: Retention and PhD Degree Completion
Challenges facing minority PhD Students

Areas of concern:

- Mentoring
- Social Isolation
- Mental Health
Student Experience

PhD students rate "overall experience at this university"

- Black (Non-Hispanic)
- Hispanic
- White/Asian (Non-Hispanic)
- Black (Non-Hispanic)
- Hispanic
- White/Asian (Non-Hispanic)

Source: AAUDE Doctoral Exit Survey, data for AY 2013-14
Number of American Indian respondents too low to report
Quality of academic advising and guidance

(Students ratings of good, very good, or excellent)

<table>
<thead>
<tr>
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<th>Non STEM</th>
<th>STEM</th>
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<tbody>
<tr>
<td>Black (Non-Hispanic)</td>
<td>75.8%</td>
<td>85.5%</td>
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<tr>
<td>Hispanic</td>
<td>78.5%</td>
<td>85.2%</td>
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<tr>
<td>White/Asian (Non-Hispanic)</td>
<td>83.4%</td>
<td>85.1%</td>
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Mentoring

- Career socialization.
- Inspiration and belief in each other.
- Promoting excellence and passion for work through guidance, protection, support, and networking.
- Goes beyond mere career development and includes a strong personal relationship.
- Mutual support & comprehensiveness of relationship (Wilde and Schau 1991; Vance 2002; Thomas 2005).
Barriers

- Should students of color be mentored by faculty of color only? (Brown 1999; Thomas 2007)
- Faculty members’ discomfort & anxiety
- Overt and covert racism
- Lack of multicultural competence
- Vulnerable position of minority mentors
Multifaceted approaches for mentoring

Organizational Strategies
- Establish a Climate for Mentoring
- Faculty Diversity
- Rewards for Effective Mentoring

Faculty Strategies
- Faculty Mentoring Competence
- Faculty Multicultural Competence
- Expanded and Diverse Professional Networks

Ministry Mentoring Quality

Minority Graduate Student Strategies
- Program/Department Selection
- Student Openness to Diverse Mentoring
- Multiple Mentors
- University Involvement

Source: Thomas, Willis & Davis (2007: 187)
Organizational strategies

- Support and reward mechanism for mentoring
- Promoting diversity in campus climate
- Establishing institutional consortia or inter-university faculty development initiatives
Faculty strategies

- Seeking mentoring training and support
- Understanding multilayered identities
- Racial awareness and multicultural competence
- Developing networks, specially with faculty of color
- Departmental policies
- Offering opportunities for scholarly collaborations
- Learning about resources for racial/ethnic minority students
Student strategies

- Research and networking
- Peer mentoring and professional socialization
- Seeking out multiple/non-academic mentor
- Community involvement
Examples of some initiatives

Specifically for minority students:

- “Committee on the Literatures of People of Color in the United States and Canada” of Modern Language Association
- University of Washington
- NIH national database
- University of Michigan’ five year strategic plan diversity, equity, and inclusion
Examples of some initiatives

Others:

- Ford Fellow Regional Liaisons
- National Women’s Studies Association
- American Politican Science Association Mentoring Program
- Professor Deborah White’s Potluck Dinners at Rutgers!!!
Resources on mentoring graduate students of color

“The social climate of my program is positive”
(students who agree*)

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<tbody>
<tr>
<td>Black (Non-Hispanic)</td>
<td>65.7%</td>
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<tr>
<td>American Indian</td>
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<tr>
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<td>73.1%</td>
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<tr>
<td>White/Asian (Non-Hispanic)</td>
<td>75.5%</td>
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</tbody>
</table>

*Includes students who responded “agree” or “strongly agree”
Social Isolation among Doctoral Students

- Doctoral programs as predominantly white spaces
- The small social world of doctoral programs
- Goal: building community, social connections
Addressing Social Isolation: Student Organizations Taking the Lead

- Black Graduate Student Association (BGSA) - Kent State University
- Black Graduate Student Association (BGSA) – Massachusetts Institute of Technology
- Council of Black Graduates (CBG) - Rutgers
- Students of Color of Rackham (SCOR) – University of Michigan, Rackham Graduate School
- Committee on Minority Student Affairs (CMSA) – Rutgers, Department of History
Addressing Social Isolation: Institutional Initiatives

Office for Graduate Student Development and Diversity
(Yale University, Graduate School of Arts and Sciences)

- Target groups: students of color, women, LGBTQ and other underrepresented groups
- Individual advising
- Thematic programming, including events for community building
- Staffed by Associate Dean and 12 Fellows (doctoral students)
Challenge during Graduate School: Mental Health

- Study of depression among graduate students at Berkeley finds 47% of Ph.D. students are clinically depressed citing career prospects, social support, advisor relationship, and feeling valued and included among other things (Graduate Assembly- U.C. Berkeley, 2015)

- African American graduate students across time experience significant levels of distress related to general life experiences of racism, bias in their educational experiences, and challenges within their graduate training like isolation and lack of support (Wilkenson et al., 2014; Johnson-Bailey, 2008; Burrell, 1997).
Challenge during Graduate School: Mental Health

• Minority higher education experiences of racism-related mental health trauma and fatigue are under-studied. Issues like imposter syndrome are compounded by the intersection of race and gender (McGee & Stovall, 2015; Leonard, 2014).

