

Introduction to Volume 4, Issue 2: Changing Institutions from Inside

Janet Lockhart

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Author Note

Correspondence concerning this article should be addressed to Janet Lockhart. Email:

lockharj@oregonstate.edu

This issue centers institutional change from within: authors describe a variety of innovative strategies to increase the movement of their institutions toward greater diversity, equity, and inclusion. The first two articles focus on transforming the important processes of faculty promotion and evaluation for tenure. In the next two, we look at ways in which women faculty in Physics and Astronomy peer mentor each other, and women who are Deaf or Hard of Hearing enumerate higher education practices that will support them, through all stages of their careers. The final two articles describe ways in which faculty who wish to be allies to historically underrepresented groups can act effectively, such as through use of an Immunity to Change facilitators' program, and the Faculty Transformative Ally Behavior (FTAB) Scale-Racism.

In their "Review of External Promotion & Tenure Review Letters," Cervato, Bilen-Green, Cockrell, Johnson, Koretsky, and Minerick analyzed publicly available promotion and tenure external review templates to identify potential sources of bias in tenure and promotion reviews, especially for women and faculty of color. They emphasize that "negative bias increases when women have multiple intersectional identities." They point out that the "expert" model of which these templates are a part is not objective; for example, the use of differential language such as gendered adjectives can affect the valuation of candidates' contributions; and subjective assessments can be impacted by bias against non-traditional forms of scholarship, such as community-engaged research.

Rodriguez, Taylor, Rebanal, Francisco-Menchavez, Gen, and Eliason approach the culture of the tenure and promotion processes as a whole by illuminating the implicit biases and unwritten assumptions built into the White, middle-class male higher education model that disadvantage faculty from historically excluded communities. "Transforming Tenure and Promotion: A Grassroots Initiative" describes the development of a guidebook at the College of

Health and Social Sciences at San Francisco State University, to be used not only by candidates but by departments and members and chairs of tenure and promotion committees as well. The guidebook includes a series of questions for departments to consider in evaluating faculty's teaching effectiveness, professional achievements, and participation in service activities. As an example of an assumption built deeply into the tenure and promotion process, this group of faculty describe their own challenge in representing authorship of a collaborative piece within a hierarchical or "first author" publication structure.

"Results & Successes of eAlliances: A Distributed Peer Mentoring Network Model for Women in Physics & Astronomy" describes a peer-mentoring e-network to support women faculty in these fields and reduce their feelings of uniqueness and isolation. Hunter, Cox, Blaha, Cunningham, Ivie, Lui, Ramos-Colón, and Whitten found that the model was successful when participants were matched by career stage and institutional type, were committed to a "safe space"/anonymity, maintained regular participation, and, perhaps surprisingly, were at geographical distance from each other. These faculty reported increased feelings of confidence, validation, and belonging to their discipline. Although this study focused specifically on women, the authors suggest that this model could be adapted and adopted for other minoritized faculty.

In "Pathways of Women Who Are Deaf or Hard of Hearing to Faculty Careers in Higher Education," authors Marchetti, Foster, Schley, Bailey, and Kavin utilized Social Cognitive Career Theory (SCCT) as a framework to better understand the major influences on d/Deaf or Hard-of-Hearing (DHH) women's careers in various academic fields. Important figures in their lives had either encouraged or discouraged them from following their aspirations, often based on whether these figures held unspoken assumptions and misunderstandings about the capabilities of people with hearing loss. Unfortunately, many of the stereotypes that impacted the participants then are

still alive today. An ongoing barrier in higher education is the tendency to view accommodations for persons who are Deaf or Hard of Hearing as hardships or unnecessary expenditures, rather than opportunities for others within the institution to learn and benefit from diverse perspectives. Following their interviews, the participants suggested supports higher education administrators could put in place to foster their success across all career stages.

In “Overcoming Immunities to Change: The ADVANCE Immunities to Change (ITC) program at Virginia Commonwealth University,” Philipsen, McFarlane, Mills, Reid, Helsing, Grothues, and Kornstein address the phenomenon of resistance to structural change, even in institutions that profess a commitment to it. The Immunity to Change (ITC) framework helps users identify and understand the hidden beliefs and mindsets that are barriers to systemic change. They describe implementation of an ITC facilitators program that empowers institutions to become agents of adaptive change in promoting diversity, equity, and inclusion (DEI) in higher education.

The authors of “Development of a Faculty Transformative Ally Behavior Scale” describe the development of the Faculty Transformative Ally Behavior [FTAB] Scale-Racism, a measure designed to support white faculty members in challenging individual and institutional racism in academia. Ro, Broido, Campbell-Jacobs, Hanasono, Yacobucci, and Root emphasize that the FTAB measures *behaviors* rather than *attitudes*, since these are crucial in building allyship with racially minoritized faculty peers. The authors end by reminding us that they designed this iteration of the FTAB to measure actions to challenge racism, and that the items could be easily rephrased to address sexism, genderism, homophobia, or ableism in the academy as well.

We hope this issue has provided information and inspiration for those committed to fostering institutional change from within. Our next issue is the second of two special issues on the theme of “institutional betrayal and academic trauma.”