

UNIVERSITY OF MINNESOTA



**KEEPING OUR
FACULTY**
SYMPOSIUM

Recruiting, Retaining, and Advancing Faculty of Color and Indigenous Faculty

- **Navigating Two Pandemics 2022** •

March 3-4, 2022



Institute for Diversity,
Equity & Advocacy

2022 Keeping Our Faculty Symposium Sponsors



Welcome

Dear Colleagues,

On behalf of the Keeping Our Faculty Symposium Planning Committee, I am pleased to welcome you to the 2022 Keeping Our Faculty (KOF) Symposium. Over the next two days, scholars, practitioners, and administrative leaders from across the country will address one of the most critical challenges facing higher education – the development, recruitment, and retention of faculty of color and American Indian faculty. Your presence and participation affirms our collective commitment to addressing these urgent challenges.

Centered on the theme “Navigating Two Pandemics,” the KOF Symposium will explore how the COVID-19 pandemic and the racial justice crisis in the U.S. have brought the urgency of our work into sharper focus. Our keynote speakers and presenters will share their thoughts on the need to advance faculty diversity, the challenges our institutions face, and the ways we are recruiting, hiring, and retaining faculty of color and Indigenous faculty.

Keeping Our Faculty was founded at the University of Minnesota in 1998 and remains the only national symposium focused on advancing faculty diversity in higher education. We know there is much more work to be done. We look forward to the presentations and the associated conversations they are sure to spark, as well as connecting with you after the KOF Symposium to learn how you are sustaining this critical work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Keisha Varma', written in a cursive style.

Keisha Varma
Associate Vice Provost, Office for Equity and Diversity
Director of the Institute for Diversity, Equity and Advocacy

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Program Schedule

Thursday, March 3, 2022

- 8:30 to 8:45 am** **Welcome & Introduction**
Rachel T.A. Croson, University of Minnesota Executive Vice President and Provost
Michael Goh, University of Minnesota Vice President for Equity and Diversity
- 8:45 to 9:05 am** **Morning Keynote: A Family Perspective on the Need for a Diverse Faculty**

Robert Larsen, President of the Lower Sioux Indian Community
- 9:05 to 9:20 am** **Q & A with President Robert Larsen**
- 9:20 to 9:30 am** **Break**
- 9:30 to 10:30 am** **Session 1: Breakout A - Insights on Diversifying and Retaining BIPOC Faculty**

Retention of BIPOC faculty during a pandemic: Insights from survey data and focus groups at the University of Michigan
Teri Rosales, University of Michigan
Diversifying faculty in health professional programs: An analysis of schools and colleges of pharmacy
Caroline Gaither, University of Minnesota

Moderated by **Malinda Lindquist**, University of Minnesota

Session 1: Breakout B

Voices of First-Gen Graduate Students and Faculty: Attending to Intersections of Race, Social Class, and First-Generation Status

Rashne Jehangir, University of Minnesota;

Derria Byrd, Marquette University;

Kelly Collins, University of Minnesota

Moderated by **Karen Miksch**, University of Minnesota

10:30 to 10:40 am **Break**

10:40 to 11:30 am **Session 2: Breakout A**

Challenges and Opportunities in Transforming Our Institutions: Learning Through the IChange Initiative

Helen Malone, Ohio State University

Maria Miriti, Ohio State University

Kathy Bieschke, Pennsylvania State University

Anna Clements, Pennsylvania State University

Rebecca Ropers, University of Minnesota

Keisha Varma, University of Minnesota

Moderated by **Kris Gorman**, University of Minnesota

Session 2: Breakout B

Addressing Racial and Ethnic Disparities in BIPOC Faculty Recruitment & Retention

Evolving Models of Equity and Inclusion and Faculty Recruitment

Angie Fertig, University of Minnesota

Kathy Quick, University of Minnesota

Tonisha White, University of Minnesota

Differential retention contributes to racial/ethnic disparity in U.S. academia

Taz Mueller, University of Minnesota

Daniel Stanton, University of Minnesota

Moderated by Vice Chancellor **John Hoffman**, University of Minnesota

11:30 to 12:30 pm Lunch & Graduate Student Networking: Roundtable Discussions

Topic #1: Securing a faculty position

Eli Sumida Huaman, University of Minnesota

Topic #2: Building community among URM scholars

Laurie Parker, University of Minnesota

Topic #3: Best practices for mentoring or finding a mentor

Michael Travisano, University of Minnesota

12:30 to 2:00 pm Translating DEI Research to Action

Joy Gaston Gayles, North Carolina State University

Sam Museus, University of California, San Diego

Cristobal Salinas, Florida Atlantic University

Moderated by Executive Vice President and Provost **Rebecca Ropers**,
University of Minnesota

2:00 to 2:10 pm Break

2:10 to 3:10 pm Session 3: Breakout A

**Together Towards Tomorrow: Institutional Transformation to Build,
Retain, and Advance a Diverse Faculty**

Sangeeta Lamba, Rutgers University

Bernadette Gailliard, Rutgers University

Enobong (Anna) Branch, Rutgers University

Yvonne Gonzales, Rutgers University

Moderated by **Keisha Varma**, University of Minnesota

2:10 to 3:10 pm **Session 3: Breakout B**
A Roadmap to Diversify Your Bioengineering Department Through Strategic Hiring Practices

Elizabeth Cosgriff-Hernandez, The University of Texas at Austin
Brendan Harley, University of Illinois
Megan Killian, University of Michigan
Patrick Boyle, University of Washington

Moderated by **Edgar Arriga**, University of Minnesota

3:10 to 3:20 pm **Break**

3:20 to 4:10 pm **Session 4**
Can You See Me Now?: Narratives of Racism in an R1 Institution

Bhaskar Upadhyay, University of Minnesota
Lesa Clarkson, University of Minnesota
Stefanie Marshall, University of Minnesota

Moderated by **Amelious N. Whyte, Jr.**, University of Minnesota

4:10 to 4:15 pm **Break**

4:15 to 5:15 pm **Keynote: Our Racial Moment of Truth**
Isabel Wilkerson

Moderated by Associate Dean **Catherine Squires**, Humphrey School of Public Affairs, University of Minnesota

Friday, March 4, 2022

- 8:00 to 8:45 am** **Networking : Roundtable Discussions**
Topic #1: Faculty Recruitment and Hiring: Reflecting on The Search Process
Michael Travisano, University of Minnesota
Topic #2: Institutional Change: Dismantling Barriers to Faculty Diversity
James Bradeen, University of Minnesota
Topic #3: Promotion and Tenure: Toward a More Equitable Experience for BIPOC Faculty
David Odde, University of Minnesota
- 8:45 to 9:00 am** **Welcome**
Michael Goh, University of Minnesota Vice President for Equity and Diversity
Nancy "Rusty" Barceló, Former President, Northern New Mexico College
- 9:00 to 10:00 am** **Presidents' Panel: Keeping Our Faculty at the Intersection of Two Pandemics: COVID-19 and Systemic Racism**

President **Ana Mari Cauce**, University of Washington
President **David Wilson**, Morgan State University
Chancellor **Robert Jones**, University of Illinois Urbana-Champaign

Moderated by **Nancy "Rusty" Barceló**, Former President, Northern New Mexico College
- 10:00 to 10:15 am** **Break**

10:15 to 11:45 am

Session 5: Breakout A

Advancing University Partnerships with First Nations and Indigenous Communities

Toward a More Coordinated Approach to University Partnerships with First Nations and Indigenous Communities

Andrew Furco, University of Minnesota

The Impact of Truth and Engaged Work on the Hiring and Retention of Indigenous Faculty

David Chang, University of Minnesota

Recruiting, Retaining, and Advancing American Indian Faculty

Linda Frizzell, University of Minnesota

Moderated by **Heidi Barajas**, University of Minnesota

Session 5: Breakout B

Moving Faculty Diversity Work Forward on Multiple Levels

Examining whiteness as a method to respond to the rise in race-related hate crimes

Stephanie Gandy, University of Minnesota

Development of a Diversity, Equity, & Inclusion Coordinator Position in Biomedical Engineering

David Odde, University of Minnesota

Brenda Ogle, University of Minnesota

Gabrielle Horsford, University of Minnesota

D & I Alliance

Orla Gotthelf, University of Minnesota

Cara Santelli, University of Minnesota

Edgar Arriaga, University of Minnesota

Moderated by **Charisse Pickron**, University of Minnesota

11:45 to Noon

Break

- Noon to 1:10 pm** **Lunch & Networking: Roundtable Discussions**
Topic #1: The Search Process Finding Our Indigenous Faculty and Faculty of Color
Eli Sumida Huaman, University of Minnesota
Topic #2: Faculty Advancement
Laura Parker, University of Minnesota
Topic #3: Faculty Mentoring and Sponsorship
Sujaya Rao, University of Minnesota
Topic #4: Mental Health and DEI Burnout
Vicente Diaz, University of Minnesota
- 1:10 to 1:35 pm** **Keynote: Indigenizing the Academy**
Karen Diver, Senior Advisor to the President for Native American Affairs, University of Minnesota
- Moderated by **Tadd Johnson**, Senior Director of American Indian Tribal Nations Relations, University of Minnesota
- 1:35 to 1:50 pm** **Q & A with Senior Advisor to the President for Native American Affairs Karen Diver**
- 1:50 to 2:00 pm** **Break**
- 2:00 to 3:00 pm** **Session 7: Breakout A**
Mentoring BIPOC Faculty - Challenges and Successes
- Cross-institutional Collaboration and Peer-Mentoring among Faculty of Color: Navigating Tokenism through In-group Social Learning*
Stephanie Sisco, University of Minnesota
Neela Nandyal, University of Minnesota
Creating mentoring programs that advance minority trainees: views from personal and collective experiences
Eugene Manley, LUNgevity Foundation, New York
- Moderated by **Virajita Singh**, University of Minnesota

Session 7: Breakout B

Breaking the Invisible and Visible Strongholds Over Mid-Career Women Faculty in Medical Sciences: Implications for Retention and Career

Kait Macheledt, University of Minnesota

Jerica Berge, University of Minnesota

Rahel Ghebre, University of Minnesota

Rebekah Pratt, University of Minnesota

Moderated by **Eunice M. Areba**, University of Minnesota

3:00 to 3:10 pm

Break

3:10 to 4:00 pm

Session 8: Breakout A

Designing an Anti-Racist Learning Community

Christina Gallup, University of Minnesota Duluth

Anne Hinderliter, University of Minnesota Duluth

James Rock, University of Minnesota Duluth

Jennifer Moore, University of Minnesota Duluth

Moderated by **Nicole Chamberlin**, University of Minnesota

3:10 to 4:00 pm

Session 8: Breakout B

“Finding Sisterhood in a Faraway Land”: Social Support System Critical to Wellbeing of Women Faculty of Color

Olihe Okoro, University of Minnesota Duluth

Ariri Onchwari, University of Minnesota Duluth

Insoon Han, University of Minnesota Duluth

Susana Woodward, University of Minnesota Duluth

Moderated by **Terresa Moses**, University of Minnesota

4:00 to 4:05 pm

Break

4:05 to 4:45 pm

Closing Remarks: A Call to Action for Keeping Our Faculty

Robert Sellers, Vice Provost for Equity & Inclusion and Chief Diversity Officer, University of Michigan

Moderated by **Nisha Botchwey**, Dean of the Humphrey School of Public Affairs, University of Minnesota

Keynote Speakers



Isabel Wilkerson, winner of the Pulitzer Prize and the National Humanities Medal, has become a leading figure in narrative nonfiction, an interpreter of the human condition, and an impassioned voice for demonstrating how history can help us understand ourselves, our country, and our current era of upheaval.

Through her writing, Wilkerson brings the invisible and the marginalized into the light and into our hearts. Through her lectures, she explores with authority the need to reconcile America's karmic inheritance and the origins of both our divisions and our shared commonality.

Her debut work, *The Warmth of Other Suns*, won the National Book Critics Circle Award, the Heartland Prize for Nonfiction, the Anisfield-Wolf Award for Nonfiction, the Lynton History Prize from Harvard and Columbia universities, and the Stephen Ambrose Oral History Prize and was shortlisted for both the Pen-Galbraith Literary Award and the Dayton Literary Peace Prize.

She is a native of Washington, D.C., and a daughter of the Great Migration, the mass movement that she would go on to write about. She won the Pulitzer Prize for Feature Writing in 1994, as Chicago Bureau Chief of *The New York Times*, making her the first African-American woman to win a Pulitzer Prize in journalism. She then devoted fifteen years and interviewed more than 1,200 people to tell the story of the six million people, among them her parents, who defected from the Jim Crow South.

