

March 25, 2022

Symposium Schedule

For in-person attendees live captioning is available to you via this [web browser](#).

9:00 - 9:30AM

LIGHT BREAKFAST

9:30 - 9:45AM

INTRODUCTORY REMARKS - Jennifer Linderman, Director, ADVANCE Program, Pamela Raymond Collegiate Professor of Engineering, Professor of Chemical Engineering, Professor of Biomedical Engineering, College of Engineering

WELCOME - Provost Susan M. Collins, Provost and Executive Vice President for Academic Affairs, Office of the Provost and Executive Vice President for Academic Affairs, Edward M Gramlich Collegiate Professor of Public Policy, Professor of Public Policy, Gerald R Ford School of Public Policy and Professor of Economics, College of Literature, Science, and the Arts

9:45 - 10:45AM

KEYNOTE

Faculty Hiring and Epistemic Gate keeping – Implications for Equity

Leslie Gonzales, Associate Professor, Faculty Excellence Advocate, College of Education, Michigan State University

10:45 - 11:00AM

BREAK

11:00AM - 12:00PM

U-M ADVANCE: A 20-Year Perspective

Abby Stewart, Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women's and Gender Studies

We are They: And Other Principles for Advancing Faculty Diversity for Cultural Transformation

Tabbye Chavous, Professor of Psychology, Director, National Center for Institutional Diversity, Associate Dean for Diversity, Equity and Inclusion, College of Literature, Science, and the Arts and Professor of Education, School of Education

12:00 - 12:30PM

LUNCH

12:30 - 1:30PM

KEYNOTE

Equity-Minded Workloads by Design

KerryAnn O'Meara, Professor of Higher Education and Distinguished Scholar Teacher, University of Maryland

1:30 - 1:45PM

BREAK

1:45 - 3:15PM

SHORT TALKS AND MODERATED PANEL

Leveraging U-M Expertise: Successes, Challenges, and Next Steps

Deborah Rivas-Drake (Moderator), Stephanie Johnson Rowley Collegiate Professor of Education, Associate Director, ADVANCE Program, Professor of Psychology, College of Literature, Science, and the Arts and Professor of Education, School of Education

Voice, Vision, and Identity: Researching African American Faculty

Alford Young Jr., Arthur F Thurnau Professor, Edgar G Epps Collegiate Professor of Sociology, Chair, Department of Sociology, Professor of Sociology, Professor of Afroamerican and African Studies, Associate Director, Center for Social Solutions, College of Literature, Science, and the Arts and Professor of Public Policy, Gerald R Ford School of Public Policy

Research, Advocacy, and Action For Faculty Equity in Academic Medicine: The Many Advances We Owe to ADVANCE

Reshma Jagsi, Newman Family Professor of Radiation Oncology, Director of the University of Michigan Center for Bioethics and Social Sciences in Medicine (CBSSM) and Professor of Radiation Oncology, Medical School

Leading Diverse and Inclusive Teams

Lindy Greer, Associate Professor of Management and Organizations and Faculty Director of the Sanger Leadership Center

Constructing Strugglers: How Institutional Rhetoric Undermines Tenure and Promotion for Women and People of Color

Stephanie Fryberg, University Diversity and Social Transformation Professor, Professor of Psychology, College of Literature, Science, and the Arts and Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, Founding Director of Research for Indigenous Social Action and Equity Center at U-M

3:15 - 3:30PM

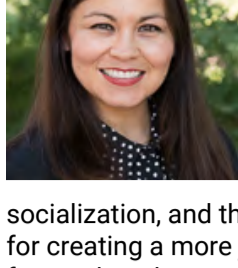
CLOSING REMARKS - Isis Settles, Professor of Psychology, Afroamerican & African Studies, and Women's and Gender Studies (by courtesy), Associate Director, ADVANCE Program

3:30 - 5:00PM

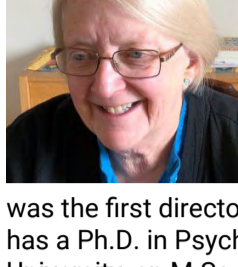
ADVANCE@20 CELEBRATORY RECEPTION



Speaker Bios



Leslie Gonzales is an Associate Professor and Faculty Advocate at Michigan State University. Leslie's work focuses on the disciplinary, departmental, and organizational contexts of faculty careers. Specifically, Leslie examines the historical and contemporary relations of power that organize faculty work, their socialization, and their evaluation to identify potential levers for creating a more just academy. Leslie's recent work has focused on the recognition and legitimization of academics in the context of hiring and the long-term impacts of Covid-19 on contingent faculty.



