

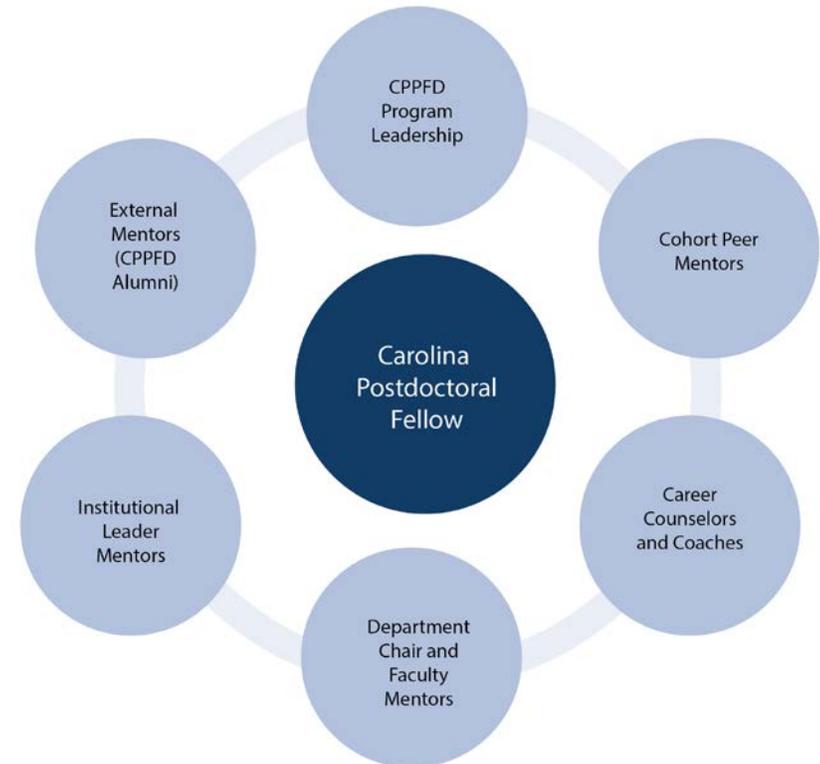
# Achieving Equity in Faculty Pros and Cons of Cohort Recruitment:

*Leveraging Postdoctoral Pathway Programs for Faculty Diversity*

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Vice Provost for Diversity, Equity & Inclusion  
(Former Director of the Carolina Postdoctoral Program)

# Carolina Postdoctoral Program *for* Faculty Diversity

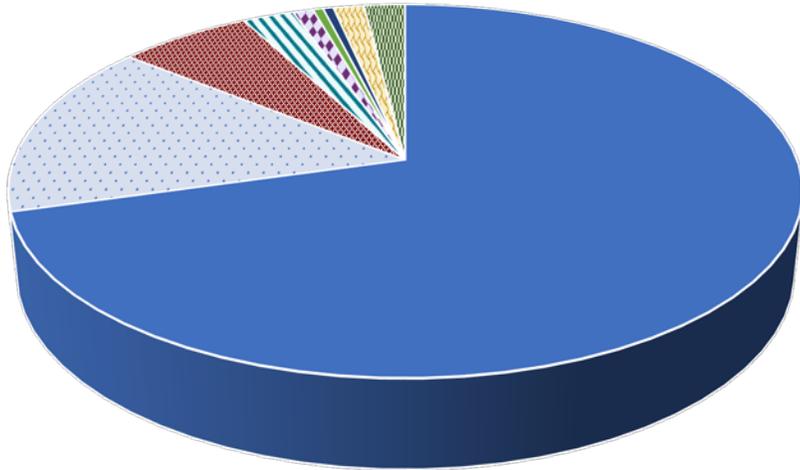
- Prepares historically underrepresented populations for faculty.
- Develops scholars for possible tenure-track faculty appointments at UNC and other research universities.
- Provides “protected time” for scholars to focus full-time on research and prepare for the tenure process.
- Cohort model includes multi-tiered mentoring and career coaching.



