



EXECUTIVE SUMMARY

INTRODUCTION

The project Golden Compass for Bears aims to offer professional development and advancement initiatives for women faculty of color, specifically foreign-born women faculty, and provide a safe space for sharing experiences and challenges with the meaningful professional networks. These transformations are quintessential for achieving the goals for 'empower inclusivity' and 'enhance & invest' in the UNC's Rowing, not Drifting 2030 vision.

THE EQUITY PROBLEM: INTERSECTIONAL BARRIERS

Despite the University's efforts to diversify the faculty, the University of Northern Colorado faculty and its leadership remain predominantly white male. In this University environment, women of color faculty, specifically foreign-born faculty form a special group of scholars who are likely to be women of color, non-native English speakers (with English as their second or third language), and may lack the social, economic, and cultural capital

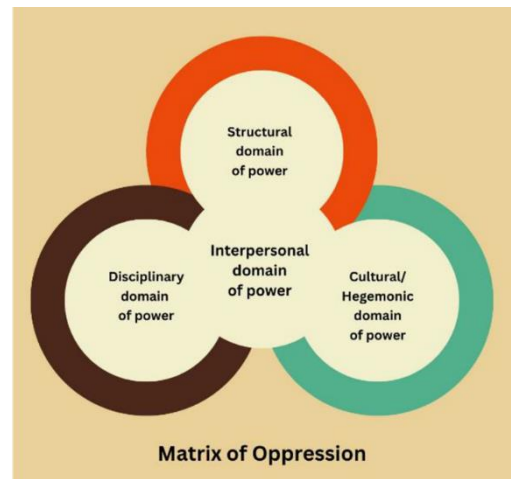


<https://knowledge.insead.edu/career/biggest-barriers-women-face-path-senior-leadership>

needed to fully take advantage of their talent and maximize their career impacts. Often they face unique challenges due to their intersecting identities of gender, race and ethnicity, differing cultural background, and language (English as their second or third language) (Crenshaw, 1993). Specifically, they are subject to invisible, non-academic service responsibilities in academia, leaving them less time for the work that matters for tenure and promotion (Social Sciences Feminist Network Research Interest Group 2017). In the meantime, the bias of incompetence hinders them from achieving faculty career goals and leadership aspirations (Gutierrez y Muhs et al. 2012; Kraus et al., 2019). Furthermore, despite their excellence in research and teaching and rich cultural experiences that are asset to the University environment, their urgent needs in career success, leadership development, and life in the US for this particular group of women faculty are unmet (Mott, 2002; Pololi & Knight, 2005; Ibarra, 1993).

MEASURING AND TRACKING INTERSECTIONAL CHALLENGES AND BARRIERS: MATRIX OF OPPRESSION

To analyze these equity problems, I adopted the concept of matrix of oppression, by Patricia Hill Collins, emphasizing four domains of power, Structural, Disciplinary, Hegemonic or Cultural, and Interpersonal. Structural domain of power refers to the systems that create or maintain the inequity, and Disciplinary domain of power refers to the rules and regulations to control the population under subjugation. Hegemonic or cultural domain of power manipulates ideology and culture to justify practices in structural or disciplinary domains of power. Interpersonal domain of power refers to the collision of all three domains of power on our daily interaction and functions through routine, day-to-day of how people treat one another.



Lee et al., 2023; adopted from systems of power from Andersen & Collins, 2013; Collins, 2000

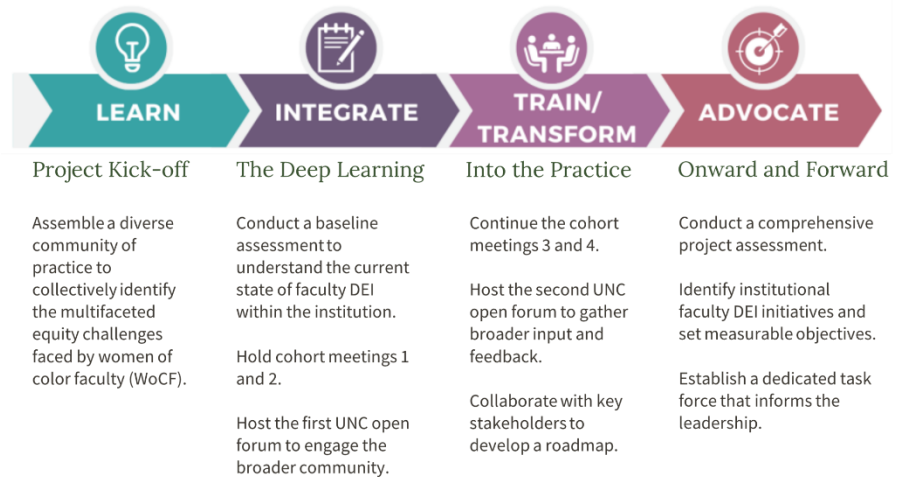
practices

INCLUSIVE PRACTICES FOR FACULTY DEI

Inclusive practices enabled by the Golden Compass for Bears program will have four actionable principles, that are Representation (analyzing faculty demographics and leadership representation), Equity (assessing

equity in salary, evaluations, and promotions), Inclusion (measuring sense of belonging, engagement, and satisfaction), and Impact (evaluating impacts on diverse faculty retention and recruitment).

Four steps of progress will be taken: *Learn* (engaging people with lived experience and learning their varied needs), *Integrate* (synthesizing learned knowledge on intersectional challenges and obstacles to policies and practices), *Train and Transform* (training the leaders and allies for self-transformation), and *Advocate* (sustaining institutional commitment for faculty DEI).



Specific program activities include community of practice meetings, open forums and workshops, and a proposal development for the Office for Faculty Development and Advancement. All women of color faculty members at UNC are invited to participate in the equity-minded community of practice. The first cohort meeting will take place in August 2024 to discuss and identify varied needs and necessary supports. Two cohort meetings per semester will last until March 2025. Results from the cohort discussions will facilitate the Golden Compass for Bears workshops and open forums that will bring the campus community to mutual learning experiences for faculty DEI.

EXPECTED OUTCOMES

The continuation of faculty DEI efforts through the Golden Compass for Bears will be under leadership of the Provost Office, such as Faculty Equity Advocate program and other DEI projects. The advancement of diverse faculty members to the University leadership will also demonstrate the pathways to diverse students for their success and leadership aspirations. Finally, results from the cohort meetings and university-wide open forums and workshop as well as program assessments will help the University leadership and faculty governance develop the dedicated unit (e.g., Office for Faculty Development and Advancement), much needed for the UNC faculty affairs and excellence.

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