



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Biomedical and Health Information Sciences

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The shared mission of the Biomedical and Health Information Sciences (BHIS) department is to advance data science with **one of the key goals of addressing health disparities**. Faculty within the department share the Vice Provost and NIH's strategy for improving diversity and inclusion, which is to intentionally recruit faculty members who are traditionally underrepresented in Health Information Sciences. The Bridge to Faculty application aligns well- and in fact- is highlighted as a mechanism which could supplement activities within two large extramural funding applications led by members of the department. Both proposals reflect collaborations within and outside of the department, containing detailed information for mentoring and recruiting underrepresented individuals to engage in health sciences research. The core mission of these proposals echo the mission of the department, which is to train, and develop a more diverse health and information sciences workforce. Securing Bridge to Faculty support would better position the department to reach its research and teaching goals.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

**Health Informatics (HI) and Biomedical Visualization (BVIS) programs successfully attract, train, and, to-date, graduate students from underrepresented backgrounds.** The department's HI PhD program, while in its infancy (established 2015), consists of an almost equal number of national and international current students, several of whom are people of color, women, and/or from underrepresented backgrounds. **The faculty engage heavily in diversity, equity, and inclusion work through research, service, and teaching;** however, the diversity of the department's student base is not currently reflected by our current faculty composition. Among faculty with an active program of research, two are women and one is a person of color. **While representation and diversity take several other forms (e.g., socioeconomic status, immigration status), the majority of our faculty consist of white, non-Hispanic men.** Recognizing the need to diversify, "recruit[ing], retain[ing] and develop[ing] diverse research faculty" is a key goal

explicitly stated within the Department's *Strategic Plan*. In the effort to recognize and address the **national crisis of underrepresentation in health sciences** (see NOT-OD-20-031), we seek University support in the form of the Bridge to Faculty program to satisfy the burgeoning diversity needs and Department diversity goals.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

The department used a deliberate and inclusive Delphi approach to engage faculty, tenure and non-tenure line, who maintain an active program of research. This faculty base brings a diverse set of expertise in the department representing major domains of biomedical and health information sciences with a tremendous interest in addressing needs of underrepresented groups— in line with what is being called for at the national level. **This bridge to faculty program fulfills a dire need within the department and within health science representation**, helping the department better satisfy its stated research and teaching vision(s).

**Faculty unite in the shared mission to recruit doctorally-trained individuals from underrepresented backgrounds.** Faculty provided input in composing the current application, which serves as an extension of diversifying the future of the health sciences workforce as proposed in recent funding applications. These applications focus on funding doctoral and post-doctoral education (T-15 National Library of Medicine Institutional Grants for Research Training in Biomedical Informatics and Data Science; FOA: RFA-LM-21-001) as well as health sciences outreach programs (OTA Bridge to Artificial Intelligence [Bridge2AI], addressing grand challenge: racial and ethnic biases in AI and Machine Learning; OTA-21-008). Maintaining the inertia from these efforts, the Department's faculty have been involved in the proposal development process from its inception to its submission.

6. How would this Scholar align with your department's research vision?

BHIS research advances innovation in the science and implementation of quality, safety, and innovation of health care through improved generation, management, and communication of health data. BHIS embraces a multifocal strategy, explicitly training the next generation of industry leadership at the doctoral level, while thoughtfully and selectively training the faculty needed in the future. The inclusion of faculty with diverse professional backgrounds plays an important role in the development of HI research, advancing faculty with social science, computer science, technology, and medical doctor (MD) training alike. These areas of diverse thought align with the American Medical Informatics Association's definition of HI as "social, behavioral, information science, and technology applied to health" (Valenta et al., 2018, p. 4)<sup>1</sup>. Inclusion of non-science, technology, engineering, and mathematics (STEM) professions and degrees happens to be crucial in the department's ability to recruit and support a Scholar

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<sup>1</sup> Valenta, A. L., Berner, E.S., Boren, S.A., Deckard, G.J., Eldredge, C., Fridsma, D.B., ...& Manos, E.L. (2018). AMIA Board white paper: AMIA 2017 core competencies for applied health informatics education at the master's degree level. *Journal of the American Medical Informatics Association*, 25(12), 1657-1668.

within the Bridge to Faculty program. National Science Foundation (NSF) reports fewer science, technology, engineering, and mathematics (STEM)-related doctoral degrees awarded to women, individuals with disabilities, and people of color.<sup>2</sup> The inclusion of outside professional training and disciplines is an integral piece of the department's identity, allowing us to garner a diverse set of applications from individuals who may or may not have received a technology or biomedical sciences degree.

The informatics profession and practice are also changing, increasingly emphasizing the role of clinical data and analytics in serving all communities and being the enabler mechanism for social change and inclusion in the healthcare services sector. A number of research projects and teaching materials are oriented at supporting change by enabling it with the power of data, targeting better decisions and more precise allocation of resources to communities in need. Mirroring this change in the informatics profession we academically serve towards diversity, inclusion, and social change would position the department and successful candidate/Scholar for success in addressing some of the most pressing societal needs that can be realistically solved with data and technology innovation.

This concept of interprofessional education (IPE) and collaborative practice (CP) are part of a growing imperative to embrace the changing models of health care research which receive Departmental support. IPE is a specific educational approach to learning that requires deliberate interaction among learners from different professions. IPE is most commonly defined as "occasions when two or more professions learn with, from and about each other to improve collaboration and quality of care." The Department's *Strategic Plan* and College-approved criteria for Promotion and Tenure embrace both multidisciplinary and team science. Through the concerted effort of faculty from among a number of UIC colleges, immersion experiences in interprofessional education have evolved to include thousands of students (including those in our health informatics program) across all colleges.

#### 7. How would this Scholar align with your department's teaching/training mission?

The BHIS department envisions an inclusive and multidisciplinary approach to research collaborations; this vision extends toward teaching and training of junior scholars, particularly in establishing their program of research. **The Department's vision for teaching excellence includes key goals such as "recruit(ing), train(ing), and retain(ing) PhD students and postdocs"** in addition to "further(ing) our commitment to underrepresented minority students". Taken together, the incoming Scholar aligns with the Department's *Strategic Plan*.

For instance, BHIS department prioritizes strong collaborative ties with outside colleges as reflected in co-mentoring program submissions (**Addressing racial and ethnic biases in AI**; OTA-21-008; Continued learning for research in biomedical informatics and data science; T-15, RFA-LM-21-001), joint faculty appointments, and heavy involvement of HI faculty in the clinical

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<sup>2</sup> National Science Foundation, National Center for Science and Engineering Statistics. 2019. *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2019*. Special Report NSF 19-304. Alexandria, VA. Available at <https://www.nsf.gov/statistics/wmpd>.

informatics fellowship program. The incoming Scholar would receive strong support within their area of focus within HI due to the department and college's value for multidisciplinary. This in turn offers flexibility and additional forms of support outside the department to support the incoming Scholar's developing program of independent research. The remaining paragraphs elaborate on this point.

First, the department can leverage strengths from outside programs to establish a firm, professionally diverse, and, ultimately, ideal configuration of prospective mentors for trainees to select. These features ideally situate BHIS department to offer strong support to the incoming Scholar, given the department's proven capabilities in research and training as mentors, and strong commitment to participation in the program and to the overall objectives and goals of training the next generation of researchers in health informatics.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

Upon approval of the new position, we will work closely with the Office of the Vice Provost for Diversity to craft an announcement to accept applications and create a Search Committee. Leveraging prior awardee materials, input from the Office of the Vice Provost for Diversity, and agreement on wording within the department, a job ad would be created and disseminated widely through national and international channels. As HI is a multidisciplinary field, job ads would be posted on career postings within multiple national and international professional organizations involved in health informatics (e.g., AMIA, HFES, CAHIIM, IEA, HIMSS, INFORMS) and disseminated through formal mentoring and/or work groups which are readily accessible to members of the submitting faculty (Hughes, chair of council of affinity groups; Swirsky, CAHIIM; Boyd- AMIA Careers in Health Informatics Task Force, AMIA National Meeting Scientific Program Committee). This approach adheres to the department's regular recruitment strategies when advertising faculty positions.

Once applications are solicited and received, Search Committee members will narrow the pool of prospective candidates to select a Scholar through a two-tiered interview process, consistent with the department's regular faculty search process. First, members of the Search Committee will review and discuss application materials before inviting eligible candidates to an initial Skype interview. Second, based on Skype interview performance, candidates will be invited to an "in-person" campus interview, lasting approximately 2 days. Given the ongoing COVID-19 pandemic, we anticipate this process will take place over Zoom; however, consistent with the call for applications for Bridge to Faculty, BHIS department will assume costs associated with the search process. Individual faculty members will be identified and scheduled to appear on the candidate Scholar's interview. Further, the candidate will be asked to prepare a 60-minute job talk, including current faculty, students and postdocs in the department. Schedule will be sent to the candidate in advance and the Search Committee will convene to nominate a candidate for the Scholar position.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The Scholar will primarily be responsible for identifying and building a research program related to the broader field of health informatics and will need to demonstrate proficiency in the areas of teaching and service. The Department envisions protected and mentored research as the primary focus for the incoming Scholar, with expectations for the position scaffolded to facilitate the Scholar's transition from Postdoc to faculty. The key activities of the Scholar will include: Creating an individual development plan (IDP), engaging in Lab Rotations (rotating to work with each faculty with a research program in the department), enrolling in HPA 591, networking within the local and national communities of HI, shadowing and/or assisting with at least one course and developing a project of interest to submit as an extramural funding submission within the first year. In sum, the Scholar will be expected to develop a pipeline in areas of Research, Teaching, and Service.

**Research** activities are the primary set of duties expected of the Scholar. The Scholar is expected to grow a program of independent research. To do this, Scholars will be expected to participate in relevant coursework, networking and mentoring workshops, engage in research conference presentations, and develop a mentoring team. Scholars will be expected to submit at least two manuscripts for peer review and develop a submission-ready extramural research proposal. See evaluation criteria for more details on plan for Scholar activities.

**Teaching** activity will be minimal, targeting exposure to programs and courses offered within the Department. Shadowing or assisting with teaching are expected within the first year to expose the Scholar to coursework within our accredited competency-driven programs. Partnering with faculty teaching in areas less known to the Scholar would benefit the Scholar the most, from the standpoints of exposure to new subjects and shadowing an accomplished instructor.

**Service** expectations will be minimal, requiring one area of service performed within the profession rather than the Department. As Scholars will need to develop a national reputation of research excellence, service work at the profession level intends to expose the Scholar to areas and leaders within Health Informatics. Participation on committees and/or working groups that directly contribute to development of the knowledge and national/international recognition of the Scholar would be an example of a service that mutually benefits him/her and the academic and professional communities.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources

that are applicable to their research success, engagement of the Scholar in the department community, etc.)

Initially, the incoming Scholar will be assigned a mentor from faculty within the department. The primary role of the assigned mentor will be to create connections with faculty from outside departments and colleges to serve as collaborators and/or as mentors on the Scholar's mentoring committee. BHIS faculty are well-integrated within the UI-system, with frequent collaborators from College of Nursing, Medical Education, Public Health, UIC Cancer Center, Miles Square, Engineering, Computer Science, UIHealth, Internal Medicine, Family Medicine, Veterans Health Administration research facilities, and UIUC campus. Expanded mentorship opportunities come from expected participation within weekly seminars with Clinical Informatics fellows, fostering an added layer of peer-to-peer mentoring. Of note, BHIS networks extend beyond the UI system to involvement in key activities of professional organizations (e.g., the American Medical Informatics Association [AMIA] and strong connections with biomedical and health informatics programs in the Chicagoland area, including but not limited to DePaul, University of Chicago, Loyola, and Northwestern, providing ample support for mentoring and collaboration to the incoming Scholar. Scholars will be expected to first develop an Individual Development Plan (IDP) upon entering the first year of training. IDPs are effective in that they help identify the Scholar's areas of strengths, objectives, specific goals, areas of interest, and areas for development. IDP will be compared to expectations for incoming Assistant Professor, forming the basis for an individualized mentoring and development plan for the Scholar.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

Evaluation criteria stem from the Promotion and Tenure for Assistant Professor, designed to construct a pipeline of productivity in areas of research, teaching, and service. The successful Scholar will meet or exceed expectations in relation to the three areas of scholarly excellence above.

Mentorship and development need to start with an assessment of needs. The Scholar will be expected to first develop an Individual Development Plan (IDP) in the beginning of training and will update it throughout the training period. The Scholar will be expected to form a mentoring committee consisting of a primary mentor, with no more than three additional mentors to guide development related to IDP-identified gaps in year 1. The Department Head will ensure that Scholar receives ad-hoc mentoring from other individuals, both internal and external to UIC, as needed. Support mechanisms will be in place to guide the Scholar and to provide periodic feedback as needed for their ongoing development.

Faculty members will work closely with the Scholar to identify prospective mentors, within and outside the department. Further, areas of teaching interest will be explored and identified in Year 1 through which the Scholar will be expected to shadow and/or serve as a Teaching Assistant to an Instructor in one of the five programs offered in the Department. The

Department's teaching needs are currently satisfied; therefore, participation in a teaching-related activity will be based on Scholar interests, experience, and comfort-level in facilitating course content. This is a critical detail as departmental courses sometimes require use of specialized equipment (e.g., virtual reality devices in BVIS) or instruction offered completely through an online platform (i.e., Blackboard courses for fully online Masters in Health Informatics). BHIS department features several award-winning teaching faculty (e.g., Swirsky, Excalibur) who express enthusiastic support for postdoctoral training in the area of teaching.

Based on goals outlined in the IDP, coursework will be recommended to further the Scholar's training, including HPA 591, a course in grant writing in which the Scholar will enroll. Further, the incoming Scholar will be expected to prepare and submit an independent research proposal (such as a K career development award, an R03, an R21 or an NSF proposal) to an external agency during the first year and re-submit (or submit a new proposal as appropriate) during the second year of training. Engagement in HPA 591 is required as it facilitates preparation of a grant proposal as a key deliverable and product of the course. The Scholar will be expected to attend one or more of the annual symposia, including the American Medical Informatics Association, Human Factors in Healthcare, Institute for Operations Research and the Management Sciences, and attend the annual Chicago Informatics Data Jam, which is a local city-wide Biomedical and Informatics conference produced by UIC, University of Chicago, Northwestern, Loyola, and DePaul, join weekly Clinical Informatics Fellows seminars and participate in lab rotations. Lab rotations seek to expose the Scholar to various aspects of HI research performed within the department, with the opportunity to join projects of interest. The required activities promote collaboration and networking within the HI communities and, as such, the successful Scholar will be expected to submit at least one first author or multiple authored paper to a peer reviewed outlet, present at at least one national or international conference, and give an invited presentation on their area(s) of research at Chicago Informatics Data Jam. Further, networking opportunities locally and nationally give them greater exposure and awareness of informatics they will need to establish themselves as a national leader for promotion and tenure. While not expected for formal evaluation of the Scholar's success, the Scholar will be strongly encouraged to join Writing Accountability Groups (WAGs), peer mentoring groups, and make use of CCTS resources for postdocs.

#### Scholar expectations for Year 1

**Overall: Prepare for transition to faculty through customized development as guided by the Individual Development Plan (IDP).**

#### **Research**

**2 manuscripts submitted to a peer-reviewed outlet**

*Mechanisms of support:* Lab rotations, Clinical Informatics Fellows weekly seminars, Writing Accountability Groups, required attendance at national conference(s).

**1 national or international presentation**

*Mechanisms of support:* Lab rotations, Clinical Informatics Fellows weekly seminars, Writing Accountability Groups, CCTS resources and workshops

**Initial draft of a mentoring team, with 1 primary mentor and up to five other mentors**

*Mechanism of support:* Faculty connections/collaborations throughout UIC campus, UIC and CCTS mechanisms for identifying a mentor, networking opportunities and conference attendance

Will further assess # mentor/mentee relationships, # mentors engaged (overall pool)

**1 grant proposal**

*Mechanism of support:* HPA 591, Lab rotations, Clinical Informatics Fellows weekly seminars, Writing Accountability Groups

**1 national informatics conference attended** (can be same as the conference which satisfied presentation requirement)

*Mechanism of support:* Lab rotations, Clinical Informatics Fellows weekly seminars, Writing Accountability Groups

**Teaching**

**Shadowing/assisting/teaching.**

*Mechanism of support:* Check-ins with Scholar

**Service**

**1 volunteer activity as part of a national informatics-related professional organization**

*Mechanism of support:* Required attendance at national conference(s)

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

BHIS department has a longstanding history of teaching excellence, with the online Health Information Management bachelor's degree program ranking second in the nation, second oldest program still thriving in biomedical visualization, first accredited online masters in HI programs, and first of its kind PhD in BHIS program in Illinois. The Department's thriving programs are instructed by the Department's award-winning teaching faculty. However, nested within an R-1 institution with a newly developed PhD program, our department has an increased need for research faculty. Among our faculty, there is an average of 4 externally awarded proposals per tenure track faculty member and strong engagement with research-oriented clinical faculty. However, to better meet the needs of our doctoral students and their mentorship needs, greater numbers of research faculty who represent the underrepresented are necessary. As identified in the Department's *Strategic Plan*, this Scholar helps fulfill the goal of "furthering our commitment to underrepresented minority students" in teaching, mentoring, and research.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

Expectations for the incoming Scholar serve to acclimate the Scholar to the Promotion and Tenure criteria of the Department. Key milestones which are embedded within the progression timepoints in Year 1 of their training stem directly from P&T criteria, expressly facilitating the growth and development of an independent research program. Submission of a K-award after the first year allows the Scholar to maintain protected time to their professional growth and





development as a researcher during the transition to faculty. We further anticipate attendance at networking and developmental seminars may facilitate the growth of networks for mentors and prospective collaborators, facilitating a smoother transition from the role of the Scholar to tenure track faculty member. Members of the Department are dedicated to the ongoing development and success of the incoming Scholar in their progression toward tenured faculty.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

We want to ensure that the salary levels are set appropriately taking into account market range and equity with the department. We envision a salary in the range of ~\$70,000 for the postdoc and ~\$95,000 for the tenure-track Assistant Professor for 9-month appointments.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	Sep 9, 2021
Department Head	Date
	9/10/2021
Dean	Date



## Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Biological Sciences

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

Note: Biological Sciences did not apply in Fall 2019, but it did receive a Bridge scholar from the Fall 2019 search, as it accepted a candidate recruited by the Department of Chemistry. Biological Sciences applied in Fall 2020 and was granted a place.

3. Why are you applying to the Bridge to the Faculty Scholars Program?

We are applying for a Bridge to the Faculty postdoc because we have a large and diverse body of undergraduate and graduate students that are not matched by the current diversity of tenure-track faculty. The Department of Biological Sciences is therefore currently limited in providing sufficient and relevant perspectives in classrooms and laboratories to better educate and prepare our students and trainees for leadership, global citizenship, and professional competitiveness in multicultural America. As the largest major on campus (1,833 students currently), we are proud to serve a diverse student community, but are also aware that our field, and STEM in general, stands apart for the disproportionate exclusion of Black and LatinX students (Riegler-Crumb, C., et al, 2019, Educational Researcher, 48(3), 133–144). An important aspect of this exclusion is that minority students see science careers as less 'thinkable' (Archer et al, 2015, Science Education, 99(2), 199–237), which is exacerbated by a lack of representation among the faculty teaching them (Atwater, M. M. 2000, Journal of Research in Science Teaching, 37(4), 386–387). This results in a feedback loop, where lack of representation leads to fewer Black and LatinX students choosing a career in science, which leads back to a lack of representation and limited perspectives in the classroom. This loop can best be broken by the active recruitment of faculty from a diversity of backgrounds using broad open searches, and specifically through programs such as Bridge to the Faculty.

As we detail throughout this application, a diverse faculty is associated with a number of important benefits for both teaching and research (Griffin, K. A. (2020). Higher Education: Handbook of Theory and Research, 35, 277–349). Diversity among teaching faculty is known to have direct benefits for all students, from increasing GPA and graduation rates to broadening the range of learning outcomes, including skills and competencies critical to engaging in our diverse society. Minority faculty serve as role models and mentors for minoritized students and pre-tenured faculty, increasing a sense of belonging and connection to biology. Demographic diversity among researchers also drives innovation, with historically underrepresented groups identifying relationships between ideas and concepts that have previously been missed (Hofstra et al (2020). PNAS, 117, 17). Finally, regardless of these benefits, we believe that the diversity of our faculty should reflect the diversity of our society: anything less implies exclusion. While we are committed to increase diversity through standard faculty hiring in the future, a Bridge to the Faculty postdoc will help accelerate our efforts to make our faculty more diverse.

Hand-in-hand with our need to increase the diversity of our faculty is our need to increase the number of our faculty. We have the highest student-to-faculty ratio across campus (96:1). Our low number of faculty limits our ability to recruit graduate students because there simply are not enough faculty members with whom the new students could work. This in turn results in a shortage of TAs to serve our large undergraduate courses, negatively impacting our educational mission. While we have successfully recruited new tenure track faculty (including one Latina scholar), as well as two B2F postdocs, these hires are insufficient to grow the department and to expand enrollment at the graduate and undergraduate levels.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

The disparity between the diversity of the faculty in Biological Sciences and the diversity of our students is acute (Figure 1), and we recognize that this is a challenge to both our teaching and our research. Many studies indicate that increasing the diversity of faculty positively increases GPA and graduation rates for underrepresented minority students of all races/ethnicities (e.g., Llamas, J. D., *et al.* (2019). *Race Ethnicity and Education*, 1-17; Stout, R., *et al.* (2018). *Intercultural Education*, 29:399-417). Further, diversity among research teams and faculty is associated with enhanced productivity (e.g., Barjak, F. and Robinson (2008), *S.:Soc. Geogr.*, 3:23-36; Henderson, L., & Herring, C. (2013). *Politics, Groups and Identities*, 1: 1–12). The explicit goal of our department is therefore to increase faculty diversity.

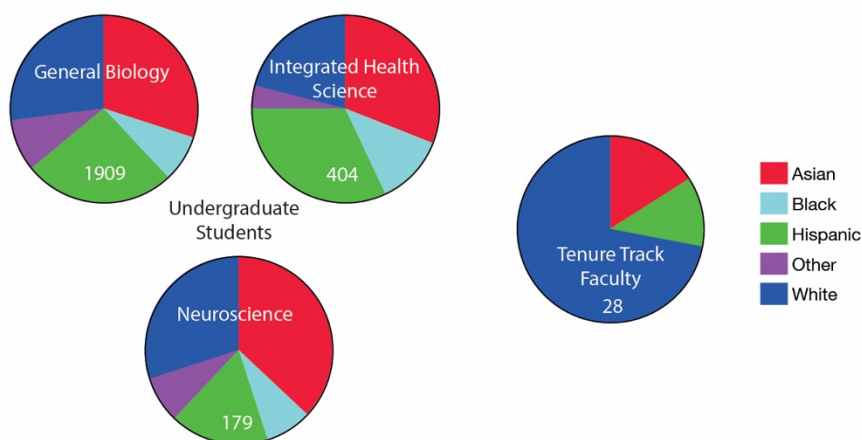


Figure 1: Mismatch between diversity of undergraduate students and diversity of faculty in the Department of Biological Sciences (Fall 2021). Numbers are number of students/faculty.

At the same time our department needs new junior faculty. Over recent years, the department has lost faculty from 33 in 2016 to 28 in 2021, while at the same time it has increased undergraduate enrollment (1728 in 2016, 2492 in 2021), leading to a 71% increase in student-to-faculty ratio (52:1 in 2016, 89:1 in 2021). The shrinking of the faculty has caused a concomitant decrease in our graduate program and the pool of available teaching assistants. Further, the department faculty is 'top-heavy', with only four current tenure-track assistant professors and some senior faculty members nearing retirement. Junior faculty are the lifeblood of a department, providing novel research perspectives and expertise, supporting graduate students while building research programs, and establishing new intra-departmental collaborations. Even with recent faculty additions, our faculty size has not kept pace with the demand for our classes and is not meeting the needs of our graduate and undergraduate students.

Our **low faculty diversity and need to hire new junior faculty** means that the goals of the Bridge to faculty Program align perfectly with the goals of our department, both with respect to diversity, but also teaching and research in general.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

The Bridge to Faculty initiative has been discussed in multiple faculty meetings, after which there was a vote showing strong support to submit a B2F application. This support is echoed by our graduate students, who last year appealed to the faculty in response to the Black Lives Matter movement and urged the department to "...directly recruit and hire Black and other URM tenure-track faculty members". The faculty have discussed the area of research for the hire and agree that to attain the strongest pool of candidates possible, we would hold a broad search, across all areas of research relating to the Biological Sciences. Several faculty members (more than would be required) are willing to serve on a B2F search committee.

6. How would this Scholar align with your department's research vision?

As detailed above, our department has an acute need for new tenure-track faculty, both to replace recent faculty losses and to balance the faculty with respect to junior and senior members. The department is currently ranked #73 in the country and improving. We can only continue this upward trajectory by recruiting new faculty: new faculty drive new research, recruit new students, and initiate new collaborations. Because we need faculty in all sub-disciplines of biology our research vision is broad and cohesive. Consequently, the Bridge to Faculty initiative aligns perfectly with our research vision, because it ultimately recruits junior faculty and requires a broad search to encourage diverse applicants.

7. How would this Scholar align with your department's teaching/training mission?

The teaching mission for the undergraduate programs in the Department of Biological Sciences is to provide high quality education that improves student outcomes and increases the competitiveness of our graduates in a global world. Our Department is committed to increasing the quality of education by creating a culture that focuses on student learning, equity, and inclusion. Our commitment to these goals is exemplified by three current funded programs:

(i) **Inclusive Excellence (HHMI; co-PI Gonzalez-Meler)** is a faculty development program centered around practices that considers student backgrounds as assets thereby increasing the capacity for inclusion of all students.

(ii) **LAS GANAS** (DOEd; PI Alfonso) focuses on engaging and inspiring LatinX students in academic and research activities to increase retention and graduation of students and their transition to postgraduate programs and careers.

(iii) **CIM2AS** (NSF - PI Ashley) fosters and connects LatinX students with the biological and chemical sciences by developing curriculum that incorporates student identities from high school to graduation at UIC.

These multimillion-dollar programs are creating a unique and unprecedented environment in our department to mentor and promote minority scientists into academic careers. The postdoc, therefore, will be well aligned with the departmental mission, not only by being exposed to these initiatives to advance inclusive education, but also by advancing these programs through incorporating minority voices currently lacking in our department.

The Department of Biological Sciences has only three Hispanic tenured faculty and no African American teaching or tenure track faculty. This is in sharp contrast to our student population (see Figure 1 in response to Question #4 above). In fall 2020, our three programs (Major in Biological Sciences; BSc in Neuroscience; Major in Integrated Health Studies) enrolled 2,581 undergraduate students, 64% are female, 26% are Hispanic, 9% African American, and 5% international. Our programs are attracting more students and have seen a steady increase in majors, *even growing our freshman enrollment during the pandemic*. **Recruiting minorities into our faculty is essential** to augment and sustain our teaching goals, culture of inclusion, and student success.

The Department has engaged in initiatives **to increase the recruitment and retention of PEER (persons excluded because of ethnicity and race)** students. This summer we started the UIC4 summer internship program where we provided research experiences and DEI programming to students from City Colleges of Chicago that are thinking of transferring to 4-year institutions. We are also part of **the DuSable Scholars Program, which provides resources to recruit and retain Black and Brown students**. Dr Gonzalez-Meler is the associate director of the program, and he directs curricular elements that deepen students understanding of their identities, sense of belonging, and commitment to their goals. Students participating in these programs have benefited and asked for more interactions with academic professionals that look like them to share experiences and ways to navigate their STEM careers. Our Department is well positioned to make a positive impact to our students and more so if we can increase the faculty representation from minority groups.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

In order to attract the greatest pool of B2F-eligible talent we will also advertise with organizations dedicated to the promotion of underrepresented groups including but not limited to: Academic Keys, Affirmative Action Register, American Education Research Association, Diverse: Issues in Higher Education, Equal, Opportunity Employment Journal, Higher Ed Jobs.com, IMDiversity.com, INSIGHT Into Diversity, LGBTinHigherEd.com, Advancing Chicanos/Hispanics & Native Americans in Science (SACNAS), VetJobs (military veterans of all branches of service), AbilityLinks (Disability Inclusion), and on Diversity.com which has featured inclusive talent practices for underrepresented backgrounds for 20 years. We will also place advertisements in more general publications: Science, Current Biology, and The Journal of Neuroscience. We plan to work with the Mellon Foundation Grant holders on the job advertisement, leveraging their contacts in minority serving institutions across the US.

The search committee and department recognize that active – rather than passive – recruitment will be key to ensuring that we are successful in our search for a postdoc that aligns with the goals of the program. A key component of our search will therefore involve reaching out to colleagues in other minority serving institutions as well as HBCUs, to actively identify and encourage applications from suitable candidates. In particular, we will work with the Latino Cultural Center, that was recently awarded a Mellon Grant to build leadership in minority serving institutions, so has pre-existing contacts at a large number of universities.

Members of the previous B2F search committee have indicated willingness to serve again, as have several other faculty members. As in past faculty searches, we hope to include a graduate student and/or B2F postdoc on the search committee. The final committee will reflect the diverse backgrounds and intellectual interests in our department.

The search committee will screen applicants and select three or four finalists for interviews, during which time the candidates will give a seminar and meet with faculty members, one on one. This is the customary procedure during a normal faculty search except that a second seminar focusing on the candidates' research proposal ("chalk talk") would not occur, as the post-doc would not yet have a fully developed research plan. These chalk talks are planned as part of year-two of the B2F postdoctoral phase.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if



teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

Research: The B2F postdoc will work independently with a senior faculty member (primary mentor) on a research topic that aligns with the interests of both the postdoc and faculty member. Because a broad search is most likely to attract strong applications from diverse groups, the area of research and faculty mentor will be dictated by the postdoc rather than the department. Research will take up most of the postdoc's time. We expect them to focus on developing a novel and independent line of research that they can continue once they transition to the tenure track. As such, there is no expectation that the candidate will have to work on an existing line of research of the host lab of the primary mentor, but rather a complementary one. For them to be competitive for funding, this phase will require them to generate data suitable for publication and as preliminary data for a research grant. These data will be collected during the UIC tenure at the host lab and their research space and then using start-up once they transition to the tenure track line. The research mentor and the mentoring team will provide material support with regard to space, supplies and equipment, as well as intellectual support through help refining research ideas and editing manuscripts and grant proposals. Depending on their field, the postdoc will be provided with grant writing training and expect to have aims, hypotheses for federal funding agencies. The candidate will be encouraged to pursue funding proposals (e.g., NIH K series) while they are a postdoc if the field is appropriate. Presentations of their grant ideas to the faculty will occur at the end of their first year.

Teaching: It is unusual for postdocs in Biology to be involved in teaching, either at UIC or comparable R1 institutions. Nevertheless, to prepare the postdoc for what it means to teach at an HSI and UIC, they will be exposed to the existing programs in the Department (see #7) focusing on inclusive teaching and mentoring. The candidates will be encouraged to take students in BIOS 399 (independent research) or BIOS 391 (introduction to research) within their research projects. BIOS 391 and 399 are the department's independent undergraduate research courses, with students conducting mentored original or synthesis research for credit. Further, the candidate will be offered the opportunity to audit courses and to provide guest lectures in an undergraduate course that aligns with their research interests. The postdoc will receive student teaching evaluations for BIOS 399, and peer evaluations for their guest lectures, from the instructor of record for the class. Upon transition to tenure track, the now assistant professor will be offered two semesters of teaching relief to be taken as an Assistant Professor – standard practice in the Department of Biological Sciences.

Service: Postdocs are not expected to be involved in any formal service for the department. However, the postdoc will be expected to attend departmental seminars, and to participate in departmental social events. While the postdoc will find community with other Bridge to Faculty postdocs, we will encourage them to also participate in the UIC Postdoctoral Association, as a means of interacting with an even wider diversity of scholars at the same stage in their career. We will encourage the candidate to interact with and mentor postdocs in the department that are considering transitioning into academic jobs.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The candidate will have a three-member mentoring committee within Biological Sciences, one of whom will be the primary research mentor, who will also host the postdoc in their laboratory. The candidate will be encouraged to develop research collaborations outside the department to foster an intellectual network that can help shape and advance the candidate's research program. The expectations and deliverables will be clearly outlined at the beginning of the candidate's tenure and accomplishments will be monitored with the mentoring team three times per semester and with the Department head at least once per semester. The meeting with the head will focus on the candidate's progress toward professional goals and department expectations (as outlined above) and for the preparation for the year-1 assessment.

The department will support the candidate's efforts by providing research and office space in addition to access to equipment and space of the primary mentor's laboratories. The candidate will also have access to the animal and plant growth facilities and all the common equipment. Exposure to the mentorship team and other collaborators will give the candidate insight into managerial styles, mentoring graduate students, and use of undergraduate students in research.

Undergraduate research is a key component of the teaching program in the Department of Biological Sciences. During the candidate's tenure, we will encourage them to explore opportunities for undergraduates to work under their supervision. To facilitate recruitment of undergraduates we will advertise opportunities created by the candidate and mentors to students participating in the Department's undergraduate programs. The candidate will be able to work closely with graduate students housed in the host and primary mentor's laboratories. These interactions with students will complement and strengthen the mentorship training as part of the B2F program.

The BioS department and LAS will provide at least \$20,000 per year during the postdoctoral period for supplies and other expenses, as well as adequate funding to attend a professional meeting for each year, including travel. This funding will be under control of the candidate and not the host lab. In addition (i.e., not as part of the budget above), the department will pay for animal or plant growth used in the research, provided UIC facilities are used. Additional funds will come from the host labs. By managing their own funds, the candidate will receive training by our business office on procurement, managing budgets, interviewing and hiring personnel, and budgeting research activities and grants.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

At the end of the first year, our primary expectation is that the post-doc will have made significant progress toward formulating a research plan to submit as a grant proposal. Consistent with this goal, we expect that the post-doc will have defined specific aims and gathered and analyzed useful preliminary data to support those aims. We expect the post-doc to present a departmental seminar ('chalk talk') outlining the overall rationale of the research plan and each specific aim. Further, the post-doc will be expected to explain the methods proposed to address the aims, the interpretations of the possible outcomes, and alternative approaches in case any aspect of the research plan does not work out as expected. Chalk talks are given during the interview process for an assistant professor position in our department, in addition to a seminar describing their scientific accomplishments. The postdoc will already have given a research seminar during the initial interview. However, postdoc candidates are not expected to have a fully developed research plan at such an early stage of their career, so the chalk talk will be postponed until the end of their first year.

In addition to developing a research plan, the post-doc is expected to have a good track record of regularly attending seminars, interacting with invited speakers, connecting with graduate students and other postdocs in the department, and mentoring undergraduates. We also expect the post-doc to have made progress on publishing manuscripts from their graduate work. We note that the expected degree of productivity at the end of the first year will depend somewhat on the subdiscipline that the post-doc aligns with in Biological Sciences (neurobiology, molecular biology, ecology/evolution, or some combination). For example, research that requires field work will have a different rate of productivity than one that is laboratory based. Once we have a particular candidate, we will better specify these expectations.

Although we sincerely hope this will not be the case, the year-1 assessment of progress may need to take into consideration the COVID-19 pandemic, which could slow goals, particularly experimental ones, if operations are still impacted a year from now.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

The department of Biological Sciences faculty is not diverse, in contrast to its undergraduate and graduate students (see our response to Question 4). Adding minority faculty will increase the sense of belonging, add diverse voices, identify barriers for inclusion, and close equity gaps so our students, their families and their communities can thrive. As noted in response to Question 4, research indicates that increasing the diversity of faculty positively increases GPA and graduation rates for underrepresented minority students of all races/ethnicities. Therefore, increasing minority representation in our faculty will improve DFW rates and retention of students in our current programs. The department and faculty within it have initiated a number of mechanisms to address these issues, including an HHMI Inclusive Excellence Initiative to improve the classroom environment to increase retention of minority students in science degrees, and LAS GANAS and CIM2AS, programs facilitating LatinX involvement in undergraduate research and curriculum development. Addition of minority faculty will make a substantial impact as our department believes that the most effective way we can enhance the early success of our under-represented students and retain them in our courses is to have a faculty that reflects the diversity of our undergraduates. Importantly, this diversity needs to be reflected among all ranks of faculty who teach students in formal classes but who also mentor students in undergraduate research, which is a key factor in ensuring a student can successfully apply for and complete an advanced research degree. Thus, this postdoc will ultimately serve the wider research community by increasing the diversity of UIC students who go on to pursue an academic career.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

The mentoring committee of tenured faculty members will work closely with the post-doc and regularly monitor their research progress. The committee will regularly report on this progress to the head of the department. During the second year of the post-doc appointment, the committee will work with the post-doc to jointly determine what resources they will need to succeed as an assistant professor. Resources will likely include equipment, supplies, and personnel. The specifics will depend on the post-doc's particular research plan. The head will then work with the college to develop a start-up package of resources for the post-doc/assistant professor, including space, that will become available beginning the year that the post-doc is converted to a UIC faculty member. This should ensure a smooth transition into the assistant professor position. As is the normal practice with new faculty hires, the start-up package will be outlined in a document associated with the official letter of a faculty appointment.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

Based on recent hires of other STEM B2F scholars, we project a salary in the \$65,000-\$75,000 range during the postdoctoral phase. As an Assistant Professor in fall 2024, we expect a salary of ~\$98,000 would be consistent with other hires.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

 9/9/2021  
\_\_\_\_\_  
Department Head Date

 9/10/2021  
\_\_\_\_\_  
Dean Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Medical Education

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes (applied in Fall 2019 and did not get a place)

No (applied in Fall 2020 and did get a place)

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

DME is uniquely positioned to identify and address differential effects of race, ethnicity, and other kinds of diversity on success in health professions education (medicine, pharmacy, nursing, among them). The work of DME faculty at present involves key issues in instruction research, and service in the fields of education, humanities, ethics, Latinx applicant development and support. DME trains students locally, nationally, and internationally.

At present, DME has no full-time underrepresented minority faculty members. We hope to use the Bridge to Faculty program to identify post-doctoral fellows as a way of increasing DME's ability to engage key issues in the theory and practice of health professions education, including admissions, curriculum design, evaluation, advisement, humanities and ethics instruction, applicant development and retention, and other elements of the department's work. Commentators in the field of medical education have noted the scarcity of underrepresented scholars and of focus on issues of race and ethnicity in education research and have emphasized the dual importance of "engaging in reflection and representation" (Karani, et al. *Acad. Med.* 2017;92(11S)).

UIC's medical student body is among the most racially and ethnically diverse in the nation. AAMC data (2018-2019) show UIC to have the largest number of African American/Black students of any medical school. Even so, racial/ethnic minorities remain underrepresented in medicine. AAMC faculty data (2018) indicate that only 5%-8% of tenured/tenure-track faculty as Black, Latinx, or Native American. UIC has been less successful; 3% of the College of Medicine's tenure-track faculty are underrepresented minorities (UIC OIR data). Medical school faculty lag as representative of URM's in the US population generally (approximately 31% in 2018 census bureau data).

Nationally, only a scant few Departments of Medical Education have the resources necessary to offer postdoctoral positions, provide strong mentoring, and career development support regardless of a fellow or faculty candidate's focus of scholarship. DME, the oldest continuously operating such Department in the world, is an exception, and its research and teaching programs would benefit from a faculty member whose background is more reflective of the broader community and would be able to provide unique support to such a faculty member.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

During the past year, DME adopted a specific diversity goal as part of its mission: "Measurably contributing to educational research practices that advance the principles of diversity, equity and inclusion toward more just education and health care." A critical part of this goal is the identification of underrepresented faculty members and fellows who are in a position to engage in nationally significant health professions education or health humanities research, instruction, and service, and particularly bearing on the differential effects of race, ethnicity, and other kinds of identity on instruction in the health professions, humanities and ethics instruction, and applicant development and success programs. That is, DME's goal is best met by both (1) recruiting, retaining, and supporting scholars from underrepresented groups and (2) prioritizing scholars whose work includes consideration, investigation, and practice that itself advances DEI principles in their discipline.

DME currently has no URMs in its full-time faculty and seeks to attract underrepresented faculty and fellows to advance these department goals, in the context of the College's own diversity goals. This current Bridge-to-Faculty opportunity would provide a significant boost to the department's diversification if it succeeds in recruiting a Black, Native American, or Latinx fellow in medical education or the health humanities with the explicit intention of developing that fellow as a potential faculty member.

DME has always emphasized team mentorship and multidisciplinary collaborations among its faculty, and has sought to ensure that faculty members have a variety of connections to one another that foster success. In 2020, DME engaged in a successful recruitment under the Bridge-to-Faculty program, recruiting Dr. Nicole Perez, a [REDACTED] sociologist whose work includes the study of pipeline programs in health professions education for minority students. An additional recruitment through the 2021 program would leverage and expand this success by broadening DME's base of future underrepresented faculty and consolidating the critical importance of applying a DEI lens in the disciplines of health professions education and health humanities.

DME's goals align with those of the College of Medicine (COM), which has undertaken an ambitious antiracism agenda that spans medical student curriculum, to faculty development, to structural strategies to increase racial diversity at all levels of the COM and to promote a curriculum that actively combats racism and bias. DME, which includes the college's primary scholars of education and the health humanities, is a key nexus for cultivating faculty leaders to develop and teach this curriculum and contribute to the (quite limited) scholarship in countering bias in medical practice and the structures of health professions education and health care institutions. Consistent with educational reformer John Dewey's ideal of "the school as the laboratory of educational intervention," DME seeks to lead translational antiracism/antibias scholarship that can be piloted within the University of Illinois's three public medical schools and disseminated nationally and internationally.



5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Following the announcement of the 2021 program, DME faculty discussed the value and vision for submitting a 2021 application in two faculty/staff meetings, including the annual general meeting of the Department, and an intervening meeting of the Department Advisory Committee. Faculty reviewed and revised our successful 2020 Bridge-to-the-Faculty application to reflect changes in the Department since that recruitment, including the death of two long-time faculty members and the benefit that a second postdoctoral fellow would provide to the Department's mission, its students, and our 2020 recruit, who began her postdoctoral period in August 2021.

Faculty input ranged across a wide variety of topics: from qualifications for eligibility to areas of study that would be of keen interest to DME, especially in its collaborative efforts with the College of Medicine (such as rural medicine, medical anthropology, health humanities, information science, and ethics). For example, while the 2020 application focused the department's critical need for an additional health professions education scholar, the department's context in 2021 allows for expanding the call to encompass an additional health humanities, ethics, or health professions education scholar. New input also focused on expanding the range of potential applications, and how additional recruitment would contribute to the Department's Advancing Racial Equity strategic plan. Faculty focused on both the local gap (representation in the Department and College and, ideally, scholarly focus on issues of diversity, equity, inclusion, and justice in medical students' education at UIC) and the broader gap in the scholarly fields of health professions education, ethics, and the health humanities (representation, retention, advancement, and scholarship centering people of color).

Following modifications to the draft, the faculty voted unanimously in favor of the proposed recruitment as outlined in this document.

6. How would this Scholar align with your department's research vision?

DME is at the forefront of critical research that advances health professions education through a variety of methods, approaches, and content areas. These include education (e.g., instruction, curriculum, appraisal, simulation, leadership), social science (e.g. psychology, sociology, anthropology), humanities and ethics (e.g. philosophy, history, literature, disability studies).

DME aims to produce research that constitutes a significant intervention in the field in question, namely research that affects the theory and/or practice of the area. At present, certain elements of the theory and/or practice of healthcare education, healthcare humanities/ethics, applicant development and success are underdeveloped in DME's research portfolio, e.g., differential aspects of educational practices as a matter of race, ethnicity, and other kinds of identity.

Because of the breadth of DME's faculty, the department offers an excellent opportunity for a postdoc from an underrepresented group studying these facets of medical education or the health humanities (as well as other facets that interest such a scholar). **For example, several faculty members are involved in issues of participation, inclusion, and equity in medical education.** A candidate whose focus included these concerns would be particularly attractive, but DME is enthusiastic about supporting **an underrepresented minority postdoc** whose research focused on any area of medical education. DME has a successful history of hiring PhD scholars who have not formally applied their scholarship to health professions education or health care. For this venture, we would recruit such candidates, but to cast a wider net, we will also consider an MD completing residency or fellowship training whose career focus is educational research and who is suitable for a tenure-track position, potentially with a joint appointment with a clinical department.

7. How would this Scholar align with your department's teaching/training mission?

The Department's teaching mission encompasses three graduate programs (Master of Health Professions Education, Master of Science in Patient Safety Leadership, PhD in Curriculum Studies with concentration in health professions education in collaboration with the UIC College of Education); significant teaching in the undergraduate MD curriculum in areas relating to the health humanities, ethics, and professionalism; and broader educational efforts in UIC's undergraduate (baccalaureate) programs, particularly the Honors College and the pipeline programs of the Hispanic Center of Excellence.

We would offer this postdoctoral fellow structured teaching opportunities to prepare them to be effective educators in their faculty position. We would help the fellow identify an MHPE/PhD or MD course with existing content in which they could participate as a co-faculty member alongside an experienced professor, and offer an opportunity to develop and teach a new MHPE/PhD or MD elective in their area of scholarship. As appropriate, we would offer mentored outreach to participate in undergraduate honors seminars in the Honors College. We will phase in these teaching responsibilities over the course of one or two years, as appropriate, subject to the limitations of the program.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The Department Head will follow the regular faculty search process in convening a UIC trained search committee of faculty and key staff to craft a job description and place advertisements. That committee will review applications to identify candidates whose background and scholarly focus are aligned with the job description. DME will invite 3-5 candidates to an in-person interview at the Department's expense. Interviews will include a research talk, a teaching demonstration, and meetings with the search committee, Head, and groups of faculty and students. All parties present at these interviews and presentations provide feedback on the interviews. The search committee summarizes the strengths and weaknesses of each candidate and provides a preference ranking to the Head. The Head will then identify an applicant to offer the position to, negotiate any terms of the position, and arrange a second visit as necessary. This process was effective for last year's Bridge-to-Faculty search, which identified several suitable candidates to interview and resulted in a successful hire.

DME always disseminates job postings widely to medical education outlets. Given the critical importance of reaching an ethnically diverse group of applicants, we will specifically target HBCU and Hispanic-serving medical schools as well as professional associations that specifically support underrepresented scholars in a variety of education and humanities disciplines. DME faculty members who participated in the COM's Anti-Racism Urgent Action Committee task force on recruitment will bring the recommendations and resources developed in that process to this search as well. We will also consider joint hires with a UIC primary care clinical department (e.g., a pediatrics, family medicine, or general internal medicine fellow), as underrepresented minorities are often more likely to specialize in primary care. DME's Head has already discussed this possibility with the Heads of these clinical departments; they have been supportive and will consider possible joint arrangements.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

Duties and responsibilities described below will be documented in writing as part of any candidate's offer to ensure consistent expectations for the candidate and department. These expectations are based on the duties and responsibilities of our current (cohort 2) postdoctoral fellow, with adjustments based on program specification (e.g. 0.15 FTE if a clinical joint appointment) and to be made based on the candidate's area of scholarship within health professions education or health humanities. See also the first-year expectations for transition to faculty described below.

### **Year 1**

#### Research

- Identify components of dissertation suitable for submission to peer-reviewed journals
- Plan and implement staged preparation of those articles for submission across years 1 and 2
- Identify next stage of research activity and identify supportive external funding sources
- Plan and implement staged submission of grant application(s), collaboratively with faculty across years 1 and 2
- Identify professional meetings at which to present research (with Department travel support), and plan staged submission of abstracts and/or research findings

#### Teaching

- Co-Teach MHPE 504 (Leadership and Organizations) in Spring 2023, or in the case of a joint clinical appointment, 0.15 FTE in clinical service and teaching.

### **Year 2**

#### Research

- Continue staged submission of articles to peer-reviewed journals
- Continue staged submission of applications for external funding
- Implement planned stages of research activities
- Attend relevant professional meetings, with Department travel support

#### Teaching

- Co-Teach MHPE 504 Leadership and Organizations (or similar) in Summer 2024, or if a joint clinical appointment, 0.15 FTE in clinical service and teaching
- Optionally develop/teach an additional elective in the MHPE program (or MD curriculum subtheme) or an undergraduate honors seminar in area of scholarship

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

Given research that underlines the importance of strong mentorship teams, particularly for junior URM faculty in majority non-URM departments, we will continue with and expand the the plan we developed to provide mentorship and support for our first scholar. These efforts will include drawing from resources within the Department and/or the College of Medicine, DME has identified other members of the department to serve on the mentoring team for the postdoc, overseen by the Department Head. At least one team member will be Department faculty whose work focuses on diversity and identity. The mentoring team might include among others: Sandy Sufian (medical history, disability studies), Kristi Kirschner (bioethics), and Ara Tekian (underrepresented students and medical education). Other team members will include senior faculty who have strong networks in the discipline of medical education or health humanities and/or experience in mentoring junior faculty (such as Laura Hirshfield, who is the mentor for our 2020 Bridge-to-the-Faculty scholar, and Memoona Hasnain from the Department of Family Medicine, who chairs the College's Faculty Academic Advancement Committee on Diversity, Inclusion, and Equity). We will also invite participation from the Hispanic Center of Excellence and the College's Office of the Associate Dean for Diversity and Inclusion. The team will include mentors for the postdoc's scholarship agenda as well as general career mentorship (including promotion and tenure processes). When appropriate, some mentoring meetings will include both the proposed postdoc and our cohort 2 postdoctoral fellow, whose trajectory may serve as a useful model for the new fellow and provide both with opportunities for collaboration.

Working with the mentoring team, the postdoc will create a tailored plan for success, using the template developed by Harvard for initial mentoring meetings (<https://postdoc.fas.harvard.edu/galleries/initial-meeting-templateworksheet-postdoc-and-mentor>). The plan will involve at minimum weekly meetings focused on research and scholarship and monthly meetings focused on general career development. The postdoc is expected to participate in all regularly scheduled Departmental activities, including monthly research seminars and faculty/staff meetings and the Department's annual summer conference (where the postdoc will serve as a discussant or chair for presentation sessions). The postdoc will also audit the Department's key committees (which generally hold their meetings open to all faculty, except when personnel matters necessitate a closed session), to learn about their nature and operations. The Department will support the postdoc to travel to attend the AAMC annual meeting (Learn, Serve Lead), the preeminent medical education meeting in the USA, and encourage submission of presentations to the meeting. At the AAMC meeting, senior faculty will facilitate opportunities to introduce the postdoc to important national and international scholars in the field and build connections as well as explore the scope of current issues in medical education leadership and scholarship.

The department includes faculty members with current and recent leadership roles in professional societies with internship programs on mentoring early career minority scholars, targeting research in medical education (RIME) with the AAMC and with peer-reviewed journals (*Academic Medicine* and *Teaching & Learning in Medicine*). Yoon Soo Park, Associate Head of the Department, will serve as faculty liaison to mentor and connect the postdoctoral scholar with the professional societies and to engage their scholarly growth at the professional level, supporting their transition to faculty.

