

Unique Challenges Faced by MSI and URM STEM Faculty

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Positionality Statement

- Black woman navigating a career in US higher education
- Product of MSIs and TWIs
- Worked in TWIs and an MSI
- URM faculty are not a monolith
 - A variety of roles in HE
 - Work in diverse institutional types
- MSIs are not a monolith
 - Diverse institutional types and missions
 - Not all faculty are URM
- URM Faculty exist within MSIs and Outside of them


URM Faculty

Woefully Underrepresented in the Academy

- Pipeline issue - Impossible to find
- Interrogate culture and practices in HE which sustains the status quo

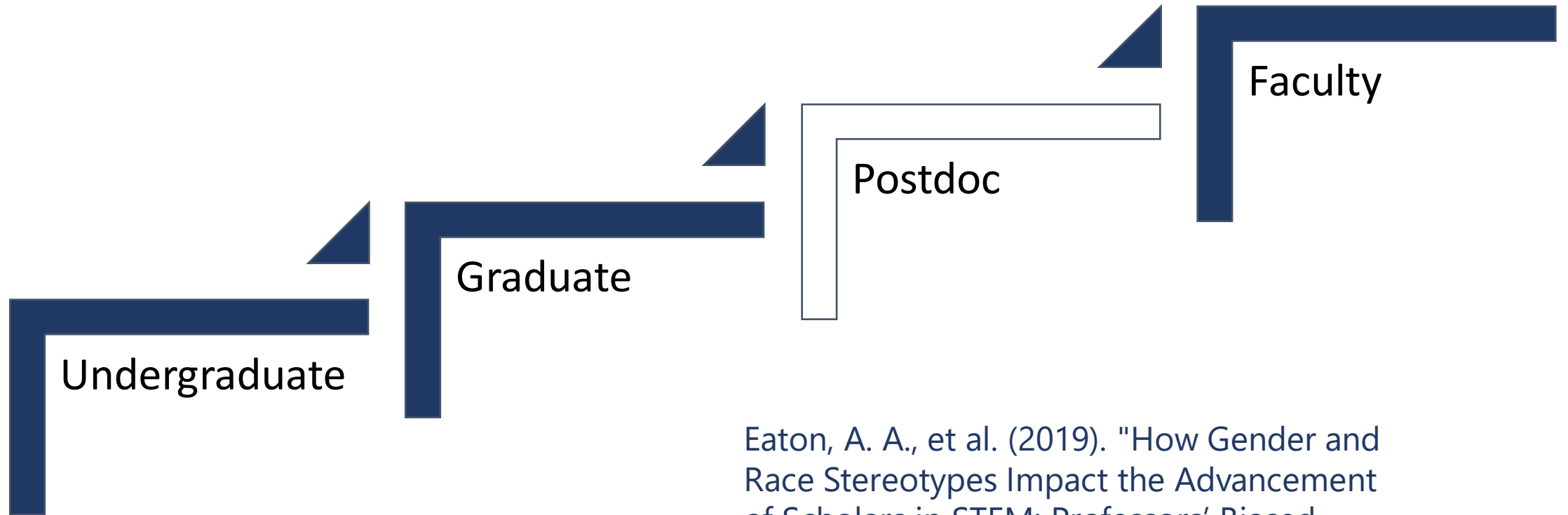


Image from <https://www.aacsb.edu/insights/2017/april/from-minority-doctoral-students-to-faculty-a-model-for-success>



I know quality
when I see it

Academic Career Path



Eaton, A. A., et al. (2019). "How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates." [Sex Roles](#).

