

Future Faculty *Update*

Indiana University—Bloomington ♦ Office of Strategic Hiring and Support ♦ Faculty Fellowship Program Newsletter, Fall 2004

Summer 2004 Faculty Fellows

The Faculty Fellowship Program (FFP) provides recent doctorate recipients and ABD's with the opportunity to join Indiana University—Bloomington (IUB) as teachers, researchers, and colleagues. This summer the FFP welcomed five scholars, two of whom—Laura Muñoz and Robin Hughes—participated in last year's program. The fellows came from a wide range of disciplines: folklore, American history and studies, political science, educational leadership, and mathematics.

During the first summer session, folklorist and ethnomusicologist Laura Muñoz taught "Chicana Folklore and History" in the Department of Folklore and Ethnomusicology, and literary scholar Lawrence Davis offered a course on "Contemporary Black American Writing" in the Department of African American and African Diaspora Studies. In addition to teaching, Muñoz and Davis both found time to work on their

dissertations. Muñoz's "Mexican Schools, Mexican American Teachers in Jim Crow Arizona" will document and analyze the history of Mexican Americans' educational experiences in Arizona. Davis' dissertation, "The Black Masculinist Agenda: Desire and Gender Politics of Protest Era Literature," will evaluate the works of three twentieth-century African American novelists.



Associate Vice Chancellor Alberto Torchinsky and Vice President for Student Development and Diversity Charlie Nelms welcome Professor Trica Keaton and other IUB minority faculty to the 2003 Winter Reception.

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The second summer session included Boris Ricks' course on "Racial and Minority Politics in the United States" in the Department of Political Science, Robin Hughes' seminar, "The Student Athlete in Higher Education" in the School of Education's Department of Educational Leadership and Policy Studies, and "Introduction to Algebra" by mathematician and IUB alumnus James Beard, a course for first-year, first-generation college students in the Groups Special Services Program.

The profiles in this issue offer a close look at each fellow's summer teaching experience, current research interests and future plans. They also provide insight into the important role mentoring has played throughout each fellow's academic career.

If you have any questions about the Faculty Fellowship Program, please contact the Office of Strategic Hiring and Support at (812) 855-0542 or shs@indiana.edu.

Laura Muñoz Investigates Mexican American Women and Education in the Southwestern United States

Historian and folklorist Laura Muñoz returned to Bloomington this summer to teach a course on Chicana Folklore and History in the Department of Folklore and Ethnomusicology. “I have tried to broaden [the students’] notion[s] of who Mexican Americans are,” says Muñoz. “I held several of my classes at the Latino Cultural Center—La Casa—and also had students meet with various faculty and local community members of Mexican American descent to hear their oral histories.”

Students read *From Out of the Shadows: Mexican Women in Twentieth-Century America* (Oxford University Press, 1998) by Vicki Ruíz and *Chicana Traditions: Continuity and Change* (University of Illinois Press, 2002) edited by Norma E. Cantú and Olga Nájera-Ramírez. These texts offered students a chance to delve into Chicana folklore and to appreciate the “experience of the women who practiced these cultural traditions.”

Muñoz also gave students a field assignment to visit two local Mexican-owned restaurants, and asked them to describe how the folklore and images depicted in the restaurants compared with the folklore that they were



Laura Muñoz

learning about in the classroom. Students talked with restaurant managers and staff about their experiences as recent immigrants from Mexico or other Latin American countries. “The students told me that they had never thought about the local restaurants in

this way—as cultural centers, where people come together for a reason.”

Muñoz is currently working on her dissertation, “Mexican Schools, Mexican American Teachers in Jim Crow Arizona,” which will document and analyze the Mexican American educational experience in Arizona. In addition, she is compiling research for a post-doctoral monograph on the history of Mexican American women teachers in the Southwestern United States. Through her research, she has “discover[ed] a recognizable set of Mexican American educators, particularly women, who received normal school educations in an era when most people were not educated—especially people of color—and

applied their knowledge to a larger, civic-oriented project of educating children of their own heritage.”