The Department will provide an office and computer for the postdoc.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

A postdoc who has met the following criteria by the end of their first postdoctoral year would be recommended for a faculty appointment following the completion of their second postdoctoral year:

1. Development of a detailed mentoring plan and evidence of regular meetings with the mentoring team, and the mentoring team's evaluation of the fellow's progress as adequate.
2. Development of a planned 3-5 year program of research described in writing, and staged implementation of that research plan.
3. Submission of two manuscripts reporting original research to peer-reviewed journals in the fellow's area of study (e.g. based on the dissertation).
4. Submission as a co-investigator (or principal investigator) of two internal or external grant or contract applications of any size in support of the fellow's own research program, or in collaboration with another DME faculty member.
5. Participation in regular DME activities, including at least one presentation of research at a DME seminar.
6. Sample auditing of (attendance at) main DME committees to become familiar with Departmental governance and operations.
7. Participation in B2F cohort activities as organized by the Office of the Vice Provost for Diversity (including cohort mentoring discussions, professional development sessions, and 'check-ins,' among other things.)
8. Co-teaching one MHPE core course per year (assigned according to expertise) with another faculty member, and receiving satisfactory peer and student evaluations. Evaluations will be reviewed by the graduate studies committee.
9. Attendance at the AAMC annual national meeting 'Learn Serve Lead' (at the department's expense)
10. Participation in the annual AAMC Minority Faculty Leadership Development Seminar, if possible (at the department's expense)

If the postdoc is a joint appointment with a clinical department, expectations for submission of either manuscripts or grants (#3 and #4 above) may be reduced by one (i.e. 1 grant and 2 manuscripts or 1 manuscript and 2 grants).

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

A post-doc who becomes a faculty member through this position will contribute to DME's teaching according to their areas of expertise, in ways that hopefully expand attention to the differential effects of the theory and practice of healthcare according to race, ethnicity, and other kinds of identity. Such attention is welcome in all DME's graduate programs, the MHPE and PhD programs, as well as in the instructional contributions offered in the College of Medicine and the Honors College. Over and above specific instructional content, DME hopes to offer the opportunity for increased visibility of underrepresented minorities in faculty roles in the formulation of theoretical and practical aspects of healthcare education, which is important to all our students across the range of our instruction. (We will avoid identity taxation – assigning or expecting academic participation according to the postdoc's identity – and the mentorship team will work to ensure that the post-doc fellow's instructional responsibilities are neither stereotyped nor burdensome.)

13. How will you ensure there is an optimal transition from the scholar to faculty position?

DME's departmental culture of respect and focus on developmental progress in faculty as well as learners will form the foundation for this transition. In medical schools, the transition from trainee to junior faculty at the same institution is common--nearly a cultural norm—and faculty working with fellows do so with the hope and expectation that they are developing relationships as collaborators that will continue beyond the training period. DME in particular has experience with former trainees joining the faculty and developing into exceptional faculty members with strong collaborations.

During year 1 and into year 2, the Department Head and mentorship team will regularly review progress toward completion of all milestones, in the light of transition to a faculty appointment. Presuming successful completion of all year 1 milestones, the post-doc will meet with the Department Promotion and Tenure Committee to discuss the expectations that attach to the role of assistant professor and the timeline involved for consideration for promotion and tenure. The post-doc will also be encouraged to participate in Office of Faculty Affairs workshops on promotion and tenure expectations. Toward the end of year 2, the mentorship team will meet with the post-doc to discuss continuance and/or modification of the post-doc's research program for at least the initial years of the assistant professorship. Given the challenges involved in being an underrepresented minority faculty, DME will sponsor (either in year 2 of the postdoc or year 1 of their faculty appointment) attendance at the annual AAMC Minority Faculty Leadership Development Seminar, a 3-day workshop, specifically designed for career development for junior faculty. The program's objectives include individual development and skill-building opportunities in leadership, communication, and grant-writing as well as important networking opportunities that we expect to be beneficial both to the faculty member and the department.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current



market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

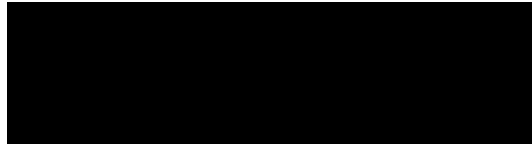
Fellow and junior faculty salaries are based on 12-month appointments used in DME/COM. In the 2020 recruitment, our candidate was completing a 1st postdoctoral fellowship at UIC, and we needed to provide a higher salary for the B2F (2<sup>nd</sup>) postdoctoral fellowship to prevent her being offered a lower salary. Accordingly, we now specify salary ranges for a new (1<sup>st</sup>) postdoc and the salary we were approved to use with our candidate for whom it was a second postdoc:

Postdoctoral fellow (1<sup>st</sup> postdoc): \$48,000-\$56,000 (12 mo)

Postdoctoral fellow (2<sup>nd</sup> postdoc): \$64,000 (12 mo)

Junior tenure-track faculty: \$88,000-\$92,000 (12 mo)

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



9/10/2021

Department Head

Date



9/10/2021

Dean

Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Human Development Nursing Science (HDNS)

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

In the Department of HDNS, we recognize there is a critical lack of diversity in clinical and academic nursing. Statements from the American Association of Colleges of Nursing (AACN Position Statement, Diversity, Inclusion, & Equity in Academic Nursing, 2017) and the National Institute of Nursing Research (NINR Mission & Strategic Plan, 2016) emphasize the need to increase diversity, inclusion, and equity in nursing. These national organizations stress that the failure to attract and retain underrepresented minority (URM) students and faculty has implications for the overall quality of health sciences research and our ability to understand and intervene on the drivers of health inequalities associated with health outcomes, including those of COVID-19. The UIC College of Nursing, a highly rated academic unit, is committed to enrolling and retaining a diverse population of students. It begins with our holistic approach to admissions and dedication to mentorship and programming through the Urban Health Program and Student Success Center. A salient factor in creating a diverse student body is having faculty that mirror the students we aim to recruit and retain (Llamas et al., The Case for Greater Faculty Diversity: Examining the Educational Impacts of Student-Faculty Racial/Ethnic Match, Race, Ethnicity and Education, 2019). Last summer the Associate Dean for Equity and Inclusion, Dr. Phoenix Matthews, held several listening sessions with our students. A strong and consistent theme was the lack of diversity among our faculty and the desire to have faculty who "look like them" as instructors. As a college and a department, we are determined to meet this student need. Students seek institutions with a diverse faculty whose success demonstrates to the student what their future can be. AACN has declared that the ability of academic nursing to maximize learning opportunities and experiences for students and faculty significantly depends on enhancing the capacity to learn from individuals with diverse life experiences, perspectives, and backgrounds (AACN Position Statement, Diversity, Inclusion, & Equity in Academic Nursing, 2017). Just like the US, 30% of the Chicago population is from ethnic and racial minority groups, yet only 19% of nurses and 13.1% of nursing faculty are from diverse ethnic and racial backgrounds (AACN Position Statement, Diversity, Inclusion, & Equity in Academic Nursing, 2017; Lin, Minority Faculty Role in Retaining Minority Nursing Students: An Integrative Review, Interdisciplinary Journal of Nursing and Critical Care, 2018). Indeed, ~7% of the UIC Nursing faculty represent minority groups; in HDNS, 8% are Black or Latinx. Recognizing the importance of representation, the UIC Nursing diversity strategic plan prioritizes the increasing of faculty diversity. In HDNS, it is not only about diversifying, but it is also about creating a supportive environment that supports the flourishing of faculty who are recruited.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

UIC Nursing is committed to equity, inclusivity, increasing the diversity of our faculty, staff and student body and incorporating teaching, practice and scholarship focused on the moral and ethical principles that found the nursing profession. We are dedicated to strengthening our alliance with and support of all individuals and communities at risk of marginalization and/or violence including Black, Brown, Indigenous, People of Color, LGBTQ+ persons, religious minorities, immigrants and people with disabilities. The goals in our diversity strategic plan are based on multiple sources of data including the CON Diversity Strategic Thinking document and the University document, "Through the Lens of Diversity." The specific diversity goals of the CON as it relates to the recruitment of faculty are as follows:

- To recruit faculty reflecting the diversity of the population of Illinois: 15% African American, 1% American Indian, and 15% Latinx to both the tenure and non-tenure tracks
- To recruit male faculty members to the tenure and non-tenure tracks
- To recruit faculty who enhance the diversity of UIC Nursing including faculty with disabilities, sexual minorities, and other diverse groups

A B2F postdoctoral fellow strongly aligns with UIC Nursing and the HDNS's goals of increasing the number of URM faculty while at the same time developing inclusive environments for a diverse faculty. We have already had URM successfully transition to faculty under the CON's mentorship including Dr. Ariel Smith who was an affiliate member in the B2F. Currently, we have two URM post-doctoral fellows in the college. These fellows are expected to join the faculty in one of the other two departments in the college in the next 1 to 2 years, respectively. Retention and success of URM faculty means that we need to continue to cluster or cohort folks to build community. We seek to add an additional fellow to the college to help build a "critical mass" of URM entering as assistant professors at roughly the same time. We believe that our multi-pronged approach to mentoring and support for this cohort of new assistant professors will contribute to our ability retain the existing URM junior faculty and to recruit additional URM faculty and students, thus serving as important anchors for our ongoing diversity, equity, and inclusion initiatives.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Improvement of racial and ethnic diversity within faculty ranks has been listed as a goal of the HDNS Department. Improvement of racial and ethnic diversity within faculty ranks has been an HDNS goal for several years. From recent faculty searches, we hired two Black/African American faculty (one female, one male) on the tenure track and one Latinx woman on the clinical track. While somewhat successful, we are not there yet! We need to ensure there is community within the department and the college. We have had no success hiring American Indian or Latinx faculty hires for tenure-stream positions. Upon nomination by the Dean, I initially worked with the HDNS Advisory & Search Committee and Dr. Phoenix Matthews (Associate Dean for Equity and Inclusion) to draft a vision in developing the application. When I discussed the B2F opportunity with the HDNS Advisory & Search Committee there was enthusiastic endorsement. At our first faculty meeting of this academic year (August), there was enthusiasm to move forward. All tenure-track faculty and as well as HDNS Advisory & Search Committee were given an opportunity to provide feedback. I integrated their ideas. A final draft version was presented to faculty at our September meeting and was approved for submission with full support. Reflecting our department's drive to be better, HDNS decided to engage in Difficult Discussions about discrimination, racism, ableism, and other troubling social realities via shared readings and breakout groups; our goal is to do this once per semester. In 2020, we read and had small group discussions about Blythe Bell's "White dominance in nursing education: A target for anti-racist efforts" and Henrika McCoy's "Black Lives Matter, and Yes, You are Racist: The Parallelism of the Twentieth and Twenty-First Centuries." We are confident that a new postdoctoral fellow will be warmly welcomed, supported, and feel they belong by our faculty. Our goal is to provide a supportive space for the postdoctoral fellow to thrive in our highly productive and mentoring-focused department. The faculty will be dedicated to the success of a postdoctoral fellow and have indicated their willingness to provide mentorship and guidance. Equally important are the postdoctoral fellow's talents and expertise that will contribute substantially to the teaching and research excellence of our unit and help us work toward meeting the needs of our students

The HDNS Department is a vibrant community of accomplished educators, researchers, and practitioners with numerous international and national awards and recognitions. There is a departmental emphasis on interdisciplinary collaborations. Several clinical faculty hold adjunct status in other colleges. Department faculty conduct research and would provide mentorship in the following major areas:

- Reproductive and sexual biology and health
- Maternal, pediatric and adolescent health
- Health equity and health disparities
- Pain and palliative care
- Symptom science and symptom management
- Health systems innovations
- Complementary and integrative health
- Omics (e.g. microbiome)
- Global health

For the B2F search, we would focus on recruiting a postdoctoral fellow with a background in any of these research areas. We would be especially excited with an applicant whose research background has focused on racial and ethnic inequalities as related to health and healthcare, but we would not limit our search based only on that background. One of the unique strengths of HDNS is that all of our more senior faculty have national-level funded research awards (~6 faculty) and several newer faculty have obtained national training grants, providing a large pool of potential mentors to a postdoctoral fellow. HDNS investigators are invested in interdisciplinary research collaborations (e.g. Cancer Center, College of Medicine, Allied Health, Psychology, World Health Organization Collaborative Center, and Cook County Juvenile Detention Center) as well as international collaborations (e.g., Japan, Malawi, Rwanda, Tanzania, and Thailand) and can serve as exceptional role models and mentors for a post-doctoral fellow. HDNS would welcome a postdoctoral fellow who is committed to generating new knowledge with the potential for sustainable national-level funding and lasting impact on health, healthcare, and policy. How would this Scholar align with your department's research vision?

6. How would this Scholar align with your department's teaching/training mission?

HDNS has expert teachers at every level, many of whom have received internal, regional, and/or national teaching awards. HDNS strives to educate and prepare nurses to lead change to advance local and global health. Our faculty teach in a variety of curriculums, including undergraduate (pre- and postlicensure), Masters, Doctor of Nursing Practice, and PhD. Many courses are taught in teams; we always pair newer-level faculty with one who is experienced. We would welcome a postdoctoral fellow into a team-taught course in this same manner. Several of the CON's postdoctoral fellows have taught a mini-course in our Urban Health Program's summer enrichment program for URM students who are entering our undergraduate, graduate entry and doctoral programs. We anticipate that the B2F post-doctoral fellow would independently teach a five-week preparatory course to add to the mission of the Urban Health Program (UHP) to advance URM representation in the health sciences. In addition to teaching in the summer programs, two of our B2F postdocs were involved in offering a semester long mentorship program for UHP students. The participants were 90% URM. The student response to working with "near peers of color" was phenomenal. 76% of participants (n=21) indicated that the mentorship program had a strong impact on their ability to successfully complete the Spring 2021 semester. Additionally, 81% stated that the mentorship program would have a strong impact on the rest of their nursing careers. The CON secured donor support to establish a Student Success Center. B2F fellows will be given an opportunity to provide programming to URM students related to their areas of clinical, research, or advocacy expertise. Offering programming for UHP and student success provides unique opportunities for B2F fellows to work with the next generation of nursing scholars and clinicians, thus building their mentorship skills. Department faculty researchers also interact and mentor students as research assistants. The post-doctoral fellow would be exposed to research mentorship of students through contact with faculty research teams.

7. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process for the B2F Postdoctoral Fellowship position aligns with the Human Resources Processes established by UIC Nursing. The HDNS works with UIC Nursing Human Resources to complete a search/job posting, identify search committee members, develop job posting language, develop job description/duties, and interview questions. The HDNS Department conducts searches via HireTouch. In most cases, initial searches are posted for 3 months and can be extended for up to 6 months. Each department has rules to follow per the OAE search manual as well as internal rules. Recruitment of candidates by the HDNS Department will be implemented through ads in journals and on professional websites, announcements at regional and national professional meetings, and through professional networking. The fellowship opportunity will be advertised in relevant nursing, public health, and other related journals, with a focus on journals primarily serving URM professionals. The training program opportunity will be displayed on the UIC Nursing website. HDNS will also work with directors of predoctoral training programs regionally and nationally to identify and recruit post-doctoral trainees, with a focus on nursing programs at historically Black, Latinx, and Native American serving colleges. All applicants that meet minimum requirements as described in the job posting will be contacted by the Chair of the Department Search Committee to provide the candidate with an in-depth description of the position and expectations, to answer candidate questions and to schedule an in-person or virtual interview. The candidate will meet with HDNS and College leadership, give a 60 minute “job talk” and meet with a select group of faculty across the College and University whose research aligns with those of the candidate. The candidate will have an informational session with our current postdocs and will meet with the Associate Dean for Equity and Inclusion. All faculty who attended the candidate’s job talk or had an individual interview will be sent a standard candidate evaluation survey to complete. After all the candidates have been interviewed, the Search Committee will review all the candidate’s materials, evaluations, and input from departmental and college leadership. A final recommendation will be sent to the Department Head for final approval.

8. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar’s interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar’s full-time effort.

The postdoctoral experience will provide in-depth training that is tailored to the fellow's needs. Postdoctoral Fellow expectations include:

- Mastery of knowledge, grant and manuscript writing skills, and research skills through seminars and courses by the CON, UIC Center for Clinical and Translational Science (e.g. Clinical Research Summer Workshop, Writing Groups), Faculty Summer Institute at the University of Illinois Urbana-Champaign, and specialized workshops through NIH or other funding agencies.

- By the end of Year 1: Publication of dissertation research findings in at least 2 manuscripts, submission of an extramural grant (e.g. Midwest Nursing Research Society, Sigma Theta Tau Honor Society of Nursing, other foundations)

- By the end of Year 2: Execute a preliminary grant-funded study, drafting of a training grant (e.g. K99/R00), submission of at least two manuscripts related to post-doctoral work, application for a tenure-track position in the HDNS Department

- Experience teaching a didactic nursing course.

- By the end of Year 1: Guest lecture or observation in an undergraduate or graduate nursing course, engage in mentored teaching experiences (e.g. UHP summer SENS program)

- By the end of Year 2: Work closely with faculty to co-teach one course at the undergraduate or graduate level

9. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)



All of our more senior faculty (~6) have national-level funded research awards (e.g., NIH and PCORI) and several newer faculty have received national and intramural funding (Hillman Foundation, IRRPP, and CHER), all of whom could serve as mentors/co-mentors. HDNS investigators are invested in interdisciplinary collaborations. The department has multiple faculty researchers who are available to provide mentorship. Of the faculty with national-level funding (majority with RCT's) most have experience mentoring postdoctoral fellows, formally and informally. HDNS is home to midwifery and pediatrics specialties as well as the palliative care certificate program. We have two active writing accountability groups, one pediatrics-focused and one department-wide. Mentorship and support of our B2F Fellow will be consistent with the robust procedures currently in place for all postdoctoral trainees in the college. The B2F Fellow will have a mentorship team comprised of at least two faculty members whose research is closely aligned with the candidate. These faculty members, together with the Department Head, will monitor progress and productivity throughout the Fellowship and during transition to faculty. Following evidence-based mentoring practices, the primary mentor will meet with the candidate weekly, with the secondary and tertiary mentors meeting with the candidate monthly. The candidate will complete a 3-year development plan which will include the two-year fellowship and first year on faculty. The plan will be inclusive of an assessment of the candidate's strengths and targeted areas of improvement which will be addressed via targeted training opportunities including coursework, workshops, and independent readings with the mentorship team. The roles of the mentorship team will be to provide guidance, information, and explicit feedback relative to teaching effectiveness, research productivity, clinical responsibilities, scholarship and publication, and service. The primary mentor will assure that the mentee is well acquainted with the College's mission and strategic plan as well as significant policies and procedures, especially those pertaining to third-year review and promotion and tenure. The mentor will help the mentee with developing professional and organizational leadership skills, goal setting, publishing and grant submissions, and access to resources. The Fellow will have access to the CON Office of Research Facilitation, which will provide assistance with grant submission (e.g., CHER, NIH, etc). As with our current fellows, the candidate will be provided with \$10,000 start-up funding to be used for research-related expenses, such as equipment, consumables, research assistant, or professional travel. The start-up funding will be distributed as follows, pending appropriate progress and benchmarks have been met: Year 1 Postdoctoral Research Associate - \$2,000; Year 2 Postdoctoral Research Associate - \$2,000; and Year 1 Assistant Professor - \$6,000. The post-doctoral fellow will be provided an office with a desktop or laptop computer and software such as SAS or SPSS and full IT support

10. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

At the level of appointment to the tenure-track in UIC Nursing, the candidate needs to demonstrate a range of teaching activities including teaching assistantships, lectures, and course instruction. Research expectations at appointment includes evidence that the candidate has sought competitive extramural funding for research and disseminating research findings through peer reviewed publications and professional presentations. Tenure track faculty are expected to contribute to the service mission of the university. Participation may include service at local, regional, national and international levels.

The priorities at the end of Year 1 of the fellowship will include the following:

- 1) Publish 2 papers (with 2 additional papers in Year 2)
- 2) Develop a plan with quarterly milestone for an independent program of research
- 3) Build a research team inclusive of senior faculty in the UIC Nursing
- 4) Engage in think tanks, mock reviews and grant writing workshops to build skills in competitive grant writing
- 5) Engage in mentored teaching experiences (e.g. UHP summer Seminars for Excellence in Nursing Science (SENS) program)

In Year 2, the candidate will be expected to execute a preliminary grant-funded study and draft a training grant (e.g. K99/R00).

The culminating activity for Year 3 will be to submit a career development grant award application to NIH.

11. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

UIC Nursing has a large undergraduate nursing program. Faculty in HDNS coordinate and teach in a large number of undergraduate courses, including didactic, lab, and clinical courses. As part of our continuing quality improvement efforts, we seek student feedback at the completion of all courses. Feedback received from undergraduate nursing students in recent years has consistently emphasized the need for racial and ethnic diversity among our HDNS faculty. Importantly, having faculty from diverse backgrounds enhances the number of available role models for our students from similar backgrounds. A primary goal of our department is to foster and develop strategies that bridge educational disparities. A URM post-doctoral fellow would align with our efforts to diversify our faculty and increase the recruitment, engagement and academic success of diverse students.

12. How will you ensure there is an optimal transition from the scholar to faculty position?



We are confident that a two-year post-doctoral fellowship will provide an optimal transition to a tenure-track faculty position. We will ensure a seamless transition to a tenure-track faculty position through several strategies. The first will be assisting the post-doctoral fellow in selecting a primary mentor from among the faculty. We will encourage them to attend UIC Nursing and HDNS meetings so that they have opportunities to meet and network with faculty, but they will not be asked to serve on college or department committees. The post-doc will be provided a furnished office within our department, as close to their faculty mentor as possible, and will have access to full IT support. They will be provided start-up funds to support attendance at professional conferences over the two-year period. To provide an optimal transition to the research role, the post-doctoral fellow will be encouraged during Year 1 to participate on a research team. The primary mentor or another senior researcher will arrange access to currently available projects that can provide experience and data for the post-doc to complete a research project.

During Year 2, they will be encouraged to write and submit a grant application for funding. To promote the post-doc fellow's mastery of core research skills, they will be encouraged to attend courses, seminars or workshops within UIC Nursing (e.g. NURS 585- Advanced Research Seminar; HPA Grant Writing for New Investigators), university (e.g. CCTS workshops) and through external agencies (e.g. NIH) as appropriate and available. To optimize the transition to teaching as a faculty person, the post-doctoral fellow will be given the opportunity to guest lecture in a course and observe classroom sessions during their first year. During the second year, the postdoc would be given the opportunity to coteach one course with an experienced faculty member.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

The approximate salary estimate based on current market value for a postdoctoral fellow and newer tenure-track faculty position in the HDNS is as follows:  
Postdoctoral fellow: \$67,000; Assistant professor tenure-track faculty: \$90,000

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	9.23.2021
Department Head	Date
	9.23.2021
Dean	Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Pharmaceutical Sciences

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

We are applying to the Bridge to the Faculty program because we believe that a diverse faculty will strengthen our department. The Department has recently formed from the merger of Biopharmaceutical Sciences and Medicinal Chemistry & Pharmacognosy, two basic science departments within the College of Pharmacy. The Department is currently carrying out a national search for a new Head, and we anticipate that the new Head will be able to hire new faculty members into the Department; therefore, this is an optimal time for the Department to put in place the plan for hiring a postdoc through the Bridge to the Faculty program, and we will time the search to involve the new Head in the interview process.

Specific, additional reasons for our desire to participate in the Bridge to the Faculty program are given below.

**Addressing invisible service:** Faculty members from under-represented backgrounds often end up performing invisible service that detracts from their research and teaching goals. Although our College has led the campus in accurately capturing this service in the promotion and tenure documents (see below), our current faculty members from under-represented backgrounds still shoulder unique burdens. Diversifying the faculty further will help to address this disparity.

**Student recruitment and retention:** A more diverse faculty will also help to expand the diversity and number of applicants to our PhD and PharmD programs. Visibility is vitally important in student recruitment and retention, and diversifying the faculty will help in our efforts to recruit the best students to our Department and College.

**Strengthening our inclusive environment:** Diversifying our faculty is a first, but necessary, step toward creating a truly inclusive environment. As judged by our faculty retention efforts, our Department is an inclusive place, and our members come from different racial, ethnic, socioeconomic, nationality, gender, sexual orientation, religious, and political backgrounds. Diversifying our faculty will further enhance the inclusive environment we have created.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

As highlighted in the College's Strategic Plan, UIC's identity as one of the most diverse and inclusive universities in the nation is a major differential advantage for the College and Department. Despite this attractive environment for recruitment of individuals from minoritized backgrounds, of the Department's 25 tenure-track and tenured faculty members, only two come from backgrounds historically under-represented in scientific fields. This low percentage (8%) is in contrast to the composition of our graduate student body (22.7% under-represented minority in the domestic graduate student population), and exemplifies the "leaky pipeline" that exists in STEM disciplines between the ranks of trainees and faculty members.

Three of the Department's current faculty members were hired into the former Department of Medicinal Chemistry & Pharmacognosy through the campus-level Underrepresented Faculty Recruitment Program (UFRP). Two of those individuals are now tenured, with the junior hire seemingly on track to receive tenure by 2022. A recent review of the Department's affirmative action tables, obtained from the Office of Access and Equity, confirms that the Department still falls short of its targets for African-American, Latino, and Native American faculty. While members of these minority groups are automatically eligible for UFRP irrespective of the unit demographics, this recent analysis strengthens the Department's resolve to recruit the postdoc from a traditionally under-represented minority (URM) group. Faculty members that identify as women are technically no longer under-represented in our unit, but the current percentage (24%) is well below that of our student population (66%). In two of our five subdisciplinary concentrations, there are no faculty members that identify as women.

Race/Ethnicity	Tenured or Tenure Track Faculty*						Non-Tenure Track Faculty*				POSTDOC		GRAD STUDENT	
	Tenured		Tenure Track		Combined		RESEARCH		CLINICAL		Count	%	Count	%
Gender	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.98%
Asian	2	10.53%	2	33.33%	4	16.00%	3	13.04%	1	16.67%	0	0.00%	5	4.90%
Black or African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	9.09%	1	0.98%
Hispanic or Latino	0	0.00%	1	16.67%	1	4.00%	2	8.70%	0	0.00%	1	4.55%	11	10.78%
International	0	0.00%	1	16.67%	1	4.00%	4	17.39%	0	0.00%	17	77.27%	36	35.29%
NHPI	1	5.26%	0	0.00%	1	4.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	1.96%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.98%
White	16	84.21%	2	33.33%	18	72.00%	14	60.87%	5	83.33%	2	9.09%	45	44.12%
<b>Total</b>	<b>19</b>	<b>100.00%</b>	<b>6</b>	<b>100.00%</b>	<b>25</b>	<b>100.00%</b>	<b>23</b>	<b>100.00%</b>	<b>6</b>	<b>100.00%</b>	<b>22</b>	<b>100.00%</b>	<b>102</b>	<b>100.00%</b>
Female	4	21.05%	2	33.33%	6	24.00%	12	52.17%	3	50.00%	8	36.36%	67	65.69%
Male	15	78.95%	4	66.67%	19	76.00%	11	47.83%	3	50.00%	14	63.64%	35	34.31%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>19</b>	<b>100.00%</b>	<b>6</b>	<b>100.00%</b>	<b>25</b>	<b>100.00%</b>	<b>23</b>	<b>100.00%</b>	<b>6</b>	<b>100.00%</b>	<b>22</b>	<b>100.00%</b>	<b>102</b>	<b>100.00%</b>

\* only counted paid faculty with FTE; no courtesy or hourly appointments

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Given the success of our first Bridge to the Faculty Fellow, José Villegas, there is strong support for the Bridge to the Faculty program in the Department. This support was apparent at a meeting of the Pharmaceutical Sciences faculty on August 26 to ensure there was faculty buy-in for our Bridge to the Faculty application. There was unanimous, enthusiastic support for the department to apply during this cycle.

The College of Pharmacy, led by faculty members in the Department of Pharmaceutical Sciences, has been a leader on campus in terms of recognizing the contributions of faculty to diversity and inclusion. The College's recently revised promotion and tenure norms state that "If applicable, the candidate should note, and the Department and College should recognize, efforts to foster an environment that promotes diversity, inclusivity, and equity in teaching, research or service activities." These norms were used as a basis for the recent campus-level change in documenting diversity, equity, and inclusion efforts during the promotion and tenure process.

There is strong support for diversity, equity, and inclusion in the Department and the College, and we fully expect the new postdoc to be welcomed into a supportive, mentoring-focused environment.

6. How would this Scholar align with your department's research vision?

The Department of Pharmaceutical Sciences focuses on four major research areas: cancer research, women's health, infectious diseases, and central nervous system disorders. These research areas are spread across five different sub-disciplines: Chemistry in Drug Discovery; Forensics; Molecular Mechanisms and Therapeutics; Pharmacognosy; and Pharmaceutics and Drug Delivery. For the Bridge to the Faculty search, we would focus on recruiting a postdoctoral fellow with a background in one of these areas. Our greatest needs for new faculty members are in Chemistry in Drug Discovery and Pharmaceutics and Drug Delivery, and we would prioritize those applicants that would fit within those concentrations.

One of the unique strengths of the Department is its focus on intra- and inter-departmental collaboration. Researchers within the Department are collaborative, and they often jointly write multi-PI proposals and co-authored research publications. Because collaboration of established investigators with junior faculty necessarily requires teaching by example, our Department's ecosystem provides a supportive environment for junior faculty members.

7. How would this Scholar align with your department's teaching/training mission?

The teaching mission of the Department is to provide outstanding instruction in pharmaceutical sciences to PhD and PharmD students. Courses within the College are team-taught (see below), and we will incorporate the postdoc into teaching in the PhD curriculum, just as we do with junior faculty members.

Not only do Department faculty members interact with PharmD students in the classroom, but many PharmD students elect to conduct research, a subset of them as PharmD/PhD students. The postdoc hire would be likely to have multiple points of contact with both PhD and PharmD students, both in the formal classroom and informal laboratory settings. This mixed format, hands-on instruction is a hallmark and strength of the Department's teaching philosophy.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

In terms of advertising, committee composition, and procedure, we will treat the search for a Bridge to the Faculty postdoc as we would a search for an assistant professor, with an added focus on recruiting through our networks.

**Advertising/recruiting:** Beyond advertising in scientific journals in relevant disciplines, we will advertise this position on-line through multiple diversity recruiting websites with audience focus by race/ethnicity, discipline, and/or the broader health sciences.

Comprehensive lists of such links are available through UIC's Office of Access and Equity and other academic institutions.

We were incredibly fortunate to have recruited an outstanding Bridge to the Faculty Fellow, José Villegas, in the 2019-2020 academic year. Despite this good fortune, recruitment of a deep pool of applicants to a Bridge to the Faculty position can be a challenge, and we will take innovative approaches to try to ensure success.

Assuming there is interest in other departments that are awarded a Bridge to the Faculty postdoc, we will partner with Human Resources and other departments that have overlapping interests with Pharmaceutical Sciences (e.g., Chemistry, Biological Sciences, Biochemistry and Molecular Genetics, Pharmacology, etc.) to recruit jointly, rather than independently, to the Bridge to the Faculty Program. Doing so will increase the number of applicants that all of these individual programs receive and help to ensure successful searches.

There are similar postdoc programs at other universities, (e.g., President's Postdoctoral Fellowship Program at the University of Michigan) that have an earlier deadline. We will work with these programs to spread the word about the Bridge to the Faculty positions among their finalists and semi-finalists.

Lastly, several faculty members have agreed to recruit potential applicants by engaging their professional networks, including their social media professional networks.

**Committee composition:** The search committee will be formed of four tenured and tenure-track faculty members from the Department. One member from outside the Department who has appropriate expertise in biomedical sciences will also be included on the committee. A tenured faculty member from the Department will serve as the chair of the search committee. A Departmental Human Resources administrator will serve as an *ad hoc* member of the committee and will ensure that the committee follows appropriate University procedures.

**Procedure:** All members of the committee will undergo search committee training. The committee will screen applications and will conduct phone interviews, as appropriate. The committee will recommend to the newly installed Department Head three to four applicants for on-site interviews. Travel for on-site interviews will be arranged by Department staff members. Each on-site interview will take place over two days during the Spring 2022 semester. Candidates will give a research seminar and a "chalk talk" of proposed research. Candidates will meet with faculty, staff, and students during the two-day interviews.

**Deadline:** The application deadline will be January 31, 2022. The Department has recently scheduled interviews for a new Head, and we anticipate that the new Head will be identified and available to contribute to the hiring process by the beginning of 2022.



9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

**Research:** The postdoc would be mentored by a senior faculty member in the Department. The particulars of the research project(s) would depend on the postdoc, but we anticipate that the majority of the postdoc's time would be spent in developing and refining new research ideas that are appropriately independent of the faculty mentor and can be used in the postdoc's own independent research program. The faculty mentor will help to refine ideas and edit NIH career development proposals and research publications. Initially, the postdoc will work within the faculty member's research lab and be granted a relatively modest start-up package (<\$50,000) to buy supplies. Upon transitioning from postdoc to faculty member, the postdoc-turned-faculty member will be assigned independent research space and his/her own startup funds (>\$600,000) to purchase supplies and equipment and hire staff and students.

**Teaching:** The Promotion and Tenure Norms of the Department state: "Primary teaching responsibilities for Faculty in the Department of Pharmaceutical Sciences reside in the Doctor of Pharmacy (Pharm.D.), Pharmaceutical Sciences (Ph.D. and M.S.), and Forensic Science (M.S.), and Forensic Toxicology (M.S.) programs...It is rare, and exceptional, for a candidate to have responsibility teaching and organizing a complete course." Because of these norms, the postdoc would contribute to one Ph.D. course during the postdoc years. Within the Department, it is common for new tenure-track faculty members to be given a teaching reprieve in the PharmD curriculum during their first tenure-track year, and we would extend this practice to the postdoc years, as well. The postdoc would receive student evaluations for each class, and once per year, the postdoc would receive a peer evaluation, which is administered through the College's Office of Academic Affairs. The postdoc and peer evaluator will decide jointly whether the peer evaluation would be formative or summative.

**Service:** During the second year, the postdoc will be invited to participate in Departmental graduate student recruitment activities, although the candidate will not be expected to perform the work of the Admissions committee. Inviting the postdoc to participate in graduate student recruitment activities will ensure that the postdoc identifies prospective graduate students to mentor during the first year of the tenure-track position. Our Department has found that recruiting graduate students to a faculty member's lab in the first year of a tenure-track position is a hallmark of success, so we wish to assist the postdoc-turned-faculty member in recruiting graduate students.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The postdoc's mentoring program would mirror the Department's mentoring policy for junior faculty members: 1) formal mentoring meetings twice per year that are followed by an annual summary letter to the Head on progress toward promotion and tenure; 2) multiple informal meetings throughout the year. In addition, the postdoc would have an annual meeting with the mentoring team (see below).

The postdoc will be assigned a mentoring team of four faculty members: one member of the Department who will serve as the principal research mentor, one member of the Department who will serve as the principal teaching mentor, one faculty member from outside of the Department, and the Head of the Department. The research mentor will serve as the main mentor for the postdoc. This faculty member will assist the postdoc in designing experiments, analyzing the results, writing research manuscripts, and in preparing NIH Career Development proposals that would provide funds for the candidate's research program. The teaching mentor will provide guidance on effective instruction. The outside mentor will act as a confidant and help the postdoc to navigate challenging situations that may arise. **Preferably, the outside mentor will be a member of a minoritized group.**

The Department has done exceedingly well in terms of mentoring junior faculty, and this success has led to a high retention rate for junior faculty, including for faculty who come from backgrounds that are historically under-represented in STEM disciplines. The former Head, the late Judy Bolton, recruited 10 assistant professors to the former Department of Medicinal Chemistry and Pharmacognosy during her time as Head. Every assistant professor recruited to the Department by Dr. Bolton has been promoted.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

**Publications:** It would be unlikely that a postdoc could begin an independent project and generate sufficient data to publish a scientific article before June 1, 2023. With that in mind, the postdoc will be expected to make sufficient research progress that would allow them to publish one first- or last-authored manuscript from his/her work as a postdoc by the end of year 2. The mentor will encourage the postdoc to complete and submit for publication any manuscripts from previous institutions.

**Presentations:** The postdoc's research mentor will encourage the postdoc to present at one regional or national conference, as appropriate.

**Funding Proposals:** With the guidance of the research mentor, the postdoc will be expected to apply to Career Development (K) awards from the NIH. These awards may include K grants already in place (or anticipated to be in place) at UIC (e.g., Building Interdisciplinary Research Careers in Women's Health and Center for Clinical and Translational Science KL2).

**Teaching:** As mentioned above, the postdoc will participate in team-taught courses in the PhD curriculum. Peer evaluations will be focused on strengthening the postdoc's teaching abilities. Faculty members from under-represented backgrounds often receive student evaluations that are lower, relative to faculty members from well-represented backgrounds. Analyzing student evaluations will be done with the postdoc's mentoring team, with this disparity in mind. To prospectively address the disparity, course coordinators will be asked to introduce the postdoc to the class and to provide an introduction that focuses on the postdoc's strong background and expertise in the field.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

The College of Pharmacy comprises graduate and professional students, but a large cadre of undergraduate students, both from UIC and the City Colleges of Chicago, gain exposure to research in our laboratories. Faculty members of the Department teach in and coordinate PHAR 201 "Drugs in Society" and Honors College courses, mentor elective research opportunities for credit, hire Federal work study students as technicians, and host undergraduate researchers through multiple training programs.

One of the major current challenges in the College is recruiting current UIC undergraduate students to the College for their PharmD degrees. Many of these students are recruited to other Schools of Pharmacy in the state, so that the diversity of UIC's undergraduate body is not reflected in the diversity of the College of Pharmacy student body. The Student Recruitment and Retention Subcommittee and the Office of Academic Affairs are both investigating this phenomenon, but one of the prevalent theories is that students of color are being recruited to other institutions because of the lack of diversity of the College faculty. Recruitment is an enormous issue in colleges of pharmacy nationwide, as applications to pharmacy schools are down by almost 50% in the last 6 years. The College needs every advantage it can muster in terms of recruitment, and the loss of UIC undergraduates is a particularly pressing challenge in the College that the Bridge to the Faculty program could directly address.

13. How will you ensure there is an optimal transition from the scholar to faculty position?



**UFRP:** We will coordinate with the Provost's Office to transition the postdoc to the tenure-track using the **Under-Represented Faculty Recruitment Program**.

**Startup costs:** Startup costs in STEM fields can be substantial and are typically team-funded. As mentioned previously, the Department is currently searching for a new Head. Because new Heads often negotiate for new faculty hires, we anticipate that there will be sufficient resources in the Department, College, and, for this application, Cancer Center, over the next several years to recruit new faculty members. All of the Head applicants have expressed their desire to grow the diversity of the Department, and several of the candidates have expressed their desire to recruit junior faculty members. We will time the interviews for the Bridge to the Faculty applicants to take place so that the new Head can be involved with the selection and recruitment process.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

Postdoc salary: \$75,000-\$80,000  
Assistant Professor salary: \$100,000-\$105,000

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	09/09/2021
Department Head	Date
	Sept 9, 2021
Dean	Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Pharmacy Practice (DPP)

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

We are applying to the Bridge to the Faculty (B2F) program because we believe that a diverse faculty will foster an inclusive departmental environment that contributes to and strengthens our research and education missions.

In 2020, the Department of Pharmacy Practice (DPP) has completed an extensive, year long strategic planning process. **Our new Strategic Plan includes diversity and inclusion as a core principle of our Mission and Vision**, also consistent with the College of Pharmacy's (COP) Strategic Plan. **Creating a truly inclusive departmental environment starts with increasing racial and ethnic diversity among our faculty.** Currently, only 3.13% of all DPP faculty identify as black/African American and 3.13% identify as Hispanic/Latino. Importantly, none (0%) of the 11 tenure track faculty in DPP are members of the underrepresented minority (URM) groups identified above.

Our department has applied for this program in 2020 and were awarded a scholar position, however our recruiting process has faced some difficulties and timelines of program start were impacted. We have learned much from going through this process last year and strongly believe that we are now in a much better and stronger position to conduct a well strategized, coordinated and successful search for this cycle.

We are a Department who welcomes diversity and inclusiveness (as supported by our newly developed Strategic Plan). We strongly believe that participating in the Bridge to Faculty Program will further our efforts towards a diverse and inclusive environment that enhances our ability to achieve our research and education missions.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

The DPP recognizes that narrowing the diversity gap within the department, among our trainees, and within the profession is a critical need. Thus, to better serve these stakeholders and fulfill our Vision and Mission, one of the DPP major goals is to increase its ethnic diversity and promote an inclusive environment.

Strengthening our Research Mission: A more diverse faculty will help close the gap when the racial background and ethnicity of our faculty are compared to the communities we serve. Faculty in the DPP conduct research and related services at the University of Illinois Hospital and Health Sciences System (UI Health) and the surrounding communities. The majority (53%) of UI Health patients live in 20 zip codes in and around the Chicago area. Blacks or African Americans and Hispanics or Latinos accounted for 79% of patients treated at UI Health within the last 12 months and 75% of residents in the 20 zip codes in which these patients lived. For example, our research in precision medicine—tailoring medical therapy to individual patients or groups of patients—is enhanced when viewed from the lens of a diverse faculty. Likewise, diversity among the tenure track faculty enhances the DPP's efforts in applied and implementation science by better relating to the unique needs of the UI Health and our surrounding communities.

Strengthening our Education Mission: **A more diverse and inclusive DPP faculty will also help address and expand the number of applicants from URM groups to our Department and College.** For the last academic year, 14.6% of the 733 students enrolled in the PharmD program identified as either black/African American or Hispanic/Latino, considerably lower than other pharmacy programs in Illinois (21.5%). Similarly, only 5.7% of postdoctoral pharmacy trainees in the DPP identify as either black/African American or Hispanic/Latino. Increased diversity among the DPP tenure track faculty will help improve our ability to recruit trainees to our program, particularly from the URM groups. **Furthermore, a diverse faculty will help narrow the diversity gap that currently exists between our faculty and our professional and postdoctoral trainees,** improving the DPP's ability to better relate to and mentor our learners from URM groups.

This program aligns well with the goals, needs and ongoing diversity-related activities of both the DPP and COP. The strategic plans for both the DPP and COP target initiatives to improve diversity, equity, and inclusion. More specifically, the creation of a culture of "inclusiveness" is one of the Critical Factors for Success for the COP's Mission and is the focus of Strategic Direction 5.1 ("Evaluate and enhance the recruitment and retention processes for competitiveness and inclusiveness"). From the departmental perspective, one of the Indicators of Progress for the new DPP Vision ("Attract, retain, and cultivate exceptional and diverse faculty and staff") centers on diversification of our faculty. Furthermore, diversity and inclusion are focal points for two Critical Success Factors for accomplishing the department's Mission. One of the **Strategic Initiatives** aims to "foster a culture of...inclusiveness" and an **associated Strategic Direction** seeks to "attract diverse and highly qualified faculty".

Ultimately, the goals of the DPP are to narrow the diversity gap between our postdoctoral training programs, faculty and our stakeholders; foster an inclusive culture; and leverage our improved diversity to fulfill our research and educational missions.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Diversity and inclusion are a major focus of our newly developed DPP Strategic Plan. The initial step in the strategic planning process was to survey all DPP faculty and staff to get input on several key topics to inform the development of the strategic plan. Sixty-eight percent of all faculty members at a rank of Assistant Professor or higher—91% of those on the tenure track—responded to the survey. Diversifying our faculty was mentioned as one of the top 2 – 3 emerging opportunities over the next 3 – 5 years and a mechanism to also support the COP Strategic Plan. A total of 18 DPP faculty from both the clinical and tenure tracks took part in drafting the new DPP Strategic Plan. The resulting Strategic Plan strongly supports the diversification of our faculty—the vision of this proposal, providing support to increase the presence of URM scholars in the DPP.

After the release of the B2F application, the details and goals of the program were shared with the DPP faculty and faculty have been engaged to provide direct feedback on the DPP B2F proposal. Departmental leadership consisting of Drs. Nutescu (Department Head), Jeremy Johnson (Assistant Head for Research) and Robert DiDomenico (Assistant Head for Faculty Affairs and Strategic Initiatives) have met several times to draft and refine the B2F proposal, incorporating feedback from faculty representatives. Input has been obtained from the DPP Faculty Advisory Committee (FAC), which consists of eight members, seven of whom are elected by the faculty and represent members from both the tenure and clinical tracks, our Chicago and Rockford campuses, and junior and senior academic ranks. Additionally, given that the B2F program aims to transition URM scholars to tenure track faculty, feedback from the tenure track faculty members was solicited and the proposal discussed as a group. Together, both groups provided feedback related to the rationale, departmental diversity needs and goals, recruitment efforts, mentoring and program structure, scholar expectations, and budget and resources for program success. In addition, input from COP leadership was sought and strong support for this application was provided by the Dean, the Executive Associate Dean for Faculty Affairs and the Associate Dean for Diversity and Inclusion. Overall, support for this proposal was enthusiastic and unanimous among FAC members and tenure track faculty who participated in these discussions and COP leadership.

Collectively, feedback from DPP faculty strongly support this application and efforts like the B2F program to recruit, develop, and retain postdoctoral trainees and faculty of diverse backgrounds, including underrepresented scholars. Doing so will promote a diverse, equitable, and inclusive environment that more closely mirrors that of our learners and communities that we serve.



6. How would this Scholar align with your department's research vision?

Research is one of the main pillars of the DPP Vision, Mission, and Strategic Plan and one of our major Strategic Directions is to “position the department as a research enterprise that spans the research continuum from discovery to applied pharmacy science”. The DPP is comprised of faculty members with research programs that collectively span the continuum from discovery to applied pharmacy science that boasts many areas of research expertise, including infectious diseases, cardiovascular disease, oncology, natural products, personalized medicine, implementation science, health-outcomes and health-services research, and interprofessional education.

One of the unique strengths of the Department is the strong collaboration between our tenure track and clinical track faculty members, which provides unparalleled access to a large-scale clinical laboratory at UI Health, Jesse Brown Veterans Affairs Medical Center, and the Illinois Department of Corrections. Patients from these health systems are treated for a variety of disease states and have varied ethnic and racial backgrounds, most of whom are members of URM group and often participate in our applied and implementation research programs. The B2F postdoctoral scholar would benefit from these collaborations and have access to these resources. The mentoring team will leverage its experience to identify potential collaborations between the B2F scholar, faculty in the DPP, and faculty in other COP Departments and Centers and collaborating health-systems to provide a supportive, structured environment to position the B2F scholar for success.

For the B2F program, we will aim to identify and recruit a postdoctoral scholar who will contribute to the DPP research continuum and aligning with one or more of the tenure track research themes listed above. The broad spectrum of research areas among our faculty allows for flexibility and recruitment of a postdoctoral scholar with expertise in a variety of fields but that collectively contributes to advancing pharmacy discovery and science that ultimately supports our research vision.

7. How would this Scholar align with your department's teaching/training mission?

Because teaching is a major theme of the DPP Vision and Mission, all DPP faculty are significantly engaged in various teaching activities that span the spectrum of learners from high school students to postdoctoral trainees. All DPP faculty teach in the PharmD program, which consists of more than 70 required and elective courses, most of which are team-taught and coordinated by DPP faculty. Some DPP faculty are also engaged in teaching undergraduate students, typically those enrolled in PHAR 201 and/or HON 201 courses designed to expose undergraduate students to the career possibilities in pharmacy. Others participate in the COP's Urban Health Program, designed to expose and promote the pharmacy profession to high school students. Most DPP faculty also engage in experiential teaching of PharmD students during Introductory and Advanced Pharmacy Practice Experiences (IPPE, APPE). The majority of DPP faculty are actively engaged in teaching and mentoring postdoctoral trainees. Finally, all DPP faculty are expected to mentor PharmD students through the Pharmacy Learning, Advising, Mentoring, and Engagement (PhLAMES) program.

Given the level of engagement our faculty has in education, it is not surprising that the role of DPP faculty as educators is highlighted in the new DPP Strategic Plan. An Indicator of Progress for the DPP Vision is to "develop and grow innovative educational programs and teaching methods that are internationally recognized models of excellence". In fact, the learners we serve are the first group of stakeholders highlighted in our updated Mission ("To optimize public health by serving our learners..."). To accomplish our Mission, one of the Critical Success Factors is to "provide unparalleled education, training, and professional development for learners to position them for lifelong success". One of the Strategic Initiatives of the DPP is to be recognized internationally for our educational programs. To do so, Strategic Directions include positioning learners "to achieve world-wide recognition" and for the DPP to "disseminate the impact of innovative teaching and learning methods".

The B2F scholar will help the DPP fulfil its teaching Vision and Mission in two ways: providing the scholar with unparalleled training and allowing the scholar to provide similar education to our learners from the perspective of URM group. Given the depth and breadth of expertise among the COP and DPP faculty, the training and mentoring plan will prepare the B2F scholar for "lifelong success". Further, dissemination of the success of both the program and the scholar will help achieve the "world-wide recognition" that the DPP seeks.

Additionally, given the numerous teaching activities of DPP faculty, the B2F scholar will be afforded several opportunities to teach across the spectrum of learners while representing an URM group. In this way, a successful B2F scholar will also serve as an example for how to narrow the diversity gap between pharmacy faculty and our learners that others may follow, both nationally and internationally.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

In terms of advertising, committee composition, and procedures, we will treat the search for the B2F scholar as we would a search for a tenure track faculty member. To aid in our recruitment efforts, added focus will be placed on recruiting at appropriate professional conferences and through the professional networks established by DPP faculty.

Advertising/recruiting: In addition to advertising in scientific journals in relevant disciplines, we will advertise B2F position online using multiple diversity recruiting websites with audience focus by race/ethnicity, discipline, and/or the broader health sciences. Comprehensive lists of such links will be attained from UIC's Office of Access and Equity.

**Our search committee will actively reach out to pharmacy and pertinent professional society recruiting networks focused on underrepresented and minority faculty.** In addition, all of our tenure track faculty members have agreed to recruit potential applicants by engaging their professional networks, including through social media and targeting professional networks focused on diversity and engaging URM.

Search Committee composition: The search committee will be formed of four tenured and tenure track faculty members from the DPP. One member from outside the DPP who has appropriate expertise in translational and/or applied pharmacy practice research and is a member of the COP URM faculty will also be included on the committee. A tenured faculty member from the DPP will serve as the chair of the search committee. A DPP Human Resources administrator will serve as an ad hoc member of the committee, ensuring that appropriate University procedures are followed.

Additional Resources: We plan to provide additional resources to augment our search by 1) Support funding for search committee members to attend conferences that attract participation and engage URM PhD candidates, 2) commit up to \$30,000 in DPP resources and provide adequate staff support to advertise engage professional resources to assist with our search.

Procedure: All members of the committee will undergo search committee training. The committee will screen applications, conducting virtual screening interviews, as appropriate. The committee will recommend to the Department Head three to five applicants to invite for full day interviews, which will take place during the Spring 2022 semester. Interviews will be conducted in either a virtual or on-site format, depending on the COVID-19 phase in which we are operating at that time. Interview scheduling and logistics, including travel if appropriate, will be arranged and coordinated by DPP staff members. Candidates will give a research seminar that includes a discussion of the proposed area of research. Candidates will meet with and feedback will be solicited from faculty, staff, and post-doctoral trainees during the interviews.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The primary objective of the postdoc training period will be to develop the B2F scholar into an independent researcher as they transition from postdoc to a tenure track faculty member. Secondary objectives will support the career development of the B2F scholar in the areas of teaching and service. Collectively, these three areas will be developed during the postdoc period in preparation for their conversion from postdoc to tenure track faculty member.

