

Diversity Initiatives Task Force Final Report

Submitted to the Board of the Society for American Archaeology

December 2, 2005

Introduction

The lack of cultural diversity within the membership of the Society for American Archaeology (SAA) and the discipline of archaeology as a whole has been recognized for some time. In support of diversity as a positive objective, the leadership of the SAA in 2000 established a Task Force to investigate the basis for the lack of diversity and to offer recommendations for change. In January of 2002 this Task Force submitted its final report. After reviewing the 2002 report, the Board of the SAA requested additional input and in March of 2002 passed the following motion:

Motion 108-38.2 The Board approves the formation of a Task Force on Diversity Initiatives to develop a prioritized action plan based on the initial Task Force on Diversity report. The action plan should be submitted to the Board for its spring 2003 meeting (passed 3/20/02).

The Board suggests that this Task Force gather information on the successes and failures of similar initiatives undertaken by other professional organizations (e.g., AAA, SHA, National Trust for Historic Preservation) and on supportive activities already occurring among SAA committees (e.g., Native American Scholarships, Public Education and Task Force on Curriculum). In addition, the Board requests that the Task Force insure that its research and subsequent report remain faithful to the definition of diversity included in the 2002 Final Report from the Task Force on Diversity.

As stated in the 2002 final report of the Task Force on Diversity:

We are primarily concerned with Cultural Diversity. We use the term Cultural Diversity to refer to the recognition of variation among people related to their cultural heritages and/or ethnic identity.

Action on the 2002 motion was delayed until December of 2004, at which time a Task Force Chair was identified, who then selected additional members. The current Task Force on Diversity Initiatives is composed of the following members:

J. Daniel Rogers, Chair
Anna S. Agbe-Davies
Frances M. Hayashida
Lisa J. Lucero
Desireé Reneé Martinez
Joe Watkins, SAA Board Liaison

The Task Force followed the recommendations of the Board Motion in preparation of the following report. The 2002 Final Report from the Task Force on Diversity played a significant role in helping us to identify key action items. The 2002 report was the result of an earlier Task Force commissioned in 2000 and Chaired by L. Antonio Curet. We are very appreciative of their work and wish to lend our voice to theirs in support of diversity within the profession. The 2002 Final Report presented the challenges and benefits of a diverse profession and so in keeping with the relatively simple goals of our group, this complex background will not be discussed here.

The following report is based on a careful review of current practice by the SAA and a sampling of 17 other organizations. The 17 organizations are all within the social sciences and were selected as sources for ideas that might be applicable to the SAA. The organizations range from the American Anthropological Association to the American Psychological Association to the Society for Historical Archaeology. Most of these organizations have diversity initiatives, although they vary tremendously. Clearly, the larger organizations have more resources to devote and take a more active stance. However, it is also apparent that some see diversity as more fundamental to their mission than others. A summary of diversity programs offered by these organizations is presented as a resource guide in the Appendix. Also included in the Appendix are selected references and weblinks relevant to cultural diversity initiatives.

In preparation of the action plan we operated with the further goal of emphasizing items that are relatively simple and that can be done within the existing organization of the SAA. Although we emphasize a low-cost approach, some of the items do require financial support either from SAA operating funds or from grants or private sponsorship. Achievement of cultural diversity within the SAA will be a long process that must start with the development of students interested in following American archaeology as a profession. We see positive, although small, changes on the horizon and want to emphasize that a commitment must be made and sustained over a course of years. There is much the SAA can do to foster change through the guidance of the leadership and the participation of the membership. We feel strongly that the SAA can fulfill this challenge of supporting a more culturally diverse membership.

Prioritized Action Items

In keeping with the objectives of this Task Force we have prepared the following list of activities. The action items are listed only in a general order, emphasis those that should happen first, rather than a strict order of importance since several of the items should be implemented simultaneously.

1. Make clear public statements that diversity is valued and is the responsibility of the organization. A diversity mission statement should be fundamental to the SAA and needs to be articulated. Statements on ethics and practice should include clear positions on diversity and rejection of any form of discrimination. This may seem like something that can be taken for granted, but professionals working in diversity initiatives in a variety of organizations routinely cite the need for clarity from the top.
 - We specifically recommend the drafting of a statement on diversity, to be placed on the website. Such a statement might follow the style of that presented in the American Sociological Association code of ethics (see Appendix)
2. Ask all relevant standing committees to review their mission and incorporate strategies for strengthening diversity into their objectives. Cultural diversity should be understood as a concern of the entire SAA and not one particular segment. We support the fine work of all the SAA committees, many of which are already actively strengthening diversity.
 - Especially relevant are the Committee on Curriculum, the Public Education Committee, the Committee on the Status of Women in Archaeology, the Student Affairs Committee, the Committee on Ethics, Membership Development Committee, and the Committee on the Americas.
 - Since the majority of SAA members do work concerning the native peoples of the Americas, the Committee on Native American Relations and the Native American Scholarships Committee are especially relevant to diversity efforts and should receive increased support.
3. Develop an interpretive support network that provides links between historically minority-focused institutions (museums, schools) and knowledge about group-centered history, in addition to exposure to the entire breadth of archaeology. This approach is already taking place on an ad-hoc basis and related efforts are underway by the Public Education Committee, but should also involve the Committee on Curriculum.
 - Make available a list of archaeologists willing to speak to or interact with school groups and other audiences about the histories of marginalized people.
 - Develop a series of presentations by archaeologists that are willing to travel to targeted schools for a one-day event. How: place a notice on the webpage requesting volunteers then notify targeted institutions that such a program exists.
 - Some of the programs discussed in the Appendix have received funding from the Ford Foundation in support of similar efforts.
4. Develop a special section of the SAA web site with reports and information on diversity, including links to other organizations and on-line resources. The appendix to this report may be helpful in preparing useful materials.