Academic Career Path



Postdoc

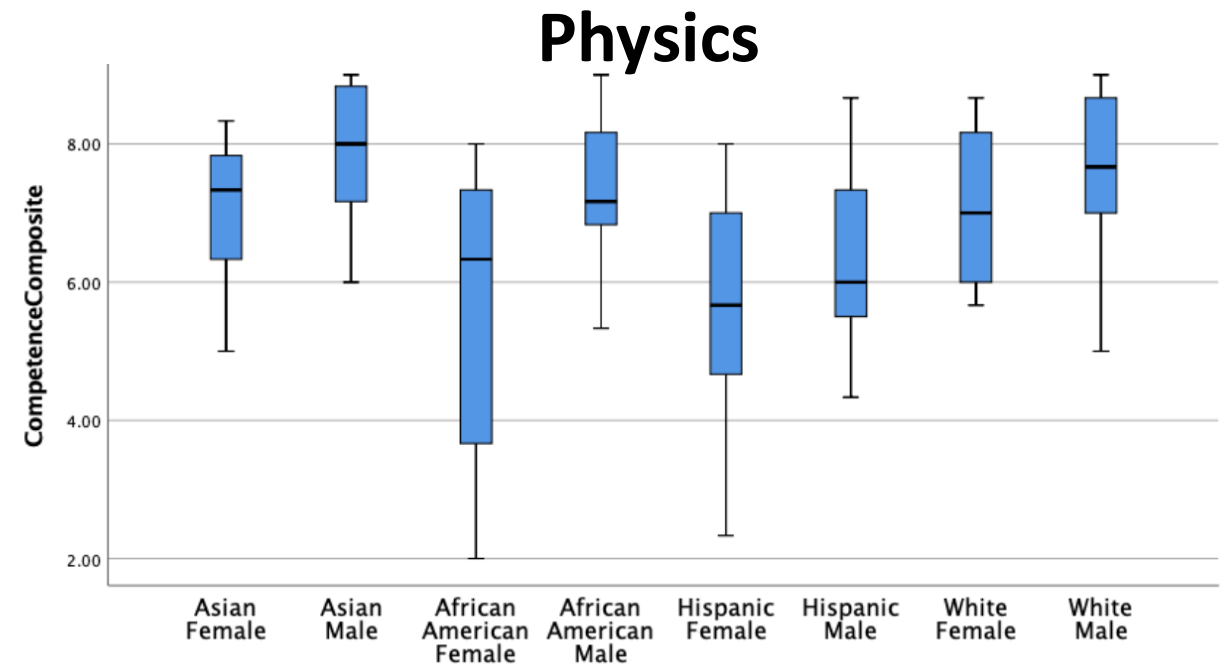
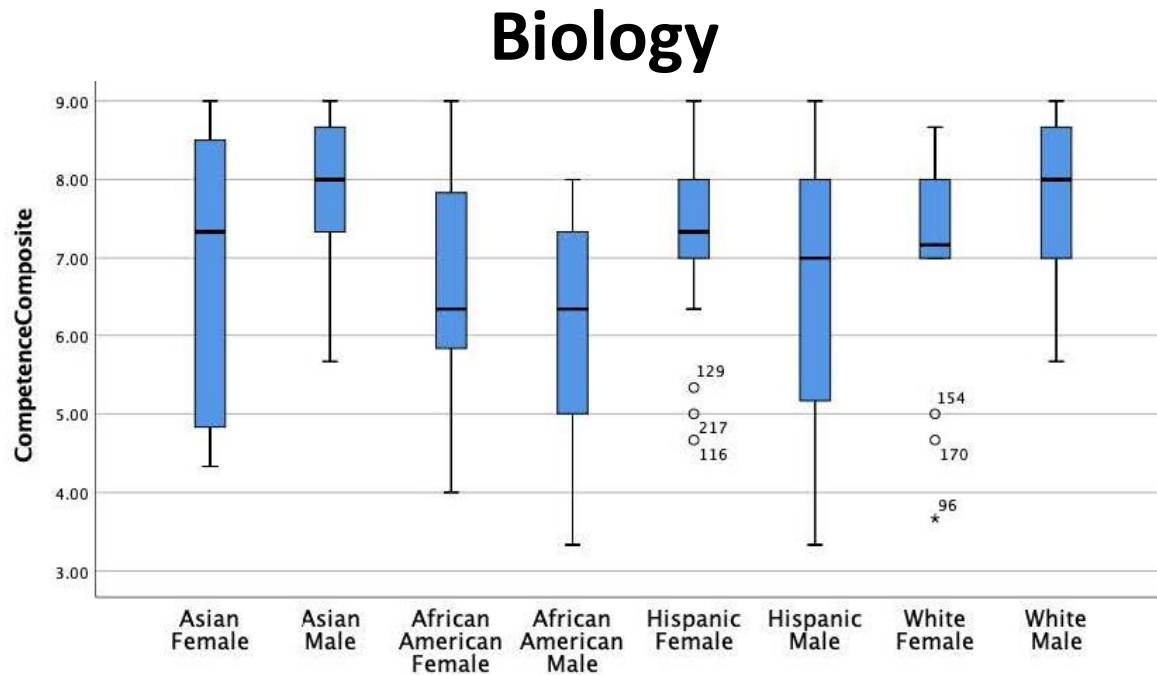
Hypotheses:

1. Male candidates will be rated higher in competence and hireability than female candidates.
2. White and Asian candidates will be rated as more competent and hireable than Black or LatinX candidates.
3. White and Asian male candidates will rank highest in terms of competence and hireability, AND Black or LatinX females will rank least favorable
4. Gender biases will be exacerbated in male-dominated fields (e.g. Physics stronger than Biology)

What about "likeability"?

Eaton, A. A., et al. (2019). "How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates." [Sex Roles](#).