**Research:** The B2F scholar will be recruited in consultation with our tenure track faculty with a research focus that furthers the discipline of pharmacy practice. Specifics of the research project/s will be determined between the scholar and the primary mentor, however, the primary goal will be for the scholar to develop a research project that will distinguish them from their primary mentor. During the postdoc period (i.e. 2 years) the majority of the time will focus on developing a research program that will provide independence from the primary mentor while furthering the research vision for the DPP. In consultation with the primary mentor and the mentoring team the B2F scholar will focus on developing a competitive NIH career development K award application (e.g. KL2, K99/R00, K01, K08, or K23). The primary mentor and/or at least 1 member of the mentoring committee will have previously obtained a career development award. It will be an expectation that by the end of year 2 the B2F scholar will be positioned for a K award application.

**Teaching:** As is common for new faculty in the DPP, the scholar will have limited teaching responsibilities during year 1 of the postdoc period. The scholar will contribute to at least 1 course in the PharmD curriculum or 1 PhD course in the graduate programs in the COP. These courses are team taught with >2 faculty thereby preventing the scholar from being responsible for individually taking on teaching a full course. In each year during the postdoc training period (i.e. year 1 and 2) we anticipate the scholar to contribute to 2-4 lecture and/or discussion/recitation hours in a topic related to their research area in either the PharmD curriculum or a COP Graduate Program. We expect during the postdoc period the candidate will contribute to 2-4 lectures during year 1 and will contribute to 4-6 lectures during year 2. During the postdoc period the scholar will receive at least 1 teaching evaluation each year to provide student feedback and one peer evaluation each year that will be overseen by the COP Office of Academic Affairs.

**Service:** The B2F scholar will not be given any major service responsibilities or participate as an active member in any COP Committees. The candidate will be invited to contribute to PharmD and/or PhD student recruitment activities with the purpose to identify future students who may be recruited into the scholar's independent research program when the scholar transitions to a tenure track faculty position.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The B2F scholar's mentoring program will closely resemble the Department's mentoring policy for junior tenure track faculty members including: 1) Formal mentoring meetings 1 time per Semester followed by an Annual Report to the Department Head on scholar progress and 2) multiple informal meetings throughout the year between the primary mentor and scholar (typically held weekly). In addition, the B2F scholar will have 2 meetings per year with the mentoring team.

The B2F scholar will be assigned a mentoring team of at least four faculty members that will include a Research Mentor, Teaching Mentor, Professional and Career Development Mentor and the Department Head. The mentoring team will formally meet 2 times per year (i.e. biannual mentoring meeting) to promote communication between the mentors and the B2F scholar. The Research Mentor will serve as the primary mentor for the scholar and contribute to designing experiments, analyzing the results, manuscript preparation, abstract submissions, and grant submission applications. A teaching mentor will consist of either the course coordinator to the course the scholar contributes to or the Assistant Head for Education. The Professional and Career Development Mentor will be a member of an URM group consistent with the B2F program goals.

Access to research space will be guaranteed during the postdoc period and will be tailored based on the B2F scholar's research focus. The Department's research programs consist of a combination of wet labs (i.e. drugs, chemicals, and other types of biological matter can be analyzed and tested by using various liquids) or dry labs (i.e. that focuses on applied/implementation research). If the B2F scholar requires access to a wet lab the space, initially this will be provided in the same space as the primary mentor (i.e. Research Mentor). The DPP uses a shared instrumentation model that would be fully available to the B2F scholar. If the scholar requires resources for a dry lab, in addition to a dedicated office space, access to data-storage/data-servers, access to large observational databases such as Truven, MarketScan, etc., Biostatistician and Informatics support will be provided. Upon transitioning from the B2F scholar postdoc position to a tenure track faculty member, private office space, independent research space, and competitive start-up funds/package will be provided.

To engage the scholar in the department community, the office and lab space will be provided in the Department's central hub and the proposed mentorship program will address scholar integration with other postdoc scholars and tenure track faculty. **The URM Professional and Career Development Mentor will play a significant role in coordinating and advising on seamless integration and inclusion.** In addition, the Department will provide resources and financial support professional training and development opportunities, purchase of supplies, books/journals, professional memberships, and attendance of relevant professional conferences.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

The first year of the B2F postdoc program will emphasize providing the candidate with the time, resources and mentorship to start building their research program and contribute publications, presentations, developing funding proposals, and contribute to teaching as detailed in the sections below.

**Publications:** The B2F scholar will be expected to contribute at least one first/last author original research manuscript from their work in the Research Mentor's research lab in the first year. In addition, the scholar will be encouraged to complete and submit for publication any manuscripts from previous work/institutions. Ideally, by the end of the 1st year the scholar would have at least 2 articles submitted and in the review process with a scientific journal.

**Presentations:** It is expected that the B2F scholar will be actively engaged in the monthly Departmental Seminar Series to present one or more seminars and work with the Department Head to identify and invite presenters. The research mentor will guide the B2F scholar to present at one regional, national, or international conference within their field of discipline. The primary mentor and the mentoring team will provide guidance on securing presentation opportunities.

**Funding Proposals:** The B2F scholar in consultation with the primary research mentor and mentoring team will identify the most appropriate grant funding announcements specific to the B2F scholar. In year one, the expectations of the scholar will be to collect data and prepare towards an application for a career development award (e.g. KL2, K99/R00, K01, K08, K23 or foundation funded). Funding announcements specific for junior investigators from foundations and/or professional organizations (e.g. AACP, ACCP, etc.) will be discussed between the scholar and mentoring team at their biannual mentoring meeting in anticipation that these can be submitted by the end of year 2 of the postdoc period.

**Teaching:** The B2F scholar is expected to demonstrate ability to teach and in year 1 will contribute to 2-4 lecture and/or discussion/recitation hours in a topic related to their research area in either the PharmD curriculum or a College of Pharmacy Graduate Program in a team-taught course. Peer evaluations will be used to provide guidance and instruction to the scholar. The mentoring team will be responsible for analyzing student evaluations in consultation with the Associate Dean for Academic Affairs and provide feedback to the B2F scholar.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

Given the varied learners, environments, and courses in which DPP faculty are engaged, the B2F scholar has the potential to impact the needs of both undergraduate and PharmD students in several ways. From an undergraduate perspective, the B2F scholar will have the opportunity to engage in various efforts to promote the pharmacy profession among prospective PharmD students. Participation in the COP's Urban Health Program would allow the scholar to promote the pharmacy profession to high school students and potentially recruit undergraduate students to UIC. Similarly, teaching in either PHAR 201 or HON 201 would promote pharmacy to undergraduate students from the perspective of an URM group and, ideally, serve as a recruitment vehicle for the PharmD program. Teaching in one of the many didactic courses offered in the PharmD curriculum, several of which address diversity-related issues, will provide students necessary content while exposing them to more diverse viewpoints. Engaging in experiential teaching during an IPPE or APPE by the B2F scholar will provide students "hands-on" learning in a research-based environment while also affording them the opportunity to develop professional relationships with faculty from an URM group. Finally, as a faculty member, the B2F scholar will have numerous mentoring opportunities including, but not limited to, serving as a PhLAMES advisor, mentoring of research or special projects (PMPR 380 and PMPR 390), and serving in an advisory capacity for student professional organizations all from the lens of an URM group.

Collectively, the B2F scholar would meet the needs of our professional students by teaching them required content and skills and serving as an advisor and mentor. **Because the scholar would also represent an URM group, the diversity gap between our students and faculty would be narrowed.** Most importantly, a successful transition to tenure track faculty member would demonstrate to undergraduate and professional students the success that URM groups can achieve in the pharmacy profession.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

The two-year postdoc transition period will allow for setting the groundwork for a successful transition to a tenure track faculty position.

As summarized in section 10, the B2F scholar will be assigned a mentoring team of at least four faculty members that will include a Research Mentor, Teaching Mentor, Professional and Career Development Mentor and the Department Head who will work closely with the scholar for a smooth transition to the faculty position. The scholar will be engaged in the department community, by assuring office and lab space location in the Department's central hub and provisions of necessary resources and financial support professional development opportunities, to purchase supplies, books/journals, equipment, professional memberships, attend relevant professional conferences and professional training opportunities. The postdoc will be invited to all faculty meetings and get to know Departmental and College faculty. In addition, the postdoc will benefit from the Office of Diversity's B2F scholar support program such as the cohort mentoring experience, collaborative programming through the Office of Postdoctoral Affairs, Center for Teaching Excellence and Centers for Cultural Understanding and Social Change.

A competitive startup package will be funded jointly by the DPP (40%) and the COP (60%). Both the DPP and COP have committed the resources to cover start-up costs for the B2F scholar transitioned to tenure track faculty. In addition, the DPP will provide the B2F scholar sufficient laboratory space and equipment required of their discipline as well as office space, IT and related resources needed to support a comprehensive start-up package.



14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

The B2F program targets postdoctoral scholars. In the pharmacy profession, an average salary for most postdoctoral trainees is approximately \$55,000-\$75,000 while a starting salary for a junior tenure track faculty is in the range of \$100,000-120,000.

Therefore, we propose a “bridge salary” of \$83,000 for the first year of the program, \$84,660 for the second first year of the program, to attract highly qualified applicants followed by a starting salary of \$110,000 upon transition to faculty as a member of the tenure track.

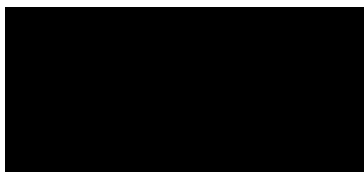
All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



Department Head

September 9, 2021

Date



Dean

September 10, 2021

Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Psychology

2. Has your department applied but not granted a place in Bridge to the Faculty?

- Yes
- No

If **Yes**, please indicate years you applied but were not granted a place in the program:

- Fall 2019
- Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

In the Psychology Department we have a clear need to diversify our faculty ranks. Of the 38 faculty in our department (Tenure Track plus non-Tenure Track), 86% are White, 8% are Latinx, 3% are Asian American, and 3% are Black. This composition is not in step with the demographics of our student population (<https://oir.uic.edu/data/student-data/data-book-dashboards-2/>), thus our department has a **critical** need for increased diversity. Across many formats (faculty meeting, advisory committee meetings, internal/external reviews of our department, hiring priorities meetings, diversity advancement committee meetings, etc.), the faculty at large have voiced strong support for diversifying our faculty ranks. In recent years, our department has not had significant success in recruiting and retaining faculty from underrepresented groups; however, there is clear desire from the current faculty to take action to do so. Importantly, our department is experiencing a substantial transformation led by recent retirements (e.g., 6 TT faculty retired at the end of the Spring, 2021 semester) as well as new hires to fill those retirements (3 active tenure track searches this academic year). **Thus our department is rapidly changing, and part of this change includes substantial focus on DEI efforts. As one example, our department recently changed our by-laws to include DEI-related activities as a prominent criterion in promotion and tenure decisions. This change went into effect August 16, 2021.**

Overall, we see the Bridge to the Faculty program as an important mechanism to add diversity to our faculty. Psychology has one of the largest number of majors at UIC (currently 1,411 undergraduates), giving our department one of the highest student to faculty ratios at UIC (54:1). Although this ratio underscores our critical need to hire more faculty, particularly in combination with our recent faculty retirements, it also highlights the impact each of our faculty members has on the student body at large. One additional faculty from an underrepresented background has the potential to impact a large number of undergraduate and graduate students at UIC. Thus, the Bridge to the Faculty program is an opportunity to add diversity to our faculty ranks by hiring a scholar from a traditionally underrepresented group.

We are committed not only to recruiting a Bridge scholar from an underrepresented group but also to nurturing that individual with guided support, such as mentoring and access to resources (see points 9 and 10 below) to ensure the successful transition of our Bridge scholar to a faculty position. Although we see the Bridge to the Faculty program as an important avenue to add diversity to our faculty, we also want to make clear our department's commitment to enhancing diversity does not start or stop with the Bridge program. In recent years, our department has implemented many diversity-related initiatives such as enhanced training of undergraduates from underrepresented groups, department-wide discussions on diversity and inclusion organized by the department's Diversity Advancement Committee, among many others (see point 4 below for additional details). Beyond these initiatives, however, enhancing diversity is just the right thing to do. Thus for these reasons we apply to the Bridge to the Faculty program as a means to increase diversity within our department.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

Within the last year, the Psychology Department has devised a strategic plan as an over-arching guide for all our DEI activities. **Our strategic plan states that we will engage in focused DEI initiatives that have a positive impact for all groups within our academic community (undergraduates, graduates, post-baccalaureate scholars, post-docs, staff, faculty).** This strategic plan will help our department coordinate and focus our DEI-initiatives to reach all groups and members of our community. This plan was developed by the Diversity Advancement Committee in conjunction with feedback from faculty including department leadership (Head of the Department, Advisory Committee, etc.), as well as through guidance from the Office of the Vice Provost for Diversity.

Because faculty play an important role in academia, we see our Bridge scholar making meaningful contributions to realizing our long-term DEI goals. Specifically, we think our Bridge scholar will serve as an important model to our trainees (undergraduates, graduates, post-baccalaureates). **Through working with students in the classroom, and through training students in the lab, our Bridge scholar will help to promote diversity not just at UIC, but also help to diversify our discipline by training our undergraduates from underrepresented groups who go on to have successful careers in academia.** Having said that, we think it is important to note that no single individual can or should carry a disproportionate burden of DEI work, particularly individuals from underrepresented backgrounds. However, representation matters, and we believe it is critical that our diverse student body see themselves represented in our faculty. **Overall, our pursuit to diversify our faculty is consistent with the National Institutes of Health's commitment to Diversity (<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-20-031.html>), and is further aligned with recent initiatives to support the hire of clusters of scholars from underrepresented groups (Mervis, 2020).**

Importantly, the Bridge scholar we recruit will be joining a department that has launched a constellation of initiatives aligned with our strategic plan (to engage in focused initiatives that have a positive impact on all groups within our department). Below we list a subset of initiatives aimed at different members of our community (from undergraduates to faculty):

-**Undergraduates:** We have initiated the Psychology Undergraduate Research Readiness (PURR) program to recruit promising undergraduates and provide them with enhanced research-related training and mentorship to make these undergraduates more competitive to pursue advanced degrees in Psychology (both here at UIC and at other institutions). The rationale for this program is to foster and launch the careers of our own diverse undergraduates which in turn will help diversify representation in Psychology. Further, this year we will add two undergraduate Psychology majors to the Diversity Advancement Committee (DAC) so that undergraduate perspectives will help shape our department's future DEI-related initiatives.

-**Post-baccalaureates:** In recent years, we have run a post-bacc program that functions similar to PURR. Specifically, we recruit and hire promising post-baccs, many of whom are from underrepresented groups, to make them more competitive for graduate school through guided research and teaching-related experience.

-**Graduates:** We have graduate students who serve as committee members on our Diversity Advancement Committee. These students host monthly meetings for all graduate students to promote community, while discussing scholarship related to justice, equity, diversity, and inclusion.

-**Faculty:** **Our vision for the future involves diversifying our faculty ranks by hiring scholars who work in the domain of Diversity Science (see point 5 below for more information on this).**

-**Entire Community:** Last year the department initiated the Black Scholars Speaker Series, where Black scholars/scientists are invited to give science talks to our department. Further, last year our department hosted an inclusive teaching workshop, led by Dr. Viji Sathay, on best practices for creating an inclusive teaching environment. **In addition, this year the department is rolling out the Diversity Task Force program.** The purpose of the Task Force program is to form smaller working groups composed of faculty, graduate students, and staff to address a single task/area in our department, such as assessing climate around diversity and inclusion, and diversifying curriculum (among many other tasks). **The goal of the Task Force program is to have broad department involvement for our DEI-related initiatives.** A majority of faculty have volunteered to take part in our Task Force program, which further indicates significant buy-in from the current composition of the faculty.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Over the past three years, the Bridge to the Faculty program has been discussed in the department's Advisory Committee and Faculty meetings, and numerous other meetings involving the Head of the department. In these meetings, there have been honest discussions about our department's success in recruiting faculty from underrepresented groups, as well as our failures in retaining faculty of color. The consensus from these meetings was unanimous support for seeking a Bridge to the Faculty scholar. Importantly, in Fall 2019 the department underwent an external review of our program (ten-year program assessment), and one area identified in the external review was a need to 1) increase our FTE (given relatively high number of majors relative to the current size of the faculty), and 2) do so with an explicit focus on recruiting and retaining faculty from underrepresented groups. In response to these identified needs, the department formed an ad hoc hiring priorities committee in Spring 2020 to create a framework for future hires. The hiring priorities committee formulated a plan that centered on cluster hires on Diversity Science. This hiring priorities plan included adding diversity to our faculty through the Bridge to the Faculty program. This vision was approved by the faculty and Head, and submitted to the Dean. Further, since March of 2020, the department's Advisory Committee has had four meetings entirely devoted to DEI-related initiatives in our department. In each of these meetings, there has been unanimous support for diversifying our faculty through the Bridge to the Faculty program. Thus our vision for this position has substantial buy-in and support from our faculty. Further, in these meetings we also discussed the need to build a supportive climate to enhance retention that includes support within our department program, (e.g. senior mentorship), as well as support outside of our department (e.g., mentorship from senior scholars outside our department). Along these lines, the department leadership has now formed an advisory committee related to DEI that includes scholars from historically underrepresented groups from inside and outside the academy.

6. How would this Scholar align with your department's research vision?

Research success is paramount in our department. Over its long history, the Psychology department has a proven record of attracting world-class scientists who conduct impactful and innovative research. Such demonstrated success in research is aligned with UIC's status of a Research 1 Carnegie Institute. Thus, the scholar we recruit will have a strong record of research productivity, and our Bridge scholar will be supported in a highly structured way to ensure continued success in furthering an independent program of research as they transition to faculty (see points 9 and 10 below). Because we will treat this search as we would a search for a tenure track faculty position (see point 8 below), the successful scholar will demonstrate promise for a successful and productive research career.

We will write our Bridge to the Faculty ad selectively to recruit in the areas of Clinical and/or Community Psychology, which are particularly well positioned to support a Bridge scholar. The Clinical Psychology program actively recruits tenure-track faculty members whose research focuses on traditionally underserved and understudied communities. Further our Clinical program has connections with institutes and resources on campus, including the Institute for Health Research and Public Policy (Director, Robin Mermelstein, Clinical Psychology) and the Institute of Juvenile Research, among others. The Community Psychology program is committed to a social justice framework. **Importantly, we will recruit scholars whose research focus broadly incorporates underserved/understudied populations.** This might include a focus on psychopathology, health promotion and intervention, promotion of physical or mental health in young people and families, and/or empowering disenfranchised communities. By recruiting and retaining a promising scholar from an underrepresented group whose scholarship centers on underserved/understudied populations, this will be a natural bridge to enhancing diversity-related scholarship in our department. We see research in this area as important for communities that have been historically understudied and/or underserved. Specifically, given that UIC is in the heart of a diverse urban community, our Bridge scholar will have the opportunity to reach out and work with communities in the Chicago-land area (through their research program), which in turn, will yield positive effects for members of those historically underserved groups. Importantly, much of the breakthrough work on Diversity Science has its roots in the discipline of Psychology. Thus, our department is uniquely positioned to recruit a Bridge scholar who will pursue scholarship related to underserved populations.

7. How would this Scholar align with your department's teaching/training mission?

Education is an important part of our mission. This is evident in the high number of Psychology majors we graduate each year. To ensure that our Bridge scholar is positioned to attain research success in our department, the scholar will not be the instructor of record in their time as a postdoc. This is in line with the common postdoc practice in Psychology of reduced teaching, which will give the scholar time to build their independent research program. Although the Bridge scholar will not have teaching demands, we will ask the scholar to observe master teachers throughout the postdoc phase of the position (See point 9 below). The intent behind this teaching observation is to give the Bridge scholar exposure to best practices in the classroom at UIC. Further, our Bridge scholar will be asked to give one guest lecture per academic year. Specifically, they will give a guest lecture in one of the classes they observed so that the master instructor of that class may observe and offer feedback on the Bridge scholar's teaching. In addition, in the postdoc phase the Bridge scholar will be asked to attend teacher-training workshops held by UIC's Center for the Advancement of Teaching Excellence (<https://teaching.uic.edu/>).

Given that we will recruit in the area of Clinical/Community Psychology, our Bridge scholar will be well situated to meaningfully add to our teaching mission once the position converts to a tenure track position. For example, our Bridge scholar will have expertise to teach at the undergraduate level in classes such as Community Psychology (PSCH 231) and/or the Laboratory in Clinical Psychology (PSCH 333). Our Bridge scholar will also be able to teach in graduate classes such as Research with Diverse Groups (PSCH 540). In each of these classes our Bridge scholar will meaningfully contribute to our teaching mission. Further, having a faculty member from an underrepresented group will serve as an important model of academic success for our undergraduates and graduates. This, in turn, will help propel the careers of our majors to pursue an academic career in Psychology, which will increase the diversity of our discipline. Importantly, because we will treat this search as we would a tenure track position, our hiring process will prioritize selecting a Bridge scholar who demonstrates teaching potential (in addition to research potential; see point 8 and 9 below).

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

We will follow similar processes as we do with other tenure-track faculty searches that includes advertising in national outlets, as well as a vigorous outreach to colleagues who train scholars from underrepresented groups, which will include our alumni. In all steps of this process, we will work closely with representatives of the Bridge to the Faculty program to help achieve a successful search. In our search, the Bridge hiring committee will broadly advertise the job ad. We will post the ad in national venues such as Chronicles of Higher Education (<https://www.chronicle.com/>), and the American Psychological Association (<https://www.apa.org/>) but because of the nature of the position, we will also send the job ad to entities that specialize in diversity within psychology. These will include entities like the Bridge Psychology Network (<http://www.bridgepsychology.org/>), the Association of Black Psychologists (<https://abpsi.site-ym.com/>), Blacks in Higher Education (<https://www.jbhe.com/jobs/>), among others. Once the search closes, the search committee will put in place procedures to ensure a fair search. The search committee will use a rubric to evaluate all candidates. The rubric will assess candidates in three areas: research productivity, DEI engagement, and teaching success. Using this rubric, the committee will create a "long short list" of candidates. The resulting "long short list" of candidates will be invited to complete a brief virtual interview, where the search committee will ask additional questions of each candidate. To help ensure a fair search, all candidates will be asked the same set of questions, and further, we will give the questions to each candidate beforehand. Our reasoning behind giving out the questions in advance is to help ensure that candidates are evaluated on the thoughtfulness of their answers, and by giving out the questions beforehand this will reduce potential disparities in coaching that might otherwise obscure the search committee's ability to select the most qualified candidate. After the virtual interviews, the search committee will then select a short list of candidates. We will then invite our short list for interviews which may take place online or in-person (dependent on the state of the pandemic). In this interview the candidates will give a job talk, have one-on-one meetings with faculty as well as representatives from the Bridge to the Faculty program, and meet with our graduate students. The search committee will solicit feedback on each candidate from department members (graduate students, post-baccs, post-docs, faculty), and then make a selection.

We anticipate this search process to start in mid-Fall 2021, and be completed by the end of the Spring 2022 semester, so that our selected Bridge scholar might start at UIC on August 16, 2022.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

Research: The primary responsibilities of the Bridge postdoc will focus on research-related activities, as is the norm in Psychology. The logic behind this research focus is to allow the postdoc to make progress in establishing an independent research program. In the postdoc phase, our Bridge scholar will be paired with a senior member of our department who most closely aligns with the research goals of the scholar to serve as a Research mentor (see more in point 9 below). In collaboration with the Bridge Scholar, the department Head will assign the Research mentor. During the postdoc phase of the position our Bridge scholar will write IRBs, recruit research assistants, devise a data collection plan, and write up findings for conference and manuscript submissions. Our Bridge scholar will be expected to gain grant proposal-writing experience during the post-doc phase of this position that will be supported by the research mentor. Our Bridge scholar will be expected to write and submit (at least) one extramural grant. Specifically, the expectation is that our Bridge scholar will have a full draft of a grant proposal by the end of year 1 (by June 1, 2023), and submit that grant in year 2. The type and scope of the grant will depend on the Bridge scholar's research interests, but the goal will be to write a career development award, such as NIH's various K-awards (<https://researchtraining.nih.gov/programs/career-development>), although other types of research-oriented grants (such as NIH R-awards, NSF, or funding from private foundations such as the Spencer Foundation) would also meet this grant-related expectation. Because we will recruit a Bridge scholar with excellent research promise, we want to offer mentored support to our Bridge scholar to seek funding for their work. In addition, the Bridge scholar will be expected to attend and participate in weekly science talks hosted in the department. Attending these talks will give the Bridge scholar greater familiarity with the research carried out by other faculty and peers in the department, and help to form connections with other members of the department.

Teaching: Although we intend the scholar to exclusively focus on research, the scholar will gain teaching-related training in the postdoc phase of the position in the following three ways. First, the Bridge scholar will be asked to observe master teachers (those who have earned teaching awards) in our department as a way to gain experience with the teaching experience at UIC. Specifically, twice a semester the scholar will observe a class session led by a noted educator in our department. Across the postdoc phase, the Bridge scholar will observe larger classes, and smaller classes taught by various members of our faculty, which will give our Bridge scholar exposure to best teaching practices within our department. Second, our Bridge scholar will give one guest lecture per academic year (in one of the classes they observed). Following this guest lecture, the master teacher of that class will provide written feedback based on this teaching observation. Third, the scholar will attend at least one teaching-related workshop held by the Center for the Advancement of Teaching Excellence (CATE) at UIC, such as the CATE seminar series (<https://teaching.uic.edu/programs/instructors/seminar-series/>). Together, these teaching related-experiences will help the Bridge scholar prepare for teaching success in the transition to the faculty phase of the position. It is worth noting that if our Bridge scholar wants to teach in the post-doc phase, the department will work to accommodate this interest, but we will not make teaching a full course a requirement for our Bridge scholar. Similarly, our Bridge scholar will not be expected to pursue applied work (e.g., clinical services) during the post-doc phase of the position.

Overall, during the postdoc phase of this position, the Bridge scholar will gain practical experience important for their future success as a faculty member including grant writing, recruiting research assistants, writing IRBs for their research, observing large and small classes, all while building up their independent research program. We think this approach will give our Bridge scholar relevant experience and scaffolded support that will set the stage for a successful and productive faculty career ultimately leading to tenure.



10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The Bridge scholar will be assigned a mentoring team which will include a Research mentor. In addition, our Bridge scholar will be assigned an "Outside mentor" which will be a senior faculty member at UIC outside our department who can offer further guidance to our Bridge scholar in successfully navigating the transition from the post-doc to the faculty phase of this position. We outline that support, as well as additional support, below:

Research Mentor: In our department, we have senior faculty who have demonstrated success in research, grants, and importantly, mentorship. In the postdoc phase of the position, our Bridge scholar will use the research space of their research mentor. Unlike a traditional postdoc, the Bridge scholar will not be doing the work of the (senior) research mentor, but instead the mentors' role will be to help the Bridge scholar attain research independence. The Research mentor will help connect our Bridge scholar to support staff, statistical experts and relevant research resources on campus (e.g., Center for Clinical and Translational Science, etc.) Because of the importance of a successful and productive postdoc phase, the research mentor will meet twice a month with the Bridge scholar in the first year of the position, and in year two the research mentor will meet monthly (or as needed). The Head of the department will work with LAS to secure funds to support the Bridge scholar's research during the postdoc phase of this position. By the end of the postdoc phase of the position, the Bridge scholar should be well positioned to carry out their independent program of research as a tenure track faculty member.

Outside Mentor: We acknowledge that building a program of research within a majority-white faculty brings with it its own set of challenges and stressors for a junior scholar from underrepresented group(s). As such, the Bridge scholar will be assigned a senior scholar at UIC who is outside of our department. While outside, Psychology has many faculty of color with affiliate appointments who help contribute to our department mission. The purpose of the Outside mentor is to offer extra support and guidance for our Bridge scholar to help navigate the transition from the post-doc phase to the faculty phase of this position. Further, the Outside mentor could play an additional role in offering advice around sensitive points/issue that our scholar might want to discuss. Importantly, we will select an Outside mentor for our scholar who has affiliations with our department, and thus is knowledgeable about our department (such as Bernadette Sanchez in Education Psych who is an alum of our program). We think this is important because this will mean the Outside mentor will be well-positioned to offer advice to our Bridge scholar for a successful career in our department. Our Bridge scholar will meet with their Outside mentor at least twice a semester (or as needed).

Guidance from the Head: The Bridge scholar will also meet once a semester with the Head of the department. Because our departmental goal is for our Bridge scholar to transition to a tenure-track position, these meetings will provide an opportunity for the Head to offer more strategic guidance on working towards this successful transition. Importantly, just as with tenured faculty, the Head will also meet yearly with the Bridge scholar (during the postdoc phase of the position) to formally assess progress, and importantly, to offer guidance on how to best transition to a Faculty position.

Other support: From the start of this position, we will invite the Bridge scholar to events geared towards Assistant Professors. Because work suggests that diversity initiatives are less successful without a focus on inclusion (Puritty, et al, 2017), we see it as essential that our Bridge scholar be invited to activities meant for junior faculty. As an example of one such activity, each semester the Head and Associate Head meet with all Assistant Professors. These meetings give the junior faculty an opportunity to share accomplishments and discuss obstacles, build community, as well as provide an opportunity for department leadership to offer guidance to junior faculty.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

As stated above, the postdoc phase for our Bridge scholar will focus primarily on research. As such, the benchmarks for a successful recommendation will be research-related productivity. By the end of the first year, the Bridge postdoc should have evidence of research productivity, which will include conference presentations (at least one), and manuscript(s) in preparation or under review (at least one). The Research mentor will be instrumental in aiding the Bridge scholar in meeting this benchmark. In addition, we expect the candidate to have a complete draft of one extramural grant by the end of the first year (by June 1, 2023). Further, as indicated above (point 9), our Bridge scholar will engage in teaching-related activities (observing master teachers; guest lecturing; participating in CATE seminars).

We do not expect heavy teaching, clinical, or service duties during the postdoc phase of this position because we think it is essential to reduce the burden on our Bridge scholar to ensure their success. Overall, we envision the postdoc phase to predominantly focus on research-related efforts. We see these research and grant-related activities as an important foundation which will help our Bridge scholar convert to a tenure track position and the ultimately attain tenure.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

Adding a faculty member through the Bridge to the Faculty program would make a significant and lasting impression on our undergraduate students. Because part of our selection/hiring criteria will include promise for teaching excellence (points 7, 8, and 9 above), we believe our Bridge scholar will excel as an educator leaving a positive and lasting influence on our undergraduates. Importantly, given the diverse composition of our undergraduates, our Bridge scholar will serve as a model of academic success for our undergraduates. Students will develop a sense of belonging within the field of psychology, as they see and interact with an individual (i.e. our Bridge scholar) with whom they might share aspects of their identities and lived experiences. **It is clear our students hunger for a diverse faculty, and by recruiting a faculty member through the Bridge to the Faculty program, we will work towards meeting this need.** Further, given that we will recruit a scholar in the area of **Clinical/Community psychology, this will mean that our Bridge scholar will be able to contribute to teaching on topics related to diversity** in both undergraduate and graduate courses.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

By placing strong emphasis on research (points 9, 10, and 11 above) and by observing master teachers in the classroom (point 9 above), our Bridge scholar will gain valuable exposure and familiarity with operations of our department which will be important in the transition to a tenure track position. By the end of the second year of the postdoc phase, the Bridge scholar will also understand where and what kind of dedicated research space they will have as a faculty member. Further, the Head will work with LAS to secure resources from the college and department to fund the startup of our Bridge scholar's laboratory. Once a faculty member, the Bridge scholar will be given additional support that is typical of tenure track faculty. This includes reduced teaching in year one as a faculty member, and the assignment of a Faculty mentor who will offer additional guidance on navigating a tenure track position. In addition, the Bridge scholar will be assigned a Promotion and Tenure Committee who will offer further guidance on attaining research and teaching success during the tenure probationary period.

Further, in recent years, the Psychology department has recruited several junior faculty (7 Assistant Professors); thus the Bridge scholar will be joining a cohort of other young faculty who can offer further support in the transition to the faculty.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

Because many Universities are increasingly active in hiring diverse faculty, we want to ensure that the salary we offer is highly competitive to enhance our chances of a successful search. To ensure that we are able to recruit and retain a promising scholar, we will base our postdoc salary on a highly competitive NIH postdoc salary: K99 awards (<https://grants.nih.gov/grants/guide/contacts/parent-K99-CT-required.html>). As such, we will offer a salary of \$70K in year one that rises to \$75K in year two.

Starting salary as a faculty member, will be in the range of Assistant Professors in our department in recent years: around \$95K.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



Department Head

9.10.21

Date



09.09.21

Dean

Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Special Education

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The Bridge to Faculty program presents a unique opportunity for the Department of Special Education (SPED) to recruit a dynamic scholar from a traditionally underrepresented group who can contribute to the Department's mission, to improve educational outcomes for individuals with disabilities from underserved groups in urban contexts. Specifically, the Department is committed to improving the quality of school-based interventions for adolescents and young adults with autism spectrum disorder (ASD) in urban schools. Thus, the SPED Department is seeking a postdoctoral scholar whose research focuses on developing school-based social communication and/or behavioral interventions for middle and/or high-school students (ages 11-22) with ASD served in urban public schools.

The population of students with ASD enrolled in public schools has increased rapidly over the last ten years (NCES, 2021). Despite advances in teaching methods and resource allocation, school and post-secondary outcomes for individuals with ASD are poor (Hume et al., 2017). Longitudinal data have shown that individuals with ASD are less likely to pursue post-secondary education, obtain and maintain paid employment, develop and maintain friendships and relationships, and live independently (Sanford et al., 2011). In school, adolescents and young adults with ASD are less likely to be included, build friendships, or participate in school-based activities (Anderson & Butt, 2017). Such outcomes lead to increased anxiety and decreased quality of life for individuals with ASD (Ratto et al., 2011).

A major factor contributing to these outcomes is a lack of effective interventions for older individuals with ASD, including middle and high school students. Most of the research on ASD interventions has focused on young children. Additionally, core features of ASD, including social communication and behavioral challenges, continue to persist into adulthood, which exacerbates the poor outcomes experienced by this group of students. The dearth of research

supporting older individuals with ASD, and the lack of support into adolescence and adulthood, has been called a "crisis on the horizon" (Gerhardt & Lainer, 2011).

Another issue preventing access to effective treatment for middle and high school students with ASD served in urban public schools is that many urban public schools have historically been, and continue to be, woefully under-resourced (Reese et al., 2018). Lack of funding, limited access to materials and technologies, and other environmental challenges (Darling-Hammond, 2010; Reese et al., 2018) make it increasingly difficult to offer high-quality interventions at the intensity or frequency needed to be effective. Additionally, many middle and high school students with ASD served in urban public schools are from culturally and linguistically diverse backgrounds. When not understood, or supported effectively, the intersection between race, culture, and disability can lead to devastating outcomes for the child (Davila, 2015). Thus, there is a critical need for research to explore how to improve service delivery for middle and high school students with ASD in historically under-resourced urban public schools to meet the unique and complex needs of the ASD population.

As the number of adolescents and young adults with ASD continues to rise, there is an urgent need for more research examining school-based interventions for middle and secondary students with ASD related to core diagnostic features, including social communication and behavior. Specifically, there is a need for research to examine how structural barriers within urban public schools can be improved to facilitate enhanced outcomes for the population of secondary students with ASD. Currently, three faculty in the SPED Department study interventions for students with low-incidence disabilities; *however, none of the faculty researches school-based interventions targeting social-communication or behavioral interventions for middle and high-school students with ASD in urban settings.*

Additionally, despite multiple searches over the last several years, the Department has not secured more faculty members from underrepresented communities. The challenge associated with recruiting faculty from diverse backgrounds with expertise in ASD reflects a significant issue in the field. Data has shown that over 50% of behavioral ASD interventionists, including doctoral-level researchers and faculty, are White (BACB, 2020). This figure is concerning, given that 83% of individuals with disabilities, including ASD, are from racially diverse backgrounds (NCES, 2021). **Recent data have shown that the percentage of individuals diagnosed with ASD from racially diverse backgrounds continues to rise** (CDC, 2020; Yuan et al., 2021), indicating a need for more researchers and interventionists who reflect the diverse makeup of the ASD population. Increasing the diversity of the ASD faculty workforce is particularly important given research demonstrating that culturally responsive faculty teaching and mentoring can better equip future teachers and interventionists to provide high-quality support to students from diverse backgrounds in urban communities (Lechuga, 2011). Given the Department's commitment to diversity and serving underrepresented communities, the Bridge to Faculty program is an excellent vehicle to diversify our faculty and continue to carry the Department's mission forward.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

The Department of SPED has a demonstrated commitment to diversity. A primary goal of the Department is to continue to diversify the faculty to be more representative of the students we teach and the urban communities we serve. Over the past 15 years, the Department has secured six federally-funded personnel preparation grants, both at the master's and doctoral levels, to train diverse cadres of graduate students to work with students with disabilities receiving education and support in urban settings. These grants have afforded the Department the opportunity to build a diverse master's program that reflects the demographics of the city. Currently, there are 108 students enrolled in the Master of Special Education program. Of those students, 58% are White, 16% are Hispanic, 16% are African American, and 10% are from other racial backgrounds. Three federally-funded grants have also supported doctoral students and helped diversify the program in terms of race and language. Given the diversity of our students, our grant efforts to support that, and our mission to serve culturally diverse pupils and families through research and teaching, the Department of SPED demonstrated the need to address diversity and goals for ongoing commitment to diversification.

Despite the diverse makeup of the master's and doctoral programs, the demographic makeup of the SPED faculty remains primarily White. We are a small Department of seven faculty members (four White, two Latinx, and one Asian). Although we have conducted several searches over the last few years, **we have been unable to secure more diverse faculty. Specifically, we have been unable to recruit African American faculty members.** The SPED faculty have and continue to make efforts to better support all students served in our programs. Recently, SPED developed an Equity Committee to better understand the experiences and needs of students of color in our programs and to develop procedures and guidelines to ensure equitable experiences for all students. The Equity Committee is also committed to recruiting more diverse faculty who can contribute to and expand on ongoing efforts to improve racial equity. Given the diversity of our programs and the populations we serve, the Department of SPED is committed to diversifying our faculty.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

The Department Chair emailed faculty members alerting them of this opportunity and asked them to complete a poll to determine whether faculty agreed that the Department should pursue this opportunity. The faculty unanimously voted to apply to the Bridge to Faculty program. Following the initial vote to pursue a Bridge to Faculty position, the Department discussed areas of need and voted in favor of recruiting a scholar whose work focuses on ASD intervention. Then, a sub-group of the faculty worked collaboratively to develop the Bridge to Faculty proposal. Finally, the application was reviewed and revised by all members of the SPED faculty. The final version of the application was approved by all members of the faculty before it was submitted by the Department Chair.

6. How would this Scholar align with your department's research vision?

The Department of SPED is committed to developing new knowledge related to supporting individuals with disabilities from underrepresented groups in urban contexts across the lifespan and has developed a unique research signature aligned with this mission. All members of the faculty currently engage in research related to one or more the following areas: (a) development of culturally responsive interventions for families of children with disabilities, (b) refinement of educational research methods, (c) identification of evidence-based practices for learners with disabilities from traditionally underrepresented groups, (d) racial inequities among students with disabilities, and (e) methods to improve teacher education.

The postdoc recruited for this position would align with the Department's research vision in multiple ways. Specifically, the postdoc will conduct research on school-based social communication and/or behavioral interventions for adolescents and young adults with ASD in urban public schools. While there is significant research demonstrating the efficacy of social communication and behavioral interventions for young children with ASD, there is a dearth of this research on these areas for older populations with ASD. In fact, researchers have noted that the negative outcomes experienced by this population including unemployment, placement in segregated settings, and exclusion from community settings, are related, in part, to the lack of effective interventions in adolescents and early adulthood. Additionally, there is limited research examining how structural barriers in urban public schools impact intervention delivery and social communication/behavioral outcomes for middle and high school students with ASD. Thus, the scholar recruited for this postdoc will contribute to the Department's mission by developing innovative interventions to support a historically overlooked group.

7. How would this Scholar align with your department's teaching/training mission?

The mission of the SPED Department is to improve educational outcomes for individuals with disabilities across the lifespan from underrepresented communities in urban contexts through research, service, and teaching. The Department is widely known for this unique signature and is currently the largest producer of SPED teachers for Chicago Public Schools (CPS). Additionally, the faculty in the Department infuses their teaching and research agendas to prepare pre-service teachers to deliver practices grounded in research and evidence with a focus on implementation within under-resourced schools and communities. The Department will ensure the postdoc extends this teaching mission by ensuring they have expertise and experience in (a) the development of evidence-based social communication and/or behavioral interventions for middle and high school students with ASD and (b) implementing those research-based supports in high-need schools. Leveraging this expertise, the postdoc will teach courses that align with their research on school-based social communication and/or behavioral interventions for middle and high school students with ASD. As the postdoc transitions to a faculty role, they will expand their teaching contributions by mentoring doctoral students who share their

research interests. Building capacity within the Department to support doctoral students committed to supporting a significantly underrepresented population of individuals with ASD will allow the Department to advance its mission of serving students with disabilities in urban school settings.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process will adhere to university and college guidelines and procedures for tenure-track faculty. This process includes the establishment of a search committee. All members of this committee will attend a university workshop about the search process to ensure consistency across departments and colleges with respect to recruitment and hiring. The committee will draft a job position that is reviewed by the Department faculty and chair, the COE personnel, and the Dean. The COE will disseminate the job announcement to key online venues and other key outlets. To ensure that we obtain a strong pool of applicants from traditionally underrepresented groups, we will strategically target organizations and venues that support SPED scholars from diverse backgrounds. Position announcements will be sent to HBCUs with SPED programs as well as to the flagship SPED professional organization (e.g., Council for Exceptional Children) and their related sub-committees whose missions are to advance diversity and representation in the field of SPED.

All applications received for the postdoc position will be posted on a secure university website. Applications will be ranked according to search committee reviews based on a predetermined rubric that will be developed collaboratively by all SPED Department faculty. The rubric will assess candidates across a minimum of four categories, including research, teaching, service to the field, and experience and commitment to working with individuals with disabilities from traditionally underrepresented groups and in urban school contexts. Each faculty member will score the rubric individually. The faculty will then meet and review all rubrics and applications together. After the joint review is completed, the highest-ranking applicants will then be invited to campus to conduct a job talk and be interviewed by the SPED faculty and administration.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The primary responsibility of the postdoc will be to develop a line of research related to school-based social communication or behavioral supports for middle and/or high school students with ASD. Specifically, the postdoc will be expected to fulfill the following research obligations over the two-year program: (a) engage in school-based research with schools in the Chicagoland area that results in the submission of at least one first-author manuscript and one co-authored manuscript per year; (b) disseminate findings of their research activities at one state and one



national conference per year; and (c) complete an application for external funding from a foundation, state, or federal funding agency as a co-investigator, in collaboration with members of the Department of SPED. In addition to research, the postdoc will be expected to teach one course per year in the SPED master's program. The specific courses will be selected by the postdoc, mentoring committee, and head of the Department of SPED. The Department will ensure that the courses selected align with the postdoc's area of professional expertise. To ensure maximum research productivity and excellence in teaching, the postdoc will not be expected to engage in any department, college, or university-level service or any applied work beyond the one course they will teach per year.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The Department of SPED recognizes that the success of early-career scholars relies heavily on the supports and resources available to them. The department and the College of Education have a good record of support for early career personnel to achieve tenure and promotion. Therefore, the postdoc hired for this position will receive comprehensive supports and mentorship across all areas of scholarship.

Similar to the college mentoring that is provided to all assistant professors, we will create a mentoring committee to support the scholar during their postdoc. The committee will consist of four faculty members (three from SPED and one from an outside department). The committee will include two research and grant mentors, including the Department Chair, a teaching mentor, and a mentor from outside of the department who has comprehensive knowledge of college and university structures and supports. Additionally, two of the committee mentors will have expertise in ASD and/or developmental disabilities, urban special education, and culturally responsive practices to ensure that the scholar is able to build their professional network and build relationships with schools that support middle and high school students with ASD in the Chicagoland area. Combined, the committee will have sufficient experience and expertise to support the postdoc across all areas of scholarship.

The mentoring committee will meet formally with the postdoc two times per semester. The first meeting of the semester will focus on developing a research agenda that seamlessly aligns all of the scholar's research foci. The committee will also support the postdoc in developing an action plan that outlines the activities, resources, and materials the postdoc will need to launch their research at UIC. The committee will also support the postdoc in developing goals related to research, grant writing, and teaching to meet by the end of the semester. The committee will develop measures to evaluate the postdoc's progress towards meeting their goals. The second meeting of the semester will involve reviewing the postdoc's progress towards their goals. During the meeting, the committee will provide the postdoc with verbal and written feedback and will assist them in revising their action plan based on the postdoc's performance and

needs. In addition to the formal mentoring committee, the ASD faculty will meet with the postdoc once per month to provide them with ongoing support related to research, teaching, and grant writing. The ASD faculty and the Department Chair will also provide informal mentoring through email check-ins on a regular basis.

The SPED Department will allocate additional resources for the postdoc to support them across all areas of scholarship. Like all SPED faculty, the postdoc will be given office space equipped with the necessary equipment, materials, and supplies (e.g., desk, computer, etc.) needed to carry out their work. The postdoc will receive hourly support from a doctoral student to assist them with grading for the one course they teach per year. Additionally, the postdoc will conduct research at the UIC Assessment Clinic and CARE (launching 2022), both of which are housed within the SPED Department. Finally, the postdoc will be invited to join the departmental research team that focuses on conducting research for individuals with ASD and developmental disabilities.

In addition to Departmental supports, the postdoc will be encouraged to utilize college and university-level supports, including in the National Center for Faculty Development and the College of Education Writing Bootcamps and Writing Retreats. In addition to the supports outlined above, the postdoc will receive overarching supports through the Bridge to Faculty program.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

By the end of the first year, the postdoc will demonstrate progress towards the goals of the B2F program. Specifically, the postdoc will be expected to have: (a) developed a written research agenda, (b) submitted his or her dissertation or most recent research for publication to a peer-reviewed journal, (c) established a partnership with at least one middle or high school in the Chicagoland area that serves students with ASD, (d) engaged in data collection in collaboration with SPED faculty for one community-based research study, (e) collaborated with members of the SPED Department to submit an application for external funding from a foundation, state, or federal funding agency, (f) submitted two conference proposals to professional SPED organizations, and (g) taught one course within the SPED master's program.

Progress towards each of these benchmarks will be evaluated using various measures. The postdoc's research agenda will be reviewed by all members of the mentoring committee at the end of the first year. The number of publications, conference presentations, and grant proposals submitted will be evaluated by reviewing the postdoc's curriculum vitae. The quality of the postdoc's teaching will be evaluated by conducting at least one course observation and reviewing the postdoc's course evaluations. Progress towards building community partnerships

will be measured through ongoing conversations with the postdoc during monthly mentorship meetings with the ASD faculty.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

The faculty within the SPED Department are dedicated to teaching and doctoral mentorship. The postdoc for this position would help meet the Department's need for more high-quality faculty instructors in multiple ways. Firstly, they could help diversify our faculty which will have a direct impact on supporting all our students and developing key allyships with many. The post-doc will also contribute to our need for more high-quality instructors. Previously, we were a faculty of 12, but we are currently supporting all our degree programs with only seven faculty members. Currently, the SPED Department offers two master's programs and one doctoral program. We also launched recently new programs associated with new state licensure to ease the alarmingly high shortage of special educators in schools.

Once the postdoc transitions into a faculty role, they would help meet the Department's need for instructors across programs. Specifically, the postdoc would be able to teach courses related to ASD and low-incidence disabilities. This would help meet a critical need, given that in the past, the Department has needed support from adjunct instructors to cover these courses. Although the SPED Department does not currently have an undergraduate program, the Department offers several undergraduate courses populated by students from SPED and other departments across campus, including Social Work, English education, fine arts, and history. Enrollment for these courses has increased over the last several years resulting in an increased demand for lecturers and adjunct instructors. Given that nearly half of K-12 students with ASD enrolled in public school spend 80% or more of their day in general education (NCES, 2021) and that general educators often lack adequate training to support students with ASD, the Department must continue to build capacity to support these courses. Based on the required qualifications for this position, the postdoc would also be able to teach the courses with high undergraduate enrollment. In addition to undergraduate courses, the Department of SPED welcomes other trainees through vehicles like the UIC Honors College and UIC undergraduate research pathways. Extending our connections to those younger future scholars, and providing allyship, is also a way to support new faculty to gain support for advancing their scholarship.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

The optimal transition requires that the scholar has a sense of belonging in our scholarly community, a strong mentorship team, a plan for their research agenda, established relationships with potential research sites, sufficient tools and resources, and established routines and practices that facilitate productivity. Moreover, the optimal transition requires that they are equipped to pursue external funding and design/teach undergraduate and graduate students. In addition to ensuring a supportive environment and necessary resources,

it is critical to eliminate barriers to success (e.g., protecting the scholar from excessive or unproductive service “opportunities”). We, therefore, have developed a plan for transitioning the scholar to a faculty position which we describe in the following sections.

The structure and goals established for the postdoc position were aligned to meet the College of Education tenure and promotion standards. In addition, faculty in the department have won Graduate Mentoring awards and several teaching awards. We have a strong record of department collaboration for several projects and federal grants. The post doc will work with other assistant and newly- tenured faculty, and gain from their experiences negotiating those expectations and structure. Thus, the postdoc would be in a perfect position to seamlessly transition to a faculty position. By the end of the two-year position, the postdoc will have published a minimum of four research articles, submitted two grant proposals, and taught two undergraduate or graduate-level courses. These outputs match the college’s expectations for research and teaching for an assistant professor.

To support continued excellence in research, the mentoring committee will support the postdoc during their first six years as a faculty member to ensure that they maintain an active research agenda and continue to build community partnerships. Additionally, the postdoc will be given a research assistant in their first year to help facilitate ongoing research activities, including conducting research studies and writing grant proposals.

The postdoc will also be given adequate supports to facilitate outstanding teaching. In their first year as a faculty member, the postdoc will be given a reduced teaching load and teaching assistant support. The mentoring committee will also continue to provide intensive mentorship related to teaching so that the postdoc is prepared for a full teaching load in the fall of their second year as a faculty member. Expectations for service and applied work will also remain low during the postdoc’s first year as a faculty member. Relief from service and applied obligations will allow the scholar to focus on research and teaching.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

\$75,000 -- \$85,000

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

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Department Head

Date



9/10/2021

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Dean

Date



# Bridge to the Faculty Scholars Program Application

Fall 2021

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Friday, September 10<sup>th</sup>, 2021**. Please type your responses directly into the text boxes below.

1. Department Name:

Urban Planning and Policy

2. Has your department applied but not granted a place in Bridge to the Faculty?

Yes

No

If **Yes**, please indicate years you applied but were not granted a place in the program:

Fall 2019

Fall 2020

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

The Department of Urban Planning and Policy seeks to be a national leader in addressing racism and systemic racial inequities in planning and policy through research, teaching, and service. One of the four goals in our 2018 strategic plan is to "attract students with diverse backgrounds and facilitate their growth into effective professionals, scholars and leaders in urban planning and policy." We are making progress toward achieving this goal, especially in our undergraduate Urban Studies program, which closely mirrors the racial and ethnic composition of Chicago's population, and we continue to work on reaching similar numbers within our graduate programs.