As for her book, *Caste: The Origins of Our Discontents*, the venerable U.K. bookseller, Waterstone's calls it an "expansive, lyrical and stirring account of the unspoken system of divisions that govern our world." [Learn more.](#)

Keynote Speakers



Karen Diver is currently serving as the Senior Advisor to the President for Native American Affairs at the University of Minnesota. Her previous roles include Director, Business Development, Native American Initiatives at the University of Arizona, and as the inaugural Faculty Fellow for Inclusive Excellence for Native American Affairs at the College of St. Scholastica in Duluth, Minnesota. She was an appointee of President Obama as the Special Assistant to the President for Native American Affairs. [Learn more.](#)

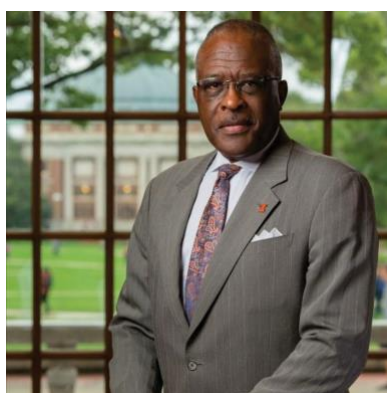


Robert L. Larsen was elected to the Lower Sioux Indian Community (“Community”) Council, the Community’s governing body, in 2013 and presently serves as the Community Council President. President Larsen, also known as “Deuce” to many, is very active in his role advancing the interests of the Community. He also participates in matters supporting tribal/state relations and serves as the Minnesota Indian Affairs Council Chairman. When President Larsen is not handling official business, he enjoys spending time with his family – his beautiful wife and eleven children, playing pool, golfing and riding his Harley. [Learn more.](#)

Presidents' Panel



Ana Mari Cauce is the 33rd president of the University of Washington where she has been a member of the faculty since 1986. A graduate of the University of Miami and Yale University, she is a noted scholar on risk and resilience among adolescents and has received numerous awards for her research as well as the University's Distinguished Teaching Award. Before becoming president in 2015, she served as chair of the Departments of American Ethnic Studies and Psychology, as dean of the College of Arts and Sciences and as provost, the University's chief academic officer. In 2008, she played a key role in establishing the Husky Promise, a program that has helped more than 40,000 low-income students attend the UW. Since becoming president, Cauce has put a spotlight on the UW's work in population health across the University, launched the University's Race & Equity Initiative and been a champion for ensuring the UW and public higher education across the country remain accessible and affordable for all students. As president, and throughout her tenure, she has worked to advance the University's mission of serving the public good by focusing on the UW's impact on the lives of the people in Washington and throughout the world. [Learn more.](#)



Robert J. Jones became chancellor of the University of Illinois at Urbana-Champaign on September 26, 2016. He previously served as president of the University at Albany, State University of New York (SUNY) and is an experienced and accomplished scientist and research university leader. A Georgia native, Jones, born in 1951, earned a bachelor's degree in agronomy from Fort Valley State College, a master's degree in crop physiology from the University of Georgia, and a doctorate in crop physiology from the University of Missouri, Columbia. He is a member of the American Academy of Arts and Sciences and is a fellow of the American Society of Agronomy and the Crop Science Society of America. He began his academic career as a faculty member at Minnesota in 1978 and became an internationally respected authority on plant physiology. [Learn more.](#)

Presidents' Panel



David Kwabena Wilson, Ed.D., the 10th president of Morgan State University, has a long record of accomplishments and more than 30 years of experience in higher education administration. Dr. Wilson holds four academic degrees: a B.S. in political science and an M.S. in education from Tuskegee University; an Ed.M. in educational planning and administration from Harvard University; and an Ed.D. in administration, planning and social policy, also from Harvard. He came to Morgan from the University of Wisconsin, where he was chancellor of both the University of Wisconsin Colleges and the University of Wisconsin-Extension. Before that, he

held numerous other administrative posts in academia, including vice president for University Outreach and associate provost at Auburn University, and associate provost of Rutgers, the State University of New Jersey. [Learn more.](#)

Speakers



Nancy "Rusty" Barceló, PhD, received her Bachelor of Arts degree in Social Work from Chico State College, her Master of Arts degree in Recreational Education from the University of Iowa, and her Doctor of Philosophy degree in Higher Education Administration. Dr. Barceló formally took office on July 1, 2010 as President of Northern New Mexico College (NNMC). Prior to her appointment as President of NNMC, she served as Vice President and Vice Provost for Equity and Diversity at the University of Minnesota. [Learn more.](#)

Speakers



Nisha Botchwey, PhD is the Dean of the Humphrey School of Public Affairs at the University of Minnesota. As dean, Botchwey is the Chief Executive Officer and Chief Academic Officer of the Humphrey School, and is widely recognized for its success in advancing the common good in our diverse world through a comprehensive, world-class program. Botchwey is a collaborative academic leader and an accomplished researcher and educator working at the intersection of health and the built environment, with a special focus on youth engagement and health equity. [Learn more.](#)



Executive Vice President and Provost **Rachel T.A. Croson** came to the University of Minnesota from Michigan State University (MSU), where she served as Dean of the College of Social Science and MSU Foundation Professor of Economics. She is professor of economics and the 2018 winner of the Carolyn Shaw Bell Award. Prior to her tenure at MSU, she served as dean of the School of Business at the University of Texas at Arlington, division director for Social and Economic Sciences at the National Science Foundation, professor and director of the Negotiations Center at the University of Texas at Dallas, and associate professor at the University of Pennsylvania's Wharton School. She earned her bachelor's degree in economics and the philosophy of science from the University of Pennsylvania and her master's and Ph.D. in economics from Harvard University. [Learn more.](#)

Speakers



Dr. **Joy Gaston Gayles** is Professor of Higher Education and Program Coordinator in the Department of Educational Leadership, Policy, and Human Development. Recently, she received the Zenobia L. Hikes Woman of Color in the Academy Award for her scholarly contributions, engagement with campus and community, and record of advancing women of color in their pursuit of excellence. She also received a distinguished alumni award from The Ohio State University for exceptional leadership, service, and innovation in higher education. [Learn more.](#)



Michael Goh, PhD, is Vice President for Equity and Diversity for the University of Minnesota 5-campus system. He is also a professor in the Department of Organizational Leadership, Policy, and Development in the College of Education and Human Development (CEHD) and affiliated with the Interdisciplinary Center for the Study of Global Change. [Learn more.](#)



Professor **Tadd M. Johnson**, Esq. is the University of Minnesota's first Senior Director of American Indian Tribal Nations Relations. He serves as the liaison between the entire U of M system and the regional Tribal Nations. An enrolled member of the Bois Forte Band of Chippewa, Johnson served as a tribal attorney for more than 30 years, but has also served as a tribal court judge, a tribal administrator, and is a frequent lecturer on American Indian history and Federal Indian Law. He spent five years with the U.S. House of Representatives, ultimately becoming staff director and counsel to the Subcommittee on Native American Affairs. In 1997, President Clinton appointed Professor Johnson to chair the National Indian Gaming Commission. [Learn more.](#)

Speakers



Sam Museus, PhD, is Professor of Education Studies at UC San Diego. He is also Founding Director of the National Institute for Transformation and Equity (NITE). Prior to joining UC San Diego, he taught at the University of Massachusetts Boston, the University of Hawaii at Manoa, the University of Denver, and Indiana University. [Learn more.](#)



Rebecca Ropers is Vice Provost for Faculty and Academic Affairs and Professor of Higher Education at the University of Minnesota. As Vice Provost, she collaboratively advances faculty awards and recognition, faculty and academic leadership development, equity and inclusion in academic units, shared governance and educational innovation. Ropers grounds her scholarship and leadership in a belief in the social role of higher education in creating inclusive communities. She has published more than 70 scholarly works related to equity, diversity, and change in higher Education. [Learn more.](#)



Cristobal Salinas Jr., PhD, is an associate professor in the Educational Leadership and Research Methodology Department at Florida Atlantic University. His research promotes access and equality in higher education and explores the social and political context of education opportunities for historically marginalized communities. [Learn more](#)

Speakers



Robert M. Sellers, is the Vice Provost for Equity and Inclusion, Chief Diversity Officer, and the Charles D. Moody Collegiate Professor of Psychology and Education. As Vice Provost for Equity and Inclusion & Chief Diversity Officer, Dr. Sellers works with the provost and executive vice president for academic affairs on matters related to diversity at the university as well as a broad range of academic issues including the budget, faculty tenure and promotions, and student enrollment. He oversees operations of three central administrative units. [Learn more.](#)



Professor **Catherine R. Squires** is the author of multiple books, including *Dispatches from the Color Line* (2007) and *The Post-Racial Mystique* (2014). Most recently she edited the collection *Dangerous Discourses: Feminism, Gun Violence & Civic Life* (2016). Dr. Squires serves on the Institute of Advanced Studies Advisory Board, and served as first director of the RIGS Initiative, overseeing an interdisciplinary cluster hire of five new faculty in 2015. For the past ten years, she has collaborated on a variety of civic media and history projects at Gordon Parks High School. For the past seven years, Professor Squires has collaborated with staff, youth, and local leaders to envision and build the Hallie Q. Brown Center Community Archive to create public history education opportunities to expand understanding of Black history in Minnesota. [Learn more.](#)

University of Minnesota Planning Committee

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Session Information and Abstracts

Thursday, March 3, 2022 • 9:30 am to 10:30 am

Session 1: Breakout A

Retention of BIPOC faculty during a pandemic: Insights from survey data and focus groups at the University of Michigan

Teri A. Rosales (rosalest@umich.edu), Jozet Channey (jartiaga@umich.edu), Nitya Chandan (nityac@umich.edu), Jennifer Linderman (linderman@umich.edu), Isis Settles (issetles@umich.edu), Deborah Rivas-Drake (drivas@umich.edu), Shelly Conner (shellyah@umich.edu)
University of Michigan

Session Abstract: A cascade of institutional research and evaluation activities and broad program efforts by the ADVANCE Program is doubling down on the provision of actionable data and insights to inform university policy and practices in an effort to stem the loss of faculty of color due to impacts of the dual pandemics. Altogether our studies detail detrimental effects of the dual pandemics on faculty of color in their responses regarding well-being, commitment to academia, and consideration of departure. Study results have informed the resources and programming we provide to address longstanding inequalities in faculty experiences and efforts to support the thriving, success and retention of faculty of color. Continued study is necessary to understand disparities among faculty and address ongoing challenges. We highlight efforts to harmonize our research and programming to support strategies that mitigate the impacts of the dual pandemics on faculty of color.

The ADVANCE Program at the University of Michigan (U-M) provides programming and resources to support faculty success and serves as a source of institutional research to inform University administration in decision-making that pertains to faculty. Over the last year and a half ADVANCE has completed several related studies to examine retention of Black, Indigenous and People of Color (BIPOC) faculty, faculty experiences during the shutdown due to COVID-19, and impacts of the ongoing pandemic. The Effect of COVID-19 on U-M Faculty Life (1) detailed serious impediments to research, scholarship, and creative activities and productivity, overwhelming stress and anxiety, and increased demands on faculty time as a result of the onset of the COVID-19 pandemic. The Effect of COVID-19 on U-M Faculty Experiences (2) surveyed faculty one year after the U-M campus shutdown and found that there were differential impacts of the pandemic on distinct groups of faculty, such that although the interruption in productivity was experienced by many, the consequences of the impacts on the career trajectory of pre-tenure faculty and post-tenure faculty may be vastly different.

Our third study, BIPOC Faculty Retention: Interviews with Michigan Faculty (3), addressed the many challenges in retaining BIPOC faculty and called attention to the urgency of understanding the impacts of

the double pandemic on faculty of color. A notable finding in our COVID-19 faculty experience research (2) is that while some faculty shared that the pandemic had a positive impact on their career, no faculty of color indicated that this was the case for them. Moreover, negative impacts were unequal across disciplinary fields due to the shutdown and variability in time to return to campus, which was particularly the case for select broadfields that have a relatively higher proportion of faculty of color at the U-M. Taken together, our studies detail impacts of the dual pandemics on faculty of color in the responses regarding well-being, including the additional stress of isolation due to lack of community (campus critical mass), increased service as care work (supporting colleagues and students), emotional tax of COVID-19 and structural racism on communities of color, and how the pandemic highlighted fault lines of inequality in academia (e.g., invisible service, leadership opportunities). Additionally, mention of shifts in priorities, commitment to academia, and thought of departure signal the potential attrition of faculty. This prospect is particularly alarming, given that our 2019 ADVANCE Program Indicator Report (4) focusing on faculty departure found that 75% of URM faculty hired simply replace other URM faculty who have left the university.

U-M has offered the option of delaying tenure review due to the impacts of the pandemic. While many faculty found this a supportive practice, there were concerns voiced regarding perceptions of postponing tenure review and uncertainty about how it would factor into tenure evaluation. Additionally, faculty have voiced concern about the policy contributing to greater inequity in the long term due to postponement of tenure, such as the financial implications of delaying promotion. ADVANCE is launching a series of facilitated discussion groups focusing on the option of delaying tenure review due to the impacts of the pandemic and developing metrics to assess the effectiveness of the policy, identifying and addressing any unintended consequences, and discerning practices to support faculty that will be relevant to pursue within each school and college and across the university.

ADVANCE continues to harmonize our research and program efforts to address impacts of the dual pandemics on BIPOC faculty. Our institutional research and evaluation activities have doubled down on centering the provision of actionable data through the use of mixed methods, operationalizing the role of timing and events, panel data design and longitudinal measurement to situate the study findings into broader program efforts around BIPOC faculty retention to stem departure amidst impacts of the dual pandemics. Deepened understanding of the challenges faced by BIPOC faculty, as well as policies and practices to promote faculty success, is an important part of ongoing conversations about institutional responses to the dual pandemics. Such insights will be key to creating resources that support all faculty in their efforts to rebound after their research, scholarship, and creative activities have stalled or slowed, as administrators try to modify policies post-COVID pandemic, and as BIPOC faculty continue to navigate the turbulence of a broader university climate that is persistently less welcoming for faculty of color and women.

