STRUCTURAL RACISM, INSTITUTIONAL TRANSFORMATION, & DIVERSIFYING THE STEM FACULTY

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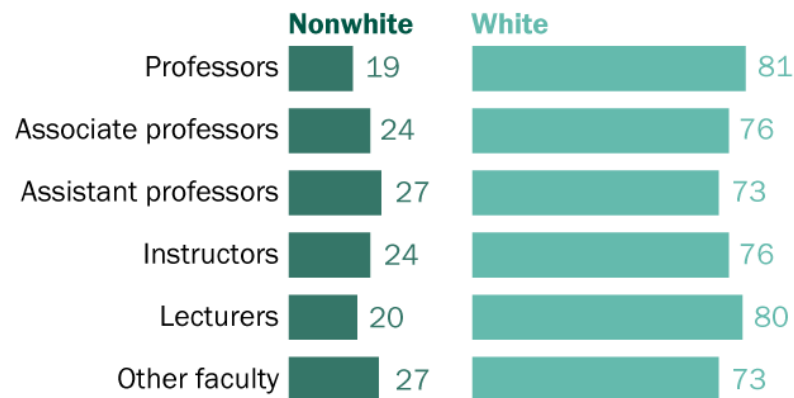
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Nonwhites make up a comparatively small share of U.S. college faculty

% of postsecondary faculty who are ___, by academic rank, fall 2017

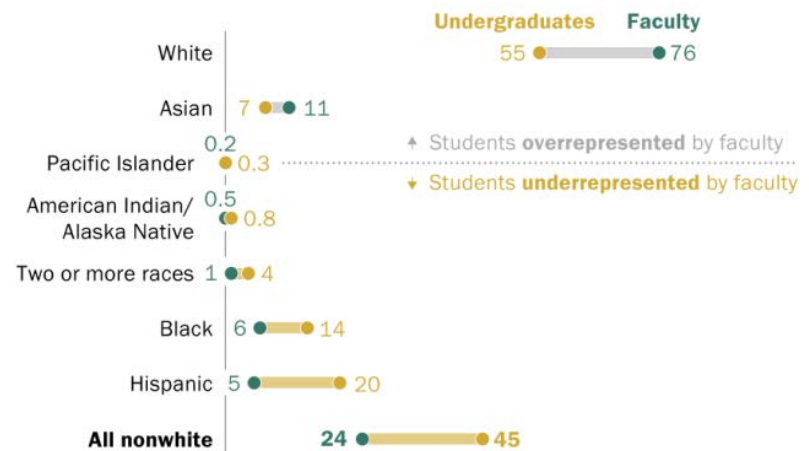|	Nonwhite	White
Professors	19	81
Associate professors	24	76
Assistant professors	27	73
Instructors	24	76
Lecturers	20	80
Other faculty	27	73

Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians or Alaska Natives, and those of two or more races. Those categorized as "non-resident alien" and "race/ethnicity unknown" are not included in this analysis.
Source: National Center for Education Statistics.