Our undergraduate program has doubled in size in four years and our undergraduate course enrollments grow every semester. In Fall 2020, 59% of our undergraduate students were Latino, African American, or Asian, a figure that has steadily risen since Fall 2015, when it was 43%. In the past several years, our share of African American students has been approximately twice the University's average. At the graduate level, over one-third of our students are from under-represented groups. While these figures are higher than those of Master's programs at peer universities, the Department is committed to increasing them, and it is imperative that our faculty more closely represents the demographics of our students and the communities with which we engage. (Twenty-eight percent of the UPP faculty are from under-represented groups, and some of these faculty have administrative roles that reduce their time in the classroom).

We urgently need additional faculty of color who enrich our research and teaching, serve as role models and mentors to students from under-represented groups, and help us attract and educate students of color. This is a message we have consistently heard from our students and alumni. In 2019, the Illinois Board of Higher Education External Review team reported that our undergraduate students requested additional faculty of color. Most recently, early in the Fall 2020 semester, two of UPP's student associations, SBUP (Society of Black Urban Planners) and LPODER (Latino Planning Organization for Development, Education & Regeneration), convened a town hall with the express purpose of urging the Department to immediately pursue additional hires of under-represented faculty. Our application for a B2F Scholar is a key element of UPP's strategic plan and one of the cornerstones of our response to the students' demands.

In addition to the student-mentoring benefits of hiring from under-represented groups, UPP is seeking to expand and diversify its curricular offerings as we develop new programs and increase course enrollments. By identifying candidates doing research in the subject areas mentioned in this application, we are confident that we can both recruit a postdoctoral scholar from an under-represented group and appeal to the evolving curricular interests of our students in ways that are mission-driven and equity-oriented

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Our preparation for this proposal began in 2018, well before the B2F program was announced, as the Department convened to develop its strategic plan. We developed four goals during that process, one of which was to recruit “students from diverse backgrounds and facilitate their growth into effective professionals, scholars, and leaders in urban planning and policy.” We then dedicated two multiday faculty retreats in 2018 and 2019 to the topics of faculty composition, equity, student diversity, and racism in urban planning and policy. Lastly, our Urban Planning and Policy students, similar to students across the country, were animated by the Movement for Black Lives and developed a proposal for change. They presented it to the college in AY20-21, which further motivated the UPP faculty to conduct a thorough “curriculum audit” that commits us to collectively work toward decolonizing our syllabi and explicitly foregrounding antiracism, equity, and social justice in our teaching and practice.

The B2F program gave us the opportunity to advance this work and, as soon as it was announced in 2019, the faculty worked together to develop an application that we submitted with tremendous expectation. Although our initial proposal was ranked highly, we were not selected. While disappointed, we continued our departmental diversity, equity, and anti-racism endeavors and worked to revise our B2F proposal.

An initial draft of the current application was shaped by the entire faculty under the guidance of Dr. Kathleen Yang-Clayton, CUPPA’s Associate Dean for Diversity, Equity, and Inclusion. Then, at the first faculty meeting of the year, the faculty voted unanimously to support this application. The draft application was then submitted to Dean David Merriman, who expressed his support for the proposal and the Department’s wider diversity goals. Following a second collective review by the faculty, a committee of volunteers led by UPP Head Nik Theodore finalized the proposal. With full faculty support and approvals of the Department and College, we are submitting it with enthusiastically.



6. How would this Scholar align with your department's research vision?

UPP's vision statement calls for the Department to be at the forefront of educating future urban planners and community leaders, with our scholarship and practice aiming to analyze contemporary urban problems so that cities can be transformed into just, sustainable, resilient, and equitable places. This includes critiquing the field of urban planning itself, and working with community stakeholders to shape ideas, develop models, and conduct analysis in real-world settings. Our faculty's academic and engaged scholarship aims to create a learning environment that fosters critical attention to contemporary urban issues, creative problem-solving, leadership development, and the exchange of ideas. Together, our research, teaching, and service intentionally focus on helping students, communities, policymakers, and practitioners redress social and spatial inequities so that they can (re)build our cities and urban regions in equitable and inclusive ways. Although UPP faculty research has exposed urban inequalities and contributed to efforts to address them in multiple domains, as part of our "curriculum audit" we identified several **new priorities for research and teaching, including environmental racism, Latino urbanism, antiracist planning, design justice, and climate change and social justice**, and are excited at the prospect of hiring a B2F Scholar who can help us develop one or more of these areas.

UPP has a long tradition of research partnerships with communities of color in Chicago and across the country, with faculty often working through one of CUPPA's eight research centers. Working in a discipline that straddles the domains of research, policy, and practice, our faculty has combined applied and traditional research for academic and non-academic audiences. We have promoted engaged scholarship (including faculty research reports with centers and institutes, policy papers, and plans) through these partnerships and have included it within the Department's P&T norms and criteria.

7. How would this Scholar align with your department's teaching/training mission?

Our mission statement emphasizes transformative teaching aiming to produce a “diverse, educated and well-trained” cadre of planners, policymakers and urban analysts that can redress social and spatial inequalities and (re)build our cities and regions in ways that are just, sustainable, resilient, and equitable. Hiring a B2F Scholar who could help the Department better reflect the demographics of our students and whose research and teaching address equity and racial justice would advance this work tremendously.

We aim to recruit a B2F Scholar whose research and teaching can help us develop aspects of our curriculum that are currently not well covered but are critical to both our mission and our efforts to serve current and prospective students. We have seen increased student demand for courses in climate change, disaster planning and sustainability, topics that are deeply bound up with equity and justice concerns. We are also in the wake of the Movement for Black Lives, which further encouraged us to work to accelerate change in the fields of urban planning and policy by diversifying the field and developing new content and teaching approaches. **The B2F Scholar would join a UPP faculty committed to developing antiracist pedagogies and decolonizing our syllabi.** In addition, the scholar would be a significant addition to our ongoing work to realign our curriculum and add more substantive courses on topics like climate change, environmental racism, and antiracism in planning.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

UPP would initiate a formal search for a B2F Scholar by, first, specifying the scope of the position, required qualifications, research areas of interest, and the selection criteria; and, second, creating an advertisement for distribution through academic networks, organizations and individuals that have links with candidates from underrepresented groups. Our faculty is interdisciplinary and already belongs to a variety of networks through which we could advertise the position; our recent searches have identified non-traditional ways to reach out to underrepresented groups that we would mobilize in this process. These include job boards and interest group organizations of the Association of Collegiate Schools of Planning (ACSP), The Planners of Color Interest Group or POCIG in particular, the Urban Affairs Association (UAA), the American Association of Geographers (AAG), our graduates, LASA (the Latin American Studies Association), associations such as the Black Faculty and Staff Association at UC Irvine and the Association of Black Faculty, Administrators, and Fellows at Harvard University. As an example of the importance of these networks, POCIG produces a resume-CV book of scholars of color that we would use to proactively identify promising candidates for outreach.

Our approach in past recruitment efforts has been to hold one-on-one meetings and information sessions at professional conferences, something that has enabled us to generate significant interest in the Department while also allowing us to identify a number of non-traditional candidates.

Finally, as with other searches, we will reach out to specialized organizations and institutions with member bases comprised of under-represented groups in academia and whose mission aligns with ours, including Historically Black Colleges and Universities and the Hispanic Association of Colleges and Universities. Within UIC, we plan to seek advice and support from our colleagues in LAS, including those in the Department of Black Studies (we participate in the newly established Interdepartmental Graduate Concentration in Black Studies), and our partner Latin American and Latino Studies program as well as UIC's Social Justice Initiative, whose advisory committee includes two UPP faculty members.

We will add that the B2F program is sorely needed in the field of Urban Planning. Research shows that recent PhD graduates compete with assistant professors for junior faculty positions. This creates an additional barrier for BIPOC scholars seeking faculty positions, and exacerbates the pipeline problem within our discipline. The B2F program could help diversify not only the Department of Urban Planning and Policy but the field of Urban Planning as well.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period.

Our primary considerations in structuring the duties/responsibilities of the B2F Scholar are, first, to allow for a productive and unobstructed launch of the Scholar's post-dissertation research agenda; and, second, to work closely with the Scholar to develop a pathway to transition successfully from doctoral student to postdoctoral scholar to assistant and then associate professor. We have identified the following duties that align with our P&T norms and criteria and UPP's standards for success:

Research. We will start by assisting the scholar in developing a program of research. For this, we will identify faculty in their field of interest and incorporate them into the process. We expect the B2F Scholar to spend approximately 85% of their time conducting research, presenting at academic conferences, and writing for academic publication. UPP's postdocs and faculty have benefitted from support from UIC research centers. Depending on the scholar's research interests, we will connect them to the most pertinent center(s), such as the Voorhees Center for Neighborhood and Community Improvement, the Institute for Research on Race and Public Policy, the Great Cities Institute, and the Institute for Environmental Science and Policy. These engagements will catalyze research, integrate them into funded research projects, provide grant support, and strengthen their research networks. In Year 2 of the program, we will explore the merits of asking the B2F Scholar to co-organize a UPP research colloquia, which would provide an opportunity for them to shape intellectual debates within UPP while also contributing to building their intellectual community. We anticipate that our commitment to providing adequate time, networks, and support for research will be attractive to prospective candidates and will help them successfully transition to our department and eventually attain tenure.

Teaching. Approximately 10% of B2F Scholar's time will be spent teaching in UPP's undergraduate and graduate programs. This translates to teaching one course per year, selected and designed in close collaboration with the faculty mentors. The courses will not begin until the second semester of Year 1 and will align closely with the B2F Scholar's research interests so as not to be onerous. However, we believe it is important for the B2F Scholar to build connections with UIC's undergraduate and graduate student populations through teaching, and we want our students to benefit from the Scholar's expertise.

Service. The Scholar will not be expected to provide significant departmental service. We would like the Scholar to participate in faculty meetings to build relationships and better understand our Department. In addition, we anticipate that the Scholar may wish to engage in UPP, CUPPA, or UIC-wide activities that help them create community and/or enhance their research agenda. However, we are aware that BIPOC scholars are often overburdened with service requests, and we will work diligently to ensure that does not happen and that there is ample time for research and publication development.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress, physical space, equipment, access resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

UPP will offer a robust formal mentoring program with several components including one-on-one support from senior faculty as well as mentoring groups and activities in the College, the University, the field of Urban Planning, and Academia *writ large*. We will make sure the activities described below do not overwhelm but are applied flexibly to meet the needs and preferences of the Scholar.

First, the Department will identify a mentor to work closely with the B2F Scholar on issues pertaining to research, teaching, and university life. In addition to this primary mentor, UPP will encourage the B2F Scholar to meet with other faculty that can function as “secondary” mentors. The Scholar will meet with the primary mentor monthly and with the other mentors twice a semester. In these meetings, the mentors and the Scholar will review the research program and make adjustments as needed.

Second, the B2F Scholar will participate in a CUPPA mentoring group led by senior faculty in the College. The Scholar will join other postdocs, Fulbright scholars, and junior faculty in the College to discuss topics such as establishing a publication pipeline, receiving feedback on manuscripts, acquiring research grants, maintaining work-life balance, and working through the tenure process. These encounters will help the B2F Scholar join a larger research community of postdocs and junior faculty. In addition, the Department Head will actively follow the postdoc's progress, ensuring that adequate resources and support are provided, and intervening should any difficulties arise.

Third, we will encourage the Scholar to join activities such as “Write Out!,” a weeklong writing retreat program offered by the Institute for Research on Race and Public Policy at CUPPA, and the ACSP Planners of Color Interest Group mentorship program. The latter program offers monthly mentoring sessions led by senior faculty of color to doctoral students, postdocs, and junior faculty in the field of Urban Planning. UPP will also support the B2F Scholar in tapping into external mentorship and writing accountability groups by providing a stipend to participate in NCFDD Faculty Success Programs and InkWell Academic Writing Retreats, as needed.

Finally, CUPPA is home to eight institutes and research centers, four of which are under the direction of members of the UPP faculty. In addition, some UPP faculty are affiliated with other UIC programs, including the Institute for Environmental Science and Policy and the UIC Social Justice Initiative. We will arrange for the B2F Scholar to become an affiliate with whichever center(s) or initiative(s) best fit the Scholar's research agenda. Center affiliation will provide an important route into collaborative research projects, participation in extramural grant submissions, and a research community that can nurture scholarship.

11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2022 – June 1, 2023) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

The B2F Scholar will be guided toward those activities that are expected of early-career faculty. UPP will expect and help develop an active research agenda and various research outputs, a small amount of teaching, and minimal service. The expectation is to allow the B2F Scholar to primarily engage in developing a robust research agenda so that they can seamlessly transition from postdoc to tenure-track faculty.

Research: In **Year 1**, UPP would encourage the B2F Scholar to prepare and submit publications from their PhD dissertation and to begin developing other research projects. We would expect the scholar to submit two papers for peer review in prominent planning, urban studies, public policy, or urban design journals. In addition, we would expect the Scholar to be active on the academic conference circuit, participating in two of the conferences hosted by the Association of Collegiate Schools of Planning, the Urban Affairs Association, and other academic organizations in their field of interest. The development of a post-dissertation research agenda would be expected in **Year 2** in relation to collaborative projects, conference presentations, grant proposals, research reports, in-progress publications, and the UPP's mentorship program. The Department mentors will assist the B2F Scholar in designing, refining, and advancing their research agenda. While valued and welcome, external grant capture would not be required.

Teaching: The reduced teaching load from the regular four-course assignment to one course per year will enable the scholar to engage in course development and delivery in a smooth way. The mentors will assist them in overcoming challenges that arise in preparing and delivering courses and will help the Scholar build confidence in the classroom through advice and peer reviews.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

Upon progressing to Assistant Professor, the B2F Scholar will be a very important asset to our undergraduate students. In Department surveys over the past several years, students from underrepresented groups have asked for courses and revisions to the curriculum that acknowledge their presence and priorities, and they have repeated the request for greater faculty diversity. Although the Department has made strides on these fronts, we acknowledge that we remain far from where we need to be in terms of faculty diversity and course offerings.

We are working to improve the writing, visual and data analytical, and research skills of students who come to us with vastly disparate levels of preparation. We prepare them for graduate school if that is their desired path, as well as for careers in the public and private sectors. This requires significant time and attention from the faculty, who have embraced this mission enthusiastically. The B2F Scholar would be a major boost to our efforts in undergraduate education since upon progressing to Assistant Professor they will help UPP meet the course demands of a field that is rapidly growing and undergoing change in the fronts specified throughout this proposal. The Scholar would most definitely help strengthen our advances in attracting and retaining students but, most importantly, in decolonizing and diversifying our curriculum and department.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

We will do this in several ways, including:

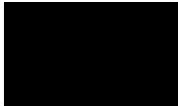
- (a) welcoming the B2F Scholar into a departmental environment that strives to be inclusive and respectful of each other's backgrounds and scholarship;
- (b) meeting with the Scholar at the outset of the program to discuss their research priorities and career trajectory and to develop a program for the next two years;
- (c) exploring opportunities for the B2F Scholar to become involved in research projects based at one of the research centers housed in CUPPA or elsewhere on campus and helping the Scholar become networked with other UIC faculty in their area of interest;
- (d) providing adequate office space and equipment to facilitate both the solitude necessary for sustained scholarly research and lively interactions with faculty, students, staff, and departmental affiliates;
- (e) developing a clear mentorship plan along with primary and secondary faculty mentors, and being clear about the Department's expectations and balance of time that should be devoted to research, teaching, and service activities;
- (f) providing guidance and feedback on teaching;
- (g) inviting the B2F Scholar to informal events to encourage socializing and networking outside the campus environment; and
- (h) encouraging the B2F Scholar to leverage national resources to master academic publishing and the tenure-track system, such as the Journal for Planning Education and Research's annual Writing Workshop for New Scholars and ACSP's Junior Faculty of Color annual workshop that considers research, publication, and the academic career as a whole.

14. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. In the space below, please provide a salary estimate (you can specify a single number or range), based on the current market value, for a post-terminal degree scholar (e.g., postdoc, research fellow) and junior tenure-track faculty position in your department.

15. Unlike the physical sciences, where postdocs might be paid \$50-\$60,000 for a 12-month appointment, postdocs in urban planning will need a higher salary when weighing a 9-month teaching salary against a 12-month postdoc. We anticipate the 12-month postdoc salary will need to be \$75,000 and the 9-month tenure-track faculty salary will be slightly higher at around \$85,000

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



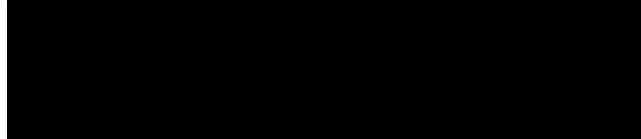


September 7, 2021

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Department Head

Date



9/8/2021

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Dean

Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

**This is the Fall 2022 B2F Program Application.**

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19th, 2022**. Please type your responses directly into the text boxes below.

**1. Department Name:**

Educational Psychology

**2. Please check the boxes next to the statements that apply to your department:**

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

**3. Why are you applying to the Bridge to the Faculty Scholars Program?**

The Department of Educational Psychology is applying for the Bridge to Faculty Scholars program to address two needs. First, we would like to diversify our faculty in early childhood to better reflect our UIC student population and the early childhood workforce. Further, the early childhood workforce in accordance with the social justice mission of the University of Illinois at Chicago (UIC) compels us to build a faculty that reflects the diversity of the City of Chicago, our location, our context, and the community we serve. Second, this is an indispensable opportunity to fill a strategic growth area in our department, and a critical need for our college, early childhood education. Early childhood in Educational Psychology also serves Special Education and the individual would potentially work across programs in an interdisciplinary way. Cross pollination and synchronicity across disciplines helps to support the mission of the college and the university and the value of interdisciplinarity.

Although our department faculty is relatively diverse compared to other departments at UIC, it currently fails to reflect our UIC student population and the early childhood workforce. Our MEd Early Childhood Education student body and our BA Human Development and Learning Program student body are predominantly Latinx and African American women. For example, since the inception of the BA in Human Development and Learning program in 2016, the program has graduated 199 students. 75% of these graduates are students of color. Further, the early childhood workforce in Chicago is made up of primarily African American (43%), Latina (30%) and White (19%) women. As stated in the next section, our early childhood faculty do not reflect this diversity. An important factor in the recruitment and retention of students of color is having faculty with whom students can connect with and understand

their experiences. It is particularly alarming that Black Americans are only 8% of the UIC student body though the City of Chicago where we are located is almost one third Black and Chicago Public Schools are 35.8% Black. A major part of serving this community is recruiting scholars of color in the field of early childhood education.

Furthermore, there is currently an early childhood workforce crisis in Illinois. About 2,200 early childhood classrooms in the State of Illinois have vacancies. In response to this crisis, Illinois Governor JB Pritzker just announced a \$200 million investment of federal funds in additional training, mentoring, and scholarships to pursue advanced credentials for the childcare workforce. The governor also recently signed P.A. 102-0174 requiring all Illinois public IHEs participate in a statewide early childhood consortium to strengthen access to high quality childcare and direct this funding to where it can be most effective. This is a pivotal moment for UIC. We have the opportunity to expand our early childhood portfolio and become national leaders in early childhood education research and programming. UIC could and should be home to the signature early childhood program in the State of Illinois. Our current early childhood programs are part of the City of Chicago Early Childhood Workforce scholarship, a federally funded Teacher Quality Partnership (TQP) and recently received a large gift to support expansion and innovation. This funding, and our existing programs, necessitate additional faculty specializing in early childhood education. A Bridge to Faculty Fellow would strengthen our scholarship in early childhood development and education, increase the diversity of the current early childhood faculty in the College of Education, attract high-quality PhD students and create greater visibility for UIC's early childhood program.

**4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.**

The department's diversity goals continue to focus on developing a faculty composed of individuals from underrepresented populations.

- Currently, 5 faculty (3 are tenure track faculty, one is a visiting clinical lecturer, and one is a senior lecturer) in the EPSY department have expertise in early childhood. 3 (60%) identify as White, 1 (20%) identifies as African American and 1 (20%) identifies as Latina.
- Overall, the department has 20 faculty members (5 Full Professors, 4 Associate Professors, 7 Assistant Professors, 1 Clinical Assistant Professor, 3 Visiting Clinical Assistant Professors, and 1 Senior Lecturer). Of the 20 current faculty members:
- 7 identify as White (35%)
- 5 identify as Black/African American (25%)
- 3 identify as Asian (15%)
- 3 identify as Latinx (15%)
- 1 identifies as Arab American (5%) and
- 1 identifies as Multiracial (5%).

Given that our overall student population is very diverse (approximately 32% White, 28% Latinx, 8% African American, 3% multi-race and 18% Asian as of 2020), we are working to increase the number of diverse faculty within the department to better reflect our student population.

In addition, most students in the MEd Early Childhood Education program and the BA Human Development and Learning program are predominantly Latinx and African American women. Similarly,

the early childhood workforce in Chicago is made up of primarily African American (43%) and Latina (30%) women. Overall, women comprise 96.4% of the early childhood workforce in Illinois and women of color comprise about 40% of those working specifically with infants and toddlers. We would like to have a faculty that reflects our student body and workforce.

**5. How have faculty been consulted on the vision for this position? (Discuss your process.)**

The chair sent an initial email to the entire faculty about the program. Together, we agreed to apply for a chance to be invited to submit an application in Fall 2021. After we received a positive response from the Bridge to Scholar program and were invited to apply, another email was sent out notifying the faculty of the invitation. At that time, a request was made by the chair to form a subcommittee of interested faculty to work together to craft an application. The subcommittee met and worked on the application in early September 2021. During the Fall EPSY department meeting, faculty were invited to comment on, make suggestions and edit the draft application. After considering all suggestions and comments, a final application was drafted by the subcommittee. When the 2021 application was declined, the new chair again informed the entire faculty about the program, and this was again met with enthusiasm. The positive experience of our successful Bridge to Faculty fellow who is now an assistant professor in the department buttressed this enthusiasm for the opportunity.

**6. How would this Scholar align with your department's teaching/ training mission?**

This faculty member would help strengthen the early childhood master's program and BA in Human Development and Learning program by teaching early childhood courses that are required in the programs as well as those that lead to a one of our credentials in the State of Illinois. They will also teach courses that focus on the health and wellness of our youngest children in the context of their families and communities.

The scholar could teach: Child Development in Contemporary Society (EPSY 255), Constructivist Approaches to Development: Piaget and Vygotsky (EPSY 429), Child Development Health and Wellness (EPSY 426), Early Childhood Education and Curriculum (EPSY 370), Observation, Curriculum, and Learning Environments for Very Young Children (EPSY 374). If hired and the Scholar successfully transitions to an Assistant Professor position in our department, then the Scholar would have the opportunity to develop courses that are relevant to their area of expertise, such as infants and toddlers.

**7. How would this Scholar align with your department's research vision?**

The EPSY faculty engage in research in two broad areas:

- Development and application of relevant measures, evaluations, statistical analyses, and assessments of human learning and development to improve educational institutions and research; and
- Better understanding of human development and learning in context, with a specific focus on how individual, family, and community diversity shape human development and learning. We examine how culture, community, environment, ethnicity, immigration status, class, gender, and sexual orientation relate to human development and learning.

EPSY's research vision is to develop a research signature that centers around health, development and

learning of children, families, and communities from racially and linguistically diverse groups, as well as children and families living in urban contexts.

The Bridge to the Faculty program would allow EPSY to hire a scholar in a strategic growth area around early childhood. The COVID19 pandemic revealed several crises and racial and gender disparities, including the high costs of daycare, the low pay of early childhood workers, who are mostly women of color, and the loss of workers in early childhood settings, which has been detrimental to the healthy development of children and families, particularly low-income children and families of color. The field of human development and learning consists of development and learning across the lifespan, from conception to the end of life. Having a scholar who focuses on the youngest children and early childhood settings would fill a void that currently exists in the department and would allow the department to round out our research signature to truly represent the lifespan.

**8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.**

Our search process will follow the same procedures we use for hiring tenure-track faculty members. It is our goal to attract a new talented faculty member who shows extraordinary promise to become a true intellectual and research leader in the field of early childhood education. We recognize that this takes years to develop and that early career faculty members require a significant degree of mentoring and must be afforded the time to chiefly conduct research and work toward publication of items on the research trajectory. We will create a search committee that includes faculty members from the department and college who will draft the job description and solicit applications for qualified candidates of color. We will advertise the position in a wide range of outlets that reach junior scholars in educational psychology, human development and family studies, psychology, and other related disciplines. Specifically, the committee will also disseminate the job ad through an extensive research network that includes listservs for the Spencer Foundation, the Asian, Black and Latinx Caucuses of the Society for Research on Child Development, Racial and Ethnic Diversity in Families Section of the National Council on Family Relations, and the Society for Community Research and Action, among others. We will also leverage the resources available from the UIC Office of Diversity for disseminating the advertisement.

We will work together with leading scholars in this area to help identify potential candidates.

**9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.**

Our expectations for the scholar align with those of a junior scholar entering the tenure track in the field of education. The Bridge to Faculty Scholar program is an excellent opportunity to help the scholar develop their research program, and as such, we would strictly limit their teaching and excuse them from service so that they may focus on research. The scholar will submit a minimum of 2 manuscripts for publication in outlets of shared relevance (e.g., Child Development, Early Childhood Research Quarterly, Journal of Childhood Education, Early Childhood Development and Care) with at least 1 publication by

the end of the second year, present at 1 national research conference annually, and collaborate on grant proposals with faculty across units.

With regard to teaching, the postdoc will be expected to teach a total of 2 courses (1 per year) during their tenure in the Bridge to the Faculty program. These courses will either be in the M.Ed. in Early Childhood Education or in the undergraduate Human Development and Learning program. Teaching will be an excellent way to get them connected to our student body and to have at least one course under their belt by the time they begin their tenure-track faculty position.

The postdoc will have no service expectations.

**10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)**

We were fortunate to have a Bridge to Faculty Scholar in 2020, Dr. Stephanie Torres, who successfully transitioned into a tenure-track Assistant Professor position in our department this fall. Our success with Dr. Torres helped us build a mentoring structure for a Bridge to Faculty Scholar.

The Scholar will receive the institutionalized mentoring supports available to our assistant professors as a baseline, with additional support specifically designed for this position. For example, all assistant professors are provided with a mentoring committee of three tenured faculty members who meet regularly to support the research, teaching and service development of new faculty members. In these mentoring meetings, the Scholar will discuss their research goals for the year and progress towards meeting those goals and will receive constructive feedback about their goals and progress. Sample topics discussed in these mentoring committee meetings are how to create independence from your graduate school advisor in your research program, journals to target for your publications, how to create partnerships with community-based organizations, and how to cope with racial microaggressions as an early career faculty member. Another opportunity for mentorship and support for the Scholar is the monthly Breakfast Club meetings.

The EPSY Breakfast Club is a learning and support group composed of all assistant professors and the department chair in EPSY. In addition, all assistant professors are encouraged to participate in the campus sponsored access to the National Center for Faculty Development and Diversity programming. Assistant professors in the College Education have self-organized weekly online and in-person writing groups where they support one another through the research and publishing process. Last year, one of our senior faculty organized a few writing retreats for the department and our B2F scholar and assistant professors were encouraged to attend, which they did. The Scholar will be provided with all these supports and be required to participate in at least one writing group per year.

The postdoc will have an office space in the College of Education, professional development funds, a computer, software, printer, and other requested resources to support their work. This scholar will be eligible to apply for additional research support through the College of Education Research Office. College administrators will work with this scholar to help them build professional networks within the College of Education, across campus, and in the Chicago community. For example, the College of Education sponsors an annual Research Day that is well attended, and the scholar will be

invited to present research at that event. As another example, Dr. Torres' mentoring committee helped to connect her to researchers in the School of Public Health, with whom she collaborated with to write a successful grant application that was awarded last year. Similarly, if we are fortunate to receive another B2F award, the Scholar will be invited to participate in interdisciplinary research projects to help develop a robust professional network across campus.

**11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup>, 2023 – June 1, 2024) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)**

As we have learned from hosting a successful Bridge to Faculty scholar in our department, the optimal transition requires that the scholar has a sense of belonging in our scholarly community, a strong mentorship team, a plan for their research agenda, established relationships with potential research sites, sufficient tools and resources, and established routines and practices that facilitate productivity. Moreover, the optimal transition requires that they are equipped to pursue external funding and design/teach undergraduate and graduate students. In addition to ensuring a supportive environment and necessary resources, it is critical to eliminate barriers to success (e.g., protecting the scholar from excessive or unproductive service "opportunities."

**12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.**

During the second year of the postdoc, the scholar will have developed relationships with local stakeholders that will support future research activities directed by the scholar when they transition to faculty. In addition, the EPSY mentoring committee will meet with the postdoc to help them develop a specific research plan for the tenure process. This will provide a timeline for implementing and completing various research products based on the program of research of the postdoc/new faculty.

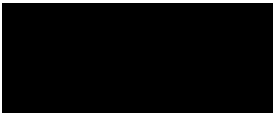
**13. How will you ensure there is an optimal transition from the scholar to faculty position?**

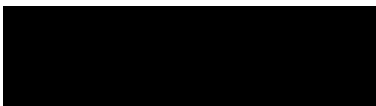
Upon transitioning into the faculty position, the new faculty member will be connected to the new university underrepresented faculty mentoring program. To reduce the domains of teaching early in the tenure-track process, they will receive a 2-course release their first year. At least two of the courses they are assigned to teach during their first two years will be the courses they developed while they were a postdoc. In addition, they will receive a comparable start-up package to other assistant professors within the department. In addition to a reduced teaching load the first 2 years, the new faculty member would receive departmental support for graduate and undergraduate research assistants, start-up funds for equipment and software, and professional development funds for travel and other resource support.

**We know that underrepresented faculty are often taxed with high amounts of service work which in turn can inhibit their research productivity.** To prevent this "minority tax", the new faculty will not be asked to engage in service their first year with limited service beginning in year 2 of the tenure-track process (including service on preliminary exam and dissertation committees).

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	09-19-2022
Department Head	Date

	09-19-2022
Dean	Date





# Bridge to the Faculty Scholars Program Application

Fall 2022

## This is the Fall 2022 B2F Program Application.

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:

Joint application between Mathematics, Statistics, and Computer Science (MSCS) and the Learning Sciences Research Institute (LSRI).

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019 X (MSCS)

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020 (MSCS, LSRI)

Fall 2021 (MSCS)

3. Why are you applying to the Bridge to the Faculty Scholars Program?

We are applying for a Bridge to the Faculty (B2F) postdoc who is **jointly appointed** in Mathematics, Statistics and Computer Science (MSCS) and the Learning Sciences Research Institute (LSRI). The B2F program provides an opportunity for both units to hire an underrepresented scholar whose work **focuses on issues of race and power** in undergraduate mathematics education, and the **design of equitable learning environments** at the undergraduate level.

This position will address four critical needs across both units. **First, MSCS would like to increase the number of faculty of color who teach courses in mathematics education.** Faculty in the mathematics education group teach courses that are required for several UIC Educator Preparation Programs (EPP) that comprises of BS Teaching Secondary Mathematics, BA Urban Education, BA Elementary Urban Education with a concentration in Mathematics) whose student body is predominantly Latinx and Black students. For example, in our BS Teaching Secondary

Mathematics, 72% are students of color and 46% are first-generation college students. We aim to recruit a scholar who reflects the diversity of UIC's EPP student body. As discussed below, it is crucial for the retention of students of color to have a diverse faculty and MSCS TT faculty are predominantly white.

Second, both MSCS and LSRI aim to fill a strategic interdisciplinary growth area - **equitable teaching and learning in undergraduate mathematics**, particularly how issues of race and power influence teaching and learning. This area of research requires both expertise in undergraduate mathematics and education research.

Third, LSRI has been seeking ways to **strengthen collaboration** between these two units. Learning Sciences is an education discipline, but currently has only one faculty member jointly appointed in MSCS. A scholar with expertise in mathematics education with an emphasis on issues of race and power in undergraduate teaching and learning would greatly expand LSRI's capacity to engage in collaborative projects with specific attention to issues of equity in undergraduate mathematics.

Fourth, as discussed below, LSRI would like to increase the diversity of the faculty to better reflect the field of learning sciences as well as the UIC student body.

During the consultation phase of this year's Bridge cycle, we were asked to justify why MSCS is submitting two B2F proposals. One reason is the size of our department as measured both by the total size of the faculty (which is around 80) and by the number of undergraduate students we teach (MSCS courses serve all STEM majors, with about 8000 students taking our courses each year from many colleges). Another reason is the breadth of our department's research being one of the few departments nationally (if not the only department) that includes pure mathematics, applied mathematics, mathematical computer science, statistics and mathematical education.

In the past we have found that open searches have not resulted in hires in the area of mathematical education. As described below, what we are proposing here is a **targeted search for a B2F postdoc in mathematical education** for the following reasons

- **This search aligns with the diversity goals** of both MSCS and the LSRI as well as supporting their teaching and research goals.
- We have confidence that we can attract excellent candidates with this targeted search that fit the goals of the Bridge program.
- The impact that comes not only from teaching and research at UIC, but also on the education and careers of those who go on to teach within the K-12 school system.
- The mentoring and support structure along with our mentoring track record will ensure success of this faculty member and likely retention.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals?

In Illinois, 53 percent of the K-12 school system is composed of students of color, while only 18 percent of staff are teachers of color. A deep body of research shows the **positive impact teachers of color have on both students of color and white students**. While considerable research has focused on the challenges of retaining teachers of color in the classroom, there has been less attention paid to the equally critical issue of retaining candidates of color in teacher preparation programs.

Initial research on this topic shows that a lack of support from EPPs with predominantly white faculty hinders program completion for teacher candidates of color. The Illinois State Board of Education's Diverse and Learner Ready Teacher Network acknowledged this problem and identified "increasing the number of minority teacher candidates" as one of its main goals. But increasing the number of candidates must be paired with a focus on retaining them in their EPPs. The practice of recruiting and retaining teacher candidates of color in Illinois requires attention and swift action. It is recommended that (a) Faculty at EPPs should be diverse and representative of the students they teach; and (b) EPPs should establish mentoring programs that connect students of color with faculty of color.

Even though MSCS has made progress in its efforts to recruit a more diverse faculty, it is still majority white and male in its TT faculty body. In focus groups conducted in the past, our EPP students have highlighted the need to have a more diverse faculty body in their mathematics courses.

In LSRI, a 2019 external review for the Illinois State Board of Education emphasized that the LSRI core faculty do not represent the ethnic and racial diversity of the Learning Sciences or of the UIC student body. Among the 8 LSRI core faculty (5 full professors, 1 associate professor, and 2 assistant professors), 6 identify as White, 1 identifies as Latina, and 1 identifies as Asian.

LSRI has prioritized the recruitment of an underrepresented scholar through the B2F program as a first step in realizing a critical need for diversifying the faculty. The research interests of LSRI doctoral students have broadened over the past few years to include a range of research activities that focus on studying learning in diverse cultural contexts, and recruiting a promising scholar in the Learning Sciences to compliment the strengths of existing faculty can better meet student needs. Moreover, the racial and ethnic diversity of our doctoral students (42% non-

White) is far greater than that of our faculty. Similarly, the communities in which LSRI faculty and students conduct research (primarily Chicago and Chicago Public Schools) are more diverse than the faculty. **These discrepancies demonstrate a clear mandate for LSRI to recruit and retain a more diverse faculty.**

5. How have faculty been consulted on the vision for this position?

The MSCS Advisory Committee and the LSRI Director were informed of the B2F program at a meeting with the MSCS chair, in which it was suggested that the mathematics education group might be interested in submitting a joint application. LSRI and MSCS met with their core faculty to discuss the B2F program and the ability of their respective programs to support a postdoc scholar. In addition, the LSRI Director and MSCS head have discussed many aspects of this joint application.

The vision for this position has been crafted in collaboration among faculty from both units. A sub-committee consisting of faculty from both units reviewed the research needs and diversity goals for each unit and developed a joint proposal. In both units, the proposal was shared with faculty for review and feedback. From that feedback, revisions were made to the application.

6. How would this Scholar align with your department's teaching/training mission?

In MSCS, this faculty member would help **strengthen the teacher preparation programs** (BS Teaching Secondary Mathematics, MS Teaching Mathematics, BA Elementary Urban Ed - Math Concentration) by teaching undergraduate mathematics education courses that lead to a Teaching Mathematics Credential in the State of Illinois. The design of mathematics courses in these programs aims to provide students with a strong grounding in mathematics, and how to apply this knowledge to teaching K-12 students from diverse backgrounds from a variety of communities in the Chicago region.

Over the past five years, MSCS has seen a 103% increase (30 in Fall '18 to 61 in Fall '22 in the BST) in the number of students enrolled in courses required by these programs without the addition of any new faculty in mathematics education. The B2F hire will allow MSCS to have a faculty of color to teach students in these courses, and to expand expertise in issues of race and power in undergraduate mathematics education.

LSRI's teaching mission is to provide a rigorous program of study for doctoral students within

and outside of LSRI. The Institute utilizes an apprenticeship model for teaching that combines classroom learning opportunities with a mentored research experience. A scholar who transitions to tenure track faculty in the B2F program would help **diversify both the classroom and mentorship learning opportunities** for our students in two ways. First, they would help to expand course offerings focused on the design of equitable learning environments and issues of race and power in education, where currently LSRI students take courses outside the unit. Second, the scholar later in their tenure (after T4) would be capable of providing additional mentorship opportunities for doctoral students to work closely with the scholar in a faculty role.

7. How would this Scholar align with your department's research vision?

MSCS hosts an active research program in mathematics education. Faculty members **direct a number of outreach programs** for local schools, students, teachers and families. Faculty members are also investigators on federally-funded research projects and authors of nationally influential curricula for mathematics and science education. Currently, there is one 100% math education faculty member in MSCS, one 50% in LSRI and 50% MSCS, one 25% MSCS and 75% College of Education. The B2F program will allow us to **hire a scholar in a strategic growth area around issues of race and power** in undergraduate mathematics education all while continuing to grow the mathematics education group and its capacity to teach courses for the EPP student body.

LSRI's vision is to engage in fundamentally interdisciplinary research that utilizes a broad array of methodological approaches to study learning across disciplines such as science, math, fine arts and language learning and across contexts such as classrooms, museums, and in homes. By recruiting a scholar through the B2F program, LSRI will expand the breadth of its research activities in undergraduate education. As this postdoc transitions to tenure track faculty, their research would complement existing strengths in the diversity of research approaches employed by LSRI faculty, better support the growing research interests of doctoral students in LSRI, and increase opportunities for collaboration across UIC and Chicago communities.

Given the current landscape of shifting national and local policies and practices that impact people of color in the U.S., particularly in K-12 schools (and specifically within Chicago), we feel an urgency to hire scholars who can contribute to the national dialogue and respond to federal and state level policies and practices that we know negatively impact students of color, as well as contribute to the larger research base on issues of equity in education.

8. Discuss the search process you would create for this position.

Our search process will follow the same procedures we use for hiring tenure-track faculty members. MSCS runs both open searches (in all areas of mathematical sciences) as well as **targeted searches in particular areas (such as Mathematical Computer Science or Statistics for example)**. This proposal would involve a **targeted search in mathematical education** which is something that we have not had in recent years. We expect such a targeted search to attract strong applicants in this area, and moreover we have reason to expect that there are **many potential candidates with these research interests eligible for this Bridge position.**

We will create a search committee that includes faculty members from each unit who will draft the job description consistent with the needs and skills detailed in this B2F application, and develop a candidate application scoring rubric aligned with the B2F program goals and job announcement. The search committee will then solicit and review applications from prospective candidates using the rubric, and invite 3 candidates for campus interviews which include a candidate job talk and meetings with faculty from both units and other key stakeholders.

Given the joint nature of this position we will advertise the position in a wide range of outlets that reach junior scholars in mathematics education and learning sciences. The committee will also disseminate the job ad through an extensive research network that includes listservs for the International Society of the Learning Sciences, the Spencer Foundation, American Educational Research Association, National Council for Teachers of Mathematics, MathJobs.org, among others. To develop a strong pool of applicants, we would also strategically reach out to specific researchers and institutions in the field that are known for producing scholars who conduct **research on issues of equity in mathematics education.** For example we plan to reach out to Rochelle Gutierrez at UIUC, Jo Boaler at Stanford, Julia Aguirre at UW Tacoma, Anita Wager at Vanderbilt, Ann Rosebery and Beth Warren at TERC, and others. We will also leverage the resources available from the UIC Office of Diversity for disseminating the ad.

We note that LSRI has previously used joint search committees with other departments at UIC to successfully recruit and retain 6 tenure-track faculty members. Four of these individuals have achieved tenure; the other two are on track to receive tenure.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical).

Our expectations in both units for the scholar align with those of a junior scholar entering the tenure track. The primary expectation for the scholar will be to begin a program of research.

In the fall of the first year, a joint mentoring committee (described below) will be established and consist of 1 LSRI faculty member and 1 MSCS faculty member. On consultation with the mentoring committee, the scholar will spend some time becoming familiar with the research infrastructure of LAS and the UIC campus, and should identify stakeholders with whom they would partner in order to write their 3 to 5-year research plan

Each year, the scholar will be expected to submit at least 2 manuscripts for publication (at least one coming from their dissertation) in outlets of shared relevance to both units (e.g., Journal of Research in Mathematics Education, Cognition & Instruction) with at least 1 publication by the end of the second year; submit at least one proposal for presentation at a relevant professional conference(s); and research and identify an extramural funding opportunity and develop a draft of the extramural funding application in consultation with, and with support from, the research offices in both MSCS and LSRI.

With regard to teaching, the postdoc will be expected to teach a total of 2 courses during their tenure in the Bridge to the Faculty program: one in MSCS and one in LSRI per year. In MSCS, the faculty members will teach a course either in the BST Secondary Mathematics or service course in BA Elementary Urban Ed (e.g., MATH 141, MTH 467, etc.). In LSRI, the post doc will collaborate with an LSRI faculty member on the development and delivery of a doctoral course in Learning Sciences that focuses on the post doc's expertise in mathematics education. This will give the postdoc an opportunity to interact with doctoral students in the unit and develop relationships that could help the postdoc to recruit students when they transition to faculty. The collaborative teaching experience will also reduce their teaching effort to allow for more time and focus on research activities.

The postdoc will have no service expectations in LSRI or MSCS.

#### 10. How will you ensure the Scholar is adequately mentored and supported?

Both MSCS and LSRI understand that supporting a postdoc, particularly from an underrepresented background, in the academy merits proper support and attention to ensure the postdoc's success. We thought deeply about what this means for junior faculty and have developed a comprehensive strategy for providing such support. For example all our postdoctoral positions are **hired at the level of Research Assistant Professor** which indicates the level of independence that we expect, and also allows the possibility that work done during this period can count towards their case for tenure.

MSCS currently has a B2F scholar, Dr. Marcus Michelen who has **already transitioned to the rank of Assistant Professor** and is a valued and active member of the department. MSCS has a regular stream of postdoctoral researchers and have a strong mentoring tradition. In the last 5 years, our postdocs have received excellent mentoring as demonstrated by their continued academic careers in top places such as Penn State, Notre Dame, and Boston College. We have also hired three of our RAP postdocs directly into tenure track positions before the B2F program began.

Having another B2F postdoc in the department will enable the scholar to **build a sense of belonging and community** with Dr. Michelen. Along with LSRI, the postdoc would receive the same institutionalized mentoring support available to our assistant professors as a baseline, with additional support specifically designed for this position. For example, in MSCS and LSRI, all assistant professors are provided with a mentoring committee of three tenured faculty members who meet regularly to support the research, teaching and service development of new faculty members. So as to not overburden our B2F scholar with additional commitments and meetings, we will develop a joint mentoring committee consisting of 1 LSRI faculty member and 1 MSCS faculty member to work with the postdoc. This joint mentoring committee will also create communication in the mentoring process across units.

We will also encourage the postdoc to participate in the campus sponsored access to the National Center for Faculty Development and Diversity programming. The postdoctoral scholar would be provided with all of these same supports and be required to participate in at least one writing group per year.

In terms of instrumental support, the postdoc will be **provided an office space in both LSRI and MSCS**, printer, computer and **professional development funds and start-up monies** matching those available to other faculty in both units for travel to professional conferences and other research activities. The units will split the cost of professional development funds. The postdoctoral scholar would also be eligible to apply for research support for faculty offered through the College of Liberal Arts Office for Research (e.g. undergraduate RA's, mentoring around grant writing). Additionally, the postdoc will be invited to participate in interdisciplinary research projects sponsored by LSRI to help the scholar develop a robust professional network across campus.

We also understand that **more targeted support** may be needed for postdocs and faculty from underrepresented backgrounds. In addition to the support described above, the B2F postdoc will be provided with: 1) regular check-ins with assistant professors in both units who could help to support the socio-emotional needs of the postdoc as they transition to their faculty role; (2) a designated teaching mentor (1 in MSCS and 1 in LSRI) who would help to support the faculty member as they develop and teach their first class. This mentor would be a faculty member recognized for their teaching excellence by the university through the Award for Teaching Excellence, Teaching Recognition Program and/or the Silver Circle Award (both units have faculty members who meet this criteria); (3) tuition costs to cover participation in the National Center for Faculty Development and Diversity, Faculty Success Program, and attendance at a writing retreat geared towards underrepresented faculty; (4) with facilitation from the joint mentoring



committee, introductions and connections will be made between the postdoc and other faculty in LAS and across campus who share similar research interests, as well as with critical stakeholders/units on campus (e.g., LARES, IRRPP, Great Cities Institute); and (5) again with facilitation from the joint mentoring committee, connections will be made with other underrepresented minority faculty on campus and across institutions in Chicago to help reduce possible feelings of isolation.

11. What are your expectations of what the Scholar would accomplish by their first year in order to be recommended by your department for the faculty position?

The scholar will have articulated a research program and developed a timeline for work on products to be accomplished during the two-year postdoc. We would expect the postdoc to have submitted a minimum of 2 manuscripts for publication in top-tier journals or book outlets common to both units, including one manuscript developed from their dissertation. They will have presented their research for at least one professional conference as well. The scholar will have also developed a plan for extramural funding once they transition to faculty. It is also expected that the postdoc will have developed and successfully taught a class in their area of expertise, and developed a teaching plan for year 2.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled students?

As the undergraduate population at UIC continues to grow, MSCS has seen **steady increases in the number of students of color in our courses**. For example, in our BS Teaching Secondary Mathematics, 74% are students of color (trending consistently up from 57% in 2016-2018) and 46% are first-generation college students. Our students often bridge the communities they come from into our classrooms, and it is our hope that having this faculty member would help undergraduate students to feel that they are reflected in our faculty and that the scholar is a positive role model for them. This faculty member would also provide research opportunities in the area of mathematics education for undergraduate and graduate students to enroll in **independent study and directed research** with them.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

LSRI has previously supported the recruitment and retention of 6 joint hires with other units (EDCI, CHEM, CS, MSCS) at UIC. In each case, LSRI and the partner unit have developed an MOU that outlines the criteria for promotion to tenure that ensures all faculty in the tenure granting unit evaluate the candidate on their contributions to both units. For the B2F scholar, we will collaboratively develop an MOU for MSCS that ensures the postdoc is adequately supported by both units and credited for their contributions in either unit.

During the second year of the postdoc, the joint mentoring committee will meet with the postdoc to help them develop a specific research plan for the tenure process. The scholar will have developed relationships with local stakeholders that will support future research activities directed by the scholar when they transition to faculty. In addition, the MSCS mentoring committee will meet with the postdoc to help them develop a specific research plan for the tenure process. This will provide a timeline for implementing and completing various research products based on the program of research of the postdoc/new faculty. Upon transitioning into the faculty position, the new faculty member will be connected to the new university underrepresented faculty mentoring program.

To reduce the domains of teaching early in the tenure-track process, they will receive a **2-course release their first year**. At least two of the courses they are assigned to teach during their first two years will be the courses they developed while they were a postdoc. In addition, they will receive a **competitive start-up package** comparable to other assistant professors within the department. In addition to a reduced teaching load the first 2 years, the new faculty would receive departmental support for graduate and undergraduate research assistants, start-up funds for equipment and software, and professional development funds for travel and other resource support. Senior faculty in both units will continue to facilitate connections with other faculty and units on campus aligned with the postdoc's research.

We know that underrepresented faculty are often taxed with high amounts of service work which in turn can inhibit their research productivity. To prevent this, the new faculty **will not be asked to engage in service their first two years** and limited service beginning in year 3 of the tenure-track process (including service on preliminary exam and dissertation committees).

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the



Department Head

15 Sep 2022

Date



Dean

9/15/22

Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

**This is the Fall 2022 B2F Program Application.**

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:

**Industrial Engineering (joint with mechanical engineering, but a separate program)**

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

3. Why are you applying to the Bridge to the Faculty Scholars Program?

**The Mechanical and Industrial Engineering (MIE) department considered applying to this program in 2020. However, at that time the application would have been a top-down initiative, being the project of the department head and a few faculty champions. Since then, there has been considerable effort to identify inequities in the department and develop plans to address them from a more grassroots approach. Much of this work was done by the department's Justice, Equity, Diversity, and Inclusion (JEDI) committee as they completed the Advancing Racial Equity (ARE) document over the last year. This document was shared with the entire department and accepted via unanimous vote by all faculty (tenure and non-tenure track). One of the initiatives that emerged from the work on the ARE document was diversifying the department's faculty. **The department committed to making 50% of all subsequent faculty hires be from underrepresented groups (racially minoritized and/or women).****

**We plan to use the Bridge to Faculty (B2F) program and our regular faculty searches to accomplish our diversity goals.**

We will be seeking Scholars who can teach core courses in industrial engineering and contribute to our growing research programs. We are especially interested in Scholars who can contribute to our efforts to attract large grants like National Science Foundation centers in excess of \$10MM in funding. Our priority research areas are advanced manufacturing, human factors, healthcare applications, and data science/analytics.

The lack of diversity in engineering has real world implications. Many engineering designs consider men as default users. This approach can be remedied by diversifying industrial engineering departments as human factors (study of human abilities, limitations, and other human limitations) is a discipline within industrial engineering and one of the priority areas for this search.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

**Our goal as a department is to provide an environment for students, faculty, and staff where the various diverse ways in which people identify or are identified are not barriers to full participation and benefit from the departmental resources and collaboration and promotion by the department. To achieve this goal we are seeking to have a student population that is representative of the diversity of our local metropolitan area with the capability to work productively with various cultures and belief systems. We understand that a faculty group that is homogeneous in terms of race/ethnicity, gender, etc. is detrimental to achieving our goal and hope to use the B2F program and our regular faculty search process to increase the diversity amongst the faculty in our department.**

As of Fall 2021 the industrial engineering program had 127 total undergraduate students, 42 masters students, and 27 doctoral students. The masters and doctoral students are mostly international students. Our undergraduate population is > 25% Hispanic, but less than 5% Black. In terms of demographics, the tenured and tenure-track faculty consists of ~ 33% women, but there are no Black or Hispanic faculty members. **We believe diversifying the faculty by attracting Black and Hispanic Scholars** will assist in increasing the enrollment numbers for Black students and help improve retention and graduation numbers for all minoritized and other students.

5. How have faculty been consulted on the vision for this position? (Discuss your process.) The discussion about the B2F program began in 2020. However, we were not ready as a department. The JEDI committee was formed in 2021. They reviewed student enrollment, retention, and graduation numbers and some relevant data on the role of faculty members on student outcomes. Members of the JEDI committee consulted with the department head

regarding the B2F program in 2022 after diversifying faculty was made a focus of the ARE document submitted to the Office of Diversity. The ARE document was discussed in a general faculty meeting after an open comment period made available to all faculty. There was then an anonymous faculty vote on the contents of the document, which was overwhelmingly in favor of submission.