- One new website section should be developed for students where they can find links to educational support opportunities (e.g. TRIO, Mellon, and many others) available to “at risk” students. It is important for high school and college students who may be thinking about archaeology to have direct links to financial and other forms of support. In many instances support may be available, although it can also be difficult to piece together.
 - Include commentaries from SAA community members who came from low-income families about how and why they became archaeologists.
 - Include a list of volunteer faculty willing to be contacted to advise undergraduates and high school students.
 - Develop a second new section that includes resources and links to information on diversity.
5. In diversifying archaeology, it is important for students to be able to relate the subject matter to their own values and background.
- We recommend that the SAA coordinate development of culturally diverse course materials, especially available through web pages, with the SAA Committees on Curriculum, Public Education and Native American Relations. Some materials are currently under development by the Curriculum Committee. Course materials relating to indigenous archaeology or the archaeology of ethnicity are likely to be useful.
 - Support development of the archaeological course materials prepared as part of the MATRIX project. The MATRIX project is especially relevant in support of cultural diversity in the archaeological profession. Diversity is incorporated as a basic concept into many of the MATRIX course materials, including a course on the archaeology of ethnicity in America. At minimum, link the SAA web site to the MATRIX web site at <http://www.indiana.edu/~arch/saa/matrix/homepage.html>
6. Develop a summer institute in archaeology in conjunction with one or more universities, with a focus on both high school and undergraduate students.
- Focus on schools with substantial minority undergrad populations, especially those that teach little or no archaeology.
 - By working with key committed faculty members the SAA could host the summer institute through website support for student registration and possibly small stipends for a selected number of students. Although the SAA may not be able to fully fund students, it could raise the visibility of such a program as officially sponsored by the SAA. Support of such a program may be possible through specific collaborations. In the past the SAA has partnered to offer educational opportunities, such as the SAA partnership with the University of Maryland Office of Continuing and Extended Education.
 - Developing a summer institute requires a fairly substantial amount of organization and is likely to require special financial support. The Appendix includes examples of how such an institute might be funded.

7. Develop a comprehensive database of minority archaeologists and prospective archaeologists to be consulted by universities or employers seeking to recruit students, faculty, or researchers.
 - Solicit participation in the list through announcements in the *SAA Archaeological Record*, *American Antiquity*, *Latin American Antiquity* and the SAA website.
 - Make the list available to universities and prospective employers upon request.
8. Strengthen the Native American scholarship fund. The fund should be expanded to support graduate students and to reach out to indigenous people from Central and South America.
9. Spread the message of diversity within the SAA and among interested students by asking the Student Affairs Committee to develop a forum exploring different aspects of the topic. A variety of other approaches can be taken through focused presentation, articles, and a reception at the SAA annual meeting for upcoming students.
10. Explore a partnership with American Anthropological Association. The AAA has some approaches in place, such as “speed mentoring” that would be very appropriate for the SAA to adopt.
11. SAA should make a concerted effort to contact the Native communities whose traditional territory we occupy during our annual conference. We should look at engaging the community not only as a gesture of goodwill but as a symbol of our commitment to dialogue between that community and our archaeological community.
 - In order to do this we should waive membership fees and registration fees of tribal members who wish to participate in the conference.
12. Collect data on race/ethnicity during future surveys of the SAA membership. Over the long term it will be helpful to have ways of measuring change, although we do not recommend conducting a survey specifically about diversity prior to implementing the above recommendations.

Concluding Comments

Because of the nature of our task we have kept the core of this report short, and we hope, to the point. It is our opinion that the above prioritized recommendations are realistic and can be implemented at low cost. We have chosen to make only recommendations that can be implemented either by the Board, by the SAA staff, or by existing committees. We have not asked the SAA to establish a committee since we

believe that cultural diversity should be an issue of fundamental concern to the entire membership. Therefore, at the heart of our recommendations is the request for the leadership to make clear statements on the issue along with the request that existing committees take up the challenge. We thank the Board of Directors for the opportunity to serve the Society for American Archaeology through preparation of this report.

APPENDIX:

A SUMMARY OF DIVERSITY INITIATIVES WITHIN
SELECTED PROFESSIONAL ORGANIZATIONS

American Anthropological Association

Programs for increasing diversity/minority participation

The AAA has over 10,000 members and approaches diversity issues primarily through the Committee on Minority Issues in Anthropology:

(<http://www.aaanet.org/committees/minority/index.htm>)

The Committee has been in existence for a long time. They are engaged in developing a comprehensive database of minority anthropologists and in conducting surveys of departments. At one time they compiled minority cv's, but this have been discontinued, although members may choose to edit/update their "Minority Status" information through the members section of the website. A particular initiative of note for the SAA is the AAA Minority Dissertation Fellowship Program

(<http://www.aaanet.org/committees/minority/minordis.htm>)

Also of particular relevance is the work of the Committee on the Status of Women in Anthropology. The COSWA mission statement is available at

(<http://www.aaanet.org/committees/coswa/index.htm>). COSWA sponsors a Career Mentoring Program, the Squeaky Wheel Award, and a listserv/discussion group.