PEW RESEARCH CENTER

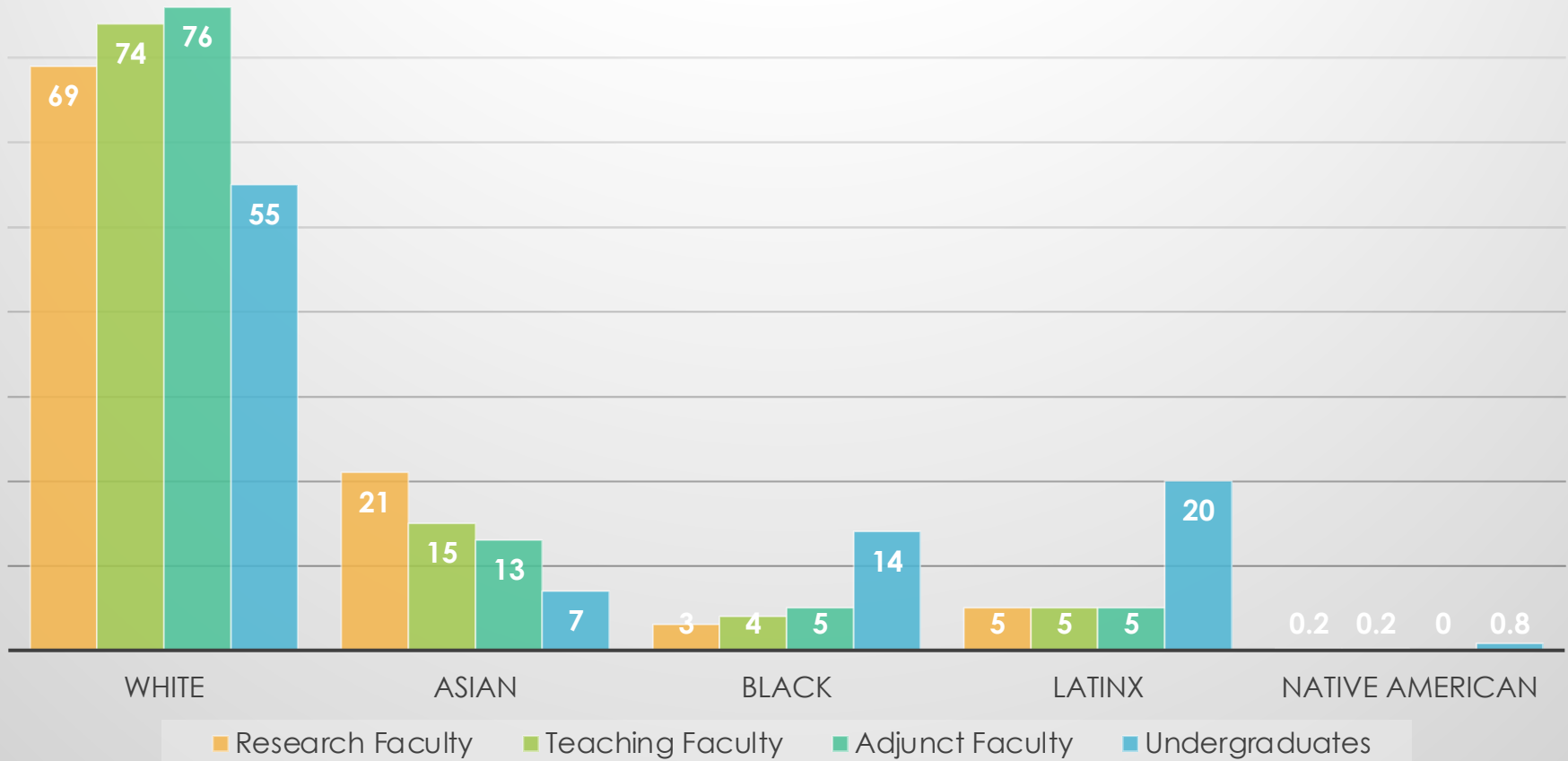**U.S. college students are twice as likely as faculty to be black, four times as likely to be Hispanic**

% of undergraduates and postsecondary faculty by race and ethnicity, fall 2017

	Undergraduates	Faculty
White	55	76
Asian	7	11
Pacific Islander	0.2	0.3
American Indian/Alaska Native	0.5	0.8
Two or more races	1	4
Black	14	6
Hispanic	20	5
All nonwhite	45	24

↑ Students **overrepresented** by faculty
↓ Students **underrepresented** by faculty

Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians or Alaska Natives, and those of two or more races. Those categorized as "non-resident alien" and "race/ethnicity unknown" are not included in this analysis, so shares may not total to 100%.
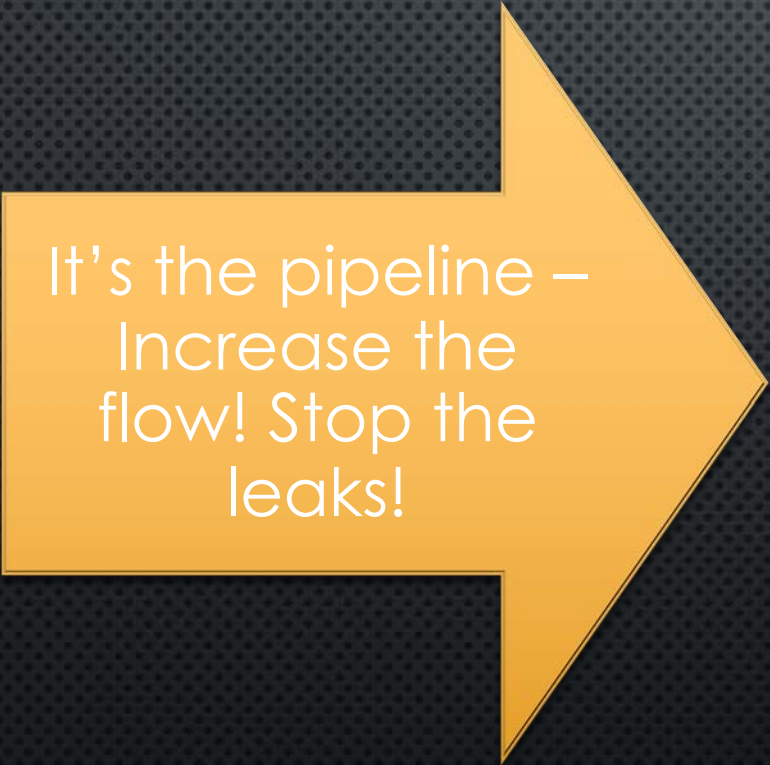Source: National Center for Education Statistics.

PEW RESEARCH CENTER

Science, engineering, and health doctorate holders employed in universities and 4-year colleges

	Research Faculty	Teaching Faculty	Adjunct Faculty	Undergraduates
WHITE	69	74	76	55
ASIAN	21	15	13	7
BLACK	3	4	5	14
LATINX	5	5	5	20
NATIVE AMERICAN	0.2	0.2	0	0.8

Data from Table 9-22. National Science Foundation, National Center for Science and Engineering Statistics, Survey of Doctorate Recipients, 2017.

QUICK FIXES

It's the pipeline – Increase the flow! Stop the leaks!

We need more mentoring

BUT ISN'T THIS *JUST* A "PIPELINE" PROBLEM?

- GRADUATE STUDENT DIVERSITY HAS EXCEEDED GROWTH IN FACULTY DIVERSITY

- EARLY CAREER SCHOLARS OF COLOR EXPRESS LESS INTEREST IN FACULTY CAREERS OVER TIME
    - LOWER AT START
    - BIGGER DECLINES
    - ESPECIALLY NOTABLE DECLINES FOR WOMEN OF COLOR

- INCREASING EVIDENCE THAT SCHOLARS OF COLOR ARE CHALLENGED BY
    - CULTURE OF SCIENCE
    - CLIMATE OF THEIR DEPARTMENTS AND PROGRAMS

MENTORING CAN FIX THIS!

- Access ≠ Relationship quality

- Few mentors have training that would allow them to maximize relationship outcomes

- The outcomes of mentoring are mixed

    - Connected to degree completion and career aspirations

    - Mentees of good mentors can still decide to leave the academy

    - Bad mentors can lead mentees to want to "prove them wrong"

SHIFTING FRAMING AND RESPONSIBILITY

Diversity framing

- Problems reside within people who are most marginalized
- Focus is on support and training
- The goal is to increase numbers and representation, helping individuals navigate extant systems

Equity framing

- Problems reside within institutions and organizations
- Focus is on changing structures to promote equitable access to resources and outcomes
- The goal is to transform institutional structures and cultures, resulting in environments where all can thrive

EXPLAINING INEQUITY IN REPRESENTATION

"It's a pipeline problem"

The numbers are too small. There are no good candidates.

Lack of inclusion in graduate programs and push out high potential scholars.

"It's a hiring problem"

Candidates of color are too expensive and/or don't choose us.

Implicit bias and structural racism are embedded in hiring

"It's a retention problem"

Scholars of color are less likely to be successful and productive

Scholars of color are more likely to leave their institution and/or the professoriate because of the barriers they face.