In June, Muñoz gave a lecture at IUB on “Mexican Americans and the Tempe Normal School: A Story of Educational Segregation and Integration in Arizona.” Today the Tempe Normal School, a teacher-training institution, is known as Arizona State University. Her “investigation showed that Mexican Americans in Arizona, like their counterparts residing in other Southwestern territorial regions following the U.S.—Mexican War

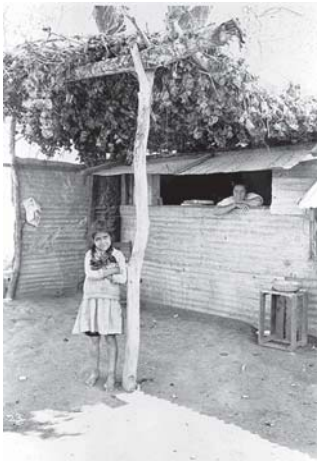
(1846-1848) and the Gadsen Purchase (1853), actively pursued educational opportunities for their children despite the disenfranchisement they experienced as Anglos settled in the region.”

Last spring, Muñoz joined two well-known historians in a panel discussion about Mexican American women’s education at the annual meeting of the Texas State Historical Association in Austin, Texas. She presented a paper on Tejana (Texan Mexican women) educators. “[This] was probably one of the first times that gender had been incorporated into [the] discussion [of Mexican American education]. In the past, we have looked at community experiences, but we have not asked questions about how women’s experiences have differed from men’s experiences in educational settings. I think that one of the contributions of my work is to ask those kinds of questions—to look at women’s roles—not only as students but as teachers.”

Muñoz has been supported by many mentors throughout her life; her mother, grandmother, and aunts have been sources of inspiration and encouragement. Outside of her family, Muñoz is particularly grateful for the positive influence provided by Vicki Ruíz and Gayle Gullet, Muñoz’s dissertation chair and co-chair, respectively; and

“In the past, we have looked at community experiences, but we have not asked questions about how women’s experiences have differed from men’s experiences in educational settings.”

– Laura Muñoz



Unidentified school girl and mother, Tempe, Arizona, circa 1900.

Photo courtesy University Archives Photograph Collection, Arizona State University Libraries.

Victor Becerra, Ruíz's husband and former national organizer of the Latina/Latino Leadership Opportunity Program (LLOP). LLOP provides undergraduate Latino/a students with research, teamwork and leadership training at U.S. universities.

Muñoz noted that Ruíz is "one of the first women [who] began writing about Mexican American women's experiences in the United States and is considered one of the founders of the field of Mexican American women's history. Ruíz is the one who has given me the opportunity to come to

graduate school and has been a role model in helping me learn how to shape my career in academia." Gullett, a Western women's historian and editor of the women's studies journal *Frontiers*, "has given me a whole other set of options about how I might conceptualize my career in terms of writing and its potential."

"My experience with [the Faculty Fellowship Program] has been very, very positive," said Muñoz. She was particularly excited to serve as a faculty fellow for a second summer term at IUB, as it allowed her to meet and build relationships with more faculty members. She also said that the IUB community has been very supportive. "Whenever I call faculty and explain to them who I am, they are always very receptive."

Muñoz planned to spend the rest of the summer working full-time on her dissertation. She will continue her graduate program at Arizona State University in the fall and expects to receive her Ph.D. in American history in May 2005. ■

Literati Lawrence Davis Examines Civil Rights Protest Era Contemporaries

California native Lawrence Davis recently completed the American Studies doctoral program at Purdue University. His dissertation, "The Black Masculinist Agenda: Desire and Gender Politics of Protest Era Literature," evaluated the works of the African American novelists Richard Wright (1908-1960), Chester Himes (1909-1984), and James Baldwin (1924-1987).

Currently, Davis is working on an article about Chester Himes, titled "Heterosexual Anxiety and the Dangerous Game of Patriarchy in Chester Himes' *If He Hollers Let Him Go*". In this book, Himes portrays a patriarchal protagonist whose "own misunderstandings and his own attempts to control them are his undoing ... and [the patriarchal] ideology dismantles his life." Davis plans to write a series of articles on other various writers of the civil rights protest era, including Ann Petry (1908-1997), William Gardner Smith (1926-), and William Attaway (1911-1986). Davis considers Petry's 1946 protest novel, *The Street*, "an incredibly engaging work," and will specifically focus on the approach of protest writing—an area that he says has generally been avoided by critics and academics. According to Davis, critics have analyzed these authors' writings as

naturalist, modernist, or other categories of text, "but have danced around the issue of the protest approach."

