Article

Journal of English Linguistics
2018, Vol. 46(3) 199–214

DOI: 10.1177/0075424218783445
journals.sagepub.com/home/eng
SAGE

Engaging and Supporting Underrepresented Undergraduate Students in Linguistic Research and Across the University

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Abstract

This article describes my prior work as co-founder and director of the William & Mary Scholars Undergraduate Research Experience (WMSURE), a cross-departmental and cross-school program at the College of William & Mary, designed to support underrepresented undergraduate students in research. I focus first on how this program paved the way for more underrepresented students to major in and do research in linguistics at the College of William & Mary in a way that work done just within the linguistics program could not have done alone. I also describe how, as a result of my research focus on culturally and linguistically diverse students, my role as director of WMSURE expanded into work with admissions and development to recruit students who were interested in linguistics as well as to raise funds to support their research. I detail how a linguistic lens on social justice has provided the platform for spearheading this endeavor to promote the success of underrepresented students and thereby foster broader inclusion and equity efforts at William & Mary and across the university as a whole, providing a model for other linguists to promote similar endeavors elsewhere.

Keywords

undergraduate education, undergraduate research, inclusion, broadening participation in linguistics, program models

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1. Introduction

In recent years, the Linguistic Society of America (LSA) has taken a definitive stance toward linguistic and social justice. LSA President John Rickford's Presidential Address (2016) was a direct call to action for linguists to "get off of our linguistic asses" and use linguistic knowledge to address direct social challenges. As linguists take similar stances in our individual work, it is crucial for us to think about our collective and individual roles in higher education and to be reflective of the ways that, in addition to how we see ourselves formulating our research, we also formulate our political, social, and intellectual agendas. The aim of this special issue is to help strengthen this discussion and demonstrate how we as individuals at our own colleges and universities have started in that reflective and conscious process as a way to guide other scholars' thinking and ideas for implementation. Changes that foster structural inclusion of undergraduates from underrepresented groups must start right on the campuses where we work, both in our own linguistics programs and departments and across the university as a whole. That I know of, there are only three U.S.-descent, African American scholars who hold tenured positions in PhD-granting Linguistics Departments: Lisa Green, Harold Torrence, and myself. We cannot afford, as a discipline, to continue with such low numbers of underrepresented students and faculty. Given this low number—despite all of the research on African American language and culture done by scholars in linguistics departments and programs—I contend that work within linguistics alone will not solve inclusion challenges in linguistics, nor in most other fields, for that matter, due to the exclusionary nature of higher education as a whole. I address these broader themes throughout this article and focus on undergraduate research programs as one important mechanism for change.

2. Equity and Inclusion in Our Own Backyards

Extending from my earlier work that centered on K-12 education (Charity Hudley & Mallinson 2011, 2014), in my present work I focus on linguistics in higher education and higher education more broadly, because linguistic research on language and education has generally not reached our own "backyards" (Dunstan et al. 2015; see also the other papers in this issue). Attention in sociolinguistics and in linguistics in general has been more centered on K-12 education, but now is the time to more specifically ask directed questions, such as those articulated in Cress, Collier, and Reitenauer (2013), about what role we play in our own localized communities, neighborhoods, and on our academic campuses, particularly in our own linguistics programs and departments. In this type of work, I focus not on other educators to whom we are trying to spread linguistic insight, but on ourselves, as we question more broadly the role that linguists should play in inclusion in higher education. I urge linguists to start first with research into the practices and policies of our own universities, departments, and programs and then encourage the spread of this discussion. Equity in higher education is a linguistics issue, due to the large reliance on language for the determination of admissions and assessment. With our disciplinary insights into the biased nature of

standardized testing, for example, linguists could be at the lead of discussions regarding admissions practices and policies in higher education. Linguists also have a great deal to contribute to the conversation about undergraduate education as a whole, particularly how to best support and empower underrepresented students. These broader issues of overall equity and justice need to be addressed if the linguistic aspects of justice—that is, linguistic equity and linguistic justice—are also going to be manifest. As we strive to make linguistics and our organizations, including the LSA, more inclusive, we have to examine who linguists are specifically educating and how we are educating them.