More Information

Relevant reports available on the web include a report on mentoring

(<http://aaanet.org/reports/mentoring.pdf>), the AAA Commission on Minority Issues in Anthropology Report, and the AAA Statement on "Race"

(<http://www.aaanet.org/committees/minority/index.htm#coma>)

Contact information

2200 Wilson Blvd, Suite 600

Arlington, VA 22201

phone 703/528-1902

fax 703/528-3546

(<http://www.aaanet.org>)

American Association of Museums

Programs for increasing diversity/minority participation

In 2003 the American Association of Museums Board of Directors identified increasing the diversity of individuals in leadership roles in museums as one of eight priorities.

Current activities and available information include

- Identification of diversity-related publications in the AAM bookstore

- A fact sheet on developing a diversity plan
- A fact sheet surveying how museum service organizations are working with diversity issues
- A task force report
- A provisional Standing Professional Committee for Diversity in Museums was approved in 2004, to consolidate the activities of the former Diversity Coalition. The new standing committee is still in a start-up period.
- Diversity fellowships to defray costs for museum professionals and students to attend annual meetings and seminars
- Code of Ethics includes statement on diversity and inclusiveness
- Links to Web sites concerning museum staff diversity
- Fall 2004 Forum on Inclusive Practices attended by museum service representatives

Contact information

<http://www.aam-us.org/museumresources/div/index.cfm>

Helen Wechsler (202-218-7699, hwechsler@aam-us.org), Dir. of Special Initiatives.

American Association of University Professors

Programs for increasing diversity/minority participation

The AAUP does not have any programs for increasing diversity/minority participation *per se*. What they do offer is an extensive clearing-house including: reports on the state of diversity among university professors; policy statements, recommendations and endorsements; and the place of affirmative action policies in diversifying both student bodies and the professoriate. A particular strength is attention to the legal aspects of affirmative action and its implementation. There is also a Committee on Historically Black Institutions and Scholars of Color within the AAUP. It should be noted that this committee is concerned with predominantly Native American and Hispanic institutions as well.

Their archive of materials would be useful for the SAA in terms of contextualizing the experience of our particular discipline by comparing it with the academy as a whole, and improving our understanding of the educational landscape that shapes students potentially coming into the field, and scholars working in university settings. The reports may be viewed as a means of assessing the success of the academy's efforts as a whole to recruit and retain minority scholars.

More Information

Resource Guide to Diversity in Education, compiled and maintained by the Committee on HBCUs and Scholars of Color.

<http://www.aaup.org/Issues/AffirmativeAction/Articles/resources.htm>

This **extensive** resource includes several sections: I. [Institutional Efforts to Diversify the Faculty](#), II. [Academic Hiring Guides](#), III. [Minority Faculty Recruitment, Hiring & Retention](#), IV. [Women & Minorities in the Academy](#), V. [Guides for Supporting Doctoral Candidates of Color](#), VI. [Teaching and Diversity](#), VII. [Campus Climate](#), VIII. [Psycho-Social Impact](#), IX. [Affirmative Action](#), X. [Tenure Issues](#), XI. [Legal Issues](#), XII. [Black Colleges](#), XIII. [Tribal Colleges](#), IV. [Hispanic Serving Institutions](#)

These references are a mix of articles, books, and grey literature; substantive studies as well as policy and opinion. The most important sections for our purposes are “Minority Faculty Recruitment Hiring and Retention” (to understand the factors that our discipline shares with others), “Guides for Supporting Doctoral Candidates of Color” (for ideas on how the SAA specifically can support students already committed to the field), and Black Colleges, Tribal Colleges and Hispanic Serving Institutions (to understand the institutions that educate a significant number of students we may want in the pipeline of future professionals, but are probably not receiving education in archaeology. This archive contains materials as recent as 2004.

Additional research concerns affirmative action, and is more appropriate for hiring/admitting institutions, rather than professional societies. “Affirmative Action Plans: Recommended Procedures for Increasing the Number of Minority Persons and Women on College and University Faculties” <http://www.aaup.org/statements/Redbook/AARDPLAN.HTM> may be useful to provide an understanding of what institutions are/should be doing to diversify their faculties.

Contact information

[Committee on Historically Black Institutions and Scholars of Color](#)

Benjamin Baez (Education), Georgia State University, chair, 2005

(along with eight other members, including Ann Springer, Associate Counsel for the AAUP)

American Association of University Professors

1012 Fourteenth Street, NW, Suite #500

Washington, DC 20005

Phone: 202-737-5900

Fax: 202-737-5526

<http://www.aaup.org>

American Association of University Women

Programs for increasing diversity/minority participation

The AAUW does not have any programs for increasing specifically ethnic/ racial minority participation at the university level. They do maintain a number of programs supporting gender diversification of various fields (especially math and engineering).

Several of their pre-collegiate programs are geared towards girls belonging to ethnic/racial groups that are underrepresented in university settings. A number of their projects specifically address the particular needs of non-white women and girls in educational settings (see below)

More Information

Projects sponsored by the AAUW may be searched:

http://www.aauw.org/community_programs/scp_database.cfm . One of the sub-categories is for projects that support diversity / multiculturalism.

The AAUW supports affirmative action policies:

http://www.aauw.org/issue_advocacy/actionpages/positionpapers/affirmativeaction.cfm

The website provides links to organizations that support equity for racial/ethnic groups who are underserved by or underrepresented in educational institutions, some of which may have content on their websites that may be useful: The National Association for the Advancement of Colored People (NAACP) (www.naacp.org) works to ensure the political, educational, social, and economic equality of minority group citizens of the United States.

