

creating inclusive learning environments. These efforts not only contribute to practice of Inclusive Excellence across campus, but also make it sustainable. Those of us who brainstormed the 2000 Summit luncheon session also agree on two other important and intertwined challenges:

1. Getting harder-headed about the learning outcomes dedicated to diversity. Before students can “constructively engage” and “critically reflect” on difference, they need to understand the *nature* and *sources* of difference in its many forms. We’ve heard on our campus many arguments for implementing writing and numeracy across the curriculum and requiring fluency in more than one language for our undergraduates. We could make a similar case for the importance of diversity across the curriculum. The trouble is that we can multiply “across the curriculum” initiatives *ad infinitum* in ways that would probably not achieve our intended goals. However, with our general education curriculum now being examined, we have an opportunity to imagine new ways to meet the challenges of educating for a diverse, intercultural society – challenges that our Core Curriculum, in particular, is uniquely well-prepared to handle in an interdisciplinary context.

2. Including attention to and implementation of Inclusive Excellence as criteria in the evaluation of faculty work at merit raise and promotion and tenure time. One idea that resonated with students in the Summit luncheon Q&A was including a question on course evaluation instruments about how the instructor has met University goals dedicated to diversity. If this idea is too heavy-handed for some, then we might explore other ways to evaluate and reward faculty for their diversity work and/or influence them to take up the cause of implementing and increasing Inclusive Excellence. Highly ranked public and private institutions are already following such practices. If we’re genuinely committed to the cause of Inclusive Excellence and interested in helping our junior colleagues better harmonize their academic and social justice goals, then we should do it, too.

From the Guest Editors:

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Faculty of Color in the Academy: Teaching in the Line of Fire

Social scientists have paid a significant amount of attention to the lack of participation of faculty of color in the Academy (-US



At this particular moment, my white student and I established eye contact for a second. To me, my student's eyes were wide with potential embarrassment, the fear of being offensive and apologetic as well. In that moment, I understood what my student couldn't say. He couldn't say that he had doubted me based upon the color of my skin. He couldn't say that when he first walked into class he was worried...worried that he couldn't learn from a non-white professor. But he did learn. In fact, I believe that he learned so much more than what the class was intended for. He learned to relinquish stereotypes, extend his comfort zone, and to admit his biases. And I learned as well. I learned that my Brown face means something here, probably more than I had ever imagined.

This conversation with this student left me in a space of raw emotion. That day I walked back to my office holding back the tears of anger, of pain, of frustration. Who do these people think I am? And what about my peers, my fellow faculty? Feeling different and emotionally taxed is the daily challenge of simply existing in this *professional* world of academia as a person of color. My situation requires a daily need to justify my existence, my presence and my right to be here. It develops from silent and not so silent systemic inequities that exist. It is the constant comparison, the knowledge that perception is everything and assumptions are made – many contradictory, most wrong, and constantly feeling the need to fight the battle. The battle – real or imaginary – fuels the conversation in my head, takes my focus away from the prize and intensifies feelings of isolation that I can honestly say I never experienced before.

They say: *Your research is not rigorous*

I hear: *Those people have nothing of value to contribute.*

They say: *You're too student-centered*

I hear: *Those kids don't deserve your guardianship.*

The academy, rooted in white superiority and constrained with hegemonic practices, was long in existence prior to my arrival it seems that I have been “thrown into a story that pre-exists and post-exists me.” The story has a new chapter called “Diversity in the Academy” and universities have begun to acknowledge a need to be more inclusive. This lofty yet worthwhile goal makes for a very different experience for those of us on the margin. Those who are privileged *can choose* to ignore their privilege, *can choose* to ignore the instant credibility that comes with white skin, *can choose* to ignore the assumption of whiteness as good and Brownness as suspect. And yet to survive, I *cannot choose* to ignore a damn thing. I must understand, embody, and acquiesce to whiteness. I must learn it; I must know it. There is no space, no place where I can go without carrying the traces of my histories; color always matters in my world. I *will always* remember. As I look to the future, I realize that in all likelihood I will spend the rest of my life living in an inherently racist world and practicing in a inherently racist academy and will likely hurt for the rest of my life and I wonder will my white colleagues in the academy recognize or dismiss my pain. *They can choose.*

What is Inclusive Excellence?