Abigail Stewart is Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women's and Gender Studies at the University of Michigan. She is past director of the Women's Studies Program and the Institute for Research on Women and Gender, as well as an associate dean in LSA and Rackham. She was the first director of UM ADVANCE from 2002 to 2016. She has a Ph.D. in Psychology and Social Relations from Harvard University, an M.Sc. in Social Psychology from London School of Economics, and a B.A. from Wesleyan University. Her research interests include political activism, personality development and change in the context of experience and social history, and institutional change in higher education. Author of many academic articles and books, she is coauthor with Virginia Valian of *An Inclusive Academy* (MIT Press, 2018) and with Sarah Fenstermaker of *Gender, considered: Feminist reflections across the US social sciences* (Palgrave/Macmillan, 2020).



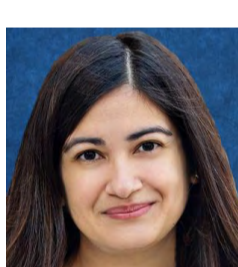
Dr. Tabbye Chavous is director of the National Center for Institutional Diversity (NCID), associate dean for diversity, equity, and inclusion for the College of Literature, Science, and the Arts, and a professor of education and psychology at the University of Michigan. She is also a co-founder and principal investigator of the university's Center for the Study of Black Youth in Context. Dr. Chavous' research focuses on identity development among adolescents and emerging adults; achievement motivation-processes – including relationships among students' racial/ethnic, gender, and academic and disciplinary identities; and the impacts of school/campus climates on students' academic, social, and psychological adjustment. Dr. Chavous' recent research projects include National Science Foundation funded studies of contextual risk and resilience factors among under-represented and racially minoritized undergraduate and graduate students pursuing STEM degrees. In her 22 year faculty career, Dr. Chavous has over 16 years of experience in administrative roles focused on organizational and cultural change. In her current NCID director role, Dr. Chavous works to create, apply, and disseminate research-based models of programming and practice focused on broadening equity, access, and thriving at student, postdoctoral, and faculty levels.



KerryAnn O'Meara (she, her) is Professor of Higher Education and a Distinguished Scholar Teacher at the University of Maryland. She draws on insights from organizational behavior, higher education research, and behavioral economics to identify and test policies, practices, and interventions to recruit and retain a diverse faculty. Her equity-focused scholarship and leadership are highly integrated. KerryAnn served as Director of the University of Maryland's ADVANCE program for ten years, leading evidence-based interventions in inclusive hiring, third space networks, workload reform, and faculty evaluation. She uses a range of methods to study equity in faculty careers and reward systems including longitudinal approaches, randomized control trials, ethnography, time-diary methods, survey, case study and interviews. Her research and practice have been continuously funded by NSF since 2010. KerryAnn is PI of a new NSF study to test nudges in faculty evaluation. She is a 2021-2022 American Council on Education (ACE) Fellow, hosted by President Kim Schatzel and Towson University.



Alford Young, Jr. is a graduate of Wesleyan University (BA) and the University of Chicago (MA and Ph.D.). His research largely focuses on two areas of inquiry; 1) how low-income African American men construct understandings of various aspects of social reality and, 2) how African American scholars conceive of the social utility of race-focused scholarship. Among other work, he has published *The Minds of Marginalized Black Men: Making Sense of Mobility, Opportunity, and Future Life Chances* (Princeton University Press 2004), *Are Black Men Doomed?* (Polity Press 2018), and *From the Edge of the Ghetto: African Americans and the World of Work* (Rowman and Littlefield Publishers, 2019). In his roles as Associate Director of the Center for Social Solutions and Faculty Director of Scholar Engagement and Leadership for National Center for Institutional Diversity, he combines scholarly pursuits with servicing programmatic initiatives to advance diversity, equity, and inclusion at the University of Michigan and in the broader public.