The National Indian Education Association (www.niea.org) supports traditional Native cultures and values to enable Native learners to become contributing members of their communities, to promote Native control of educational institutions, and to improve educational opportunities and resources for American Indians and Alaska Natives throughout the United States.

Contact information

American Association of University Women
1111 Sixteenth St. N.W.
Washington, DC 20036
Tel: 800/326-AAUW
Fax: 202/872-1425
TDD: 202/785-7777
E-mail: info@aauw.org
www.aauw.org

American Economics Association

Programs for increasing diversity/minority participation

The AEA has approximately 19,000 members and organizes diversity initiatives through its *Committee on the Status of Minority Groups in the Economics Profession (CSMGEP)* is a permanent committee of the AEA, which currently has seven members (<http://www.vanderbilt.edu/AEA/cmte.htm#minority>). They run two recruitment/retention programs: *The AEA Summer Program and the Minority*

Scholarship Program (<http://www.econ.duke.edu/smpe/>) and the *Pipeline Project* (<http://www.vanderbilt.edu/AEA/mntr.htm>).

AEA Summer Program and the Minority Scholarship Program is currently in its 32nd year. The summer training program is directed towards minority (African American, Hispanics, Native American) undergraduate students with an interest in pursuing graduate studies in economics. Courses (both beginning and advanced level) are offered on a range of economics topics, with opportunities for students to participate in faculty research. Thirty-two to thirty-four Minority Scholarships are offered per year. The NSF, the MacArthur Foundation, and the AEA provide funding for the summer program and scholarship program. Additional funds are acquired yearly from institutional and corporate sponsors (mostly academic presses, private foundations, the host university (currently Duke)).

The *Pipeline Project* pairs minority graduate students with a mentor. Mentors assisted students during all stages of the grad school process, from preparation for exams to providing research contacts, to monitoring progress on the dissertation, to general professional advice. Mentors and students in the program also participated in a yearly Pipeline Workshop at the close of the CSMGEP Summer Training Program where students had the opportunity to talk with faculty and advanced graduate students about professional development issues (how to write proposals, getting published). The program covered travel expenses.

The Pipeline Project was covered by a five year grant from the MacArthur Foundation from 1997-2002, with a one year extension from 2002-2003. They have been seeking new sources of funding.

Impressions

It's hard to evaluate the success of the programs; we assume that the Summer Workshop has had positive results because of continued support over 32 years and its success in attracting outside sponsors. Our impression is that a concentrated summer program involving both undergraduates and graduates is something that the SAA might be able to undertake with support from other funding agencies. That said, we don't think that an archaeology program would be as easy to sell to potential sponsors (or to minority students for that matter) as an economics program.

The Pipeline Project seems like it would be harder to sustain and that there would be greater variability in the quality of advising from individual mentors. However, if you had a summer program (or even a set of workshops for students, perhaps as part of the SAA meetings), there would be opportunities for students to make contacts with professionals who might serve in an informal mentorship role. (Though here, the mentors run the risk of being burdened with additional advising duties that may count for little or nothing at their home institutions.)

Contact information

Contact for the AEA Summer Program and Minority Scholarship Program

Professor Charles M. Becker, Director
 Professor Rhonda V. Sharpe, Assoc. Director
 Ms. Gail McKinnis, Administrator
 AEA Summer Program and Minority Scholarship Program
 Department of Economics
 Duke University
 Box 90097
 Durham, NC 27708-0097
 Phone: (919) 660-1886
 Fax: (919) 660-1879
 E-mail: aeasp@econ.duke.edu, or
cbecker@econ.duke.edu

Contact for the Pipeline Project:

Dr. Cecilia Conrad
 AEA Pipeline Project Director
 Pomona College
 Department of Economics
 425 College Avenue
 Claremont, CA 91711
 1-877-562-8361
cconrad@pomona.edu

American Historical Association

Programs for increasing diversity/minority participation

The AHA is an organization of about 14,000 members and has a standing *Committee on Minority Historians* <http://www.historians.org/governance/cmh/index.htm>, composed of seven members including one graduate student. The CMH “monitors and works to increase the number of minority individuals entering and working in the field.” An additional goal is to foster an inclusive scholarship that challenges and transforms the practice of history, both substantively and methodologically” and to work on educational outreach on public history to K-12 teachers.

We were not able to find (although we only checked what is available on the web) any information about programs sponsored by the CMH. There were several publications (1995, 2002, but none more recent) on the very low percentages of minorities in the field. These can be found in their online bulletin, *Perspectives* (appears to be similar to our *SAA Archaeological Record*). These did not include specific recommendations for actually addressing or improving the situation.

More information

Articles in “*Perspectives*”

<http://www.historians.org/perspectives/Issues/2002/0204/0204pro1.cfm>

"The Status of Women and Minorities in the History Profession"

<http://www.historians.org/perspectives/issues/2002/0201/0201prof1.cfm>
 "New Data Reveals a Homogeneous but Changing History Profession"

<http://www.historians.org/pubs/Free/WomenMinorityHiring.htm>
 "Report on the Hiring of Women and Minority Historians" (1995)

The CMH can be reached through an e-mail message form available at
<http://www.historians.org/info/contact.cfm?u=cmh> .

