



# Promoting Diversity in the Professoriate: Individual and Organizational Approaches

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AGEP-NC Summer Alliance Meeting  
Wednesday, June 29, 2022

# Outline

To talk about ways of demonstrating commitment to diversity, equity and inclusion

To review the benefits of and challenges to advancing diversity, equity and inclusion efforts

To explore recruitment, retention and advancement best practices in pursuit of inclusive excellence

To discuss individual and organizational interventions which support the success of members of underrepresented groups

# Background

About the Alliance for Graduate Education and the Professoriate (AGEP)

## Mission

To advance knowledge about models to improve pathways to the professoriate, and success of historically underrepresented minority (URM) graduate students, postdoctoral fellows and faculty in specific STEM disciplines and/or STEM education research fields.

About AGEP-NC

## Mission

To develop, implement and study the AGEP North Carolina Alliance model for creating institutional, department-level and faculty change to promote historically underrepresented minority US citizens who are completing their STEM doctoral degrees and progressing into faculty positions.

AGEP-NC Summer Alliance Meeting Theme: “Preparing a Diverse Population of PhD Students to Move into the Professoriate”

# Background (cont'd)

## About AGEP-NC Model for Change



1. Shared Leadership
2. Senior administrative support
3. Robust (flexible) design
4. Faculty development
5. Visible action



# **Demonstrating Commitment to Diversity, Equity and Inclusion**



**Inclusive  
Excellence**

**Bolster Research,  
Clinical and Patient  
Outcomes, Outreach  
and Engagement  
Efforts, and Economic  
Development**

**Enhance Overall  
Learning, Living and  
Working Experience**

**Support Retention  
and Success**

**Recruit, Train, Hire**



# **Benefits of and Challenges to Advancing Diversity, Equity and Inclusion Efforts**

# Why Diversity Matters





# Multilevel Challenges That Impact Diversity, Equity and Inclusion

Local (Department, School, Unit or Group)

Senior Administration

Individual

# Challenges to Advancing Diversity, Equity and Inclusion – Local

To concisely articulate and clearly communicate local commitment to, and values around diversity, equity and inclusion

To develop a single diversity, equity and inclusion strategy AND action plan that would be effective across the target population

To effectively implement, monitor and assess progress based on action plans and improving outcomes for various constituents among the population

# Challenges to Advancing Diversity, Equity and Inclusion – **Senior Administration**

Communication

Resistance to Change

Policy Implementation

Organizational Climate and Change Management

# Challenges to Advancing Diversity, Equity and Inclusion – Individual

Inherent Bias

Lack of Knowledge

Absence of Buy-in

Fear of Consequences

# First, We Must Acknowledging Our Biases...

*Bias* – a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly

Source: Merriam-Webster's Learners Dictionary


Acknowledging our own biases is the first step toward equity.

Resource: Implicit Association Test. Project Implicit (<https://implicit.harvard.edu/implicit/index.jsp>)

# Impact on Bias on Members of Underrepresented Groups

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#Career Advice

## Being a Black Ph.D. Student Following George Floyd's Murder

Academe forces black scholars to choose between fully processing our emotions during moments of racial injustice and producing enough research to succeed professionally, writes Clifton Boyd.

By [Clifton Boyd](#) // June 11, 2020

9 COMMENTS

Over the last couple of weeks, I have avoided attending protests demanding justice for George Floyd, Breonna Taylor and the countless other black Americans murdered by the police over the decades. This is not due to a political incompatibility – as a black man who has experienced various forms of antiblackness both in and outside academe, I wholeheartedly support the Black Lives Matter movement and the fight for racial and social justice. Rather, it is



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#Career Advice #Conditionally Accepted

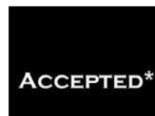
## The Life of a Black Academic: Tired and Terrorized

What has not been acknowledged is the world of terror enveloping many black academics that has changed feeling tired to absolute exhaustion, Henrika McCoy writes.

By [Henrika McCoy](#) // June 12, 2020

22 COMMENTS

By now you have probably seen posts on social media written by your black colleagues indicating they are tired. Just to be clear, that weariness is long-standing, and it is no secret to other black people. It has simply now morphed into exhaustion that is so overwhelming that we are now voicing it out loud to you.



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LABOR & WORK-LIFE ISSUES

## 'I Was Fed Up': How #BlackInTheIvory Got Started, and What Its Founders Want to See Next

By [Francie Diep](#) | JUNE 09, 2020



Courtesy of Shardé M. Davis  
Shardé M. Davis and Joy Melody Woods at the National Communication Association's African American Communication and Culture Division/Black Caucus

Joy Melody Woods first typed out the #BlackInTheIvory hashtag sometime late Saturday night. She and Shardé M. Davis, her friend and colleague, were spending the evening on Twitter and texting each other. Both are black women in communications research — Woods a doctoral student at the University of Texas at Austin, and Davis an assistant professor at the University of Connecticut.