Based on his dissertation and other research, Davis plans to write a book on the protest era, documenting both lesser known authors and primary authorities of the period. Davis says that he intends to "contextualize [the era] and talk about why it came about at the time it did, its genesis, its demise, and some of its inherent contradictions."



Lawrence Davis

Davis taught "Contemporary Black American Writing" during the first summer session in IUB's Department of African American and African Diaspora Studies. His course focused on the blues genre. "We looked at the

philosophy and world view that allowed blues music to happen, and that binds blues music together. African American authors transformed that philosophy and utilized it to tell stories. Blues novels express the same sentiments, the same aesthetics, and the same values that blues songs have.” Davis’ students read four novels: *If He Hollers Let Him Go* (1945) by Chester Himes, *If Beale Street Could Talk* (1974) by James Baldwin, *The Bluest Eye* (1970) by Toni Morrison, and *The Salt Eaters* (1980) by Toni Cade Bambara.

Davis’ first mentor was David Mudavanha, a political scientist and professor at the University of California Berkeley who studied African American literature. Mudavanha had a strong influence on Davis’ interest in the subject as well as his decision to enter the American Studies program at Purdue University. Mudavanha taught at a community college when Davis met him. He was the instructor for a summer course that Davis took while he was in high school. “[Mudavanha] was the first black male teacher that I had ever studied under, and he had a cultural nationalist approach; he tried to help students appreciate their cultural heritage.” During that summer, Davis read *An Autobiography of an Ex-Colored Man* (1912) by James Weldon Johnson. Davis said that Mudavanha talked about Johnson’s experience as part of the National Association for the Advancement of Colored People (NAACP) and how Johnson composed the song *Lift*

Every Voice and Sing (1899). “[Mudavanha] would contextualize these novels during the historical moment; he made the history relevant,” says Davis. “He also had a good understanding of what students didn’t know, and a very good understanding of how to reach students. If you put those two together, they make for an excellent instructor.”

Regarding his own approach to teaching, Davis commented, “Michael Eric Dyson once said that he viewed himself as an educator not a professor. I think he was doing a little bit of rhetorical dancing, but what he was really trying to say was ‘if the typical faculty member either views him- or herself as a researcher or a teacher, then an educator is someone who uses that research to teach students,’ and that’s how I view myself.”

He advises potential graduate students to “go out of your way to be an exemplary graduate student. You’re expected to take on scholarship that has already been written ... and to form your own position. If you’re going to do that, you have to look at your professor as a peer. And if you’re going to be a peer, you have to know something, you have to prepare, and you have to be immersed in the discourse the same way the professor is. And that means you have go through a different experience than you did as an undergraduate.” ■

“If a faculty member either views him- or herself as a researcher or a teacher, then an educator is someone who uses that research to teach students.”

– Lawrence Davis

Report on Minority Faculty Representation within the Big Ten Institutions

The Office of Strategic Hiring and Support has recently completed “Diversity in Higher Education: Minority Faculty Representation at the Big Ten Universities,” which documents recent trends in faculty diversity at Indiana University–Bloomington (IUB) and the other Big Ten institutions.

Specifically, the report provides time series minority faculty data from IUB and other Big Ten schools between the academic years 1999-2000 and 2003-2004, and analyzes cross-sectional department-level minority faculty data for six departments and schools

(biology, business, education, English, history, and psychology) during the 2001-2002 academic year.

The report discusses some of the institutional processes that may exist to prevent adequate representation of minorities in tenure track faculty positions. Recommendations for what Big Ten and other universities can do to recruit minorities for faculty appointments are also suggested.

Please look for a copy of this report on our website, at <http://www.indiana.edu/~shs/BigTen.shtml>.

Political Scientist Boris Ricks Examines Race and Politics in California

Boris Ricks taught “Racial and Minority Politics in the United States” during the second summer session in the Department of Political Science. Ricks designed the course to explore how race and ethnicity factor into U.S. politics. His approach to teaching is to use “the Socratic method, critical thinking, analytical reasoning, and immersion in the subject area by way of group projects and service learning.”