• Education research is primarily focused on understanding and promoting “grit” in minority students to overcome institutional inequality (McGee & Stovall, 2015; Diggles, 2014).
Strategy during Graduate School:
Black Graduate Organizations: Kent State

• **Q:** Would you say that a fair amount of the black graduate students you encounter, especially those in the PHD pipeline, experience depression or anxiety related to issues around their race?

  – **A:** “Yes, I would say so! I know I have!”

  – **A5:** “We don’t provide any community mental health support, per say. But, I have encouraged students struggling with mental health issues to visit our psychological services office on campus.”
Strategy during Graduate School: Black Graduate Organizations: MIT

• A2: “[T]here's race-based challenges; Boston (and MIT, to some extent) is often perceived as more racist (or less hospitable to blacks) than other major cities (or colleges). The culture here is different and it's perceived as particularly unfriendly to blacks... I often see the tip of the iceberg of psychological turmoil, but no one ever explicitly says anything about their mental health needs.”

• A: “MIT has recently (like, this year) looked into hiring someone who specialized in race-based traumas.”
Strategy during Graduate School: School Psychologists

- **A2:** “Some of the stress is related to class and the ability to afford some of the experiences if the students do not come from wealthy households. Some other stressors are trying to fit into the culture of the university, which might mean being a “little less black”. There are a number of microaggressions that occur that are difficult [for them] to articulate…”

- **Q3:** What services are you aware of that particular universities provide to address mental health challenges that arise from black or Latino students' experiences in graduate school?

- **A3:** I think there are not that many. There is a black graduate student caucus that tries to offer support and include mental health clinicians... periodically for outreach events.
Post Degree – Joining the Faculty
Joining the Faculty - Background

- Recruitment and Retention
- Availability of new PhDs
- In 2010, 14% of PhD graduates were underrepresented minorities
- Underrepresented minority PhD graduates are often concentrated in certain fields

Joining the Faculty - Background

- Recruitment and Retention
- Interest of PhD graduates to work in academia
- Humanities vs. Engineering - potential applicants may be choosing industry over academia

Joining the Faculty - Retention Issues

• Challenges
  - Undervaluation of research
  - Challenges to their credentials and intellect in the classroom
  - Isolationism/lack of campus student/faculty diversity
  - Lack of mentorship
  - Perceived bias in the hiring process
  - Unrealistic expectations
    • Work AND Representing racial/ethnic group
  - Accent discrimination

• Kerry Ann Rockquemore, Various articles, Inside Higher Education
Joining the Faculty - General Strategies for Retention

• Preparing Students
  – Establishing PLDI-esque programs
  – Integrating professionalization

• Preparing Deans, Department Chairs, Faculty...
  – Training/workshops/retreats on bias and campus climate
  – Communicating clearly about tenure requirements
  – Conducting exit interviews to identify areas for improvement
  – Establishing effective mentoring practices
Joining the Faculty - Specific Examples

**The PhD Project**
Disciplinary organization: Business

**ACM-CIC Mellon Faculty Fellowships**
Liberal arts college consortium

**UPenn Diversity Action Plan**
Institutional initiative
Let’s discuss!
Thank you for all the guidance and support!

<table>
<thead>
<tr>
<th>PLDI</th>
<th>Our Mentors</th>
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<tbody>
<tr>
<td>- Dr. Richard De Lisi</td>
<td>- Dr. Wanda Blanchett (Kevin Clay)</td>
</tr>
<tr>
<td>- Dr. Brent Ruben</td>
<td>- Dr. Peter Gillies (Melissa Murphy)</td>
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<td>- Dr. Barbara Bender</td>
<td>- Dr. Rob Heffernan (Steve Garwood)</td>
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<td>- Dr. Susan Lawrence</td>
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<td>- Christine Goldthwaite</td>
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<td>- Dr. Jorge Schement (Antoinette Nelson)</td>
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<td>- Dr. Ben Sifuentes-Jáuregui (Jesse Bayker)</td>
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<td>- Dr. Mary Hawkesworth (Nafisa Tanjeem)</td>
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Sources - 1


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Sources - 2


Sources - 3