Contact information

www.historians.org

American Philosophical Association

Programs for increasing diversity/minority participation

The APA is a organization of more than 10,000 members and has four committees concerned with minority issues within the profession. These are the Committee on Hispanics, the Committee on Blacks, the Committee on the Status of Asian and Asian-Americans Philosophers and Philosophies, and the Committee on the Status of American Indians in Philosophy. A recently formed Inclusiveness Committee promotes the interests of these groups as well as women and LGTB philosophers and philosophies. This overarching committee was born from the frustration that individual committees felt over the apathy of the majority of APA members (overwhelmingly Euro-Americans), and their inability to effect real change within the profession while also tending to the particular concerns of each constituent group. If we understand correctly, the Inclusiveness Committee speaks for the rights and concerns of all underrepresented groups and has greater clout since the Chair is a member of the APA Board.

Each committee consists of a chair and 6-7 additional members. Each publishes a newsletter sponsored by the APA, and holds panels or sessions at the divisional meetings of the APA (they have eastern, central and western meetings versus one large national meeting). Yearly committee reports to the APA Board are published on their websites. The Committee on Hispanics also has a listserve for those interested in Hispanic or Latino/a philosophies and professional issues affecting Hispanic or Latino/a philosophers. It's difficult to evaluate from their reports how successful each group is in recruitment and retention. Again, there seems to be concern that they are only "preaching to the choir" and that diversity is not important to the majority of society members. Most striking was the 2004 report of the chair of the Committee on the Status of American Indians in Philosophy, which was essentially a letter of resignation following a sponsored panel discussion at one of the divisional meetings that no one attended.

The APA has a Diversity Syllabi Project designed as an online resource for those interested in incorporating diversity issues into their classes. The syllabi are sent in by

the instructors who give permission for online posting. They serve as a source of ideas for other teachers, and highlight the growing contribution of diversity scholarship to the field of philosophy.

We should note that there has already been an effort to increase diverse perspectives in the teaching of archaeology within the US. This was the MATRIX Project (<http://www.indiana.edu/~arch/saa/matrix/>) funded by the NSF and officially sponsored, at least initially, by the SAA. One of the many goals of MATRIX was to improve student understanding of different stakeholder perspectives, including descendant groups and to address equity issues through classroom lessons.

More information

APA Committee on the Status of American Indians in Philosophy

<http://www.apa.udel.edu/apa/governance/committees/american-indian/index.html>

APA Committee on the Status of Asian & Asian-American Philosophers & Philosophies

<http://www.apa.udel.edu/apa/governance/committees/asians/index.html>

APA Committee on Blacks in Philosophy

<http://www.apa.udel.edu/apa/governance/committees/blacks/>

APA Committee on Hispanics

<http://www.apa.udel.edu/apa/governance/committees/hispanics/>

Proposal for the formation of the Inclusiveness Committee

<http://www.apa.udel.edu/apa/governance/committees/hispanics/proposal.html>

Diversity Syllabi Project

<http://www.apa.udel.edu/apa/governance/committees/diversitysyllabiproject/index.html>

Contact information

<http://www.apa.udel.edu/apa/>

American Political Science Association

Programs for increasing diversity/minority participation

The following is extracted from http://www.apsanet.org/content_3510.cfm:

Minority Identification Project

APSA established the Minority Identification Project (MID) as part of its efforts to diversify the political science profession. In collaboration with undergraduate and graduate political science departments, the MID Project seeks to identify talented undergraduate minorities interested in being recruited to doctoral programs.

How Does It Work?

For the MID project, APSA maintains an online database of African-American, Latino/Latina, Native-American, and Asian-American undergraduates who have been identified as possible candidates for graduate study in political science. Recruiters from the nation's top graduate political science programs have unlimited access to this database and actively recruit listed students. Undergraduate departments can identify students, or undergraduate students themselves can request that their advisor submit their names to the database.

For Departments:

Department faculty should identify promising minority students and submit those interested in a graduate education in political science to the APSA MID database via their Department's on-line account. The Department should include each student's name, contact information, email address, major, GPA, and areas of interest.

For Interested Students:

Interested minority students should contact their undergraduate advisor and ask that their name be submitted to the MID database.

E-Mentoring For MID Students

For students in the MID database, APSA also sponsors a listserv where they can discuss issues related to graduate education with political science faculty and students currently in graduate programs. Representatives at each participating program have agreed to serve as "virtual mentors" to help MID students with general questions about the graduate school experience as well as specific questions about their department's program.

Participating Graduate Programs

For a list of participating graduate departments, see "Core Graduate Departments".

More information

APSA Minority Programs

<http://www.apsanet.org/about/minority/index.cfm>

Minority Fellows Program

http://www.apsanet.org/section_427.cfm

Minority Programs

Increasing the Minority Presence in Political Science

http://www.apsanet.org/section_177.cfm

APSA Minority Programs

<http://www.apsanet.org/about/minority/index.cfm>

Contact information

1527 New Hampshire Ave, NW

Washington, D.C. 20036-1206
Ph: (202) 483-2512
Fx: (202) 483-2657
E-Mail: apsa@apsanet.org
<http://www.apsanet.org>

American Psychological Association

Programs for increasing diversity/minority participation

The APA is an organization of over 150,000 members. It has a longstanding Committee on Ethnic Minority Affairs that addresses many of the issues we are interested in. However, because of the size and resources of this organization, many of their approaches will not work for the SAA.

