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A Case Study: Contemporary Forms of Bias and "Prejudice" and How it Negatively Impacts Scholars of Color Within the Academy

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Abstract
The session presents a Case Study to identify contemporary forms of bias that scholars of color inevitably experience from the classroom discourse to the tenure process. While "academic freedom" and the notion of "diversity" are apparent politically correct ideals in theory, the reality is different on the average for scholars of color.

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This Case Study will reveal how the successful recruitment of scholars of color will not necessarily predict successful retention even though excellence is proven in all categories of the tenure process. While teaching, scholarship, university and community service are considered the measures of retaining faculty members, this yard stick varies when it is placed upon scholars of color. From research institutions to so-called teaching institutions the contemporary forms of bias "PREJUDICE" disproportionately affects scholars of color. The purpose of the Case Study is threefold:

- To present a scenario that can be generalized to many scholars of color;
- To reveal several contemporary forms of bias that are present within the academy as potential determinants of failure for scholars of color; and
- To offer recommendations of how to survive this form of institutionalized sexism and racism.

Presenter
E. Kelly Sanford is the Chairperson of the Department of Sociology at Austin Peay State University, Clarksville, Tenn. He presently teaches a discourse including Race, Ethnicity & Gender Relations; Sociology Statistics and Methods; and Intergenerational Family Studies. He has recently been considered a pioneer in developing a Web-Based Distance Learning course of instruction at APSU. In 1991 he completed a NIMH-Post Doctoral Fellowship at the Pennsylvania State University after completing the doctorate degree at Howard University. His most recent research is related to hate crime victimization that will be published in a special edition on Hate Crimes in the upcoming publication of the ASBS Journal.