The Association of American Colleges & Universities (AAC&U) defines inclusion as the "active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions" (AAC&U n.d.). They further define equity as "the creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion" (AAC&U n.d.). Linguistics currently faces the critical challenge of inclusion and equity. Yet, people of various races and ethnicities often speak the languages and language varieties we study in linguistics, so we are ripe for intellectual and social inclusion. We must continue to improve racial and social justice in linguistics with action and policies as other professional organizations have done.

Undergraduate linguistics programs often have a level of diversity (or, at least, potential diversity) that is not matched in graduate programs or faculty ranks. Our general college populations are often an untapped resource of scholarship in linguistics, and our discipline as a whole suffers as a result. To address this issue, I highlight the importance of linguists' involvement in the creation and maintenance of endeavors that engage faculty and administrators in higher education with issues of linguistic and educational equity and inclusiveness (AAC&U 2015). I describe, in particular, my previous work as co-founder and co-director of the William & Mary Scholars Undergraduate Research Experience (WMSURE) at the College of William & Mary (2014).

As we have seen through the excellent work of Dunstan and Jaeger (2015), linguistic bias and stereotypes—even at North Carolina State University, the location of so much sociolinguistic work—can have a great influence on the academic experience of college students. Dunstan and Jaeger showed that professors in particular may hold persistent negative linguistic attitudes that impact college students' experiences and suggest that applying linguistic insight through action on our campuses is critical to addressing issues of underrepresentation. These actions must be taken within higher education, to serve students at all levels, from undergraduate students (see Childs, this issue; Dunstan et al., this issue) to those in graduate programs (see Mallinson, this issue). Further, these actions are critical to take more generally, as we engage in outreach with the public at large (see Carter, this issue; Mallinson, this issue). Across this special issue, we each contend that one key to solving issues of underrepresentation

within higher education is the responsibility of linguists to take a broader stance on who linguistics is for, so that linguists can best position themselves as relevant to broader academic and public conversations.

3. William & Mary Scholars Undergraduate Research Experience

In my prior position at the College of William & Mary, I dedicated much of my post-tenure time and energy to creating a model for engaging and supporting underrepresented undergraduate students in research across the university (not just in linguistics-based work). I hope that more linguists will become involved in implementing structural change along similar lines that will lead to the greater diversification of linguistics and the professoriate. Even if linguists cannot be involved in the creation of new programs, supporting existing ones will go a long way to bringing people from diverse backgrounds into linguistics. Some such programs are federally funded, such as the McNair Scholars Program; some are supported by foundations and private non-profit organizations, such as the Gates Millennium Scholars and the Mellon Mays Undergraduate Research Fellowship Program; some are university internal, as is WMSURE; and some are discipline specific, as is the National Science Foundation Research Experience (NSF) for Undergraduates program.

Since 2003, the College of William & Mary has been successful in increasing the diversity of its undergraduate student body, growing from 14 percent students of color in 2001 to 30 percent today, including 7.1 percent black or African American students and 9.1 percent Latinx students. One contributor to this achievement is the William & Mary Scholars Award. Established in 2002, this award draws on institutional resources to provide over forty in-state merit scholarships per enrolling class to academically distinguished students who have overcome unusual adversity and/or are members of groups who contribute to campus diversity. The selection process for William & Mary Scholars takes into account diversity, adversity, and financial need. The William & Mary Scholars Award has been successful in drawing outstanding students to the College of William & Mary. In the past seven years, two of the seven Ann Callahan Chappell Award winners for the most outstanding Phi Beta Kappa initiate at the College of William & Mary were African American women who were William & Mary Scholars. One was a linguistics and psychology double major, and one was a classics major.

Faculty demographics, however, do not match the student demographics: as reported in the campus newspaper, *The Flat Hat*, 80 percent of William & Mary's faculty are white (Boyle 2014). In part due to this racial imbalance among students and faculty, students who are underrepresented at William & Mary are particularly underrepresented in research. In response, the William & Mary Scholars Undergraduate Research Experience program, which I co-created, focuses on students at William & Mary from underrepresented backgrounds that has a focus on getting students to understand and think about the research process even before they may get started in it.

