

## Unanswered questions

Lin Winton (she/hers) 10:23 AM

How accurate do you think that student perception is that STEM is inhospitable for many PoC? Could you discuss the idea that we do our students a disservice persuading them to enter a field that is hostile to them? This could be an argument for a more strategic two-phase process: focusing all/most efforts on changing our fields, then shifting all/most efforts to recruiting.

***I think that this is an important question. First, while I think that there are dynamics of the culture of science that make it less hospitable, there is variation across programs in terms of how supportive and hospitable specific climates in different environments are. While I do agree that we should be focusing a LOT of time on environmental change – it is going to take time (organizational change and cultural change are notoriously slow).***

***I think that in many cases, the best we can do is be honest. I don't think we should discourage people of color from entering STEM, but we have to be honest about the challenges and barriers, and let people make decisions for themselves. I think we also have to be committed to providing support and guidance in the short term until those long term changes take hold.***

Pat Marsteller (she, her) 10:25 AM

Hi Kimberley

I'd like to summarize this great work as part of the ASCN series on Recruiting and Retaining Diverse faculty and I'd love for you to come participate

Pat Marsteller

[pmars@emory.edu](mailto:pmars@emory.edu)

***Sounds great – please do send me an email and I'd be happy to engage as schedules allow.***

Siobhan (she/her) 10:28 AM

Is there a correlation in learning/seeing/recognizing one's individual perpetuation of racism with learning/seeing/recognizing structural racism? My personal experience would be 'yes' but I wonder if that is widely thought to be true. And therefore the first work is on the individual level?

***I am not familiar with research that examines this, but I think you do have to understand that racism is an issue and can place on an individual level as a bridge to understanding the structural parts. But I do think that the learning is different, given that structural racism often feels invisible or appears to be “fair policy” or “merit based practice”. I think in some ways it is easier to convince someone that individual racism occurs, and that all we have to do is change hearts and minds. But some recommend focusing on changing the structural pieces, and hoping hearts and minds follow.***

Barbara Endemaño Walker 10:31 AM

Can you please send citation for that research that you mention coming out of Stanford?

***The Diversity Innovation Paradox in Science***

**Bas Hofstra, Vivek V. Kulkarni, Sebastian Munoz-Najar Galvez, Bryan He, Dan Jurafsky, and Daniel A. McFarland**

**PNAS April 28, 2020 117 (17) 9284-9291; first published April 14, 2020;**

**<https://doi.org/10.1073/pnas.1915378117>**

**<https://www.pnas.org/content/117/17/9284>**

carrie menke 10:31 AM

What were the researchers studying epistemic exclusion that Dr. Griffin mentioned on slide 9?

***Isis Settles is a professor at University of Michigan, NiCole Buchanan is at Michigan State.***

***Here is some of their work:***

***Settles, I. H., Jones, M. K., Buchanan, N. T., & Dotson, K. (2020). Epistemic exclusion: Scholar (ly) devaluation that marginalizes faculty of color. Journal of Diversity in Higher Education.***

***Settles, I. H., Buchanan, N. T., & Dotson, K. (2019). Scrutinized but not recognized:(In) visibility and hypervisibility experiences of faculty of color. Journal of Vocational Behavior, 113, 62-74.***

***Buchanan, N. T. (2020). Researching while Black (and female). Women & Therapy, 43(1-2), 91-111.***

Atim George 10:32 AM

Please share the names of the scholars publishing in the area of epistemic exclusion again.

***Please see above***

Anonymous Attendee 10:37 AM

How do you recommend changing the tenure and promotion process to make DEI more intentionally included? Similarly, how do you reduce bias in the assessment process when the system is built on external reviews and subjective evaluations of research prestige?

***I think a first step is to be more intentional and expansive about how we measure impact of scholars' work when they are engaging in cutting edge and/or DEI related work. H-index or citation count can mask the impact of really innovative work that is pushing the boundaries or that informs practice. Can we assess impact by inquiring about whether and how work is being used in classes, being disseminated through newer and somewhat unconventional online methods, informing national or local policy and practice? Is there space for scholars to make an argument about how their work impacts the field beyond using existing metrics.***

***I think it is also important for institutions to really re-think what productivity and contributions to the institution mean, especially in this moment. There is a lot of media and increasing research on the impact of the pandemic on the worklives of faculty who have marginalized identities (e.g. women, primary caregivers, faculty of color), and the pandemic has only exacerbated existing inequalities. We too often frame these challenges as individuals not working enough – so many are working harder than they ever have, just not on the activities the academy is set up to reward (structural racism). There has been some great work done at Olin College of Engineering and Worcester Polytechnic Institute – they have undergone significant tenure policy revisions, and I think what they have focused on can give us good clues.***

***Finally, It is so hard to reduce bias in the process! I think that we can do a few things. First, we can be more specific about what we do and don't want to hear in external review letters (focus on impact and quality rather than a specific anticipated number of publications, do not compare them to others at the same stage in their career, do not share whether they would get tenure at your institution). In my role as Associate Dean of my college, I do an equity charge before each tenure and promotion meeting, reminding the committee about the ways that bias can influence the process. It would be helpful to have similar language in letters – just even talking about bias may lead people to be more careful and thoughtful. On the receiving end, we can use tools like the Gender Bias Calculator (<https://www.tomforth.co.uk/genderbias/>) to evaluate the extent to which letters use biased language.***

Lauren Crowe 10:38 AM

Are there good sources for climate assessment templates/checklists/program assessments that we can look at to guide our own?