A Los Angeles native, Ricks has strived to challenge his students to move beyond the ‘black-white’ paradigm and explore the facets of black, Latino, Asian American, and Jewish politics. “Many [IUB] students have not had experiences in large metropolitan areas, where diversity would have had an impact on them socially and as well as politically.”

Ricks also urged his students to consider the shift in U.S. demographics: “The paradigm is changing—by 2050, the country is going to have a majority of people of color. California has already experienced it. The Latino population is increasing, and depending on what data you look at, they are either the first or second largest minority group in America. Clearly, [the black-white] paradigm needs to be more inclusive when you look at the demographics....We are interested in seeing politics that are representative of [minority] groups.”

Ricks’ interest in political science is related to his “passion for the civil rights movement and the plight of African Americans in this country. When you take into account the history of slavery, of segregation, of Jim Crow, you see the significance of political empowerment and the role that politics can play in the lives of African Americans and other groups that were once disfranchised and unempowered. Politics plays a major role in their becoming franchised and empowered.”

Ricks is currently working on several projects. He is developing a proposal for a book based on his dissertation, “Black Elected Officials, Leadership Style and the Politics of Race: Los Angeles, 1963-2003”, which evaluated the impact of African American political leaders in Los Angeles and the influence of racial politics on leadership. He is also writing an article about black politics in Los Angeles during the post-Tom Bradley era (1993-2003). Tom Bradley was L.A.’s first black mayor, who served for five terms. Another project of Ricks’ involves developing “an empirical test of the deracialization theory—the political theory that for

minorities, and particularly for African Americans, to get elected, they have to de-emphasize race.” This theory has been qualitatively evaluated, but not quantitatively tested, according to Ricks.

Ricks is also working on a manuscript that provides a political history and analysis of black politics in California. “Often when we talk about black politics, we talk about southern states and states along the east coast and in the Midwest—states that have large black populations. California has had a rich and robust history of black politics...and...has elected African American mayors in Los Angeles, Oakland, and San Francisco—three of the largest cities in the Southwest and three of top 20 largest cities in America. When we talk about black politics in the U.S., we need to add California to the equation in spite of the small black population.”

“When we talk about black politics, we need to add California to the equation...”

– Boris Ricks

Michael Preston, a professor and political scientist at USC, served Ricks’ mentor while he was a graduate student. Preston is “one of the forerunners in the field of American politics and worked hard to get black politics recognized by the American Political Science Association. He was also very influential in developing black politics as a field of study in the U.S.

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Office of Strategic Hiring and Support

Indiana University
Memorial Hall West 108
1021 East Third Street
Bloomington, IN 47405-7005
Phone: (812) 855-0542
E-mail: shs@indiana.edu
<http://www.indiana.edu/~shs>

Administration and staff

Alberto Torchinsky
Associate Vice Chancellor
Rebecca Jones
Faculty Fellowship Program Coordinator
Heather Collins
Graduate Assistant (GA)
Wendy Drake
GA, newsletter writer



Boris Ricks

and internationally.”

Ricks’ future research plans include working with colleagues in other fields to examine racial politics and “to help illuminate the impact and significance of minorities—particularly African Americans—

transitioning from a disempowered group to an empowered group.”

In addition to his academic pursuits, Ricks serves as a board member for the YMCA, and is involved in the Southern Christian Leadership Conference. Ricks received his Ph.D. in political science from the University of Southern California in 2003 and has accepted a tenure-track position at Pomona College in Claremont, California, where he will be teaching this fall. ■

Researcher Robin Hughes to Launch Journal on the Study of Student Athletes and Higher Education

Robin L. Hughes returned to IUB as a faculty fellow this summer to teach “The Student Athlete in Higher Education” for the Department of Educational Leadership and Policy Studies in the School of Education.

Hughes’ course evolved from her research and interest in student-athletes, as well as from her involvement with sports while growing up. The course covered the history and sociology of sports, the black student athlete, and also dealt with gender issues in sports. She invited several speakers to talk with the students, including Murray Sperber, professor in American Studies and English at IUB and author of *College Sports, Inc.* (1991) and *Beer and Circus: How Big-Time College Sports is Crippling Undergraduate Education* (2001); an attorney from the National Collegiate Athletic Association (NCAA); Dane Fife, a former IU basketball player; a professor from Wabash College in Crawfordsville, Indiana, who conducts athletic research on Division II and III institutions; and an international sports attorney.

