

# BIPOC EXPERIENCES IN PREDOMINANTLY WHITE INSTITUTIONS (PWIS)

FALL 2024 PDD

Medhavi Ambardar, Ph.D.

Claudia Da Silva Carvalho, Ph.D.

Magdalene Moy, Ph.D.

Heather VanDyne, M.L.S.

Jee Hwang, MFA

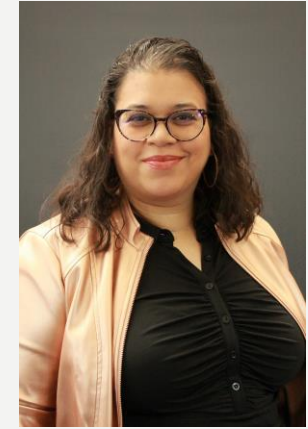
Nuchelle Chance, Ph.D.

# DISCLAIMER

- Historical Racial Trauma (adapted from Mental Health America)
- **Sensitivity warning:**
  - The fictional AI generated scenarios are based on lived experiences of BIPOC Faculty/Staff/Students in academia.
  - These discussions and scenarios may bring up feelings of discomfort or may bring up past traumas and emotions for the audience.
  - We encourage you to take care of yourself and step back as needed.
- We are here to support and learn from each other (FHSU Strategic Plan – Goal 5).

# WHO ARE WE?

- Faculty Presentation
  - Ambardar, Biology
  - Da Silva Carvalho, Biology
  - VanDyne, Library
  - Moy, TILT
  - Hwang, Art & Design
  - Chance, Psychology



# WORKSHOP LEARNING OUTCOMES

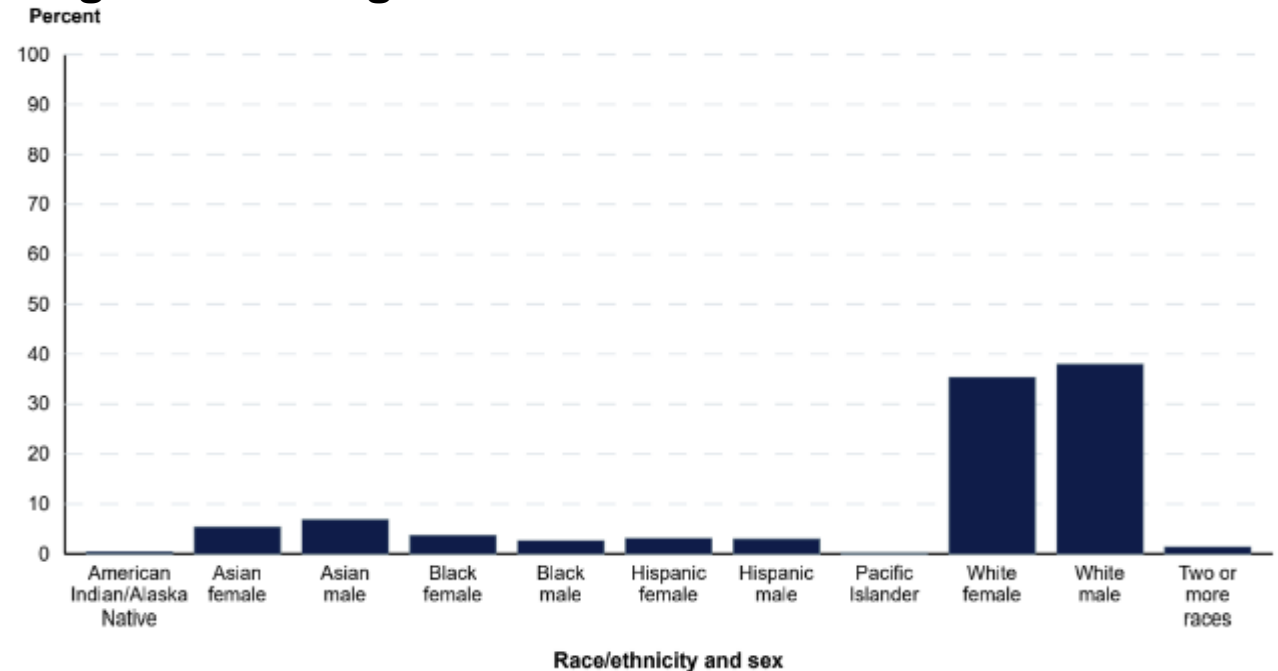
- Attendees will be able to discover the distinctive obstacles of BIPOC faculty/staff/students at FHSU
- Attendees will learn the best practices in academia for fostering an inclusive campus and community.
- Attendees will practice identifying the challenges lived by BIPOC faculty/staff/students
- Attendees will practice examining their own preconceptions, attitudes, and contributions towards inclusive practices. They will also be challenged to scrutinize their attitudes and actions toward in-group members.

# BIPOC IN ACADEMIA

- **Roles of BIPOC in Primary White Institutions (PWIs)**

- What roles do BIPOC hold in higher education academia?
  - WOC faculty 26%
  - URM faculty 12.9%
  - WOC administration 5-10%

**Distribution of Faculty by Race/Ethnicity and Sex in Degree-Granting Institutions in the United States.**



# Rounds to zero.

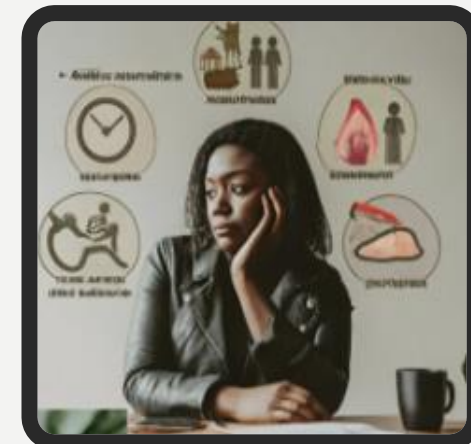
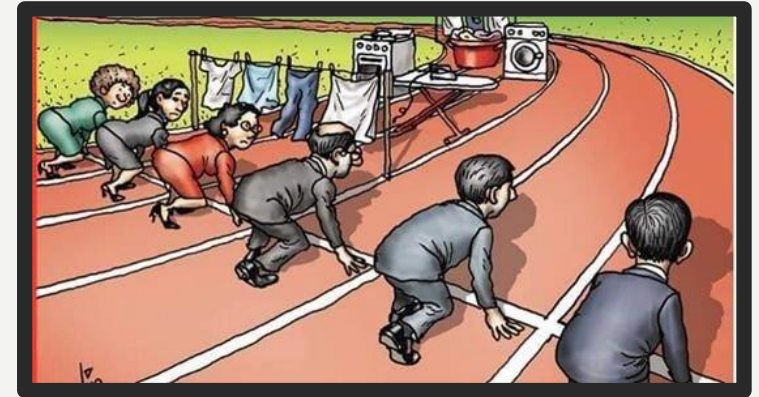
NOTE: Data represent the 50 states and the District of Columbia. Sex breakouts are excluded for faculty who are American Indian/Alaska Native, Pacific Islander, and of Two or more races because the percentages are 1 percent or less. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Percentages are based on full-time faculty whose race/ethnicity was known. Race/ethnicity was not collected for faculty who are not U.S. citizens or permanent residents. Detail does not sum to 100 percent because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2022, Human Resources component, Fall Staff section. See *Digest of Education Statistics 2022*, table [315.20](#).