References

- (1) <https://advance.umich.edu/wp-content/uploads/2020/09/COVID-study-report.pdf>
- (2) <https://advance.umich.edu/wp-content/uploads/2021/11/Effect-of-COVID19-on-UM-faculty.11.7.21.pdf>
- (3) <https://advance.umich.edu/wp-content/uploads/2021/10/BIPOC-Faculty-Retention-August-2021.pdf>
- (4) <https://advance.umich.edu/wp-content/uploads/2020/01/AY19-Indicator-Report-PUBLIC-VERSION-010720.pdf>

Acknowledgments

The ADVANCE Program at the University of Michigan would like to express deep appreciation to the faculty that participated in the Effect of COVID-19 on U-M Faculty Experiences studies, as well as the BIPOC Faculty Retention interviews. Without the partnership and trust of these survey respondents and focus group participants, this report and the insight shared would not be possible.

Thursday, March 3, 2022 • 9:30 am to 10:30 am

Session 1: Breakout A

Diversifying faculty in health professional programs: An analysis of schools and colleges of pharmacy

Caroline A. Gaither (hope.campbell@belmont.edu), PhD, University of Minnesota, College of Pharmacy
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Hope E. Campbell (hope.campbell@belmont.edu), PharmDm, Belmont University, College of Pharmacy

Angela M. Hagan (angela.hagan@belmont.edu), PhD, Belmont University, College of Pharmacy

Session Abstract: The purpose of this presentation is to discuss the results of an analysis of faculty in health science programs with a focus on schools/colleges of pharmacy. Data were obtained from several national databases during 2019 and 2020. Over 65% of pharmacy, 64% of medicine and 56% of dentistry faculty were white, while Blacks made up 5% of both dentistry and pharmacy faculty and 4% of medical faculty. Asians made up 20% of medical, 16% of pharmacy and 13% of dentistry faculty. Hispanics made up 8.5% of dentistry faculty, 3.3% of pharmacy and 3.5% of medicine faculty. American Indians/Alaska Natives and Native Hawaiians/Pacific Islanders were represented at 0.3% or less in each discipline. The candidates available for faculty positions will not increase in number at a consistent enough rate to meet population demographics. Non-underrepresented groups must learn new ways of thinking by valuing what their underrepresented colleagues have to offer.

Introduction

Racial and ethnic diversity found in health professional program faculty (pharmacy, medicine, and dentistry) remains woefully inadequate compared to representation in the United States population. The purpose of this paper is to discuss the results of an analysis of the recruitment and retention of faculty in health science programs with a focus on pharmacy schools and colleges. The objectives of this study are to 1. Compare the racial and ethnic diversity of faculty within pharmacy to faculty in colleges of medicine and dentistry, and describe the representativeness of various populations in the faculty of schools and colleges of pharmacy compared with the United States census data; 2. Evaluate the representation of racial and ethnic minorities in Historically Black Colleges and Universities (HBCUs), newer Doctor of Pharmacy (PharmD) programs, and top ranked pharmacy programs; and 3. Identify barriers and solutions to creating a faculty pipeline in schools and colleges of pharmacy.

Methods

Demographic data for pharmacy faculty were obtained from the American Association of Colleges of Pharmacy (AACP) Institutional Database, Profile of Pharmacy Faculty (2019-2020). Race and ethnicity data for faculty in individual schools was only available when a minimum threshold of five programs is requested. Data for medical school faculty were obtained from the Association of American Medical Colleges (AAMC) Roster of Medical School Faculty for the year 2019. Data for dental school faculty were

taken from the American Dental Education Association (ADEA) website. The AACP, AAMC and ADEA collect individual faculty data from member schools but only report numbers in aggregate.

To assess the scope of diversity, the racial and ethnic makeup of all faculty at pharmacy programs was compared to that which occurs in the top colleges of pharmacy, HBCUs, and newer schools of pharmacy. Pharmacy programs were identified and classified based on the 2020 rankings of the *US News and World Report* on Best Pharmacy Schools. The status of HBCUs is designated by the Department of Education. Newer schools of pharmacy were defined as those opening since 2010 per the Accreditation Council for Pharmacy Education (ACPE) website.

Results

In 2019, Whites (non-Hispanic) made up 60.1% of the US population, with Hispanics being the next largest group in the country (19%). Blacks made up 13% of the population, while Asians (the fastest growing population), represented 5.9% of the US population. The percentage of Native Hawaiians/Pacific Islanders doubled since 2000 at 0.2%, while American Indian/Alaska Native populations remained constant at 0.9%.

Over 65% of pharmacy, 64% of medicine and 56% of dentistry faculty were white. Blacks made up 5% of both dentistry and pharmacy faculty and 4% of medical faculty. Asians made up 20% of medical, 16% of pharmacy and 13% of dentistry faculty. Dentistry had the largest percentage of Hispanic faculty, (8.5% in comparison to pharmacy (3.3%) and medicine (3.5%)). American Indians/Alaska Natives were represented at 0.1%, 0.2% and 0.3% in pharmacy, medicine, and dentistry, respectively. Native Hawaiians/Pacific Islanders were found at 0.2%, 0.1% and 0.2%, respectively, in these same disciplines.

The largest percentage of Black pharmacy faculty were found in five HBCUs (57.2%) with only 3.7% found in the ten highest ranked programs by US News and World Reports. Hispanic faculty were found at 2.5%, Asian faculty at 19% and American Indian/Alaska Native and Native Hawaiian/Pacific Islander at 0.1%. New pharmacy programs had slightly more Black (7%) and Native Hawaiian/Pacific Islander (0.3%) faculty. Blacks, Hispanics, American Indians/Alaska Natives and Native Hawaiians/Pacific Islanders made up only 2.9% of all those in pharmacy residency programs and 3.3% of those in pharmacy fellowships.

Conclusions/Implications

In comparison to the increases in percentages of Black, Hispanic, American Indian/Alaska Natives, and Native Hawaiian/Other Pacific Islanders reflected in the United States Census since 2000, representation of Black (5.0%) and Hispanic (3.2%) pharmacy faculty has not changed in 20 years. The pipeline to pharmacy practice, faculty positions is traditionally viewed as a residency or fellowship trained PharmD graduate. Pharmaceutical and social, and administrative science faculty are typically recruited from among science, technology, engineering, and math (STEM) graduates.

Based on the findings from these analyses, the candidates available for faculty positions will not increase in number at a consistent enough rate to meet population demographics. Academic pharmacy has made little progress in terms of the representation of these faculty in their programs despite the formation of

task forces, ad hoc committees, and studies to address diversity in the Academy. The lack of representativeness of ethnic and racial minorities among pharmacy faculty is also seen in medicine and dentistry to varying degrees. Post-graduate training programs such as residencies, fellowships, or MS/PhD programs are current acceptable pipelines from which new faculty are recruited.

To address the problems that inhibit diversity and inclusion, a multimodal approach is needed. Dismantling structural barriers by tracking, funding, and promoting the recruitment and acceptance of students who are members of ethnic and racial minority groups into residencies, fellowships, and postgraduate training programs must occur. In addition, health professional programs must begin to center the motivations and interests of these groups into their programs. Rather than trying to mold individuals from these groups to fit into a system that was not developed with them in mind, programs need to develop environments that are flexible, welcoming, and open to new ways of thinking and new ways of rewarding faculty efforts. Programs must value a diverse faculty and student population for the purposes of integration and learning (new ideas, different ways of thinking, challenges to the status quo) rather than for marketing purposes (attracting more students) or to feel good about their policies (doing the right thing). Non-underrepresented groups must learn new ways of thinking by valuing what their underrepresented colleagues have to offer. The time is right for health professional schools, residency programs, accreditation bodies, and professional associations to go beyond laudable position statements and implement specific, measurable diversity, equity, and inclusion measures.

Thursday, March 3, 2022 • 9:30 am to 10:30 am

Session 1: Breakout B

Voices of First-Gen Graduate Students and Faculty: Attending to Intersections of Race, Social Class, and First-Generation Status

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Kelly Collins, PhD. Ass. Director of Racial & Social Justice Education, Office of Equity & Diversity coll0767@umn.edu

Session Abstract: The panel is framed around the understanding that first-gen (FG) is not a monolithic identity (Jehangir, 2021; 2010). Students who are first in their family to attend college occupy intersecting identities and by way of that have navigated intersectional constraints shaped by racism, classism and deficit narrative surrounding the first-gen experience. Attention to the ways in which first gen identi(ies) impact trajectory to and through graduate school and toward the professoriate has been limited and is a critical gap in the conversation about diversifying the academy. Increasingly, literature is employing the term First Gen Plus (Whitley et al, 2018) to demonstrate the complexity of first-gen identities and acknowledge how other identities, especially those that have been historically marginalized in the academy intersect with the first-generation student experience.

This panel is a conversation between three scholars and two data sets from two different institutions. Jehangir and Collins from the University of Minnesota, will share data on a recent study of students who are first in their family to go to college and are now negotiating graduate school. The themes from this study build an important bridge to the work of Dr. byrd, who has completed a study on the experience of First Gen faculty (FGF) negotiating the professoriate. Both studies include rich narratives derived from interviews about what it means to sit at the intersection of race, class, and first-gen status in the academy. The data and presentation will also shed light on how historic institutional policies, practice and more, shape how first-gen scholars must negotiate their place within structures of power that often view their first-gen status from a deficit lens. Themes from these studies also speak to ways in which socialization into graduate school can shape or deter pathways to faculty roles and how sense of belonging in the professoriate and other administrative roles in higher education influence the success and experiences of FGF. How does the ecology of campus and how the institution, department and programs attend to first-gen identity also has an impact on retention, and persistence in both graduate school and employment in the academy.

Significance of the Contributions: The contributions of this panel are three-fold. First, it highlights the value of intersectional analysis of the first-generation experience beyond undergraduate education, which unites theory and social reality by attending to the inherent complexity of this often-invisible social category (Crenshaw, 1991; McCall, 2005). This type of analysis reveals that responses meant to support first-generation graduate students and faculty in the context of the two pandemics and beyond must recognize and respond to experiential diversity within these groups, including the reality that individuals that share a first-generation background have differential experiences of inclusion and exclusion within the academy. Second, these systematic, intersectional analyses and discussion of practical responses to the needs of first-generation faculty present a warrant for further investigation into how institutional contexts shape the meaning and experience of first-generation status. This repositions the point of intervention for equity as with colleges and universities themselves rather than with individuals from first-generation backgrounds—a challenge to essentializing deficit framings of first-generation status in higher education. Finally, and most importantly, this panel is grounded in the lived experience and storytelling of graduate students and faculty from first-generation backgrounds. Rather than organizational assumptions, this panel presents individual realities that trouble assumptions about higher education's contributions to the production of educational and social equity.

Presentation 1 – Presenter: Dr. Kelly Collins

Socialization models in graduate school and the impact on experience of first-generation plus graduate students

There are significant gaps in the literature regarding the socialization of graduate students. While the Weidman, Twale, & Stein Graduate Socialization Framework (2011) is inclusive of the backgrounds of prospective graduate students, there is scant research about the socialization experiences of minoritized and underrepresented students in graduate school.

The primary lenses through which literature has considered the socialization of graduate students is rooted in institutional culture, norms and mores and disciplinary context. While this is essential in preparing future graduate students for the intellectual exercise of post-secondary education, it fails to consider the context, history and lived experiences of increasingly diverse first-gen graduate students who we hope to attract to our programs. Dr Collins will speak to the gaps in socializations models and share her own lived experience as an Indigenous first-gen scholar and practitioner

Presentation 2 – Presenter: Rashne Jehangir

First Generation Graduate Students: Negotiating Black Boxes and Ivory Tower Socialization

Jehangir will take up these gaps in socialization of first-gen and minoritized graduate students with attention to how access and acclimation is shaped by the hidden curriculum in the academy. Navigating the hidden curriculum in academe often fosters a corollary first-generation identity impediment: imposter phenomenon. These barriers are rooted in institutional design and memory and privilege predominantly White, middle class and historically male capital at the expense of forms of navigational,

familial and aspirational and ways of knowing that First Gen Plus scholars bring to the academy. Data from a recent study on 30 First-Gen graduate students from social science, humanities and STEM fields will address identity in positionality within a meritocratic system that drives higher educational structures and also feature how students seek to navigate structure and relationships with advisors and peers. A second set of themes focuses on jarring juxtaposition between home and school worlds and impact on mental health and financial stressors. Data also addresses how FG scholars negotiate the intellectual and emotional labor of research that may center disparities in their own worlds and communities. Recommendations for institutional support and faculty orientation to FG and minoritized graduate students will also be shared.

Presentation 3; Presenter: derria byrd

First-Generation Faculty: Negotiating Cultural Differences to Survive in the Academy

First-generation faculty (FGF), academics who were first in their family to go to college, are positioned as lynchpins in the success of first-generation college students. However, within the dearth of scholarship focused on FGF, relatively little attention has been paid to how FGF's own experiences facilitate and/or hinder their work on behalf of marginalized students, in particular, and how this may vary across FGF based on social identity (byrd, & Siddiqui, 2021). This presentation focuses on a recent study that addresses these absences through critical narrative inquiry focused on a racially diverse group of 20 FGF. Findings document that despite having "made it," FGF had to and continue to navigate hurdles in the form of cultural differences between the expectations and norms of the academy and FGF's own backgrounds and cultural ways of being. Although these differences are grounded in social class—an often-invisible dimension of inequity within the academy—race/ethnicity, and the intersectional realities of these, not all FGF interpret the resultant challenges as inherent to the exclusionary history, structures, and practices of the academy. Implications of both the cultural differences themselves and FGF interpretation of them will be discussed. The presentation will conclude with a focus on how these findings can inform organizational practices for support, retention, and success of FGF.