# Impact on Bias on Members of Underrepresented Groups (cont'd)

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## NIH peer review: Criterion scores complete for racial disparities in overall impact scores

[Elena A. Erosheva](#)<sup>1,2,3,4,\*</sup>, [Sheridan Grant](#)<sup>1</sup>, [Mei-Ching Chen](#)<sup>5</sup>, [Mark D. Lindner](#)<sup>5</sup>, [ID](#)

+ See all authors and affiliations


Science Advances 03 Jun 2020:  
Vol. 6, no. 23, eaaz4868  
DOI: 10.1126/sciadv.aaz4868

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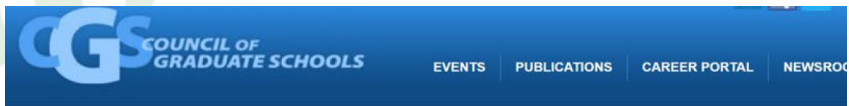


A U.S. representative has called for a study of academic racism in all of its forms. ROBERT NEUBECKER

## Senior U.S. lawmaker wants National Academies to scrutinize racism in science

By Jeffrey Mervis | Aug. 11, 2020, 2:15 PM

# Impact on Bias on Members of Underrepresented Groups (cont'd)



Member Engagement | Best Practices | Benchmarking | Public Policy & Advocacy

Home / CGS Takes Action to Protect Pathways to Graduate Schools for Underrepresented Graduate Students during COVID-19



## CGS Takes Action to Protect Pathways to Graduate Schools for Underrepresented Graduate Students during COVID-19

AUGUST 6, 2020

 URM Grad Students RAPID PR.pdf

FOR IMMEDIATE RELEASE

Contact: Katherine Hazelrigg (202) 461-3888 / [khazelrigg@cgs.nche.edu](mailto:khazelrigg@cgs.nche.edu)

Washington, DC — The Council of Graduate Schools (CGS) announced a new project to examine the obstacles underrepresented students (URM) have faced in their matriculation, persistence, and completion of STEM graduate programs in the wake of the COVID-19 pandemic. With funding from the National Science Foundation’s (NSF) Rapid Response Research (RAPID) program, CGS will collaborate with the Council for Opportunity in Education (COE) and the Council of Historically Black Graduate Schools (CHBGS) to understand challenges currently faced by URM and first-generation students and provide just-in-time information that will help support their success.

“First-generation, low-income, racially, and ethnically underrepresented (URM) students have been at greatest risk of educational disruptions during the recent pandemic,” said CGS President Suzanne T. Ortega. “This means that the modest gains the U.S. has seen over the past ten years in URM graduate enrollment and degree completion are in real jeopardy. The insights we will gain from this work will generate evidence-based resources and policies surrounding admissions, funding, and other forms of student support.”

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CAREER FEATURE · 08 SEPTEMBER 2020

## Pandemic darkens postdocs’ work and career hopes

*Nature’s* survey of this key segment of the scientific workforce paints a gloomy picture of job-loss fears, interrupted research and anxiety about the future.

Chris Woolston



Find a new job



Credit: Getty

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# Impact on Bias on Members of Underrepresented Groups (cont'd)

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SCIENCEINSIDER

## NIH launches grant program aimed at closing the funding rate gap between Black and white investigators

New program will award up to \$20 million a year in research grants to some underrepresented scientists

17 JUN 2022 • 12:15 PM • BY [JOCELYN KAISER](#)

## 'Misconceiving Merit'

Authors discuss their new book on the way science discriminates against those who are not white or Asian heterosexual men.

By [Scott Jaschik](#) // June 28, 2022

Science is a meritocracy. The merit of scientists' ideas matters much more than whether a scientist is Black or white, a man or a woman, and is gay or straight. Right?

Not so fast, says a new book, *Misconceiving Merit: Paradoxes of Excellence and Devotion in Academic Science and Engineering* (University of Chicago Press). The book is by two scholars of work and gender. Mary Blair-Loy is professor of sociology at the University of California, San Diego. She is the



# NIH Director Statement on Structural Racism

*“To those individuals in the biomedical research enterprise who have endured disadvantages due to structural racism, I am truly sorry. NIH is committed to instituting new ways to support diversity, equity, and inclusion, and identifying and dismantling any policies and practices at our own agency that may harm our workforce and our science.”*

— Francis S. Collins, M.D., Ph.D., NIH Director, March 17, 2021

# NIH UNITE Initiative

## Goal

To address structural racism and promote racial equity and inclusion at NIH and within the larger biomedical research enterprise. UNITE has five committees with the following specific aims:

U — Understanding stakeholder experiences through listening and learning

N — New research on health disparities, minority health, and health equity

I — Improving the NIH culture and structure for equity, inclusion, and excellence

T — Transparency, communication, and accountability with our internal and external stakeholders

E — Extramural research ecosystem: changing policy, culture, and structure to promote workforce diversity