In addition, Hughes and students from her class are working on publishing a new journal—*The Journal of Sports and Athletics in Higher Education*. She and the students have completed a proposal and timeline for the journal, and plan to publish the first online issue in the next several months. The students are board members,

and Hughes and her colleagues will serve as editors.

Hughes’ research on the student athlete began with an ethnographic study that she conducted for her dissertation. She interviewed African American and white students at Texas A&M University about the campus climate and culture, asked students how they had changed while in school, and also talked to the students’ parents. After that study was completed, Hughes continued to talk with students at other campuses, particularly at Historically Black Colleges and Universities (HBCUs). She received markedly different answers from the students at these institutions, “which is kind of what you would expect looking at the different campuses and atmospheres,” says Hughes. Hughes noted that in both these studies, student athletes had very different responses to how they develop, change and how they are socialized. “It was like they were

“The identity models of the black student athletes in high-profile sports look exactly like the white students’ identity models.”

– Robin Hughes

going to an entirely different institution than the students who were not athletes.”

Hughes spent this summer submitting papers for conference presentations and panel sessions, several of which were for the American Educational Research Association (AERA). One of her submissions included a developmental identity model for student athletes, which

Hughes, continued on page 7

she and a UTEP colleague have been working on. “To date there isn’t [a model], because people tend to lump student athletes in with all of the other students.” Hughes says this is a problem because “the identity models of the black student athletes in high-profile sports look exactly like the white students’ identity models.” Hughes describes an identity model as a series of stages that represent how people develop with respect to their race. As a result of her research, Hughes has found that “African American athletes at Division I schools in high-profile sports, such as basketball and football, have very few problems with racism on campus.”

Until recently, Hughes’ focus has been on the students rather than the administration of college sports. “However, this summer, things might have changed,” she says. She submitted a proposal to obtain funding for a policy center that will focus on the study of student athletes on college campuses. Hughes said that there are a few centers located in the sociology departments of institutions that examine the sociological aspects of athletics, but none that exist in schools of higher education.

Hughes recognized several individuals who served as mentors throughout her academic career: Yvonna Lincoln, a former graduate of IU and a professor of educational administration and human resource development at Texas A&M University; Lincoln’s husband Egon Guba; Carol Patitu, formerly a professor at Texas A&M; Mary Howard-Hamilton, the Associate Dean of Graduate Studies in IUB’s School of Education and professor; Valerie Grim, a professor in IUB’s Department

of African American and African Diaspora Studies; and Alberto Torchinsky, the Associate Vice Chancellor of the IUB Office of Strategic Hiring and Support and professor in the Mathematics Department.



Robin Hughes

“For those people thinking about making that leap from graduate school to professorship, get connected early, start writing, go through all of your old papers and submit them, get a mentor, and start going to the conferences,” suggests Hughes. She also recommends looking for a mentor at another institution if there is not a suitable mentor at a student’s own institution, and she says that conferences are a good place to go to begin looking for one. She also notes that submitting papers for conferences is a relatively simple process. “Every semester I have my students [submit papers], and every semester one of them gets something accepted,” says Hughes.

Hughes received her Ph.D. in educational administration from Texas A&M University in 2001. She is a professor at Oklahoma State University-Stillwater in the School of Educational Studies. ■

Mathematician James Beard Works with Groups Program and Minority Achievers Program Students

IUB alumnus James H. Beard taught “Introduction to Algebra” during the second summer session as part of the university’s Groups Special Services Program. The federally-funded Groups Program provides first-generation college students, students from low-income families, and students with disabilities with the academic and emotional support they need to succeed in college. In addition, Beard taught math to junior and senior high school students through IUB’s summer Minority Achievers Program.

Beard received both his bachelor’s and master’s degrees

from IUB’s Department of Mathematics. After graduating from IU, he taught at Hampton University in Hampton, Virginia—one of the oldest historically black colleges. He is currently an assistant professor and chairman of the Mathematics Department at Dillard University in New Orleans, Louisiana.