The B2F program was recently discussed in the departmental advisory committee meeting (which consists of elected members from the department who advise the department head). A general faculty meeting was then held to discuss the department's application to the B2F program, with a presentation made by Prof. Jeremiah Abiade on the B2F application, 33/37 faculty members attended the meeting. The faculty were consulted via anonymous vote on whether the department should apply to the B2F program.

Five faculty members then collaborated to prepare the B2F applications.

\*Note, MIE is one department with separate programs in mechanical engineering and industrial engineering. In many universities industrial engineering is a separate department.

6. How would this Scholar align with your department's teaching/training mission?

The Scholar would have relevant academic training as represented by doctorate in industrial engineering or a closely related area. The Scholar would have capability to teach core industrial engineering courses and at some point develop graduate courses in their research discipline. The Scholar would also likely contribute to the Engineering Management Program, for which we will be pursuing accreditation soon. **The scholar would be recruited from minoritized group(s) and/or be a woman, which would enhance the diversity in the program.** Students from groups that have similar identities (affinity groups) as the B2F Scholar will benefit from having this presence in the department and especially having them as an instructor and/or research mentor. Students from dissimilar affinity groups will also benefit from the presence of the Scholar. They will recognize that expertise is not based on appearance or identity, but effort and ability.

**We recognize that culturally relevant pedagogy uses students' culture to empower them to critically examine educational content and processes and ask what role they have in creating a truly democratic and multicultural society. Increasing our minoritized faculty numbers in** teaching will give great support to this effort and enable students to take an active role in succeeding through our curriculum, changing oppressive systems, discriminatory practices, and eventually society as a whole.

We recognize that culturally relevant pedagogy uses students' culture to empower them to critically examine educational content and processes and ask what role they have in creating a truly democratic and multicultural society. **Increasing our minoritized faculty numbers in** teaching will give great support to this effort and enable students to take an active role in

**succeeding through our curriculum, changing oppressive systems, discriminatory practices, and eventually society as a whole.** The delivery of culturally relevant pedagogy is often more common with professors from minoritized populations who possess a cultural understanding of the educational needs of minoritized students. **Faculty members from minoritized groups with the appropriate perspective and training tend to have a greater sense of how to develop and therefore enact culturally relevant curricula and to understand the human, social, and communal nature of teaching and learning, which benefits all students, but especially students from minoritized groups.** We will seek Scholars who have the appropriate training to make these contributions to our department's teaching mission.

7. How would this Scholar align with your department's research vision?

**We plan to conduct a broad search in the general area of industrial engineering (IE). We are especially interested in candidates with capability to build research programs in human factors, healthcare applications, advanced manufacturing, and data science as these areas are strengths in the department and they are high demand topics for students in our graduate programs.**

**Diversity is an asset for scientific innovation. Faculty diversity enhances the breadth, depth, and quality of research and teaching. Diversity increases the variety of experiences, perspectives, and scholarly interests among faculty and students. Diverse faculty perspectives disrupt status quo thinking and the entrenched ways of research** that can lead to misrepresentation of facts and errors and bad engineering design (*i.e.* automobile safety devices). The IE program can benefit from faculty diversity because diversity enriches educational experiences and fosters innovation and encourages a sense of forward thinking that is essential for the advancement of engineering. If the Department is to maintain its current ranking and research prowess as a university leader in scientific competitiveness and grow new programs like Engineering Management, then we need to leverage our inherent asset of a diverse student population and draw upon the talent of minoritized Scholars who strive to be innovative researchers pioneering new STEM initiatives.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

**We would advertise the position(s) on the department website and through normal disciplinary media and other academic channels relevant to the desired research expertise. We will promote the position via department and college social media accounts and send job advertisements to programs known for preparing minoritized and women doctoral recipients in engineering (*e.g.* NextProf Program, NSF funded Bridge to Doctorate Program, departments with high enrollment of minoritized and women doctoral students). We will promote the position to the listservs of the National Society of Black Engineers, Society of Hispanic**

Professional Engineerings, the Society of Women Engineerings, etc. We will also utilize informal networks of faculty and their peers.

The candidate materials would be screened by a departmental search committee. Short listed candidates would be interviewed via Zoom with finalists invited for on campus interviews and meetings with prospective collaborators. The department will cover transportation costs. The on campus interview will hopefully include meetings with Office of Diversity Staff, current/alumni of the UIC B2F program for perspective, and meetings with a realtor to help candidates begin looking for housing if they are unfamiliar with the Chicago area.

**We will work with the Office of Diversity in all phases of the recruitment process to ensure the search is equitable and successful.**

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

**The duties of the Scholar will be to teach one section of a multiple section course being taught by an experienced instructor. This will allow direct mentoring and assistance with preparing parallel activities and course materials. We expect the Scholar will teach the same course twice in the two-year period, to have an opportunity to show improvement/increased teaching effectiveness.**

**We will encourage the Scholar to mentor undergraduate researchers via IE 392 - our undergraduate research course. This will allow the Scholar to have extra hands in setting up their research lab and assist them with identifying potential graduate students for their labs once they become tenure track faculty.**

**We expect that the Scholar will develop their research lab/stations and initiate independent and collaborative research in the department with the goal of becoming independent researchers as they transition to their tenure track appointment.**

**The Scholar should also identify funding opportunities and potential collaborators for research proposals.**

**In terms of workload, the Scholar will spend 75% of their time in research, 25% teaching (one course per year) and there will be no service requirement beyond attending departmental meetings.**

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

**The Scholar will be mentored by a committee consisting of one current, minoritized faculty member with tenure, an additional senior faculty member with a good track record as a faculty mentor, the lead faculty member for the course the Scholar will teach, and another faculty member in a closely aligned research field chosen by the Scholar. At a recent department meeting there were more than enough volunteers for such a committee, and participation on the mentoring committee is counted toward the departmental service expectation for senior faculty.**

**The mentoring committee will be tasked with supporting the Scholar in teaching preparation, identifying funding opportunities, reviewing of drafts of grant applications, and communicating with the Scholar regarding their progress in regular meetings (at least twice per semester).**

**The department will provide startup funds to support travel, funds for materials and supplies, characterization for experiments, and dissemination of research works**

11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

**We expect that the Scholar will submit one grant proposal as lead principal investigator and that at least two papers will be accepted in peer-reviewed journals. The Scholar will also be expected to attend a workshop to prepare them to become tenure-track faculty and they should have at least one presentation at a research conference in their research area.**

**The Scholar will teach one course per year and should have completed setting up their research lab/station by the end of the first year.**

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

**The Scholar would join the ranks of faculty by first teaching 2 courses per year (reduced load for tenure track faculty). The Scholar would advise undergraduate and graduate students on course selection. The Scholar would supervise graduate research projects and may supervise undergraduate senior design or capstone projects, will serve on masters and doctoral thesis committees and we hope serve as a role model for students aspiring to enter the engineering profession.**

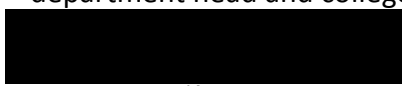



13. How will you ensure there is an optimal transition from the scholar to faculty position?

**First, we recognize that optimal transition begins in the recruitment phase. We would seek to ensure the department is welcoming and nurturing by continued mentorship. As mentioned previously, the mentoring committee will have at least one person in the Scholar's specific research community. We will provide clear expectations in terms of research output, teaching load, and eventual service and will connect the Scholar to potential internal and external collaborators to catalyze research programs. We will support the Scholar to attend professional meetings in their research community. The department head will provide actionable feedback on teaching and research output using the same process as for current tenure stream faculty to acquaint Scholar with the process by which faculty are assessed annually. The mentoring committee will also assist the Scholar in recruitment of graduate students and setting up their lab.**

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	09/19/2022
Department Head	Date
	9/19/2022
Dean	Date

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The field of urban planning and policy has helped perpetuate the legacies of racial exclusion, underdevelopment, and inequality that are imprinted on the landscapes of Chicago and other US cities. From financial redlining that denies communities of color adequate investment; to designations of “blight” that label African American and Latino communities as targets for displacement-inducing redevelopment; to the siting of environmental hazards and the systematic under-resourcing of transit systems and housing and economic development programs—urban planning too often has been complicit in designing and maintaining systemic inequities. **The tremendous underrepresentation of faculty of color in our profession contributes to this problem, and for these reasons we have made diversity, equity, inclusion, and justice the foundation of UPP’s research, teaching, and service.**

Our 2018 strategic plan, which our faculty, staff, alumni, and students helped develop, includes increasing the diversity of our student body as one of our four primary goals. **We are committed to making UPP the national leader in training urban planners and urban policymakers from historically underrepresented groups;** for this, we need to have faculty of color who not only deepen the profession’s understanding of its own racism but guides the department in this undertaking.

**UPP strives to be a leader in urban planning programs nationally in terms of the diversity of our faculty, reflecting our core commitments to racial justice, equity, and inclusion.** However, the race/ethnicity of our faculty does not reflect the demographics of our students, our city, and the communities within which we work, nor does it position us to be leaders in diversifying the fields of urban planning and policy. We also have critical research areas we need to develop, including **environmental racism, Latino urbanism, antiracist planning, climate change and social justice, and design justice—research areas** that meet UPP’s teaching needs while also attracting a diverse student body, thereby strengthening the Department’s reputation and mission, including our commitment to diversity in its myriad, intersecting forms.



# Bridge to the Faculty Scholars Program Application

Fall 2022

## This is the Fall 2022 B2F Program Application.

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:

Urban Planning and Policy (UPP)

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The field of urban planning and policy is rapidly changing. Interest in environmental justice and environmental racism, and concern about the disproportionate impacts of environmental hazards on communities of color, are now the primary focus of prospective students, not to mention impacted communities in Illinois and beyond. Other urban planning departments across the country have recognized this shift and are responding with ambitious hiring plans to strengthen their faculty with expertise in environmental planning. The gap between UPP and our peers at other universities is growing as we fall behind in this disciplinary evolution.

Within this context, we seek to hire a scholar with expertise in environmental justice and environmental racism who comes, precisely, from a community of color. The B2F Program is an ideal platform to achieve this goal because hiring a scholar from an unrepresented community of color will give us leverage among our peer academic departments nationwide in at least two ways. First, by being a member of a community of color, the positionality and lived experience of the B2F Scholar will be better aligned with the lived experiences of communities of color experiencing environmental injustices. Second, transitioning the B2F Scholar into our faculty will contribute to positioning our department, and UIC in general, as a place where the study of environmental injustices and racism in communities of color is conducted by faculty from

**communities of color**. Our theory of change is that this alignment between expertise and lived experience will make UPP more attractive to students, policy professionals, funding organizations, and urban communities locally, nationally, and internationally.

UPP is committed to advancing faculty, staff, and student diversity. Although we have made progress on these fronts, we and our students believe there is much left to do and further diversification of the faculty is a must, in part because we must ensure that as faculty of color retire or leave, we have trained scholars to take their place. We are applying to the B2F Program because a B2F Scholar would put us on track to achieve these objectives.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

UPP seeks to be a national leader in addressing racism and systemic racial inequities in planning and policy **through research, teaching, and service**. Planning has been and continues to be an overwhelmingly white profession and we are fully committed to contributing to its diversification. We have made progress in our efforts to attract students with diverse backgrounds and facilitate their growth into effective professionals, scholars, and leaders in urban planning and policy, particularly in our undergraduate urban studies program, which closely mirrors the racial and ethnic composition of Chicago's population. We continue to work toward reaching similar numbers within our graduate programs.

In Fall 2021, 53% of our undergraduate students identified as Hispanic, African American, or Asian, as did 33% of our graduate students. While these figures are higher than those of most Master's programs at peer universities, UPP is committed to increasing them. It is thus imperative that our faculty more closely represents the demographics of our students and the communities with which we engage. (Less than 30% of the UPP tenure-stream faculty are from underrepresented groups, and some of these faculty have administrative roles that reduce their time in the classroom).

UPP **urgently needs additional faculty of color** who enrich our research and teaching, serve as role models and mentors to students from underrepresented groups, and help us attract and educate students of color. This is a message we have consistently heard from our students and alumni. In 2019, the Illinois Board of Higher Education External Review team reported that our undergraduate students requested additional faculty of color. Early in the Fall 2020 semester, two of UPP's student associations, SBUP (Society of Black Urban Planners) and LPODER (Latino Planning Organization for Development, Education & Regeneration), convened a town hall with the express purpose of urging the department to immediately pursue additional hires of underrepresented faculty. We were very fortunate to have a B2F award this past year and hired an outstanding Latinx transportation scholar. Our current application for a B2F Scholar with an environmental focus is a key element of UPP's strategic plan and one of the cornerstones of our response to the students' demands.

In addition to the student-mentoring benefits of hiring from underrepresented groups, UPP is seeking to expand and diversify its curricular offerings as we develop new programs and increase enrollments. By identifying candidates who conduct research in environmental planning, we are confident that we can both recruit a postdoctoral scholar from an underrepresented group and appeal to the evolving curricular interests of our students in ways that are mission-driven and equity-oriented. Moreover, the presence of scholars of color adds this badly needed perspective to research and teaching in our field.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

It is no exaggeration to say that UPP has been preparing this application for years. The vision for this position has been the subject of faculty discussions since at least 2018 when the department convened to develop its strategic plan. We developed four goals during that process, one of which was to recruit “students from diverse backgrounds and facilitate their growth into effective professionals, scholars, and leaders in urban planning and policy.” We then dedicated two multiday faculty retreats in 2018 and 2019 to the topics of faculty composition, equity, student diversity, and racism in urban planning and policy. When the B2F Program was launched in 2019, the faculty worked together to develop an application that we submitted with tremendous expectations. Although our initial proposal was ranked highly, we were not selected. While disappointed, we continued our departmental diversity, equity, and anti-racism endeavors, a discussion that continued through the planning process that culminated in UPP’s Advancing Racial Equity Strategic Plan.

When the 2022 B2F Program was announced, newly appointed Dean Stacey Swearingen White urged UPP to apply. We then reaffirmed our B2F Program priorities during the first faculty meeting of Fall 2022 and the application was finalized at an all-day faculty retreat the following week, where it received unanimous faculty support. We are submitting our application with the support of the full faculty and the Dean.

6. How would this Scholar align with your department’s teaching/training mission?

UPP seeks to recruit a B2F Scholar whose research and teaching can help us develop aspects of our curriculum that are currently covered but are critical to both our mission and our efforts to serve current and prospective students and to add the perspective of people of color to our classrooms and research. In our review of our graduate applications over the past three years, we estimate that 80% of applicants to our two Master’s programs (which comprise the majority of our students) identify climate change and environmental planning as among their top concerns. We have seen a dramatic increase in student demand for courses on climate mitigation and adaptation, energy planning and policy, brownfields redevelopment, infrastructural fragility, disaster planning, and topics that are deeply connected to social equity and racial justice, yet we are unable to offer these courses with our current faculty composition. The B2F Scholar would be a vital addition to our ongoing work to realign our curriculum by adding more substantive courses on climate change, environmental racism, and antiracism in planning. This scholar would certainly add a perspective that is critical to these urgent issues that affect communities of color principally.

UPP’s mission foregrounds transformative teaching aimed at training a “diverse, educated and well-trained” cadre of planners, policymakers and urban analysts who can redress social and spatial inequalities and (re)build our cities and regions in ways that are just, sustainable, resilient, and equitable. Hiring a B2F Scholar who could help UPP better reflect the demographics of our students and whose research and teaching address equity and racial justice would advance this work tremendously. The B2F Scholar would join a UPP faculty committed to developing antiracist pedagogies and transforming the field of urban planning.

7. How would this Scholar align with your department's research vision?

During the application process for this year's B2F Scholar Program, UPP narrowly defined the research (and teaching) needs within the department: the area of environmental planning, with a focus on environmental racism and social justice. Environmental planning has multiple dimensions, and the field includes scholars who focus on aspects such as ecological resource conservation, urban landscapes and the built environment, rural-urban gradients, the air-water-energy-waste nexus, green infrastructure, hazard and risk assessment, community disparities and neighborhood development, and community preparedness and environmental remediation. Essentially, environmental planning is a system- and life-cycle approach to sustainability.

UPP's research vision is to advance such a systems approach to urban sustainability planning. Specifically for this B2F scholar position, UPP aims to nurture environmental planning scholars who contribute to developing systems- and science-based policies and risk mitigation strategies for achieving environmental, climate, and social equity. Such contributions would complement our historic strengths in community economic development, transportation planning, and urban design, a set of subfields that are being profoundly shaped by climate emergencies and environmental inequities.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

UPP has identified environmental planning as our greatest need, so we envision a targeted search in this growing subfield. We will prepare an advertisement for distribution through academic networks and organizations that have links with candidates from underrepresented groups. Our faculty is interdisciplinary and already belongs to a variety of networks through which we could advertise the position, and our recent searches have identified non-traditional ways to reach out to underrepresented groups that we would again use in this process. These networks include job boards and interest group organizations of the Association of Collegiate Schools of Planning (the Planners of Color Interest Group—POCIG—in particular), the Urban Affairs Association (UAA), the American Association of Geographers (AAG), and the Latin American Studies Association (LASA), as well as associations such as the Black Faculty and Staff Association at UC Irvine and the Association of Black Faculty, Administrators, and Fellows at Harvard University. As an example of the importance of these networks, POCIG produces a CV book of scholars of color that we would use to proactively identify promising candidates.

Our approach in past recruitment efforts has been to hold one-on-one meetings and information sessions at academic conferences, something that has enabled us to generate significant interest in UPP while also allowing us to identify non-traditional candidates. With our field's primary academic conference (hosted by the Association of Collegiate Schools of Planning) meeting in-person for the first time since 2019, we also have an opportunity to host information an session for prospective applicants.

Finally, as with other searches, we will reach out to specialized organizations and institutions with member bases composed of underrepresented groups in academia and whose mission aligns with ours, including Historically Black Colleges and Universities and the Hispanic Association of Colleges and Universities. Within UIC, we plan to seek advice and support from our colleagues in LAS, including those in the Department of Black Studies (we participate in the newly established Interdepartmental Graduate Concentration in Black Studies) and Latin

American and Latino Studies, as well as UIC's Social Justice Initiative, whose advisory committee includes two UPP faculty members.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

Our primary considerations in structuring the duties/responsibilities of the B2F Scholar are, first, to allow for a productive and unobstructed launch of the Scholar's post-dissertation research agenda; and, second, to work closely with the Scholar to develop a pathway for a successful transition from doctoral student to postdoctoral scholar to assistant professor and then associate professor. We have identified the following duties that align with our P&T norms and criteria and UPP's standards for success:

Research. We will start by assisting the Scholar in developing a program of research. In Year 1, we would expect the Scholar to devote 95% of their time to their research, presenting at conferences, and writing for academic outlets. In addition, UPP's postdocs and faculty have benefitted from affiliation with and support from campus-wide institutes, including the Institute for Research on Race and Public Policy, the Great Cities Institute, and the Institute for Environmental Science and Policy, as well as from affiliation with other research centers within CUPPA. In addition to providing an infrastructure that supports research, institutes and centers offer opportunities for B2F Scholars to become integrated into funded projects and strengthen their research networks. In Year 2 little would change, although we would explore the merits of asking the B2F Scholar to co-organize a series of UPP research colloquia, which would provide an opportunity for them to shape intellectual debates within UPP while also contributing to building their intellectual community. We anticipate that our commitment to providing adequate time, networks, and research support will be attractive to prospective candidates and will help them successfully transition into our department and eventually attain tenure.

Teaching. In Year 1 there would be no teaching. In Year 2, approximately 10% of B2F Scholar's time will be spent teaching in UPP's undergraduate or graduate programs. This translates to teaching one course, selected and designed in close collaboration with the faculty mentors. The course would align closely with the B2F Scholar's research interests so as not to be onerous. UPP believes it is important for the B2F Scholar to build connections with UIC's student populations through teaching, and we want our students to benefit from the B2F Scholar's expertise. For this reason, we will explore the participation of the B2F scholar in presentations to the students in our Friday Forums, in class lectures or other such activities—without detracting the scholar from their work. We also will connect the B2F Scholar to the teaching resources available through CATE.

Service. The Scholar would not be expected to provide departmental service. We would like the B2F Scholar to participate in faculty meetings to build relationships and better understand our department. In addition, we anticipate that the Scholar may wish to engage in UPP, CUPPA, or UIC-wide activities that help them create community, expand their networks and/or enhance their research agenda. However, we are aware that underrepresented scholars are often overburdened with service requests, and we will work diligently to ensure that does not happen and that there is ample time for research activities.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

During the development of our Advancing Racial Equity Strategic plan, UPP determined that our existing approach to faculty mentoring was inadequate. In its place, we created a robust, formal mentoring program with several components, including one-on-one support from senior faculty as well as mentoring groups and activities within the College, the University, the field of Urban Planning, their field of interest/expertise, and academia more broadly. We will make sure the activities described below do not overwhelm but are applied flexibly to meet the needs and preferences of the B2F Scholar.

First, UPP will identify two mentors from within UPP to work closely with the B2F Scholar on issues pertaining to research, teaching, and university life. The Scholar will meet with the primary mentors monthly to review their research program advancement and make adjustments as needed.

Second, UPP will recruit one "external" mentor from appropriate colleagues in other colleges at UIC. This mentor will also work closely with the B2F Scholar on issues pertaining to research, teaching, and networking in the environmental front and in university life. Additionally, this mentor will help the Scholar navigate issues that might arise within the department.

Third, the B2F Scholar will participate in a CUPPA mentoring group led by senior faculty in the College. The Scholar will join other postdocs, Fulbright scholars, and junior faculty in the College to discuss topics such as establishing a publication pipeline, receiving feedback on manuscripts, acquiring research grants, maintaining work-life balance, and working through the tenure process. These encounters will help the B2F Scholar join a larger research community of postdocs and junior faculty. In addition, the Department Head will actively follow the postdoc's progress, ensuring that adequate resources and support are provided, and intervening should any difficulties arise.

Fourth, we will encourage the Scholar to join activities such as "Write Out!," a weeklong writing retreat program offered by the Institute for Research on Race and Public Policy at CUPPA and the ACSP Planners of Color Interest Group mentorship program. The latter program offers monthly mentoring sessions led by senior faculty of color to doctoral students, postdocs, and junior faculty in the field of Urban Planning. UPP will also support the B2F Scholar in tapping into external mentorship and writing accountability groups by providing a stipend to participate in NCFDD Faculty Success Programs and InkWell Academic Writing Retreats, as needed.

Finally, CUPPA is home to eight institutes and research centers, four of which are under the direction of members of the UPP faculty. In addition, some UPP faculty are affiliated with other UIC programs, including the Institute for Environmental Science and Policy and the UIC Social Justice Initiative. We will arrange for the B2F Scholar to become an affiliate with whichever center(s) or initiative(s) best fit the Scholar's research agenda. Center affiliation will provide an important route into collaborative research projects, participation in extramural grant submissions, and a research community that can nurture scholarship.



11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

The B2F Scholar will be guided toward those activities that are expected of early-career faculty. UPP will expect that the Scholar will pursue an active research agenda with various research outputs, along with a small amount of teaching. The expectation is to allow the B2F Scholar to engage in developing a robust research agenda and to start or advance their publication record so that they can seamlessly transition from postdoc to tenure-track faculty.

Research: In Year 1, UPP would encourage the B2F Scholar to prepare and submit publications from their PhD dissertation and to begin developing other research projects. We would expect the scholar to submit two papers for peer review in prominent planning, environmental studies, public policy, or urban design journals. In addition, we would expect the Scholar to be active on the academic conference circuit, participating in two of the conferences hosted by the Association of Collegiate Schools of Planning, the Urban Affairs Association, and/or other academic organizations and conferences in their field of interest. The development of a post-dissertation research agenda would be expected in Year 2 in relation to collaborative projects, conference presentations, grant proposals, research reports, and in-progress publications. Department mentors will assist the B2F Scholar in designing, refining, and advancing their research agenda. While valued and welcomed, external grant submissions would not be required.

Teaching: The reduced teaching load from the regular four-course assignment to one course over the two-year postdoc period will enable the scholar to engage in course development and delivery in a smooth way. The mentors will assist them in overcoming challenges that arise in preparing and delivering courses and will help the Scholar build confidence in the classroom through advice and peer reviews. To build confidence, we will explore the scholar's participation in individual class lectures on topics of their expertise, and we will encourage them to utilize the teaching supports offered by CATE.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

With their transition to Assistant Professor, the B2F Scholar will be a crucial asset to our undergraduate and graduate programs. In surveys over the past several years, UPP students from underrepresented groups have consistently requested revisions to the curriculum that better acknowledge their presence and reflect their priorities, and they have repeated the demand for greater faculty diversity. Although the department has made strides on these fronts, we recognize that we remain far from where we need to be in terms of faculty diversity and course offerings.

We are working to improve the writing, visual and data analytical, and research skills of students who come to us with vastly disparate levels of preparation. We prepare them for graduate school and doctoral training, if that is their desired path, as well as for careers in the public and nonprofit sectors. This requires significant time and attention from the faculty, who have enthusiastically embraced this mission. The B2F Scholar would be a major boost to our educational efforts since upon progressing to Assistant Professor the Scholar will help UPP

meet the course demands of a field that is rapidly growing and undergoing change in the areas specified throughout this proposal. The Scholar would help strengthen our advances in attracting and retaining students and in making progress toward decolonizing our curriculum.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

UPP will hold itself accountable for the following:

- (a) welcoming the B2F Scholar into a departmental environment that strives to be inclusive and respectful of each other's backgrounds and scholarship;
- (b) meeting with the Scholar at the outset of the program to discuss their research priorities and career trajectory and to develop a program for the next two years;
- (c) exploring opportunities for the B2F Scholar to become involved in research projects based at one of the research centers housed in CUPPA or elsewhere on campus or in relevant research projects of individual faculty and helping the Scholar become networked with other UIC faculty in their area of interest;
- (d) providing adequate office space and equipment to facilitate both the solitude necessary for sustained scholarly research and lively interactions with faculty, students, staff, and departmental affiliates;
- (e) developing a clear mentorship plan along with internal and external faculty mentors, and being clear about UPP's expectations and balance of time that should be devoted to research, teaching, and service activities;
- (f) providing guidance and feedback on teaching;
- (g) inviting the B2F Scholar to informal events to encourage socializing and networking outside the campus environment; and
- (h) encouraging the B2F Scholar to leverage national resources to master academic publishing and the tenure-track system, such as the Journal for Planning Education and Research's annual Writing Workshop for New Scholars and ACSP's Junior Faculty of Color annual workshop that considers fieldwork, research publishing, and the academic career as a whole.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



Department Head

9/19/22

Date



Dean

9/19/22

Date



## Bridge to the Faculty Scholars Program Application

Fall 2022

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

### 1. Department Name:

Department of Managerial Studies, College of Business Administration

### 2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.  
Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.  
Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

### 3. Why are you applying to the Bridge to the Faculty Scholars Program?

The Department of Managerial Studies is applying to the Bridge to Faculty Scholars program with the intention of diversifying our faculty to better mirror our student population, enrich the body of research among its faculty, and contribute to curricular innovation.

The department has three majors: Management, Human Resource Management (HRM), and Entrepreneurship. The faculty within the department are members of three different teaching and research interest groups: Macro - Management; Micro - Management (HRM); and Entrepreneurship, respectively aligned with the majors. These teaching and research interest groups represent different academic disciplines within the broad field of Management. While there is some overlap, the faculty in each group belong to different professional associations and publish in different journals.

There is an overall lack of diversity within the broad Managerial Studies department. We are targeting adding a Bridge scholar to the Macro faculty teaching and research interest group

due to the recent retirement of a senior faculty member and the much greater number of students that would be impacted in the Management major.

Major	Spring 2022 Enrollment
BS: Entrepreneurship	76
BS: Human Resource Management	81
BS: Management	357

The diversity profile of the Macro faculty and our needs are discussed in more detail in response to Question 4.

In addition to better mirroring the diversity of our student population, a Bridge Scholar would contribute to diversifying the body of research engaged in by our faculty and support future innovation in the curriculum. Currently, the management major provides a general foundation in management through its three required courses in Organizational Theory, Organizational Behavior, and Human Resource Management. Students choose to specialize in three areas of concentration:

- Leadership and Managerial Competencies
- Management Consulting
- Managerial Logistics

In the future, we would like to add one or more concentrations, or courses within the concentrations, **to address a variety of social issues that have emerged as important to students and business organizations. Examples of these include corporate citizenship; sustainability; ethics, stakeholder management; demographic composition of boards and senior management; and social movements (e.g., Black Lives Matter).** As a longer-term goal, our belief is that a Bridge to Faculty Scholar could help us move towards achieving this goal.

**4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.**

The current breakdown by race/ethnicity and gender of the tenured and tenure-track faculty in the macro area vs our college enrollment highlights a lack of diversity vis-à-vis our student populations as shown below. A Bridge to Faculty Scholar could bring much-needed diversity to the faculty enriching both the educational experience of our students as well as the body of research engaged in by our faculty. The distribution of faculty between genders is currently comparable to that of our student population, however, the racial/ethnic

breakdown of the faculty reveals that certain groups, particularly Asians and Hispanic/Latinos, are underrepresented compared to the college's student enrollment.

Race/Ethnicity	Management Major T/TT Faculty	Total CBA Enrollment( 2021)*
White	80%	21%
Asian	0%	20%
Black	10%	6%
Hispanic or Latino	10%	28%
International	0%**	21%
Multi-Race	0%	2%
Unknown	0%	1%

Gender	Management Major T/TT Faculty	Total CBA Enrollment (2021)*
Male	60%	57%
Female	40%	43%

\* Source: <https://oir.uic.edu/data/student-data/data-book-dashboards-2/>

\*\* We include all faculty in their ethnic category regardless of citizenship or permanent residency status.

**5. How have faculty been consulted on the vision for this position? (Discuss your process.)**

The department head has consulted with department T/TT faculty in a number of ways:

- Individual meetings with Macro management faculty
- Group meeting with all Macro management faculty
- Individual meetings with tenured faculty in Micro (HRM) and Entrepreneurship areas
- The application for the Bridge to Faculty Postdoc position was discussed with the entire faculty at Managerial Studies Fall meeting

In addition, a draft of this application document was shared via a Google Doc with research active tenured faculty in the department and also to tenure-track faculty in the management

major for their review and feedback before being finalized.

While our goal is to recruit a Bridge Scholar with a research focus at the macro level of management, all department faculty as described above have been consulted and given an opportunity to provide input. All tenured faculty in the department vote on Promotion & Tenure (P&T) for all junior faculty regardless of their teaching and research affiliations. Therefore, it is important that all faculty be supportive of the Bridge Scholar and how the Scholar will contribute to the overall research and teaching mission of the department despite the department having three majors.

As a result of these meetings, the response of the faculty to bringing a Bridge Scholar into the department and providing the necessary support and mentorship to make the experience successful has been overwhelmingly positive.

#### **6. How would this Scholar align with your department's teaching/training mission?**

An important goal of the department's teaching mission is to be able to offer a diverse educational experience to the students in our college. This starts with students being able to see physical diversity in the representation of ethnicity/race and gender among their instructors. Underrepresented students identify more readily with role models who look like them and understand their cultural background, which in turn promotes a sense of belonging and greater student success. However, just as important is how these differences enrich the educational experience of all students regardless of minority status by presenting diversity in cultural backgrounds, experiences, and perspectives. All students must learn to work in diverse, complex environments as they prepare for their future careers. As such, the department recognizes the importance of building a more diverse faculty to support success in its teaching mission.

The courses that the Bridge Scholar would teach would be negotiated with the Scholar based on his/her interests, experience, and the needs of the department. The Scholar would teach a maximum of 2 courses during the 2 years of the post-doc position.

#### **7. How would this Scholar align with your department's research vision?**

The Macro faculty group broadly researches areas related to organization-level phenomenon (e.g., decision making, strategic planning, performance, sources of competitive advantage) and the interface between organizations and other actors (e.g., boards of directors, stakeholders). While our existing research varies among faculty, many of us share a common thread of interest in social issues. Some study causes and consequences of the demographic diversity of decision-making bodies, others are interested in issues related to environmental sustainability, and still others are interested in the social value that organizations create. A senior faculty member who just retired studied Corporate Social Responsibility.

Our long-term research vision for the department is to strengthen our capacity to address the

interface between business and a variety of social issues. This realm is something that many of us care deeply about and we see increased capacity here as a way of building stronger mortar between us and our research capabilities. Social issues are also of increasing interest to students and of increasing importance to businesses and investors. Building research capacity around social issues will better position us to develop new teaching concentrations in this space. This would help to meet current unmet student demand and would also create more synergy between the identity and capabilities of the College of Business with the broader identity and capabilities of UIC at large.

Hence, while the management faculty are open to increasing research diversity in all areas, research addressing the interface between business and social issues is of particular interest. A Bridge scholar with a research focus at this interface would align with the department's research interests and build our capacity in research on how organizations can meet multiple strategic objectives that include business and social issues.

**8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.**

The search process would follow standard search practices with one exception. Normally, we recruit at the Academy of Management (AOM) conference; however, this conference takes place in August and therefore has passed. Moreover, the recruitment in August is focused on T/TT hires. There is an informal 'secondary' market for Post Doc candidates that emerges several months after AOM. We will be targeting this market. We will use the same Division and Interest Group (DIG) postings on AOM listservs as we have used for recruiting T/TT faculty. As with all T/TT searches, we would also recruit by listing the position in the UIC HR system as well as job boards at AOM, the Higher Education Recruitment Consortium, Higher Ed Jobs, the Chronicle of Higher Education Main recruiting section as well as the Diversity section, blacksinhighered.com and the PhD Project. **The PhD project was established 30 years ago to diversify educators in business with the downstream goal of diversifying corporate America. We will also post the position in the "Management Faculty of Color Association" (MFCA).** MFCA is an institution that promotes and supports people of color in the Management field.

We would form the search committee using the same process as we would for a T/TT faculty search. The search committee would be composed of T/TT members of the Macro management interest group with one external member. The committee would include one underrepresented faculty member.

As with T/TT searches, this search committee will establish selection criteria to be used to review applications, select a group of applicants for preliminary Zoom interviews and conduct these interviews. Following the Zoom interviews, a smaller number of candidates (3-5) would be chosen to come to campus for interviews and to give a job talk focused on their research. T/TT faculty from the entire department would take part in the campus interviews, with

scheduled one-on-one interviews and expected attendance at the research talk. In addition, all faculty would complete a survey providing their assessment of the research, potential teaching, and collegiality of the candidates.

We recognize that the metrics we have previously developed for the assessment of candidates, as well as the survey of faculty after the visit, may need to be modified to take into account the nature of the Bridge to Faculty search, i.e., this faculty member will be a 2-year post-doc member not a T/TT faculty member when they join the faculty.

Another important area that must be taken into account is that postdoc positions in Management are typically focused on bringing in a junior scholar to work with a faculty member to build the research portfolio of both scholars. Postdocs traditionally move on to a TT position in a different university after this work is completed. We will have to make sure that our job ad and our search process accurately portray the Bridge to Faculty opportunity.

**9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.**

**Research:**

Most of the Bridge Scholar's time should be devoted to research-related activities that will result in published research in two years. Working with their primary research mentor, the Scholar will create a two-year research plan at the start of the first year that is broken down into four semesters with specific milestones. The Scholar will meet with their research mentor and team at regular intervals to review progress. The plan may be revised each semester based on the progress from the previous semester.

**Teaching:**

The Bridge Scholar would teach one course per year starting the second semester of their first year in the program, for a total of two courses in two years. The course would be negotiated with the research and teaching mentors and the department head based on the research interests and teaching experience of the scholar as well as the curriculum needs of the department. The Teaching Mentor would work with the Scholar in the development of the course and teaching skills.

**Other responsibilities:**

The Bridge Scholar will not be required to perform service-related activities but will be expected to attend the department meetings required of all faculty. The Scholar's participation will encourage a sense of belonging to the department and help build relationships, both important to the Scholar's satisfaction with the program.



The research and engagement mentoring teams will also organize department-wide research seminars to meet at least once a semester. The Bridge Scholar will be included as a presenter in the faculty research presentations.

**10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)**

The Bridge Scholar would be supported by a group of mentors as follows:

- Research Mentoring team
- Teaching Mentor
- Engagement Mentor team
- External Mentor

#### **Research Mentoring Team**

A primary research mentor from the Macro faculty, who will also be the primary mentor for the Scholar, will work with the Scholar at the start of the program to prepare an individual development plan (IDP). The IDP will establish the Scholar's longer-term career and research goals and guide the development of short-term objectives to be met during the Bridge to Faculty program. The plan will then be reviewed with the Research Mentoring team which will be composed of a second research-active, tenured faculty member from the Macro faculty, and another member from the Micro faculty.

After the plan is in place, the research mentoring team will meet as needed but no less than twice each semester. In addition, the Scholar will provide a monthly check-in in the form of a written report to the team describing their research activity in the prior month. At the end of each semester, progress against the plan will be assessed and adjustments will be made as needed. The primary research mentor will also provide a written summary of the Bridge Scholar's research progress at the end of the year to the department head.

#### **Teaching Mentor**

The teaching mentor will be a T/TT faculty member from one of the Teaching and Research interest groups as assigned by the department head. The teaching mentor will act as a resource to help the Bridge Scholar with instructional needs and connect the Bridge Scholar to campus teaching resources available through the Center for the Advancement of Teaching Excellence (CATE). The teaching mentor will work with the Scholar on course development, sit in on one class each semester that the Scholar teaches, and provide feedback and a written review for developmental purposes.

#### **Engagement Mentoring Team**

The Engagement Mentoring team would be composed of one T/TT faculty member from the

Macro group and one from the Micro or Entrepreneurship group. The engagement mentor from the management major would serve as the primary engagement mentor and (if possible) would be matched in gender to the Scholar. The Engagement Mentoring team would be responsible for acculturation to the department and provide social-emotional support to the Bridge Scholar. The engagement team would ensure that the Bridge Scholar was invited to departmental activities such as workshops, speakers, lunches, etc., and would also seek informal ways of interacting socially, such as meeting for coffee one-on-one. The primary engagement mentor would also act as the point person for the Scholar for any ancillary needs.

### **External Mentor**

If possible, an External Mentor from outside the department but from a different department in CBA would work with the Scholar. This assignment would have to be coordinated with other departments and the CBA Dean. A mentor from outside the department may offer a different perspective and source of support as well as help with broader relationship building in the college. Ideally, the external mentor would be matched in gender and ethnicity to the Scholar.

### **Resources**

The Bridge Scholar will be provided with research support, an office, computer, and administrative support similar to the current TT faculty.

**11. What are your expectations of what the Scholar would accomplish by their first year (note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)**

The Bridge Scholar is expected to conduct research and report results through research papers. The Scholar is expected to build a research record through the submission of research papers to peer-reviewed journals and conferences, as well as make conference presentations. The Scholar will meet with their research mentor each semester and will meet with the department head annually to review progress.

Required:

- 2 Papers under review in “A” journals as defined by the department. (Examples include Academy of Management Review, Academy of Management Journal, Journal of Management, Journal of Management Studies, Strategic Management Journal, Administrative Science Quarterly, Organization Science)
- 1 Revise & Resubmit (R&R)
- 1 research paper submission to the AOM or the Southern Management Association (SMA)

Desirable: (one or more of the following)

- Paper accepted for presentation at the AOM conference (August 2024) or SMA conference (October 2024)

- 2 or more R&Rs in “A” level journals
- 1 or more additional research papers under development for journal submission

**12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.**

If the Scholar were to become a faculty member, they would teach management courses to our undergraduate students. The Scholar may also teach courses in the MBA program. We do not have a Ph.D. program in the Macro group management that would provide opportunities to mentor doctoral students, so the greatest benefit to our students would be in their exposure to the Scholar in a classroom setting. Students would benefit from the greater diversity that the Scholar would offer to their educational experience at the college. In addition, since our graduate and undergraduate students are increasingly demanding management courses that address different facets of corporate social responsibility, the Scholar would strengthen the necessary academic foundation of students to lead organizations seeking to make a positive impact in the societies and economies where they do business. To be successful in this mission requires educating students to take into consideration diverse social, cultural, environmental, and economic needs while planning organizational strategy.

**13. How will you ensure there is an optimal transition from the scholar to faculty position?**

We would ensure an optimal transition from the scholar to faculty position through ongoing mentorship and careful planning of additional obligations related to teaching and service. Research mentorship would continue by meeting with the research mentor once per semester and reviewing progress annually. The Scholar would enjoy a one-course course reduction in teaching load during their first three years and be allowed to stack their courses in one semester to allow for a longer period of uninterrupted time to do research. In addition, while service would now become a requirement as a permanent faculty member, the department head would monitor the demands placed on the new faculty member to ensure that they have sufficient time to do research.

In addition, the new faculty member would be given initial research funding, research assistant support as appropriate, and be eligible for summer research support.

Thank you for your consideration of our application. Our hope is that we have conveyed both our need for and our desire to be engaged with this excellent program.

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Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the

department head and college dean.

[Redacted Signature]

9/19/22

Department Head

Date

[Redacted Signature]

9/19/2022

Dean

Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

**This is the Fall 2022 B2F Program Application.**

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name: Health Policy and Administration

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

**Fall 2021**

3. Why are you applying to the Bridge to the Faculty Scholars Program?

**Faculty diversity is critical to fulfilling the teaching, advising, research, and service missions of any academic department/division**, including our Division of Health Policy and Administration (HPA) in the School of Public Health (SPH). The importance of faculty diversity is exemplified in HPA where much of what we teach and undertake as research is focused on tackling the underlying determinants of racial and ethnic health disparities in order to formulate evidence-based policies to **help improve health equity**.

Inequities in access to healthcare and health outcomes persist in both cities, particularly Chicago, and rural areas across Illinois. COVID-19 has reduced overall life expectancy by 1.13 years nationally; the reduction is 3 times greater for Blacks and Hispanic relative to their white counterparts. Health inequities are rooted in the social determinants of health, reflecting the structural context within which people are exposed to uneven access to quality healthcare, food, housing, schools, workplaces, and physical environments. Building capacity to disrupt structural inequalities is a promising public-health strategy. This requires developing a diverse public-health workforce who are

able to leverage data across agencies; share evidence with affected communities using culturally appropriate methods; and, ultimately democratize data to engage community partners for future policy development. Our approach to expanding the public-health workforce is grounded in the fact that strong analytical and policy skills are critical to improving not just health but health equity as well. The lack of underrepresented minority (URM) student representation in HPA has implications for public-health efforts and equity goals.

Multiple social, contextual, and institutional factors influence the recruitment, training, and retention of URM students in higher education including the opportunity for URM students to be trained by a set of diverse faculty who can bring their expertise and cultural perspectives to research and, in turn, into the classroom. **The ability to hire a URM postdoctoral scholar who could ultimately transition into a tenure track Assistant Professor faculty position would demonstrably contribute to our goal of expanding and embedding theoretical and evidence-based solutions to address health equity in all aspects of HPA-related research and to reshape the perceived relevance of empirical and policy-related training and careers for prospective URM students.**

The Division of HPA is applying to the Bridge to Faculty Scholars Program (B2F) to support the hiring of an URM post-doctoral scholar with the hope and expectation of the scholar transitioning to a tenure-track faculty position. The division of HPA has already built a strong core of faculty who study and teach in a variety of areas that are at the heart of our mission. Specifically, our tenured and tenure-track faculty research key questions and issues related to health policy (including Drs. Lisa Powell, Jamie Chiqui, Elizabeth Jarpe-Ratner), health care and health services research (Drs. Pierre Thomas Léger, Nicholas Tilipman, and Jennifer Kwok), public health informatics (PHI) (which we are actively looking to rebuild after the retirement of Dr. Edward Mensah), organizational behavior and work-force development (Drs. Emily Stiehl and Christina Welter), and data analytics and health-equity (Dr. Sage Kim); all of whom are committed to providing support and mentorship to the B2F scholar.

**The HPA division is looking to build on these strengths while recognizing the importance of a diverse faculty, both in terms of research (whereby URM faculty bring a unique perspective in terms of solutions to public-health issues) and teaching (where URM students see themselves reflected in the classroom).** We also believe that the HPA has a unique opportunity to not only contribute to a more diverse public-health workforce but also a more diverse set of PhD candidates which can help the broader goal of faculty diversity.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

**A key priority and need in HPA is to increase the diversity of our faculty, particularly in terms of Black and Hispanic URM faculty.** Building and maintaining a diverse faculty is aligned with these goals and is reflected in the recently developed HPA Strategic Plan (Section II.1 on faculty appointments that outlines the "goal to hire quality and diverse faculty ..."), and the UIC-SPH Strategic Plan (Objective 2.2.: "Increase representation of URM faculty ...").

In the last five years, we have had two Black professors retire (one who was a tenured Associate Professor and another who was a clinical track Assistant Professor). Over this same period, we have hired one full-time Black lecturer and one full-time Black Clinical Assistant Professor. Apart from this

hire, HPA has only one other non-white faculty member – an Asian-American tenured Associate Professor. Most of our recent searches have been in STEM-related fields of economics and public health informatics where the pipeline of URM Black and Hispanic candidates is particularly low. Unfortunately, in spite of our efforts, we have been unsuccessful in filling any of these positions with Black or Hispanic faculty. Our need is clear, among our current 14 full-time teaching and research faculty only 3 are non-white and we have no Black or Hispanic tenure track or tenured professors in HPA. In addition, we have launched an ambitious plan to expand our PHI program with a particular emphasis on equity-related research and the goal of substantially increasing URM-student enrollment in our program. For example, in HPA, 9 percent of our students are Black which is slightly higher than the UIC rate of 8% reported in 2019. This, however, is nowhere near representative of the Black population in Chicago (29%) or in Illinois (14%).

Additionally, HPA has identified core action areas of priority for advancing faculty inclusiveness in our Advancing Racial Equity (ARE) Strategic Plan. **We have committed to recruiting 1-2 new Black faculty and other faculty of color to HPA as part of our long-term goals,** which include application to the B2F program as a way to fulfill this goal. Faculty searches will emphasize a pro-active approach to recruitment of candidates of color with explicit direct recruitment which will be documented in the search process. We have also identified a need and are committing to working with the Office of Diversity and Inclusion (ODI) to ensure well-developed faculty mentoring plans and development opportunities.

Our initial recruitment and retention efforts will focus on faculty and staff of color, with a primary focus on Black individuals but also with an emphasis on Hispanics and Native Americans. We will then expand our strategic planning efforts to focus on other marginalized identities including but not limited to the basis of gender identity, disability, sexual orientation, and others.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Current HPA faculty have a strong commitment to diversity and inclusion with respect to faculty and staff hiring, and student recruitment. The vision for this position is embedded in this overarching commitment and is reflected in our recent HPA Strategic Plan which was developed with direct input from HPA faculty and approved by the faculty in January 2020. We continued this work with robust faculty engagement when our ARE Strategic Plan was developed in the Fall of 2021 and submitted in January 2022.

Our proposed B2F hire would help to fulfill multiple goals that have been collectively identified by our Division including increasing the representation of URM faculty in HPA, ensuring student success, and integrating faculty research and expertise into the classroom. Although the HPA student population and staff has diverse representation, where we lack in this dimension is in our faculty, especially among tenure-track faculty. Through discussions within our programs, faculty, advisory boards and school-wide leadership meetings, we have thoroughly discussed the need for this position. Furthermore, the faculty fully recognizes each one's role in supporting and mentoring the B2F scholar in order to maximize their potential for academic success. We will setup a buddy-system mentorship plan with other faculty who have already been through the B2F program across the UIC campus.

As described above, this proposed B2F hire directly aligns with our HPA strategic plans.

There was a full consensus at our August 2021 faculty meeting that not only should we apply to the B2F program to help meet our overall goals and mission to help diversify our faculty but that it was particularly aligned with our vision on expanding research focused on health equity and aiming to recruit and train a more diverse set of students in HPA-related fields. Additionally, reflective of the faculty's genuine commitment to and interest in this program, faculty have contributed to the editing of this application and have offered to serve as mentors to a prospective scholar.

6. How would this Scholar align with your department's teaching/training mission?

Recruiting and hiring a URM postdoctoral scholar with the aim of transitioning their position to a tenure-track junior faculty position is highly aligned with our vision with a focus on health equity. In our research and teaching, the HPA division has a focus on strong analytical and data-intensive methods that is important to research that seeks to advance the health of under-represented populations. In fact, our current faculty focus on population access to and the delivery of high quality care and wellness.

The Population Health Analytics Metrics and Evaluation (PHAME) Center, co-directed by a HPA faculty member (Dr. Kim Sage), serves as a hub of data analytics and repository engaging public-health agencies, healthcare entities, and community partners. PHAME's goal is to advance data-driven public-health decisions to reduce health disparities. It also houses the Chicago and Cook County Health Atlas in collaboration with the Chicago and Cook County Departments of Public Health. This is one example that will provide a post-doctoral scholar with immeasurable opportunities to engage in research with a health equity focus. We are looking for faculty with strong data analytic skills combined with a focus on measuring and assessing factors that both improve population health and health equity.

HPA is also the home of the Policy, Practice and Prevention Research Center (P3RC), which is part of a network of 26 academic centers selected by the Centers for Disease Control and Prevention (CDC) to study how people and their communities can reduce the risks of chronic illness. The P3RC helps to build and use evidence to promote policy, systems, and environmental change; build their partners' capacity to identify and understand root causes of inequities; and build collective leadership to advance policies and practices that improve population health and equity. A B2F scholar would have access to participate in P3RC initiatives, particularly opportunities to obtain funding for Special Interest Projects (SIPS).

7. How would this Scholar align with your department's research vision?

HPA is highly committed to excellence in teaching (which, is reflected in the high number of HPA faculty that are consistently nominated (and often win)) the SPH Golden Apple Award for teaching. HPA faculty not only participate in, but also provide training workshops, on effective teaching methods (for example in their work with the UIC Center for the Advancement of Teaching Excellence (CATE)). We encourage and support all faculty to attend and participate in CATE opportunities. HPA offers both in-person and online programs at the certificate, master's and doctoral levels. We also have a number of resources recommended for our faculty for online teaching. Within HPA, the B2F scholar would be in a nurturing and highly stimulating environment that supports and encourages teaching excellence.



8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process for the Bridge to Faculty postdoctoral position will follow a well-developed HPA process for all faculty searches in our division and will include strategies to reach well-qualified URM candidates. HPA faculty search committees usually include 5-6 people in total, and include faculty representation across fields, ranks, gender and race/ethnicity. Additionally, we seek to complement our search committee with expertise relevant to the search from other departments. Additionally, we often include a staff representative, either at the HPA division level or at the UIC-SPH level. Importantly, at least one of the faculty representatives on the search committee is required by UIC-SPH to be a Diversity Advocate, trained at the school level by the UIC-SPH Office of Diversity and Inclusion to avoid implicit or structural bias that may affect the search process. The Committee works with the HPA HR staff and Division Director to determine the official paid sites for advertisement of the position. The HPA division usually pays approximately \$2000.00 for paid advertisements for a faculty search including postings in minority focused human resource sites such as and will do so in this case as well. **Furthermore, our recruitment will target HBCUs and MSIs along with organizations** such as the APHA, Sprit of 1848 and Society for the Analysis of African American Public Health Issues (SAAPHI). We will work both the SPH and Campus Offices of Diversity and Inclusion (ODI) to ensure both optimal sites for posting the advertisements and language in the posting for recruitment of URM candidates (for example, we will speak about the diverse study body at UIC). Once the paid advertisements are secured, search committee members and all HPA faculty are urged to advertise the position through their professional networks and affiliated listservs. Once all applications have been submitted and the search is closed, there is an initial review of candidates undertaken by HPA HR to ensure that candidates meet the minimum required qualifications. Next, the full list of qualified individuals are reviewed and a first short list is established for short in-person or virtual interviews. After this first round, the committee re-reviews the first short list and a subsequent list is developed for a round of "in-person" interviews which is usually comprised of 3-5 individuals. At this stage, candidates make a scholarly presentation of their research and meet with faculty, staff and students and HPA and SPH leadership. Following this process, the HPA Division Director seeks feedback/input from the search committee, the faculty, staff and students. The HPA Division Director will make the ultimate selection, in consultation with the search committee, faculty and campus.