## **Recognize the Disproportionate Impact of Multiple National Crises on Members of Underrepresented Groups**

- Racial Injustice and Violence
- COVID-19 (Coronavirus)
- Economic Recession
- Divisive Political Landscape

## **And Remain Vigilant Regarding Ongoing Challenges for Members of the Academic Community**

- Violence Against Women and Sexual Misconduct
- Violence Against Sexual and Gender Minorities
- Broad Issues of Access and Support for People with Disabilities
- Broad Issues of Access to and Delivery of Mental Health Services
- Discrimination Against Non-Christian Faith Groups
- Support for International Students and Scholars



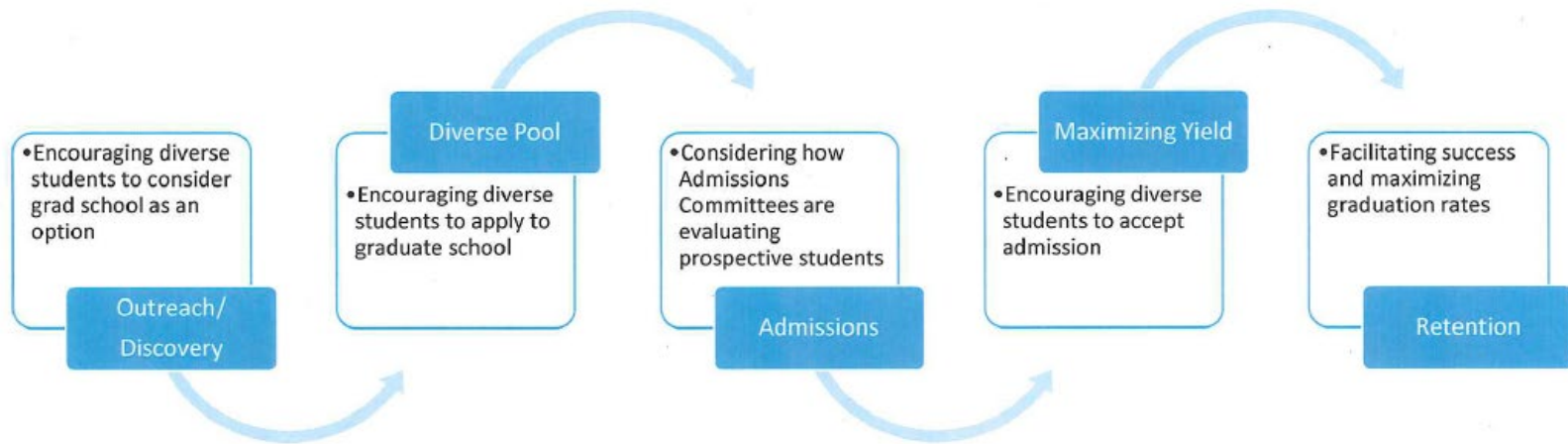
# **Recruitment, Retention and Advancement Best Practices in Pursuit of Inclusive Excellence**