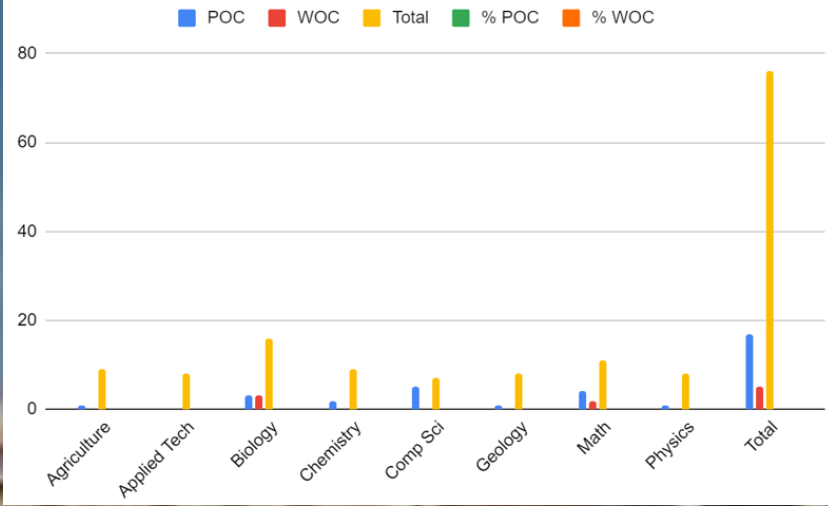
(U.S. Department of Education, National Center for Education Statistics, 2022)

# BIPOC IN ACADEMIA

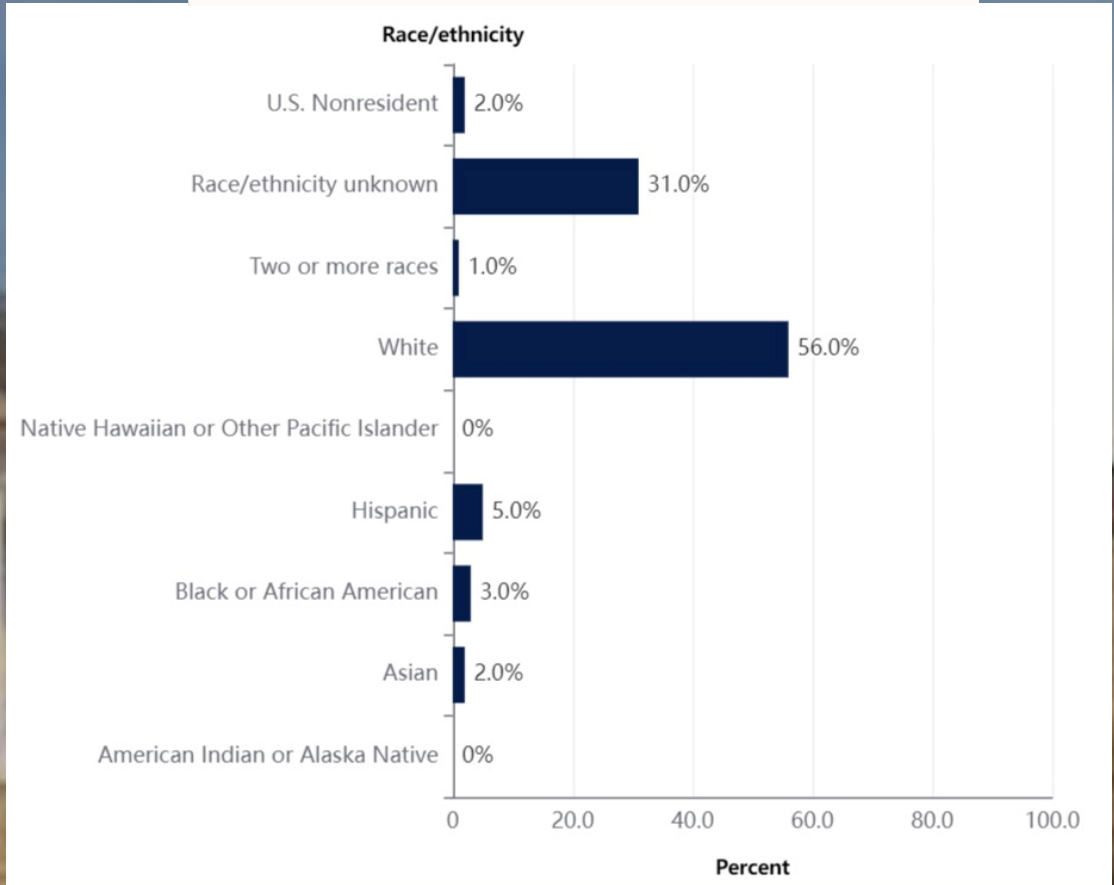
- What are the disparities observed?
  - Sociocultural Risk Factors
    - Underrepresentation
    - Limited Mentorship
    - Concrete Ceiling
    - Intersectional Bias
    - Tokenism and Hypervisibility
    - Isolation and Lack of Support
  - Economic and Financial Risks Factors
    - Pay Gap (i.e., sex, age)
  - Health and Wellness Risk Factors
    - Workload & Burnout
    - Invisible Labor
    - Racial Battle Fatigue
    - Converging Crises