# UNDERSTANDING INTERLOCKING DYNAMICS AND RACISM

- Individual Racism

  - Stereotypes, microaggressions, and devaluation of expertise

    - Students

    - Colleagues

    - Mentors

  - Exclusion from formal and informal networks

  - Inequitable asks and allocations of workloads (Especially service and teaching)

- Structural Racism

  - Lack of accountability for racism and injustice

  - Hiring processes that rely on traditional outreach strategies and notions of prestige to identify candidates

  - Epistemic exclusion and devaluation of the work scholars of color do as "outside of the mainstream"

  - Advancement and promotion policies that do not value service, diversity, or teaching work and emotional labor

THE INSTITUTIONAL MODEL FOR FACULTY DIVERSITY
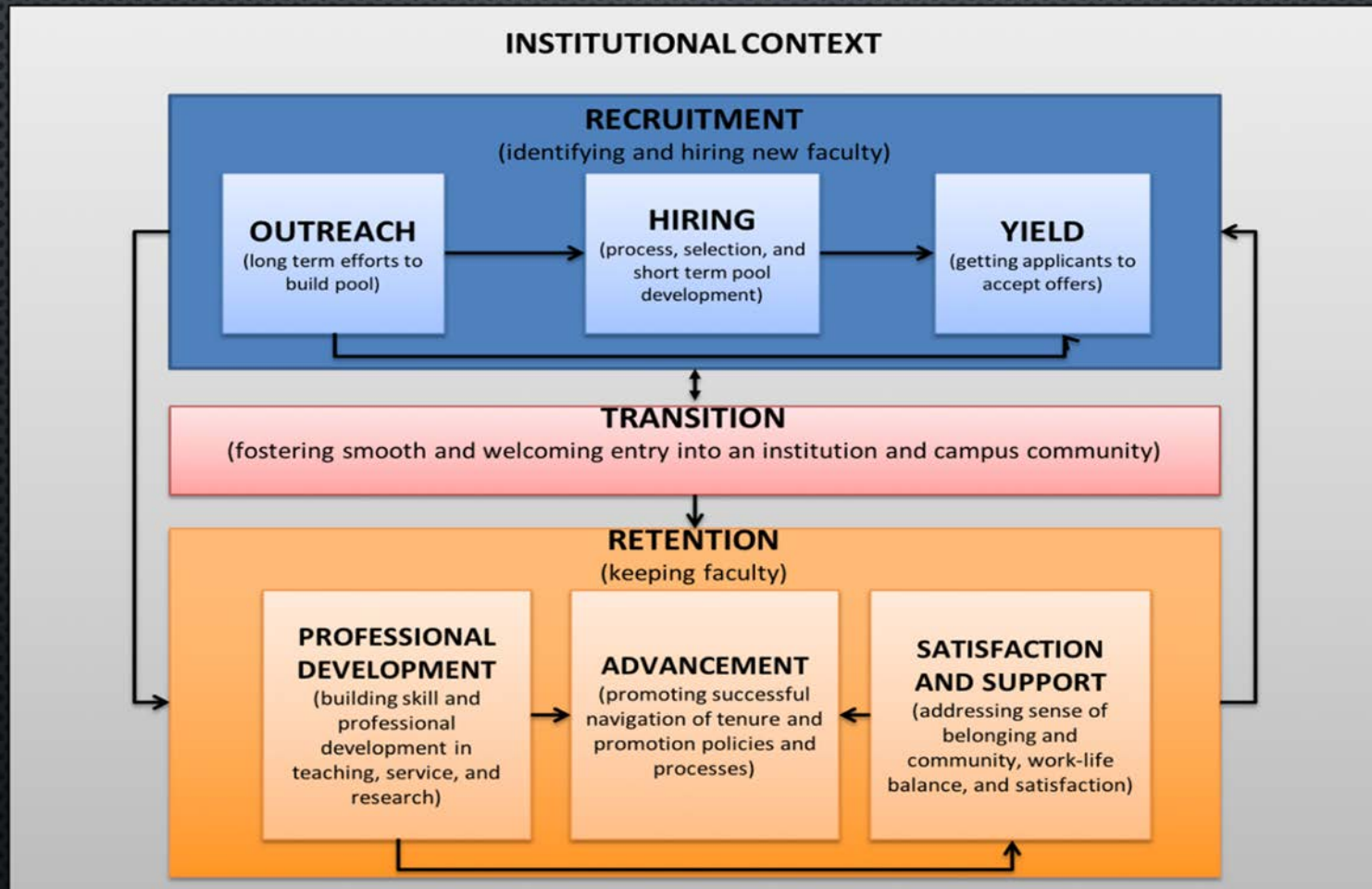
TRANSFORMATION REQUIRES

DATA COLLECTION AND SENSEMAKING

STRATEGIC ACTION AND COLLABORATION

BRAVERY
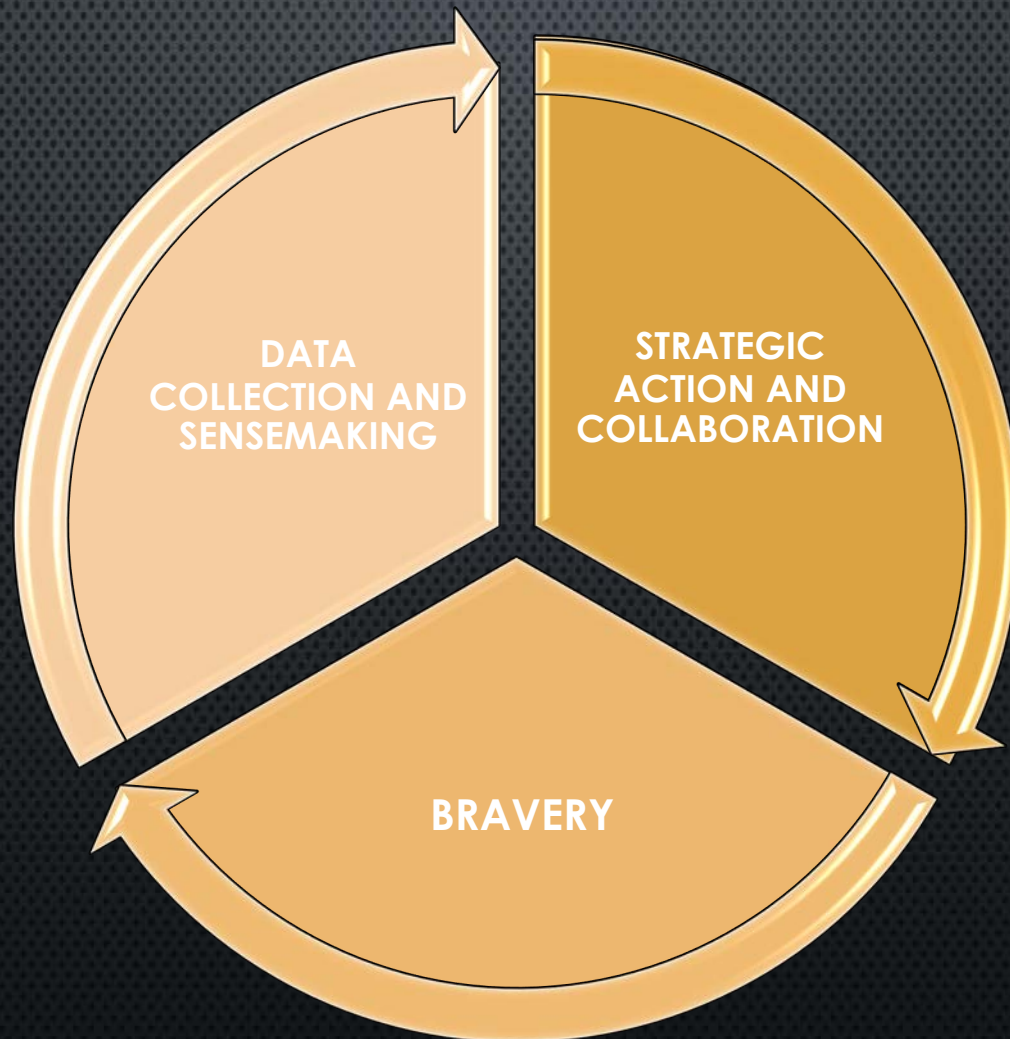
DATA COLLECTION AND SENSEMAKING

|	
INSTITUTIONAL DATA	• DEMOGRAPHICS • IDENTIFIES ISSUES WITH REPRESENTATION AND DIFFERENCES IN OUTCOMES
NATIONAL SURVEYS	• QUALITY AND NATURE OF STUDENT AND FACULTY EXPERIENCES • IDENTIFIES ISSUES WITH HOW THE ENVIRONMENT IS PERCEIVED AND EXPERIENCED
CLIMATE ASSESSMENTS	• WHAT IS THE CURRENT STATE OF COMMUNITY ATTITUDES, BEHAVIORS, AND PERCEPTIONS ABOUT DIVERSITY AND INCLUSION? • IDENTIFIES ISSUES ACROSS DIMENSIONS OF CLIMATE