Beard said he was impressed with the warmth of the IU administrators, faculty, and staff during his visit in Bloomington. “I think that IU has the most wonderful people I have ever met. I will never forget my summer

experience,” he said. “It’s the people; I think that’s what impressed me the most at IU.” Beard expressed appreciation for the work of the Groups Program staff, particularly director Janice Wiggins. “The people in the Groups Program really care about the students. They provide them with an overwhelming amount of academic support.... [and] they show so much concern for the success and welfare of the students,” he said.

Beard recognizes the impact his mentors and colleagues have had on him throughout his academic career. He noted that Associate Vice Chancellor for Strategic Hiring and Support Alberto Torchinsky was instrumental in “not only in helping me to obtain my graduate degree from IU but also in helping me understand the responsibility of teaching mathematics to all people.” Beard also expressed thanks to his friend Frank Motley, Associate Vice Chancellor for Academic Support, who told him about the Faculty Fellowship Program; Mary Turner, JoAnn Bunnage, and the staff who manage Minority Achievers Program; Annie Willis, the director of financial aid and a person who Beard says has “committed her life to helping people at IU”; and Linda McKinley, a colleague in the Mathematics Department. “Linda McKinley cares so much about the students at IU, and it shows,” he said. Beard was also appreciative of the help that Rebecca Jones, the Faculty Fellowship Program coordinator, and David Hoff, the chair

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- James Beard

of the Department of Mathematics at IUB, provided him.

This fall, Beard will be teaching courses on discrete mathematics and foundations of mathematics. His discrete mathematics course emphasizes computer algorithm applications, and also focuses on functions, set theory, number theory, logic, and counting techniques. In the coming semester, he also hopes to establish a Math Lab at Dillard complete with state-of-the-art computers, “smart” boards that digitize handwriting, printers, and projectors.

Inspired by some of the programs at IUB, Beard is also developing a summer “bridge” program for first-year students entering Dillard University to increase their skills in mathematics, English, and computer science before their first semester of college. “I think that these skills are fundamental to success in any area of college. I also hope that the program will encourage more people to study mathematics, because there is currently a shortage of people in [this field],” says Beard.

When asked about what suggestions he has for students thinking about an academic career, Beard said, “My advice for students who want to extend their knowledge in a certain field is that they continue to work hard and never give up—continue to believe that the world is truly a wonderful place and that it is going to evolve into an even better world than it is now.” ■

SHS Former Faculty Fellows—Where are they now?

Professor Frances Gateward Explores Gender and Race Issues in Film

Frances Gateward, a 1995 Faculty Fellow in IUB’s Department of Comparative Literature, is an Assistant Professor at the University of Illinois at Urbana-Champaign (UIUC) in the Unit for Cinema Studies and the Program in Comparative and World Literature. She is currently teaching an undergraduate seminar, “Women Directors in the Black Diaspora,” as well as a class on the history and aesthetics of African-American film, and a seminar on action films. Gateward also taught for three years in the Program in Film and Video Studies and the Center for Afroamerican and African Studies at the University of Michigan–Ann Arbor, after receiving her

Gateward, continued on back page

Professor Judson Jeffries at Purdue University

Judson L. Jeffries, a 1997 Faculty Fellow, is now a professor of political science at Purdue University. He is the author of *Huey P. Newton: The Radical Theorist* (University Press of Mississippi, 2002) and co-author of *Urban America and Its Police: From the Postcolonial Era Through the Turbulent 1960’s* (University of Oklahoma Press, 2003) and *Virginia’s Native Son: The Election and Administration of Governor L. Douglas Wilder* (Purdue University Press, 2000).

While at IUB, Jeffries taught a course on African American politics for the Department of African American and African Diaspora Studies. ■

SPEA Professor and Graduate Students Investigate Best Practices for Minority Faculty Hiring and Retention

Last spring Lois R. Wise, professor and chair of policy and administration at the School of Public and Environmental Affairs (SPEA), offered 14 graduate students a unique opportunity to comparatively study minority and women faculty recruitment and retention policies at institutions within the Committee on Institutional Cooperation (CIC). Students involved in this capstone project were exposed to all facets of the investigative process, including developing a questionnaire, compiling publicly available data from the 11 participating CIC institutions, conducting personal interviews with affirmative action officers and strategic hiring officials, synthesizing statistical analyses and case studies, and presenting their findings at a workshop. Their final report, "Faculty Hiring and Retention of Minorities and Women among Midwestern Universities in the CIC," will soon be available on the Office of Strategic Hiring and Support's Web site, <http://www.indiana.edu/~shs>.