More information

Committee on Ethnic Minority Affairs
<http://www.apa.org/governance/bdcmte/ethnic.html>

Handbook for Increasing Ethnic Minority Participation In State Psychological Associations And APA Divisions
<http://www.apa.org/pi/oema/handbook/introduction.html>

Also on website (search under ‘minority’): A Directory of Selected Scholarship, Fellowship, and Other Financial Aid Opportunities for Women and Ethnic Minorities in Psychology. Fellowships in psychology for women and ethnic minorities are also available.

The APA has also developed a handbook for Increasing Ethnic Minority Participation In State Psychological Associations and APA Divisions
(www.apa.org/pi/oema/handbook/communication.html)

Contact information

750 First Street, NE
Washington, D.C. 20002-4242
Telephone: 800-374-2721; 202-336-5500
TDD/TTY: 202-336-6123
<http://www.apa.org>

American Society for Ethnohistory

Programs for increasing diversity/minority participation

No information is available.

Contact information

<http://ethnohistory.org/>

American Sociological Association

Programs for increasing diversity/minority participation

Founded in 1905, the American Sociological Association (ASA) has always had a large number of minority members throughout its history as compared to the other social sciences. The society has over 15,000 members (www.asanet.org/about/about.html). The Association sees its diverse membership as its strength and strives to maintain and support that diversity as exemplified in its statement on diversity:

. . . it is the policy of the ASA to include people of color, women, sociologists from smaller institutions or who work in government, business, or other applied settings, and international scholars in all of its programmatic activities and in the business of the Association." (ASA Diversity Statement, <http://www.asanet.org/governance/diversity.html>).

The ASA code of ethics also addresses diversity:

Principle D: Respect for People's Rights, Dignity, and Diversity

Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination. . . They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own. (ASA Code of Ethics, <http://www.asanet.org/members/ecoderev.html>)

ASA has sponsored a number of "data briefs" which look at how minorities have fared in Sociology in three stages of the pipeline (Pipeline for Faculty of Color in Sociology, 2001, <http://www.asanet.org/research/pipeline/text.html>).

The three stages are production of PhDs, the search and hiring process and the tenure and promotion process. Using data from 1976-1996, the report found that although the number of students from minority populations grew, much of the increase was in the Asian/Pacific Islander category whereas the other categories remained the same or had very small increases. The briefs also found that "business as usual" in sociology departments had to significantly change in order to get true increases in all ethnic categories. Current department structure was a hindrance to wooing minority students to the major and Sociology as a career.

In order to show that department culture resulted in the low rate of minority student matriculation, the ASA created the Minority Opportunities School Transformation (MOST) program in 1994. With grant money from the Ford Foundation, the ASA selected sociology departments from 11 schools around the country in which the issues of

curriculum, climate, research training, mentoring and outreach were addressed. The results of the program, which ended in 2002, showed that a change in all of the above issues drastically increased the number of minority students who majored and then went to graduate school in sociology. The full report is titled “Promoting Diversity and Excellence in Higher Education through Department Change”.

MOST was in addition to ASA’s already successful Minority Fellowship Program (MPF). Created in 1974, MFP’s goal is to help minority students through graduate school and to decrease the time it takes to complete the PhD. There are two different Minority Fellowships. One is funded through the National Institute of Mental Health (NIMH) which seeks to train students of color in issues relating to mental illness while the other, funded through a variety of other sociological sources, has no limits on subdiscipline focus. Predoctoral in nature, the MFP provides an annual stipend and tuition payment renewable for up to three years. The program gives about 30 fellowships a year. At the annual sociology conference, MFP students attend workshops and paper sessions specifically geared to them. Students also have the opportunity to attend a summer institute which addresses research techniques.

Additionally, the ASA created a taskforce in 2000 to look into diversity issues within the various sociology journals with regards to who gets published, who gets asked to be editor and who is chosen to peer review articles (www.asanet.org/governance/diversity).

Many of the programs and policies described above are things that SAA should strive to incorporate in some way. It is important that we reach out to members of the communities that we work in. We currently do this to some extent through the Native American Scholarship Fund, but its limited funds would not support the type of activities that ASA’s MFP currently creates.

More Information

The ASA has created a number of resource web pages listing various resources (online or otherwise) that its members can use to address the diversity issue in and outside the classroom.

www.asanet.org/diversehire.html “Resources for Hiring Diverse Faculty”

<http://www.asanet.org/apap/diverseissue.html> “Attending to Diversity Issues in the Sociology Major” provides links to other national organizations which have similar web pages as well as a bibliography of articles which address all types of diversity issues.

<http://www.asanet.org/research/faqintro2002.html> Data on trends within the discipline

<http://www.asanet.org/research/dbintro.html> Reports including "Minorities at Three Stages in the Sociology Pipeline" and "The Pipeline for Faculty of Color in Sociology"

Minority Fellowship Program
<http://www.asanet.org/student/mfp.html>

Contact information

ASA Minority Affairs Program
 American Sociological Association
 1307 New York Avenue NW
 Suite 700
 Washington, DC 20005-4701
minority.affairs@asanet.org
www.asanet.org

American Studies Association

Programs for increasing diversity/minority participation

Began in 1951, the American Studies Association has more than 6,000 members from many fields (for example, history, literature, religion, art, philosophy, music, science, and others). The ASA supports a number of prizes which focus on diverse populations. The Lora Romero First Book Publication Prize is awarded to the “best-published first book in American Studies that highlights the intersections of race with gender, class, sexuality and/or nation” while the Yasuo Sakakibara Prize is awarded to an International scholar whose paper is given at the annual meeting.