With respect to this particular Bridge to the Faculty scholar recruitment, we will ask our colleagues to reach out to their networks to identify and encourage applications from promising candidates. We will also reach out to program Department Chairs directly and ask that they circulate this opportunity to their URM PhD students.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The primary responsibilities of the postdoctoral scholar will be to focus on launching their research

agenda. To support the postdoctoral scholar's development as a researcher, we will strongly encourage the scholar to participate in the following opportunities: the UIC OVCR's Responsible Conduct of Research (RCR) Workshop Series for Postdocs and Faculty; professional development seminars (e.g., BIRCWH Seminar Series and Scholar/Mentor Roundtable Meetings; Institute for Health Research and Policy (IHRP); Research and Professional Development Brownbag Series; CCTS Your Future in Science Series); the UIC-SPH Office of Research Services (ORS) Grants Seminar Series; Research Skills Development opportunities (e.g., the UIC-SPH/IHRP Research Methods Summer Short Course); the UIC-SPH Mentoring Program Series; and the UIC Office of Postdoctoral Affairs' seminars and workshops. We will also recommend that the scholar participate in a Writing Accountability Group (WAG) of the UIC Center for Clinical and Translational Science (CCTS). WAGs consist of four to eight members who meet on a weekly basis for a 10-week period and provides a valuable opportunity for developing a process and habit for academic writing in the context of peer support. Additionally, in the second year of the scholar's position, we will request that the scholar participate in the HPA grant-writing course offered each spring for postdocs and junior faculty in the Health Science Colleges; this will position them well for submitting a successful grant application in the first year of their faculty position.

Teaching expectations will be minimal during the scholar's two-year postdoctoral position with us providing the scholar the opportunity to teach or co-teach at most one course per year. More importantly, we would like to emphasize opportunities to help the scholar develop strong teaching capabilities. Therefore, the scholar will be expected to participate in the UIC-SPH Teaching and Learning Series at least once each semester. This series brings experts to UIC to support innovative teaching at SPH. Past and future topics include: The Importance of the "Why" in Lessons; Developing and Using Rubrics; and Strategies for Case-based Learning. Additional opportunities for teaching development will be facilitated, as appropriate, through the UIC Center for Teaching Excellence. Additionally, since we have a number of online programs, we will encourage the scholar to engage in a number of UIC trainings that are available for effective online teaching.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

In terms of mentorship, we will set up a mentorship group composed of faculty with expertise in key areas of policy, data analytics, economics and methods. All mentors will meet with the scholar monthly. As part of this mentorship process, the scholar will produce a research plan and timeline which will be a "living document" and updated and shared across all mentors to ensure that all aspects remain on track and that any issues that might arise are addressed without delay. The scholar will meet with the HPA Division Director quarterly to review progress, discuss goals and address any needs. Additionally, we will set the scholar up with a mentor inside of SPH but outside of HPA to help them navigate SPH as a whole and expand their collaborations. As noted above, we will setup a mentorship plan with a previous B2F scholar.

With respect to support for teaching, a professor in HPA with experience in teacher training will serve as a mentor and will offer direct guidance on teaching trainings and supports to help ensure that the scholar is an effective instructor. Additionally, HPA will arrange for peer teaching support where the scholar will receive formative written feedback and coaching on their teaching from a

faculty member, based on classroom observation and syllabus review for the elective course taught by the scholar in the first year. The scholar will meet with HPA Division Director to receive support to assess and respond to student evaluations – they will debrief on mid-semester and final semester teaching evaluations. The mid-semester meeting will focus on what is working well and what might need improving and what pivots can be made mid-course. The reviews overall will focus on identifying strengths and areas in which adjustments to course structure or pedagogy may be appropriate.

In terms of direct financial support, funds will be provided (up to \$2500 per year) to ensure that the scholar is able to participate in professional opportunities such as conferences, or to cover methodological training fees or software license fees. We will also facilitate the scholar's access to other appropriate campus resources, such as the Research Open Access Article Publishing Fund and research consulting services (e.g., statistical analysis) that are available through the CCTS.

Finally, with respect to physical resources, the scholar will have a dedicated office on the HPA 7th floor of the SPH building, personal computer, use of the division printer/copier, and any necessary office supplies.

11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

HPA will take into consideration a number of factors as part of our assessment of the postdoctoral scholar's accomplishments in their first year. Specifically, we consider the postdoctoral scholar to be on the trajectory for success and for recommendation by the HPA division for a tenure track faculty position if this individual successfully meets the following expectations:

- a) Demonstrated research plan that has been implemented with clear progress on specific research goals including acquisition of new data, completion of analyses, manuscript development, submission of manuscripts to journals, manuscript revision and possible publication. We will be focused on the scholar's trajectory of work with the understanding that research product metrics such as number of papers published may not be appropriate for a one-year period. We will be most concerned with the scholar's level of progress and evidence of upward trajectory.
- b) Evidence that the scholar has been successful in building and developing research collaborations; while recognizing that it will be our responsibility to help foster such collaborations.
- c) Evidence of the scholar's engagement in teaching development opportunities and evidence of teaching abilities in terms of effective instruction based on peer observation/assessment and student evaluations.
- d) Developed ideas for an external research proposal including evidence that the scholar has engaged research support opportunities and with the HPA/SPH faculty to obtain input and advice on various aspects of the proposal.

12. If the Scholar were to become a faculty member describe how they would help meet the

needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

HPA has relatively few tenured and tenure-track faculty compared to the number of students we serve. Furthermore, HPA has many teaching needs in our MHA, MPH and PhD programs which would benefit from a URM faculty representing the student population. The URM faculty member would be an incredible asset to the HPA to providing mentorship and advising to students. Tenure and tenure track faculty serve on graduate research committees, where having a more diverse set of committee members helps shape policy-relevant research questions that consider equity and inclusion for all.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

The postdoctoral scholar's transition to the tenure-track faculty position will be supported in the following ways:

- a) While the scholar is in the post-doctoral position, we will include the scholar in all faculty meetings and events to encourage a sense of belonging and peer connections with existing faculty.
- b) We will ensure that the scholar continues to receive appropriate mentoring and support through the SPH Faculty Mentoring Program. Additional guidance will be provided through the scholar's mentorship group from faculty members who have experience on promotion and tenure processes, expectations, planning, etc.
- c) HPA will provide research start-up funds of \$10,000 per year for each of the first three years for the faculty member to support their independent research program. This is in addition to start up support from campus.
- d) We will actively support the scholar with applying to the SPH Seed Funding program for new/junior faculty as well as other pilot research funding opportunities available in SPH and elsewhere on campus.
- e) We will have the scholar participate in the SPH Orientation for New Faculty as well as the related orientation that takes place at the campus level.
- f) We will provide a one-course reduction in teaching load for each of the first two years to ease the demands of the transition to the faculty role and ensure adequate time for continued development of their research program.
- g) We will limit service responsibilities during the first faculty year to, at most one HPA committee and will not expect any school-wide committee participation in the first year.

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the  
[redacted] e dean.

[redacted]

9/19/22

Department Head

Date

[redacted]

9/19/22

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Dean

Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

## This is the Fall 2022 B2F Program Application.

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:

Chemical Engineering

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The main goals of our application for the bridge to faculty (B2F) scholar program are (a) to diversify our faculty to better represent our student demographics, and (b) to develop a strong mentoring program for the B2F scholar to prepare him/her/them for a successful career.

The field of chemical engineering impacts everyone's lives in the world by producing cutting-edge solutions to **today's most critical societal problems such as sustainability, drinking water supply, climate change, renewable energy, and sustainable food sources**. However, the demographics of the researchers in the field do not reflect the demographics of the population that the field caters to. A similar situation exists in our department, where our student population is 23% Hispanic (~31.5% URM); **however, we do not have any Hispanic faculty. It will be challenging to sustain a diverse student body without a corresponding diverse faculty.**

The department will implement a mentoring program for the B2F fellow to help the scholar build proposal writing and research group management skills with the goal to develop an

independent, self-sustaining research laboratory. Since the department has strong research and teaching programs in the area of sustainability and entrepreneurship, the scholar will benefit from these strengths. Our faculty has broad research interests, and experience with mentoring junior faculty. The mentoring will be aimed at helping the B2F scholar build a portfolio of scholarly products, such as research publications to high-impact journals, patents to build intellectual property, and grant applications to federal and industrial sources.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

Our department is committed to creating a supportive and inclusive climate for students, faculty, and staff. We have an active faculty Diversity, Equity, and Inclusion (DEI) committee as well as a student DEI committee. These groups have been working closely to identify the diverse needs of the faculty, staff, and students. They performed a climate survey for faculty /staff and students in Spring 2022. Based on the results, we identified the needs and started to take actions to address those needs. These results show that we have to prioritize providing social/emotional support for our students.

The current student population of the chemical engineering department (ChE) includes 31.5% underrepresented members (URM); 23% Hispanic and 7.5% Black. It is very important that our faculty represents the demographics of the URM students, which will lead to a supportive environment. Currently, our department has only one underrepresented minority (URM) faculty (An African-American faculty member). The department intends to get to a position where the faculty is a true representation of our student demographics. Experiences and recommendations of B2F Scholar to the faculty DEI committee will enhance creating an inclusive climate in the department. Having prior experience of being a URM undergraduate and graduate student, B2F Scholar's perspectives and voice in the department would be greatly beneficial for the department to structure the DEI work.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Our department has been very active in creating a welcoming and inclusive environment for students, faculty, and staff. The faculty DEI committee works closely with the student DEI committee to identify the needs, and the DEI committee chair reports to the faculty at every faculty meeting. Hiring a URM faculty has been an ongoing effort for the department for many years and strategies have been discussed many times at the faculty meetings. Among those, the B2F program is also been discussed for several years, most recently in August 2022, at our annual retreat (a day-long event). During the retreat, the faculty discussed putting together a detailed proposal for the program and incorporating a dedicated plan to mentor the candidate, if we are selected. Then, in September 2022, the faculty again discussed the B2F application at our faculty meeting. Here a proposal was presented to the faculty with a vision for the position in the general area of sustainability and entrepreneurship. Given the impact of this position on the field of chemical engineering, there was overwhelming support for going forward with the B2F application.

6. How would this Scholar align with your department's teaching/training mission?

Students want a modern, "real-world" learning environment, and those schools and departments that offer it, have a distinct advantage in recruiting and retaining a diverse population. In addition, the greatest challenges of our time, including energy, climate change, biotechnology, and human health, are squarely in the wheelhouse of chemical engineering. Thus, it is our mission to keep our curriculum up-to-date to address the changing needs of society. In this effort, the department has recently launched five new concentrations for our BS program. Two of these concentrations are directly related to the expertise that we will be seeking from the B2F scholar. These concentrations are (1) Energy and Environment, and (2) Entrepreneurship. The B2F scholar initially is assigned to teach one course per year for one of these concentrations. If B2F scholar is interested, they will be given the opportunity to observe other faculty members' classes. Our department is strong in teaching, we have several faculty members with institutional and national level teaching awards. Also, a couple of our faculty members have expertise in engineering education research. These faculty members will create a teaching mentoring plan for the B2F scholars that will be implemented to ensure that the fellow receives guidance prior to and during teaching the assigned course.

7. How would this Scholar align with your department's research vision?

The chemical engineering department has a strong program in the area of sustainability (6 faculty members) and a new program in the area of entrepreneurship (3 faculty members).

The department aims to be a leader in the areas of sustainable drinking water, renewable energy, and carbon dioxide sequestration. Further, in the past two years, the department faculty members have started four companies and raised significant funds for their startups. Further, with support from the office of technology transfer, we have seen a significant increase in intellectual property filings by our faculty members. We have also launched an entrepreneurs' club in the department to support entrepreneurial activities. The B2F scholar will receive mentoring from the faculty members in one or both areas to develop the skills needed to be a successful faculty member. The collaborative environment of our department would benefit the B2F scholars and will help them to gain knowledge and skills on how to start collaborations with other faculty, other departments, and the industry. Moreover, B2F scholars' diverse experiences and knowledge would benefit other faculty in the department.



8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The department of chemical engineering advisory committee will become the search committee for the B2F scholar position. In addition to the advisory committee members, another chemical engineering faculty member who completed the UIC Equity Advocates training during Spring 2022 will be asked to serve on the committee.

The hiring process will be as follows:

- (a) Each committee member will receive hiring training provided by the Office for Access and Equity at UIC. In addition, we will ask the committee members to perform a self-bias analysis via Harvard's Implicit program (<https://implicit.harvard.edu/implicit/selectatest.html>). This will make the search committee consciously aware of their biases while they evaluate the applications.
- (b) We will build a candidate pool via extensive recruitment via SREB Scholar Directory, the Ford Fellows directory, NSBE, SHPE, LSAMP, AISES, SACNAS, MAES, GMiS, SWE, oSTEM, NACME, HACU, NOBCCHE, WEPAN, AIChE, IMDiversity.com, and NORC.
- (c) Candidate Evaluation: Each committee member evaluates all applications for candidates' research and teaching promises. The candidates are ranked based on a rubric to ensure high quality and the most relevant candidates come on top. A similar rubric has been employed by the department for other faculty searches.
- (d) The top 10 candidates will be interviewed via zoom to come up with a shortlist of 4-5 finalists, who will be invited for an in-person interview. The interview will include research and teaching presentations, and several meetings with faculty members, students, and administrators. Each committee member evaluates each candidate. Then a final rank is created by the search committee based on scholarly impact, publications, awards, recognition, focus on excellence, creative ideas, and strategic advantage to the department in terms of the research area/type.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The B2F scholar will be performing research (75%) and teaching (25%) activities as a part of the program. The main focus of the research component of the work will be on grant writing, understanding the funding landscape, attending funding workshops, and scholarly publications, and conducting impactful research in collaboration with senior faculty in the department working in the area of interest of the B2F scholar. The B2F scholar will also be teaching one course on a topic that best fits their research area. The B2F scholar will not be performing any

service activities so that the scholar can spend more time developing the skills required to be a successful faculty member.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The department of chemical engineering is committed to mentoring the B2F scholar via a process similar to the one that the department generally uses to mentor junior faculty members. As mentioned before, the main goal is to provide the scholar with the skillset, knowledge and strategic planning ideas to be successful as a faculty member. Towards this goal, the mentoring team will include at least one senior faculty member in the scholar's area of research, a senior faculty member who has had strong success in winning external grants, and a faculty member with a strong track record of teaching skills. The mentoring activities that will be offered to the candidate will include:

1. Development of a strategic plan. Via a candid discussion with the B2F scholar, a strategic mentoring plan will be developed to ensure progress towards gaining key skills required to achieve academic success. For example, target federal and industrial sources will be identified for the scholar's research area and relevant resources will be identified to understand the selection criteria for success.
2. Meetings with the mentoring team. To assess progress and provide guidance, the mentoring team will meet with B2F scholar at a frequency guided by the scholar's comfort level.
3. The department has an NSF CAREER committee that is an expert in NSF proposal writing. The committee will work with the B2F scholar to review NSF proposals and provide guidance.
4. The department will facilitate and the B2F scholar will be encouraged to develop partnerships with faculty members outside the department to gain insight on specific areas of experience and expertise (e.g., teaching, proposal writing). Thus, the B2F postdoc will have multiple mentors, outside the department, college, and UIC, as needed, in accordance with their plan.
5. The CHE department will ensure that B2F scholar has access to resources that promote professional development. The department will also ensure that the scholar is well connected with the CHE's main organization (AIChE) and other societies that focus on enhancing diversity.

11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

The following is a list of expectations for the B2F fellow:

1. Evidence of the ability to develop a strong research proposal as evaluated by funded projects or reviewers' comments on unfunded projects.

2. Evidence of the ability to develop a strong portfolio of scholarly work. This will be assessed by the number and quality of publications from research done at UIC.
3. Evidence of development of a strategic plan for building a self-sustained, independent research program.
4. Evidence of strong teaching skills. Assessed by the teaching evaluation score (more than 3.75 out of 5).
5. Evidence of managing research group and mentoring students. This will be assessed by success of the students mentored.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

Given the demographics of the student population of the department, the B2F scholar will serve as a role model for underrepresented minorities and significantly contribute to department's educational goals. Further, the department has just launched five new concentrations for undergraduate students. One of the concentrations is in the area of energy and sustainability. This concentration can significantly benefit from the teaching and research contributions of the scholar. The candidate will:



1. Teach a course related to their research area. The teaching load will be similar to that for all incoming junior faculty (2 courses per year).
2. The B2F scholar will also advise undergraduate students.
3. The college of engineering has a guaranteed paid internship program, where students with high grades participate as research interns in our laboratories. The candidate will be involved in mentoring these students as well.
4. Participate in student engagement activities, such as our new ACCESS program (Association of Chicago Chemical Engineering and Science Students).

13. How will you ensure there is an optimal transition from the scholar to faculty position?

The progress of the B2F scholar will be consistently assessed and monitored by the mentoring team during their meetings, and by the department head during the end-of-the-semester review meeting. Here, every effort will be made to ensure that any concerns or gaps are addressed appropriately. The B2F scholar will be provided all information about the faculty resources, teaching/research resources, student mentoring policies, and department policies and operations. Further, the B2F scholar will also participate in the orientation programs at the university and college level.

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	Vikas Berry	09/19/2022
<hr/>		
D	t Head	Date
		
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Dean		Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

**This is the Fall 2022 B2F Program Application.**

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:

Hispanic and Italian Studies

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The Department of Hispanic and Italian Studies has long established as a top priority hiring a specialist in the field of Mexican studies. UIC hosts a sizable Latinx student body; there is an important Mexican and Mexican-American presence in Chicago that has marked the city's cultural identity; and UIC has been designated a Hispanic Serving Institution. And yet, both the department and the School are severely underrepresented with respect to non-European, non-white Hispanic scholars. **There are no members of faculty in our department who specialize in and can teach and direct dissertations on the cultural production of Mexico of any period.** Likewise, **there are no tenured or tenure-track professors of Mexican descent with whom our students might identify or learn from.** This application is an attempt to remedy that deficit and to build upon what is a vibrant intellectual community in the Department of Hispanic and Italian Studies and the School of Languages, Literatures, and Linguistics. While, as a recent external review of our department noted, the linguistics section of the department has pioneered initiatives in bilingualism and heritage language teaching, our literature and cultural studies scholarship and pedagogy has lagged behind in its response to the needs of our students and the wider community. Undergraduate and graduate interest in Mexican Cultural Studies is high

and the present department faculty has attempted to meet students' needs as best as possible. However, we do not have experts in the field that can successfully address student demand. The hiring of a postdoctoral fellow specializing in the field of Mexican Studies would thus constitute a major contribution to the ongoing evolution and pursuit of excellence of the department. This position would increase our national and regional profile and help solidify our department's reputation at the forefront of Hispanic studies within the US. A new colleague in Mexican Studies would, moreover, increase the possibilities for interdisciplinary collaboration with other departments beyond the department and the School such as Latino and Latin American Studies, English, and Anthropology, as well as the new Center for Latinx Literature of the Americas. In making this application we have liaised with the directors of both Latin American and Latino Studies and the Center for Latinx literatures of the Americas who have demonstrated an enthusiasm to collaborate with us. Perhaps most importantly, the hiring of a post-doctoral fellow of Mexican or Mexican-American origin would demonstrate our commitment to providing our students of Mexican origin with a much-needed role model and potential mentor.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

Minorities are notably underrepresented among the faculty in our department. While the UIC student body — and ours in particular — is highly diverse, this is not reflected in the composition of the faculty. The data shows that those students in our department who identify as Latinx constitute the largest racial or ethnic group. For a Hispanic Studies department in a city like Chicago, it is remarkable that nobody among the faculty is of Mexican origin. It is a poor reflection on the multicultural — the demographic — reality we experience in our lives and in our classrooms on a daily basis. That said, many of our professors, and particularly our graduate students, are involved in activities that have brought Chicago-based Latinx, Mexican, and Mexican-American writers and filmmakers to campus. Likewise, our graduate students and members of the faculty have organized successful film festivals and individual screenings of Mexican cinema. These events have been carried out in collaboration with the Mexican History Museum in Pilsen, Latino and Mexican-American literary organizations, and UIC's own Latino Cultural Center. We have and have had in the past, graduate students whose dissertations range from a study of Mexican, Mexican-American, and Chicano literature produced in the US (and specifically in Chicago) to the work of [REDACTED] poet and essayist Octavio Paz. We envisage that the postdoctoral fellow would develop further ties with this diverse and under-represented community and work closely with undergraduate and graduate students. In this way the fellow would find a welcoming community and well-developed set of curricular and external initiatives that would provide a robust starting point for his or her career here at UIC.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Our faculty members have discussed the possibilities of this kind of hire for many years now, in meeting and via email. There is a broad consensus in the department that it should be considered the top hiring priority given the reasons outlined above. Such a view is in accordance with the recommendations of the department's most recent (Fall 2017) external review. As in previous years, in recent weeks, faculty support for the potential hire has been reiterated unanimously during the consultations carried out in preparation by the Head of Department for this application. The proposal also has the support of Professor José Camacho, the Director of the School of Literatures, Cultural Studies, and Linguistics.

6. How would this Scholar align with your department's teaching/training mission?

Teaching in our department is very much shaped and conditioned by diversity, namely that of our student body. As previously mentioned, a significant proportion of our undergraduates are heritage speakers, the majority being of Mexican origin. To a large degree this determines and enriches the department's pedagogical mission. It provides us with an identity and a mission distinct from other peer institutions.

7. How would this Scholar align with your department's research vision?

The research strengths of the literature and cultural studies section of our department lie in cultural memory, trauma and violence studies, film, gender, political theory, psychoanalysis, and philosophical approaches to literature. The postdoctoral fellow's research would ideally overlap with more than one of these fields in line with the interdisciplinary qualities that characterize the research agendas of our faculty members. This has various benefits both for the fellow and the department itself. We would welcome a fellow and future faculty member who could participate in the type of interdisciplinary initiatives that we have pioneered in the department and help us conceive and develop new projects congruent with his or her specific interests and area of specialization. On a different level, while there is a historical division within the department between the Hispanic linguistics and the literature/cultural studies sections (irrespective of the very cordial and collaborative relations we maintain), a Mexicanist could theoretically bridge that divide were he or she to have an interest or a familiarity with the heritage and/or knowledge of indigenous languages and cultures.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process for this position would be similar to that of a regular faculty hire. The department faculty would meet to draft an advertisement which, once ratified by the Office of Access and Equity, would then be sent to the usual venues for recruitment: the Modern Language Association Job Information List, the Chronicle of Higher Education, and specialist organizations and publications in Latin American, Latino, and particular Mexican studies. We

would thus seek to broaden the search so as to reach the most diverse applicant pool possible. The ad would request the standard materials for the hiring process (a cover letter, CV, writing sample, letters of recommendation, and a diversity statement). It would also clearly state that the successful candidate must have a doctoral degree by the start of the fellowship, 8/16/23. We would establish a search committee (with at least one representative from another department or center with whom the applicant might collaborate). The members of this committee would undergo specific training in questions of diversity. Once the applications were reviewed (mid-December), we would invite approximately 10 to 12 candidates for 30-minute skype or zoom interviews, and then make a further selection of 3 candidates to visit campus in February through to early March. During these visits each candidate would present their research as a lecture, meet individually with faculty members and the administration, and teach a literature or cultural studies class.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

We consider the postdoctoral position to be scholar-centered and as such he or she will be given a reduced teaching load with only one class per academic year, and consequently will have considerable time to devote to his or her research project. The courses assigned to the scholar will be based on a plan developed in consultation with him or her, one that reflects his or her interests. To this end, in his or her first year the scholar will ideally teach either an advanced undergraduate (at the 300-level) topics class or one of our introductory classes in literary criticism or cultural studies (at the 200-level). This will depend, in part, on our needs at the time and the scholar's interests. In the second year the fellow will have the opportunity to teach a graduate level seminar in the field of his or her research. As part of the mentoring plan and in consultation with the scholar, his or her classes will be peer observed by other members of faculty as is the norm in our department and his or her student evaluations will be scrutinized carefully. Given the scholar's reduced teaching obligations, we would expect him or her to present work at a minimum of two conferences and produce two articles a year, while simultaneously making progress with a book-length manuscript (presumably a revision of the scholar's dissertation). We would encourage the postdoctoral scholar to participate in the intellectual life of the department and the School (as well as other venues at UIC, such as the Institute for the Humanities and its various working groups, **as well as the recently-founded Center for Latinx Literature of the Americas**). These forums provide an ideal place for the



scholar to share his or her research with colleagues and graduate students beyond the classroom.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The postdoctoral scholar would be assigned two mentors. As is normal for new hires at a junior level, he or she would have a faculty mentor from within the department who would work closely with him or her, read his or her research in draft form and comment upon it. This mentor would be responsible for not only following the scholar's professional development but also for his or her personal wellbeing. In addition, we would assign the scholar an external mentor, who would also read and discuss the scholar's work, encourage interdisciplinarity, and offer further advice beyond that provided by the department. The scholar would be treated as an equal member of the faculty and like any other new hire would be assigned a private office, a computer, and other material necessary for his or her work (whether research or teaching). Likewise, the scholar would be welcome at faculty meetings (both departmental and School-wide), included on email listserves and discussion groups. The scholar would be encouraged to take advantage of the mentoring opportunities and resources provided by the Office of Diversity and its Centers for Cultural Understanding and Social Change. The scholar would also be introduced to the coordinators of the Latino Cultural Center and to our colleagues in the department of Latin American and Latino Studies, as well as the Center for Latinx Literature of the Americas with a view to possible collaborative projects and other mentorship opportunities. In sum, in addition to a one-on-one mentorship relationship (with two mentors), regular meetings with the Head of department (at least once a semester) and class visits, the department is committed to facilitating for the postdoctoral scholar an intellectual and personal support network within its confines, those of the School of Literatures, Cultural Studies and Linguistics, and beyond, that would help ensure a successful career here at UIC.

11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

By the end of the scholar's first year, we would expect to see concrete evidence of his or her contributions to the field of Mexican and/or Mexican-American studies in accordance with the plan established with the scholar's mentors. The Head of department in consultation with the mentors will appoint a committee of three faculty members to conduct a review of the scholar's performance. At this stage the scholar should have submitted one article to a peer-

reviewed journal and have a second in preparation. He or she should also have disseminated his or her work at symposia and conferences in the field. We will also evaluate the scholar's teaching performance via student evaluations and classroom peer observation. The committee, moreover, will assess the scholar's contribution to the intellectual life of the department and the wider UIC. The scholar will receive extensive and written feedback in the form of a report compiled by the committee and overseen by the Head of department.

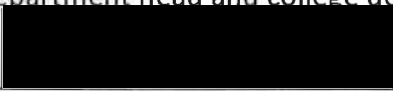

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

As highlighted above, a significant proportion of our undergraduate students are of Mexican heritage and yet currently we have no faculty members of similar origin. It is a matter of urgency that we go beyond mere theoretical commitment to put into practice our mission regarding diversity, equity, and inclusion. Our undergraduates need to see themselves in their professors. Our curriculum reflects the areas of growth in Hispanic studies. While retaining certain key features of traditional study in Spanish language and literature we have also expanded to incorporate a variety of new pedagogical material and practices under the rubric of cultural studies. A Mexicanist would help meet the needs not only of our undergraduate students but would also enrich and enliven our graduate program. Furthermore, a scholar from an underrepresented minority is potentially more able to establish links and facilitate mentoring opportunities, as well as acting as a role model, than with the current composition of the faculty. The postdoctoral scholar could contribute to both our undergraduate and graduate student needs in multiple ways, such as (but not in any way limited to), urbanism, film, indigenous cultures, the border, photography, as well as the literature of Mexico and/or Latinx, Mexican-American literatures and cultures. In the same spirit of diversity, a Mexican or Mexican-American scholar could make an important contribution to the promotion of the department beyond the classroom and in the wider community.

13. How will you ensure there is an optimal transition from the scholar to faculty position? We are committed to assisting the postdoctoral scholar in his or her endeavors to successfully complete the transition to a faculty position. To bring this about, and as outlined above, the Head of department will meet with the scholar at least once a semester for the duration of the postdoctoral period. This will be in addition to the scholar's meetings with his or her faculty mentors. The Head will appoint a committee of 3 senior faculty members who will monitor the scholar's progress, review his or her publications and offer written feedback. As previously mentioned, each of the scholar's classes will be observed by a different member of faculty and the scholar will receive detailed peer evaluations.

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	09/14/22
Department Head	Date
	9/15/22
Dean	Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

## This is the Fall 2022 B2F Program Application.

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:  
History

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

3. Why are you applying to the Bridge to the Faculty Scholars Program?

The Department of History is applying for a B2F postdoctoral fellow this year for several reasons, but two are key. First, the Department of History has proven over the past several years to be a nurturing place for junior scholars and underrepresented faculty and students in particular. Through our past experience with the B2F program and specifically in bringing in Dr. Ivón Padilla-Rodriguez, the Department has shown itself to be a welcoming place with a strong network of mentors in place, where scholars can succeed professionally and, I venture to add, even socially. Our junior cohort of faculty has bonded tightly and has included our B2F postdoc. They support and guide one another, and really compliment the strong networks the department already has in place. We have senior scholars eager to guide and assist, and, as Chair, I've made it my primary duty to work on behalf of my colleagues' professional success. The proof is there, too. We have put forward a number of incredibly strong (and successful) tenure and promotion cases in the past 10 years, and our department is collegial and welcoming and premised on bringing out the best in every scholar and young scholars especially. Although I would never venture to speak on behalf of Ivón, she has told me firsthand how welcome she has felt in our department and how supported she feels. We have guided her through the maze of accessing her research dollars, provided her with venues to

present her work to colleagues, protected her from service within the department (which is of course a key condition of the postdoc!), and guided her to editors and presses where her work can feature. If she has questions, she has told me she has a large number of places to go for answers and she has little problem coming to me about issues big or small. We do what we can to allow our scholars to succeed.

The second reason we are applying for a B2F this year is because we have, through the extensive work done in our Advancing Racial Equity (ARE) discussions, identified key shortcomings in our department and put forward strategic ways in which we can remedy those shortcomings while developing a well-rounded and forward-thinking curriculum that puts us in the forefront of our discipline and serves our students well while reflecting our institutional commitment to diversity, equity, and inclusion.

In this regard, two factors have aligned that led to this application. First, we have identified that, compared to where we want to be and how we compare with our peer institutions, the Department of History is incredibly shortstaffed in both Black and Native American scholars. We have, on paper at least, three self-identifying Black faculty members in our department, Barbara Ransby, Cynthia Blair, and Elizabeth Todd-Breland. But in reality, these faculty have either multiple joint appointments or are stretched so thinly they cannot contribute to the department in ways that we would like them to, or that our students need them to. For instance, because of all her amazing work, Prof. Ransby has just a 12% appointment in our Department, rarely teaches for us (once every eight semesters), and is not a regular participant in department events. She is simply stretched too thin. Meanwhile, Prof. Blair has just a 25% appointment and she, too, is overtaxed with the work of running the African American Cultural Center. And while Prof. Todd-Breland has a 100% appointment in History, her commitments to the City of Chicago (Mayor Lori Lightfoot appointed her to the Chicago Board of Education) have stretched her abilities to contribute fully to the department as well. Still, as the only [REDACTED] faculty member with an office on the 9<sup>th</sup> or 10<sup>th</sup> floor of University Hall, Prof. Todd-Breland has taken on a huge amount of service, most especially with our Black graduate and undergraduate students. And most of the time, if Elizabeth can't come to an event, we have no [REDACTED] faculty present. We learned powerfully from a climate survey we conducted of our graduate students through our ARE work that our efforts to recruit underrepresented graduate students have been greatly hampered and even harmed by the lack of [REDACTED] faculty present in our department despite Prof. Todd-Breland's heroic efforts. Again, this isn't criticism of any of these faculty members but simply to emphasize how thinly stretched they are and that we have a real need for more [REDACTED] faculty, despite what it may look like on paper. Indeed, our graduate student ARE survey articulated how this lack made it impossible and perhaps even immoral to recruit cohorts of underrepresented graduate students without sufficient faculty to mentor them. Following research that shows that cohorts, however small, lead to professional success, it would be fantastic to develop a cohort, however small, of [REDACTED] faculty, someone who could join Prof. Todd-Breland as key [REDACTED] voices in department meetings and in engagements with graduate students. Forming this cohort could also lead to an environment where other [REDACTED] professors already at UIC might feel more inclined to participate in our events.

This problem of lack of representation is equally acute when it comes to the presence of Native American scholars, of which we have none (while acknowledging the blurry line between

Latinos and indigeneity--we have taken concerted efforts to grow our population of Latinx faculty including in our previous B2F fellowship, but none of these scholars openly identify as indigenous). While being careful not to be too presumptuous about assuming that research specializations follow identity, we are on the cusp of creating a Native American Studies minor at UIC and we simply need more classes taught and students mentored. Currently we have one faculty member, Prof. Hayley Negrin, who works in Native American history (although she herself does not identify as Native American), and she has been taxed with carrying the load of doing almost all the teaching and service for this emerging field at UIC. Chicago of course has the third largest population of Native Americans in the entirety of North America, and UIC serves the city of Chicago.

A potential solution? It so happens that, at the same time we have been made aware of these deficiencies (not wholly unknown of course, but underscored by some of the responses in the climate survey of our graduate students), the Department put forward as its top hiring priority, a scholar in colonial Latin America who specializes in the history of slavery or indigenous peoples. Our department has developed a new strength in modern Latinx and modern Latin American history (in part as a response to our changing student demands) but we now have a critical need in the field of colonial Latin America. We haven't had anyone with this speciality since Javier Villa-Flores left UIC almost ten years ago. Likewise, we are critically in need of an historian of slavery and/or the Atlantic slave trade, especially since the Black Studies department has no scholar of slavery either. The great majority of enslaved Africans went to the Caribbean and Latin America, so it makes sense to search for a colonial Latin Americanist with a focus on the slave trade.

Given the centrality and vitality of new histories of colonialism and slavery, we have the opportunity to make an important hire at the intersection of these fields, which would greatly bolster our graduate and undergraduate teaching in African, Latin American, and colonial history more broadly while also addressing our department's acknowledged needs in hiring more Black and Native American scholars. And we have the track record to nurture this scholar's professional and even social success. This is the perfect alignment of needs and could have a domino effect of making the Department of History a more welcoming place for all sorts of underrepresented students and faculty.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

As mentioned above, the Department of History lacks sufficient representation of Black (fewer than 1.4 FTEs) and Native American (0 FTEs) faculty who can offer courses on the experience of enslaved and/or indigenous peoples in the colonial world. Enrollments in History courses remain incredibly strong, our majors are growing, and **we believe that one key to continuing to attract a new generation of students at both the undergraduate and graduate level is to diversify our faculty and the courses we offer. We have taken concerted efforts to begin this process (mostly by recruiting Latinx scholars)** and have seen amazing results. We feel we are ready to take the next step and alleviate the tremendous service done by the faculty we

already have. It would also take an important step in addressing needs that emerged in our climate survey.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Each year in April the department hears proposals put forward by an ad hoc committee on hiring priorities, and then decides what priorities to make to the Dean. This year, the ad hoc committee was instructed to pay particular attention to deficiencies revealed in our year-long ARE work. The position outlined above was voted as our co-number one choice. Once I informed the department that it could submit a B2F application this year, we discussed the matter at our first department meeting in late August 2022 and unanimously agreed to move forward with the above proposal--an attempt to hire a Black or Native American scholar of colonial Latin America who specializes in the study of slavery or Indigenous peoples (while recognizing the blurry line between Latino identities and that of indigenous people). Several faculty immediately volunteered to help mentor any future scholar. In short, the proposal sparked energy into a lengthy department meeting and provided us with some hope that we might be able to take significant leaps in some of the initiatives we spent so much time on when we developed our ARE plan while also working to nurture a young scholar into the profession.

6. How would this Scholar align with your department's teaching/training mission?

As mentioned above, the Department of History has new strengths in modern Latinx and Latin American history, but not a single scholar who does colonial Latin America. In addition, we have basic coverage of early American history, but not of slavery or of the transatlantic slave migration. These are huge and dynamic topics in the field of history right now. They are where much of the creative work is taking place. Not having a person in these teaching arenas limits our ability to recruit and teach graduate students in Latin American and Latinx history, as well as in African American history focusing on the early/colonial era. Depending on who the successful candidate is, this person really could be an important player to foster our student body and help us become a national leader in Latinx and Latin American history and in colonial era slavery. Bringing in an underrepresented faculty member would provide critical mass to our concerted efforts.

7. How would this Scholar align with your department's research vision?

The Department of History is filled with top scholars who produce work at the highest level. We would expect any scholar who joins our ranks to operate at that level. We, thankfully, also support those scholarly efforts. We work with the College to ensure key course reductions for junior faculty, significant research budgets, and, perhaps most importantly, a productive environment to shepherd scholars along. We have a mentorship program in place already for

all faculty (and the B2F requirements fall easily within our current model, as explained below). We also invite scholars to present their work at Department brownbags, where they get incredible feedback (this past Wednesday, for instance, saw 30 people show up, all of whom had read the pre-distributed chapter and many of whom had submitted written feedback before the meeting--and this to our current B2F fellow who has already accepted a job offer at UIC).

In addition, this new B2F scholar would fold nicely with our current faculty. As I mentioned earlier, we have an emerging strength in Latin American and especially Latinx history, and we have the potential for strength in early American history (just not enough critical mass). A hire in these subjects would find a ready environment of smart scholars interested in their work and able to coach young scholars toward the best conferences, journals, and book editors. We have an environment where academic success is part of who we are, and scholars are helped along on every step of the way.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

8. Search process (the tab above is broken): As for the search process, we would do what we did two years ago when we hired our other B2F fellow: conduct a national search for a faculty position, with the development of a three- to five-person search committee, a call for applications in the leading journals lasting from October to December requiring a letter of application, a CV, the names of three evaluators (letters will be required for those who make it past the first round but not for everyone to prevent excess work and the expenditure of social capital), and a writing sample, then an interview of the long short list of 10-12 candidates in January (probably over zoom), then an invitation to the finalists to campus in February or March before the Department as a whole votes on a candidate to recommend to the dean. We 100% anticipate this scholar will become a faculty member and we conduct a search as though that were the case.

Duties/responsibilities: We would expect the candidate to:

(1) teach one course during their post-doctorate fellowship. Ideally, this would be a course of their own creation taught during the second year, most likely taught at the 400-level to History



majors. This would allow the candidate to build a teaching portfolio and gain experience in the classroom, while also giving the candidate ample time to work on their research and writing;

- (2) complete any necessary post-doctoral research during their first year;
- (3) prepare an article or book chapter for submission for publication;
- (4) attend professional conferences; and
- (5) make substantial progress toward revising the dissertation for publication as a book. As a result, the candidate would enter the tenure-track role as an assistant professor already well advanced toward tenure (the traditional route to tenure in History is good teaching, good service, a book from a major university press, and demonstration of professional visibility). We would also assign mentors who will help the candidate to keep on pace with these goals and support their research and professional development, as well as lead a first-year evaluation at the end of the scholar's first year.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

As we did in 2020 (which seems to be working), we will keep our five-point plan in place:

(1) Our department already has a robust mentoring program in place for junior faculty. Traditionally, new faculty are assigned a senior mentor and they are required to meet at least once a semester. In this case, we would modify that slightly to appoint the post-doc holder both a senior faculty mentor (who can help navigate professional issues such as publication, visibility, and so on) as well as a junior faculty mentor (who can offer support and advice about the challenges of life **as a younger faculty member of color**). We would require these mentors to meet with the postdoctoral fellow at least once a semester and be available for consultation throughout. (Indeed, Elizabeth Todd-Breland, Hayley Negrin, Lilia Fernandez, and Jeff Sklansky have already committed to serving in this role if it made sense based on the specialities of the fellow, and Ivón herself, although she'll only be in year 1 of her tenure-track professorship has agreed to help in an informal way.)

(2) We would also work with the post-doc holder to select mentors who fits her or his needs outside History in order to help them to build a network of colleagues in the College of Liberal Arts and Sciences, perhaps, depending on the postdoc's speciality, in BLST or NAST or anywhere else that made sense.

(3) Our department would also assign a teaching mentor to ensure that the candidate succeeds in the classroom, possibly including the award-winning teachers in our department, such as Lynn Hudson or Julie Peters, who have also already volunteered.

(4) In addition, we would provide the post-doc an office with a computer and access to departmental administrative support and funds for conference/research travel and books.

Although any amount we request would have to be negotiated with the College and University, offering \$10,000 in start up funds would be more than sufficient to get this scholar the support they needed.

(5) Finally, we would work with our department's liaison at the UIC Library, a former PhD student of ours, to ensure the post-doc had ready access to all the materials he or she needed. Effectively, our goal would be to welcome the candidate to the department as a full faculty member --albeit with no service obligations and a much reduced teaching load --in order to facilitate their transition to the regular faculty after the second year of their post-doctorate fellowship.

11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

Per our successful model from our 2020 B2F, we would expect the B2F scholar to:

- Have completed at least one article/book chapter manuscript and ideally have submitted it for consideration to a major journal;
- Have made verifiable process on transforming the dissertation into a book, including working with the Chair of History to begin consulting with editors at major publishing houses;
- Have presented or submitted an application to present at one major academic conference.
- Have designed one new undergraduate course, which the postdoc would teach second year.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

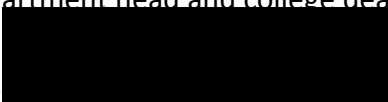
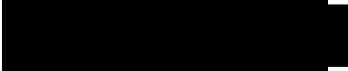
As mentioned above, the Department of History voted someone with this specialization as our number 1 hiring priority this year. We think this scholar would round out vital and neglected aspects of our graduate and undergraduate curriculum, allow us to attract more History majors because of the classes we could offer, allow us to recruit more graduate students (URM and otherwise) and teach and mentor them successfully, and help our department's intellectual and social community by bringing in the various skills they will bring in.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

We already have in place a method of how this transition happens, placing special emphasis on our mentoring and by crafting ambitious yet attainable goals for the fellow's first and second years. This puts them on good footing not only to begin as faculty but to be well on their way toward achieving tenure in our department. They are ready to go. One obligation of the mentoring team is to present to the faculty the accomplishments of the B2F fellow during their first academic year (this meeting takes place in late April). The report is then submitted to the faculty for a vote on whether or not we feel ready to move forward with a hire for tenure-track line. If approved, we then spend the summer working on an offer, which then puts the B2F fellow on secure ground to finish their second year and move forward with their scholarship without the burdens of the job market. We hope after their fellowship they are not only well integrated in the department but also well on their way in accomplishing what they need to in order to begin the quest for tenure.

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	9/16/2022
Department Head	Date
	9/16/2022
Dean	Date



# Bridge to the Faculty Scholars Program Application

Fall 2022

**This is the Fall 2022 B2F Program Application.**

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 19<sup>th</sup>, 2022**. Please type your responses directly into the text boxes below.

1. Department Name:

Disability and Human Development

2. Please check the boxes next to the statements that apply to your department:

This is the department's first application to the B2F program.

This department has previously been awarded a place in the B2F program.

Please indicate years were awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

This department has applied, **but has not been awarded** a place in the B2F program.

Please indicate years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

3. Why are you applying to the Bridge to the Faculty Scholars Program?

We are applying to the Bridge to the Faculty Scholars Program to attract a Scholar from a group that is under-represented in our field, with the intention of supporting the Fellow to grow into a faculty leadership field role within the Department of Disability and Human Development (DHD) and the field of Disability Studies. DHD uniquely provides a comprehensive range of academic programs that center disability studies at its core within a broader context of disability and human development research. We offer an undergraduate Minor, a Bachelor's, an MS, an accredited Post-Baccalaureate Certificate in Assistive Technology, a Cooperative Career Experience Undergraduate Certificate, Post-Baccalaureate Certificate in Disability Ethics, a joint Post-Baccalaureate Certificate in Disability Legal Studies (with UIC Law School), and a PhD in Disability Studies. Our academic programs are highly interdisciplinary, cross cutting social sciences, arts and humanities, and applied health sciences, and faculty maintain strong ties to local, national, and international community organizations. Faculty come from fields of: Cultural Studies, Disability Studies, Developmental Pediatrics, Education, English, Engineering, Gender Studies, History, Medical Education, Occupational Therapy, Psychology, Public Health, Public Policy, Rehabilitation Sciences, Sociology, Speech Therapy, and Theater. The variety and strength of community partnerships cultivated between our academic programs and diverse

disability organizations and projects as well as with social justice groups that embrace disability inclusion within Chicago, Illinois, nationally, and internationally exemplifies engaged scholarship and offers students opportunities for community-based learning, research, and service. This interdisciplinarity is infused throughout faculty research, teaching, and service.

In the last few decades, Disability Studies has expanded at an exponential rate and has achieved a significant level of academic recognition. During this time, our department and academic programs have undergone considerable development as well: clarifying our mission, investing in our infrastructure, and solidifying the excellence of our research. Our academic programs mobilize the unique and diverse makeup of faculty, relationships with community partners and disability organizations, and leadership within the fields of disability and human development and disability studies to provide students with broad, interdisciplinary degrees that blends theory, research, and practice.

It is widely known, however, that people of color have been significantly under-represented in the field, prompting the emergence of a People of Color Caucus in the Society for Disability Studies and related efforts by that organization's board to develop affirmative recruitment initiatives and foster systemic changes in how the field maps its genealogies, prioritizes its initiatives, and builds its canon. The field, including many leaders within DHD faculty, are working towards crucial transformations to center the voices of scholars of colors, disabled scholars of color, and scholars from the Global South whose work has historically been marginalized within Western academic spaces. These field-wide efforts include the cultivation of de-colonial epistemologies and work that prioritizes the insights of migrants, refugees, and indigenous peoples. As a leader in disability studies and disability research more broadly, DHD is invested in and committed to disrupting and challenging the whiteness of the field by cultivating intersectional and transnational Disability Studies work. In doing so, we leverage the expertise of faculty whose work includes transnational and de-colonial feminist disability studies, Crip-of-Color critique, queer/crip theory, international disability policy research, global disability organizing and activism, Asian American mental health research, community based participatory research, inclusive research, and health equity research. For our efforts to have maximum impact, we need an investment in creating and sustaining a pipeline for future scholars and the Bridge to the Faculty Scholars Program will support DHD's ongoing commitment to diversify the field.

4. What are your department's diversity needs/goals and how would a Bridge to the Faculty Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

Our diversity goals are to recruit and retain diverse students and faculty, ensure comprehensive support for diverse students and faculty, and center diverse voices in our curriculum and research. We have been successful at recruiting and retaining Black and Latinx students at the undergraduate level, but not at the graduate level or with our faculty hires. During Spring 2022, we participated in a college wide effort to improve diversity, equity, and inclusion by assessing the culture and climate within the individual department and at the college level. The Inclusive Excellence Taskforce, with representation from DHD, spent two-years developing, conducting,

and then writing up the results of this climate survey. The report includes clear directions for bolstering the university-wide investment in DEI efforts by creating a systematic approach to accountability across department and college levels. The careful consideration, time, and collective efforts put into this work has strengthened DHD's approach to inclusion efforts and created a more intentional approach to addressing the areas of opportunities the survey revealed. Through the process of reviewing the report, we are also reviewing ways to further increase the strengths that we have such as our student diversity, community-based and social justice informed scholarship, and the interdisciplinary expertise of our faculty. Immediate action items that followed from this report and survey include: electing a new and more comprehensive DEI committee made up of academic administration faculty, elected tenure system and clinical faculty, staff, and students (one of which must be international); a workshop in fall term with the chair of the college-wide Inclusive Excellence Committee; and a department wide strategic planning that includes actionable and measurable goals of increasing and facilitating diversity, equity and inclusion. The college is currently forming a committee that will be working closely with departments to ensure strategic planning efforts and goals are enacted and accountable.

Multiple departmental committees, including the DEI committee and the Academic Advisory Committee (AAC), have identified the specific need to recruit new faculty member(s) that match the diversity of our student population and who possess content expertise in areas that would expand the scholarly expertise of our existing faculty. Students consistently provide feedback on the need to recruit a more diverse faculty and have expressed the need for Black and Latinx mentors to bring increased diverse perspectives into the curriculum. **We have engaged in outreach to under-represented groups, and our recruitment of women and people with disabilities has been very successful**, although our graduation rates of students with disabilities have lagged other groups. **Our efforts to target under-represented groups in increasing our student body include direct mailing of program information to institutions and programs serving minority students as well as to disabled student service offices at colleges and universities across the country.** We nominate applicants from under-represented groups for minority graduate student fellowships, such as the Graduate College Access Fellowship, Pipeline to Inclusive Faculty Program, and Diversifying Higher Education Faculty Program – and our nominated PhD students have been successful in receiving these highly competitive fellowships. One approach we have taken to develop a stronger pipeline of minority students is through our new undergraduate program, which has most of the total enrollment being students of color which we actively recruit and retain through local high schools and community colleges. We see this program developing into a pipeline to graduate school enrollment, and subsequently contributing to the field's effort to diversity its scholarship and leadership. In addition, DHD has the Ethel Louise Armstrong Endowed Ph.D. Fellowship to provide support to women with physical disabilities who are pursuing their doctoral degrees in Disability Studies. However, we have had much less success with our faculty hire efforts. These efforts need to be complimented (and thus amplified) by the recruitment and retention of diverse faculty. We have a strong emphasis on tenure system faculty and full-time non-tenure system faculty (e.g., clinical teaching faculty) teaching our core and elective program courses and serving as advisors for our graduate students. Overall, we have 11 tenure system DHD faculty, 14 non-

tenure system DHD faculty, and four OT tenure system faculty that have joint appointments in DHD. Additionally, other non-tenure system faculty (e.g., clinical and research faculty) serve as guest speakers, occasional committee members, and supervisors for graduate student research and/or graduate assistant positions. Beyond this, we draw on the expertise of 18 adjuncts and affiliated faculty to occasionally guest teach an area of their expertise and serve on student committees. Furthermore, we have a strong externally funded research program of centers and projects that focus on engaged community programs targeting underserved populations and that provide research experience and training for students and post-doctorate fellows. For example, as part of our Institute on Disability and Human Development, we support and host the Chicagoland Disabled People of Color Coalition organization and the Coalition of Autistic and Neuro-divergent Students. We also support Grupo Salto, the organization for Latino families of a member with Autism. The ongoing challenge of increasing the racial and ethnic diversity of our faculty, which as noted above, is a critical challenge in the broader field. We actively seek to recruit and retain faculty with disabilities and other faculty from traditionally underrepresented groups and have some representation of diversity (e.g., disability, gender, and LGBTQIA). **To increase the diversity of our post-doctoral fellows we recruited two fellows in the last year, one who identifies as Latinx and the other as Black.** Each of these fellows is showing great promise as disability researchers and receiving strong mentorship from faculty. However, we have not been as successful in recruiting a Black or African American faculty member and have only a small number of PhD students that identify as Black or Latinx. In broadening the diversity of our faculty, we hope to recruit and support faculty whose scholarly work contribute to the social justice mission of our department and the university.