Reshma Jaggi, MD, PhD., is Newman Family Professor and Deputy Chair in the Department of Radiation Oncology and Director of the Center for Bioethics and Social Sciences in Medicine at the University of Michigan. Gender equity in academic medicine has been a key area of her scholarly focus, a subject to which she brings her perspective as a physician and social scientist to promote evidence-based intervention. Author of over 300 articles in peer-reviewed journals, including multiple high-impact studies in journals such as the *New England Journal of Medicine*, the *Lancet*, and *JAMA*, her research to promote gender equity has been funded by R01 grants from the National Institutes of Health as well as large independent grants from the Doris Duke Foundation and several other philanthropic foundations. Active in organized medicine, she has served on the Steering Committee of the AAMC's Group on Women in Medicine in Science and now serves on the National Academies of Science, Engineering, and Medicine's Committee on Women in Science, Engineering, and Medicine. She also served on the Board of Directors of the American Society of Clinical Oncology (ASCO) and is Chair of the Ethics Committee of the American Society of Radiation Oncology (ASTRO). Also an internationally recognized clinical trialist and health services researcher in breast cancer, her work is frequently featured in the popular media, including coverage by the *New York Times*, *Wall Street Journal*, *Washington Post*, *NPR*, and national network nightly news. Frequently invited as a keynote speaker, she has delivered invited talks at over 50 institutions and professional societies, including the AAMC, the NIH, and the National Academy of Medicine and National Academy of Sciences. Her contributions have been recognized with her election to the American Society of Clinical Investigation, the Leadership Award of the AAMC's Group on Women in Medicine and Science, LEAD Oncology's Woman of the Year Award, and AMWA's Woman in Science Award. She is a fellow of the Hastings Center, ASCO, ASTRO, and AAWR.



Lindred (Lindy) Greer is Associate Professor of Management & Organizations and Faculty Director of the Sanger Leadership Center at the Stephen M. Ross School of Business at the University of Michigan. Her research focuses on how to design and lead effective organizational teams, with specific interests in intra-group hierarchy, conflict, diversity, leadership, and emotion. Lindy has published in such outlets as *Academy of Management Journal*, *Organization Science*, *Journal of Applied Psychology*, *Science*, and *Proceedings of the National Academy of Sciences*, among others. Her work has been covered in media outlets, including the *New York Times*, *Forbes*, and *Fast Company*, and she has received awards from the Academy of Management and American Psychological Association. Lindy received her B.S. from the Wharton School of Business at the University of Pennsylvania, and her Ph.D. in social and organizational psychology from Leiden University in the Netherlands.



Stephanie A. Fryberg is the University Diversity and Social Transformation Professor of Psychology and founding Director of the Research for Indigenous Social Action and Equity Center at the University of Michigan. Dr. Fryberg's research expertise focuses on how social representations of race, culture, and social class influence the development of self, psychological well-being, and educational attainment; and on designing interventions that reconfigure learning spaces to improve outcomes for racial minority and low-income students. Her research has been funded by the National Science Foundation, Mellon Foundation, Gates Foundation, Raikes Foundation, Yidan Foundation, Doris Duke Charitable Foundation, and New Venture Fund (i.e., IllumiNative). Putting research to work, Dr. Fryberg's work on the psychological effects of using Native Peoples as mascots has been used across the country to eliminate racist mascots in schools and sports domains. She also testified before the U.S. Senate Committee on Indian Affairs regarding the impact of racist stereotypes on Indigenous people, served as lead psychologist on Amicus Brief for *Harjo v. Pro-Football*, testified before congress on the impact of COVID on Native people and communities, and was an expert witness in the *Keepseagle v. U.S. Department of Agriculture* class action lawsuit. Dr. Fryberg recently served as president of the Society for the Psychological Study of Social Issues (Division 9 of the American Psychological Association) and was selected as a fellow of the Association of Psychological Science.