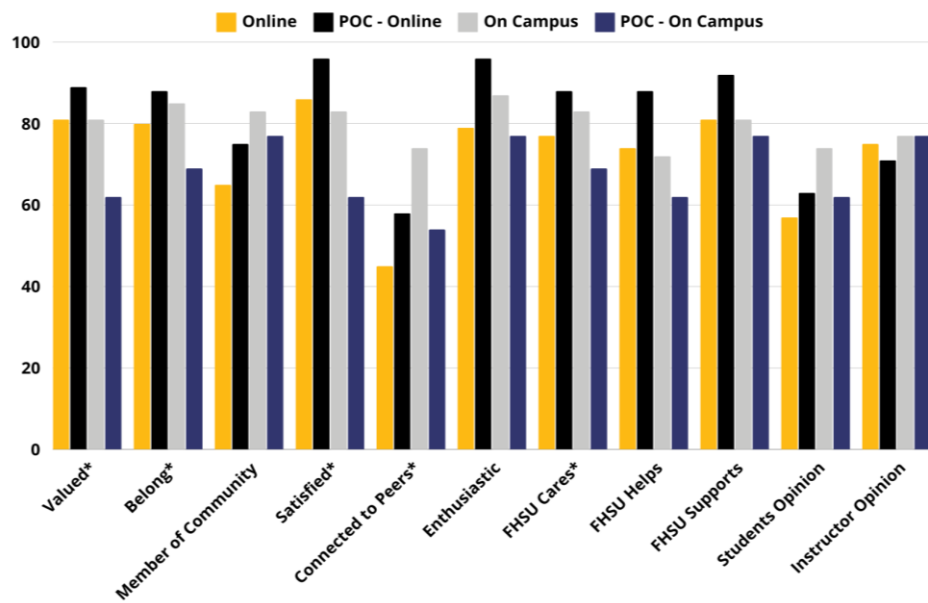
## FHSU WoCST Faculty Demographics AY 2024



## Percent of all students enrolled, by race/ethnicity: Fall 2022



## FHSU Student Perceptions of Social Belonging 2022

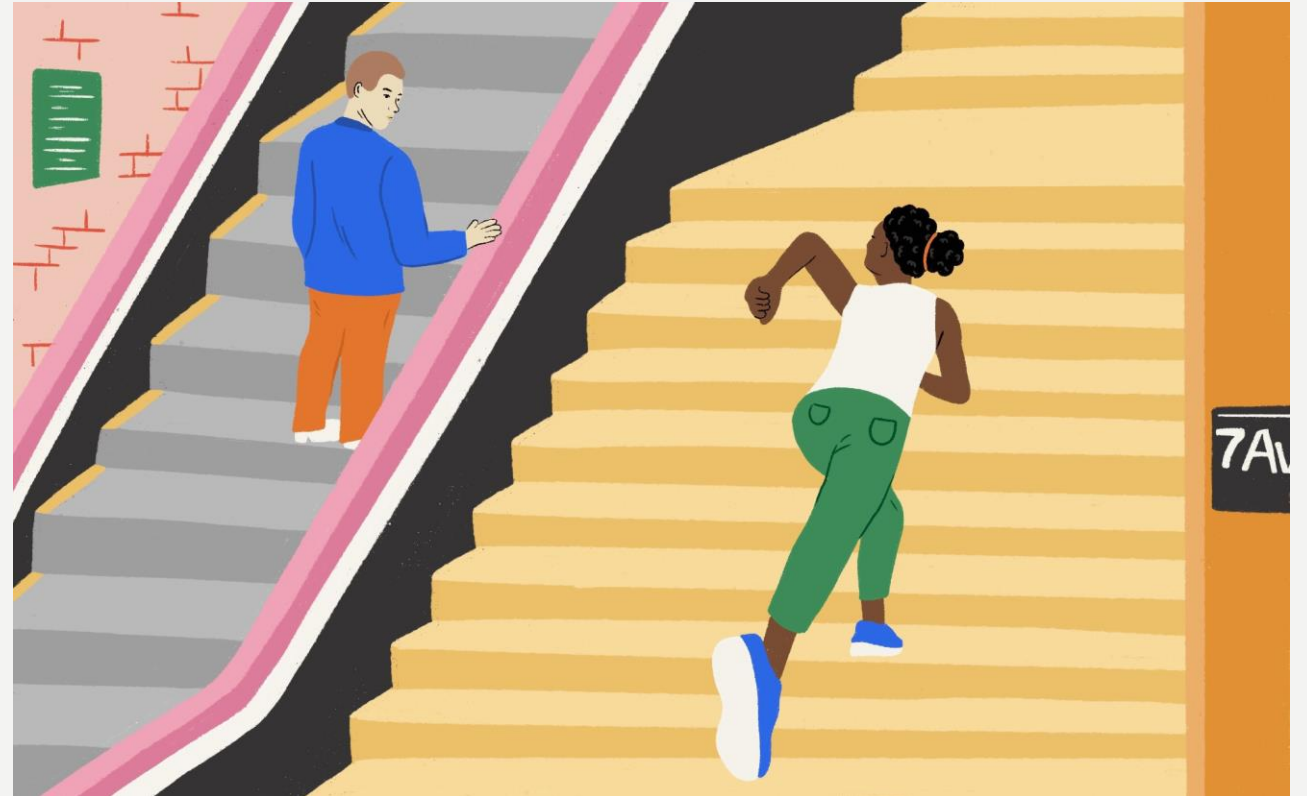


n = 230  
170 Online FHSU Students  
60 On Campus FHSU Students

“Many faculty respondents do not feel FHSU works to eliminate implicit bias and systemic discrimination. Providing resources that help all community members appreciate their differences will demonstrate FHSU’s commitment to the issue as well as help make sure these topics are appropriately addressed.”

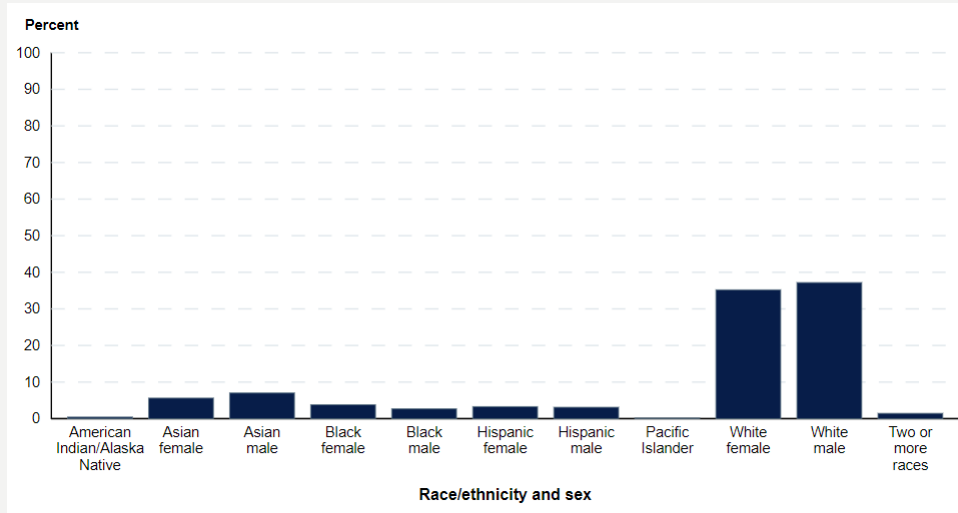
# CHALLENGES EXPERIENCED BY BIPOC AT FHSU