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Thursday, March 3, 2022 • 10:40 am to 11:30 am

Session 2: Breakout A

Challenges and Opportunities in Transforming Our Institutions: Learning Through the IChange Initiative

Helen Malone (malone.175@osu.edu), The Ohio State University; Maria Miriti (miriti.1@osu.edu), The Ohio State University; Kathy Bieschke (kbieschke@psu.edu), Pennsylvania State University; Anna Clements (acc13@psu.edu), Pennsylvania State University; Rebecca Ropers (ropers@umn.edu), University of Minnesota; Keisha Varma (keisha@umn.edu), University of Minnesota

Faculty carry out all aspects of the mission of universities. However, faculty currently do not reflect the diversity that is present in our larger society. Recruiting, hiring, retaining and supporting faculty from diverse backgrounds, particularly those that have been historically underrepresented, underserved and marginalized, is critical to advancing innovative and transformative research and serving our students.

The IChange initiative, which is sponsored by the NSF-sponsored Aspire Alliance, aims to improve the ability for the institution to use existing and new data related to hiring and retention to better inform decision making that supports diversifying the faculty, with an emphasis on STEM faculty as a starting point. This initiative also aims to identify, amplify and scale current efforts and known evidence-based practices and policies that will enhance the institution's ability to recruit, hire and retain faculty from underrepresented groups. Nearly 60 universities across the United States are currently leveraging the IChange Network's resources, expertise and guidance to foster climates that support faculty diversity in STEM disciplines.

In this panel, participants will hear from representatives from Ohio State University, Penn State University and the University of Minnesota to learn how these institutions are advancing faculty diversity at their campuses based on the IChange framework. While the general expectations are the same for each of the member institutions, the expectation is that each institution will implement changes based on what is appropriate for their context. As such, participants will be prompted to reflect on their institutional contexts and the challenges and opportunities for change within those contexts.

Major Issues

Change efforts related to faculty diversity are critically important to ensuring that the core work of our institutions is done fairly, equitably, and in ways that serve our entire communities. However, our institutions have struggled for many years to find solutions that work toward diversifying our faculty. Many of us experience difficult challenges in our work, the solutions for which are not obvious. For example:

- How do we maintain a focus beyond recruitment to retain the faculty we hire?
- How can we recognize and honor the extra work done by women and faculty of color in formal institutional processes?
- How can we make sure our data systems collect data that reflect our values and goals related to faculty diversity? How can we then respectfully use those data?
- At large universities, how can we bring together the many different initiatives that are working toward faculty diversity to ensure that we are working synergistically in ways that amplify the effects of each initiative?
- How do we coordinate central initiatives with local efforts to recruit, retain and provide positive climates for underrepresented faculty, staff and students?
- How do we ensure equity among campuses within a multi-campus system, including in terms of access to research support, greater demands on underrepresented faculty at smaller campuses, less access to diverse mentors?
- How do we ensure that our work is grounded in the experiences of BIPOC faculty while respecting the many demands on their time?

Faculty are critical to the success of students, community engagement, and the research enterprise. A diverse faculty advances inclusive excellence in each of these areas. The IChange Initiative represents a major national effort to strengthen the representation and climate in our institutions so that we can fulfill this promise. Participants in this session will benefit from a multi-institutional reflection on how the strategies included in this initiative can advance faculty diversity on their campuses.

Thursday, March 3, 2022 • 10:40 am to 11:30 am

Session 2: Breakout B

Evolving Models of Equity and Inclusion and Faculty Recruitment

Angie Fertig (arfertig@umn.edu), Tonisha White (twhite01@umn.edu), Kathy Quick (ksquick@umn.edu), Humphrey School of Public Affairs, University of Minnesota

Session Abstract: The University of Minnesota’s (UMN) Humphrey School of Public Affairs developed a “diversity plan” almost a decade ago. This presentation will provide an overview of the School’s learnings from the past 10 years, our current plan and structure, including the specific goals, objectives and strategies featured in the key area of faculty & staff recruitment and retention. We will detail engagement strategies to involve all members of the Humphrey community, the measurement of progress, the newly implemented faculty recruitment process, and the ways in which senior faculty, who are mostly white, have promoted and sustained equity and inclusion at the Humphrey School.

An adaptive, decentralized plan

The University of Minnesota’s (UMN) Humphrey School of Public Affairs developed a “diversity plan” almost a decade ago. The idea of diversity has evolved, making some of the ideas reflected in the original plan out of date or out of the strategic vision for the School. As a result, we have modified our strategic planning and implementation process to become more adaptive to a faster-moving conversation. Our current structure includes eight focus areas: Climate, Communication, Curriculum, Community Engagement, Recruitment and Retention-Faculty/Staff, Recruitment-Students, Retention-Students, and Research. An Equity and Inclusion Council with representatives from faculty, staff, students and alums advance the decentralized annual process of measuring progress and updating plans and strategies throughout the year culminating in reporting accountability to the School’s Executive Council. All members of the Humphrey School share responsibility for the plan and engage in the process through innovative engagement and feedback opportunities (especially during pandemic times), equity and inclusion-focused workshops and community conversations, professional development activities, and curricular activities.

A new faculty recruitment process

As one of the key focus areas, faculty and staff recruitment and retention is part of the broader equity and inclusion vision at the Humphrey School where we view strategic investments in key focal areas as generating dividends throughout the system. This year, we have made significant changes to our faculty recruitment process including strategic advertising and outreach, training of committee members on implicit bias, explicit and detailed instructions to candidates ensuring equity and transparency, and a “virtual hallway” to share impressions and expertise immediately after each job talk.

This presentation will provide an overview of the School's learnings from the past 10 years and our current plan, structure, and process. We will detail engagement strategies to involve all members of the Humphrey community, activities initiated to promote equity and inclusion, the measurement of progress, the newly implemented faculty recruitment process, and the ways in which senior faculty, who are mostly white, have promoted and sustained equity and inclusion at the Humphrey School.

Thursday, March 3, 2022 • 10:40 am to 11:30 am

Session 2: Breakout B

Differential retention contributes to racial/ethnic disparity in U.S. academia

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Large segments of society are underrepresented in academic Science and Engineering fields (Institute of Medicine 2011). For example, in 2017, 12% and 0.7% of the general U.S. population were Black and American Indian/Alaskan Native respectively, compared to 4% and 0.2% of tenured faculty (NSF 2019). Understanding and addressing misrepresentation (representation that differs from a baseline expectation of proportional representation) within academia is important for many reasons, from equity (misrepresentation of groups can indicate that access to academia is inequitably distributed (Intemann et al. 2009, Ong et al. 2011) to improving research quality (misrepresentation can also mean some of the best minds are excluded from academia). Diversity across researchers can minimize collective bias, and members of underrepresented groups across various axes (gender, race, etc) can produce innovative work at higher rates than those of well-represented groups (Intemann et al. 2009, Hofstra et al. 2020). Finally, representation in academia can facilitate a virtuous cycle: academics, as instructors and thought-leaders, are often role-models to those considering professional scholarship, so a diverse academic environment can help draw talent from all segments of society/backgrounds (Shin et al. 2016).

Historically, U.S. academia has been primarily composed of White scholars with minorities systematically excluded through the 1970s (Institute of Medicine 2011). Although U.S. academia (especially at the undergraduate stage) has become more diverse in the past 40 years, most racial/ethnic groups are still underrepresented compared to the general U.S. population (Institute of Medicine 2011). Past efforts to increase underrepresented groups have primarily focused on *recruitment* into the undergraduate stage, and have seen limited success (Whittaker 2014). Calls for addressing factors that shape *retention* of underrepresented groups in academia post-undergrad are increasing. (Puritty et al. 2017). However, misrepresentation in academia is challenging to adequately describe and study. Academic training is a multi-decade process, which means comparisons of current academia to current census data are ignoring a potential lag effect and thus obscuring any clear target for what appropriate representation should look like. Additionally, data are often collected over too short a period of time or too low a sample size for the necessary statistical power, or broadly lumping distinct racial/ethnic groups together in “under-represented minority” categories.

Here, we combine two approaches to overcome these hurdles and quantify misrepresentation across racial/ethnic groups and across academia. We leverage large national datasets collected by the United States National Science Foundation (NSF) for the Science and Engineering fields on the racial and ethnic composition of all U.S. Science and Engineering academics from undergraduate students to tenured

professors, spanning 25 years for students and faculty (seven years for postdocs). We generate a *baseline expectation for the racial/ethnic composition of academia* by developing a *null model* (Shaw & Stanton 2012, Gibbs et al. 2016) that dynamically accounts for historical changes in racial/ethnic compositions. Using these two tools, first, we quantify what racial/ethnic composition we would expect to see in academia, in a scenario where individuals of each race/ethnicity were equally likely to have an academic career (the null model). Second, we determine to what degree the actual representation of each racial/ethnic group in each stage of academia (e.g., doctoral student, professor) is higher, equal, or lower than that predicted by the null model. This approach allows us to control for recruitment and measure the effects of differential retention. Finally, we show that the deviance from the null model differs by racial/ethnic group and by academic stage. Our results provide a novel perspective on the status of diversity in academia, the critical role of retention, and the challenges academics continue to face. For our paper presentation, we will present the significance, methods, findings, and implications of our study.

Modeling misrepresentation

We constructed a model of academia in the United States as a series of stages with inputs (from the previous stage) and outputs (to the next stage or move out of academia). We considered five academic stages: undergraduate students, graduate students, postdoctoral researchers, assistant professors and tenured professors. We used our model to generate simulated 'predictions' of the representation we would expect of each federally categorized racial/ethnic group (Asian, Black/African-American, Native Hawaiian/Pacific Islander, Hispanic/Latino, American Indian/Alaskan Native, White, More Than One Race) in each stage of academia under the null assumption of no race/ethnicity-based differences in retention. We used the time spent in each stage to estimate a turnover rate for that stage, and thus estimate the number of scholars leaving each stage in each year, where scholars that move out of each stage either move up and fill empty positions in the next stage, or move out of the system. We then simulated the flow of scholars through our null model of academia over time, assuming there was no racial/ethnic bias in movement patterns of scholars. With our approach, we can control for recruitment at one stage of academia and measure the effects of retention to future stages. That is, *what 'should' representation in academia look like if there were no race- or ethnicity-based differences in tendency to move between stages or out of academia, and how does actual representation differ?*

We examined the effects of retention across a full academic career while controlling for recruitment at the undergraduate stage. Our null model predicts that representation of White scholars would be lower than levels actually observed in academia while all other groups (including Asian scholars, often not considered underrepresented) would be higher than observed (NSF 2019). These deviations indicate that race/ethnicity-based biases occur after graduation, suggesting differential retention within academia. We then compared our model predictions to census data, allowing us to consider the effects of recruitment. Our null model predicts that, even if retention were the same across racial groups, representation of White and Asian scholars would still be higher than in the U.S. general population while all other groups would still be lower. The differences between the racial composition of the null model and the general population indicate differential recruitment into academia, showing that there are race/ethnicity-based

biases in entering academia. Finally, we considered the effects of retention within each stage of academia. Our model showed that the lowest retention occurs at different career stages for Native American/ Alaskan Native and Hawaiian/Pacific Islander scholars than for Asian, Black and Hispanic scholars, highlighting the importance of differences between misrepresented groups.

The novelty of our work is three-fold: we provide new findings on the patterns, causes, and consequences of misrepresentation of racial/ethnic groups within US Science and Engineering academia. The breadth and resolution of our analysis allows us to separate effects by racial/ethnic group (rather than lumping all non-White scholars together, as past studies have done), thus demonstrating that retention at each academic stage differs by race/ethnicity. The representation patterns that we uncover also highlight the importance of *explicitly defining a baseline against which to measure representation*. Our findings show that *training diverse students is not enough*; there is a substantial drop in racial/ethnic representation between students (graduate and undergraduate) and researchers (postdocs and faculty), and *bias in retention appears to be increasing in some cases*. Overall, these results provide quantitative evidence to support calls for *increased focus on inclusion/retention* along with recruitment (Puritty et al. 2017) and show that neither time, nor simple pushes to increase recruitment are panaceas to this societal challenge.

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Thursday, March 3, 2022 • 3:10 pm to 4:10 pm

Session 3: Breakout A

Together towards tomorrow: Institutional transformation to build, retain, and advance a diverse faculty

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Session Abstract: A diverse faculty is a cornerstone of academic excellence. In 2020, our new President set the vision for faculty diversity; “By reaching far and wide to recruit and hire a diverse faculty who will then be supported, mentored, and developed in a way that fosters retention and eliminates isolation, Rutgers will set in motion a self-reinforcing academic community that is committed to diversity and inclusive excellence.” To enable such institutional transformation, a major organizational/infrastructure change led to establishing of the Faculty Diversity Collaborative (FDC); to build a community of practice with individualized and targeted supports along the faculty life cycle in order to increase diverse faculty/future faculty engagement, ensure effective and inclusive mentoring, expand networking opportunities and develop leadership skills to foster a sense of belonging and professional growth for diverse faculty in the academy. We share our “Advance-Engage-Mentor” programmatic approach and next steps towards systemic change.

The overall focus of the panel is to share the Rutgers Faculty Diversity Collaborative’s organizational structure, programmatic model (AEM- Advance, Engage, Mentor), and key strategies taken to address the institutional equity gaps in faculty diversity (see figure 1). The major issues we will discuss is how a siloed approach to faculty diversity is ineffective and a centralized and aligned approach may address retention needs for diverse faculty. The FDC experiences and lessons learned may have significance to other higher education institutions seeking to similarly operationalize centralized, structured, and coordinated mechanisms to address faculty diversity and answer: What inter- and intra-institutional partnerships could creatively and effectively advance faculty diversity? Panelists will describe 1) institutional reorganization; 2) programmatic model (AEM- Advance, Engage, Mentor), and 3) each director-led strategy for addressing the specific equity gaps in faculty diversity.

