Welcome
Dr. Susan Carlson, Principal Investigator of the ISU ADVANCE Program & Associate Provost for Faculty Advancement and Diversity

The workshop began with opening comments by Dr. Carlson. After welcoming the participants to the workshop, described as a working lunch, she provided a brief overview of the ISU ADVANCE Program initiatives and goals. She reviewed the workshop agenda and highlighted the materials provided to each participant and then she introduced the keynote speaker, Dr. Caroline Sotello Viernes Turner.

Keynote
Recruitment and Retention of Underrepresented Faculty in STEM: The Case of the Mathematical & Theoretical Biology Institute Summer Research Program
Dr. Caroline Sotello Viernes Turner, Professor in Educational Leadership & Policy Studies, Lincoln Professor of Ethics and Education, and Doctoral Program Director for Higher and Postsecondary Education at Arizona State University

Dr. Turner began her lecture sharing national statistics and statistics specific to the state of Iowa on the underrepresentation of college students of color in STEM, statistics that show this population as being grossly underrepresented in STEM fields.

Dr. Turner focused her lecture on her recent research on the Mathematical & Theoretical Biology Institute (MTBI) Summer Research Program, designed and implemented by Dr. Carlos Castillo-Chavez of Arizona State University. The program participants include undergraduate students who work along side post-doctoral fellows and faculty to refine their mathematical and problem-solving skills. The program involves people of color and white people because, explained Turner, “you have to break down the walls between the groups.”

Her study examines the “sociological” impact on students associated with their participation in MTBI. Her findings reveal how organizations enable or constrain students. She attributes the successful impact of MTBI on students to the “webs of opportunities,” social networks, and supports that the program provides to students. In addition, MTBI emphasizes team problem solving, student-driven collaborative research, provision of a “web of continuous challenges”, and instruction from world renowned scholars. All of these factors combine to help “tap students’ passions.” Turner posited that we must start with intensive programs at the undergraduate level and then provide opportunities and support systems across all stages of the scholar’s career.

Her lecture concluded with an overview of her recently published review article on the topic of issues pertinent to the recruitment and retention of underrepresented faculty in academia. A common theme coming from the studies that Turner reviewed is that mentoring is especially crucial in order for faculty of color to be successful.

Case Study Exercise
A Glimpse of a Mentoring Relationship in its Third Year
written by Dr. JoAnn Moody and used with her permission, www.diversyoncampus.com

http://www.advance.iastate.edu
Facilitated by Dr. Carla Fehr, co-PI of the ISU ADVANCE Program & Associate Professor, Department of Philosophy and Religious Studies.

Workshop participants discussed a case study scenario based on a conversation between a mentor and a mentee. The discussion focused on the perceived strengths and weaknesses of the mentoring relationship and strategies for enhancing the mentoring experience for both the mentor and the mentee. Participants highlighted the importance of (1) diversity training programs for faculty, (2) utilizing of campus resources and services to support junior faculty, (3) proper training on being an effective mentor, and (4) mentees seeking out multiple mentors as strategies that would enhance a mentoring relationship. Participants were asked to reflect on how departmental culture can contribute to the marginalization of women faculty and faculty of color.