Our Team

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Problem

Despite years of investment to help recruit underrepresented students in the geosciences into early career faculty positions, we still do not see *meaningful* numbers of underrepresented faculty in tenured positions or institutional leadership positions.
Sparks for Change recognizes two main ideas:

Most departments generally support the ideas of inclusion and broadening participation but **institutional inertia** impacts efforts to change.

The work of broadening participation often falls on early career and minority faculty, competing with activities valued for tenure and promotion.
Intervention

- Support career progression
- Develop leadership to overcome institutional inertia
- Empower culture change
- Create a mechanism for the transfer of information
- Build a community of “champions for diversity”
Small Groups as Agents for Change

**Sponsor**
Solidarity Leadership

- Propose innovative projects
- Recognize roadblocks to success
- Open to change self and others
- Advocate for Spark
- Long term vision for BP goals

**Spark**
Adaptive Leadership

**Partner**
Transformational Leadership

- Direct departmental change
- Revisit dept policy to value BP activities
- Facilitate buy-in from department
September 18 – 20, 2017

- **Day 1** – Building a supportive community and learning about the initial components of leadership development

- **Day 2** – Sharing specific institutional knowledge and discussing how different leadership behaviors can effect change. Development of action plans.

- **Day 3** – Group presentations and feedback

Sparks for Change Institute

https://scied.ucar.edu/soars/sparks/workshop-summary
Impact

• **Improved leadership skills** and **increased accountability** for DEI, particularly within the partners and sponsors

• The small group model appears to be **successful as a mechanism** for action toward supporting URM faculty and culture change

• The Sparks for Change workshop created an **inter-institutional and diverse community of champions**
Challenges

• Communication

• Competing priorities and engagement

• Managing opposition to ideas
Lessons Learned

- Action plans
- Finding ways to connect (voluntary, small group)
- Leveraging diverse leadership experiences and resources
Where our community is heading

• Leadership and engagement

• Supplement for this program was recently funded
  • Opportunity to train more people involved in wanting to do this work
  • Build community of change leaders
SO, YOU’RE IN CHARGE OF A DEI CULTURE CHANGE PROGRAM ON YOUR CAMPUS. WHAT NOW?

YOUR COHORT MATTERS
BUILD A NETWORK OF COLLABORATORS WITH EXPERTISE IN DIVERSITY, EQUITY, INCLUSION, SOCIAL JUSTICE AND LEADERSHIP ACROSS CAMPUS

TIME IS PRECIOUS
LAY OUT YOUR TIME AND EMOTIONAL LABOR COMMITMENTS IN ADVANCE

DEVELOP AN ACTION PLAN
THEY ARE A VALUABLE WAY TO FOCUS EFFORTS AND SPARK CHANGE

FLEXIBILITY IS VITAL
BE WILLING TO ADAPT TO MEET THE NEEDS OF YOUR PARTICIPANTS AND BE SUPPORTIVE WHEN PROGRESS IS SLOW

ENGAGE AND GROW
BY ENGAGING DEEPLY AND ADAPTING AND LEARNING FROM PARTICIPANTS, THE PROGRAM BECOMES STRONGER

CELEBRATE PROGRESS
LOOK FOR INDICATORS LIKE CHANGES IN SELF IDENTITY, DEI ENGAGEMENT, COLLABORATIONS AND CONNECTIONS

SO, YOU JUST HIRED AN UNDERREPRESENTED FACULTY MEMBER. HOW CAN YOU SUPPORT THEM IN BROADENING PARTICIPATION?

BP WORK IS TIME AND EMOTION-INTENSIVE
IF THIS IS PART OF THEIR RESPONSIBILITY, PROVIDE TIME AND REWARD THESE EFFORTS

DISTRIBUTE BP WORK
HAVING EVERYONE IN THE DEPARTMENT CONTRIBUTE SUPPORTS URM FACULTY SUCCESS AND BUILDS A CULTURE OF INCLUSION

MENTORS SHOULD PROTECT
HAVING A MORE SENIOR FACULTY MEMBER ACTIVELY PAYING ATTENTION AND ADVOCATING DEPARTMENT BP VALUES IS VITAL

BP WORK IS INHERENTLY HUMAN
LEARN FROM SOCIAL SCIENTISTS AND ORGANIZATIONAL SCHOLARS. PROGRESS WILL LOOK DIFFERENT FROM A CONTROLLED SCIENTIFIC EXPERIMENT

SERVICE IS LEADERSHIP
REFRAMING SERVICE AS LEADERSHIP CHANGES THE VALUE WE PUT ON THIS WORK AND HELPS SPARK CULTURAL CHANGE

Sparks for Change
Leading diversity in the genomics

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