The dual pandemics of COVID-19 and the U.S. racial justice crisis have further amplified the already significant challenges higher education faces related to faculty diversity. In 2020, Dr. Jonathan Holloway, Rutgers’ first Black President arrived and established a new Office of the Senior Vice President of Equity in order to provide a vehicle to pursue inclusive excellence. An internal equity audit and a University-wide diversity strategic planning process soon followed to identify faculty diversity as a key area in need of institutional investment and alignment across all four chancellor units and the central administration.

Therefore, a major reorganization led to formation of the Faculty Diversity Collaborative (FDC) to ensure that the Rutgers faculty of the future reflects who our students are today. The mission of the FDC is to “Promote institutional transformation through sustainable and scalable attention to the full spectrum of needs to build, retain, and advance a diverse faculty.” The panelists will discuss the Advance, Engage, Mentor approach and five FDC domains across the faculty academic lifecycle: inclusive mentoring, faculty transitions and institutional transformation, future faculty initiatives, racial equity and early career support, and finally gender equity and leadership development.

Inclusive mentoring

All FDC programs are based on the evidence that successful and inclusive mentoring relationships allow for trust and authenticity around differences and expectations. An evidence-based mentorship model includes intentional, inclusive, and effective mentorship; addresses career and psychosocial (feeling of belonging, role models) support functions; and fosters science and cultural identities of an emerging faculty scholar (1-3). We will share FDC approach to build capacity for enhancing skills of culturally responsive mentors and coaches such that mentors are best able to build a mentee’s self-efficacy and career success while fostering a sense of belonging.

Faculty transitions and institutional transformation

We will discuss our early experiences with diverse scholar outreach and formalizing support for faculty at key transition points (3rd year review, tenure, promotion, separation, etc.) and building relationships between faculty development units across the university. This is informed by the fact that the needs of diverse faculty are best met when the overall systems and processes that guide timely faculty progression through tenure and into leadership are transparent and effective supports are in place to promote equity.

Future faculty initiatives

We will discuss our targeted efforts to attract and cultivate relationships with diverse future faculty across disciplines and to identify and grow streams of future faculty. Drawing on emerging and existing evidence-based practices to develop, lead, and sustain targeted initiatives to diversify faculty, we will describe the important role of centralized support for proactive cultivation of prospective faculty before and during the hiring process to ensure the smooth transition of prospective faculty into the faculty ranks through intentional onboarding, proactive connection to resources and community, and support for creating a welcoming and inclusive culture.

Racial equity and early career support

To address the unique challenges faced by faculty of color, the FDC is building programming and strategic partnerships across the university that enable access to ongoing career advancement support, development of diverse faculty networks, and to receive mentorship across the faculty life cycle. We will describe our approach for faculty of color in order to promote inclusive community, combat isolation, and mitigate against bias that can negatively shape the experiences of early career faculty of color on their path to tenure and promotion.

Gender equity and leadership development

To advance women faculty and increase the pool of diverse women leaders, the FDC is creating programs for advancement and leadership development, inclusive mentoring and sponsorship. We will describe our framework of leadership development across the faculty lifecycle.

Figures and tables



Figure 1. Rutgers Faculty Diversity Collaborative

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Acknowledgments

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Thursday, March 3, 2022 • 3:10 pm to 4:10 pm

Session 3: Breakout B

A Roadmap to Diversify your Bioengineering Department through Strategic Hiring Practices

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Brendan Harley, Department of Chemical and Biomolecular Engineering, University of Illinois, bharley@illinois.edu

Megan L. Killian, Department of Orthopaedic Surgery, University of Michigan, mlkillia@med.umich.edu

Session Abstract: We have created a roadmap to center your department's faculty hiring practices on eliminating historical barriers that interfere with your ability to recruit faculty members underrepresented in bioengineering. In this panel discussion, we will outline suggested practices, with speakers presenting each of the following aspects of the search process: 1) Planning the search, 2) Recruiting a diverse applicant pool, 3) Evaluating candidates holistically, and 4) Recruiting and retaining candidates to your university.

Faculty hiring strategies: Faculty success by any measure does not depend on research and teaching acumen alone, and yet hiring committees have historically used evidence of past research success and training environment prestige as the primary criteria to hire new faculty. Central to our role as biomedical engineering faculty is our ability to train the next generation of scientists and engineers while advancing biomedical research. However, the lack of diversity of the biomedical engineering professoriate is crippling our ability to accomplish these goals. We know that diversity drives innovation, and the lack of diversity in biomedical research leads to medical technologies that are ineffective for non-majority citizens. Furthermore, diverse faculty representation is a critical factor in creating an environment in which all our students can thrive.

Despite the obvious and compelling need to diversify our faculty, current projections indicate that, even with increases in trainee diversity, there will not be equitable representation until 2080 due to low trainee-to-faculty transition rates (Gibbs et al., 2016). The faculty hiring process must be fundamentally

altered in its approach and value structure if we hope to change this projection. At the foundation of holistic faculty hiring is the premise that merit and excellence should be inclusive of the varied faculty roles, from teaching students from diverse backgrounds to leading diverse research teams. A commitment to diversity, equity, and inclusion is not a separate criterion, but rather, it is foundational to our ability to be excellent educators and researchers. When we fail to understand challenges and opportunities that exist for those historically excluded, our discipline is poorer because of it. We have created this roadmap to center your department's faculty hiring practices on eliminating historical barriers that interfere with your ability to recruit faculty members underrepresented in bioengineering. A panel discussion will be used to outline suggested practices, with speakers presenting each of the following aspects of the search process: 1) Planning the search, 2) Recruiting a diverse applicant pool, 3) Evaluating candidates, and 4) Recruiting candidates to come to your university. Brief descriptions of the panelists' topics are included below.

Planning the search: Departments should perform an in-depth assessment of values and priorities prior to starting a search. This is a critical step in establishing assessment criteria that are aligned with your values as well as the framework for decision processes. When identifying research area hiring priorities, broad areas of research focus have been shown to yield a more diverse pool of applicants. Descriptions should be provided of the application materials being requested and align with hiring criteria. Formation of your search committee should also identify diversity advocates that align with departmental values. Committee bias training is a critical aspect prior to the start of the search process. Specific areas of bias known to affect faculty hiring (e.g., in-network bias) should be addressed through case studies. Finally, a retrospective analysis of the diversity of your recruitment pool at each stage assessment is important to identify areas for targeted improvement (e.g., low applicant pool diversity vs. poor acceptance on submitted offers).

Recruiting a diverse applicant pool: The development of an inclusive advertisement for new faculty recruitment is a critical step for ensuring that the applicant pool has the depth, breadth, and diversity your team is seeking. The language used in the advertisement can promote or discourage a potential applicant from applying, and this language is a powerful tool to signal to the applicant a sense of job appeal, relevant skill level, and sense of belonging. It is critical to spend time and think deeply and critically of the language, content, and context of the job advertisement. Additionally, the use of active recruitment strategies, such as broadly distributed announcements and personal engagement with potential candidates, can further increase the likelihood a candidate will apply.

Holistic candidate evaluation: Perhaps one of the most important steps in diversifying the professoriate in BME is the process by which faculty candidates are screened and evaluated. This step requires collective agreement by the search committee on how different attributes are judged and weighted throughout the evaluation. As suggested in the work by Hofstra et al. (*The Diversity-Innovation Paradox in Science*), demographically underrepresented students innovate at higher rates than majority students, but their novel contributions are discounted and less likely to earn them academic positions

(Hofstra, Kulkarni, Munoz-Najar Galvez, He, Jurafsky, and McFarland, 2020). Thus, a holistic screening and evaluation process is critical to ensure that the contributions of diverse candidates are being considered and biases in the process are reduced. Here we consider three aspects: 1) candidate screening; (2) rubrics and assessment; and 3) developing an online tool that can facilitate holistic evaluation.

Recruiting candidates to come to your university: Now that you and your faculty colleagues have identified the best possible people to enrich your program, you want to show the candidate why your department is the best possible place for them to start or continue their career. Your search is only a success if you can turn your initial advertisement into a faculty colleague. We suggest that the search committee members, the department head, and potential collaborators maintain continuous contact with your candidates, to reinforce your excitement to bring them to campus. As recommended during the applications stage, active engagement with candidates can increase the likelihood that they will accept your offer.

Final suggestions: It must be noted that a tool is only as useful as the team wielding it. Prior to implementation, each department should establish core values and define success in faculty hiring. Faculty evaluation and award systems must also align with these more equity-focused hiring processes. We caution that no program should hire candidates into an environment where they are not given the resources and support that they need to thrive. Although these suggestions were synthesized from experiences in departments of biomedical engineering and bioengineering, similar approaches will likely be useful for other science and engineering departments that want to improve equity in faculty hiring and improve faculty diversity.

Thursday, March 3, 2022 • 3:20 pm to 4:10 pm

Can You See Me Now?: Narratives of Racism in an R1 Institution

Lesia Clarkson (ovin005@umn.edu), Stefanie Marshall (slmarsh@umn.edu), Bhaskar Upadhyay (bhaskar@umn.edu)

University of Minnesota

Session Abstract: This symposium explores the nature of challenges, struggles, and successes attained by three faculty of color in an R1 institution of higher education. The three faculty of color share their experiences of racism and the politics of research, teaching, and service that add extra burden on them to perform with very little return for success. Furthermore, they will draw from critical race theory, antiracist pedagogy, and caring to deconstruct institutional and systemic racism that continuously push against the success of faculty of color. Despite the push for the internationalization of higher education, international faculty of color experience unique challenges due to their status as an immigrant. We argue for a more robust and caring cultural and academic environment that carefully supports and mentors faculty of color for success.

Invisible to Visible: A Narrative of Surviving to Thriving

Lesia Clarkson

I couldn't identify it at first. I didn't understand what the expectations were for me as a new faculty member who recently completed her PhD at the same institution. I didn't even know who to ask. What I did recognize early on, though, was I felt like an outsider. No one looked like me. No one talked to me or mentored me. In fact, I had six different peer "mentors" before tenure. Everything I learned about the academy was through observation. As an "opportunity hire" I didn't even receive orientation until the following year when three "regular" faculty were hired. It was only then that I began to recognize that I was already on a different trajectory early in my career. Fast forward about a decade when I was able to name it – gendered racism.

Creating Space(s) so that I Might Thrive

Stefanie Marshall

Early career scholars of color enter the academy often without understanding how to navigate a politicized context. We are often told to keep your head down and ignore the politics, however the Faculty of Color do not have the privilege of keeping our heads down. We are seen, as our presence is never expected in White-normed spaces. This presenter will discuss the communities and spaces she and her co-presenters have established for people of color in their department and college to support collective navigation. Holding space, sharing experiences, and mentorship have been essential to her being sustained at an R1 institution. From navigating white tears (Matias, 2019), to creating communities of radical care (Rivera-McCutchen, 2021), we hold space not to survive but to thrive.

Multiple hazards of being a Marginalized International

Bhaskar Upadhyay

I came to the R1 institute as a newly minted PhD degree holder with very little knowledge about the intricacies of tenure, research, teaching, publishing, and service work. A big hurdle was and still is learning the cultural nuances of both the larger American society and the sub-cultures of academia. There seems to be an acute lack of support for international faculty of color in R1 institutes except for verifying immigration status. Therefore, all aspects of learning and navigating R1 culture are on the individual who knows the least about many undercurrents of politics, teaching, interacting with colleagues and many other matters that could derail the person's career. In this presentation, I'll share these and different experiences to encourage and establish ways of supporting these faculty, not just seeing them as checked boxes of diversity.

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Thursday, March 3, 2022 • 3:20 pm to 4:10 pm

Session 4: Breakout

Can you see me now?: Narratives of Racism in an R1 Institution

Lesa Clarkson (ovin005@umn.edu), Stefanie Marshall (slmarsh@umn.edu), Bhaskar Upadhyay (bhaskar@umn.edu)
University of Minnesota

Session Abstract: This symposium explores the nature of challenges, struggles, and successes attained by three faculty of color in an R1 institution of higher education. The three faculty of color share their experiences of racism and the politics of research, teaching, and service that add extra burden on them to perform with very little return for success. Furthermore, they will draw from critical race theory, antiracist pedagogy, and caring to deconstruct institutional and systemic racism that continuously push against the success of faculty of color. Despite the push for the internationalization of higher education, international faculty of color experience unique challenges due to their status as an immigrant. We argue for a more robust and caring cultural and academic environment that carefully supports and mentors faculty of color for success.

In this symposium, three faculty of color (FoC) present their experiences in an R1 institution of higher education. These experiences are both about what should be learned from their personal histories of encountering racism as FoCs and also what needs to be done to recruit, retain, and keep our faculty of color in academia. Many studies (eg. Lloyd-Jones, 2014; Mack, Watson & Camacho, 2013; Martinez et al., 2015; Vassar & Barnett III, 2020) on mentoring/support FoCs during their PhD programs and once they get a faculty position lack clear guidance that supports FoCs to navigate and be successful in an R1 institution. This lack of support creates disillusionment and frustration among FoCs about R1 institutions and their centuries-old racially motivated system of valuing work that hardly represents what matters to FoCs for success. Thus, many FoCs leave these institutions or take on works of great importance but less well appreciated in the success stories of R1, making them furthermore invisible as contributors in knowledge creation and dissemination.