***I'll put in a plug for the Aspire IChange resources!***

***<https://www.aspirealliance.org/resources/administrators-institutional-change>. There is a guidebook for conducting a self assessment, and in that guidebook, there are links to the tools that you could potentially use in your process. It is intended to be institution wide, but I think it could be easily adapted to focus specifically on a college or academic program.***

Anonymous Attendee 10:39 AM

How can you best engage the community to participate in climate surveys?

***While I think that climate assessments can be done in house, I really recommend getting an external agent to take the lead. There are so many great consultants who do this work, and a critical part of their job is working with institutions to increase response rates. I am most familiar with the Center for Diversity in Higher Education (<https://education.umd.edu/research/centers/cdihe>), The USC Race & Equity Center (<https://race.usc.edu/colleges/>), and Rankin & Associates (<https://rankin-consulting.com/>).***

Anonymous Attendee 10:40 AM

How do you hold institutions accountable for DEI actions when DEI committees have been formed? In other words, how do you keep pressure on the institutional leadership for promoting change once they feel as though they are doing the work by having the committee?

***Students are great at this 😊, but it shouldn't always be their responsibility. I would encourage pushing leaders to develop 2 committees: a "fact finding" committee and an action committee that is going to take concrete steps moving forward. Also, before the committee begins its work, asking leaders to talk through and share what their anticipated and intended outcome of the process is. If the outcome is the report, that isn't far enough – the report is just a step in the process. Also asking about the resources that have been committed to change efforts at the beginning can be helpful and remind leaders that follow through is anticipated and expected.***

Anonymous Attendee 10:45 AM

What can individual professors do? In my case, even bringing up the need for a departmental diversity statement was met with immediate pushback from colleagues.

***I think each of us can start with our own practice – thinking about how to be more conscious of our own biases, and becoming more in tune and educated about the experiences scholars of color face. We can also think and read about culturally inclusive pedagogies in and outside of the classroom – many write about inclusive and equity based mentoring, and NRMN offers workshops that focus on culturally inclusive mentorship (<https://nrmnet.net/about-nrmn-2/>).***

***While it is uncomfortable, I would encourage individual faculty to keep pushing these uncomfortable conversations. Science is better when we have a diverse population of individuals engaging each other and in the work. It may be helpful to initiate conversations about where you want to stand on DEI, and how important it is in recruitment and retention to be clear about these things and actually incorporate them into our departments in real ways.***

Anonymous Attendee 10:45 AM

If someone is harmed, but is not willing to talk about it, what are some strategies to "listen" if no one is speaking, but to learn anyway?

***Often individuals who are harmed don't share incidents or their experiences because they think it won't change anything and there is nothing in place to suggest that the harm would be addressed. So I'd encourage us to think more about how we reach out and not tax people to share their stories to productive end. I think that we can listen if no one is speaking by observing – how are scholars of color engaging at journal clubs? Are they attending social events? Do you see them as active members of academic communities? Can you observe how they are being treated?***

Dr. Becca Price (she/hers) 10:46 AM

I appreciate what you and Dr. Gibbs have said about needing to continually reaffirm the decision to pursue a career as a professor. I've often wondered if marginalized folk leave the academia because they see that they have more options, and that they recognize the toxicity that exists in academia. Is it helpful to frame leaving the academy as an action of empowerment on those who are marginalized? Is it helpful to frame the dominance of white men in the academy as a deficit in that demographic--an inability to explore other careers and imagine a better/more just workplace?

***This is an important point that Dr. Gibbs and I make often. Not everyone wants to be a professor and that is DEFINITELY OK. We don't want anyone to feel like leaving the academy is an inherently "bad" choice or that it means that they aren't a real scientist (Dr. Gibbs actually writes about this some as he works for the NIH as a program officer). Our work focused on a specific population of scientists who had completed all of the metrics one would have expected of people who may want to stay in the academy – they very much had agency in their choices. However, our work shows that the reasoning behind the decisions that some folk make is racism. And while I would never want someone to stay in a toxic situation – I want to call attention to what it means for us not to address that situation, and the brilliant talent we're losing.***

Jennifer Mandel she/her 10:47 AM

Thank you! This was great! You mentioned institutional/College/etc. self assessment tool by the aspire program, a checklist, can you point us there?