The ASA has a Minority Scholars Committee. The committee’s activities center on sponsoring panels at the annual meetings which address “the civic and community actions of scholars of color and their marginalized place within the academy; and two, the cutting edge scholarship that scholars of color our creating as members of ASA”. The Committee also keeps the ASA “president and administrative committees informed about issues affecting ethnic-American scholars in the profession . . .and undertaking special tasks relevant to the support of minority scholars and research in the field of American Studies”(http://www.georgetown.edu/crossroads/interests/minority/).

Although not specifically for minority communities, the ASA sponsors a Community Partnership Program grant to develop collaborative “projects with community-based organizations, school districts, public libraries, local historical societies, community museums, and other non-profit entities. . . to provide new cultural and educational opportunities”.

More information

<http://www.georgetown.edu/crossroads/AmericanStudiesAssn/about/> provides general information

<http://www.georgetown.edu/crossroads/asainfo.html>

Minority Scholars Committee

<http://www.georgetown.edu/crossroads/interests/minority/index.html>

Contact information

<http://www.georgetown.edu/crossroads/AmericanStudiesAssn/about/>

Archaeological Institute of America

Programs for increasing diversity/minority participation

AIA was founded in 1859 with the intent to “to create a vivid and informed public interest in the cultures and civilizations of the past, supports archaeological research, fosters the sound professional practice of archaeology, advocates the preservation of the world's archaeological heritage, and represents the discipline in the wider world.” (<http://www.archaeological.org/webinfo.php?page=10027>).

What is unique about the AIA is it consists of a national organization and multiple local chapters throughout the country. Two lectures, usually on classical archaeology topics, are created by the national AIA and then hosted by the local chapters each year. Additional talks at the chapter level are given by local AIA members.

A brief search of the AIA website and discussions with local chapter representatives shows that reaching diverse communities, including minority populations, has not been addressed at this time, although there is considerable interest in doing so.

Contact information

<http://www.archaeological.org/webinfo.php?page=10000>

Latin American Studies Association

Programs for increasing diversity/minority participation

The LASA has over 5,000 members. The organization fosters discussion, research, and teaching about the peoples of Latin America, including the Caribbean. Respect for diversity is clearly presented in their mission statement. In the LASA strategic plan for 2003-2006 the top priority centers on increasing participation and targeting efforts dialogue and representation. These efforts are geared more towards the international community than to increasing representation through increasing diversity in the educational process. (*Latin American Studies Association Strategic Plan, 2003-2006*, p. 4 <http://lasa.international.pitt.edu/StrategicPlan.pdf>)

The strategic plan offers two goals that are especially relevant:

“Goal One: Assess the membership and participation in LASA according to our concerns about diversity (gender, ethnicity/race, country of residence, academic/non-academic,

disciplines). Determine the overall universe of potential scholars and knowledge producers whose work pertains to LASA's mission.

Goal Two: Increase participation by the under-represented as established through goal one. Target efforts to increase dialogue with and representation in LASA's activities by these groups (including shifting featured treatment of these groups across the next LASA Congresses). Foreground a variety of unheard voices and under-heard perspectives, knowledge producers and social actors.” (Strategic Plan, p. 9)

Although the strategic plan also offers actions steps, these are primarily phrased as increasing collaboration and interaction.

More information

There is a Committee on Ethnicity, Race, and Indigenous Peoples, chaired by *Donna Lee Van Cott* dvancott@tulane.edu, 504-865-5166

Contact information

946 William Pitt Union
University of Pittsburgh
Pittsburgh, PA
Tel: 412-648-7929
Fax: 412-624-7145
lasa@pitt.edu

Modern Language Association

Programs for increasing diversity/minority participation

The MLA is an organization with over 30,000 members. It does not specifically offer strategies for recruitment of students at either the undergraduate or graduate level, although the MLA clearly states their interest in encouraging minority representation in graduate programs. MLA's principal activities of interest are organized through the Committee on the Literature of People of Color in the United States and Canada. The committee works in three areas: development of annual meeting programs that support the research and teaching of multicultural literature, the broadening of existing department curriculums to include a diverse range of literature, and the recruitment and retention of a diverse faculty. The strategies employed in these activities are described on their web site. The Committee is heavily engaged in collecting and disseminating information. For instance an annual meeting of department chairs is held to assess the status of diversity issues and to offer suggestions and recommendations. At the SAA annual meeting a special meeting of department representatives could be convened to share information about what is currently being done and what might be done.

It is interesting to note that during the 1990s there was a substantial increase in the number of PhDs awarded to minorities in English language and literature, although the reasons for this increase are unclear (Freeman, Damon W. 1999 *Minority Recruitment in the Historical Profession and other Disciplines: An OAH Report*. <http://www.oah.org/reports/recruit.html>)

More information

Posted on the web are the MLA guidelines for good practice, which were endorsed by the Executive Council in 2002

(http://www.mla.org/resources/documents/rep_guidelines_poc).