Invisible to Visible: A Narrative of Surviving to Thriving

Lesla Clarkson

I couldn't identify it at first. I didn't understand what the expectations were for me as a new faculty member who recently completed her PhD at the same institution. I didn't even know who to ask. What I did recognize early on, though, was I felt like an outsider. No one looked like me. No one talked to me or mentored me. In fact, I had six different peer "mentors" before tenure. Everything I learned about the academy was through observation. As an "opportunity hire" I didn't even receive orientation until the following year when three "regular" faculty were hired. It was only then that I began to recognize that I was already on a different trajectory early in my career. Fast forward about a decade when I was able to

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Creating Space(s) so that I Might Thrive

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Friday, March 4, 2022 • 10:15 am to 11:45 am

Session 5: Breakout A

Recruiting, Retaining, and Advancing American Indian Faculty

Dr. Linda Bane Frizzell, Ph.D., M.S.,

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lfrizzel@umn.edu

Session Abstract: This presentation will focus on recruiting, retaining, and advancing faculty to address a major void of Knowledge about the FIRST AMERICANS.

In the nineteenth and twentieth centuries the United States government made a full scale assault and took control of virtually all aspects of American Indian education, with the purpose of forcing or encouraging assimilation.

This lack of historical knowledge by the administrations in dominate institutions of higher education, makes it difficult to call for change (specifically racial diversity) since there is an extreme deficient of:

- understanding tribal government to federal government protocol and ignorance of American Indian history;
- including genocide, forced acculturation, discrimination, conflict, warfare, severely underfunded health services, and a health status that continues to decline to this day.

American Indian students continue to be significantly underrepresented in institutions of higher education and continue to face barriers that impede their academic success. In spite of modest gains in achievement levels over the past thirty years, Native students collectively remain at the bottom of mainstream achievement measures. The American Indian educational context is unique from other racial and ethnic groups. This uniqueness is based on how the federal government relates to tribal nations as distinct sovereign political entities, not as a racial classification.

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Friday, March 4, 2022 • 10:15 am to 11:45 am

Session 5: Breakout A

Toward a More Coordinated Approach to University Partnerships with First Nations and Indigenous Communities

Andrew Furco, University of Minnesota, Twin Cities, afurco@umn.edu

Session Abstract: Despite well-intentioned efforts, faculty and others who conduct community-engaged work with Indigenous Peoples have found that their efforts are not always welcomed by First Nations, often due to previous negative experiences that First Nations have had with members from universities. In addition, such partnership efforts within a university tend to be uncoordinated with each other, which not only can result in internal confusion, cross purposes, and competition, but can place additional burdens on Indigenous communities. This presentation examines findings from a structured input gathering session during which 54 University of Minnesota faculty, staff, unit leaders and students who engage with First Nations shared their insights and recommendations for building a more coordinated institutional approach to partnering with Indigenous communities. The findings can offer guidance to community-engaged scholars who seek to build more reciprocal, mutually beneficial partnership with Native and Indigenous communities.

Background and presentation description

This session focuses on the findings garnered from an input session held November 10, 2021 among faculty, staff, unit leaders, students, and center directors at the University of Minnesota during which they provided a set of recommendations for strengthening the internal coordination and alignment of the University's community-engaged research, teaching, and outreach activities with First Nations and Indigenous Peoples.

As University of Minnesota scholars, Čhaŋt maza (Neil McKay) and Monica Siems McKay (2020) remind us in their paper, *Where We Stand: The University of Minnesota and Dakota Treaty Lands*, the University of Minnesota occupies Dakota lands stolen from the Dakota People. They go on to state, "Knowing the truth of how our institution fits into the history of the dispossession of Dakota people and how we have benefitted and continue to benefit from the theft of Dakota lands should obligate us to take reparative action." (para. 27). There is no time better than now to reaffirm our commitment to reparations, and to take a look at the nature, depth, and intentions of the University of Minnesota's (and all land-grant universities') community-engaged partnerships with First Nations.

Throughout the University of Minnesota's five-campus system, there are many different kinds of partnerships with First Nations and Indigenous Peoples, and the nature and scope of the University's engagement with First Nation communities continue to increase. This is evidenced by the increased number of faculty at the University interested in conducting research in partnership with Indigenous Peoples (Office for Public Engagement, 2021). It is also evidenced by the growing number of staff, faculty,

and students who actively participate in the University's Critical Community Engagement Decolonization Roundtable, a monthly gathering co-sponsored by University's Office for Public Engagement and the Department of American Indian Studies, which examines critical issues pertaining to community partnerships with Indigenous Peoples.

In the conduct of community engagement partnerships, there historically has been a lack of sensitivity toward the sovereignty and cultures of First Peoples, and there is much work to be done in building a better understanding of how faculty can engage effectively with First Nations. On many occasions, faculty and others who conduct community-engaged work with Indigenous Peoples have noted that their well-intentioned efforts are not always welcomed by First Nations, often due to previous negative experiences that First Nations have had with members from the University. Some concerted efforts are underway to improve the University's relationship with First Nations communities. In May 2021, University President, Joan Gabel, appointed Doctor Karen Diver, former Chairwoman of the Fond du Lac Band to serve as Senior Advisor to the President for Native American Affairs, and to work with Professor Tadd Johnson, Senior Director of American Indian Tribal Relations to strengthen and improve the University's relationship and partnerships with First Nations and Indigenous Peoples.

In late spring 2021, Professor Tadd Johnson and the University's Associate Vice President for Public Engagement, Andrew Furco, met to explore various ways in which the University's partnerships work with First Nations could be strengthened and improved. Part of the discussion centered on the growing number of faculty, students, staff, and units at University that are developing partnership with First Nations and Indigenous Communities, which has resulted in having too many different and disparate efforts that ask for the involvement Indigenous Peoples. While these efforts are appreciated, the lack of internal connection and coordination among them at an institutional level has resulted in confusion, cross purposes, and in some cases competition among efforts. This, in turn, has placed additional burdens on First Nations, has stoked further frustration, and has limited faculty members' and others' ability to conduct reciprocal, trusted, and meaningful partnership work. Professor Johnson noted that one of the things that he and members of First Nations would really like to see is greater internal coordination of the University's work with Indigenous Communities. The meeting ended with the question: *What can be done to strengthen the internal alignment and coordination of the University's partnerships with tribal nations?* Associate Vice President Furco agreed to gather individuals and groups at the University who partner with First Nations to explore ways to build greater internal coordination across partnership efforts.

Furco hosted a virtual gathering on November 10, 2021, which was attended by 54 members of the University — faculty, research associates, center directors, department chairs, deans, and students — who are either already partnered with or are interested in developing partnerships with various Indigenous communities. Doctor Diver and Professor Johnson also attended and offered their perspectives. Following commentary from them, each participant was randomly assigned to a breakout group for 40 minutes to post their individual and collective group responses to the following questions via Jamboard:

1. What are the barriers/challenges we face in securing high quality, reciprocal partnerships with Indigenous communities and First Nations?
2. What are specific steps we can take to strengthen the internal alignment and coordination of the University's partnerships with Indigenous communities and First Nations?
3. What would we like the University (central administration office like Office for Public Engagement, Office of Equity and Diversity, Office of the Vice President for Research, others) be able to offer or do to support/advance internal coordination?
4. Who should lead the coordination effort? What are measures of success?

Following the meeting, the data from this input session were analyzed and organized into themes. A summary report was produced and was presented to the University's Public Engagement Council on December 9, 2021.

For this session, I will share highlights from the findings contained in the summary report. Key findings include:

- Entrenched systems and attitudes of colonization limit partnership development;
- Current processes for human subjects reviews need to be reconsidered;
- Too many partnerships with Indigenous communities are insincere and inauthentic
- More native representation at the University is needed to establish authenticity and legitimacy in partnership work;
- Tribal training should be required of all who wish to partner with Indigenous Peoples;
- An "Elders in Residence" program should be established to bring Indigenous thought to the University;
- A handbook and registry of faculty and staff with research relationships with tribes should be developed;
- Tribes should be more fully engaged in shaping the University's agenda for Indigenous community engagement.

These and other findings of the report offer insights into the struggles that faculty and others face in advancing partnership activities with First Nations. They also offer helpful recommendations for building a more institutionally coordinated approach to First Nations-university partnership development. While the report focuses on partnership work at the University of Minnesota, the findings are likely to resonate with faculty, units leaders, and staff at other higher education institutions who are interested in strengthening their institutions' engagement with First Nations and Indigenous Communities.

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Friday, March 4, 2022 • 10:15 am to 11:45 am

Session 5: Breakout B

Development of a Diversity, Equity, & Inclusion Coordinator Position in Biomedical Engineering

David J. Odde (oddex002@umn.edu), Gabrielle Horsford (horsf009@umn.edu), Brenda M. Ogle (ogle@umn.edu)

University of Minnesota

Session Abstract: A challenge for advancing diversity, equity, and inclusion (DEI) in our department, and likely in other science, technology, engineering, and mathematics (STEM) departments like ours, is that DEI efforts are largely fragmentary, uncoordinated, and not strategic. To address this challenge, our department has established a full-time DEI Coordinator position. Here we describe our department's identification of a funding model, development of position description & hiring, onboarding, and development of a department strategic plan.

Identification of funding model

A major challenge to adding a new staff position in an academic department is identifying the source of funding. Over the last twenty years since our inception, our Biomedical Engineering (BME) department has developed a history of support from local biomedical technology industry both in terms of financial support and advisory board advice and input. Realizing that our DEI efforts were largely fragmented and uncoordinated, we (Ogle) were able to elicit strong support from our industrial supporters. In particular, we identified the need for a DEI Coordinator, and were able to secure financial support for a position from our industry supporters and from our college to establish a DEI Coordinator position in our department. Commitment from industry supporters was then matched by the department and the college.

Development of position description, hiring, and onboarding

Once funding for a DEI Coordinator position was established, we (Ogle) charged a search committee (chaired by Odde) to draft a DEI plan for the department, develop a position description, and interview top applicants. Over the course of several months, a committee composed of two faculty, two BME undergraduate students, two BME graduate students, and two BME staff members, for a total of eight committee members, developed a position description and DEI plan. The search committee started by articulating a pledge/vision, resulting in:

BME Pledge/Vision

The members of the Biomedical Engineering Department

- value diversity and recognize the importance of uplifting diverse and underrepresented perspectives

- are dedicated to continuous education and growth in our personal and collective understanding of diversity, equity, and inclusion.
- strive to identify policies and practices in our department and in our field that undermine diversity, equity, and inclusion, and take responsive action to correct them.
- are committed to building a diverse, equitable, and inclusive culture where we welcome, support, and advance the career aspirations of all members of the BME community, past, present, and future.

In addition, the committee drafted a DEI plan for the department. From the committee charge, it was clear that the plan should be relatively high-level, since development of a detailed strategic plan would be a major task for the newly hired DEI Coordinator. Here is the DEI Plan that the committee developed:

Plan (not Strategic Plan)

- Engage and build relationships with diverse, underrepresented communities
 - Connect with BIPOC communities and DEI programs outside of UMN
 - Connect with BIPOC groups on campus
 - Coordinate with DEI programs and initiatives at UMN
- Actively and equitably recruit and retain BME members to foster a healthy, supportive, respectful, diverse, and inclusive community for
 - Students
 - Staff
 - Faculty
- Build DEI Education & Culture
 - BME community education and foundational understanding about DEI
 - Weed out practices that damage and foster practices that support DEI in BME Education and Research
 - Build a healthy and supportive environment where everyone feels valued, including those who have been historically underrepresented in BME
- Advance BME community member careers
 - Student career advancement
 - Staff career advancement
 - Faculty career advancement

From this plan, we developed a position description, interview questions, and rubric for assessing responses to interview questions, details of which will be shared at our poster presentation. After interviewing multiple wellqualified candidates, we were able to hire an exceptionally well-qualified and talented new DEI Coordinator for our department.

Development of a department strategic plan

Once brought onboard as a staff member in our department, our new DEI Coordinator (Horsford) set about meeting with each individual faculty member, relevant contacts across the University, and closely engaging with our grassroots BME DEI Alliance. For the Alliance, the Coordinator was able to provide stable organization and leadership as a part of her job responsibilities, rather than as an extra volunteer activity for students/staff/faculty, as had been the case previously. In addition, she was able to work with the BME community, in consultation with the larger College of Science & Engineering and University communities, to develop a draft DEI Strategic Plan for the BME Department, details of which will be shared at our poster presentation.

Summary and conclusions

While our department's DEI efforts are still in development phase, they are now in position to be more synergistic, coordinated, and strategic than was the case previously. Overall, we are finding that a department level DEI Coordinator has the potential to provide domain expertise, professionalism, and leadership that far exceeded the department's previous capacity to coordinate DEI efforts. This level of investment with financial support from aligned external and internal partners can be a model for elevating department-level DEI efforts in STEM fields generally.

Acknowledgments

We would like to acknowledge our primary industry supporter for this position, Medtronic, Inc., the Dean of the College of Science & Engineering, and the members of the DEI Coordinator Search Committee, Patrick Alford, Nate Benton, Sarah Erickson, Elizabeth Heile, Minwoo Kim, Matthew MacEwen, Armando Mitchell, and Malaney Young. We also thank former UMN Regent Abdul Omari for helpful consultation.

Friday, March 4, 2022 • 10:15 am to 11:45 am

Session 5: Breakout B

Stephanie M Gandy, M.A.

