### Diversity & Excellence

- P&T standards ought to be broadened to recognize a multiplicity of types of excellence.
- Disrupt the arbitrary binary between diversity and excellence. Empower well established faculty to stress inclusive excellence to their colleagues (STRIDE model).
- Establish P&T committee implicit bias training
- More empirical research is needed on the ways in which diversity enhances excellence.
- View broadening participation as a solution, not as a problem to be solved.

### Service

- Extra service work done by faculty of color ought to be recognized, rewarded, and built into policy structure.
- Figure out how to measure the extra work that is being done, so as to build it into the reward structure. We can't reward what we don't know how to measure (P&T, and appraisals - service loads etc.).

### Role Models & Mentoring

- Provide positive images and examples of the success of women faculty of color -- and think critically about the "halls of fame" (conference room walls packed with portraits of past leaders, often all white men).
- Mentoring comes in many different forms and there is no one-size-fits-all approach that will work for everyone.  Many conference presentations focused on the importance of informal mentoring and cultivating allies/advocates on campus. How can we assess progress and effectiveness of mentoring?
- Focus on building mentor/advocate/sponsor networks.
- We need better and more effective mentoring (by others and by self).  Need external mentors. You can listen to your mentor, then do something different.  How can we foster resilience?  Mentorship involves some advocacy, resources.

### Strategies for Change, Including Data Use

- Successful change requires both bottom-up and top-down approaches.
- Focusing on the STEM "pipeline" is not likely to be the (entire) answer. Pipeline is a metaphor that should be reconsidered. It does not account for stagnation at career points like associate professor.
- When analyzing data, drilling down to department level is useful--there is a lack

of data here, at least beyond representation. Understanding faculty experiences within their departments can both drive programmatic efforts and be a valuable contribution to the literature on diversity in STEM. This relates to the departmental climate, but also the context of the discipline and how this matters (how work is done, how excellence is defined, norms around teamwork and collaboration, etc.)

- Need to compile disaggregated national figures on progression through faculty ranks for women, as a complement to case studies and individual narratives. Some data are available, but we need to question the numbers. Data need to be disaggregated by discipline, race, progression to full professor, different institutional contexts.
- Data must be presented in understandable, hard-hitting ways to make the case for change.

## What's Next?

- Follow-up to the conference is needed, perhaps a virtual event, list-serv, online resource for networking, etc.
- Need to leverage through an ADVANCE regional network
- More narratives are needed and false narratives need to be busted.
- Remember, there is no such thing as being gender blind or color blind. No one checks his/her identity at the door.
- We can't blow up the boat, but the rocking can't be too gentle. We need to rock the boat "the right amount."
- Understand that people are in favor of diversity…but only if it doesn't change anything.
- Think about solutions to the "pet to threat" problem (i.e., women of color are hired and treated well and cared for initially until they prove themselves highly competent and therefore a threat).