# Recruitment: Students and Trainees

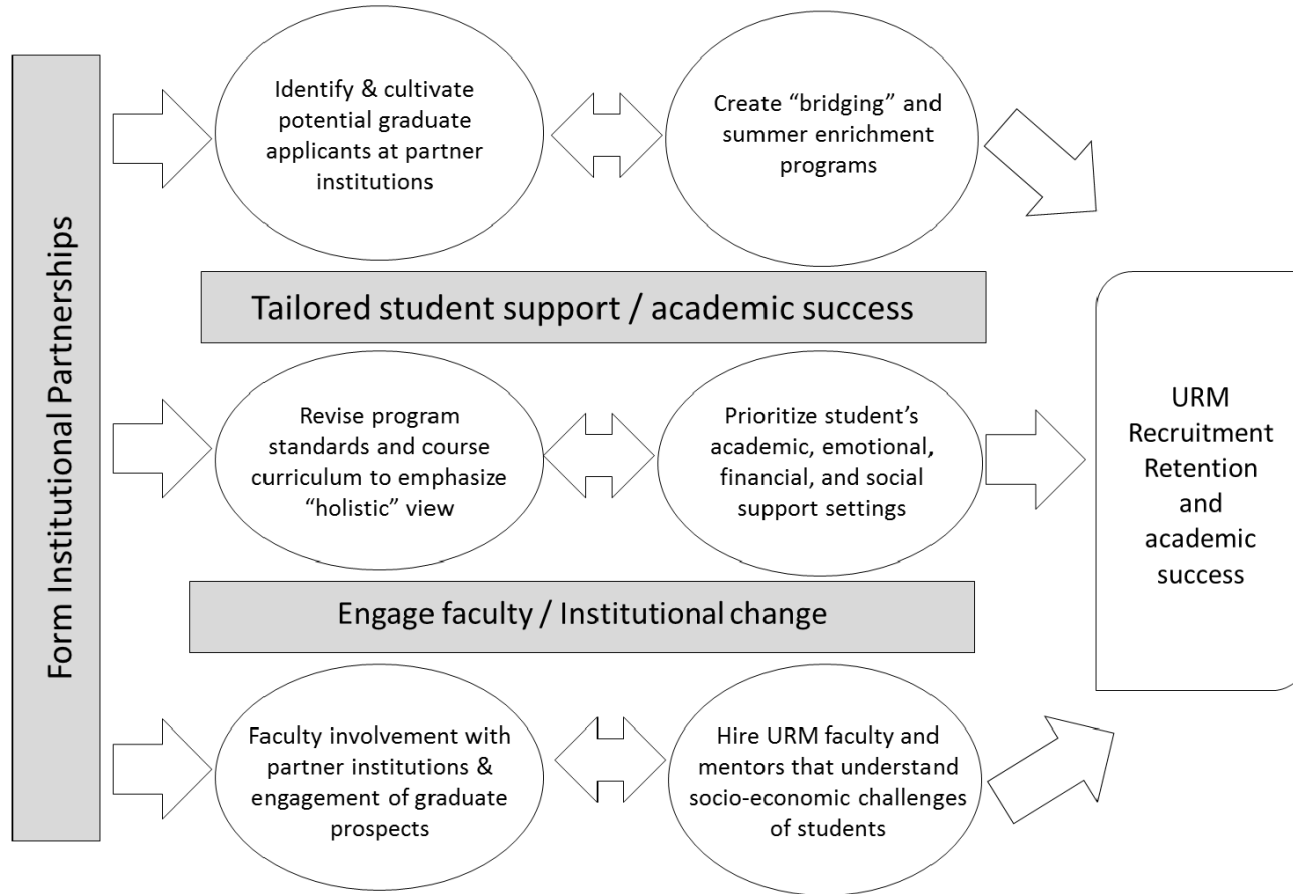
# Recruitment Diagram

## RECRUITMENT AND RETENTION OF DIVERSE GRADUATE STUDENTS



# Recruitment: Students and Trainees (cont'd)

Figure 2. Framework for URM Recruitment, Retention, and Academic Success in the Health Professions