Office of Diversity, Equity, and Inclusion – University of Minnesota, College of Liberal Arts

While sitting in on a DEI-related training session, a white participant noted how difficult they perceived encouraging their staff to engage with anti-racism and DEI-related material in efforts to promote a more equitable work environment. They noted how these trainings appeared to be “extra” work that staff would have to take on in order to fulfill the vision of leadership. To this, I reframed the perspective for the participant in highlighting the fact that what may seem extra to white staff and administration, is an actual daily lived experience for those on staff who identify as BIPOC or those with other identities that have been socially marginalized. The “extra” work he referred to while centering whiteness, was the reality of minoritized people coming to a toxic work environment, expected to produce and survive the racial battle fatigue and other microaggressions of those who find DEI work to be extracurricular.

In researching the impact and effort of equity-based initiatives in higher education, I found a recurring theme of BIPOC staff often taking the onus and making the effort to advance institutional practices that work to eliminate workplace and classroom bias. The statistics show that 79% of higher education full-time faculty self-identify as white. How is the work of all to be whittled down to the effort of the few? The few that are forced to manage the impact of their racial identity and educate their privileged and dominant-raced, white counterparts. How do white faculty implement practices that impact an ever-increasing number of diverse students?

This presentation seeks to bring awareness of and highlight the impact of the campus majority in the role they must take up in order to effectively implement anti-racist practices on college campuses. The material covers common roadblocks, opposition, and historical methods of exclusion that are actively regressing anti-racism in higher education today - including colorblind racism, white savior complex, and the good-or-bad white person binary.

The presentation will include statistical data of the racial makeup of colleges and universities. It will also include elements which detail the impact of equitable practices and the current state of sense of belonging of students of color, the impact on retention of staff and faculty of color, and the framework to introduce in terms of building safe spaces for staff, faculty, and students. In providing resources and tangible concepts, the work can be done to shift the invisible weight of whiteness (Bonilla-Silva, 2012), to the visible. We cannot change what we refuse to see or acknowledge.

The presentation will use the scholarship of Eduardo Bonilla-Silva, Nolan Cabrera, Özlem Sensoy, Robin DiAngelo, Jessica Charbeneau, Lori Patton, and others. The key learning objectives for this session

including building racial awareness in our daily lives, highlighting the importance of naming whiteness, and understanding anti-racism work as everyone's role in higher education – whether that be as a student, faculty member or administrative staff.

Friday, March 4, 2022 • 2:00 pm to 3:00 pm

Session 7: Breakout A

**Cross-institutional Collaboration and Peer-Mentoring among Faculty of Color:
Navigating Tokenism through In-group Social Learning**

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Neely Nandyal, University of Minnesota Twin Cities, nandy020@umn.edu

Session Abstract: Without seeking advice, soliciting review of your work, or observing the career progression of others, one might find themselves unprepared or unsuccessful at advancing their career. Thus, the opportunity to be connected to a social network can be beneficial to finding social support and mentorship to help direct a career in academia. However, the probability of Black, Indigenous, and other People of Color (BIPOC) having a social network at their workplace may be less likely, on account of the limited representation of faculty of color (FOC). This obstacle can be problematic for the career progression of BIPOC. Too often FOC are the only BIPOC in their department, and they inherently become the “token” FOC among their colleagues. In this presentation, we acknowledge tokenism as a pervasive issue and we discuss how cross-institutional collaboration and peer-mentoring can help tokens build a greater sense of community to enhance their learning, development, and engagement.

Extended Abstract: How to secure a tenure-track position and how to prepare for a post-tenure review are examples of universal experiences associated with being a faculty member. At each turning point throughout the career of aspiring tenured faculty, social learning is essential to navigating academia (Niemann, 1999). Without seeking advice, soliciting review of your work, or observing the career progression of others, one might find themselves unprepared or unsuccessful at advancing their career. Thus, the opportunity to be connected to a social network can be beneficial to finding social support and mentoring to help direct a career in academia. However, the probability of Black, Indigenous, and other People of Color (BIPOC) having a social network at their workplace may be less likely, on account of the limited representation of faculty of color (FOC) (Overstreet et al., 2021; Price-Williams & Maätita, 2019). This obstacle can be problematic for the career progression of BIPOC.

Although we do not suggest that BIPOC should only seek social support and mentoring from FOC, we do think that there is value in learning from individuals who share a common identity. Sharing a common identity can also mean being a part of the same culture, having a common knowledge and history, and appreciating the same values, which may lead to encountering similar experiences. Bearing this in mind, race and ethnic identity are strong social indicators that can propel members of the BIPOC community into groups (Price-Williams, S., & Maätita; Scott, 2005). The creation of these in-group formations can be a matter of chance or sometimes a matter of circumstance. This means that people who share the same identity might organically develop an interest in one another by simply acknowledging their commonalities. When it is a matter of circumstance, individuals might seek fellowship with people who

have the same identity because they may have limited representation in their environment. The latter is relevant for individuals subjected to tokenism, which is a “reactive response to hire Black, Indigenous and People of Color (BIPOC) to give the appearance of addressing inequality that may exist in [an] organi[s]ation” (Stables, 2022, para. 2).

When discussing who is most likely to be impacted by tokenism, Ghosh and Barber (2021) explained that tokens are “...racial minorities who often find themselves involuntarily representing their groups in White and male dominated spaces” (p. 1064). However, the authors also recognized that tokenism can refer to any minoritized identity, but it is often researched through a race-conscious lens to demonstrate the isolation and barriers experienced by BIPOC who work in professions historically and presently overpopulated by White men, especially within corporate organizations and higher education. Within these environments, tokenism results in negative social and psychological outcomes for individuals who are underrepresented (Kanter, 1977). Moreover, minorities who have overlapping marginalized identities, such as women of color, are sought after to check multiple boxes to comply with minority quotas (Price-Williams & Maätita, 2019; Scott, 2005). There are many studies that provide evidence that this form of selectivity continues to be an intentional and unintentional practice (Billings, 2021; Ghosh & Barber, 2021; Niemann, 1999; Patterson, 2022), yet, there are less studies that explore how tokens manage their limitations while trying to fulfill the expectations of their employer. In this presentation, we acknowledge tokenism as a pervasive issue and we discuss how cross-institutional collaboration and peer-mentoring can help tokens build a greater sense of community to enhance their learning, development, and engagement.

Many of the benefits of cross-institutional collaboration and peer-mentoring may seem inherent to the role of a faculty member, but there are other benefits that are less obvious. Cross-institutional research projects, virtual writing groups, and special interests groups, for instance, are expected reasons why any faculty member would be a part of a social network. Identifying performative benchmarks for career development might serve as another reason as well. Although these ventures may seem to be universally practiced and valued by all faculty, the impact of these forms of engagement may vary for different social groups. In this case, we found an interest in exploring how cross-institutional collaboration and peer-mentoring impact the learning, development, and engagement of FOC. Additional details of this ongoing study will be disclosed within the presentation. Implications about COVID-19, including remote work, travel restrictions, and fluctuating professional development funding, are also considered to explore how it has impacted FOC experiencing tokenism.

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Friday, March 4, 2022 • 2:00 pm to 3:00 pm

Session 7: Breakout A

Creating mentoring programs that advance minority trainees: views from personal and collective experiences

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Session Abstract: Recently institutions have indicated that they are aiming to recruit scholars from underrepresented minority communities to increase diversity and representation on their campuses. However, recruiting scholars without working on mentoring, retaining or advancing will lead many to leave these places. There are many layers of systemic, structural, and institutional barriers that scholars must overcome to succeed. Herein, I describe the barriers faced by minority scholars navigating academia and propose a mentoring program that could be implemented to increase their chances of thriving.

Grant Review Bias

Obtaining NIH funding is considered a biomedical research benchmark that establishes you as an expert and allows you to sit on grant review panels. Unfortunately, Black applicants are 1.7 times less likely to receive NIH RO1 funding than white applicants (1-2), less likely to have R phases of the prestigious K99/K01s activated (3), and receive lower impact and priority scores due to systemic and scoring bias (2, 4-5). Normally grants are not funded if they score in the 35th-59th percentile, however, white applicants have received funding at this score and black applicants have never been funded at this level (2).

Proposed reasons for barriers

Some proposed reasons that minorities score lower include they are doing community-based work, they are from under resourced institutions, or they are not working at a major institution. Due to these barriers, minority applicants spend more time reapplying for grants, are unable to sit on review panels, and subsequently are unable to advocate for minority researchers or topics related to disparities. Some solutions have been proposed, but they were withdrawn due to pushback (6-7). With a research and clinical workforce that is non-diverse, this translates to FDA approvals for lung cancer immunotherapies having less than 3% participation of black patients in pharmaceutical sponsored clinical trials (8). Until the workforce is more diverse and representative of the patients with the worst disparities and outcomes in diseases, care, and access will continue to be inequitable.

Experiences navigating academia

While navigating academia minorities may experience a lack of mentoring, PIs insulting your intelligence, disregard for your ideas, lack of trust in your capabilities, micromanagement, inability to connect with advisors, your ideas being stolen, inability to voice concerns due to perception of being labeled a trouble maker, having no other friends/role models/community that relates to you, restrictions on travel or presentations, long waits for conference reimbursements, pressure to work unrealistically long hours,

and favoritism.

There are also external factors at play including family commitments, racial profiling, random dress codes, socioeconomic status, being asked to show your ID on campus while others are waived past, inability to flag cabs, fear of driving at night, and people screaming racist and derogatory slurs at you while driving when you are walking. Combine this with the uncertainty that your advisor may not have your best interest if you want or need a letter of recommendation, and you end up trapped in a cycle that never seems to stop.

Advancement Programs

One way to encourage Black and other minority scholars are through development of comprehensive programs that focus on recruitment, retention, and advancement of these scholars. The gold standard for these programs is the Meyerhoff Scholars Program at University of Maryland Baltimore County which was created in 1999 to increase the number of black STEM Ph.D.s. At least 367 have Ph.D.s and 180 have M.D. or D.O. degrees. Many places do not have the backing or resources to create a program as bold or ambitious.

I have been funded by or participated in McNair Programs, NIH Supplements to Promote Diversity, and Peer Academic Leaders (P.A.Ls.). Based on my years of navigating graduate and postdoctoral training programs and conversations with other minorities, I have conceptualized a mentorship program that could be implemented by external funding agencies that would eliminate some of the blind spots in mentoring programs that do not allow accurate assessment of the progress of trainees. While most programs want a mentoring plan that requires annual updates, this does not really indicate if the scholar will thrive.

Advancement Program Proposal

A more encompassing externally funded program should have 8 key components.

- The program must accurately state the goals, expectations, and outcomes.
- Diversity in reviewers, institutions, and geography.
- Grant administrators must directly communicate with awardees to assess lab culture, fit, and growth opportunities.
- Applicants should be able to leave and take their funding from untenable environments, and then PIs and institutions should be prohibited from applying if these are repeat occurrences.
- There should be a panel of mentors that are vetted for their commitment in disparities or advancing minority scholars with in-depth questionnaires and interviews.
- An annual scholars summit to allow awardees to present their research, network with other scholars and mentors, and have discussions about barriers to advancement.
- Networking in person or via use of list servers and social media between awardees and mentors.
- Professional development monitoring and sessions related to budgets, alternative careers, difficult discussions, and so forth.

Summary and conclusions

A more fully comprehensive program of this type would empower awardees to advance in their fields, and give them the skills and confidence to make career pivots if it is best for their personal growth. While the idea is to increase STEM Ph.D.s and M.D.s, it should not be a requirement that they must stay in academia.

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Friday, March 4, 2022 • 2:00 pm to 3:00 pm

Session 7: Breakout B

Breaking the Invisible and Visible Strongholds Over Mid-Career Women Faculty in Medical Sciences: Implications for Retention and Career Advancement

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Session Abstract: The main objective of this presentation is to address the invisible and visible barriers and facilitators of retention and promotion of women faculty at the University of Minnesota Medical School. This presentation will share results and emergent themes from focus groups conducted at the University of Minnesota Medical School in the Fall of 2021 by the Center for Women in Medicine and Science (CWIMS). Faculty from the 27 departments of the medical school, including both basic science and clinical departments and PhDs and MDs, were recruited to learn more about barriers and facilitators to successful retention and promotion of women faculty. After results are presented, programming ideas that CWIMS is creating to ensure retention and promotion of mid-career faculty will be shared and audience feedback will be welcome.

A recent report published by AAMC showed that women faculty at the University of Minnesota Medical School were represented in less than half of all promotions; only 43% of promotions from assistant to associate professor were women faculty and only 29% of promotions from associate to full were women faculty (AAMC, 2018). Unfortunately, the University of Minnesota Medical School climate regarding promotion and retention of women mirrors the national trends. Specifically, prior studies nationally have shown that women faculty in academic medicine are outnumbered by men, and are promoted at lower rates than their male counterparts (Carr, et. al, 2015), especially at the level of associate to full professor. We also know that women faculty in academic medicine are leaving their jobs at a new all-time high rate and that something must be done (Adamo, 2013). When considering the intersectional experiences of women we further see that the barriers, both small and large, have created what some describe as a multifactorial, cumulative phenomenon whereby academic women, especially physicians, become invisible at the mid-career stage (Lewiss et al., 2020). At the same time, there is a lack of knowledge and expertise regarding how to close these gender gaps at the national or local level.

Thus, to eliminate inequities and create an inclusive, just, and diverse representation in science and medicine for future generations, we must first fully identify the barriers present. This presentation will focus on the intersectional experiences of mid-career women faculty at the University of Minnesota,

Medical School by exploring national trends and elevating local narratives collected through a focus groups based research study conducted at the Center for Women in Medicine and Science at the Medical School (CWIMS).