- **Sociocultural**
  - Isolation & lack of representation
  - Lack of community for free expression
  - Microaggressions
  - Unconscious bias
- **Economic & Financial**
  - Limited resources
  - Assigned non-promotable tasks
- **Health & Wellness**
  - Invisible Labor
  - Emotional Labor





# ISOLATION AND LACK OF REPRESENTATION



(NCES, 2022)

## Full-time Faculty

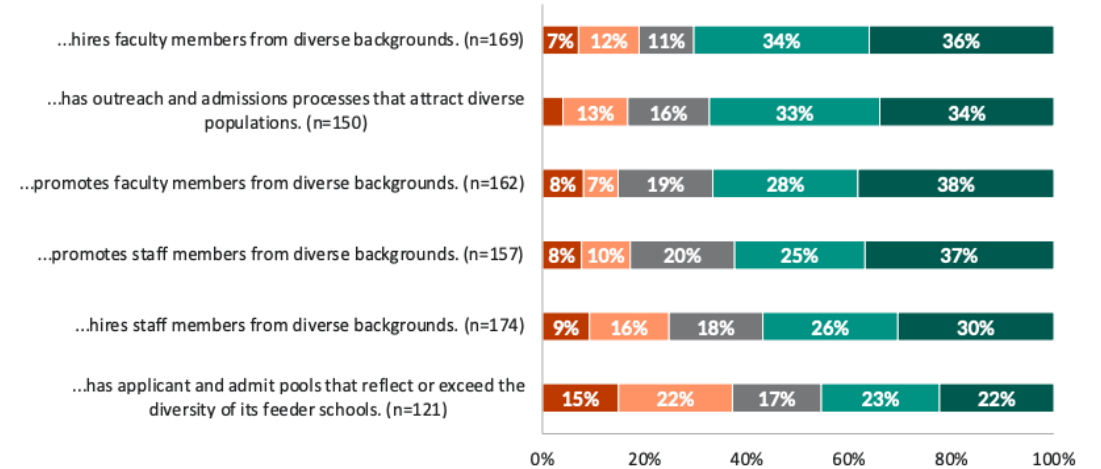
- 72% White
- 13% Asian
- 7% Black
- 6% Hispanic
- 1% 2 +

Less than half of the faculty and staff/administrator respondents believe FHSU does not have applicant/admit pools that reflect or exceed the diversity of feeder schools (45%).

Please indicate the extent to which you disagree or agree with the following statements about faculty and staff diversity.

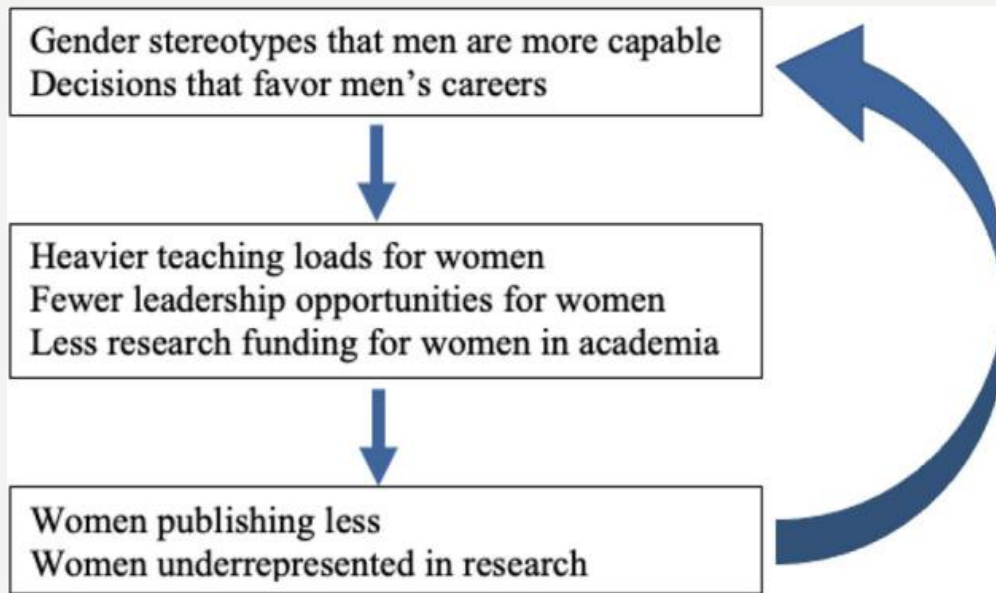
FHSU...

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree



(Hanover Research, 2021)

# ASSIGNED NON-PROMOTABLE TASKS



[\(Linn & Kennette, 2022\)](#)