***Yes – you can find the guidebook for conducting a self assessment here: <https://osf.io/wm5ug/>, and the institutional checklist here - <https://drive.google.com/file/d/1JoEAXtTc8oO-FsIUd9fWd3pR2f8qNbM7/view>***

Brian J Teppen 10:48 AM

I agree with your assessment of the importance of work done by Kristie Dotson, Isis Settles, and NiCole Buchanan. They show how racism is currently enacted in departments, and a big part of that is structural pressure for high (white) theory, grant money, and high-profile journals. How do we reverse these structural pressures?

***Some of it is thinking at the disciplinary level and getting more and more people to see these inequities and see this as a problem to address. How can we push disciplinary societies to rethink, redefine, and model different examples about what "excellence" means, and actually reward that excellence? We could rethink awards, for example, and how we better highlight and honor the contributions that so many scholars of color are making.***

***We need to change advancement and promotion policies within institutions, directly addressing what we know to be inequitable or racist. Systems and structures in so many ways tell us what is important. What does a hiring or tenure and promotion policy look like if goes beyond metrics that are easy to count to get a more holistic understanding of as scholar's skills, impact, and potential contributions to the discipline?***

Peter Mawhorter (he/him) 10:48 AM

Do you think that there are connections between the ways that advancement and promotion devalues service & teaching, and the broader ways that institutional priorities devalue student learning and prioritize other goals?

***Yes, certainly. Institutional prestige and external recognition is often based more on scholarly advancement and grant success and dollars – there is little prestige connected to learning. Which is also really hard to measure and assess and communicate to external audiences.***

Dalila (She/Her) 10:48 AM

Would you mind restating the name and work that you mentioned (maybe Adriana Bankston's work?) about leveraging preexisting programs vs creating new ones?

***Adrianna Kezar. Her report is: Kezar, A., & Holcombe, E. (2017). Creating a unified community of support: Increasing success for underrepresented students in STEM. Los Angeles, CA: Pullias Center, University of Southern California.***

***You can find it here: <https://pullias.usc.edu/download/creating-a-unified-community-of-support-increasing-success-for-underrepresented-students-in-stem/>***

Erik Menke (he/him) 10:48 AM

Are there model departments or programs to point to?

***I don't know of any department or program that's "figured it out," but the institutions participating in IChange are thinking critically about these issues and are making notable progress. You can read more at <https://www.aspirealliance.org/institutional-change/ichange-network/participating-institutions>.***

Ben Rush (he/him) 10:49 AM

Thank you for this! I've seen a few definitions of justice for difference professions, but how would you define justice in STEM fields?

***Equity I think of equity as what we are working towards. We want people to have an equal shot at the same outcomes, providing them with the resources necessary to reach those goals. Justice is the practice, ensuring that we center equity and the active effort to change structures and systems so that they do not continue to perpetuate inequity.***

***In STEM, that would mean that we have the courage and conviction to look at disaggregated outcomes data and understand how experiences vary in the system. Justice in STEM is the commitment to and actions that root disparate experiences in structures and systems (training, admissions, hiring, reviews, definitions of "talent" and "merit") and engage efforts to change those structures.***

**These articles may be of help in teasing this out:**

<https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>

[https://medium.com/@sandeepkumar\\_52041/equality-equity-and-justice-5f71ebe31245](https://medium.com/@sandeepkumar_52041/equality-equity-and-justice-5f71ebe31245)

Jaime Sabel 10:49 AM

What are your thoughts on how to shift perspectives of faculty on hiring committees that "the best candidate" is always the one with the most papers/well-known mentors/etc.

***Two suggestions – I'd encourage committees to really think about what they want (outside of how they measure it). Name the qualities that they are looking for – good teacher? Good citizen? Good mentor? Innovative researcher who is driven? If those are the things that we want to see, what criteria tells us that? Encourage people to make arguments for why going to an elite institution would say that someone is innovative. Or if they had a particular PI as a mentor that they would be a good mentor themselves. I think it is also important to have a conversation up front that names the bias in these metrics, and continue to check in and hold yourselves accountable to what your pool looks like at each stage.***

***Being more formal in assessing candidates can be really helpful in this regard, too. Rubrics that name criteria and where the candidate demonstrated that criteria can be helpful in holding ourselves accountable.***

***There are some great resources at: <https://www.advance.umd.edu/inclusive-faculty-hiring>***

Sara Rostron 10:49 AM

Is the "pipeline" idea also a bad representation/answer in terms of undergraduate levels, or was that example more for faculty-level?

***I don't think it works well at any level. David Asai has talked about the problems with the metaphor in undergraduate STEM recruitment:***

***<https://www.nap.edu/read/24886/chapter/6#27>***

Patrick Baur 10:49 AM

Is there a specific publication in which this same framework and approach is presented? This talk was excellent, and it would be extraordinarily helpful to access the same information in written form if it's available. Thank you!