Defining gender, intersectionality, and diversity

This presentation will focus on the dynamic and diverse experiences of faculty who identify as women. We assert that gender is a social construct and utilize the Butterfly Model (Equity and Diversity Education, 2020) to ground this conception. We further understand that identities, often produced by systems of power and oppression, such as “race, class, gender, sexuality, ethnicity, nation, ability, and age operate not as unitary, mutually exclusive entities, but as reciprocally constructing phenomena that in turn shape complex social inequalities” (Collins, 2015, p. 2).

Methods: CWIMS focus groups action research at the University of Minnesota Medical School

The Center for Women in Medicine and Science team of investigators conducted 8 focus groups (n=62 faculty) between October-November 2021 aimed at understanding faculty's lived experiences regarding gender-specific barriers to, and positive markers of successful retention and promotion for women at the University of Minnesota, Medical School. Eligibility criteria included: (1) at least 6 years as faculty at the medical school, (2) attained the rank of associate professor or full professor, and (3) identified as being a woman. The medical school departments represented in the focus groups included both basic and clinical departments. Participants were a mix of PhD and MD faculty, with years at the medical school ranging from 6-40 years. Each focus group lasted 90 minutes and included 12 open-ended questions. Focus groups were coded using Nvivo. Key themes were identified across the focus groups. CWIMS is using these themes to identify key actionable initiatives and design programming and resources to reduce barriers and accelerate promoters of promotion and retention of women faculty.

Major themes related to retention and promotion of women faculty identified in focus groups:

- Career advancement opportunities and barriers for women faculty at the mid-career stage (e.g. lack of leadership opportunities for women, need for clarity on career advancement requirements)
- Systemic issues (e.g., lack of important benefits including childcare costs, sick child care, pumping policies, lack of transparency in promotion and tenure process) either contributing to or hindering the successful retention of women faculty at the mid-career stage
- Cultural issues (e.g., culture of leadership appointments, sponsorship, micro/macro-aggressions) either contributing to, or hindering, the successful retention and promotion of women faculty at mid-career stage
- Promotion and Tenure codes not supporting the work of women (e.g., service/committees, mentoring)
- Retention of women faculty not prioritized by departments or medical school broadly (e.g., no standardized policy on salary increases after promotion/tenure, salary equity issues, men more willing to get offer letters other places to obtain retention packages)

It is difficult to recruit and retain women faculty in medical schools. In addition, less than half of women faculty in medical schools are successfully promoted to associate professor, and even fewer (about 29%) are promoted to full professors (Richter, Clark, Wick, et al., 2020). This is a significant problem given more women undergraduates are going into medical school and basic science programs than ever before and they will lack female role models and mentors. This has been made especially relevant and critical during the COVID-19 pandemic response. Nationally, women faculty have felt the impacts of institutional changes due to COVID-19 (e.g. stay at home order, clinical work loads, work/life balance) disproportionately in comparison to their colleagues (National Academies of Sciences, Engineering, and Medicine, 2021). At the same time, the U.S. Bureau of Labor Statistics reports increased resignations/separations in both the fields of education and health services (Table 16. Annual Total Separations Rates by Industry and Region, Not Seasonally Adjusted, n.d.). It will be key to the success of our institution and the health of our faculty to commit time and resources to supporting our women faculty in their promotion and tenure, in addition to retaining them through all stages of their career.

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Friday, March 4, 2022 • 3:10 pm to 4:00 pm

Session 8: Breakout A

Anti-Racist Learning Community at UMD

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Session Abstract: The Anti-Racist Learning Community at UMD formed in Spring 2021 and used Isabel Wilkerson's book *Caste: The Origins of Our Discontents* (2020) as an organizing text to help understand, identify and propose solutions to systemic racism at UMD. Using Design Thinking methods, the organizing committee facilitated discussions to gather ideas from group members. Over the summer, we transformed that work into Action Items with justification, purpose, goals, metrics, and more. In Spring 2022, the ARLC is forming Affinity Groups to work on three prioritized Action Items. All faculty, staff, and students will be welcome to join these Affinity Groups. The goal of these groups is to harness the many minds and viewpoints of the UMD community, leaving aside built-in hierarchies that often limit our ability to tackle problems. With this goal in mind, the Affinity Groups will meet with the senior academic leadership at UMD.

ARLC Origin (James Rock)

The ARLC was created from different efforts on campus committed to making UMD more anti-racist in the wake of George Floyd's murder. During the summer of 2020, UMD's Swenson College of Science and Engineering Multicultural and Diversity Committee (MCDC) started an anti-racist discussion group. During the Fall of 2020 the Anti-Racist Subcommittee of the Employees of Color and American Indian group (EOCAI) at UMD released the "Three Transformational Initiatives" memo calling for UMD to have an anti-racist liberal education course to be required of all students, a Vice Chancellor of DEI, and a cluster hire of 50 faculty of color. Later in the Fall of 2020, engagement specialist Rev. Dr. Jamie Washington was invited by campus leadership to lead a virtual workshop. An outcome from that event was the idea to form an anti-racist learning community at UMD. The spark for the ARLC was ignited during an invited presentation by the MCDC co-chairs, Christina Gallup and Jim Rock, to the Faculty Senate regarding their DEI efforts. Jennifer Moore from Faculty Senate proposed that our anti-racist discussion group would be better as an anti-racist learning community, and proposed a partnership to take it campus-wide. We formed a grass-roots collaboration, bringing in Staff Senate leadership and several other faculty, including from the EOCAI, to form an organizing committee and put out a call to form the ARLC.

ARLC Activities (Jennifer Moore)

170 faculty and staff signed up for the ARLC in spring of 2021. We met in small groups for bi-weekly and for full group monthly meetings on Zoom during the Spring 2021 semester. We used Isabel Wilkerson's book *Caste: The Origins of Our Discontents* (2020) as an organizing text to help understand, identify and

propose solutions to systemic racism at UMD. Using Design Thinking methods, the organizing committee facilitated discussions to gather ideas from group members. Over the summer we transformed that work into Action Items with justification, purpose, goals, metrics, and more. In the Fall of 2021 we brought in administrative expertise, including Susana Pelayo-Woodward, to enhance our ability to define and achieve our goals.

The ARLC created a list of 7 Action Items and in Fall 2021 chose to prioritize these three Action Items:

1. Review of policies and procedures on all levels at UMD with a critical lens toward anti-racism, inclusion, and social justice.
2. Incentivize the Diversity, Equity, and Inclusion (DEI) work (training, action steps, evaluation) for all parties on campus (administration, faculty, staff, students).
3. Examine how to incorporate anti-racism, inclusion, and social justice learning outcomes into the Liberal Education Program and academic programs at UMD.

ARLC Goals (Christina Gallup)

In Spring 2022, the ARLC is forming Affinity Groups to work on each of these three prioritized Action Items. All faculty, staff, and students will be welcome to join these Affinity Groups. The goal of these groups is to harness the many minds and viewpoints of the UMD community, leaving aside built-in hierarchies that often limit our ability to tackle problems. With this goal in mind, the Affinity Groups will meet with the senior academic leadership at UMD. The idea for this collaboration is based in part on a paper by Ash et al. (2020) called “Anti-Racism in Higher Education: A Model for Change.” They conclude:

A radical yet achievable reconceptualization of consciousness and collective action is required. Only the intentional, albeit painful, steps toward power-sharing at the highest levels of higher education will lead to meaningful change that values, affirms, and empowers historically marginalized people in higher education. (Ash et al., 2020)

Inter- and intra-institutional partnerships and the ARLC (Anne Hinderliter)

The ARLC is an informal partnership between members of UMD Faculty, Staff Senate, EOCAL, and the SCSE MCDC (now called the Action Committee for Diversity, Equity, Inclusion and Justice). Separately, each of these groups supports increasing diversity in faculty, staff, and students at UMD and recognizes that systemic inequities on campus make it difficult to recruit, hire, and retain faculty, staff, and students from underrepresented populations. The ARLC aims to identify and work to break down these barriers and inequities in a way that has not been done before: bringing in many voices that do not normally get heard in the often compartmentalized and hierarchical nature of academic institutions and giving them direct access to senior administration. We hope that this leads to insights and solutions and to a culture shift that will lead to improved recruitment and retention rates.

Senior Administrators and the ARLC (Christina Gallup)

One of the main tenets of Wilkerson's book is that you need to get at the "bones" to really dismantle structural racism. Part of the bones that keeps academia from making real progress in race, power, and justice issues is the entrenched hierarchy that supports the status quo by its very nature. By forming Action Item affinity groups that are open to all and that have direct access to campus leadership, we hope to make radical collective action possible. We seek to create a two-way street, where senior administrators are able to hear directly from faculty and staff from all stations at UMD and faculty and staff are able to hear the senior administrators' point of view. This would help to mitigate limitations in senior leaderships' ability to identify and address structural racism at UMD.

References

- Ash, A. N., et al. (2020). Anti-racism in higher education: A model for change. *Race and Pedagogy Journal*, 4 (3), 1-34.
- Wilkerson, I. (2020). *Caste: The Origins of Our Discontents*. Random House.

Friday, March 4, 2022 • 3:10 pm to 4:00 pm

Session 8: Breakout B

“Finding sisterhood in a faraway land”: Social Support System Critical to Wellbeing of Women Faculty of Color

Olihe Okoro, Ariri Onchwari, Insoon Han, Susana Woodward,
University of Minnesota Duluth

Women faculty of color (WFC) are at the intersection of the racial and gender disparities with regards to representation at the University of Minnesota, Duluth (UMD). Lack of representation within campus is often a dis-incentive to potential faculty recruits, and influences retention. Most faculty of color are transplants to Minnesota. For those from outside the North American continent, the pull is to live in places where there are family members and/or fellow countrymen. With the lack of diversity in the Twin Ports area (Duluth MN, Superior WI), WFC at UMD, do not have the luxury of this essential support system that promotes wellbeing. Those who have stayed on to build a career at UMD can attest to one thing – finding sisterhood in the wider community has been critical to living and thriving. The proposed panel will highlight the support system that is critical for WFC.

The panel will address the issues of recruitment, advancement, and retention of WFC, as it relates to community resources and social identities. We will showcase the often untapped opportunities that will not only increase the number of women faculty emerging from marginalized communities, but also help with their retention.

WFC are often care-givers to family members (including children, extended family members, elderly relatives). In addition to mentoring and support aimed at enhancing professional growth, they often need other types of social support to enhance wellbeing, which is fundamental to their advancement. Efforts towards recruitment, advancement and retention must take into account the availability of an adequate social support system. In addition, the constant presence in “White spaces” with accompanying microaggressions take a toll on mental health and wellbeing in general. Spaces that afford emotional equilibrium therefore become essential.

The panelists are women from different countries of origin and represent diverse academic and social demographics. Our contexts and identities are different in many ways. However, we are all women of color who have made professional progress and have remained at UMD for a range of 7 – 30 years. Collectively, we will bring forth a perspective that is often neglected in efforts to recruit and retain WFC – the community-based social support system: the enabling power of sisterhood!

Individual Presentations:

Olihe Okoro: Having spent most of my adult years in my home country Nigeria, living in the United States has been more challenging than anticipated. A significant part of these challenges is the multiple minority statuses and intersecting identities I bring with me - black, African, woman, immigrant, highly educated, married, mother, Christian. The faculty job alone is not sufficient to keep me here. I will share with you my trajectory as faculty. I will demonstrate the importance of the support system I have in the women I now call “sisters” in my sustained stay at UMD. These women from different African countries, of all works of life, and of varying ages are my community. We encourage and celebrate each other. We laugh and cry with each other, as we experience all that life throws at us. We “do life” together.

Susana Woodward: *“Caminante no hay puentes, se hacen puentes al andar” (Traveler, there are no bridges, one builds them as one walks).* — Gloria Anzaldua

As I reflect on my own journey as a woman and as an immigrant to this country, I realized how fortunate I have been to have met some amazing women who share some similar experiences of living in between two worlds. As a young woman, I made the journey up north as many of my country's people have done for generations. When I arrived in Ely, MN, I did not meet any other Mexican or other women of color. It was not until I moved to Duluth when I met other Mexicans and women of color. However the number of women of color was very small. This did not impede me to reach out and find a way to build community with other women. Community is extremely important to me and more important to be able to work and survive in this area. In my talk, I will share my personal experiences of building community within our campus community and the larger Twin Ports community.

Ariri Onchwari: I am a founding member of our 12- year old African diaspora Sisterhood. The group, which is open to all African women in our region, is extremely diverse, and multifaceted. Its membership constitutes colleagues from the university, accountants, stay-at-home moms, doctors, nurses, entrepreneurs, students, etc. There is also diversity with respect to country of origin, class, age, etc. Over a colorful African meal during our monthly meetings, we provide each other with a safe space. In this space we laugh, de-stress, dance, learn about various topics, consult, mentor, receive mentorship, etc. Further, our much-utilized WhatsApp media platform provides round-the-clock communication among members. The sisterhood also creates an opportunity for family members to socialize and have a wide range of their needs met.

Insoon Han: As an Asian woman who immigrated from South Korea in my late 30s, I found sisterhood that has supported me tremendously for years, to live and thrive personally and professionally from the following three wider communities: A US-nationwide online community for Korean American woman; A Duluth local chapter of the Delta Kappa Gamma Society International; and A Duluth local social club for Asian women. I will share the roles that each of these communities have played in providing me with not only social and emotional support but also practical information to maintain wellbeing in my life.



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