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Associate Provost for Multicultural Excellence

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The concept of Inclusive Excellence (promoted by the American Association of Colleges and Universities) moves the University of Denver away from a simplistic definition of diversity to a more inclusive, comprehensive, and omnipresent notion of diversity that has following features:

- 1) shifts the responsibility for diversity on the campus to everyone as opposed to one unit or department shouldering the responsibility of diversity. Thus, Inclusive Excellence becomes the responsibility of everyone - administrators, faculty, staff, and students.
 - 2) shifts the university away from conceptualizing diversity as a numerical representation (numbers only) of diverse faculty, staff, and students to transforming the institution into a vibrant community that embeds diversity throughout the institution in multiple areas including (but not limited to):
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demographics of Kansas about who the students were in my classroom, at least from an ethnic/racial perspective. I have found that in my last three years at the University of Denver my classroom does not look much different than my Kansas classroom in terms of race and ethnicity even though the Latino population accounts for over half of the population in Denver.

I, of course associated this similarity between Kansas and DU, and the associated homogeneity of the life of students who can afford private school tuition might be not only white but of also of a similar social class with parents who are themselves college graduates.

The lens shift for me occurred when I began to change my frame of reference and placed my thinking



assist them in being successful across domestic and international differences especially when it is layered with issues of social class.

In a graduate level social work class, as the instructor, I am grateful that even wealthy families have gay, lesbian, bi-sexual, and transgender (glbt) children because most of the intellectual challenges and expansion in my classroom occur when the students themselves represent differences of sexual or gender orientation. I am not saying that the students who reject, are disgusted by, or are literally afraid of glbt people become enlightened and accepting of glbt people, though I literally pray every day that this could be true. Instead students who are challenged not only by the graduate faculty member but by their peers learn to function professionally and engage respectfully with GLBT people who are not only their clients, but their colleagues, and yes in some cases even their bosses.

Of course, the responsibility for creating an environment where students are challenged to intellectual flexibility is helped by a diverse student body but the weight of this challenge is not just in the characteristics of the students. The graduate faculty carry the weight of providing the substances required for learning. While doctoral programs clearly develop us as scholars in our fields of expertise and include courses on the philosophical aspects of pedagogy, faculty are seldom trained in techniques to facilitate heated, difficult, or controversial topics between students. This can be especially true when they are related to issues of social class, race, ethnicity, sexual orientation and gender orientation or when they erupt unexpectedly. This area where students lack the tolerance to examine their belief system thoughtfully and become reactive to differences of belief, experience, or new information is the area in which most faculty are the least trained. Ulti 792 reW*nBa(a)6(t)-a tratarea in which n

1. What do we wish our students knew about being a faculty member of color at DU?

There is no need to question our credentials. We are qualified to be here.

The lack of diversity among faculty on campus hinders some of us from feeling entirely welcome or at home here or having a sense of belonging.

We want students of color to know that as faculty of color we see ourselves as mentors and role models. We welcome greater communication between students and faculty.

Because we are committed to your growth we may push you beyond your perceived levels of comfort.

We give a little piece of our soul and ourselves every time we walk into a classroom to teach.

2. What do we wish our colleagues knew about being a faculty member of color at DU?

For many of us our research agendas represent our investment and dedication to the communities from which we come. Like most of you our research is grounded and motivated by our personal experience and our values. This does not mean that our research is not rigorous, empirical, or worthy of study.

As a result of the marginalization of persons of color in academia, our work may appear in

That promoting Inclusive Excellence for and on behalf of an institution in which you do not feel included requires an extreme leap of faith but one we make in the name of achieving progress.

We wish administrators understood that just being a faculty member of color can feel like an additional job responsibility; being of color on this campus is work -- on a daily basis!

We have different struggles, we need different supports. We need more faculty of color from the U.S. who can help us share the struggles, the load, and the possibilities.

Our interests, values, perspectives, and status are not always adequately understood, appreciated, and responded to.

We often feel that we as faculty members are put in the position of pursuing needed institutional change without the benefit of independent leadership within the administration.

The work we do as faculty of color goes beyond our typical duties of scholars and instructors. We are mentors, friends, allies, and, sometimes, shoulders to cry on. We counsel and advise our students about their school work, about their lives, about their families. Sometimes we are just welcoming faces or sounding boards. We do this wor