***The chapter that I referenced that documents much of what I discussed today can be found in my chapter: Institutional Barriers, Strategies, and Benefits to Increasing the Representation of Women and Men of Color in the Professoriate***

***([https://link.springer.com/referenceworkentry/10.1007/978-3-030-31365-](https://link.springer.com/referenceworkentry/10.1007/978-3-030-31365-4_4?utm_source=twitter&utm_medium=social&utm_content=organic&utm_campaign=SRHS)***

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***[1\\_VW01\\_GL\\_C-](https://link.springer.com/referenceworkentry/10.1007/978-3-030-31365-4_4?utm_source=twitter&utm_medium=social&utm_content=organic&utm_campaign=SRHS)***

***[RefWork\\_Higher%20Education:%20Handbook%20of%20Theory%20and%20Research-C1\).](https://link.springer.com/referenceworkentry/10.1007/978-3-030-31365-4_4?utm_source=twitter&utm_medium=social&utm_content=organic&utm_campaign=SRHS)***

*The framework is also presented here: <https://osf.io/wm5ug/>*

Sarah Bunnell 10:49 AM

Thank you for this wonderful, generative talk. Could you speak more about some of the factors that allow departments to be brave?

***A few things – the first of which is brave leaders (formal and informal) who are willing to push and support doing this work. I think that some institutions that already have a fair amount of prestige under their belts feel like they can take more risks and be more brave, which isn't to say that is a good or bad thing – more observing a phenomenon. But I think that when the "best" programs take the leap first, others follow (called "institutional isomorphism" in higher ed speak).***

srikantjana 10:49 AM

I liked your talk well researched and presented nicely and elegantly. But my understanding the problem lies in lack of dedication, long time, lure of salary in other jobs and more opportunities in other fields.

***These issues are complex. These issues that you name were named by all participants in our study, regardless of identity. They're well documented in the career development and decisionmaking literature. And, when we talked to participants with marginalized identities, they were additionally turned off and pushed out by culture and climate issues. I do think that there was also the sense that even if they loved science, research, and teaching, why should they subject themselves to these conditions when there are other opportunities that may be better paid and less hostile elsewhere.***

Anonymous Attendee 10:49 AM

How might we be able to leverage the success of those utilizing the three components in your model in one department or institution to others (i.e., how do you view collaborative efforts to bring others along with institutions who are succeeding in this work?)

***Collaboration is great! The Aspire Alliance IChange cohorts are constructed with that in mind – that engaging in the change process alone is difficult, and that there are certainly ways to share opportunities to cultivate various dimensions of the model. For example, there are multiple postdoctoral programs that are intended to be a direct path to a faculty position – the University of California does their program collectively, which gives the postdocs options across the UC. Other institutions could do the same. Joint professional development sessions across multiple institutions could build skills, as well as opportunities for collaboration, and sense of belonging and support.***

Peter Mawhorter (he/him) 10:50 AM



Perhaps a too-specific question: do you have a pointer for best practices on student evaluation questionnaires, which we know are deeply biased? My institution has a lot of grumbling about these, but not a lot of movement.

***My work doesn't focus explicitly on this, but I would say that given what we know about questionnaires, if they are used, they should be one of multiple factors to assess teaching. Peer evaluations, teaching portfolios, and investments faculty make in improving their teaching would be more equitable metrics to use.***

Megan Rowton 10:50 AM

This was fantastic - thank you! - How much do you think that the institutional "type" (public/private, small/large, etc) or its structure influences its ability to enact this type of transformation ?

***Interesting question – I'm not sure that public vs. private makes a lot of difference, but I will say that there are some things associated with more elite private (and public, for that matter) institutions help, like resources to put programming in place, hire experts to consult and direct this work. There are two institutions that I know of that have really engaged in a comprehensive tenure and promotion revision in recent years: Worcester Polytechnic Institute And Olin College of Engineering – both are quite small. While liberal arts institutions are known for having very strong cultures, there are fewer people to get on board, so it may be a bit easier.***

Anonymous Attendee 10:50 AM

I think you mentioned a checklist that you can send out to get ongoing feedback when trying to shift towards equity based transformation (i.e. when you talked about data collection and sensemaking). Where can this be found?

***The Guidebook can be found here: <https://osf.io/wm5ug/>  
The Institutional Self Assessment can be found here:  
<https://drive.google.com/file/d/1JoEAXtTc8oO-FslUd9fWd3pR2f8qNbM7/view>***

Anonymous Attendee 10:50 AM

What are some strategies for students/faculty to assess existing mentorship programs for the potential to increase structural equity (in addition to developing high-quality relationships)? There are a lot of mentorship programs out there.

