

Retaining and Promoting Diverse Faculty: Intellectual Engagement and the Second Book Project



According to a joint American Council on Education's and Research Triangle Institute International's report (2016) "across all faculty ranks, the majority of full-time faculty were White. The total share of Whites was highest among full professors (79.8 percent) ... associate professors (73.3 percent), and assistant professors (65.4 percent)." This means that only approximately 20.2% of full, 26.7% of associates, and 34.6% of assistant professors were faculty of color.

Why is there a drop in the number of scholars of colors as rank increases? Scholarly and popular works document 1) how diverse faculty face microaggressions and hostile environments in their classrooms, departments, colleges and universities; 2) the amount of invisible labor that they engage in related to underrepresented students, community work and committee work where they are asked to be a member of in the name of diversity, and 3) how their scholarship, and where it is published, is undervalued, among other reasons (e.g., Romero 2020, Harlow 2003, Social Sciences Feminist Network Research Interest Group 2017).

Given the extensive invisible labor faculty of color and queer faculty engage in, it is important to create spaces that prioritize faculty research and publications. To that end, this project builds on and enhances the existing work at UCR, particularly the efforts of the Center for Ideas and Society, to promote faculty research through manuscript development workshops. Over the coming year, "Retaining and Promoting Diverse Faculty" will host workshops for faculty of color and queer faculty who are at various stages of their second book project. In doing so, the project aims to create an institutionalized environment that supports faculty research and publication and the advancement of diverse faculty.

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