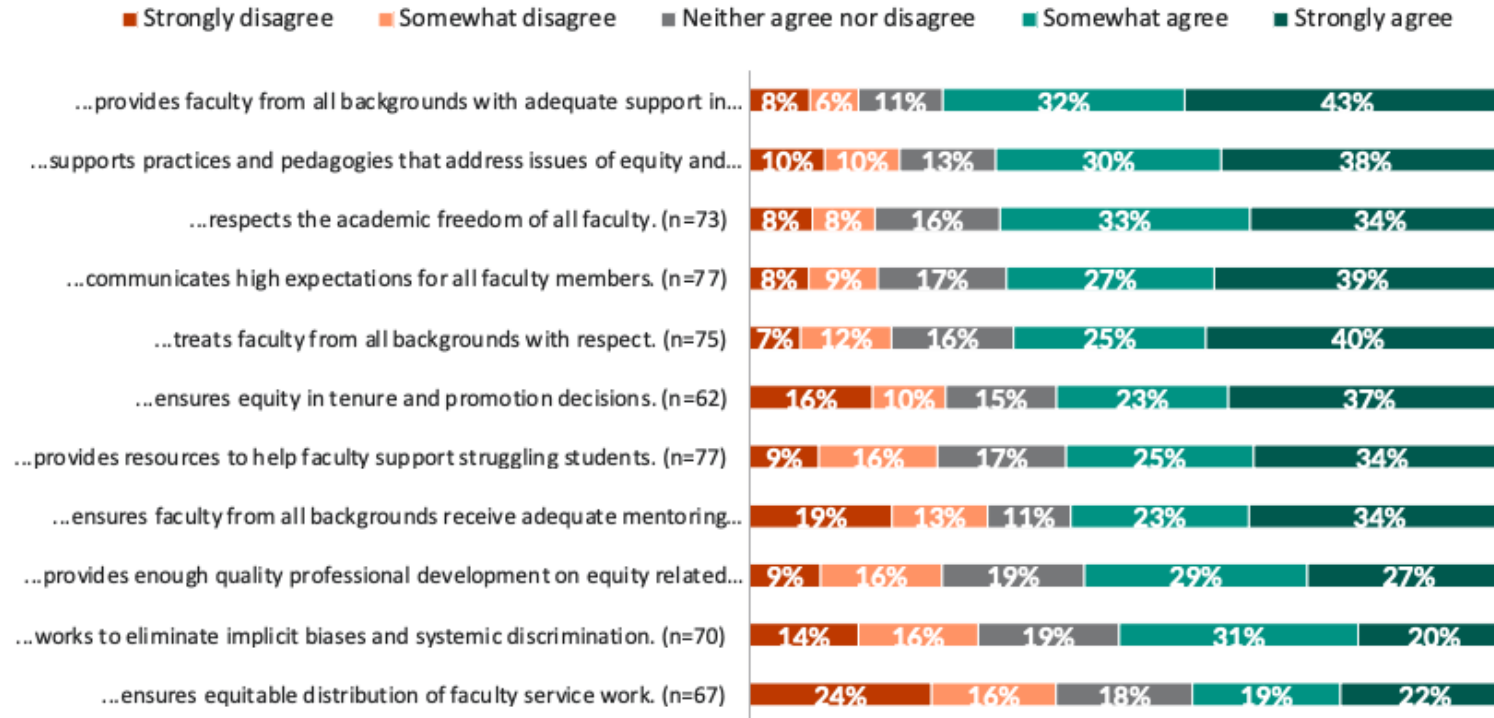
The Cyclical Process in Which Academia Perpetuates Gender Stereotypes. Note. The figure was independently created for this manuscript, based on Van den Besselaar and Sandström's (2017) findings.

- “women and faculty of color reported negative comments on their appearance and qualification.”  
(D’Agostino & Kosegarten, 2015)
- Some students alluded to feeling like incoming students were expected to know how to find research opportunities and experiences on their own, with minimal guidance.  
(White & Mi, 2023)

# ASSIGNED NON-PROMOTABLE TASKS

Most faculty respondents do not believe that FHSU ensures equitable distribution of faculty services work (42%). Further, only 51% of faculty respondents believe FHSU works to eliminate implicit biases and systemic discrimination.

Please indicate the extent to which you disagree or agree with the following statements.  
FHSU...

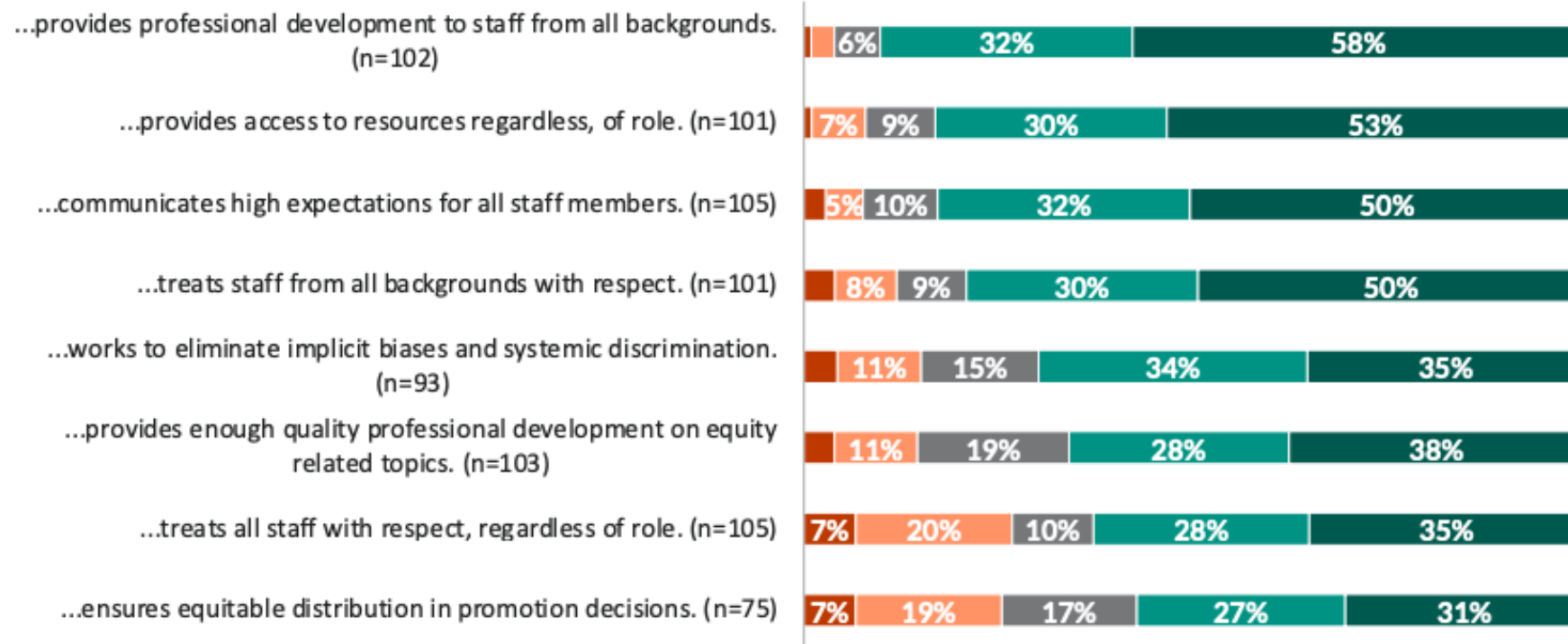


# ASSIGNED NON-PROMOTABLE TASKS

Only 57% of staff/administrator respondents agree that FHSU ensures equitable distribution in promotion decisions.

Please indicate the extent to which you disagree or agree with the following statements.  
FHSU...