***As you are choosing between programs, ask direct questions about how issues of equity are taken up in the workshop? Is it a part of one session? A whole session? More than one? Are issues related to identity, mitigating marginalization, and equity threaded throughout? The National Research Mentoring Network offers great sessions - <https://nrmnet.net/about-nrmn-2/>.***

***You may be well served to think about doing a training that focuses specifically on equity and mentorship, or engage in a collective reading group. There are lots of articles that talk about the needs and experiences of trainees of color in mentoring relationships (I've written some myself!). There are also some great books on mentoring that directly address issues related to identity, including Bridging Differences for Better Mentoring by Lisa Fain and Lois Zachary and Athena Rising: How and Why Men Should Mentor Women (obviously focuses on gender, but many of the principles apply when talking and thinking about race).***

Aly Fleming (she, her, hers) 10:50 AM

This was fabulous! Thank you. 2 questions: 1) what are some solutions to address the issue of BIPOC faculty being overburdened by service - ask individuals how much they want to do? Perhaps not everyone should be expected to do the same level of service? Just makes me think that sometimes equivalent is maybe not the route to equitable? And 2) such a salient point in your discussion of culture that applied and community focused research is often discredited. Are there data on the percentages of BIPOC faculty that conduct research under this umbrella as compared to white faculty?

***I don't think that we need to have standardized workloads, but there are some specific practices that can be used to help make workloads more equitable. This report from ACE by KerryAnn O'Meara (who is a great resource and expert in this area) can help: <https://www.acenet.edu/News-Room/Pages/Tools-Webinar-Address-Equity-Concerns-and-Faculty-Workload.aspx>***

***But in my mind, there are a few things that we can do:***

- ensure that all faculty are training in equity and culturally based mentoring practices. Students of color often reach out to faculty that share their identities based on the assumption that they're going to be sensitive and thoughtful about how their identity shapes their experiences and have unique insights to share. And while that's often the case, it isn't always so. And White faculty can be effective and empathetic mentors, and should be expected to shoulder more of the load. Training can help with that.***
- we revised our tenure and promotion policies to make more of the invisible work that women and men of color do visible and "count". We included working with marginalized and minoritized populations, mentoring junior colleagues of color, and expanding access to education graduate training and careers in our policy as recognized forms of teaching and service, and have centered contributions to DEI as an important way of fulfilling our mission as a College of Education and as a University. We are still in the early stages and our policy hasn't been approved yet, but it has been received well so far!***
- KerryAnn writes about the importance of making the invisible visible in annual reviews, and having frank discussions about inequity in workload. She's done some research and engaged in transformation work that suggests that sometimes things are inequitable because people don't know that they are carrying a lighter load. And department chairs may not be as aware of their tendency to ask the same people to do things over and over again.***

***We don't have percentages, but in my research and others (particularly work that is qualitative), scholars of color are more often talking about research that is community based and action oriented. There is a recent study that highlights how this disadvantages Black scholars in the NIH review process, and may account for the lower funding rate for Black scholars: <https://advances.sciencemag.org/content/5/10/eaaw7238>***

Sharon Hall 10:50 AM

How can we encourage colleagues to do the hard internal work that is needed to become authentic allies?

***This is one of the hardest parts of change work – I often hear institutional leaders talk about how they can't "make" their faculty really do anything. But here are some things that I would suggest that we think about,***

- 1) When this work is connected to the mission, vision, and ways that we reward and incentivize faculty, I think that there is more investment. How is allyship framed as an asset, a competency, and something that is critical to our work? And then rewarded in ways that are consistent with that?***
- 2) The evidence is really clear that having diversity in your team leads to better, more innovative, more impactful science. And while some don't necessarily think in these terms, inclusion, community, and belonging helps people do good science and bring their best selves to the work. While I don't love focusing on "what is in it for me," I do believe that some may get on board when they realize that their labs will function better and they will do better work if they are able to see inequity and address it,***
- 3) I think doing it collectively can be helpful. We are doing lots of reading and discussions as a College and departments at my institution, and having open conversations, which are sometimes uncomfortable and challenging, feels better when we are all in the learning process together. There are skilled facilitators that can help!***

Wambura Fobbs 10:51 AM

Phenomenal talk! Is there any research suggesting ways to more effectively implement implicit bias training? In cases when it is not effective, it is because it is done in isolation or without adequate context?

***The recent work on implicit bias training suggests that it isn't terribly effective long term (<https://www.scientificamerican.com/article/the-problem-with-implicit-bias-training/>). I am particularly focused on the argument that trying to fix implicit bias in individuals (individual racism) doesn't address systems and the criteria that we are using to make decisions – it ignores structural racism.***

***Rather than focus on implicit bias training, I think it makes sense to bring it to people's attention, remind them that they and others have biases that they should be mindful of, and then create rigorous processes that hold people accountable to thinking about their criteria, mitigating bias and our reliance on traditional metrics in those criteria, and building rubrics, interview questions, tenure and merit review criteria, etc. around those criteria. The more***

***that we can slow down and follow processes that aim to mitigate bias, the less we have to rely on individuals and whether or not they are making biased decisions.***

Anonymous Attendee 10:51 AM

How can I make a colleague realize that what he's saying is considered as microaggressions? I already told him but he doesn't want to acknowledge it.

