Recruitment and retention of minority faculty in bilingual special education is a perilous task. Research has shown that minority faculty/teachers are able to provide emotional support, mentor students, serve as role models, create a positive climate, provide diverse views, increase collaboration among faculty and teachers, and work with minorities. This article presents strategies for recruiting and retaining (particularly in developing resiliency) minority bilingual special education university faculty. Faculty in bilingual special education must adapt, recover, and persevere in order to best serve the interests of students with disabilities who are culturally and linguistically diverse. Strategies for developing resiliency are provided.