Such a model is important so that students even know that research is a possibility across disciplines as an undergraduate, and they have the chance to understand that it can be for them and that they can succeed in the process. WMSURE also provides opportunities for students to become involved in research even in the summer before their first year. Part of that involvement included the option to be a part of research and evaluation about WMSURE.[1] As one student shared in a WMSURE evaluation interview:[2]

> I think for African Americans to be better represented [at college], it's not a matter of throwing financial aid at them. . . . I think that it's more important that they get that education once they get here, they're going to have those connections, and that they feel like they're part of that community that they're joining, to be able to be better represented, because they need to be able to be seen and be heard and you have to really nurture that feeling when they're coming to college.

WMSURE is a campus-wide effort. All students are welcome to participate in WMSURE, and it is designed to support undergraduate research among underrepresented students (Public University Honors 2015). Students and faculty participate in intensive advising, workshops, and research, with an emphasis on engaging through social media and cohort building across disciplines for our students and our faculty. WMSURE is a movement to continue the integration of Southern schools, particularly at William & Mary, but now branching out in ways that are systematic and involve all different types of constituents and stakeholders across departments and programs. Such programs take representation from faculty across the university, and I contend that linguists should be at the forefront of such programs in order to ensure that our models of cultural and linguistic responsiveness are represented in broader higher education initiatives.

WMSURE's structure and strategies draw on best practices in use by the McNair Scholars Program, the Mellon Mays Undergraduate Research Fellowship, the Meyerhoff Scholars program at the University of Maryland, Baltimore County (UMBC), the University of Pennsylvania Center for Africana Studies Summer Institute for Pre-Freshmen, and programming implemented by the Shabazz Center for Intellectual Inquiry at Dartmouth College. WMSURE differs from these programs in that it is more intensive, personalized around each student's academic goals, and engages them throughout all four years of their college experience; also, its core consists of faculty members who work directly with students rather than staff or other personnel who have been assigned to focus on diversity, inclusion, or student success as part of their roles at colleges/universities. The goal is to supplement diversity initiatives on campus with faculty who are in a position to make structural changes towards equity and inclusion both on the William & Mary campus and in their disciplines and areas of research.

WMSURE provides weekly workshops, comprehensive formalized advising, and mentoring, each component of which engages student scholars throughout all four years of their college experience. The program is led by tenured William & Mary

faculty with noted reputations for research excellence, which provides students with consistent advising and mentoring relationships with faculty at the college who are knowledgeable about many different areas of academic achievement and can help to demystify the academy for the scholars. Second, the program is personalized around each student's academic and professional goals, with a focus on finding the right resources for each student based on their individual research and academic interests. Finally, WMSURE is research-based, in that data are consistently collected regarding students' academic and personal needs to ensure that appropriate programming and services are provided and to measure academic and social success and challenges. Such data is needed both within department and across university to help faculty develop curricula and programming that meets students' particular needs and interests.

For a long time, I thought about my work as director of the William & Mary Scholars program as separate from my identity as a linguist. I was a linguist, and I also ran a very important program in which a good number of students were interested in linguistics, language, and culture. That student overlap was the main way in which the work was interrelated, and it reflected the division of my interests in linguistics and student development that I had cultivated since my time as a graduate student at the University of Pennsylvania (*Pennsylvania Gazette* 2008). I saw running WMSURE as a crucial way to unsuspend my own disbelief that even today in the South, in cities including Williamsburg and states including Virginia, where African American and Latinx populations are substantial, they are still not substantial on our research university campuses—even though William & Mary is part of Virginia's public university system (Harden 2009). I then realized that developing and directing WMSURE was central to everything I do as a linguist as it was a direct way to contribute to inclusiveness in linguistics both by preparing individual students for graduate school and by creating a model of practice for linguistics faculty who teach undergraduates. The structure of WMSURE was at the heart of the inclusive excellence that we need in linguistics as a whole, even down to the topics and nature of the programming.

