BAA Academic Programs Section Meeting

February 5, 2020
Aspire Alliance Overview

**Overview**

**Levers of Change:**

**FACULTY & INSTITUTIONAL LEADERS**
- When faculty adopt inclusive practices in teaching, research mentoring, and advising, they promote positive climate, learning, and formation of science identity.
- When institutions develop more diverse faculty, URG students will have more role models for STEM.

**How Change Will Occur:**

**RESEARCH INFORMED GOALS**
- **GOAL 1:** Deepen faculty skills in inclusive teaching, mentoring and advising practices
- **GOAL 2:** Increase representation of URG people in the professoriate
- **GOAL 3:** Foster institutional cultures that value inclusion and diversity in STEM

**Where Change Will Occur:**

**ALLIANCE DOMAINS**
- Institutional Change Initiatives
- Regional Change Initiatives
- National Change Initiatives

**AIM:**

Inclusive and Diverse National STEM Faculty
- Increased Learning, Persistence, and Completion for URG Students

**Leadership Team (Vision, Alignment, Reinforcement, Expansion)**

**Research (Understanding How Change Happens)**

**Evaluation (Formative and Summative)**

**Backbone (Central Coordination Hub)**

NSF INCLUDES
Institutional Change (IChange)

Vision and Structure

IChange seeks to cultivate postsecondary institutions where

- URG STEM faculty are widely recruited, hired, and retained
- All STEM faculty employ inclusive teaching, advising, and research mentoring

Through Key Activities

- IChange Network community of transformation
- IAspire Leadership Academy
- URG STEM Community of Support

Supported by

- IChange Co-Leads
- IChange Consultants
- IChange Project Manager
- IAspire Lead & Project Manager
- External Partners
IChange Team Process

1. Identify and Recruit IChange Team
   - Pull together a diverse coalition from across campus to work on self-assessment and action planning

2. Complete Institutional Self-Assessment
   - Evaluate current policies, practices, and data related to the recruitment, hiring, and retention of URG STEM faculty & STEM faculty who employ inclusive practices

3. Develop an Action Plan
   - Using self-assessment results, develop an action plan to address most critical areas for strengthening

4. Implement
   - Implement action plan elements (potentially piloting strategies within colleges, schools, or departments)

5. Review Progress and Iterate
   - Review progress on action plan, revise, iterate, implement

Year 1

Years 2 & 3
IChange
Benefits

- Engagement with national partners
- Competitive collaborative “catalytic” funding
- Access to URG faculty network
- Priority for IAspire Leadership Academy
- Learning from peers and technical advisors
Accepting New Applications in 2020 for Cohort 3

Applications open on May 4, 2020
Applications close on August 3, 2020

Chief Academic Officers (or their representative) should complete the application.

Chief Academic Officers should identify a small team to work on the application that includes institutional leaders with knowledge of institutional faculty recruitment, hiring, and retention; STEM faculty practices and culture; and, diversity, equity, and inclusion efforts.

Applications are evaluated on their articulation of institutional readiness for change as well as degree of alignment with Aspire’s goals and activities. Additionally, the final determination of composition of the cohort will consider the diversity of institutional characteristics as well the possibility of substantive peer learning within the Network.
Q&A WITH CURRENT ICHANGE TEAM MEMBERS
University of Central Florida

Jennifer Sandoval
- Faculty Fellow for Inclusive Excellence
- Associate Professor Nichols School of Communication and Media

Ali Gordon
- Associate Dean for Graduate Affairs College of Engineering and Computer Science
- Professor, Mechanical and Aerospace Engineering
Cohort 1
- California State University, Northridge
- Cleveland State University
- Florida State University
- Georgia State University
- Montana State University
- Indiana University Purdue University Indianapolis
- University of California, Irvine
- University of Central Florida
- University of Houston
- University of Illinois
- University of Oregon
- University of South Carolina
- The University of Texas at San Antonio
- University of Vermont
- University of Wisconsin-Madison

Cohort 2
- Auburn University
- Ball State University
- Central Michigan University
- Florida International University
- Iowa State University
- North Dakota State University
- South Dakota State University
- University of Tennessee, Knoxville
- University of Texas at Austin
- University of Arkansas-Fayetteville
- University of California, Davis
- University of Cincinnati
- University of Florida
- University of Georgia
- University of Missouri
- University of Nebraska-Lincoln
- University of North Carolina at Charlotte
- University of North Texas
- University of South Florida
- Western Michigan University
WORKSHOP
IDENTIFYING AREAS FOR GROWTH USING THE INSTITUTIONAL MODEL FOR INCREASING FACULTY DIVERSITY
Rethinking the “Pipeline Problem”:

Centering the Institutional Role in Increasing Faculty Diversity

- Increasing faculty diversity at the institutional level is a **multidimensional** process
- Actions must take place at
  - The institutional level
  - The college and departmental level
  - With other institutions through external networks and partnerships

Adapted with permission from:
Introducing the Institutional Model for Increasing Faculty Diversity

- Provides an integrated framework for increasing faculty diversity at the institutional level
- Organizes dimensions for change and creates a set of criteria against which institutions can assess their efforts to promote faculty diversity
- Offers a way to understand the multiple ways stakeholders in and outside of the institution can promote faculty diversity within and across institutions
Institutional Model for Increasing Faculty Diversity
Institutional Context

Background & Barriers

● Layers to institutional context
  ● Campus
  ● College
  ● Department

● Can be an important lever for policy change

● Includes
  ● Campus-wide compositional diversity
  ● Climate issues
  ● Policies and programs and their alignment with institutional mission

Key Questions

● Do you have a Chief Diversity Officer or senior level administrator (reporting to the president or provost) tasked with developing and directing institutional diversity and equity initiatives?

● Have you completed a campus-wide climate assessment in the past 3 years?

● Have institutional level goals for diversity in faculty hiring, tenure, promotion, and advancement been set?
Recruitment

Outreach

Hiring

Yield

Background & Barriers

- Applicant pools often cultivated for specific positions, not broadly
- Bias and emphasis on traditional metrics in evaluation of applicants
- Lack of intentionality in crafting and sharing position descriptions
- Perceived interest of minoritized applicants
- Few strategic efforts in place for dual career couples and lack of information about community

Key Questions

- Does your institution actively support faculty networking at places where they will interact with or learn about diverse candidates (e.g. travel funds, stipends to attend a conference for women or underrepresented scientists)?
- Is there a senior administrator at the campus level responsible for coordinating outreach efforts or outreach programs, independent of individual searches?
- Are search committees given guidance on how to assess candidates based on standard and non-standard metrics of success (e.g. contribution to campus diversity, community engagement, engaged pedagogy)?
- Is there a centrally organized program that allows departments and colleges to engage in “target of opportunity hires,” or recruit scholars that can contribute to campus and/or departmental diversity goals?
- Do you track effectiveness of offers and hiring strategies through an assessment of yield data at the institutional level?
- Is information formally collected on why offers are or are not accepted?
Transition

Background & Barriers

- Challenges
  - Role clarity
  - Confidence and efficacy
  - Building social connections on and off campus

- Generally, new faculty are underprepared for their new roles

- Trends exacerbated by lack of quality mentoring for women and men of color in graduate school

Key Questions

- Are new faculty provided with access to mentors prior to beginning their academic appointment?

- Are there centrally organized opportunities for new faculty to participate in professional development activities and/or workshops prior to beginning their academic appointment?

- Is there a website, resource guide, or office which addresses common concerns for new faculty?
Is there a formal mentoring program, policies, or guidelines addressing the mentoring of new faculty at the university, college, or department level?

Do you offer centrally organized opportunities and/or incentives for senior faculty to support and collaborate with junior faculty on writing and research?

Are there structured opportunities and resources available which address the unique challenges faced by faculty who are women and/or by faculty who identify as Black, American Indian, Latina/o/x, or Native Hawaiian/Pacific Islander?
Retention

Professional Development

Tenure and Promotion

Satisfaction and Support

Background & Barriers

Key Questions

- Are there published guidelines that clearly communicate the criteria and necessary benchmarks candidates must achieve to receive tenure and/or promotion?

- Is there a formal way to evaluate and incorporate a professor's contribution to campus diversity goals and initiatives in their promotion and tenure review?

- Are tenure and promotion committees provided with information and guidance about:
  - how to balance feedback from student evaluations, peer evaluations, and other indicators in assessing teaching quality?
  - criteria that can be used in assessing scholarly productivity and impact, and how those criteria should be weighted in the process?
  - the value of and how to consistently assess engagement in service and community action?
  - the unique challenges of underrepresented faculty and issues related to campus climate?
Background & Barriers

Key Questions

- Are data collected from exit interviews or surveys used to develop retention programs and policies through intentional and centrally organized processes?
- Are there policies and procedures for faculty to report grievances, discriminatory experiences, and microaggressions?
- Is there a person in the position of faculty advocate or ombudsperson?
- Do departments track whether there is an equitable distribution of:
  - teaching loads?
  - advising loads?
  - committee work and other service assignments?
Overall Reflection

• Find two colleagues at other institutions
  – How would you now describe the challenges and barriers your institution struggles with?
  – What surprised you?
  – What did it confirm for you?

• Group discussion
  – How did you describe the challenges your campus is facing?
  – What did you learn in this process?
Learn more about Aspire’s Institutional Change Initiative