The activities of the Committee on the Literature of People of Color in the United States and Canada are represented in several sections of the website, including

http://www.mla.org/resources/committees/comm_professional/comm_color

The “Committee on Professional Employment: Final Report” asserts MLA’s commitment to affirmative action. http://www.mla.org/prof_employment

Contact information

MLA

26 Broadway, 3rd floor

New York, NY 10004-1789

Phone: 646 576-5000

Fax: 646 458-0030

Contact for details on statistics: David Lurence, Director of English Programs;

Carol Zuses for general information

<http://www.mla.org/>

Organization of American Historians***Programs for increasing diversity/minority participation***

The OAH has several programs designed to increase minority participation in the discipline. The Huggins-Quarles award supports dissertation research by two minority graduate students (\$1000 each), annually. The OAH also sponsors a 5 year fellowship (tuition and stipend) to support a minority history graduate student at Indiana University. Freeman (1999—see citations, below) notes some organizational disappointment with this program, and Cunningham (1999) details the experiences of the OAH developing the fellowship. This information is important for the SAA, because it demonstrates the potential ineffectiveness of a fellowship program for creating far-reaching changes in a discipline.

Cunningham (1999) does talk about successful programs. Among the commonalities:

- they have been in existence for 30 years or more
- they support multiple students
 - support may not include funding for all students, but includes extensive mentoring, advising, networking or research opportunities for all students.
- they include efforts to recruit and provide exciting research, workshop, and networking opportunities to students early in their college careers, in addition to funding for those who have already decided to pursue a graduate education.

- they track their “graduates” and study the trends in their careers.
- they have outside funding and/or external accountability.

The OAH has a membership of approximately 9,000. Their fundraising efforts include a “Prize Fund,” although it is unclear the extent to which the Huggins-Quarles Prize and OAH-Indiana University Minority Fellowship program are funded out of individual donations.

More information

Freeman, Damon W. “Minority Recruitment in the Historical Profession and Other Disciplines: An OAH Report” (1999) <http://www.oah.org/reports/recruit.html>

This report examines efforts to recruit minority graduate students within the historical profession (separated by organization or society) as well as several other fields, including anthropology. It provides a broader context for understanding the problems with diversity that face the SAA.

Cunningham, Daphne L. “Feeding the Pipeline: The OAH-Indiana University Minority Fellowship Program” (1999) <https://www.oah.org/reports/fellowship.html>

This report examines the experience of creating and implementing a fellowship designed to recruit underrepresented minorities to the history profession. It includes a discussion of other associations’ more effective programs.

Additional information about diversity initiatives and studies of disciplinary trends are available on the OAH website (see below), but must be “searched;” there is no central repository. A sampling includes

Minority History: Beyond the OAH Report <https://www.oah.org/pubs/chairsnl/v1n1.htm>

Includes the text of a 1987 report on the state of minorities in the historical profession, along with recommendations for actions to be taken by the OAH.

“Understanding Student Interest, A Survey” (2000)

<http://oah.org/pubs/nl/2000may/casanello%2Dmurphree.html>

This survey includes information on the racial / ethnic identification of the students surveyed, and could provide a barometer for understanding what topics about past social lives are interesting to students of diverse backgrounds. It seems particularly relevant to the SAA in light of the evidence showing that recruitment at the undergraduate level could be a significant factor in diversifying archaeology.

Contact information

Committee on the Status of African American, Latino/a, Asian American, and Native American History

The purpose of the committee is to consider all professional problems bearing upon minorities in the historical profession as well as the study of minority history.

Donald L. Fixico, Chair

Executive Office

Organization of American Historians
 112 N Bryan Ave
 PO Box 5457
 Bloomington IN 47408-5457
 tel: 812 855 7311
 fax: 812 855 0696
<http://www.oah.org/>

Society for Historical Archaeology

Programs for increasing diversity/minority participation

The SHA has no formal programs for increasing minority participation in the field. Diversity issues form a component of several of the Society's other programs, such as public education. SHA also has an active Academic and Professional Training Committee, which provides information on pursuing an education or a career in historical archaeology. The Membership Committee is actively interested in broadening the diversity of the Society's membership, and is about to conduct a membership survey that will provide, among other things, much-needed information about the racial/ethnic makeup of the organization.

The Gender and Minority Affairs Committee of the SHA has as its mission to advocate for underrepresented minorities (including such categories as race, ethnic group, gender, and sexual orientation) within the Society, as well as for the archaeological study of such groups, and also enhancing the accessibility of historical archaeology for communities composed of such people. The Committee acts in an advisory capacity to the Board on such issues, and has in the past discussed initiating programs to increase diversity within the field, but has to this point emphasized consciousness-raising and advocacy in its efforts.

More information

"Black Scholars, Black Pasts" explores the participation of African Americans in SHA:
<http://www.saa.org/publications/theSAAarchRec/sep02.pdf> pp. 24-28.

Contact information

Gender and Minority Affairs Committee
 Anna Agbe-Davies, acting Chair

The Society for Historical Archaeology
 15245 Shady Grove Road
 Suite 130
 Rockville, MD 20850
 Ph: 301-990-2454
 Fax: 301-990-9771
 Email: hq@sha.org
<http://www.sha.org>

Other Resource of Interest

Achieving XXcellence in Science: Role of Professional Societies in Advancing Women in Science: Proceedings of a Workshop, AXXS 2002 (2004) (National Research Council)
<http://www.nap.edu/books/0309091748/html/>

<http://www.blackissues.com/index.asp> Black Issues in Higher Education, extensive research and information clearing house (includes some content on other minorities).

<http://www.jbhe.com/index.html> The Journal of Blacks in Higher Education, formal journal treatment of issues affecting black people in the academy, sometimes other minority groups.

From the journal *Black Issues in Higher Education*:

Stable URL:

<http://links.jstor.org/sici?sici=1077-3711%28199722%290%3A16%3C37%3ANSHANB%3E2.0.CO%3B2-4>