# ACHIEVING EQUITY IN FACULTY

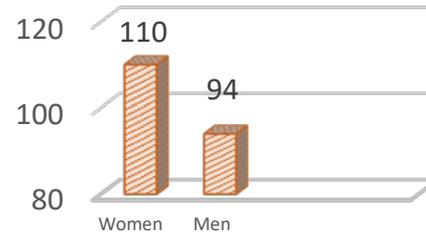
## 204 Total

### Race & Ethnicity



- African-American
- Hispanic/Latinx
- American Indian
- Asian-American
- Asian
- Indian-American
- Pacific Islander
- Two or More
- Not Reported

## GENDER



## Impact in STEM Fields



Over 90% Tenured at UNC

## Cohort Outcomes

- 69 Direct UNC Hires
- 47 Colleges & Universities
- 35 Full & Distinguished Professorships
- 2 University Presidents

## Recent Recognitions

INSIGHT into Diversity Inspiring Programs in STEM Award 2021

EAB Report, *Instilling Equity and Inclusion in Departmental Practices*, cited as a model for leveraging the postdoc for faculty diversity (2017)

# ACHIEVING EQUITY IN FACULTY

# Strategic Evaluations, Inc.



## Features for Program Leaders

**Reports on Trainees' Login Status** – The iBioSketch system includes a report that lists all trainees that were ever selected to be part of the grant or in a department. The screen displays their cohort/date of entry, active status, and the last date on which the trainee logged in to review or edit his or her profile.

**Data Editing/Verification Capabilities** – The system allows program leaders to access progress data stored by each trainee in their program. Program leaders are able to verify, edit, delete, and/or add to trainees' records to ensure the data are accurate prior to downloading them for their progress reports. The edit/verification feature further strengthens the data set by helping to ensure that the data submitted by trainees are accurate.

**Summary of Demographics** – The system includes a summary of the demographics of all trainees that have been part of the program. Storing of these variables in the same system as longitudinal career progress data enables program leaders to better monitor trainees considered "at-risk," and to report outcomes specifically for trainees underrepresented in the biomedical sciences.

**Pre-Designed Reports of Trainees' Progress** – The iBioSketch system includes several pre-designed reports for program leaders to review trainees' progress and demographics. Any of the reports below can be filtered to show only the trainees who are currently active in the program.

You may download this as a file. Or, you may [edit what shows up here](#).

## BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<b>NAME</b> Dwayne Whittington		<b>POSITION TITLE</b> Director	
<b>eRA COMMONS USER NAME</b> (credential, e.g., agency login) Dawaynew			
<b>EDUCATION/TRAINING</b> (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)			
<b>INSTITUTION AND LOCATION</b>	<b>DEGREE</b> (if applicable)	<b>MM/YY</b>	<b>FIELD OF STUDY</b>
Northwestern University	BA	1993	Mathematics
Loyola University of Chicago	M.Ed. in Curriculum and Instruction (Emphasis on Program Improvement)	1998	Education

NOTE: The Biographical Sketch may not exceed four pages. Follow the formats and instructions below.

### A. Personal Statement

As the director of a small, 4-person consulting firm that currently manages the evaluation of more than 20 different science training initiatives, I have a strong track record of implementing rigorous program evaluations and assisting training grant PIs in documenting project successes and challenges. My 7 years of experience directing a team has allowed me to gain experience in evaluating science training grants from pre-college through early career, across 14 different institutions and 8 different funders. Since starting the firm, 11 out of 16 of the trainee reports that have come up for renewal submitted completed renewal

# Cohort Recruitment: Pros for Diverse Faculty Participants

## ► **Sense of belonging and community**

Provides a sense of connectedness, belonging, and community for scholars around career successes and challenges they face. Cohort reduces feelings of isolation for some scholars who experience a lack of a stable support system or who came from less inclusive or diverse institutions.

## ► **Valuable networks and professional activities**

Scholars overwhelmingly value structured activities (grant-writing support, meetings with editors, presenting their research). They value less structured opportunities to interact with faculty colleagues. However, they also expressed value alumni that remain active in the program and make themselves available to junior scholars. Also, dedicated space provided opportunity to demystify the hidden culture of academia, identity politics, and “real talk”.