Unlike some student projects, which can be fueled by the faculty member's research interests, "this was really the students' project." With the assistance from the Office of Strategic Hiring and Support, students were afforded access to administrators and hiring officials within the CIC. In addition, the Office of Academic Support and Diversity provided funding to cover students' travel expenses.

Wise and her students were primarily interested in finding some of the "best practices" CIC institutions are using to recruit and retain minority and women faculty members, and determining whether these ideas were being shared among universities. Overall, the students

found that the CIC institutions had a very similar approach to the issue of faculty diversity, and were impressed with the widespread institutional support for the issue.

Beyond the satisfaction of drawing conclusions and making recommendations, Wise notes, students learned the value of establishing relationships with people to obtain information, and were also exposed to the important political and legal components of diversity in higher education. "This is an essential thing for students to understand—that in many situations they will have to work very hard to uncover what's really going on." Students also had to consider that not every institution had the same definition of "minority faculty," and confront inconsistencies in the data the schools provided. For example, some institutions separated the number of tenure-track faculty from all faculty, while others combined tenure-track and non-tenure-track faculty. This limited the level of comparative analysis students could conduct.

What is exciting about the students' work is that they have just scratched the surface. In particular, Wise pointed out that there is enormous potential to conduct faculty recruitment and retention studies on both a regional and national level. These could, in turn, reveal some truly innovative practices and inspire institutions like IUB to implement new minority recruitment policies and retention strategies.

For other faculty interested in teaching courses on diversity-related issues, Wise suggests that faculty try to broaden students' perception of what diversity is. She also noted how important it is for students to actively incorporate the diversity within the class and to seek contributions and perspectives from all participants. Wise commented that when teaching diversity topics "it can be very frustrating...to realize that the participants themselves are not embracing the existing diversity within their own group."

Yet the group experience is what helps make learning meaningful. She sees the student's learning curve traveling on two parallel tracks, "there's what they're learning, and then how they're learning to apply it by working in a cooperative team environment." ■

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- Lois Wise



SPEA graduate students present their findings about minority faculty hiring and retention practices at a Spring 2003 workshop.

Ph.D. in film theory and criticism from the University of Maryland at College Park.

In addition to teaching, Gateward has been busy with a number of projects, including a book on African American women film directors and producers, "A Different Image: African American Women Film and Video Makers," and two anthologies: *Made in Korea: Contemporary Cinema and Society* and *Where the Boys Are: Cinemas of Masculinity and Youth* (both forthcoming). Gateward is also working on an article about race and horror films which will be published in the 2005 issue of *Genders*. Her future plans include writing a textbook on African American cinema, and publishing research on commercial Hindi cinema.

Gateward suggests that potential doctoral students find out early on whether they enjoy teaching, and encourages them to recognize that the classroom experience is an opportunity to enrich themselves as well as their students. She most likely experienced this enrichment as a Faculty Fellow at IUB, since she still keeps in touch with some of her students from nearly ten years ago.

Gateward has recently published two books; she is co-editor of *Sugar, Spice, and Everything Nice: The Cinemas of Girlhood* (Wayne State University Press, 2002) and editor of *Zhang Yimou: Interviews* (2001). *Zhang Yimou* is part of the Conversations with Filmmakers Series published by the University of Mississippi Press. ■

**Interested in
becoming a
Faculty Fellow
at IUB?**

The Office of Strategic Hiring and Support is currently accepting applications for the 2005-2006 academic year, with fellowship appointments beginning Summer, 2005.

For more information about the program or to apply online, please visit us on the Web at <http://www.indiana.edu/~shs/ffp.shtml>.

You may also contact Rebecca Jones, Faculty Fellowship Program Coordinator, at (812) 855-0542 or via e-mail at rebajone@indiana.edu.

Indiana University

Office of Strategic Hiring and Support
Memorial Hall West 108
1021 East Third Street
Bloomington, IN 47405-7005