Boxplots illustration distribution of faculty competence rating of candidates by race/ethnicity and gender



Do we really know quality when we see it?

What phenomena could be impacting valuations of competence?

**Is this centralized only to hiring?
Might these phenomena impact other processes and practices?**

- Tenure and Promotion, and Awards Nominations and Selections
- Team Science and Collaborative Work
- Proposal Funding Trends and Rates
- Resource Allocations & Duty Assignments

Do these valuations accurately assess the quality, competence, talents, and merit of the individuals being evaluated?



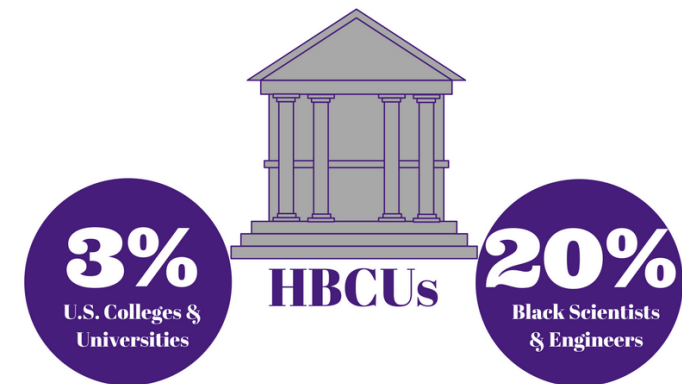
Unique Challenges Faced by MSIs and URM STEM Faculty

- How can MSIs build research and teaching capacity?
- What are some best practices regarding strategic collaboration and partnership?
- Invisible labor: How can faculty at MSIs mitigate assignments to mentoring, service commitments and programmatic efforts that do not lead to tenure?
- What are some non-traditional professional development opportunities that can be leveraged to improve tenure success for URM STEM faculty, specifically at PWIs?

Positionality Statement

URM \neq MSI

- URM faculty are not a monolith
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 - Not all faculty are URM
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Yosso, T.J., *Whose culture has capital? A critical race theory discussion of community cultural wealth*. *Race ethnicity and education*, 2005. **8**(1): p. 69-91.

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How can MSIs build research and teaching capacity?

 Start presenting to display the poll results on this slide.

How can MSIs build research and teaching capacity?

- Invest in Faculty
- Invest in Research Infrastructure and Teaching/Education Infrastructure
- Value Teaching and Education Scholarship Among STEM Faculty in Tenure & Promotion
- Articulate value through Institutional Awards for Research, Teaching, and Service
- Celebrate Your Faculty through University, College, Departmental Communications

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What are some best practices regarding strategic collaboration and partnership?

 Start presenting to display the poll results on this slide.

What are some best practices regarding strategic collaboration and partnership?

- **What phenomena could be impacting collaborations and partnerships?**
- **What are the rules of the game?**
 - Asking the right questions
 - Data sharing agreements
 - Publication agreements
 - Conditions for the collaboration
- **Understanding your capital and negotiating**
 - BATNA= Best Alternative To Negotiated Agreements
 - Walk away if needed

INVISIBLE LABOR

How can URM faculty (in any institution) and (student-centered) faculty at MSIs mitigate assignments to mentoring, service commitments and programmatic efforts that do not lead to tenure?



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How can URM faculty (in any institution) and (student-centered) faculty at MSIs mitigate assignments to mentoring, service commitments and programmatic efforts that do not lead to tenure?

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INVISIBLE LABOR

How can URM faculty (in any institution) and (student-centered) faculty at MSIs mitigate assignments to mentoring, service commitments and programmatic efforts that do not lead to tenure?

- Make the invisible, visible
- Ask for support or releases
- Collaborate on teams to get this work done (when possible)
- Now or Later: would they prefer to have a yes now or later
- Can I have some time to think about it?
Delay \neq Denial, but may allow for deferment and innovative thinking (e.g., someone else may be asked)

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What are some traditional and non-traditional professional development opportunities that can be leveraged to improve tenure success for URM STEM faculty?

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What are some non-traditional professional development opportunities that can be leveraged to improve tenure success for URM STEM faculty?

- **Tenure Norms**
 - Identify the norms are for tenure in your institution
 - Pursue norms that make you employable outside your institution at peer or better institutions
- **Strategic Alliances and Partnerships (Senior Faculty In/Out of Your University)**
- **Visibility in Your Professional Organizations & Communities**
- **Strategies**
 - Develop and implement a funding strategy for your scholarship
 - Develop and implement a publication strategy for your scholarship
 - Develop and implement a publicity (social media) strategy for your scholarship
- **Collaborations and Team Efforts**
 - Learn to negotiate