***Is your colleague open to having a conversation about the harm they are causing? I often offer the following example: If you stepped on my foot and it hurt me, even if it is an accident or you didn't see my foot there, should you apologize? And should you look more carefully before you step in the future? Or do you expect me to pretend that it didn't really hurt because it wasn't intentional? Sometimes it is hard to hear that you are hurting someone, but I would encourage you to connect this colleague with someone they know and trust and perhaps that would help them hear the message.***

***I also think this speaks back to my point about a lack of structure being a form of systemic racism. There is no one to report this to and no one to hold your colleague accountable for the harms that are taking place. I'd encourage you to reach out to the leaders in your unit to have a conversation about this.***

Anonymous Attendee 10:51 AM

Can you talk about the role and actions that more vulnerable faculty, such as contingent faculty, can take to support systemic change?

***Contingent faculty are often in a tough position – on contract, paid less, and viewed by some as “lower” in the academic hierarchy. They are also often more likely to be women and people of color. In terms of supporting systemic change, I think that they can continue to be willing to share what is and is not working for them in the academy – which is a form of labor. We need to create more structures for them to do so without fear of retribution.***

Anonymous Attendee 10:51 AM

What would you advise a department whose faculty are resistant or disinterested in anti-bias (or similar) training?

***I don't think that anti-bias training will necessarily help (<https://www.scientificamerican.com/article/the-problem-with-implicit-bias-training/>). I'd encourage a leader of the department to initiate a conversation about where they want to stand, as a unit, on equity and justice in the discipline. Where is the department trying to go? How do they want to leverage the richness that diversity in science offers? How do they want to bring the department in alignment with where science is headed more generally (diversity and equity are clearly identified as imperatives by the National Academies of Science, NIH, and NSF for example).***

***If they want to be on board with where the field is moving, I think it is important to initiate conversations about what they need to do to bring themselves into alignment with this vision. Anti-bias training may not be the right solution – but if it is important to build a more inclusive climate to ensure that all thrive, people must be willing to look at what is NOT inclusive about the environment as it is, and think about what is necessary to address it. Anti-bias training may feel too broad, but a workshop on inclusive mentoring or teaching may be more well received.***

Cynthia 10:52 AM

Thank you for this informative discussion, I appreciate your time and work. What has been critical for your journey that has supported your exploration of these topics?

***Thank you! And I think that one of the most important things in my journey has been support and encouragement that this work is important. Faculty diversity issues haven't always been at the top of the policy agenda, and my mentors and colleagues have always invested in me and this work. Funding has helped too!***

Megan Rowton 10:52 AM

Also, are there any institutions/departments that you think have made good progress on this type of transformation that we can look to as examples?

***I'd check out some of the institutions in the Aspire IChange Network – the 1<sup>st</sup> cohort has been at this work for a few years now and have been wrestling with these ideas and making really good progress: <https://www.aspirealliance.org/institutional-change/ichange-network/participating-institutions>***

Anonymous Attendee 10:52 AM

For departments that currently don't have many (or really any) BIPOC scholars, how can we begin to lift and celebrate other identities without singling folks out?

***Speaker series can help – invite your colleagues across the country to engage with you and your community. Also, you can do much of this work (looking at structures and systems to understand why you may not have many or any BIPOC scholars) and start to make changes.***

Janice Evans 10:52 AM

There is a lot of conversation at institutional levels about cluster hires of faculty from historically minoritized groups. What does your research say about whether this can be successful in diversifying the academy, and what some best practices would be?

**The research suggests that cluster hires work and are a promising strategy (see work by Daryl Smith:**

**<https://www.tandfonline.com/doi/abs/10.1080/00221546.2004.11778900?journalCode=uhej20>).**

However, cluster hiring often stops at recruitment with no intentional strategy about how to retain these faculty. Institutions can and should think more critically about how they continue to do this work, building cohorts and support structures and addressing their structures and systems that maintain inequity.

Monica Mannings 10:53 AM

How do we emphasize the importance of increasing diversity in the professoriate beyond the fact that minorities are historically underrepresented? How do we convince others that increases in diversity will ultimately benefit science as a whole and those in the majority?

*It may help to remind that as scientists, we center evidence and what the data tell us – the data tell us that diversity is critical to our ability to do the best work, now and into the future. There is very little pushback that this is the case.*

*The scholarship on the benefits of diversity to the academy, teaching and learning, and science is really vast and pretty much uncontested. There is no shortage of evidence that this is the case. Also, if we don't diversify the population of individuals in the STEM fields, we will not be able to meet our nation's need for a domestic science workforce.*

*In terms of short reads that may be helpful in making the case:*

<https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/>  
<https://ceric.ca/2019/02/why-diversity-is-crucial-to-success-in-stem/>  
<https://www.insightintodiversity.com/inclusion-of-diverse-groups-in-stem-leads-to-increased-creativity-innovation/>

*And a compilation of resources that speak to these issues from the National Academies of Science, Engineering and Medicine: <https://www.nap.edu/collection/81/diversity-and-inclusion-in-stemm>*

Sarah Elgin 10:53 AM

How would you persuade a Biology Department to expand their view to include positions centered on community environmental issues or others of greater interest to the minority scholars?