5. How have faculty been consulted on the vision for this position? (Discuss your process.) Faculty have provided ongoing consultation to the vision of this process by contributing to and reviewing previous Bridge to Faculty applications and participating in a department wide strategic planning session where we identified the content and disciplinary gaps within our faculty expertise (as described in question 1). The process for the current application has been formalized using the following steps: the newly formed DEI committee has developed the initial proposal. The proposal was presented at a special session faculty meeting specific to the proposal, where faculty members discussed the process and provided written and verbal feedback on the vision for this Scholar within the Department and specific aspects of how to support the Scholar. The proposal was sent to faculty governance core committees of the department (which have representation across all faculty levels) for input - the Executive Committee, Academic Affairs Committee, and the Promotion & Tenure Committee.

6. How would this Scholar align with your department's teaching/training mission?

The Scholar would align with our department's teaching and training mission by broadening the interdisciplinary expertise of our department and participating in teaching opportunities of the scholars' choosing. Our academic programs are authentically interdisciplinary, with faculty, students, and curriculum spanning the social sciences, humanities and arts, and applied health sciences. The Scholar would have an opportunity to be part of this interdisciplinarity as well as bring unique and new areas of focus to the academic programs. The teaching mission of DHD is to prepare students to be critical thinkers who contribute new knowledge to disability studies and related fields. We have long been a leader in Disability Studies education and have some of the most prominent educators, scholars, and researchers in the field. Several of our faculty have received teaching awards, such as the UIC Award for Excellence in Teaching and the Teaching Recognition Program Award and the AHS Excalibur Award for Teaching Excellence and are leaders in creating accessible curriculum. Our programs encourage students to learn about and critically analyze competing theories, models, and discourses on disability, including individualizing and medicalizing deficit frameworks that have been historically dominant. The participation of students and faculty with a variety of intellectual, professional, and personal experiences has deepened and enlivened this critical dialogue. It is not unusual for us to have class discussions or colloquia in which health professional students converse with humanities students, students with disabilities engage with nondisabled students, activists challenge scientists, and students born in the U.S. exchange perspectives with international students. The Scholar would come into a department whose academic programs are among the most interdisciplinary and strongest in the nation. Our faculty have made deliberate efforts to include national and international perspectives, policies, literature, culture, and history in our teaching of disability studies. We recognize that an essential aspect of studying a construct with the complexity of disability is to consider the importance of historical, cultural, (inter)national, political, and representational contexts. Our most recent faculty appointments in the areas of humanities and health have furthered this effort and this Scholar would have an opportunity to contribute to this work.

Building stronger networks across campus has contributed to the program's interdisciplinary educational goals. Faculty from DHD and OT teach and advise students and serve on the primary academic advisory committee for the academic programs. Additionally, faculty from other units in the college and across UIC (including Physical Therapy, Kinesiology & Nutrition, English, History, Gender and Women's Studies, Black/African American Studies, Global Asian Studies, Information and Decision Sciences, Public Health, Medical Education, Social Work, Anthropology, Museum Studies, and Law, etc.) serve on our PhD students' preliminary examination and dissertation committees. Our faculty also hold peer-to-peer "lunch and learn" teaching meetings once per month to share ideas and discuss issues specific to teaching pedagogies, technology, assessments, and grading, and working with TA's, etc. Our philosophy is that our academic programs are open to any student who is committed to studying how disability "works" and what can be done to lessen the negative personal and social consequences of disability. This includes the study of what disability reveals about society and humanity as well as how it affects people who fall both within and outside of the category. Scholars from any discipline can engage in Disability Studies. The educational elements that are unique in our programs when compared to other programs are that it encompasses a wider



range of disciplines in its faculty and students; and it brings together a larger number of faculty who are acknowledged leaders in disability scholarship and in the development of Disability Studies as a field. Expanding the diversity of faculty will enable our ongoing efforts to mentor and support students and further our teaching and training mission.

The Fellow's teaching opportunities will be Scholar focused, as our curricula are intentionally designed to draw from the disciplinary and content area expertise of new faculty and post-doctoral scholars. Within the field of Disability Studies, independent teaching and/or curriculum development is essential for candidates to be competitive for tenure track positions. The Fellow will be giving the opportunity to teach and/or develop a new course during their Fellowship period (teaching expectations are described in greater detail in response to question seven).

The Scholar would be well supported in developing their teaching skills and have an opportunity to bring their own area of expertise to the academic programs as well as benefit from the current richness of interdisciplinary training of students that currently exists in the department. The Scholar would have an opportunity to select the type and content of course(s) they want to teach. This could include seminar style sections of existing undergraduate classes (e.g., DHD 204 Disability in the Humanities), lead or co-lead a large lecture-discussion class (e.g., DHD 205 Disability, Race, Class, Gender), or develop and teach a new graduate level seminar in their area of expertise (e.g., DHD 450 Special Topics in Disability Studies). The curriculum of DHD across undergraduate and graduate programs has intentional flexibility built in to allow post-doctoral scholars and faculty to step in and teach existing courses or to create and teach a new class.

7. How would this Scholar align with your department's research vision?

The scholar would align with our department's research vision by developing an independent line of social justice-oriented scholarship in the field of Disability Studies. Because Disability Studies focuses broadly on people with disabilities as a social group rather than addressing individual functional differences, faculty have a wide variety of research areas that address disability in social, historical, and cultural contexts. Consequently, the program has not required students or faculty to align their work with specializations or concentration areas, and this Scholar would be able to bring their own area of research within the broader field of Disability Studies to the department. The research strengths of our faculty are infused into our core and elective classes and inform future curriculum development. Our more recent faculty search strategies have filled 'bigger picture' areas, addressing identified gaps and priorities rather than specific or niche gaps within the curriculum (e.g., specific course coverage). Our approach has been to have courses that can be taught by clusters of faculty, which has led to a stabilized yet flexible curriculum.

As part of our strategic plan, we have more recently framed the foundational interdisciplinary pillars of the program around areas of strength among our faculty: - social sciences, humanities and arts, and applied health sciences. While each of the pillars has strong faculty research profiles, we have identified the humanities and arts as a target for our next faculty hire.

Disability studies within the arts and humanities has seen a proliferation of intersectional,

transnational, decolonial, mad, neuro-divergent, Black feminist, and crip-of-color work. We would seek a Scholar whose work draws from and centers any of these areas of research, but would prioritize research areas within Black Disability Studies, Mad Studies and/or the Global South. The arts and humanities include a broad range of disciplinary and interdisciplinary work, and we would leave our search open to capture the breadth and scope of applicants. Current DHD faculty can provide a choice of mentorship support to a range of scholars. We have a wide array of expertise that the Scholar can draw from for mentoring and collaboration in areas such as critical theory, performance studies, dance studies, film and media analysis, cultural studies, literary analysis, and history, medical education and medical humanities, sociology, social justice, assistive technology, community inclusion, and health access and equity amongst other key areas of interest.

Our department's tradition of mentoring postdoctoral fellows remains vibrant today and is supported by tenured faculty who are widely recognized as disability researchers. Faculty in the department have participated in a federally funded postdoctoral training grant during the last 22 years in collaboration with the Department of Occupational Therapy and Physical Therapy (and more recently all the Applied Health Sciences departments) and have served as primary or secondary mentors to over 15 postdocs who have gone on to very successful, high profile research careers. The vast majority of these post-docs have either faculty (including full professorships) or leadership positions (e.g., in federal agencies and national organizations) in the disability field. The new post-doctoral hires have been successful in receiving grants (e.g., from the University of Alabama), publishing books, and receiving international contracts from national and international organizations (e.g., International Leadership Alliance). As part of the UIC cluster on "Health Promotion for Racially and Ethnically Diverse Older Adults", we are in the process of hiring an assistant professor who is Latinx and is a good fit for the cluster given his research on Latinos, aging, disability, and health disparities. Our faculty have cultivated relationships across campus, the Chicagoland area, nationally, and internationally within cultural organizations, the non-profit sector, international disability rights organizations, and through institutional partnerships both national and internationally. Our department's three broad pillars provide a unique interdisciplinary environment for scholars within the arts and humanities. DHD is committed to cultivating expertise within each pillar while also leveraging the unique opportunities that our interdisciplinary provides. We believe that this research vision will be attractive to a Scholar who wants to work in an interdisciplinary department. Within our department and the College of Applied Health Sciences, faculty are strongly encouraged to engage in collaborative scholarship. In our promotion and tenure guidelines, for example, we look favorably upon publications and scholarly projects that have multiple authors. Faculty in the field of Disability Studies routinely co-publish and share networks for research and scholarship. We imagine that the Scholar could build from existing research networks such as, most notably, Bodies of Work, a network of over 50 cultural organizations that is co-directed through DHD, the Disability Cultural Center, and The School of the Art Institute (Dr. Carrie Sandahl, Dr. Margaret Fink, and Dr. Sandie Yi, respectively). DHD faculty also work closely with 3Arts, which is a nonprofit organization that supports Chicago's women artists, artists of color, and Deaf and disabled artists who work in the performing, teaching, and visual arts. Bodies of Work hosts a 3Arts fellow as part of their residency program. Additionally,

Dr. Sandra Sufian's Exploring Human Stories of Illness: The Health Humanities Portrait Project created a network of interdisciplinary collaboration between healthcare providers and humanities scholars.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty positions, it is important that that this process adhere to the department's regular faculty search process to the extent possible (the form would not let me type this above)

The Department Head, in consultation with the faculty, will create a search committee that will be composed of five faculty members including clinical, research, and tenure-system faculty and junior and senior faculty. One committee member will be from outside the department and will identify as Black or Latinx. All search committee members will complete the search training required by UIC--Searching for Excellence & Diversity® Workshop: Improving Faculty Diversity by Educating Faculty Search Committees. The committee will run a competitive search process and work with the Office of Diversity and Bridge to the Faculty administrative staff during the search process. Top candidates will be interviewed in person and invited to visit the department, present to faculty and students, and meet with small groups of students. If travel restrictions are in place or the COVID-19 pandemic continues to be a threat to safety, interviews will be conducted online. We will follow all necessary HR policies and procedures prior to making an offer to the top candidate. We will use multiple channels to advertise the postdoc opportunity, such as professional and research network listservs from many different disciplines, brochures, targeted mailings, social media, and web and conference distribution. We have a strong national network of contacts with disability organizations (e.g., Association of University Centers on Disability-AUCD) and a wide variety of professional organizations as our faculty serve in many leadership positions in committees and boards in these local, national, and international organizations. **In addition, we will target organizations that specifically target Black or Latinx members (e.g., National Coalition of Latinxs with Disabilities) or organizations that have sections focused on diversity (AUCD's Multicultural Council) in recruitment.** We will intentionally reach out to key contacts known to faculty members involved in working groups, subgroups, projects, and committees involved in the Humanities and Disability Studies, **including groups specifically committed to DEI related scholarship and professional**

**development to help circulate the application.** Several such networks include but are not limited to: The Critical Disability Studies Caucus within the American Studies Association, the National Women's Studies Association's Women of Color Leadership Program, the Modern Language Association's Disability Studies Forum, the Cultural Studies Association's Black and Race Studies Working Group.

We will also include outreach outside of paid-membership professional networks to ensure we reach contingent faculty and/or scholars who may not have access to professional development funding for organizational memberships. Such networks include: ASA Critical Disability Studies Caucus; the Bodies or Work Facebook page and network, Teaching and Learning Critical Disability Studies Facebook group, DIVERSE: Issues in Higher Ed, Hispanic Outlook in Higher Education, and the Tribal College Journal of American Indian Higher Education.

## 9. Duties and Responsibilities of the Scholar

The proposed duties and responsibilities will provide the Scholar with opportunities to create a strong pathway toward an academic career. Research and teaching responsibilities will be carefully aligned to the areas of expertise and interest of the Scholar. DHD will offer a supportive, team-based mentorship environment that includes: a) Close mentoring by the Scholar's choice of one senior faculty and two additional faculty (one focused on research and one focused on teaching); b) guidance in the development of their independent scholarship; and c) and teaching.

Specifically, the Scholar will have the opportunity to:

- Create their own line of independent research project. They will work with a mentor of their choice to create a comprehensive research plan that aligns with their field and area of interest. For example: developing and submitting a grant proposal or develop a draft book proposal from their dissertation; and preparing publications for dissemination.
- If desired, collaborate with faculty on research projects based on interests. Examples of such collaborations could include: a faculty interested in arts or humanities will have access to work within the Program on Disability Arts, Culture, and the Humanities and the Bodies of Work network and any of the other research initiatives mentioned in response to question six.
- Elect to take part in an annual seminar/workshop presenting and discussing their research with faculty and other postdoctoral fellows.
- Elect to take part in other professional development opportunities, such as choosing to present in DHD's monthly brown bag series where faculty and postdoctoral fellows share and discuss their research, or presenting at national conferences in their disciplinary area.
- Have the opportunity to teach up to two classes (no more than one per year), to be negotiated based on the Scholar's interests and professional development goals. As briefly noted above, one option for teaching includes a section of DHD 204: Disability in the Humanities, where the Scholar will have the opportunity for close teaching mentorship with the faculty member who supervises the independent sections of the course. The course allows section leaders/instructors the opportunity to develop a curriculum of their own in a supportive environment with clear overarching teaching objectives that allow for individualized content

development. Another option for teaching (or for teaching a second course) involves the development of a seminar class (e.g., under DHD 450 Special Topics in Disability Studies) based on the Scholar's specialized area of expertise. The Scholar will take part in our semester faculty teaching "lunch and learns" to discuss teaching pedagogies and strategies.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

We will use four different strategies to ensure that the Scholar is adequately mentored and supported. We will: (1) identify a team of internal mentors (2) dedicate financial resources dedicated to the Scholar's scholarly development (3) offer connections and opportunities to enhance the Scholar's professional network, and (4) support the Scholar's engagement within the college and department culture.

A senior mentor and two additional mentors will be made available to the Scholar. The senior mentor will work closely in the Scholar's discipline area or specific focus of research area. The additional two mentors will focus on research mentoring and teaching mentoring. The department currently has a strong junior faculty peer support mentoring group, which meets regularly and includes current post-doctoral scholars. Informal peer mentors are an additional and critical source of support in DHD to discuss the unique experience of researchers with marginalized identities within academia. This informal peer group of junior scholars will be an important resource for the Scholar to be supported personally and professionally.

The Scholar will be provided with a private office space, a desktop/laptop computer and access to a printer. They will also have one semester of GA support up to 25% FTE, to be utilized in the semester of choice by the Scholar. The Scholar will additionally be provided with \$1,200 per year as a professional development budget from the Department to attend a conference or purchase needed materials or equipment. The Scholar will be connected to the staff in the CAHS Office of Research, which provides several resources such as information about research funding opportunities, support preparing a grant application, and support managing a grant. Additionally, our department has a business manager with vast experience supporting faculty in the preparation of grant budgets.

We will leverage the expertise of faculty mentors by offering opportunities to engage with outside professional networks in which our faculty are already well connected. The additional allocation of professional development funds will allow the Scholar to seek additional mentorship from an external group appropriate to the scholar's disciplines (such as those previously identified in response to question six). Our faculty have extensive networks and long-lasting relationships to the groups that can be used to identify external mentorship as needed. Furthermore, since much of the research, scholarship and service in our department takes place in the community, we will be able to link the Scholar with community organizations. We have many strong collaborations with a wide variety of community agencies (e.g., arts-

based organizations, human service providers, neighborhood groups, and advocacy groups). For example, **Bodies of Work**, housed in our department, is a consortium of more than 50 of Chicago's most recognized cultural, academic, healthcare, and social service organizations. In our classes we have students doing practicums in 25-30 sites in community agencies each year.

The Scholar will be nurtured into the department and college's culture in several ways. The Scholar will have an option to join faculty meetings, have an option to attend and/or present at the department's research and teaching brown bag meetings. The college provides postdoc mentoring training that will be made available to the Scholar as well. This mentoring training is designed to develop skills such as setting goals, developing research collaborations, aligning expectations, addressing equity and inclusion, fostering independence, and promoting professional development. The Scholar and mentor will also participate in mentoring training events offered by the Office of Diversity, Bridge to the Faculty Program. In addition, the Scholar will participate with other DHD post-doctoral fellows that meet regularly as part of the federally funded fellowship program. The Scholar will also be invited to attend other departmental events such as the bi-annual luncheons and student awards ceremonies. Faculty members, mentors, and the department Head will make themselves available for informal meeting before and during the Fellowship period to ensure their smooth transition into their Scholar position.

11. What are your expectations of what the Scholar would accomplish by their first year (**note that year 1 is defined as August 16<sup>th</sup> 2023 – June 1, 2024**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

At the end of the first year, the Scholar will be expected to demonstrate early development of a scholarly area of research. This will be demonstrated by identifying a focus area of scholarly work, participating in scholarly activities with other faculty and/or collaborating on a research project. The Scholar will be required to present at one professional conference, have 2-3 publications in different stages (published, in press, under review, or in preparation), participate in grant writing activity with other faculty or independently, attend a grant writing workshop, attend a mentoring workshop, and collaborate with other faculty inside or outside the department on research and or teaching efforts. The Scholar will be connected to faculty on campus based on areas of interest.

The candidate is expected to participate in relevant training and grant-writing opportunities available at the Center for Clinical and Translational Sciences and the College of Applied Health Sciences Office of Research. During the first year, the candidate will be encouraged and supported to explore partnerships according to their area of scholarly interest.

With regards to teaching, the Scholar will be invited to make guest lectures in at least one DHD undergraduate and at least one graduate class and be expected to receive positive reviews from faculty and students. The topics of the lectures would be Scholar chosen to ensure that

they build from their research and expertise, and do not detract from the scholar's research-intensive program. We also expect the Scholar to show deep interest and passion in disability studies scholarship and in advancing the rights and community inclusion of people with disabilities.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

Our academic programs have significantly grown over the past seven years, with the development and growth of our new undergraduate minor and bachelor's degree, expansion of our post baccalaureate certificate programs, and revisions to our Master's and PhD program. We have seen a proliferation of new class offerings and class enrollment (including eight classes with general education designations), program enrollment, graduate teaching assistant positions to support and fund our graduate students, and undergraduate tuition revenue. We have clearly established our department as a leader in interdisciplinary undergraduate and graduate education at UIC. With this growth, there is a need to fill gaps in current course offerings at both the undergraduate and graduate levels, increase our tenure-system faculty to ensure our graduate students have access to dissertation advisors and committee members, expand our research portfolio and reputation for high quality research in disability studies, continue our community engaged service efforts, and include innovative ideas and energy that are typically bought to departments by junior faculty. These new faculty would also contribute to our ability to attract and mentor more diverse graduate students.

13. How will you ensure there is an optimal transition from the scholar to faculty position?

Our department has recently reviewed and updated its onboarding process to increase support for junior faculty. Beginning in year two of the fellowship, the Scholar will work with their primary mentor on the development of a 5-year research plan. This planning process will allow the Scholar to identify and target their research, funding, and dissemination efforts to best support this transition. The three-mentor team, along with the departmental faculty's broader network, will work with the Scholar during their first year in the faculty position to identify and/or facilitate additional collaborative opportunities (e.g., working-group opportunities, grant collaborations, funding resources, etc.). Furthermore, there will be a reduced teaching load for the first two years so the Scholar can dedicate this time primarily to establishing their research and scholarship. The mentors will also help the Scholar in building expertise in curriculum development and the requirements of delivering core courses at the undergraduate and/or graduate levels once they start the faculty position. Each of the new faculty will receive a startup package that includes \$15,000 per year for 3 years in addition to the development funds and computers allocated to tenure track faculty.

Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

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Department Head Date

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Dean Date





# Bridge to Faculty Program Application

Fall 2023

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 18, 2023**. Please type your responses directly into the text boxes below.

1. Department Name: **Division of Epidemiology and Biostatistics**
2. Please check the boxes next to the statements that apply to your department (*Departments who had previously been awarded a place in the B2F program are not eligible to apply*):

This is the department's first application to the B2F program.

This department has applied, **but has not been awarded** a place in the B2F program. Please indicate the years you applied but were not awarded a place in the program:

- Fall 2019
- Fall 2020
- Fall 2021
- Fall 2022

### **3. Why are you applying to the B2F Program?**

Currently, the Division of Epidemiology and Biostatistics (Epi-Bio) has achieved levels of diversity well below our aspirations. Our faculty and our student body does not reflect the city and communities that we serve, with Blacks, Latinos, and native Americans underrepresented. ***Epi-Bio is committed to creating a learning community and learning environment that exposes our students, faculty, and staff to diverse ideas, perspectives, and interactions and in that spirit, we advance this plan to recruit, mentor, and hire a post-doctoral scholar with the goal of transitioning them to a tenure-track faculty position.***

***Epi-Bio is committed to increasing the hiring, retention and success of faculty and staff of color. We are striving to increase equity in hiring and to support the success of our faculty in the achievement of tenure and promotion. This is key to growing our faculty's sense of belonging and comfort in our division. Our overweening goal is to promote greater racial equity and inclusion in our division. We see the B2F Program as a key step in cultivating a division that is inter-culturally competent and equipped to fully engage with the complex public health problems and health inequities confronting U.S and Global societies. Moreover, we see this goal as essential to the overall success of our educational programs.***

***We strongly believe that our entire learning community benefits from fostering a diverse and inclusive learning environment and that these benefits do not merely pertain to persons of color that enter our division. Recent research shows that students in environments where diversity is engaged through the curriculum and relevant co-curricular activities develop greater cultural sensitivity and empathy and that this translates into heightened community involvement and interest in the public good.***



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*Students report that it is important for them to see themselves reflected in the faculty and curriculum to which they are exposed to create a sense of belonging and inclusiveness. Moreover, attracting a diverse faculty, will enable us to **address racism more effectively throughout SPH and more broadly in our society (through research, practice and training)**. In so doing, we hope to contribute to a public health workforce that is inter-culturally competent and equipped to fully engage with the complex public health problems and health inequities confronting U.S and Global societies.*

*In addition to strengthening our Division, Epi-Bio is committed to the goals delineated above because we recognize that collaborations with communities of color confronted by public health challenges can improve health, reduce disease, and build community resilience. Epi-Bio has a strong track record of community-based research and service but recognize that increasing faculty diversity will greatly enhance our effectiveness. The components of successful partnerships include working with communities to identify health needs and addressing those needs by leveraging community assets, focusing on meaningful health outcomes, and by truly sharing authority over projects. To strengthen our credibility and trust in these community partnerships, **we need faculty that have lived in these underserved communities and experienced discrimination, disinvestment, and racism firsthand.***

*In view of this, we believe that we have a responsibility to prepare students through **instruction in effective community engagement, and through involvement in research and practice programs within local and global communities**. Moreover, we believe that we have an obligation to **partner with community-based organizations** and to **contribute to the education of community health workers** through programs like the SPH Collaboratory for Health Justice's Citizen Scientist Program. Lastly, we believe that it is essential that we provide our students with **instruction in social justice and the overarching problem of systemic racism**, central to the health challenges of communities of color.*

***We apply for a B2F Scholar with excitement and with the understanding that increasing faculty diversity is essential to achieving these stated goals for the Division of Epidemiology and Biostatistics.***

#### **4. What are your department's diversity needs/goals and how would a B2F Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.**

*In 2022, the Division of Epidemiology and Biostatistics developed a strategic plan to advance racial equity (ARE) as part of a campus-wide initiative. Important and meaningful input was received from faculty, students, and staff in its development. The plan began with a review of the current state of diversity within Epi-Bio's faculty and student body. This revealed an under representation of faculty and students from Underrepresented Minority (URM) groups that revitalized Epi-Bio's commitment to improve the diversity of our faculty and students.*



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Among our 18 tenure-track faculty, only two (11%) black faculty were from URM groups, and no Latinos or native Americans were current faculty members. Furthermore, among six clinical track and two research track faculty, none were from these URM groups although it should be noted among our tenure track faculty, Asians represented 39% of our tenure track faculty, and 67% of our clinical track faculty. These Asian-American faculty are mainly nested within our Biostatistics Section and reflect a recognized affinity of Chinese and Indian Scholars to choose careers in that discipline.

Since we wrote our racial equity and inclusion plan, we opened two searches: one seeking to hire epidemiology tenure-track faculty and one to hire Biostatistics Clinical Track faculty. We attempted to attract a diverse pool of applicants by actively tapping into our faculty's personal networks, writing an advertisement that emphasized our commitment to diversity and to health equity scholarship, and placing ads in sites known to attract attention from a diverse audience. Despite our efforts, we received only one qualified application from qualified URM candidates, and that person was inexperienced compared to other applicants. Thus far, we have hired two Biostatistics faculty and one epidemiologist from these searches but have been unsuccessful in filling these positions with Black, Hispanic, or native-American faculty. Our experience with these previous searches made us strongly aware of the limited pipeline and strong competition for URM Black and Hispanic candidates, particularly within Biostatistics. We believe that the singular features and strong support system of the B2F program provides us with a uniquely advantageous position to attract, hire, support and collaborate with a B2F colleague in our division.

The Chicagoland area has a diverse population; 28.9% of Chicago's residents are Non-Hispanic Blacks and 28.8% are Hispanic. In Epi-Bio we aspire to have a faculty that is more representative of the communities we serve. We view the B2F Program as an important step in that direction and welcome the opportunity to expand our faculty beyond the current 2 URM faculty in our division. Having a more diverse faculty will in turn enable us to recruit and train a significantly higher proportion of URM students. In our current class, only 7% of our students are Blacks and 13% are Hispanics.

Thus, our need for diverse faculty is currently clear and acute. Notably, the research and service of our current faculty reveals a strong commitment to identifying health inequalities and interventions to ameliorate them. For example, our faculty are part of the City of Chicago's Racial Equity Rapid Response Team (RERRT) and the West Side United Metrics workgroup. The Population Health Analytics Metrics and Evaluation center led by our faculty provides hyperlocal data on equity for every Chicago community. In that sense, our division is an ideal landing site for URM faculty interested in community-based research of this kind. They would enjoy senior leadership and mentorship from faculty who have a strong track record of achievement in this area.

Despite our contributions in health equity research and service, the current lack of diversity in our division is a meaningful barrier to effective community *engagement in health equity*



## Bridge to Faculty Program Application

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*research and service. Moreover, it hampers our ability to attract and educate students who will enter the public health workforce fully equipped to engage with the complex public health problems and health inequities confronting U.S and Global societies. As such, we view the B2F program as an important opportunity to help increase diversity, equity, and inclusion in our division.*

### **5. How have faculty been consulted on the vision for this position? (Discuss your process.)**

As noted above, the commitment of Epi-Bio faculty to increasing the diversity of our faculty is a natural outgrowth of our commitment to health equity in the communities that we serve. This commitment was broadbased and strongly evident as the division developed its Strategic Plan to Advance Racial Equity (ARE); the plan was developed in 2021 and ratified by the faculty in January 2022. Embedded within that plan was the stated goal to apply to the B2F Program to enable the hiring of a post-doctoral candidate and transition them to a tenure-track appointment in our division. The ARE proposal was developed through an iterative process with input received from faculty, students and staff as it progressed through multiple drafts. Over several months, the evolving ARE plan was discussed at monthly faculty meetings, and a smaller group of faculty were asked to contribute more directly to the drafting and editing of different sections of the plan. Eventually, a final draft was distributed to faculty and staff for final comment and editing.

After ratifying our ARE Strategic Plan, the Division began to transition to its implementation. The B2F Program was prioritized as a key near-term goal. As such, we began to consider the optimal design for a mentorship structure that would ensure that the selected candidate would thrive in our division. Due to the strength of our division's environmental health research, service, and practice, the division decided to focus our B2F application in the environmental health area. **Part of the rationale for this decision, was the importance and disproportionate concentration of environmental pollutants in communities of color.** The unfortunate truth is that persons of color are more likely to live in, or near, polluted environments. In fact, the higher COVID-19 death rates that have been observed in communities of color are thought in part to be related to the detrimental and additive effects of these deleterious exposures.

Within Epi-Bio, we have a strong cadre of faculty who are engaged in environmental health research. Biostatisticians and epidemiologists have collaborated together on this research and have earned international renown for contributions pertaining to the health effects of a wide variety of environmental exposures. These efforts have been conducted with great sensitivity to, and involvement of, community members in affected areas. Beyond merely identifying the health consequences of these exposures, biostatisticians and epidemiologists in our division have developed and advanced analytic methods to address a key challenge of this type of research. There are so many chemicals and toxicants in the environment that it is difficult to tease out which of the many chemicals in this "toxic stew" are causally related to specific adverse health outcomes. In fact, the Division of Epidemiology and Biostatistics received National Institute of Environmental Health Sciences funding to address the methodological



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challenges posed by environmental mixtures. Three of the Division's epidemiologists and three of its biostatisticians partnered on this grant. The B2F scholar that we recruit will be connected with a mentorship team with these faculty at its center. This nucleus of faculty combine environmental health content expertise with analytic and biostatistical methods prowess. Members of this faculty group were also heavily involved in drafting this B2F proposal.

Our process for drafting this B2F proposal was in many ways similar to the process used to draft our Strategic Advancing Racial Equity Plan. Along with the Division Director, and three senior members of the core group of environmental health faculty described above formed a writing group (Ronald Hershow, Sanjib Basu, Victoria Persky, Mary Turyk). to develop the proposal. The proposal was developed in a more compressed timeframe than the ARE plan and it was not shared as broadly with faculty, students, and staff. However, in the lead-up to the drafting of the proposal, the idea of applying for a B2F scholar was discussed at length at several faculty meetings and a strong consensus in support emerged. The decision to frame the proposal around environmental health also enjoyed strong approbation.

We adhere to the "it takes a village" philosophy of mentorship and our broader faculty recognize their role in mentoring the B2F Scholar to ensure their success. At our first Divisional Faculty Meeting after the summer break, the faculty re-affirmed their support for the B2F program application process. Moreover, it is noteworthy that two other Divisions of the School of Public Health have successfully applied to the B2F Program and we benefited from their experience in the preparation of this application.

### **6. How would this Scholar align with your department's teaching/training mission?**

We are seeking to hire a URM postdoctoral scholar because doing so will importantly augment our division's capacity to engage in research, teaching, and service that centers on *complex public health problems and the health inequities confronting U.S and Global societies*. In the Environmental Health area, we have been successful in training doctoral and post-doctoral candidates that have addressed some of the key environmental health issues of our times. A review of recent PhD dissertation topics emphatically substantiates this point. Over the last four years, dissertations have investigated: 1) the relationship among exposure to environmental pollutants, endogenous hormones, and kidney disease risk, 2) persistent organic pollutants, hormones and hypertension, in Hispanic/Latino adults, 3) the association of hazardous air pollutants with breast cancer subtypes among women in Chicago, 4) persistent organic pollutants, circulating sex hormones, and coronary heart disease 5) the association of metals mixtures, dietary patterns, and growth of infants and children, and 6) genes, environment, and endocrine system disruption.

Considered together, these dissertations represent an impressive body of research that has linked an array of environmental exposures to cardiovascular, endocrine, kidney disease, and child development outcomes. The subjects in these domestic and global investigations encompass the entire life course and focus on conditions that contribute importantly to



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morbidity and mortality from a variety of health outcomes. Moreover, they affirm the mentoring prowess of our faculty and make Epi-Bio an auspicious landing site for the post-doctoral scholar we hope to recruit. Indeed, we also have a strong track record of mentoring post-doctoral scholars as exemplified by the work of Dr. Vanessa Coffman on exposure to nitrate in drinking water and the risk of preterm birth and fetal growth restriction – research performed using a Danish nationwide cohort study.

The Division of Epidemiology and Biostatistics is also highly committed to excellence in teaching. Divisional faculty are consistently nominated and often win the School of Public Health Golden Apple Award for teaching. Epi-Bio requires annual engagement in professional development training activities that focus on pedagogy, teaching, and curriculum development. Much of this training occurs within the UIC Center for Advancement of Teaching Excellence (CATE) and Epi-Bio's Division Director carefully scrutinizes these activities as part of the faculty annual review process. More than that, our Divisional faculty have led schoolwide efforts to integrate global health content into courses taught across all divisions of the School of Public Health. We encourage and support all faculty to attend and participate in CATE opportunities. Although, it is our intention to not overly burden our post-doctoral scholar with teaching, the mentorship within our division would include direct observation of teaching coupled with constructive criticism to advance teaching skill. In sum, the B2F scholar would be in a nurturing and highly stimulating environment that supports and encourages teaching excellence.

### 7. How would this Scholar align with your department's research vision?

As noted above, **we are seeking to hire a URM postdoctoral scholar** because doing so will importantly augment our division's capacity to engage in research that centers on **complex public health problems and the health inequities confronting U.S and Global societies.**

All of the doctoral and post-doctoral research mentioned in the section above was methodologically rigorous and incorporates data-intensive methods that are the hallmark of Epi-Bio research. In addition, health equity is at the center of virtually all of this research and underlines our commitment to advancing the health of under-represented populations. Our division also values and is sensitive to the need to involve community in our research. As noted above, our faculty have *a strong track record of working with communities in research and practice endeavors but recognize that increasing faculty diversity will greatly enhance our effectiveness. The components of successful partnerships include working with communities to identify health needs and addressing those needs by leveraging community assets, focusing on meaningful health outcomes, and truly sharing authority over projects. To assist us in these community partnerships, we seek a B2F Scholar who will bring authority, authenticity, and sensitivity based on their lived experience. We seek a scholar who will challenge our assumptions and share diverse ideas and perspectives that will greatly enhance our effectiveness as teachers and researchers.* In turn, our B2F scholar will benefit from the substantial infrastructure that our division has developed to facilitate health equity research and teaching.



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A prime example is the Population Health Analytics Metrics and Evaluation (PHAME) Center, co-directed by our Division's Biostatistics Section leader, Dr. Sanjib Basu. PHAME serves as a hub of data analytics and a repository that engages public-health agencies, healthcare entities, and community partners. PHAME's goal is to advance data-driven public-health decisions to reduce health disparities. It also houses the Chicago and Cook County Health Atlas in collaboration with the Chicago and Cook County Departments of Public Health. The presence of the PHAME center in our division will importantly enhance the ability of a post-doctoral scholar to engage in research with a health equity focus. As such, we seek a scholar with strong data analytic skills combined with a focus on measuring and assessing factors that both improve population health and health equity.

Outstanding additional opportunities for the B2F scholar are afforded by the NIEHS-funded Environmental Health Sciences Core Center (P30) that bears the name Chicago Center for Health and Environment (CACHET). This center is a partnership between UIC and University of Chicago and is one of approximately 20 national centers. The UIC director is Dr. Gail Prins, who chose to make Epi-Bio the Center's administrative home because of the strong concentration of environmental health faculty in our division. In fact, Victoria Persky (Community Engagement Core), Mary Turyk (Integrated Health Science Core), and Hua Yun Chen (Biostatistics Leader) have all played important leadership roles within this center. It is important to note that it was recently re-funded for another 5-year cycle, a testament to the success of its first 4-year funding period. For post-doctoral fellows, the center is a remarkable storehouse of environmental health expertise and mentorship, pilot grant funding, and discounted laboratory assays all dedicated to training the next generation of environmental health researchers.

**8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.**

The search process for the Bridge to Faculty postdoctoral position will follow a well-developed Epi-Bio process for all faculty searches in our division and will include strategies to reach well-qualified URM candidates. Epi-Bio faculty search committees usually include 5-6 people in total, and include faculty representation across fields, ranks, gender and race/ethnicity. Additionally, we seek to complement our search committee with expertise relevant to the search from other departments, such as Martha Daviglus, Executive Director for the UIC Institute for Minority Health Research, who closely collaborates with Epi-Bio faculty and frequently serves on environmental health doctoral committees.

Importantly, at least one of the faculty representatives on the search committee is required by UIC-SPH to be a Diversity Advocate, trained at the school level by the UIC-SPH Office of Diversity and Inclusion to avoid implicit or structural bias that may affect the search process. It is a source of pride for the School of Public Health that the idea for Diversity Advocates on Search Committees became a paradigm that was adopted across the broader UIC campus. The



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Committee works with the Epi-Bio HR staff and Division Director to determine the official paid sites for advertisement of the position. The Epi-Bio division plans to commit \$6,000 to the search consistent with expenses accrued during recent faculty searches and campus visits. That will cover paid advertisements for a faculty search including postings in minority focused human resource sites such as; a) Minoritypostdoc.com (<https://www.minoritypostdoc.org/jobs>) b) Society for Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) (<https://careercenter.sacnas.org>), and c) the Chronicle of Higher Education (<https://hire.chronicle.com/>). Furthermore, our recruitment will target historically black colleges and universities (HBCUs) and minority serving institutions (MSIs) along with organizations such as the APHA, Sprit of 1848 and Society for the Analysis of African American Public Health Issues (SAAPHI). We will work with both the SPH and Campus Offices of Diversity and Inclusion (ODI) to ensure both optimal sites for posting the advertisements and language in the posting for recruitment of URM candidates that highlights the value we place on: 1) diversity in our students, faculty and staff, 2) diversity in perspectives, ideas, and interactions, and 3) the value we place on community-based research and service with a particular focus on underserved communities. Once the paid advertisements are secured, search committee members and all Epi-Bio faculty are urged to promote the position through their professional networks and affiliated listservs.

Once all applications have been submitted and the search is closed, there is an initial review of candidates undertaken by Epi-Bio HR to ensure that candidates meet the minimum required qualifications. Next, the full list of qualified individuals are reviewed and a first short list is established for short in-person or virtual interviews. After this first round, the committee re-reviews the first short list and a subsequent list is developed for a round of “in-person” interviews which is usually comprised of 3-5 individuals. At this stage, candidates make a scholarly presentation of their research and meet with faculty, staff and students, as well as Epi-Bio and SPH leadership. Following this process, the Epi-Bio Division Director seeks feedback/input from the search committee, the faculty, staff and students. The Epi-Bio Division Director will make the ultimate selection, in consultation with the search committee, faculty and campus.

In every search, we emphasize the great importance of “active” searching. With respect to this particular Bridge to the Faculty scholar recruitment, we will ask our colleagues external to Epi-Bio to reach out to their networks to identify and encourage applications from promising candidates. **We will also reach out to program Department Chairs directly and ask that they circulate this opportunity to their URM PhD students.**

**9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar’s interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if**





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**teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.**

The major responsibility of the Scholar is the development and translation of an area of research. The fellow will be expected to submit at least 3 research manuscripts to peer-reviewed journals each year and to submit at least 1 significant external grant proposal (most likely NIH K - Career Development or R series) by the end of the two-year postdoctoral training period. Seed funding proposals will be submitted to CACHET and/or SPH to generate preliminary data for external proposals as required. CACHET awardees can request some salary support and a second-year renewal based on progress, which can facilitate the fellow's transition to a faculty position.

To facilitate development in the area of research, the fellow will be expected to participate in: the UIC OVCR's Responsible Conduct of Research (RCR) Workshop Series for Postdocs and Faculty; CCTS workshops (e.g., *Persuasive Grant Writing Workshop*; *Writing Accountability Groups*; *Research Boot Camp* for human subjects research); the UIC-SPH Office of Research Services (ORS) Grants Seminar Series; CACHET and Epi-Bio research seminars; and the UIC-SPH Mentoring Program Series. CACHET offers additional research career enhancement opportunities to early-stage investigators including conference travel support up to \$1,000/year with accepted abstracts at national/international EHS meetings; professional editing for external grant applications; and external enrichment activities relevant to their EHS research (e.g., attending EHS workshops/training programs designed to build skills, promote leadership or enhance project management).

Teaching expectations will be minimal during the scholar's two-year postdoctoral position. We expect that the Scholar will deliver a minimum of 4 lectures a year in relevant courses and participate in mentoring of graduate students. This could include assistance with supervision of research activities, writing of manuscripts, and development of collaborations within and outside of UIC. Opportunities will be provided for the fellow to shadow division faculty in methodologic and substantive courses.

The fellow will be expected to participate in the UIC-SPH Teaching and Learning Series at least once each semester. This series brings experts to UIC to support innovative teaching at SPH. Past and future topics include: The Importance of the "Why" in Lessons; Developing and Using Rubrics; and Strategies for Case-based Learning. Additional opportunities for teaching development will be facilitated, as appropriate, through the UIC Center for Teaching Excellence.

**10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)**



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The Division has a long history of mentoring doctoral, postdoctoral, and junior faculty. The Division has extensive infrastructure to support research in Occupational and Environmental Epidemiology. Recent relevant grants in this area include Persistent Organic Pollutants, Endogenous Hormones and Diabetes in Latinos (R01ES025159); Innovative Methodologic Advances for Mixtures Research in Epidemiology (R01ES028790); and ChicAgo Center for Health and Environment (CACHET, P30ES027792). Through these grants and others, we have developed a vast network of collaborations at UIC and throughout the world, including with the UIC Institute of Minority Health Research (IMHR), the UIC Cancer Center, and the UIC Colleges of Medicine and Nursing, as well as other institutions including Northwestern University, University of Chicago, and Purdue University. A key aspect of our work with the IMHR has been our collaborations with investigators from the Hispanic Community Health Study/Study of Latinos (SOL Study). In addition to our work with the SOL Study we are working closely with the IMHR on grants and papers arising from the All of US and UIC cohort studies. These resources will be available to the Scholar for development of future ancillary studies.

Our community ties have been established over many decades. Drs. Persky and Turyk have been leaders in community-based asthma intervention studies, as well as several NIH funded Community Engagement Cores, and are currently strong participants in the community engagement activities of CACHET (Engaging EJ Communities to Track Health Hazards Leveraging Mobile App Technology, 3P30ES027792-03S1). These ties have been critical in the funding of several recent NIH and other federal grants, including two NIEHS-funded Research to Action Grants (R01ES025179, R01ES033286) that focus on potential health risks of environmental exposures and are designed around meaningful involvement of communities in both data collection and research translation. These resources will be available to the scholar for the development of future research proposals.

Mentoring plan: During the first two months, the scholar will identify and meet weekly with senior faculty in the Scholar's area of research to outline a plan for the first year, building upon extensive existing grants and collaborations. We envision that the "mentorship team" will be drawn from the faculty listed above (see question 5) that developed this B2F proposal augmented by other faculty within and external to Epi-Bio that will augment the content expertise of the team and provide more general career development advice to the scholar. A strength of the School of Public Health, and of our division, is the wide area of expertise in epidemiology, biostatistics, and community engagement. For instance, if the interest is in environmental epidemiology the Scholar will attend seminars from CACHET, and other relevant meetings. They will work with the Community Engagement Core of CACHET and meet with community partners to learn about areas of concern. The Scholar will attend training sessions on measures of environmental exposure. They will also in those months identify areas that could assist in the scholar's ability to implement his/her area of research. Examples might be increased understanding of analyses of mixed exposures, requiring a course or parts of a course in those methods.



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The scholar will meet with individual mentors monthly, or more frequently if needed, and the mentorship team quarterly, to assist in the development of proposals and manuscripts. As part of this mentorship process, the scholar will produce a research plan and timeline which will be updated and shared across all mentors to ensure that all aspects remain on track and that any issues that might arise are addressed without delay. At the end of the first year, the mentorship team will assist in the formation of short- and long-term goals, along with grants to support those goals. During the second year, it is anticipated that the Scholar will work with this group in the submission of K or R proposals to support the research.

In addition, our mentorship approach will take full advantage of B2F Program Staff and infrastructure. We envision an active partnership beginning with our search for B2F scholar candidate and we will seek advice on job ads, CV review, and invite B2F staff to interview days. We will strongly encourage our scholar to actively participate in the B2F cohort-based mentoring experience, and collaborative programming offered by the B2F Program. We will welcome the active participation of B2F Program administrators in the mentorship of Epi-Bio's scholar and again see this as a true partnership that will ensure the successful transition of our scholar to a tenure-track faculty appointment.

The scholar will meet with the Division Director quarterly to review progress, discuss goals, and address any needs. Additionally, we will set the scholar up with a mentor inside of SPH, but outside of Epi-Bio to help them navigate SPH as a whole and expand their collaborations. If possible, we will coordinate a mentorship plan with a previous B2F scholar from SPH.

Along with the professional development activities described previously (see Question 9), additional teaching and research supports will include the following. The fellow will receive formative written feedback and coaching on their teaching from Epi-Bio faculty, based on classroom observation of lectures and supplemental materials provided to students. The scholar will meet with the occupational and environmental (OEE) faculty mentoring team to discuss mentoring strategies (see question 12 for more details).

In terms of direct financial support, funds will be provided (up to \$3000 per year) to ensure that the scholar is able to participate in professional opportunities such as conferences, or to cover methodological training fees or software license fees. We will also facilitate the scholar's access to other appropriate campus resources, such as the Research Open Access Article Publishing Fund through the CCTS. As detailed in question 9, CACHET offers research career enhancement opportunities to early-stage investigators including conference travel support up to \$1,000/year; professional editing for external grant applications; and external enrichment activities relevant to their EHS research.

Finally, with respect to physical resources, the scholar will have a dedicated office on the 8<sup>th</sup> or 9<sup>th</sup> floor of the SPH building, personal computer, use of the division printer/copier, and any necessary office supplies.



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**11. What are your expectations of what the Scholar would accomplish by their first year (note that Year 1 is defined as August 16, 2024 – June 1, 2025) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)**

We will consider the postdoctoral scholar to be on the trajectory for success and for recommendation by the Epi-Bio division for a tenure track faculty position if this individual successfully meets the following expectations:

- a) Demonstrated research plan that has been implemented with clear progress on specific research goals including acquisition of new data, completion of analyses, development of 3 manuscripts. We will be most concerned with evidence of upward trajectory.
- b) Evidence that the scholar has been successful in building and developing research collaborations.
- c) Developed ideas for an external research proposal including evidence that the scholar has submitted at least one seed funding proposal to CACHET or SPH and developed a well-articulated plan for research over the next 5 years, including plans for the submission of K and R series proposals.
- d) Evidence that the scholar has delivered at least 4 lectures and participated in the mentoring of at least 3 graduate students (see additional details of our mentoring approach in question 12).

**12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.**

Two major areas of focus in our division are occupational and environmental epidemiology (OEE) and community-based research. A well-trained scholar in these areas would be a huge asset in expansion of our current research program, teaching and mentoring of students and fellows, and community outreach.

The scholar would become a key member of the OEE faculty mentoring team, with salary support, for the NIOSH-funded Environmental Research Center training program for Occupational and Environmental Epidemiology (T42OH008672-17). Currently, we support 5 full-time MS and PhD trainees in this program. Further, we mentor additional MPH, MS and PhD students who are engaged in OEE studies but are not eligible for the ERC support due to limited trainee slots, workload outside of the university, funding through other trainee programs, or citizenship status. All these students engage with the OEE faculty mentoring team as a cohort in monthly meetings, and individually with their faculty advisors, dissertation committees, and independent research project teams. In addition to the excellent outcomes for OEE students with this team mentoring approach, it provides a unique opportunity for early-stage faculty to develop exceptional mentoring skills.



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### **13. How will you ensure there is an optimal transition from the Scholar to faculty position?**

The scholar's transition to the faculty position will be supported by:

- a) Providing a research start-up fund to support their initiation of an independent research program. For recent assistant professor tenure-track hires, Epi-Bio has provided \$20,000 in start-up funds for the first two of employment as faculty members. CACHET has been generous about contributing start-up funds for faculty with an environmental health focus, but Epi-Bio is committed to this level of support even without assistance from CACHET.
- b) Providing a one-year "honeymoon" period during which the new faculty member can begin to develop their first course offerings. In year 2, the new faculty member would be required to teach one course progressing to two in year 3 of their hire. Of course, K awards often require protected time and reduced teaching. As noted above we would encourage the candidate to apply for mentored career development awards (e.g., K awards). The goal is to ease the demands of the transition to the faculty role and free up time for further developing a research program.
- c) Limiting service responsibilities during the first faculty year to, at most, one Epi-Bio or school-wide committee.
- d) Having the scholar attend and participate in Epi-Bio and school-wide faculty meetings while a postdoc to encourage a sense of belonging and connections with faculty.
- e) Having the scholar participate in the SPH and campus level orientations for new faculty.
- f) Continuing support for research program development from the mentoring team established during the postdoctoral work. This will include supporting applications to the SPH Seed Funding program for new/junior faculty and CACHET pilot funding as well as extramural proposals such as K and R series awards.
- g) Continuing early stage investigator support from CACHET, including career development training, career enhancement opportunities and new investigator funding (see details in question 9). CACHET also provides discounted pricing for laboratory assays to early phase investigators that can be purchased with start-up funds to support pilot research.
- h) Ensuring continuation of appropriate career mentoring and support through the SPH Faculty Mentoring Program and providing additional guidance on promotion and tenure processes, expectations, planning, etc. from the scholar's mentorship group.
- i) Expanding mentoring for teaching and advising, including shadowing division faculty in methodologic or substantive courses, and co-advising students with experienced faculty (see details in question 12).

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*Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.*

*All Bridge to Faculty Program applications require a signature of approval from the department head and college dean. We strongly recommend department heads consult with their respective deans before beginning the application to ensure deans will be supportive of the application.*



# Bridge to Faculty Program Application

Fall 2023

[Redacted Signature]

September 18, 2023

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Department Head

Date

[Redacted Signature]

9/18/2023

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Dean

Date



## Bridge to Faculty Program Application

Fall 2023

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 18, 2023**. Please type your responses directly into the text boxes below.

1. Department Name: Communication
2. Please check the boxes next to the statements that apply to your department (*Departments who had previously been awarded a place in the B2F program are not eligible to apply*):

This is the department's first application to the B2F program.

This department has applied, **but has not been awarded** a place in the B2F program. Please indicate the years you applied but were not awarded a place in the program:

- Fall 2019
- Fall 2020
- Fall 2021
- Fall 2022

3. Why are you applying to the B2F Program?

A Bridge to Faculty Fellow would notably enhance faculty diversity, representation, and a sense of belonging in our department, which has significant minoritized undergraduate and graduate student populations. For this reason, we aim to attract a scholar specializing in *artificial technologies/AI and minority representation*. Our department caters to the interests of a highly diverse and largely minoritized student population by emphasizing media representation throughout its curriculum. To better serve this student population, we seek to diversify our faculty and hope to expand our areas of expertise in subfields that directly address the representation of and engagement with minoritized communities in a rapidly evolving media and technological landscape. We hope to recruit a postdoctoral scholar who will enhance our diverse, intersectional, and interdisciplinary program of teaching, research, and service. We view this as an opportunity to expand the research and teaching agendas of the department to directly speak to issues related to minoritized populations, and to be more inclusive and representational in its subfields. The Communication department is home to a richly diverse population of majors and minors, with 70% of our undergraduates identifying as Latinx, Black, mixed race, or other. In addition, a significant number of our majors and minors are first generation college students. Students feel included in learning spaces and course curricula and engage more with faculty when they find their views and experiences represented in the faculty teaching them (Carini et al., 2006).<sup>1</sup> It is therefore essential for our students to be taught by

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<sup>1</sup> Carini et al. (2006): Carini, R.M., Kuh, G.D., and Klein, S.P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, 47(1), 1-33. doi:10.1007/s11162-1850-9



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faculty who understand and identify with the complex cultural backgrounds our students draw from.

