



ADVANCE Partnership BRIDGE Project



UNIVERSITY of HAWAI'I®

**NSF ADVANCE Partnership Grant:
Building Relationships to Increase
Diversity and Gender Equity (BRIDGE) in
Hawaii's Two Year College System**

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Mission of the BRIDGE Project:

Implement sustainable and effective approaches to develop a pipeline of women researchers and educators in *all* STEM fields in Hawai'i.

PRELIMINARY REPORT
Fall 2018

Hawai'i Specific: Place-Based Faculty and the Search for Equity in Community Colleges

Preliminary Research Data*

▶ **Qualitative Methods:**

- ▶ Interviews with UHCC STEM Faculty (n=50)
 - ▶ Gender: 70% Women; 30% Men
 - ▶ Race: 44% White; 34% Asian; 10% Native Hawaiian; 12% Other
- ▶ Grounded Theory Methodology and NVivo software

▶ **Quantitative Methods:**

- ▶ Survey Results (n=105)
 - ▶ Gender: 54% Women; 46% Men
 - ▶ Race: 65% White; 43% Asian; Native Hawaiian 10%
 - ▶ UH System Graduates: 66%
- ▶ Regression Analysis

*UHCC data to be collected through 9/30/18

Preliminary Findings

Theme One: Advocates for Students

- ▶ UHCC Faculty experience **deep responsibility and care** for their students.
 - ▶ Intersectional research: Women faculty of color are likely to spend more time advising students, especially students of color.
 - ▶ UH System leads the US in student diversity, but it is not matched with diverse faculty representation, possibly adding an extra burden to women of color faculty.
- ▶ **Women faculty state:**
 - ▶ “I did come up through the community college, so it feels very comfortable to me and I understand where the students are coming from.”
 - ▶ “I care about my students that much that I'd rather see them every day and put my energy there.”
 - ▶ “People are overextended but also more rooted in the student experience.”

Preliminary Findings

Theme Two: Overworked and Underpaid

- ▶ Intersectional analysis demonstrates that women STEM faculty, particular indigenous and faculty of color, work more hours than their counterparts and may start at lower wages.
- ▶ **Overworked:**
 - ▶ “People are all overworked, I think, everybody, including the admin.”
- ▶ **Under-Compensated:**
 - ▶ 35% of survey respondents work 2nd/3rd jobs.
 - ▶ 11% cannot meet their living expenses.
- ▶ **Housing Instability:**
 - ▶ 10% did not having regular housing for periods ranging from less than a month to three years *while employed at a UHCC*.

Preliminary Findings

Theme Three: Bullying

- ▶ Almost 80% of respondents reported hearing of others who **experienced bullying** on their campus (n=70)
- ▶ Close to half report experiencing **bullying themselves** (n=44).
- ▶ Almost 20% of respondents (n=17) report having heard **negative stereotypes about their gender** in STEM fields at their institutions.

Preliminary Findings

Conclusion: Support Island Ohana

- ▶ Island context creates a “**shima**” or closer ties between community and place.
 - ▶ UHCC faculty have an unusual commitment and care for students and their island location.
 - ▶ Faculty work extensive, uncompensated hours to meet program needs, system initiatives, and advocate for students.
- ▶ UH System needs to implement institutional change to effectively **support faculty**.
 - ▶ Stop bullying, increase number of faculty and salaries.
 - ▶ Improve mentorship opportunities for new faculty, especially for STEM women.
- ▶ 2/3 of UHCC Faculty in preliminary data analysis are **UH System Graduates**.
 - ▶ UHCC hires place based faculty and UH Ohana.
 - ▶ UH System should support its graduates with employment wages that meet the cost of living in Hawai’i.

Building a Sustainable Bridge—Growth Mindset Mentoring and Coaching

▶ Purpose:

- ▶ Understand the working conditions of women STEM faculty.
- ▶ Implement strategies to create environments to support their success.
- ▶ Identify organizational constraints leading to **intersectional biases** involving gender, race, class, ethnicity, indigeneity, and other social factors.
- ▶ Interventions will address specific findings where possible.

Mentoring Intervention Program

- ▶ Mentoring programs' design and development will be informed by STEM faculty.
- ▶ Mentoring program leaders will receive **Growth Mindset Coach training.**
- ▶ Mentoring strategies will meet specific needs of **island-based faculty.**
- ▶ Modules will create deeper understanding of the **“intersectional” issues** facing women STEM faculty.

Coaching Intervention Program

- ▶ **Growth Mindset Coach Training*** will be provided to three cohorts of STEM faculty/staff groups.
 - ▶ Explore belief formation, influence of stress, and resistance to change.
 - ▶ Work toward achieving awareness and empowerment of the individual and groups.
- ▶ A **Peer Coaching environment** is more conducive to problem identification and solving.

**Based on the work of Carol Dweck*

Sustaining the Project

- ▶ Ongoing training workshops.
- ▶ Offer Advanced Mentoring Training to select mentors who will then train future mentors.
- ▶ Provide greater support and guidance to women faculty, department and campus leaders through coaching and training.
- ▶ Support **institutional change** at UHCC.
 - ▶ Increase compensation
 - ▶ Improve work climate