Julie Posselt's work on the development of an Applied Physics program could potentially be helpful to you – It is documented in her recent book, [Equity in Science](#), which for me is a must read for anyone thinking about transformation in graduate education. You can see more of Dr. Posselt's work here: <https://pullias.usc.edu/julie/>

Anonymous Attendee 10:54 AM

Thank you for this great talk! I'm curious if you have advice for graduate students or other early career scientists who want to make change but feel like they don't have the power or security to disrupt things and call out faculty and institutions

***There are a few things that early career scientists can do:***

- ***Become well versed in inclusive pedagogies for teaching and mentorship so that they can support scholars of color in equitable ways – we need people who are doing the work of encouraging the next generation of scientists if we want to increase diversity in STEM***
- ***Share their perspectives with trusted mentors and senior leaders – people who are in position to change structures and systems – in these conversations don't only point to individuals, but how systems and structures are inequitable***
- ***Share rather than hoard opportunities – support colleagues, particularly colleagues of color, who may be left out of information networks***

Cynthia Stauffacher 10:54 AM

In the training of graduate students, I have seen a well intentioned push to “professional behavior” for students of color. This seems to me to be institutional racism - how is this goal made real but not inequitable?

***Yes, there are several good pieces on this that speak to professionalism as another form of systemic racism and social control:***

***[https://ssir.org/articles/entry/the\\_bias\\_of\\_professionalism\\_standards](https://ssir.org/articles/entry/the_bias_of_professionalism_standards)***

***Professionalism: The Wrong Tool to Solve the Right Problem?***

***<https://pubmed.ncbi.nlm.nih.gov/32134778/>***

Katherine Raymond 10:54 AM

Do you think this change in value and reward needs to come from the head of departments, faculty presidents, is there room to do this through scholarship and funding institutions?

***YES – funding institutions in particular have a role to play in this process. NSF and NIH have added some important accountability measures around training grants, for example, asking questions about DEI in programs to which these awards are given. These accountability measures can certainly push institutions to engage in change work. The question is how to push beyond an added program here or there to revisiting extant structures and systems.***

charles jennings 10:55 AM

I've heard it suggested that one reason for lower interest in academic careers among minorities is their lower average level of family wealth – they are more likely to be financially responsible for other family members, less likely to have a financial cushion, and thus are drawn toward careers that are more financially stable than academia. Do agree? If so, any thoughts on how it should be addressed?

***I think that this could be fair to say – the training period is quite long, and requires living on limited financial resources through graduate programs, as well as postdoctoral education. There is also a substantive literature and growing focus on student debt, and how Black***

**students (and Black women) are bearing larger debt loads than their colleagues. I think that this certainly could be an area of focus, and financial incentives can and should be considered in institutional strategies. I think that this is a good example of structural racism – how having a long training period during which you are not well paid seems to be universally challenging, but presents unique issues for communities of color.**

srikantjana 10:55 AM

Research/Science does not have color, only truth, seeking the truth and dedication.

**I think that could potentially be said about the science itself as a concept or idea. But the people doing the science have lots of identities and beliefs and biases that shape how they do their work and engage with their colleagues. Truth is interpreted through our individual lenses, and is not “objective”.**

Anonymous Attendee 10:55 AM

Given the different frameworks of diversity and equity, should we be continuing to have offices called “diversity, equity, and inclusion”? Is this naming counter to the goals of equity?

**There is a lot of dialogue about this in the field right now. I don't think that diversity is a bad thing – but it is a numerical representation of difference, and does not speak to the environment in which people work and live. An environment may appear to be superficially diverse, but very inequitable. Inclusion also is being contested a bit right now – this article does a good job of talking about some of the tensions - <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>. I think that I worry more so about how people are engaging in the work, and whether they are really thinking about equity, or is the term just thrown in for good measure.**

Pat Marsteller (she, her) 10:56 AM

This was amazing. Do you have recommendations for how to involve the leadership? What can we do to get them to establish priority on structural change?

**There is so much emphasis on these issues right now – it has been a core part of conversations at APLU, ACE, NSF/NIH – I think that senior leaders know that it is an issue, but vary in their knowledge about what to do and commitment to action. Change can happen top down AND bottom up – I think that informal leaders can offer a lot of guidance and faculty in departments and programs can start initiating change in ways that push senior leaders.**

JX Wright 10:56 AM

I am an older grad student who can \*strongly\* relate to being "not included" by my academic community. Thank you for helping me give direction as to how to begin to effect changes. I am a part of my University's DEI committee.

**You're most welcome – thank you for coming!**



Anonymous Attendee 10:56 AM

what piece of advice you would provide for ongoing search committees that are committed to diversity and inclusion? what is your opinion about implicit bias training in that context?

