Collaborative Research: Linguistic Production, Perception, and Identity in the Career Mobility of Black Faculty in Linguistics and the Language Sciences

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Collaborative Awards #2126414 and #2126405
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Research aims

To gain insight into how implicit and explicit linguistic biases and inequalities may play a role in the systemic underrepresentation of Black scholars in linguistics and the language sciences.

To examine how Black and African American faculty linguistically navigate their professional experiences.

To apply insight to broaden participation for Black faculty in these fields and in academia.
Community-based approach grounded in social justice principles

25-member Research Network

- PI and Co-PI
- Black/African American junior and mid-career scholars
- Undergraduate students and graduate students
- Senior advisory board members and workshop leaders

from MSIs and PWIs across the U.S.

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Project activities

**Collaborative Research**
- Online survey project
- Interviews and focus groups for book project
- Collaborative presentations, publications

**Professional Development**
- Research and career workshops: focus on faculty success, publication & funding pathways
- Individual mentorship, including career guidance and publication support

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# Year 1 to date: The numbers

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<td>Monthly research and career</td>
<td>10</td>
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<td>workshops</td>
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<td>presentations (5 delivered</td>
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<td>or accepted, 2 under review)</td>
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<td>Public and scholarly talks</td>
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<td>and webinars</td>
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Featured publication

Solidarity and Collectivity in Decolonizing Linguistics: A Black Diasporic Perspective

Forthcoming chapter in Decolonizing Linguistics, eds. Charity Hudley, Mallinson & Bucholtz, Oxford University Press (2023)

Co-authored by Research Network Scholars:
Anne H. Charity Hudley
Christine Mallinson
Kahdeidra Monét Martin
Aris Moreno Clemons
LJ Randolph, Jr
Mary Bucholtz
Kendra Calhoun
Shenika Hankerson
Joy Peltier
Jamie A. Thomas
Kara Seidel

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“I don’t think I do an academic talk without integrating some sort of Black language into it— at a certain point, very clearly saying out loud and transparently, that this is what I’m doing… Though I don’t necessarily have the power of tenure or being senior in my field, I do have the power of other researchers who have given me the kind of tools to be able to talk back to whatever these arguments are that push us constantly towards notions of ‘appropriateness’ and academic language.”
“If people don’t even think something is intellectually valid,... it doesn’t occur to them that there are various ways of doing science, and that as we diversify science, in fact, we ask different questions—questions that maybe weren’t even asked or even thought of as a question in the mainstream. So, really thinking in terms of the power structures, but also in terms of our scholars who are moving in all these trajectories: how do I incorporate the system to beat the system?”
“We see this paper as an invitation for collaboration among Black scholars of language and decolonization across the Diaspora. How can we formally come together outside of this volume? **In order to have the possibilities for future collaboration, we have to know that these pathways and spaces exist—and create them where they don’t yet exist.**”
Going forward... years 2 and 3

Continuing to create high-impact publications and presentations
Pursuing follow on funding

Creating multimedia products to share project findings and increase public knowledge about Black language and culture

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Thank you
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Publications and Presentations (1 of 2)


Sedlacek, Quentin, Kendra Calhoun, Joy Peltier, Kara Seidel, Anne H. Charity Hudley, and Christine Mallinson. Under review. Findings and implications for AERA and education research from a survey of college instructors teaching about African American Language. AERA.


Sedlacek, Quentin, Anne H. Charity Hudley, and Christine Mallinson. Under review. “Surveying the Landscape of College Teaching about African American Language.” Linguistics and Education.