

# The NORDP Climate Survey is Coming!

NORDP is partnering with Kanarys to launch the 2022 NORDP climate survey next month! The results of this survey will drive decision-making, policies, and programming within NORDP, and **we want to hear from you.**

Be on the lookout for this survey to arrive in your inbox during the month of May. The first 30 respondents will be eligible for a variety of prizes!

# Cohort-based Faculty Development Programs: Different Models and JEDI Intersectionality

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**RESOLVED:**

**Research Development**

**Can Support**

**DEI**

*Authentically*

- Mentoring Programs
- Leveraging transformational leadership strategies
- Understanding how research plays into Tenure & Promotion
- Internal award and programming audits to understand who you're supporting (and maybe, who you're not)



**How?**

**But first**

# Why does this matter?

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Universities are more diverse than  
ever before

44%

Non-white undergraduate students in 2018

Up from 30% in 2000

25%

Non-white, full-time, postsecondary faculty

**19%**

Non-white, full professor ranked faculty

# Why any of this matters

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**more diverse** is clearly relative and not enough...

...diverse faculty retention positively affects knowledge generation, student retention, and authentic culture shifts...

...hence, DEI initiatives are touted by many universities across the US and elsewhere, because they continue to matter.

# And it matters more at PWIs

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## “Diversity Tax”

(Griffin et al., 2011; Hesli & Lee, 2013; Mallery et al., 2019; Webber, 2019)

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## Belonging

(Grant, 2019; Kelly et al., 2017; Zambrana et al., 2015)

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## Tenure & Promotion

(Griffin et al., 2011; Mallery et al., 2019)

**For Example**



# Appalachian State University

- Located in the Blue Ridge Mountains in rural Western North Carolina, Boone, NC
- 20,641 students
  - 18,555 undergraduate
  - 2,086 graduate
- 18.2% racially and ethnically underrepresented students (self identified)
- 10% racially and ethnically underrepresented faculty (self identified)
- FY 2021, ~\$37M awards
- Over 200 unique PI/co-PIs



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- An urban, Catholic, Jesuit research university in St. Louis, Missouri
- 12,883 students
  - 8,138 undergraduate
  - 4,745 graduate
- 39.4% diverse student population
- Approximately 27% diverse faculty population
- Carnegie R2 (High Research Activity) - \$53M in research expenditures in FY 2021

# Research Development

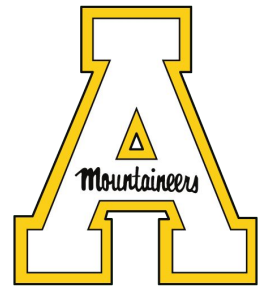
- **Mentoring/Coaching Programs**
- Leveraging transformational leadership strategies
- Understanding how research plays into Tenure & Promotion
- Internal award and programming audits to understand who you're supporting (and maybe, who you're not)



**How?**

# **Appalachian State University: PREParation for Appalachian Research Experiences (PREPARE)**

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**A cohort (up to nine faculty) is introduced to a mentor network which assists with establishing a realistic research agenda, improving grantsmanship skills, seeking appropriate external funding sources, and promoting compliance with internal and external protocols in an effort to increase successful grant submissions**

- ✓ **Ideal candidates are those not yet a PI on a large grant but are seeking external grant funding**
- ✓ **Participants should anticipate preparing and submitting a grant proposal within 12-24 months**
- ✓ **The program is largely self-paced and designed for the participant who is dedicated to attending the educational sessions and who will dedicate the writing time to write a grant proposal**

# PREParation for Appalachian Research Experiences (PREPARE)

- **Funded by a grant from the National Council of University Research Administrators (NCURA) in 2017-18**
- **Appalachian funded 2019 & 2020**
- **NSF ADVANCE funded 2021-present**
  - *ADVANCE APPALACHIAN* is a project funded by the National Science Foundation that aims to recruit, retain, and promote more women faculty in STEM disciplines at Appalachian State University. The project builds on an existing Inclusive Excellence initiative that is designed to support members of the university community from underrepresented populations.

*"As a new professor, I had no idea where to start and it is very overwhelming. This program made it feel more understandable and less terrifying."*

- Psychology faculty

*"Most valuable aspect of PREPARE for me is the mentor. I learn how to do it [write and apply for a grant] in the workshops, but to have someone showing me how it is actually done is immensely helpful. So I focus on those interactions."*