■ Strongly disagree   
 ■ Somewhat disagree   
 ■ Neither agree nor disagree   
 ■ Somewhat agree   
 ■ Strongly agree



(Hanover Research, 2021)

# **SUPPORT AND CHANGE STRATEGIES: BEST PRACTICES**

- Mentoring Programs
- Inclusive Spaces:  
Retreats/ Conferences/  
Networks
- Fostering an inclusive  
campus culture



## MENTORING PROGRAMS

Essential for addressing systemic inequities and promoting diversity, equity, and inclusion in higher education (Armistead & Woods, 2021)

**Aim:** Support underrepresented scholars through various stages of their academic careers (graduate school to tenure and beyond).

### **Importance of Mentoring Program for BIPOC in Academia:**

- Addressing Systemic Barriers
- Building networks
- Enhancing Retention
- Fostering Professional Growth
- Promote inclusivity

# MENTORING PROGRAMS

## Pros:

- ✓ Levels the playing field
- ✓ Guidance, development, and goal setting
- ✓ Strong support system
- ✓ High demand among women of color faculty
- ✓ Enhanced satisfaction within minority groups

## Cons:

- ❑ Limited access to mentors from underrepresented groups
- ❑ Lack of understanding of minority faculty challenges



### What is the Faculty Mentoring Program?

The FHSU Faculty Mentoring program focuses on two realms of mentoring: functional (teaching, scholarship, service) and psychosocial (relationship-building, networking, understanding university and academic norms). The Faculty Mentoring Program offers discussion-based events twice each semester, with topics including tenure and promotion, scholarly activity, student engagement, collaborative learning, online teaching, and other items relevant to FHSU faculty. The program is based on mentoring frameworks from the National Center for Faculty Development and Diversity, Labin's AXLES model of mentoring, and peer-reviewed research on mentoring for university faculty.

# BEST PRACTICE IN BIPOC FACULTY AND STAFF MENTORING

Colleges must create more mentoring environments designed by BIPOC faculty themselves to effectively support and empower BIPOC scholars (Mata et al., 2022).

“Efforts to retain BIPOC faculty are inconsistent and uncoordinated.”

## Success Stories

- The ***Academic DeVelopment, Advocacy, Networking, Coaching, and Education for Underrepresented Populations (AdVance Up)*** focuses on addressing the unique challenges faced by BIPOC faculty in academic medical centers and provided support services to mitigate these challenges at Duke University – SOM.
- ***A&S BIPOC Faculty and Staff Mentoring Program (BFSMP)*** at the University of Colorado Boulder
- ***Faculty Link***: a faculty-led program designed to build connections and community at UC Berkley.





# INCLUSIVE SPACES: RETREATS/ CONFERENCES/ NETWORKS

- Spaces and places are designed to foster learning and collaboration through mutual engagement by creating a sense of inclusivity based on shared interests, activities, or goals, and connecting over shared experiences and challenges.
- **Purposes**
  - **Community Building:** connect and share experiences
  - **Professional Development:** skill development and career advancement
  - **Mental Health and Wellness:** Address stressors related to systemic inequities and promote self-care.
  - **Advocacy and Empowerment:** Equip participants with strategies to navigate and challenge systemic barriers.
  - **Cultural Affirmation:** Celebrate cultural heritage and validate our unique contributions.

(Spirit Rock, 2024)

# INCLUSIVE SPACES

## Inclusive retreats

### Benefits for attendees:

Connection with other BIPOC in higher education, learning about your own strengths, personal and professional growth, networking, and a sense of goal-oriented reform

### Potential accessibility issues:

Lack of funding to attend (especially at PUIs)



# INCLUSIVE SPACES AT FHSU

She-POC Collective



## Tilford Conference on Diversity and Multiculturalism

A KBOR supported conference that brings together educators and community business leaders to explore diversity in education and business through workshops, discussions, and visionary leaders, aiming to inspire awareness, inclusion, and the integration of diverse practices into academic and community settings.



# INCLUSIVE CAMPUS AND COMMUNITY

What does this mean?

- Fostering an environment where all students, faculty, and staff feel valued, respected, and supported
- Vital for promoting academic success and personal growth for all members of higher education environment

Involved several key components:

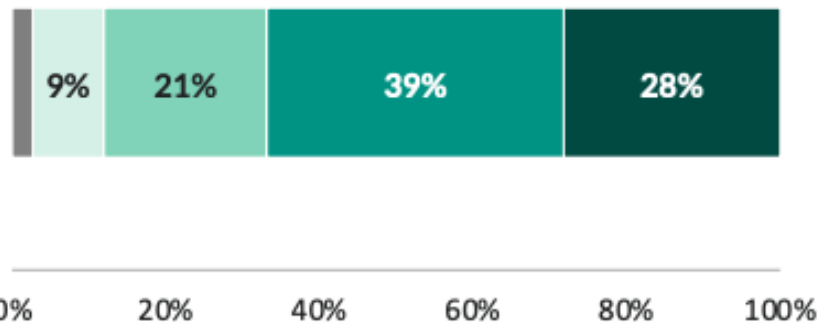
- Diverse Representation
- Equitable Opportunities
- Inclusive Curriculum
- Safe and Supportive Environment
- Community Building
- Accessibility
- Ongoing Education and Training
- Feedback and Improvement

# INCLUSIVE CAMPUS AND COMMUNITY

Most respondents believe FHSU leaders consider diversity, equity, and inclusion to be very or extremely important (67%) and are supportive to foster DEI culture (66%). However, faculty respondents (44-49%) are statistically less likely to agree to both points compare to students (70-71%) and staff/administrators (61-66%).

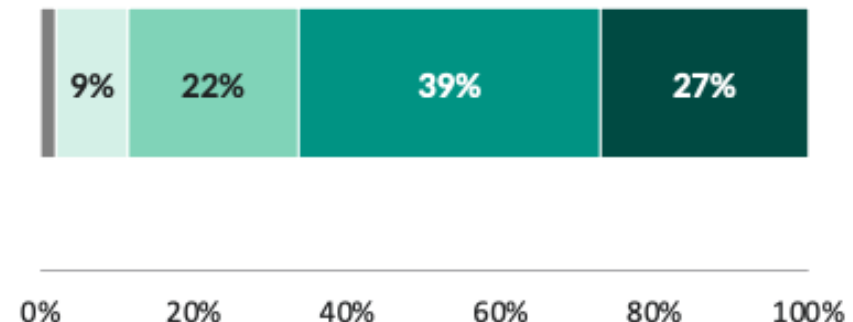
How important do leaders within FHSU consider diversity, equity, and inclusion? (n=636)

- Not important at all
- Slightly important
- Moderately important
- Very important
- Extremely important



How supportive is FHSU of fostering a culture of diversity, equity, and inclusion at the school? (n=672)

- Not supportive at all
- Slightly supportive
- Moderately supportive
- Very supportive
- Completely supportive