***Whether implicit bias training works seems to be somewhat under debate (<https://www.scientificamerican.com/article/the-problem-with-implicit-bias-training/>). The impact of these trainings seem to be short lived, and what seems to work more effectively is engaging in more equitable search processes. KerryAnn O'Meara has done some really great scholarship and practical work in this area, and the University of Maryland ADVANCE office offers great resources to guide search committees in engaging in more equitable searchers (<https://www.advance.umd.edu/inclusive-faculty-hiring>).***

Verene 10:59 AM

My daughter will be URM PHD student beginning at GT this year and she will be majoring in immunology and virology. How can she go about seeking a mentor that can support this journey?

***I think that the first step is for her to think critically about what she needs in terms of support, and to think about a team based approach. She will likely need mentors, beyond 1, and they will provide her with different things and they're all important and valuable.***

***Many women of color seek mentors that share their identities – that makes sense on so many levels and I think it is very helpful to have a role model, at least, that shares your identities and can offer insight into what the journey looks like. But if your daughter feels like her identity as a woman of color in STEM is central in her life and journey, she more generally should be seeking people who will honor that and allow her to be her full self. I also think that accessibility, someone who is invested in their students' growth as individuals, and a willingness to help them make connections to a broader network are important for any and all mentoring relationships.***

***Now how she finds someone who does these things is tricky. She should look at GT and beyond. Talk to current students and alumni to get a sense for who they recommend and is known for the things that are important to her. Also, as she does laboratory rotations, be a careful observer of lab dynamics and what her relationship with the PI looks like. Even if she doesn't end up in that lab, that person could be a mentor and source of support.***

***I'd also encourage her to think about reaching out/participating in the ABRCMS community if she doesn't already (<https://www.abrcms.org/>).***

Janice Bailey 10:59 AM

Just some info - I'm watching from Quebec! I'm the scientific director of the FRQNT research agency. We have implemented EDI considerations as a scientific criterion in our grants. It's not easy, but it adds value. We also are changing criteria for scientific excellence.

***This is great and critical work – thank you for sharing!***

## Answered questions

Lin Winton (she/hers) 10:16 AM

Can you discuss differences that may exist between the values scientists say we prioritize and the values we embody in STEM?

This question has been answered live

Abigail Brouwer 10:42 AM

Just a quick question: Will these slides be emailed to us?

Erika Nadile (You) 10:47 AM

They will be found here: <https://saberbio.wildapricot.org/sys/website>

Anonymous Attendee 10:46 AM

Will a recording and slides be available? This is such valuable work.

This question has been answered live

Erika Nadile (You) 10:46 AM

<https://saberbio.wildapricot.org/sys/website>

Anonymous Attendee 10:47 AM

Dr Griffin referred to another scholar Adriana Kaysar? Can you please confirm that spelling? I'd like to find her?

Sara Brownell is typing an answer...

Sara Brownell 10:51 AM

Adrianna Kezar: <https://pullias.usc.edu/adrianna/>

Anonymous Attendee 10:48 AM

Do I have to be a member to get the slides and recording?

Sara Brownell is typing an answer...

Sara Brownell 10:49 AM

No all the slides will be posted on the SABER website and are available to anyone.

[https://saberbio.wildapricot.org/Diversity\\_Inclusion](https://saberbio.wildapricot.org/Diversity_Inclusion)

danielle ulrich 10:48 AM

this has been excellent. where and when will the recording of this be posted? i have to go early unfortunately!

Erika Nadile (You) 10:46 AM  
<https://saberbio.wildapricot.org/sys/website>

Lin Winton (she/hers) 10:49 AM  
Fantastic - thorough, detailed. Thank you so much.

This question has been answered live

Carlos Garcia-Cervera 10:49 AM  
This was amazing, thank you so much!

This question has been answered live

Anonymous Attendee 10:49 AM  
Thank you so much for this presentation!

This question has been answered live

Anonymous Attendee 10:51 AM  
Hi! I am a current graduate student who has seen so much pushback at both the faculty and university level with making "radical" change to current structures due to a variety of reasons (e.g. funding, compromising research quality, to name a few). How can we combat these attitudes to enact actual change?

This question has been answered live

Anonymous Attendee 10:53 AM  
Thank you. This was very informative. She mentioned a checklist of institutional actions we could go through. Where can we find that?

This question has been answered live

Ruth Bahr 10:54 AM  
It is not possible to access the slides

This question has been answered live

Erika Nadile (You) 10:57 AM  
they will be available here after the talk: <https://saberbio.wildapricot.org/sys/website>

Anonymous Attendee 10:54 AM  
Terrific presentation. Thank you. I'll be sharing this with others at my institution and beyond.

This question has been answered live

Anonymous Attendee 10:56 AM  
Thank for an excellent talk!

This question has been answered live

Audrey Shirley 10:56 AM  
Thank you so much, very well-presented!!

This question has been answered live

Ruth Bahr 10:57 AM  
I went to the website and the slides are not accessible.

This question has been answered live

Anonymous Attendee 10:58 AM  
<https://www.aspirealliance.org/resources/administrators-institutional-change>

This question has been answered live

Anonymous Attendee 10:58 AM  
Inspiring and enlightening talk! Thank you so much!

This question has been answered live