CHECKLISTS OF INSTITUTIONAL ACTIONS	• WHAT ARE WE DOING NOW? WHAT ARE WE TRYING AND WHERE? • IDENTIFIES EXTENT OF INSTITUTIONAL RESPONSE AND ACTION (ORGANIZATIONAL/STRUCTURAL CLIMATE) AND INSTITUTIONAL INVESTMENT
PROGRAM AND POLICY ASSESSMENT	• ARE STRATEGIES WORKING? • IDENTIFIES WHETHER WE SHOULD STICK WITH CURRENT ACTIONS OR MOVE ON TO NEW STRATEGIES

STRATEGIC ACTION & COLLABORATION

Individual Racism

Structural Racism
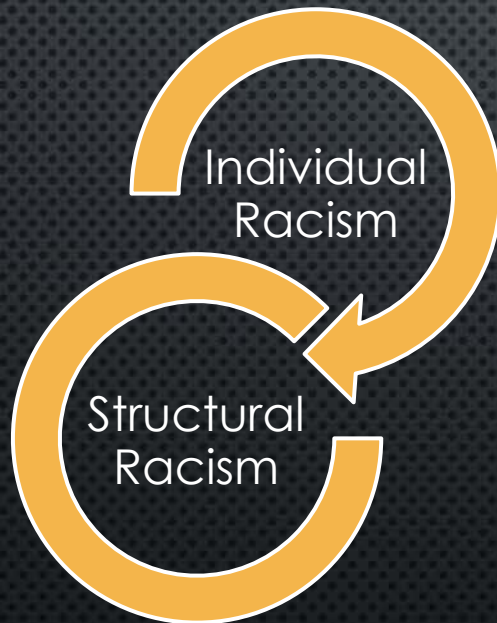
- INTENTIONAL INTERVENTION ACROSS MULTIPLE TIME POINTS

- MAY REQUIRE BETTER COMMUNICATION AND MORE CENTRALIZATION, RATHER THAN MORE PROGRAMS

- MENTORING AS STRATEGIC ACTION

  - INTERPERSONAL INTERACTION AS AN OPPORTUNITY FOR GROWTH AND LEARNING

  - INTENTIONALITY ABOUT NETWORK DEVELOPMENT AND FOSTERING CONNECTIONS AND BELONGING

  - SPONSORSHIP AS ADVOCACY, INCLUDING POLICY AND STRUCTURAL CHANGE

BRAVERY

- Changing what we can, where we can

- Equity based practice requires vulnerability

  - Changing policy and rethinking how we define excellence

  - Changing practice and recognizing identity matters

- Harms must be addressed, and we can't skip acknowledgement of that harm

- Progress and reform require clear-eyed understanding of individual and systemic racism and a desire to seek it out in our own systems

CLOSING THOUGHTS AND TAKEAWAYS

- Demographics alone will not eliminate inequity

- Factors limiting our progress towards equity

  - Diversity as the only goal, not an outcome of a process

  - Overreliance on quick fixes

  - The impact of individual and structural racism on recruitment and retention

- The path forward requires commitment to

  - Understanding unique problems in context

  - Strategic intervention

  - Our own growth, vulnerability, and bravery

THANK YOU

QUESTIONS?

RESOURCES

- Gibbs Jr., K.D., McGready, J., Bennett, J.C., & Griffin, K.A. (2014). Biomedical science Ph.D. career interest patterns by race/ethnicity and gender. *PLOS One, 9*(12). http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0114736

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- Griffin, K.A. (2019). *Achieving diversity at the intersection of STEM culture and campus climate.* American Council on Education, Washington, DC.

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- Griffin, K.A. (2020). Rethinking mentoring: Integrating equity-minded practice in promoting access to and outcomes of developmental relationships. In A. Kezar & J. Posselt (Eds.), *Higher education administration for social justice and equity in higher education: Critical perspectives for leadership and decision-making* (pp. 93-110). New York, NY: Routledge Press.