# Retention and Advancement: Students and Trainees

# Retention and Advancement: Students and Trainees

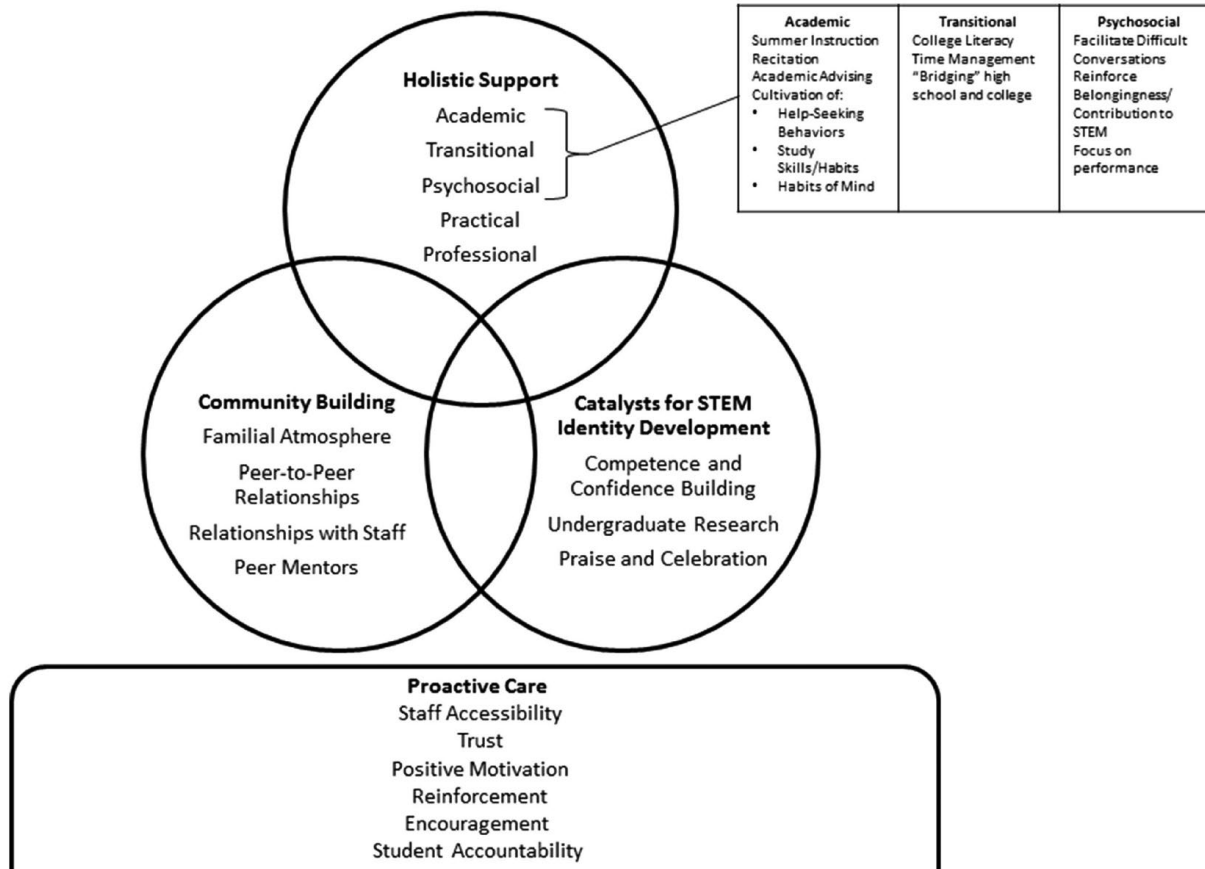


FIGURE 3. Model for programmatic impact on retention and degree attainment among underrepresented students in STEM.

Source: Lane. Beyond Academic and Social Integration: Understanding the Impact of a STEM Enrichment Program on the Retention and Degree Attainment of Underrepresented Students. CBE-Life Sciences Education. 15:ar39. Fall 2016.



## POINT OF VIEW

# The future of graduate and postdoctoral training in the biosciences

**Abstract** This article summarizes the outcomes of the second national conference on the Future of Bioscience Graduate and Postdoctoral Training. Five topics were addressed during the conference: diversity in leadership positions; mentoring; modernizing the curriculum; experiential learning; and the need for better data on trainees. The goal of the conference was to develop a consensus around these five topics and to recommend policies that can be implemented by academic and research institutions and federal funding agencies in the United States.

**PETER HITCHCOCK<sup>†</sup>, AMBIKA MATHUR<sup>†</sup>, JABBAR BENNETT, PATRICIA CAMERON, CHRISTINE CHOW, PHILIP CLIFFORD, ROBERT DUVOISIN, ANDREW FEIG, KEVIN FINNERAN, DIANE M KLOTZ, RICHARD MCGEE, MARY O'RIORDAN, CHRISTINE PFUND, CHRISTOPHER PICKETT, NANCY SCHWARTZ, NANCY E STREET, ELIZABETH WATKINS, JONATHAN WIEST AND DAVID ENGELKE**

## **Diversity and Academic Leadership: How to better increase the diversity of scientists in senior and leaderships roles**

1. Begin leadership training early for graduate students and postdocs
2. Provide incentives and awards for programs that impact institutional culture which enhances diversity, equity and inclusion
3. Encourage change in review practices for recruitment, hiring, promotion, funding, publications and awards
4. Require inclusivity training for all senior administrators, faculty, staff, postdocs and graduate students
5. Establish major funding mechanism to prepare underrepresented postdocs for transition into successful careers



# **Individual and Organizational Interventions Which Support the Success of Members of Underrepresented Groups**



# Individual Responsibility: What You Can Do

# Embrace Cultural Sensitivity

Strive to provide high-quality, effective interactions with people from diverse sociocultural backgrounds

# Understand Why Cultural Sensitivity is Important

Unexplored or misunderstood sociocultural differences between people can lead to dissatisfaction, poor performance and outcomes

Demonstrating cultural sensitivity among all individuals is considered an important step toward the elimination of inequities in recruitment, retention and advancement



# Commit to Cultural Humility

Cultural humility requires individuals to continually engage in self-reflection and self-critique as lifelong learners and reflective practitioners

Cultural humility incorporates a lifelong commitment to redressing the inherent power imbalances in relationships, and to developing mutually beneficial and nonpaternalistic partnerships with others

# Understand the Significance of Intersectionality

Consider how race/ethnicity, class, income, education, ability, age, sexual orientation, immigration status, and geography shape issues of differences among individuals and how these shape lives and experiences



# **Acknowledge and Leverage Your Position and Power as a Leader**

# When Leading Across, Complete the Leadership Loop



# Top 10 Attributes of Equitable Leaders

1. Be informed
2. Be engaged
3. Be fair
4. Be objective
5. Be vigilant
6. Be optimistic
7. Be welcoming
8. Be thoughtful
9. Be accommodating
10. Be vocal

Leaders who don't  
listen will eventually  
be surrounded by people  
who have nothing to say.  
-Andy Stanley

IF SERVING IS  
BELOW YOU,  
LEADERSHIP IS  
BEYOND YOU.