WMSURE developed weekly workshop topics based on student input from that survey and from interviews and experiences. Topics offered during the time when I was at William & Mary that are still continuing today include time and energy management, introduction to research, stereotype threat and solo status, impostor syndrome, resumes and curricula vitae, financial planning, library resources, honors theses, choosing a major, finding and communicating with faculty advisors, writing and revising research papers, presenting research, and preparing for graduate school. WMSURE workshops are broad in the topics they cover, but several of them focus on linguistics-related issues and concerns that are relevant to undergraduates including finding a sense of belonging on their campus, being successful as students, and maximally preparing for postgraduate school and career paths. Workshops also helped students understand how these different academic phenomena that they are learning about and experiencing relate to their culturally and linguistically diverse heritages, as many of these issues play out through language. Students then engage in research-based courses where they are able to see and make even more detailed disciplinary connections. The

impact on students is immediate and explicit. As one student wrote on our WMSURE evaluation survey:

> Professor Dickter was talking about her research & she talked about solo status & I think it might have been at most a month before we went to a Day for Admitted Students, my dad was talking about that. Then we got there & she said solo status, & me & my dad looked at each other & were like, "That's it! That's what we're talking about!" It was the first time I ever heard the term & then it made me interested since then & then we got to talk about it more in African American English [my class with Professor Charity Hudley], which helped me build up my topic for my paper. [Knowing about solo status] makes you feel like you're not crazy, like you're not the only one who is going through this. Sometimes that you could feel alone, like, "No one really understands what I'm going through, where I'm coming from, or what I have to represent," & it kind of makes you feel like you're not alone or you're not doing anything wrong.

These findings indicate that these are topics that need to be addressed within linguistics undergraduate and graduate programs as well. Solo status is a common and persistent issue for students in linguistics undergraduate and graduate programs—exacerbated by the fact that undergraduates in linguistics have few non-white faculty role models for research, particularly outside of the area of sociolinguistics. If existing faculty do not have the competency to address these types of issues, then programs such as WMSURE can provide vital support for students in linguistics programs as well as other fields.

In addition to these topics, several workshops each semester are dedicated to the presentation of a WMSURE faculty mentor's research. The workshops are scheduled to correspond to students' research schedules throughout the year, including deadlines for midterms, research grants, graduate school applications, and major declaration. Each workshop includes a one-hour presentation with a panel of faculty, staff, and/or students with expertise on the specific topic. This presentation is followed by an hour of individual and small group advising as well as networking. The purpose of the small group advising and networking is to encourage students to establish an informal cohort of students across disciplines with whom they can identify and obtain social support. The students also are able to take advantage of opportunities to speak with faculty, staff, and older students in a smaller and less formal setting than may usually be presented in classes and larger workshops across campus. First year students can find upper-class students, graduate students, and faculty mentors with whom they can establish fruitful relationships. Such outreach to students who are not in linguistics classes is vital for inclusion of all students but particularly important for students from underrepresented backgrounds who may be less likely to enroll in introductory linguistics courses because they do not know what linguistics is, are hesitant to take courses in areas which they are more unfamiliar, or have pressure from family and others to stick to majors that are more obviously financially lucrative, including STEM and preprofessional areas.

The topics of the weekly presentations are modified each year based on informal student feedback as well as a formal anonymous survey administered at the end of

each academic year. In this way, student interests and needs drive the workshops within the program. Specific information about college life is interspersed with research information and with information that contains both practical and research skills about how to be a scholar—an underrepresented scholar, in particular—on a predominantly white campus. One day, the topic might be time and energy management, and in the next weeks it may be how to find faculty research advisors, prepare for graduate school, ethics, and thinking about issues of underrepresentation, racism, and impostor syndrome. Other, very practical, workshops help students prepare for summer grants, fellowships, and graduate school, and lead them step by step through the honors process. Again, while individual faculty and departments may not have the time or resources to offer such information, participation in broader programs that can prepare students is vital.