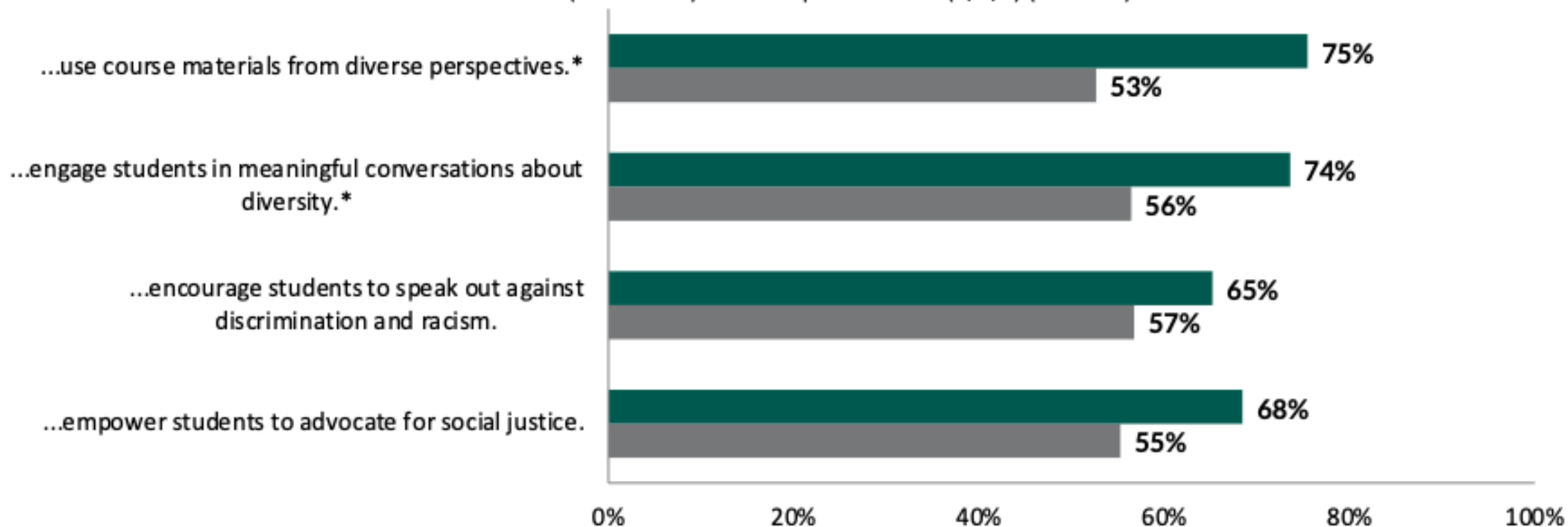


# INCLUSIVE CAMPUS AND COMMUNITY

Please indicate the extent to which you disagree or agree with each of the following statements.

*[My instructors/FHSU faculty]... - By Race*

■ White (n=408-440)   ■ Hispanic or Latin(o/a/x) (n=37-39)



# INCLUSIVE CAMPUS AND COMMUNITY

Fostering an inclusive campus and community culture

- Pros: leaning on other BIPOC for moral support and camaraderie
- Cons: Based on where you live, there is a lack of BIPOC (maybe in your department and/or overall campus)

Examples

JEDI ( Justice Equity Diversity and Inclusion ) Advisor group

FSDSC (Faculty & Staff Diversity Support Community) [fsdsc@fhsu.edu](mailto:fsdsc@fhsu.edu)

International Potluck Dinner

# INCLUSIVE CAMPUS AND COMMUNITY AT FHSU

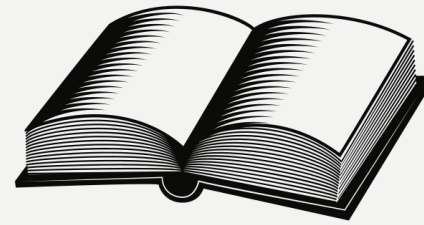
**Strategy 3.3: Attract and retain diverse, talented, and dedicated faculty and staff to support institutional growth**

- Faculty and Staff Diversity Support Community
- JEDI ( Justice Equity Diversity and Inclusion )
- TILT: Social Belonging Project (student centered)





# RESOURCES



- Armistead, K. J., & Woods, V. (2021). Fostering and developing culturally-aware mentorship practices: Connecting people and promoting action to dismantle institutional barriers to equity and inclusion. In C-M. Rebeau & M. A. Villarreal (eds.), *Handbook of Research on Leading Higher Education Transformation With Social Justice, Equity, and Inclusion* (pp. 126-140). IGI Global. [DOI: 10.4018/978-1-7998-7152-1.ch009](https://doi.org/10.4018/978-1-7998-7152-1.ch009)
- Denise, E. J., & Louis, B. M. (Eds.). (2024). *Conditionally accepted: Navigating higher education from the margins*. University of Texas Press.
- Duke University School of Medicine. (2021). *Dismantling racism and advancing equity, diversity and inclusion in the School of Medicine*. Retrieved from [https://medschool.duke.edu/sites/default/files/2021-08/dismantling\\_racism\\_and\\_advancing\\_equity\\_diversity\\_and\\_inclusion\\_ADA.pdf](https://medschool.duke.edu/sites/default/files/2021-08/dismantling_racism_and_advancing_equity_diversity_and_inclusion_ADA.pdf)
- Fedelina Chávez, A. (2009). Leading in the borderlands: Negotiating ethnic patriarchy for the benefit of students. *NASPA Journal about Women in Higher Education*, 2(1), 41-67. <https://doi.org/10.2202/1940-7890.1025>
- Matthew, P. A. (Ed.). (2016). *Written/unwritten: Diversity and the hidden truths of tenure*. UNC Press Books.
- y Muhs, G. G., Niemann, Y. F., González, C. G., & Harris, A. P. (Eds.). (2012). *Presumed incompetent: The intersections of race and class for women in academia*. University Press of Colorado.
- Niemann, Y. F., y Muhs, G. G., & González, C. G., (2020). *Presumed incompetent II: Race, class, power, and resistance of women in academia*. University Press of Colorado.
- Spirit Rock. (2024). *Finding refuge in belonging: Annual BIPOC retreat*. Retrieved from <https://www.spiritrock.org/programs/retreats/340r24-finding-refuge-in-belonging-annual-bipoc-retreat>
- U.S. Department of Education, National Center for Education Statistics. (2022). *Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2022, Human Resources component, Fall Staff section*. In Digest of Education Statistics 2022 (Table 315.20). [https://nces.ed.gov/programs/digest/2022menu\\_tables.asp](https://nces.ed.gov/programs/digest/2022menu_tables.asp)



# Sorting Out examining racial identity & stereotypes **Race** in thrift store donations

A traveling exhibit developed by the Kauffman Museum  
August 1- September 29, 2024 at the Hays Public Library

In conjunction with this, there will be a speakers series to further  
explore the themes of the exhibit.