-ANONYMOUS



# **Organizational Accountability: The Role of Policies and Practices**



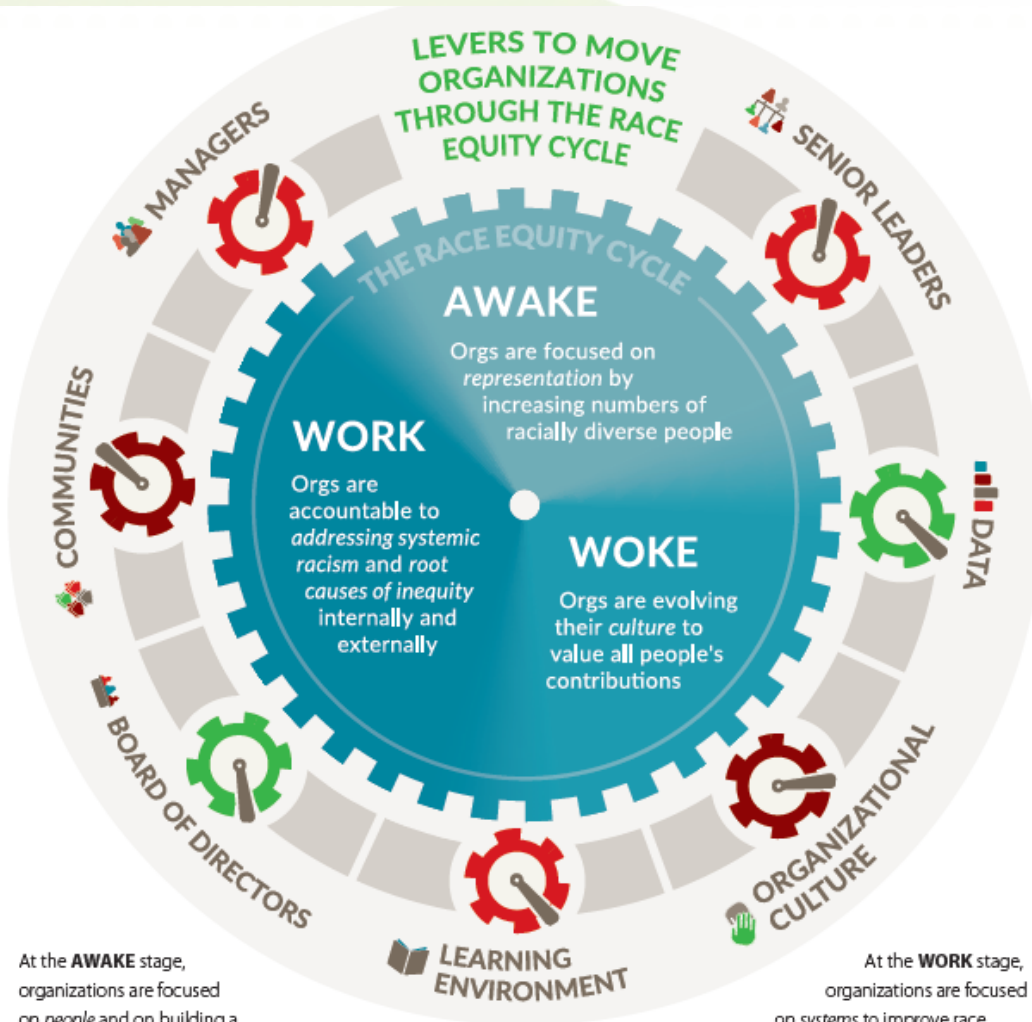
A possible framework for a COVID-19 integrated nerve center demonstrates areas of responsibility.

COVID-19 nerve-center actions



# Consider the Broad Impact of COVID-19

<sup>1</sup>Federal Emergency Management Agency.



# The Race Equity Cycle

At the **AWAKE** stage, organizations are focused on *people* and on building a workforce and boards comprised of individuals from different race backgrounds. The primary goal is *representation*, with efforts aimed at increasing the number of people of different race backgrounds.

At the **WOKE** stage, organizations are focused on *culture* and creating an environment where everyone is comfortable sharing their experiences and everyone is equipped to talk about race equity and inequities. The primary goal is *inclusion* and internal change in behaviors, policies, and practices.

At the **WORK** stage, organizations are focused on *systems* to improve race equity. The primary goal is *integration of a race equity lens* into all aspects of an organization. This involves internal and external systems change and regularly administering a race equity assessment to evaluate processes, programs, and operations.

*Although an organization may identify overall with one stage of the Race Equity Cycle, on any given lever it may be at a different stage. For example, an organization can be Woke overall, but may need to activate Managers in the Awake stage.*

Source: AWAKE to WOKE to WORK: Building a Race Equity Culture. ProInspire 2018.

## Commit to Inclusive Learning and Teaching Practices

### Promote Diversity in Teaching Materials

- Curricular tools should not promote stereotypes, e.g., sex, gender, race, ethnicity, religion, etc.

### Ensure Religious Literacy Among Faculty, Staff, Trainees and Students

### Provide Effective Interfaith Engagement with Patients

### Offer Personal and Professional Career Development Opportunities for Instructors

# Provide Individual Support

Promote Effective Mentor-Mentee Relationships

Offer Personal and Professional Career Development Opportunities

Teach About the Power of Negotiation

Give Tenure and Promotion Guidance and Coaching, and Allow Tenure Clock Flexibility

Provide Career Path and Goal Clarity

Assess and Address Climate Issues

Identify Psychological and Social Factors that Mitigate Individual and Institutional Barriers

Promote Sense of Belonging and Research Efficacy Across Social Identity

Foster Community Building

CAREER COLUMN · 11 AUGUST 2020

## Five tips for boosting diversity on campus

Universities and those who work there must reimagine spaces, behaviour and processes to promote a sense of belonging for everyone, say Danielle McCullough and Ruth Gotian.