Based on the content of the original WMSURE workshops, Cheryl Dickter, Hannah Franz, and I wrote a book designed for first- and second-year undergraduates. *The Indispensable Guide to Undergraduate Research: Success in and Beyond College* (Charity Hudley, Dickter & Franz 2017) provides students with detailed research-based tools that will prepare them for the social and academic transition from high school classes to college research. The text aims to help students take full advantage of the academic resources and experiences that the university setting has to offer so that students will actively be on the path to achieving highest honors. The book has a specific focus on the experiences of students who are underrepresented in the academy. Several linguistics students took part in the writing of the book, and their experiences are reflected throughout the text. Their work is exemplified in the next section.

4. What Each Linguist Can Do

I encourage each linguist to get involved with support mechanisms for underrepresented students that currently exist on your campus and provide information about these supports to all students. The following are suggestions and examples of activities and research that linguistics students who were active, regular participants in WMSURE did with me across WMSURE and also within our linguistics courses. These activities can be used within your classes, and they can also be contributions to cross-discipline efforts that support students from backgrounds that are underrepresented in linguistics.

First, I encourage us as scholars and our students to all write our linguistic autobiographies, which not only document our and our students' linguistic and biographical histories and experiences, but also help them think about the social context of language, literature, culture, and identity (see Labov 1987; Charity Hudley & Mallinson 2014). For linguists, these autobiographies can also serve as research roadmaps that explain our research trajectories from our own undergraduate experiences to the present. A model can then be presented for what students need to do to be successful students and researchers. Details and explicit processes are crucial to this approach. My website makes available my research roadmap for undergraduate students (Charity

Hudley n.d.[a]) as well as my linguistic autobiography, located in my LING 36 African American English syllabus (Charity Hudley n.d.[b]).

In my linguistic autobiography, I model both truths and tensions. I share from my unique personal perspective that I grew up as Upper Class African American—a culture that most people don't know a lot about, but one that exposed for me what racism is in its purest form. I share that I attended (and by attended, I mean helped integrate) an independent, mostly white girls school in Richmond. I tie my own experience with the particular lens that it brings to my work. I share that I fear that the undergraduate study of linguistics often suffers from a sense of compartmentalization because students do not gain an appreciation for the relationship between the separate fields of linguistics and language processes as a whole. Success as a sociolinguist requires a strong background in many subfields of linguistics, so I share this knowledge with my students by making my courses very interdisciplinary. This approach is crucial for providing undergraduates with a full view of the future occupations for which their undergraduate training in linguistics can prepare them. My work across linguistics and undergraduate education is designed to help alleviate these fears.

The integration of the linguistic autobiographies and research roadmaps were particularly important models for my first-generation students. As one student, Rachel Brooks, wrote to us in an excerpt that also was published in Charity Hudley, Dickter, and Franz (2017:147):[3]

> As a first generation college student, a challenge I faced during my time in undergrad was helping my family understand the worth of a college degree. While a student with an uncertain career path, it was hard for me to articulate why and how my student loans and amassing debt would pay off to myself much less others. Participation in research as well as support from my faculty and peer mentors helped me define my goals and hone in on what topics and career options I felt most passionate about. Seeing students a year or two older than me graduate and search for and find stepping stones to their anticipated careers was daunting but also encouraging. There is no way I would be happily teaching in South Korea now if it was not for my time studying education inequality and policy at William & Mary. Surrounding myself with supporting faculty and peer scholars has been vital to my pursuit of lofty dreams. I likely would not have had the gumption to apply for a Fulbright to South Korea had it not been for my labmate, in the year above me who received a Fulbright to Colombia or a friend, in my public policy senior seminar applying for one to Canada. Even if my eventual path remains uncertain, I have learned that it is crucial I walk it with quality, supportive people.