## ► **Robust mentorship and sponsorship**

Participation in cohort offered access to other accomplished peers and an opportunity to receive guidance on writing grants, publishing, tenure expectations, and preparing for the lifespan of a faculty member. **Deans, department chairs, and mentors** actively facilitated opportunities and networking for scholars and integrated them into the campus and the larger scholarly community. In addition, scholars benefitted from the relationships they cultivated with senior academic leaders, career coaches, and other faculty who often serve as unofficial mentors.

## ► **Acceleration of research progress**

Self-reports indicate cohort experience improved research productivity and accelerated progress of research goals faster than anticipated. Estimated project timelines decreased from about five years to two years because of collaborations, sponsorships, and structure provided and dedicated time to research.

# Cohort Recruitment: Pros for Deans & Department Chairs

## ► Recruiting high potential, diverse talent

Program expands the candidate pool and provides a rich opportunity for schools and departments to increase diversity among faculty by the recruiting and retaining of talented, underrepresented scholars. Cohort recruitment has enabled departments and disciplines with greater disparities to attract, hire and retain excellent researchers.

## ► Creating cohorts of new faculty hires

Faculty praise the design of the program and the cohort model, and how [the program] incorporates and supports the scholars as they transition to faculty. Like the practice of faculty “cluster” hiring, the program intentionally selects scholars each year with common interdisciplinary research interests. Those transitioning onto faculty enter with an established cohort of diverse peers and collaborators.

## ► Changing the culture of the classrooms and the content of the curriculum

The hiring of CPPFD cohorts has had a significant impact on UNC’s curriculum and disciplinary diversity. Examples of these cultural and curricular shifts include the development of courses focused on recovery of spoken Cherokee Language; development of courses for a Latinx minor; and the development of an Asian-American Studies curriculum. STEM scholars have developed both internal and external collaborations that expand research expertise and opportunities for students.

## ► Demonstrating commitment to diversity in practice

Cohort recruitment and hiring has elevated departments/schools articulation of diversity, equity, and inclusive educational practices. Commitment in practice sharpens the lens used to design and assess all faculty searches and ways of thinking about diversity, equity, and inclusion in research or curricular innovation and renewal.

# Traditional Cluster/Cohort Recruitment and Hiring: Cons

- ▶ **The pre-work has not been done to address institutional climate and culture/sub-cultures.** Academic leaders must assess and address the current attitudes, beliefs, behaviors and perceptions of current faculty and students regarding equity, mutual respect, sense of belonging and inclusion.
- ▶ **After the hiring process, the cohort or cluster is on their own.** Formal infrastructure is need to support or manage cohorts around communications, collaborations, grant-writing, seminars, or course development/team teaching. A coordinator or senior faculty director can ensure the cohort is successful.
- ▶ **Clear expectations or metrics for success have not been identified.** Set clear metrics such as grants received, number of publications by cluster/cohort, new programs and research centers developed, and promotion and tenure rates.
- ▶ **No plan for how interdisciplinary or collaborative work will factor into tenure and promotion.** Faculty hired to joint appointments report extra labor of service or being unclear on how work will count toward tenure in their primary academic departments.

# Other Considerations

- Developing Equity-minded and Inclusive Leadership
  - Develop Deans and Department Chairs on how to create inclusive departments
  - Be intentional and deliberate in design of cohort hiring initiatives
  - Create infrastructure to support the cohort beyond hiring process
- Institutional Commitments
  - Faculty diversity must be a campus-wide strategic priority
  - Success requires multi-level accountability measures

# Special Thanks

Terry Magnuson, Vice Chancellor for Research

Jennifer Pruitt, Program Coordinator, Carolina Postdoctoral Program

Joyce Tan, Associate Vice Chancellor/Interim Director

Dara Wilson-Grant, Career Coach

**The University of North Carolina at Chapel Hill**

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**The Carolina Postdoctoral Program *for*  
Faculty Diversity**



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