Danielle McCullough & Ruth Gotian



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#### SUBJECTS

1. Identify sources of recruitment
2. Consider the speaker roster
3. Re-evaluate physical spaces
4. Celebrate small wins of everyone in the lab
5. Gather educational materials

**Table 1.** Recommendations.

Seven concrete actions for department leadership with examples.

Guideline	Examples
1. Supplemental Mentorship	
Departments should require at least one other mentor figure beyond the main supervisor, or the creation of a mentorship committee for graduate students and postdocs.	The University of Michigan has recently piloted a mentorship committee program for postdocs ( <i>M. Swanson, personal communication, May 2020</i> ).
2. Peer Support	
Departments should facilitate peer cohorts for social support and peer mentorship, particularly where training start times are not synchronized, such as for postdocs.	The <a href="#">Department of Sociology at the University of Alabama at Birmingham</a> provides all incoming graduate students with peer mentors. While <a href="#">UW-Madison</a> and <a href="#">Brigham and Women's Hospital</a> have postdoc peer mentorship opportunities, these are not incorporated into training/departmental programming.
3. Required Mentor Training	
Departments should require mentor training not merely as a compliance exercise, but as an investment into the professional development of their faculty, staff, and senior trainees.	All basic science graduate science programs at <a href="#">UCSF</a> require faculty to participate "in at least one mentorship development activity of their choosing each year they have a student in their lab."
4. Exit Surveys	
Departments should require anonymous exit surveys from all trainees and staff, publishing aggregate data to ensure the transparent reporting of a department's climate; diversity and inclusion efforts; bullying and harassment; and trainee mental health.	To date, 53 schools have signed onto the <a href="#">NGLS</a> coalition to "collect and publish data using common standards on their life science training programs." We highlight the <a href="#">University of Northern Colorado</a> for publishing thorough information on student satisfaction with the program, research advisor, and factors associated with choosing their field of study.
5. Clear Guidelines and Timelines	
Departments should provide graduate students and postdocs with clear guidelines and timelines, beyond grad student qualifying exams; the timing of career stage advancement should not solely depend on the main supervisor or thesis committee.	Universities in the United Kingdom, such as <a href="#">Oxford</a> and <a href="#">UCL</a> , have PhD thesis submission deadlines of 3–4 years. <a href="#">Albert Einstein College of Medicine</a> has a committee that "reviews the progress of all students who have been in the program for five years or longer and requests an Exit Strategy from [them]".
6. Standard and Transparent Salary and Benefits	
Departments should provide trainees with benefits and salaries adjusted for the local cost of living, along with transparent and standardized benchmarks for raises based on years of training.	To our knowledge, the <a href="#">NIH Office of Intramural Training and Education</a> is the only place in the United States that enforces standardized benefits and salary floors, adjusted for years of experience, for both PhDs and postdocs.
7. Career and Professional Development Resources	
Departments should require trainees to participate in career and professional development training and workshops of their choice, allowing for exploration of careers beyond academia.	While many schools provide career development opportunities, we highlight the <a href="#">Graduate School of Biomedical Science at UMass Medical School</a> for their career development curriculum built into the PhD training program.

# Seven Concrete Actions for Department Chairpersons and Administrators

# 10 Small Wins for Department Chairs/Research Group Leaders

1. Chair Meetings
2. Mentoring Plans
3. Mentoring to Promotion
4. Regular Department Meetings
5. Service Assignments
6. Research Talks
7. Social Events
8. Departmental Awards
9. Writing, Teaching and Mentoring Communities
10. Communication and Shared Calendars

# Tactics for leading your team, department, school or university through this trying time

## Little gestures matter

- If you are not sure what to do to appreciate and support your faculty or team, just ask them

## Professional development matters

- Consider providing support to people's growth, which can be carried out virtually