Another former student, Marvin Shelton, similarly wrote to us (also see Charity Hudley, Dickter & Franz 2017:139):[4]

> As a Black, Gay male growing up in the very rural, conservative county of Louisa, Virginia, I constantly struggled to understand where I fit into the different social and academic communities to which I belonged. Everything about the way that I spoke, the way that I styled myself, and my opinions about the society around me up to the age of fourteen was informed by the Black family and community that surrounded me. The

> White peers in my primary and middle school years felt that I was not gifted enough—as I was in class with mostly White students all through primary and secondary years—because of my use of words like "ain't" and "axe" in a manner that they deemed to be a show of my Blackness. I look back on my interactions with these students and I understand that my peers' criticisms of my language was simply their expression of White racist sentiments towards my use of African American Vernacular English (AAVE), a language variation from the standardized variety that my peers used. Rickford and Rickford (2000) have helped me understand that, though I felt embarrassed and ashamed because of my peers' negative criticism, my language use is and was a part of the history and culture of Black Americans. My Black peers viewed my academic giftedness and the fact that I was taking honors classes with majority. White students as my attempt to be White, an opinion that carried throughout my high school years when I attempted to correct my supposedly *inferior* Black ways of speaking. My language, style, and opinions on society were informed by my Blackness until I was fourteen because I distinctly remember this moment to be the start of my sexual awakening, as I have coined the experience. I would hear the word "faggot" even more resoundingly than I had heard it in my primary or middle school years. Not only was I "Marvin, the smart Black kid who talked too Black" or "Marvin, the Black kid who is acting White," but I was at risk of becoming "Marvin, the sissy" or "Marvin, the faggot." Because I became more aware of my sexual identity, I began to experience the fears associated with stereotype threat, or the risk of confirming negative and discriminatory stereotypes linked to an individual's identity and identity group as a whole. By confirming the negative stereotypes associated with a sexual minority identity group, I risked further experiencing the potential isolating and dividing effects of discrimination and solo status, particularly homophobia.

Another approach is to have students write about how the work that they are doing in their linguistics classes benefits their or other communities directly. Service learning and community-based research has been shown to be a high-impact practice with all students, but it is particularly effective with first-generation students in particular (Yeh 2010). Such models are particularly effective at showing the relevance of linguistics to undergraduates. In the undergraduate context, community-based research expands the service-learning teaching approach to focus in on research in addition to direct service and action. The community-based approach is beneficial for research because all participants are included, such that researchers are working with rather than for or on communities. For example, my former student Rachel Brooks went on to do an honors thesis and researched multicultural education in high school English contexts; she interviewed teachers from her own community to include their perspectives on how to incorporate multicultural education into policy (see Charity Hudley, Dickter & Franz 2017). Marvin Shelton went on to investigate the ways in which the collegiate humanities curriculum and instruction can be more inclusive by adding literature, scholarship, and discussion at the intersections of race and sexuality. His work was designed to create intellectual spaces where LGBTQ black males feel that both their sexual and racial/ethnic identities are equally valuable parts of the curriculum and are fully represented in the books and articles that they read and study. He showed how language and linguistics played a crucial role in the process. Marvin went on to earn a Master's in education

with distinction at the University of Pennsylvania on the same topic and is now a middle school history teacher at the Riverdale School in New York.

In another example, English major and Linguistics minor Lamar Bethea did an analysis of how African American English is significant in portrayals of black characters in comic books. Other students similarly drew from interests or concerns that they derived from their own experiences including how methods from bilingual education practices could be modified to support African American English speakers, how language research could be used to address issues of the self-fulfilling prophecy for African American students, and how learning within an African American speech community may facilitate the educational process for African American speakers.

In addition to individually created research support and programs, the National Science Foundation has been supportive of Research Experiences for Undergraduate (REU) sites in linguistics (NSF 2016). The University of California, Santa Barbara, Long Island University, Swarthmore College, and The Ohio State University have currently active REUs, and Siena College and the University of Texas at Arlington had previous REU sites. The sites commit to serving underrepresented students; for instance, the University of California, Santa Barbara's site has an emphasis on African American Language and Culture, Swarthmore's site has an emphasis on supporting Native American scholars, and Ohio State's site has an emphasis on supporting first-generation students, particularly those who are from underrepresented groups or who attend community colleges. REU supplements have supported the integration of undergraduate students into my own NSF-funded research; this pathway is another means to support undergraduates if a full NSF REU site at a faculty member's college or university is not feasible.