- Chemistry & Fermentation Sciences  
faculty

# PREParation for Appalachian Research Experiences (PREPARE) - 18 different departments represented

Anthropology - 1 faculty	Communication - 3 faculty	Nursing - 3 faculty
Applied Design - 2 faculty	Communication Sciences & Disorders - 4 faculty	Nutrition & Healthcare Management - 2 faculty
Art - 1 faculty	Computer Science - 1 faculty	Physics & Astronomy - 1 faculty
Art Education - 1 faculty	Health & Exercise Science - 2 faculty	Psychology - 2 faculty
Biology - 2 faculty	History - 1 faculty	Sociology - 2 faculty
Chemistry & Fermentation Sciences - 8 faculty	Mathematical Sciences - 1 faculty	Sustainable Development - 2 faculty



**62%**

**Female**

**38%**

**Male**



**26%**

**Minority**

**74%**

**White**

# Preparation for Appalachian Research Experiences (PREPARE)

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**Internal Grants  
Awarded**

**36**

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**External Grants  
Submitted**

**74**

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**External Grants Awarded**

26 / \$825,970

+ coPI \$989,896

+ one ACLS fellowship and  
one Fulbright \$51,066.31

# Building Integrated Learning and Coaching Networks

*for Research*

**(BILCN-Research)**



SLU's mascot is the 'Billiken' – a mythical good-luck figure who represents "things as they ought to be."



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## **BILCN-Research**

BILCN-Research is a 6-9 month, cohort-based, research development program that develops SLU faculty's networks and skills needed to advance their research agendas and effectively compete for external funding.

# BILCN-Research

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- Faculty participants are selected by a committee of faculty
- Targets high-potential, full-time faculty who have not received major external funding awards in the past 3-5 years
- Participants must have active research agendas and a project for which they will seek major external funding
- **Currently no DEI preferences or stipulations in recruitment or selection processes**

# BILCN-Research

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- Integrates proven research development workshops with peer-led coaching and accountability groups and independent faculty work
- The expected outcome is submission of a major external grant proposal within 1 year

Dr Saran Twombly  
*BILCN Workshop Leader*

# 100%

Participants in first cohort who successfully submitted external  
funding proposals

**Of the 15 faculty  
accepted for the first  
BILCN-Research cohort,**

**100%**

**fit at least one diversity  
category**

**Of the 17 faculty  
accepted for the second  
BILCN-Research cohort,**

**94%**

**fit at least one diversity  
category**

**DEI symbiosis?**

Research  
Development  
Programs

Support for  
DEI programs  
& principles

GROWTH\*

\*including contributions to  
institutional level systemic change

- Mentoring/Coaching Programs
- **Leveraging transformational leadership strategies**
- **Understanding how research plays into Tenure & Promotion**
- **Internal award and programming audits to understand who you're supporting (and maybe, who you're not)**



**How?**

# A brief note on Transformational Leadership

(Northouse, 2018)

- Encourage & empower others
- Assist in articulating missions and visions
- Establish trust and authentic rapport
- Be open to opposing viewpoints
- Considerate dialogue to encourage new perspectives



# **Serving Underrepresented Faculty & Supporting Campus DEI Initiatives**

- Demographic assessment of programs and internal grants
  - PREPARE
  - URC, BOT, FRT, etc.
- Scholarship for Diversity, Equity, and Inclusion Grant
- Summer Stipend for Writing A Grant
- ADVANCE Appalachian Collaboration
- Connection with campus Inclusive Excellence Team



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# Possible DEI-specific BILCN-Research changes

- ✦ Formally embed DEI into BILCN-Research
- ✦ “Become a Student of DEI” component built into the BILCN-Research program
- ✦ Multiple surveys of BILCN-Research participants, coaches, and mentors on DEI-specific needs and suggestions, at different stages in the program
- ✦ Cultivate future diverse coaches/mentors from BILCN-Research program participants
- ✦ Complementary writing services for those who are not first language English speakers/writers
- ✦ Require a DEI statement in BILCN-Research application materials; have improving that statement as a component of the workshops
- ✦ Have nominators specify how nominees contribute to diversity and inclusion at SLU
- ✦ Make Billiken Boost Program support a formal part of the BILCN-Research program



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# BILCN-Research informed, DEI-specific institutional recommendations

## OVPR actively coordinate with

- the Office of Diversity and Innovative Community Engagement
- the Provost's Office
- the Faculty Senate
- the newly reconstituted Research Deans Council and other 4 Research Councils

## about introducing

- new, helpful institutional data collection to facilitate further symbiosis between *research development* and *DEI principles* in order to realize the meaningful benefits of a diverse faculty population

\*NSF ADVANCE Catalyst track proposal

# Summary

- Research Development can authentically support DEI goals
- Cohort-based Programs
- DEI Symbiosis plans
- Feedback & discussion please!

Questions/Discussion

**What can JEDI-focused cohort programs tell us about general institutional support of underrepresented faculty?**

**Does your institution have a cohort-based faculty research development program?**

**What is your experience with the approach, especially regarding JEDI intersectionality and impacts?**

**What other ways can RD  
units provide support to  
underrepresented faculty?**

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