## Carrots matter

- It is also important to recognize that people appreciate rewards

## Dignity matters

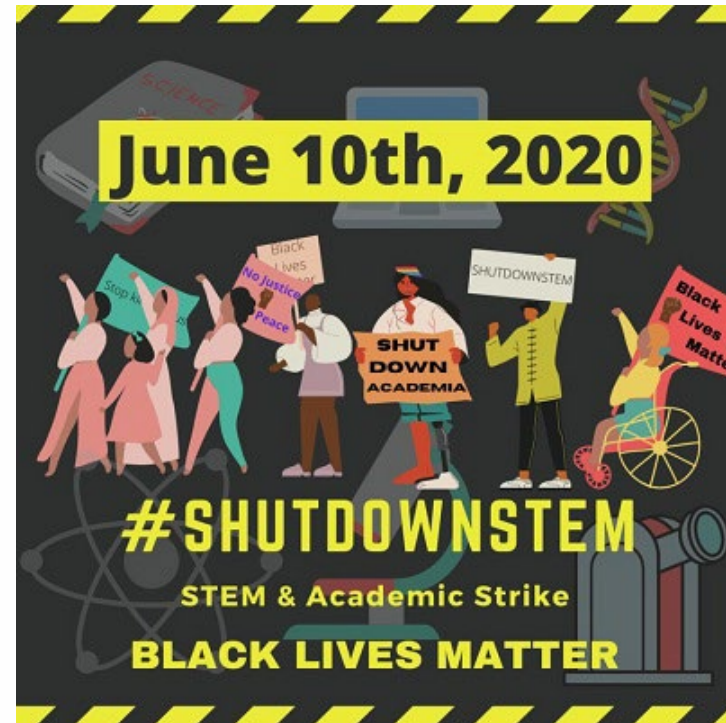
- Sometimes you have to look at what people aren't complaining about to know where to focus, and provide things they don't realize they need

## Honesty matters

- Simply act honestly and transparently



# Support Advocacy + Commit to Action



# Potential Actions to Drive Inclusive Excellence

Population	Increase Diversity	Enhance Inclusion	Promote Success	Improve Outcomes
Students and Trainees	Targeted Outreach Summer Research Programs Post-bac Programs Postdoc Programs	Climate Survey Advisory Groups Affinity Groups Social Support	Fellowships Mentoring Program Seminars and Workshops	Tracking Alumni Network Advisory Groups Monitor and Assess
Faculty and Staff	Targeted Outreach and Engagement Best Practices in Recruiting and Hiring Postdoc Program Referral Program Strategic Partnerships	Climate Survey Advisory Groups Affinity Groups	Bridge Funding Career Development Awards D&I Awards and Grants Mentoring Program Seminars and Workshops	Tracking Advisory Groups Monitor and Assess
External Community Members	Targeted Outreach and Engagement Marketing and Communication Culturally-Competent Engagement Referrals	Satisfaction Surveys Advisory Groups	Navigators Volunteers	Tracking Advisory Groups

# Pay it Forward



*“[My mentor’s] character inspired me, and hopefully I will inspire my mentees.”*

## Follow the **Golden Rule**

“Treat people the way you would like other people to treat you.”

## My **Personal Wish...**

“Choose to be kind.”



# Questions



# Resources

# Certifications, Coaches Conferences, Trainings and Webinars

**NCORE®** is designed to provide a significant forum for discussion, critical dialogue, and exchange of information as institutions search for effective strategies to enhance access, social development, education, positive communication, and cross-cultural understanding in culturally-diverse settings.

Resources: Conferences, Online Resources, Webinars

Website: <https://ncore.ou.edu/en/>

**National Research Mentoring Network (NRMN)** provides researchers across all career stages in the biomedical, behavioral, clinical and social sciences with the evidence-based mentorship and professional development programming that emphasizes the benefits and challenges of diversity, inclusivity and culture.

Resources: Certifications, Trainings, Social Networking, Webinars

Website: <https://nrmnet.net/#undergradPopup>

# Certifications, Coaches, Conferences, Trainings and Webinars (cont'd)

**National Center for Faculty Development and Diversity (NCFDD)** is an independent professional development, training, and mentoring community for faculty members, postdocs, and graduate students that is 100% dedicated to supporting academics in making successful transitions throughout their careers.

Resources: Coaches, Courses, Workshops

Website: <https://www.facultydiversity.org>

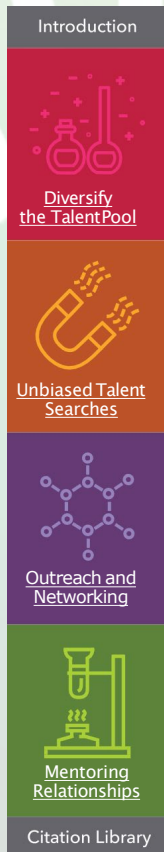


# NIH Scientific Workforce Diversity Toolkit

The US scientific research enterprise –from basic laboratory research to clinical and translational research to policy –requires intellect, creativity, and diverse skill sets and viewpoints.

## Diversity

- ... enhances excellence, creativity, and innovation
- ... broadens the scope of biomedical inquiry
- ... addresses health disparities
- ... ensures fairness in our highly diverse nation





**Strengthening Pathways to Faculty Careers in STEM:  
Recommendations for Systemic Change to Support  
Underrepresented Groups**

Lessons from the APLU INCLUDES Project



**APLU Report Identifies Steps  
Universities & Policymakers Can Take  
to Broaden Efforts to Increase  
Diversity of STEM Faculty**

JUNE 11, 2020

Washington, DC – A new report and accompanying guidebook from the Association of Public and Land-grant Universities (APLU) released today finds that far too many individuals from underrepresented backgrounds stop pursuing STEM faculty positions at critical junctures along the varied and complex pathways to the professoriate.