Each individual linguist, as well as each linguistics department/program, can make sure that they interact directly with the LSA's Committee on Ethnic Diversity in Linguistics (CEDL) and other national mentorship programs for scholars of color, including the Ford Foundation and Mellon Mays Undergraduate Fellowship Program, to understand how these programs work and to share this vital information with underrepresented undergraduates. It is important that underrepresented students have articulated mentorship both within the department/program and with underrepresented faculty on each campus, particularly if there is no faculty representation from the student's own background in the linguistics program or department. Invite Chief Diversity Officers, and others who work on inclusion, to visit faculty meetings to make sure that inclusivity is planned and that direct actions for inclusion are articulated for undergraduate students.

Departments and programs can also work to make information about research more transparent, including revising personal and departmental websites to enable students to effectively search for research opportunities that fit their interests and goals. I encourage linguists to review information about undergraduate research on your own department and program websites. For instance, the William & Mary Linguistics Program website (n.d.) provides a link to the research roadmap that I helped develop. The roadmap assists both prospective students and students who are interested in

linguistics in gaining a greater understanding of what is required for success in the major and for linguistic research.

The LSA, like other academic organizations, also benefits from an articulated strategy for diversity and inclusion. This is a way for individual faculty to become involved in inclusion efforts, even if they are the sole linguist on faculty or even if they do not have support from colleagues. The Committee on the Status of Women in Linguistics (COSWL) and CEDL have been leading the way in this area for years. In addition, the LSA is working to provide opportunities for students to share concerns and get support if they have experienced inclusion-related challenges. In 2015, the LSA sponsored a well-received workshop on imposter syndrome at the Summer Linguistics Institute held at the University of Chicago (Eckert & Macaulay 2015). In 2015, Sherry Ash, Naomi Nagy, Meredith Tamminga, and I started a travel grant and mentoring program for the New Ways of Analyzing Variation (NWAV) conference in order to encourage NWAV attendance among people from underrepresented backgrounds, including first-generation college or graduate students, African Americans, Latinx, and First Nation/Native Americans. The LSA has a similar fund that is open to both undergraduates and graduate students as well. Such direct efforts invite students into the profession of linguistics starting at the undergraduate level, which is crucial for the long-term growth and success of the discipline.

At the 2018 Annual Meeting, the LSA sponsored a panel entitled "Our Linguistics Community: Addressing Bias, Power Dynamics, Harassment." The panel exemplified different ways that linguists can work towards greater civility and equality within linguistics. In my presentation, I focused on how there are a host of topics in particular that often are seen as not being "linguistics enough," including: qualitative sociolinguistics, work on linguistic justice, and educational linguistics, particularly when it pertains to Latinx and Chicanx people, particularly work on the education of Spanish speakers in the United States (such work is often relegated to Spanish Linguistics or Applied Linguistics programs). This power dynamic reaches throughout our discipline, as demonstrated through the common exclusionary phrase "that's not linguistics," in which linguists name, in an exclusionary fashion, what we do and do not value; it is also demonstrated through a popular rhetorical device among linguists who mock those who assume linguists "speak many languages." It is time to stop exclusionary rhetoric, which only serves to create and reinforce boundaries that keep people out, rather than invite people in.

The privileging of certain sources of grant funding, ranking of certain institutions over others, and the privileging of certain sub-disciplines of linguistics are all power dynamics that revolve too much around establishing an "elite" nature and structure of linguistics. Yet, the interests of underrepresented students don't often meet these criteria, such that these students are then not represented or embraced in linguistics research. Linguists from different subfields need to engage with students, starting at the undergraduate level, about these issues. The work should not be left to sociolinguists alone.

5. Conclusion and Further Directions: Inviting People In

For inclusion to happen in linguistics, it is important for linguists not to focus just on linguistics, as this paper has demonstrated. Students need to be part of their disciplinary community, but they also need to be part of broader scholarly and academic communities that support their backgrounds. I am a linguist, and I am a scholar of color. The two are not mutually exclusive. Moreover, the ethos and ethics of being a scholar of color require that I extend my intellectual efforts far outside of the bounds of linguistics and that I ensure that there is a direct pathway for people from my background and from other underrepresented backgrounds to follow behind me.