## August 27th, Tuesday - Opening Night

Fox Theatre, 1202 Main St., Hays

**5:30pm** Socializing and refreshments

**6:30pm** Plenary Speaker, Dr. Alex Red Corn, Associate Professor,  
Associate Vice Chancellor, Director of Graduate Studies,  
Indigenous Studies at the University of Kansas

**Which Box Should I Check?: American Indians, Stereotypes,  
Imagery, and Educational Systems**

Hays Public Library, 1205 Main St., Hays

**7:30pm** Viewing of Exhibit



## September 12th, Thursday

Hays Public Library

**6:00pm** Ann Dean, Humanities Kansas Speakers Bureau  
**The Power of Imagery and the Civil Rights Experience**



## September 18th, Wednesday

Hays Public Library

**6:00pm** Dr. Marco Macias, FHSU History Associate Professor  
**Unpacking Stereotypes: A Journey Through Mexican-  
American Representation in Thrift Finds and Media**



## September 24th, Tuesday

Hays Public Library

**6:00pm** Jeff Tully, National Park Service  
**Brown v. Board of Education**



Support for this exhibit and speakers has been given by these sponsors:



For additional information please contact Dr. Kim  
Perez, at [keperez@fhsu.edu](mailto:keperez@fhsu.edu) or 785-628-4248.

Humanities Kansas connects Kansans  
with stories, ideas, and each other to  
strengthen our communities.

Scan for more information  
on the exhibit



or visit: "Exhibitions"  
[kauffmanmuseum.org](http://kauffmanmuseum.org)

# EVENTS



**HOW DO WE  
FOSTER AN  
INCLUSIVE  
CAMPUS AND  
COMMUNITY  
CULTURE?**

**INTERACTIVE SCENARIOS!**



# SCENERIO I: Dr. Sheila Quinn

Dr. Sheila Quinn, a second-year faculty member, and the only Black faculty member in the Anthropology department at Midwestern State University, faces subtle dismissals of her expertise during an archaeology career panel.

## Background:

- Sheila is honored to be a panelist at the archaeology student orientation alongside two tenured male professors.
- During introductions, the moderator, Dr. Marie Robinson, omits Sheila's title, referring to her simply as "Sheila Quinn."

## Key Moment:

- During the panel, Marie interrupts Sheila and directs students to ask Dr. Anderson about fieldwork, despite him no longer conducting it.
- Dr. Anderson attempts to redirect the conversation back to Sheila, emphasizing her expertise, but the students continue to look to him.
- Sheila feels her expertise is dismissed and wonders if she should speak up about the biases she is experiencing.
- Ultimately, she remains silent, worried about being perceived as aggressive or jeopardizing her chances at tenure.
- Sheila later regrets not addressing the issue, feeling subdued and reflecting on the experience.



# SCENARIO 2: Dr. Malik Johnson

Dr. Malik Johnson stepped onto Elmwood University's campus, his heart racing. The historic buildings whispered secrets of generations past, but would they embrace him—the first Indigenous faculty member in the history of this prestigious PWI?

## Background:

- Dr. Malik Johnson is the first Indigenous faculty member at Elmwood University, a prestigious predominantly White institution (PWI).
- He specializes in Indigenous studies, focusing on land rights.
- Elmwood University has a long history, and Dr. Johnson's appointment is groundbreaking.

## Key Moments:

- Dr. Johnson stands out among predominantly White faces at the faculty welcome reception. Conversations halt abruptly when he introduces himself, highlighting his unique position.
- During his first lecture, Dr. Johnson struggles with addressing colonial biases in the curriculum without alienating students.
- In the faculty lounge, Dr. Johnson feels disconnected from colleagues' conversations about art and European travels. He yearns for discussions on cultural preservation and Indigenous epistemologies, wondering if he'll find allies.
- Dr. Johnson joins committees to advocate for Indigenous perspectives but faces resistance to his proposals.
- Dr. Johnson mentors Indigenous students, hearing their stories of cultural disconnection and resilience.



# SCENARIO 3: Amira Hassan

Amira Hassan is a Muslim undergraduate student majoring in Political Science at a large public university. She's observing Eid al-Fitr when an incident occurs with her Introduction to Programming professor, Dr. Thompson.

## Background:

- Amira Hassan is observing Eid al-Fitr when an incident occurs with her professor, Dr. Thompson.
- Amira seeks support from her academic advisor, Ms. Schmidt, a staff member.

## Key Points:

- **The Incident:** After class, Amira says "Inshallah, see you next week" to Dr. Thompson. Dr. Thompson responds that she shouldn't use that phrase because "terrorists say that."
- **Amira's Reaction:** She feels shocked, hurt, and confused by the professor's response. Amira avoids Dr. Thompson's office hours and fears academic repercussions.
- **Seeking Support:** Amira decides to confide in her academic advisor, Ms. Schmidt. She nervously recounts the incident during their meeting.
- **Advisor's Response:** Ms. Schmidt listens attentively and validates Amira's feelings. She affirms that Dr. Thompson's comment was inappropriate and discriminatory. They discuss how to address the incident while protecting Amira's academic standing.



# SCENARIO 4: Ms. Schmidt

Ms. Aisha Schmidt, an academic advisor who privately practices Islam, finds herself in a delicate position when supporting students like Amira who face religious discrimination. As she navigates the challenges of maintaining her professional identity while grappling with her personal convictions of being a Muslim in a predominantly non-Muslim institution.

## Background:

- Ms. Aisha Schmidt is an academic advisor who has chosen not to disclose her religious identity at work.
- The university has few visibly Muslim staff members, and none in her department.

## Key Moments:

- **Unofficial Support:** Muslim students, unaware of her faith, sometimes confide in Ms. Schmidt about their struggles. She struggles to balance providing support with maintaining her privacy.
- **Departmental Meeting:** Colleagues discuss the need for more cultural competency, unaware of Ms. Schmidt's background. She feels conflicted about whether to speak up or remain silent.
- **Personal Reflection:** Ms. Schmidt considers the impact of hiding her identity on her mental well-being and authenticity at work. She experiences internal conflict when faced with microaggressions or misconceptions about Islam. She wonders how her choice to keep her faith private might affect her career progression.