Because of the structural support of WMSURE and the comprehensive dedication of our linguistics program, it became more common for underrepresented students at the College of William & Mary to major in linguistics. In fact, our students were often puzzled when they realized that departments and programs at other schools may not reflect the demographic diversity that they had come to expect at William & Mary. Furthermore, this model, which supported the success of all of our students, particularly those most vulnerable in the current academic structure, taught our majority White students what models for structural change and equality looked like. In turn, they took those ally competencies with them into their graduate school positions as well. Several of these students have started to participate in similar programs and have even invited me to their campuses to help their colleagues understand the importance of such structural support for their undergraduates as a whole.

I want to encourage the current, and next, generation of linguists to think about the comprehensive support of underrepresented undergraduate students as a main focus of the social justice mission of linguistics. We have had several generations of linguists who have shed light on the linguistic and social conditions of those who are marginalized in societies. Our response to that groundbreaking work is that we must now articulate a way for individuals from such backgrounds to enter our universities and succeed in linguistics. Otherwise, the hypocrisy in our work will ring apparent and our intellectual contributions will be markedly incomplete. Only through the concerted efforts of both individuals and groups of linguists, including departments, programs, and our professional organizations, including the LSA, will the diversity that is reflected in the languages that linguists study also be reflected in the students, faculty, and other researchers who study them.

Acknowledgments

I thank Cheryl Dickter, Hannah Franz, Marvin Shelton, Rachel Brooks, and all the students of the WMSURE program.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author disclosed receipt of the following financial support for the research, authorship, and/or publication of this article: funding for this work was granted by the State Council of Higher Education in Virginia Capstone English Project Senior English Academy and Visible Leaders grants; the QEP Mellon Initiative at the College of William & Mary; the College of William & Mary Community Studies Professorship and the Class of 1952 Professorships; as well as the Jessie Ball duPont Charitable Foundation, the Bank of America Charitable Foundation Grant, and many generous donors.

Notes

1. To evaluate the WMSURE program, we conducted mixed methods investigations using qualitative and quantitative measures, including questionnaires and informal interviews. We asked sixty-five students to complete an online survey that assessed their experiences with research on campus, with mentorship and advising, and with support from students and faculty. We also measured general psychological constructs such as stereotype threat and solo status with validated measures, as these challenges may affect their access to academic success. We then used that information to design and conduct student interviews and surveys evaluating the characteristics and traits of effective mentors, so that we could develop those skills in faculty in order to increase the number of students who participate in research experiences. On these measures, the responses of underrepresented students were compared to those of (over)represented students to identify differences in experiences between the two groups. A graduate assistant and an undergraduate fellow conducted informal interviews with African American scholars to help us learn about their experiences of solo status and how the negative impacts of solo status might be mitigated. As part of research projects, undergraduate and graduate students interviewed a subset of underrepresented students to further explore these issues. Together, the quantitative and qualitative data provide a sense of the barriers that underrepresented students at William & Mary face. The quantitative data revealed that underrepresented undergraduates at our college had less knowledge about research opportunities on campus and felt less supported by faculty and students at the college. The interview data were analyzed thematically according to the actions, contexts, and impacts surrounding solo status that the scholars described. Their reported experiences revealed that they experience solo status not just when they are the only African American in a setting, but also when their perspectives are not acknowledged, especially in academic contexts—a type of intellectual solo status. For additional detail, see Charity Hudley, Dickter, and Franz (2017).
2. Surveys and interviews about WMSURE were collected and approved as part of the evaluation "Examination of the effectiveness of the William and Mary Scholars Undergraduate Research Experience (WMSURE)," which was approved by the William & Mary IRB under protocol number PHSC-2017-08-04-12278-cldickter.
3. Rachel Brooks's honors research project, "Community Studies: Can Education Compensate for Society? Sociolinguistic Theory and K-12 Education," was also approved by the William & Mary IRB under protocol number PHSC-2013-09-02-8915-ahchar.
4. Marvin Shelton's honors research project, "Being an 'Extraterrestrial': The Need for Academic Emphasis on the Intersection of Race and Sexuality," was also approved by the William & Mary IRB under protocol number PHSC-2014-04-17-9525-ahchar.

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