A scholar specializing in *artificial intelligence technologies/AI and minority representation* would contribute to these objectives. Technologies are typically designed and implemented with profit first in mind and representation as an afterthought. As a result, large segments of the population are excluded, misrepresented, and/or disadvantaged based on gender, race and ethnic background, class, religion, disability, and literacy. By “AI” we mean a broad and expanding set of technology applications that employ deep and large learning language models, including the use of algorithms and algorithmic bias; the design of platforms (ranging from social network sites like Facebook to services like ChatGPT); Virtual, Augmented and Extended reality; and news and information feeds curated by AI or AI and humans working together. These technologies and applications touch our everyday lives and curate our realities in ways that negatively affect or exclude minoritized populations. Everything in our mediascapes is AI curated, from the entertainment content we engage with, to the news feeds that reach us, to our online searches, to the social groups we align with. Research shows that AI unfairly marginalizes minoritized groups, by excluding, de-emphasizing, or stereotyping them in search results, by misrepresenting them in media programming and game design, by framing news coverage in biased ways, by omitting or demoting minority viewpoints or issues from algorithmically curated feeds, and many other ways. **We expect that a B2F scholar focusing on in artificial intelligence technologies/AI and minority representation will contribute to a more diverse faculty body** and help us analyze, examine, and address these negative effects further, and in a way that is valuable for our diverse student body. A B2F scholar could also contribute ways of thinking about and studying AI and minorities that do not emerge from deficit approaches, which have dominated much tech research. We further hope that we will thus be able to attract and advice a more diverse graduate student body.

4. What are your department’s diversity needs/goals and how would a B2F Scholar align with your department’s diversity goals? Please include relevant data/information about your faculty and students.

Communication and media present a convergent landscape where many stereotypes, prejudices, and biases about identity are reinforced and reproduced. AI is the latest addition to this landscape and is **frequently designed without regard to diversity, inclusivity, or equity**. As a result, **Western and/or colonial practices are regenerated in ways that limit or discriminate against gender diversity, people of color, people with disabilities, and other minoritized identities**. Representations of these populations generated by mass media, social media, and AI typically recycle and reinforce formulaic portrayals and hegemonic points of view.





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Our ultimate goal as a department is to educate our students and the public about how normative ways of being and doing are reinforced through technologies of the past, present, and future. Increasing the breadth of the voices and perspectives represented by our faculty is necessary if we are to meet this goal. As a research driven department, we have encouraged undergraduate students to conduct research in partnership with faculty via the Honors College, LASURI, CURA, and other programs, so we further expect that a B2F scholar would help generate and encourage diverse research experiences for undergraduate students. Our graduate students are immensely active in presenting and publishing their research, so we anticipate that a B2F scholar would further drive intersectional scholarship.

At present, more than two-thirds of our undergraduate students identify as Latinx, Black, or mixed race. **The entirety of our curriculum centers on inequalities generated and reproduced through communication technologies.** Our faculty distribution must match the rich diversity found in our course offerings, objectives, and student population. Of the 19 full-time faculty currently housed in our department, only four identify as underrepresented minorities. It is essential that we improve these numbers to do justice to our minoritized student population, provide additional role models and mentors, and expand the perspectives and approaches presented in our course offerings. Additionally, our continued effort to engage with the B2F program aligns closely with our department's diversity goal to foster our growth in DEI-supported hiring practices.

**By incorporating the lens informed by the scholarly expertise, theoretical knowledge, and lived experiences of a minoritized scholar,** the department would be better poised to teach students how to develop ways around the dominant habitus of being and to rethink, reverse, and redesign hegemonic messages and ways of using technology in our everyday lives. **Further, the very presence of a minoritized individual as a teacher/scholar is implicitly instructive to all students.** For some, that means breaking barriers and shattering stereotypes. For others, it means providing new enlightened and enlightening perspectives and viewpoints. For still others, seeing someone who looks like them means receiving reassurance and reinforcement that they belong and have a valuable place in our university and department. Another important benefit of incorporating a new and diverse voice into the department's work would be realized as the scholar would contribute to a community cognizant of the influence of knowledge power regimes and would work with us to reverse these.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Our faculty collaboratively brainstormed and drafted this proposal. We discussed this opportunity extensively and together as a group. We weighed our availability and mentoring resources. We talked about areas of future growth and, in particular, our emphasis on race, gender, disability, and practices of exclusion and marginalization in media, the politics of platforms and media industries, and access and equity problems that resurface with the prevalence of AI-driven interfaces. We are excited about the possibility of recruiting and



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nurturing a postdoctoral scholar to work with us in this area. Our Advisory Committee vetted the final proposal. It was further reviewed and revised by our Administrative Council committee. Our Diversity Committee and our Diversity Council representative further edited the proposal.

As a group, we see this as an opportunity to make a difference in our field and to lead by example. Very few departments in our field or in education, in general, emphasize AI and minority representation. We hope to be better able to educate our students and contribute to the university and beyond, as AI drives many of the platforms we use in the workplace and our daily lives.

### 6. How would this Scholar align with your department's teaching/training mission?

This Scholar would find a welcoming and fertile ground to grow and cultivate their teaching, research, and training in Communication. We are one of few departments to extensively focus on communication technology and the inequalities it reproduces. The proposed B2F Scholar would contribute to the existing teaching mission and help us grow in new and necessary directions. As articulated earlier in the proposal, our core mission targets the study of representation, exclusion, and stereotyping in media. As mass media and communication technologies evolved, we included social media and digital journalism in our focus. Given the prevalence of AI in the curation of news and other information, viewing recommendations, and generally the way we organize and access the world around us, it behooves us to tackle issues of inequality and representation in this space. **We are ahead of the curve compared to more traditional departments in Chicago and across the nation.** This Scholar would enhance the diversity of our approach, and this area of focus represents a natural next step for us.

### 7. How would this Scholar align with your department's research vision?

**Communication technology use has long been shaped by the canonical preferences of a hegemonically reinforced White masculinity. Most of our research traces these practices and develops resistance strategies.** The scholar would align with our efforts to challenge the dominant paradigm which so profoundly influences the designing, hiring, prioritizing, understanding, and interpreting the role of technology in society.

Our department has long focused on such issues. **For example, several of our faculty are presently involved in funded projects that examine cultures of mis/disinformation.** Some of these projects examine **how historically underrepresented minorities are targeted in mis/disinformation campaigns.** Other projects examine how journalism functions as an accidental partner in amplifying spiraling trends of mis/disinformation. Additional research examines how platforms may be redesigned and curated to ameliorate these tendencies. We



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are also examining how social scientists can work with journalists and engineers to create information landscapes that are more resistant to manipulation and propaganda. We find that as these landscapes become more inclusive, exclusionary and discriminatory tendencies are more easily challenged. Our department emphasizes intersectionality and digital media and wants to recruit colleagues that diversify both our ranks and our disciplines. Expanding the academic and practical approaches to multiple frameworks challenges us to expand even further the scope of what we study, what we teach our students, and how we conceive of the department's research focus and strengths.

8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The process will mirror the criteria, routines, and protocols that we follow for faculty hires. Following approval of the position ad and search committee by LAS and OAE, we will proceed with advertising in the Chronicle of Higher Education, the International Communication Association and its relevant sub-divisions, the Association of Internet Researchers, and the Society for Social Studies of Science (4S). Further, our faculty will share with their own networks, with emphasis on recruiting from underrepresented communities of color and/or minority identities, and the area of focus for the position. Candidates will be reviewed by the committee, who will generate a short list of candidates for preliminary interviews. Once LAS and OAE approve that list and the interviews are conducted, the committee will rank candidates and propose three to four leading scholars to interview with the whole faculty. We will organize day-long (approximately) interviews/visits with all candidates to be conducted via Zoom. We expect to begin interviewing in February 2024 and hope to have concluded negotiations with our finalist by the end of the Spring semester. Candidates will be evaluated based on their fit with the position description, promise for intellectual growth, and emphasis on underrepresented communities in the identified area of interest. The candidate should have an earned doctorate in Communication or a related field, should demonstrate strong promise of scholarly achievement and teaching success (at the undergraduate and graduate levels) appropriate for appointment at the postdoctoral level, will show good prospects for external research funding, and will demonstrate commitment to multidisciplinary scholarship. **Our process will be driven by a strong institutional commitment to diversity and vested in enhancing inclusivity and diversity within our faculty.**

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and



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that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

**Research:** In their first year, the scholar will engage in collaborative research with at least two faculty members and be mentored by another three faculty members, tenured, tenure-track and clinical. Mentors will be assigned to reflect all tracks of appointment available within our field (in our department, clinical professors also engage in focused research efforts and obtain grants) and match the scholar's research interests. The goal would be for the scholar to draft a plan-to-tenure path drawn from an independent research program. This proposal should be developed in the first year. In the second year, we would expect the scholar to transition to scientific independence, availing themselves of the networks, pathways, and opportunities that the mentors have presented. They will be working on collaborative and independent research papers, submitting them to conferences, and preparing them for publication, all with the advice and guidance of the assigned mentors.

**Teaching:** We emphasize opportunities for research growth and capitalizing on the synergy between teaching and research, thus facilitating an optimal transition to a faculty position for the Scholar. Therefore, the postdoctoral scholar will team-teach one course in the first year and a second course in the second year of their postdoctoral appointment. We expect that solo and team teaching will provide opportunities for pedagogical growth for the scholar. We will also create opportunities for the scholar to observe courses and diverse teaching styles, grow their inclusive teaching toolkit, develop their repertoire of teaching modalities, and advance their pedagogical style. The teaching assignments will be aligned with the scholar's research interests to facilitate scholarly growth.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

The mentoring process will reflect the mentoring mentality of the department. Effective mentoring of the faculty enhances academic excellence, builds a strong and diverse faculty, and develops a respectful and positive work climate where all members of the UIC community can thrive. The Department of Communication makes regular, sound faculty mentoring practices a priority. The head appoints faculty mentors and reviews mentoring relationships annually. Through the process of annual review, the Department recognizes mentors for their efforts, which count as service for promotion and tenure. The Department assesses the effectiveness of



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its mentoring program periodically and implements adjustments as needed. Mentoring plans are designed to demonstrate sensitivity to potentially different challenges faced by diverse faculty.

The Scholar will be assigned a mentoring team of four faculty members: one member of the Department who will serve as the principal research mentor, one teaching mentor, one faculty member who is an affiliate or outside of the department, and the department head. The research mentor will serve as the primary mentor, and suggest avenues for growth, connect the postdoc to scholarly networks, help brainstorm ideas, and engage in collaboration. The teaching mentor will help with course planning and preparation. The department head will assist both teaching and research mentors. The outside mentor will provide external insights and serve as confidante, if desired. Mentors within and beyond the department will preferably be members of underrepresented minority (URM) or other minority groups (Non-URM).

The department has a strong record of mentorship and has demonstrated a high record of retention and promotion/tenure for its faculty. In the past 10 years, we have successfully put through six promotion and/or tenure cases, and two cases of promotion to Full.

11. What are your expectations of what the Scholar would accomplish by their first year (**note that Year 1 is defined as August 16, 2024 – June 1, 2025**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

This will vary depending on the qualifications and the research portfolio of the scholar. The department supports multiple paths to tenure and promotion, which can involve publication of a monograph, or publication of several research articles, or publication of an edited issue and volume alongside chapters or articles. We emphasize quality over quantity and take under consideration the fact that new or underrepresented areas often encounter complexities when it comes to publishing in established journals. Our mentoring process will help the scholar identify a research plan that will center first on identifying the best pathway for scholarly progression. Broadly, we expect that:

1. In year one, the scholar will outline and develop a research program, with time frames and specific objectives. This will be devised in consultation with the mentors. We expect the scholar to identify areas of growth and goals for year one and two. By the end of the first year, we expect the Scholar to present evidence of research productivity, which will include conference presentations (at least one), manuscripts in preparation or under review (at least one article or a book proposal).



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2. In year two, we would help the scholar develop either a sustainable pipeline of academic article production (two in process, at least one submitted for conferences, at least one out for publication), or a timeline for transforming their dissertation or other relevant work into a monograph. In the latter case, we will examine efforts to connect with publishers and feedback received, based always on avenues and suggestions for publishers that the mentors have connected the scholar to. We will further begin to connect the scholar with networks and opportunities for grants and fellowships.
12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

First, we anticipate that the scholar will enhance our faculty diversity. We hope that this scholar, from an underrepresented minority and doing work with a focus on minoritized representation, will help us develop our interdisciplinary and intersectional approach and expand it in new ways. Second, we welcome this scholar's ideas for curricular expansion and pedagogical innovation that will appeal to underrepresented minority undergraduate and graduate students and help us increase our recruitment and retention, and ensure success, of this student population. Third, it would be a privilege to mentor and count as a colleague a scholar with these qualifications and experiences that reflect the lived experiences of our department's diverse community of students. Our graduate students, undergraduate students, and our faculty will benefit highly from these interactions.

13. How will you ensure there is an optimal transition from the Scholar to faculty position?

The following steps will be taken to ensure the optimal transition from the scholar to the faculty position:

1. We will consult with the Bridge to Faculty Program on best practices and possible strategies on how to support and mentor our Scholar.
2. During mentorship meetings in the first year of appointment, we will discuss research progress, available supports and resources, meeting of expectations, and the possibility of transitioning to a tenure line with the scholar. The scholar will have the opportunity to express questions, concerns, and thoughts about the fellowship and the potential transition to a tenure-line appointment.
3. Towards the end of the first year (late April/early May), the lead research mentor, in consultation with other mentors, will write a report on the achievements and progress



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of the research plan of the Scholar. The Scholar will be offered the opportunity to review the report and offer comments, corrections, or clarifications as needed.

4. At the end of the first year (mid to late May), the department’s tenure-line faculty will review the report offered by the lead research mentor alongside other materials provided by the Scholar (current CV, copies of manuscripts and publications, a research plan for the second year of the fellowship). Depending on the findings in this review, the transition process will be initiated. Should the department or scholar decide to not move forward with the transition, an alternate draft of plan will assist the scholar with successfully continuing their scholarly progress beyond UIC.
5. At the beginning and then again halfway through the second year of appointment, we will continue to work with our scholar and mentors to ensure that objectives set for the second year are realized. Any adjustments to be made will be discussed with the scholar, summarized by the research mentor, and communicated to the scholar. Pending the successful implementation of the Scholar’s research plan, the department will work with the Scholar and the Bridge to Faculty program to conclude the transition process to a tenure-line faculty in our department.

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*Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.*

*All Bridge to Faculty Program applications require a signature of approval from the department head and college dean. We strongly recommend department heads consult with their respective deans before beginning the application to ensure deans will be supportive of the application.*

Zizi Papacharissi



9/14/23

Department Head

Date

Lisa A. Freeman



9/15/23

Dean

Date



# Bridge to Faculty Program Application

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Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 18, 2023**. Please type your responses directly into the text boxes below.

1. Department Name: Political Science
2. Please check the boxes next to the statements that apply to your department (*Departments who had previously been awarded a place in the B2F program are not eligible to apply*):

This is the department's first application to the B2F program.

This department has applied, **but has not been awarded** a place in the B2F program. Please indicate the years you applied but were not awarded a place in the program:

- Fall 2019
- Fall 2020
- Fall 2021
- Fall 2022

3. Why are you applying to the B2F Program?

The Department of Political Science is ready to mentor a Bridge to Faculty Scholar. We recognize the need to enhance and diversify our flagship **Urban Politics concentration by hiring an underrepresented colleague in this specialty**. Such a hire is critical to our longer-term research, teaching, and service missions. And we believe that the B2F postdoc presents a wonderful opportunity for an emerging scholar interested in fields of research well afforded by Chicago's unique yet emblematic political dynamics and the infrastructure of support available from UIC and surrounding institutions. It would also, we should note, be good for the B2F program as a whole to sponsor a scholar who works directly on questions of power, politics, and (under)representation in urban space and urban regimes.

4. What are your department's diversity needs/goals and how would a B2F Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

**Although we are fortunate to have two Black and two Latinx faculty members, two of these four are 75% outside the Department, two of the four were not raised in the US, none are urbanists, and all four are men**. A sizeable majority of our undergraduates are students of color who came through their prior schooling in the Chicago area, the majority are women, and many are fascinated by and interested in studying their hometown and other cities. It is vital that we diversify our teaching staff to better reflect our student body and its needs. Our small graduate program would also benefit greatly from the presence of a B2F urbanist: Urban Politics is a popular subfield among our diverse group of mostly international students, some of whom are





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particularly interested in studying Chicago's diaspora politics and other features of our ethnicized and racialized urban dynamics.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

Our Advisory committee—a changing elected group that in any given year comprises close to half of our faculty—has regularly discussed submitting an application ever since our unsuccessful 2020 bid. We were reluctant after that bid to go forward without full commitment and buy-in from the Department as a whole. We have that now, and have assembled a strong subcommittee—Prof. Juan Albarracín, Stephen Engelmann, and Cedric Johnson—to follow through in continuing conversation with colleagues.

6. How would this Scholar align with your department's teaching/training mission?

In Political Science we are committed teachers with a service orientation aligned with UIC's dual mission of access and excellence. And we are all—urbanists and non-urbanists alike—in consensus that Urban Politics is our house brand: it is what distinguishes our program from so many others (Urban as a graduate subfield is offered in a relatively small number of institutions), and it is a perfect fit for Chicago's leading public university. The "access" in access and excellence is about much more than getting through the building doors; it is a continuing project that demands continuous work on the part of everyone to make sure that no absence of attention and accommodation is putting up barriers to the success of our students. Access is enhanced when we have staff who are relatable for our students; guaranteeing this access is inseparable from collective teaching excellence. We have no scholars from demographics underrepresented in US higher ed among our current Urban faculty. A B2F scholar teaching urban politics would align perfectly with our teaching and advising missions.

7. How would this Scholar align with your department's research vision?

In Political Science we are committed researchers with a service orientation aligned with UIC's dual mission of access and excellence. And again we are all—urbanists and non-urbanists alike—in consensus that Urban Politics is our house brand, which is only fitting for Chicago's public research university. Chicago is a laboratory for the study of urban politics and the city is inseparable from our brand; although we will be open to other candidates, we will be on the lookout for applicants who have research experience or research interests in Chicago. We have lost urbanists with Chicago expertise to retirement in recent years. **But these scholars, like our current staff, were not from underrepresented groups. This can often make a difference in research orientation, and we cannot be an excellent research program showcasing Urban Politics, especially today, if we don't center populations often marginalized in more traditional research.** Thus a B2F scholar of urban politics—preferably with at least one foot in Chicago studies—would align perfectly with our research vision.



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8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

Our process would follow our usual procedures for a national search, with even greater emphasis than usual on broad advertising and whole-faculty involvement. We anticipate if given the opportunity that the B2F committee will transition to a search committee, with Prof. Johnson the likely chair. (Although those of us on the subcommittee are not urbanists, both Prof. Albarracín, and to a lesser extent Prof. Johnson, do "Urban-adjacent" work.) As per our usual practice we would add an outside member and work with a College liaison. We would invest as we have in the past to advertise in niche outlets that serve candidates from underrepresented groups, and we would mobilize our faculty to exploit their contacts to identify promising candidates. Candidates on a long short list would be interviewed via video call, and three finalists would be invited to campus to meet all of the faculty. Our search processes have improved significantly in recent years. **We not long ago made two excellent hires (one Latinx), and we reached consensus on two others from underrepresented groups,** only to lose the latter to contingencies beyond our control (a cancelled search in one case and an inability to match a competing offer in another). Thus, especially with the guidance of the experienced B2F program staff, we are confident, should we be selected, that we will succeed in hiring an excellent candidate.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

A B2F scholar in Political Science would be expected to teach one class in each of two years, preferably an undergraduate class in the first year and a graduate class in the second year. Subject-matter would be up to the candidate; in addition to a range of standing courses (e.g. the undergraduate and graduate Urban introductions) we have Topics courses on the books that can accommodate a wide range of possibilities. The scholar's main duty would be to advance their research. They would be encouraged to participate in the intellectual life of the Department, College, and University. Although they would be invited to attend faculty meetings and colloquia, and to engage informally with departmental colleagues and graduate students, absolutely no service would be asked of them.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)



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We consider mentorship the most important piece in welcoming a B2F scholar. It is critical to their success. Two of us on the subcommittee (Engelmann and Johnson) have faculty mentoring experience in addition to years of work with graduate students (and this is true as well of several other senior faculty members on staff). We are ready to serve as primary teaching and research mentors, but much would depend on the B2F scholar's comfort level with particular individuals, which is vital to making the right choice for one-on-one mentoring. (Our third member, Albarracín, is recently out of graduate school and ideal for informal mentoring; this could be formalized for primary guidance if both mentor and mentee were comfortable with the arrangement.) In any case we would involve our Urban faculty, and name one of them or someone else inside or outside the Department as an additional substantive research advisor, depending on the B2F scholar's area of focus. A group consisting of the Political Science Head (an urbanist), the B2F subcommittee, another of our urbanists, and any outside advisor would convene with the B2F scholar upon arrival and discuss individual and group mentorship. This group would reconvene every semester of the postdoc to check in formally with the B2F scholar and provide feedback.

In the second year of the B2F scholar's postdoc their mentors would organize a colloquium on a manuscript (article or book). The event would assemble three scholars—two from Chicagoland and one from beyond (funded by the Department)—to comment on the manuscript. These colloquia are increasingly common as part of successful mentoring for junior faculty at elite institutions; our location in Chicago enables us to put a first-rate meeting of this kind together at low cost for a postdoctoral scholar.

UIC also has wonderful interdisciplinary institutes that provide infrastructure and networking opportunities for people doing urban studies from across the university and beyond. The B2F scholar would likely be someone who would benefit from engagement with the College of Urban Planning and Public Affairs and its Great Cities Institute, and from the Institute for Research on Race and Public Policy. They might also, or instead, do work appropriate to the Institute for the Humanities, or even to West Campus units. Our department has connections to all of these, and any connections that would help our particular B2F scholar would be fully exploited in their service. We would of course also make the scholar aware of resources and opportunities at the Center for the Advancement of Teaching Excellence.

Finally, a Fellow would have access to all Department resources afforded our regular faculty (office space, equipment, travel support, etc.). And they would be invited to all formal and informal events (i.e., start of year Department party, graduate orientation, research and professionalization seminars, POLS lecture series, faculty meetings).

11. What are your expectations of what the Scholar would accomplish by their first year (**note that Year 1 is defined as August 16, 2024 – June 1, 2025**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)



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Political scientists do different kinds of publishing. If the B2F scholar were on a “book track” (usually a reworking of the dissertation project for publication), they would be expected to have a draft of a publisher’s prospectus and signs of significant progress on a manuscript (e.g., a polished chapter or two) by the end of their first year. If they were on an “article track” they would be expected to have one or more submitted or submission-ready articles completed. A conference paper with conference participation would be expected from a scholar on either track. Our aim would be to make sure that any candidate is well set up for success as a junior faculty member, while remaining flexible in our attention to their particular research profile.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

Should Political Science be selected, hiring a B2F Urban scholar and transitioning them to our faculty will help the Department and its students immensely. As stated above, Urban is our brand, and we would benefit greatly from the teaching and advising of a scholar who further diversified our faculty and its research interests. **If, for example, we hired a minoritized woman studying subaltern politics in Chicago and she joined our faculty after two years, that would be very exciting for our diverse undergraduate and graduate cohorts.**

13. How will you ensure there is an optimal transition from the Scholar to faculty position?

Giving B2F scholars all the privileges of faculty with very little in the way of obligations is basic to giving them the time and space they need to advance their careers and transition to a regular faculty position. When it comes to recognition (*not* workload), we in Political Science will treat a B2F scholar as full faculty from the beginning. But although a plan to prepare a scholar for success (see especially item 10, above) is key, we have to recognize that the greater risk is not their failure but ours. If we don’t, as a Department, provide a happy home for a B2F scholar they will likely be hired away. The Political Science B2F subcommittee is greatly encouraged that our Department has reached strong consensus around two things: welcoming and supporting those in our junior rank (we only have two Assistant Professors, and senior faculty are very committed to their success and retention), and recognizing the value of our Urban brand. We are confident that an Urban Politics B2F scholar would benefit from these points of consensus and others. And though we would never count on this, we are additionally reassured that, unlike those in some fields, an Urban Politics B2F scholar could find no better place to make their home and do their work than the vibrant learning community of Chicago’s only public urban research university.



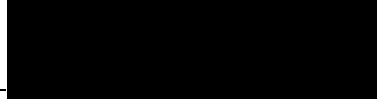
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*Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.*

*All Bridge to Faculty Program applications require a signature of approval from the department head and college dean. We strongly recommend department heads consult with their respective deans before beginning the application to ensure deans will be supportive of the application.*

Evan McKenzie



9/15/23

Department Head

Date

Lisa A. Freeman



9/15/23

Dean

Date



# Bridge to Faculty Program Application

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Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 18, 2023**. Please type your responses directly into the text boxes below.

1. Department Name: [Civil, Materials, and Environmental Engineering \(CME\)](#)
2. Please check the boxes next to the statements that apply to your department (*Departments who had previously been awarded a place in the B2F program are not eligible to apply*):

This is the department's first application to the B2F program.

This department has applied, **but has not been awarded** a place in the B2F program. Please indicate the years you applied but were not awarded a place in the program:

- Fall 2019
- Fall 2020
- Fall 2021
- Fall 2022

3. Why are you applying to the B2F Program?

The CME department is interested in growing our Materials Engineering program, which offers graduate-level degrees at the MS and PhD levels. By expanding racial minority representation in our faculty, we believe this objective can be paired with our department's mission to support the success of our diverse student body. As of 2022, approximately 45% of our undergraduate enrollment are from underrepresented minority (URM) groups. Yet, this diversity is not reflected in our faculty, where we do not currently have any members from a URM group. We define URM here using the Office of Institutional Research definition, which is those identifying as American Indian or Alaska Native, Black or African American, Hispanic/Latinx, or Native Hawaiian or Other Pacific Islander or a multi-race combination. We have outlined the needs of our Materials program below. Further details on our department's diversity needs and goals are provided in the response to Question 4.

As of Fall 2022, the Materials Engineering program enrollment stands at 28 graduate students who are supported by 3 full-time equivalent (FTE) faculty (two at the Assistant Professor rank and one at Professor rank). Our faculty currently offer two large-enrollment service courses at the undergraduate level (CME 260 and CME 261), which are mandatory courses attended by most of the departments of the College of Engineering (excluding Computer Science and Electrical and Computer Engineering). We also offer 12 graduate level courses to serve our program. Among our 3 FTE faculty, our research expenditure in fiscal year 2023 was ~\$912,000. These metrics are comparatively strong within the College of Engineering. We believe that the B2F recruitment mechanism presents an excellent opportunity to continue and expand upon the success of our program. Furthermore, we are hoping that with added capacity we may tap into recent federal investments (>\$100M) in Materials Engineering-



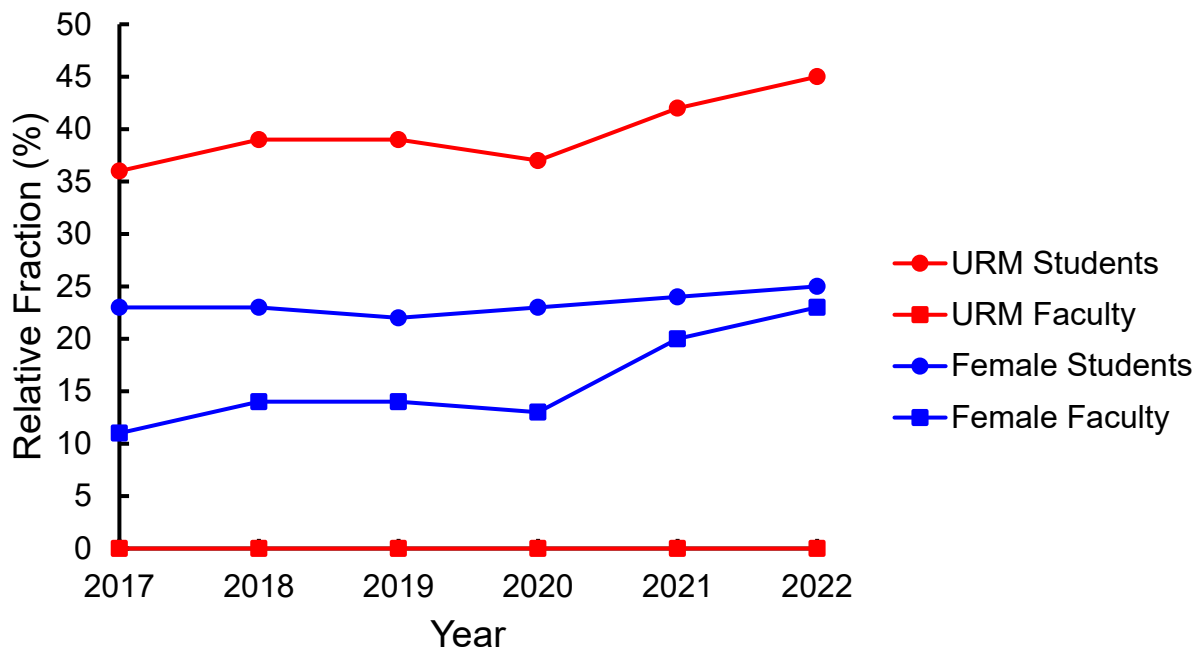
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related research (e.g., the CHIPS and Science<sup>1</sup>, and Inflation Reduction Acts<sup>2</sup>), which require a critical mass of materials faculty to develop competitive applications.

1. <https://new.nsf.gov/chips>
2. <https://www.energy.gov/science/articles/inflation-reduction-act-invests-us-science-leadership>

4. What are your department's diversity needs/goals and how would a B2F Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.



**Figure 1:** The representation of URM and female undergraduate students and faculty as a proportion of the total group population in the CME department (Years 2017 - 2022). Data source: College of Engineering and Office of Institutional Research.

The racial representation gap between our student and faculty populations is wide, while the relative fraction of URM students is also increasing (see Figure 1). We are aware of the positive benefits that URM faculty role models can provide for students from URM groups. This includes improving the performance and interest of URM students in STEM<sup>1</sup>, an improved sense of belonging and self-efficacy<sup>2</sup>, and better retention of minority groups through stereotype threat reduction<sup>3</sup>, among others. Each of these benefits resonate with our department's mission to support student success. We are therefore eager to address the shortfall in representation in our faculty pool. Furthermore, as Materials Engineering faculty teach undergraduate level service courses received by many disciplines in the College of Engineering, we expect that students beyond the CME department will also be positively impacted by the recruitment of a B2F scholar.



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As shown in Figure 1, we have had similar representation gaps in the past (i.e., representation of female faculty). In recent years, we have significantly narrowed this gap through successful recruitment of female professors. It is our goal to now close the racial representation gap. We believe the B2F program will provide an ideal, targeted mechanism to do this. While we cannot expect to close the representation gap through one URM faculty hire, literature shows that diverse organizations promote broader diversity in future application pools<sup>4</sup>. We therefore hope that success in a B2F scholar recruitment will improve the diversity of our future faculty recruitment efforts.

1. E.K. Lawner, D.M. Quinn, G. Camacho, B.T. Johnson, and B. Pan-Weisz, *Soc. Psychol. Educ.* 22, 1169 (2019).
  2. S.L. Kuchynka, A.E. Gates, and L.M. Rivera, *Cult. Divers. Ethn. Minor. Psychol.* (2023).
  3. M.A. Beasley and M.J. Fischer, *Soc. Psychol. Educ.* 15, 427 (2012).
  4. V.L. Myers and J.L. Dreachslin, *J. Healthc. Manag.* 52, 290 (2007).
5. How have faculty been consulted on the vision for this position? (Discuss your process.)

The CME department offers two undergraduate programs (Civil and a new Environmental Engineering stream) and two PhD-level graduate programs (Civil and Materials Engineering streams). We have formed this vision (i.e., research, teaching, and diversity needs) for a B2F scholar from cross-discipline discussions at departmental faculty meetings. In our closing Spring 2023 meeting, we voted unanimously to pursue this vision in the Fall 2023 cycle, and to form a committee (named the B2F committee) to steer this process and draft this B2F application. This committee is composed of Materials Engineering faculty (three members) and faculty from other disciplines hosted in the CME department (two members). While we view this scholar as a primary appointment under the Materials Engineering research portfolio, we intend that the B2F scholar can crosscut into the teaching and research mission of sister disciplines in our department (see responses to Question 6 and Question 7). For this reason, the B2F committee has been assembled to intentionally provide representation of research interests to our other disciplines.

At the time of writing this application, the members of our B2F committee are: Matthew Daly (Materials), Santanu Chaudhuri (Materials), Sara Kadkhodaei (Materials), Didem Ozevin (Civil), and Lauryn Spearing (Civil). We aim to add an Environmental Engineering faculty member to this team, after our first cohort of Environmental faculty hires join in January 2024. This B2F committee will also oversee mentoring activities for the B2F scholar, as discussed in Question 10. A complete draft of this B2F application was circulated to the broader CME faculty by the B2F committee for feedback and suggestions prior to the first faculty meeting of Fall 2023. At this meeting the faculty voted unanimously in support of the language and framework for this B2F application.

6. How would this Scholar align with your department's teaching/training mission?





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The CME department offers two undergraduate programs (Civil and a new Environmental Engineering stream) and two graduate programs (Civil and Materials Engineering streams). The Materials and Environmental programs are currently supported by a small handful of faculty (6 FTEs combined), who regularly offer 14 required undergraduate and 17 500-level graduate courses. For comparison, our more established Civil Engineering program regularly offers 19 required undergraduate courses and 21 500-level graduate courses with instructional support from 21 FTEs. While there are some courses that are shared between programs, there is a consensus that the Materials and Environmental programs need added teaching capacity.

The ideal B2F scholar would be able to crosscut our teaching needs in these areas. As there are strong overlaps between Materials and Environmental Engineering expertise, we are optimistic that a suitable candidate can be found to support teaching in both areas. Our most recent hire in the Environmental Engineering program (Lisa Stabryla<sup>1</sup>, joining in Spring 2024) is an example of a faculty with this type of crosscutting expertise.

1. <https://scholar.google.com/citations?user=UJb3GNIAAAAJ&hl=en>

7. How would this Scholar align with your department's research vision?

At 3 FTEs, there are large areas of Materials Engineering research that are not covered by our faculty. Additionally, our department's new Environmental Engineering program presents areas for crosscutting. Therefore, we view the B2F scholar as a researcher who can make primary contributions to the Materials Engineering program, but also potentially support activities in Environmental Engineering topics. We expect that this dual focus will allow the scholar to tap into Materials Engineering-related funding streams in these disciplines from multiple federal agencies. See for example, broad discussion at the National Science Foundation (NSF) on new initiatives in critical minerals, sustainable chemistry, and clean water systems - as enabled by the CHIPS and Science act<sup>1</sup>, and the industrial decarbonization roadmap of the Department of Energy (DOE)<sup>2</sup>.

In addition to these single-PI level efforts, we hope that a B2F scholar will add to a critical mass of Materials Engineering researchers in our department to support center-level funding acquisition. It is currently difficult for our faculty to pursue large center-level grants due to our small size, and gaps in our research profile. Yet, Materials Engineering topics find wide support by center-level initiatives from several federal agencies, including the Materials Research Science and Engineering Centers<sup>3</sup> and Engineering Research Centers<sup>4</sup> through the NSF, and the Energy Frontier Research Centers<sup>5</sup> through the DOE.

1. <https://new.nsf.gov/chips>

2. <https://www.energy.gov/industrial-technologies/doe-industrial-decarbonization-roadmap>



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3. <https://new.nsf.gov/funding/opportunities/materials-research-science-engineering-centers>
  4. <https://www.nsf.gov/eng/eec/erc.jsp>
  5. <https://science.osti.gov/bes/efrc>
8. Discuss the search process you would create for this position. Because this is a Scholar to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

Recruitment for this position will follow our department's human resources procedures for a traditional faculty search. That is, the approved position advertisement will be disseminated through the standard academic position aggregators (e.g., AcademicKeys, HigherEdJobs, Chronicle of Higher Education, and LinkedIn). In addition to these outlets, the B2F Committee will share the position advertisement for dissemination with diversity-engaged communities in discipline-specific professional societies. For example, Professor Daly is an active member of TMS (The Minerals, Metals, and Materials Society), which is one of the largest and oldest professional societies in Materials Engineering. Through its Diversity, Equity, and Inclusion (DEI) committee<sup>1</sup>, this society supports specialized conference programming and DEI-related publication in society journals, which are designed to increase representation in the Materials Engineering community. Professor Daly will facilitate communication with TMS's DEI committee for dissemination of the B2F position advertisement throughout its membership. We hope this wide advertisement will broaden our applicant pool. The position advertisement will also be shared with the Office of Diversity, Equity, and Engagement (ODEE), prior to posting, to ensure the language is encouraging to attract a large pool of URM applicants. This will be a competitive process that is typical for a national search. As discussed in the ODEE workshop, preference will be given to applicants with training and experience at US-based institutions, but international applicants with relevant experience will not be excluded.

The recruitment process will be executed using a search committee format, whose members will be drawn from the members of the B2F committee (see response to Question 5). Applicants will be requested to prepare a cover letter, CV, one-page research, teaching, and diversity statements, and contact information for 3 references. The job advertisement will be written with information relevant to the teaching and diversity objectives of the CME department so that applicants may tailor their statements to the department's needs.

In the first pass of applicants, the search committee will reduce the pool down to a long-list of ~5-10 candidates who will then be invited for a short (30 minute) interview by video conference. In the second step, the applicant pool will then be reduced to a short-list of 3 candidates who will be invited for onsite interviews at UIC. The short-list of candidates will also be circulated to the office of diversity, equity and engagement for their comment on the applicant pool (assuming appropriate Office for Access and Equity / human resources controls are in place).



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Based on the onsite interviews, the search committee in consultation with ODEE and the department head, will rank short-listed candidates and determine a sequencing for offer priority. The department head will direct negotiations and draft the official offer letter in consultation and with support from the search committee, and the Dean of the College of Engineering.

1. [https://www.tms.org/portal/DIVISIONS\\_COMMITTEES/Divisions\\_Committees/Administrative\\_Committees/Diversity\\_Committee/portal/Divisions\\_Committees/Divisions\\_Committees/Administrative\\_Committees/Diversity\\_Committee/home.aspx?chpAbrev=wis&hkey=fea32ab8-7aae-470c-92fc-88e036a5a6a0](https://www.tms.org/portal/DIVISIONS_COMMITTEES/Divisions_Committees/Administrative_Committees/Diversity_Committee/portal/Divisions_Committees/Divisions_Committees/Administrative_Committees/Diversity_Committee/home.aspx?chpAbrev=wis&hkey=fea32ab8-7aae-470c-92fc-88e036a5a6a0)

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and that scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The B2F scholar's duties will be designed to parallel the norms for research, teaching, and service for a tenure-track faculty member in our department, but at reduced levels during the postdoctoral appointment stage. A strong emphasis will be placed on research advancement. Teaching will form a small portion of the B2F scholar's duties, and service activities will be optional. Mentorship and support of these activities are outlined in the response to Question 10. Advising activities are listed under Teaching, as this is how they appear in the tenure dossier of faculty members. However, these activities are not considered to count towards the 2 course teaching limit as they are designed to benefit the B2F Scholar's research productivity by exposing them to graduate student training.

### Research

- The B2F scholar will be expected to contribute to sponsored research proposal activities. The B2F scholar may undertake this activity as a PI, or as a senior personnel / co-PI under the guidance of a B2F committee member or relevant CME faculty. This determination will be made in consultation with the B2F scholar. However, we anticipate that the first submission from the B2F scholar will be as a senior personnel / co-PI.
- The B2F scholar will be expected to produce scholarly works and research during their appointment as a postdoctoral fellow. The B2F committee will place an emphasis on the B2F scholar taking a leading role in the research by serving as the senior/corresponding author on peer-reviewed publications based on work completed at UIC.



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- The B2F scholar will be expected to present research at relevant conferences. Funding for travel will be provided by the department as part of professional development funds during their postdoctoral appointment.

### Teaching

- The B2F scholar will be expected to teach during the 2-year postdoctoral appointment under a co-teaching appointment. In the first year, the B2F scholar will be expected to co-teach an undergraduate service course with one of our Materials Engineering faculty serving on the B2F committee. This will be followed by co-teaching a graduate level course under the direction of one of our Materials Engineering faculty in the second year of the appointment. The courses will be offered in the Spring semesters. To prepare for teaching, the B2F scholar will prepare 1 guest lecture for the undergraduate course and a related graduate course in the Fall semesters of the appointment. The courses will be selected to align with the B2F scholar's expertise.
- The B2F scholar will be expected to co-advise a reasonable number of graduate students (e.g., 1-2), under the guidance of a B2F committee faculty member. Graduate students will be selected based on compatibility in research interests so that the student may contribute to the B2F scholar's research. The scope and commitment of time for co-supervision will be directed by the B2F committee faculty member, but the intention will be that this relationship will drive synergy in the B2F scholar's research, and not represent an onerous time investment. One example of the time commitment would be attendance of the B2F scholar at a research meeting with a graduate student and the B2F committee faculty member on a weekly or biweekly basis.
- The B2F scholar will be expected to attend a modest number (e.g., 1-2) of qualifying exams, preliminary exams, and final thesis defenses for MS and PhD students in the Materials Engineering program. The B2F scholar will be given the option of serving on an exam committee, if it is of interest to them. This will be beneficial to their understanding of how to prepare their future trainees for the important degree milestones of the Materials Engineering graduate program.

### Service

- The B2F scholar will be invited to attend all CME department faculty meetings (except for those related to promotion and tenure) as a non-voting attendee. This will expose the B2F scholar to faculty governance and decision-making procedures.
- The B2F scholar will be given the option to join the CME department's graduate committee in the second year of their appointment. This role will give them experience in reviewing incoming graduate student applications and kickstart their recruitment as they transition to a faculty member. The CME department will make sure to clear any



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FERPA concerns regarding student applications with Human Resources and the Office for Access and Equity.

- The B2F scholar will be encouraged (but not required) to mentor a capstone design team in the second year of their appointment. This activity will be encouraged as these design projects offer the opportunity to mentor senior undergraduate students who may be potential recruits for graduate studies. Furthermore, capstone design supervisors can propose topics for student teams to tackle. This presents an opportunity for the B2F fellow to generate results relevant to their own research, potentially leading to scholarly publications and/or preliminary data for sponsored research grant applications.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that are applicable to their research success, engagement of the Scholar in the department community, etc.)

Our department has a strong culture of collaboration, collegiality, and research excellence that we expect will be welcoming to a B2F scholar. The B2F scholar will be mentored and supported by a committee of faculty members (i.e., the B2F committee). The main objective of this mentorship will be to ensure the successful transition of the B2F scholar by supporting their research excellence and their growth as an independent investigator as a primary focus. This mentorship will take the form of monthly meetings to check-in on the B2F scholar's progress towards duties and milestones, with specific activities outlined in the subsections below.

To support the research activities of the B2F scholar, the committee will be composed of three Materials Engineering (Daly, Chaudhuri, Kadkhodaei). The remaining two faculty members will be drawn from the other disciplines of CME to encourage crosscutting research activities (Ozevin, Spearing). Three of the committee members are at various stages in the probationary period of their tenure-track appointments (Daly, Kadkhodaei, Spearing) and the other two members are full rank, tenured professors (Ozevin, Chaudhuri). We believe that pairing the scholar with colleagues who are in the process of pursuing tenure while balancing this experience with seasoned faculty will present strong mentoring, which is supported by literature<sup>1</sup>.

Specific mentorship strategies for each of the evaluation categories (research, teaching, and service) are discussed below:

### Research

- B2F committee members will review proposals written by the scholar prior to their submission to federal granting agencies. The style of the review and review criteria will



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follow from the agency guidelines (e.g., intellectual merit and broader impacts criteria of the NSF).

- In the first year, B2F scholars will partner with one B2F committee member and attend the RCR Workshop Series for Postdocs and Faculty<sup>2</sup> offered at UIC. This series overviews research administration topics that are crucial to early career researchers. The B2F committee mentor will also participate in the RCR Workshop Series to answer any subject-dependent questions raised by the content.

### Teaching

The B2F scholar will receive a peer evaluation of teaching for each of the two courses co-taught during the appointment. The structure of this peer evaluation will follow from department norms used to assess its faculty members and will be authored by one of the B2F committee members who does not teach the course.

- Materials Engineering faculty will share previous examples of lectures notes, syllabi, assessments, and examinations for the reference of the B2F scholar.
- The B2F scholar will be supported to complete the Inclusive Education Scholars Certificate Program, which is hosted by the Center for the Advancement of Teaching Excellence at UIC. This program supports student success and well-being by helping instructors build an inclusive classroom. This training activity supports our response to Question 12.

### Service

- The B2F committee members have extensive records in professional service which include, professional society committee appointments, conference chairing, conference symposium organization, journal editorships, peer review of scholarly works, and proposal review. The members will guide the scholar to develop similar activities during their appointment, but these will not be mandatory. For example, Professor Daly is an active member of TMS (The Minerals, Metals, and Materials Society). He will guide the B2F scholar to become involved with that society's Emerging Professionals Committee (if the society is relevant to the scholar's research interests), which should serve as a strong basis for professional networking.

### Lab Space and Startup Funds

The B2F scholar will be provided with lab space based on the needs of their research. The B2F committee faculty with the most relevant research overlaps will host the B2F scholar within their lab for the duration of the appointment. Startup funds to kickstart the research of the B2F scholar will be provided by the department and the college of engineering as a part of negotiations with the selected B2F candidate, and at a level to meet their research needs.

### Feedback and Assessment



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The B2F scholar will be assessed annually by the B2F committee at the end of the Spring semester. The scholar will be evaluated based on the metrics outlined in the responses to Questions 9 and 11. The B2F scholar will be provided written feedback on their progress, in the form of a performance review letter. To evaluate the scholar, they will be requested to complete the relevant sections of the dossier package used for promotion and tenure (available through the Vice Provost of Faculty Affairs). For this assessment, external letters will not be solicited.

1. R. Deanna, B.G. Merkle, K.P. Chun, D. Navarro-Rosenblatt, I. Baxter, N. Oleas, A. Bortolus, P. Geesink, L. Diele-Viegas, V. Aschero, M.J. de Leone, S. Oliferuk, R. Zuo, A. Cosacov, M. Grossi, S. Knapp, A. Lopez-Mendez, E. Welchen, P. Ribone, and G. Auge, Nat. Commun. 13, 1681 (2022).
  2. <https://research.uic.edu/events/rcr-workshop-series-for-postdocs-and-faculty-research-misconduct/>
11. What are your expectations of what the Scholar would accomplish by their first year (**note that Year 1 is defined as August 16, 2024 – June 1, 2025**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

The specific requirements for the first year of the B2F scholar's appointment follow the categories of research, teaching, and service, following Questions 9 and 10.

### Research

- Submission of 1 proposal to a federal funding agency. A proposal where the B2F scholar serves as the PI, Co-PI, or senior personnel will be viewed as satisfying this milestone.
- Submission of article to a peer-reviewed scholarly journal. The reputation of the journal will be assessed by the B2F committee. The norm for a Materials Engineering tenure-track faculty is generally viewed at 2 refereed journal articles per year, which was used as a baseline for this milestone. The B2F scholar should serve as the senior (i.e., corresponding author) in this article, but need not be the sole corresponding author (i.e., can share it with another researcher). However, the work should represent research completed while in the B2F role at UIC. The submitted article will also be reviewed by the B2F committee to judge quality as part of the annual review process (see Question 10). Drafts of the article and discussions on journal selection can be addressed in mentoring meetings.
- Submission of work for presentation at 1 conference with international reach and audience. For reference, most of our tenure-track faculty present at 2-3 conferences per year, which serves as a baseline for comparing this milestone.

### Teaching



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- The B2F scholar will co-teach 1 undergraduate course with one faculty member from the B2F committee.
- The B2F scholar will co-advise 1 graduate student under the supervision of a B2F committee member.
- The B2F scholar will serve as a committee member on 1 MS thesis committee, or 1 PhD preliminary exam or final defense committee

### Service

- The B2F scholar will not be responsible for any service milestones in the first year of the appointment.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

The B2F scholar will meet the needs of our department's students in the following ways:

- As our department has a high URM population, but no URM faculty, the B2F scholar is expected to serve as a strong role model for this demographic of our student body (see Question 4 response). Through completion of the Inclusive Education Scholars Certificate Program, we hope that the B2F scholar will eventually serve as a model for other faculty to best support the success of our students in the classroom.
- The B2F scholar will provide new teaching capacity to support our stretched Materials Engineering graduate program (see Question 3 response) and to potentially complement our new Environmental Engineering program.
- The B2F scholar will provide crosscutting opportunities for research in growing programs within our department (e.g., Materials and Environmental Engineering).

13. How will you ensure there is an optimal transition from the Scholar to faculty position?

The responsibilities outlined in Question 9 have been selected to place the B2F scholar in a strong position to begin their faculty appointment upon completion of the program. Successful execution of these responsibilities will translate into a scholar with independent peer-reviewed publications, sponsored research grants in submission, 2 courses taught, ready lab space, and graduate student recruits in the admission pipeline. Upon completion of the postdoctoral portion of the B2F program, the fellow will transition to the departmental mentoring program made available to all new tenure track faculty, which pairs the new hire directly with a tenured senior faculty member for mentoring activities.



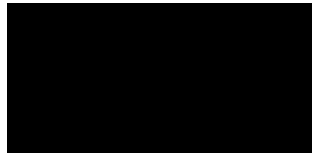


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*Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.*

*All Bridge to Faculty Program applications require a signature of approval from the department head and college dean. We strongly recommend department heads consult with their respective deans before beginning the application to ensure deans will be supportive of the application.*



9/8/23

Department Head

Date



9/14/23

Dean

Date



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Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **11:59 PM on Monday, September 18, 2023**. Please type your responses directly into the text boxes below.

1. Department Name: Richard and Loan Hill Department of Biomedical Engineering
2. Please check the boxes next to the statements that apply to your department (*Departments who had previously been awarded a place in the B2F program are not eligible to apply*):

This is the department's first application to the B2F program.

This department has applied, **but has not been awarded** a place in the B2F program. Please indicate the years you applied but were not awarded a place in the program:

Fall 2019

Fall 2020

Fall 2021

Fall 2022

3. Why are you applying to the B2F Program?

We firmly believe that a diverse body of students and faculty creates an intellectually stimulating environment and can bring about outstanding science. However, the core tenure-track faculty within BME are less diverse than our student populations in terms of race, ethnicity, and gender. For instance, only 22% of our faculty are women as compared to our graduate and undergraduate students who are 45% and 51% women, respectively. **Only one of our faculty is of Hispanic origin and none are from Black/African American or Native American communities**, leaving us at a significantly lower percentage representation within these underrepresented minority (URM) groups, as compared to our student populations. **The Bridge to Faculty program could be an excellent opportunity for our department to address the identified lack of diversity in race, ethnicity, and gender amongst our tenure-track ranks as compared to the students we serve (see Table 1).**

The BME department has world leaders in research in a number of fields. Faculty in bioinformatics and quantitative biology are identifying new disease mechanisms and opportunities for intervention. Faculty in medical imaging are advancing powerful diagnostic imaging technologies. Faculty in neural engineering and rehabilitation are revolutionizing therapeutic strategies and assistive devices for those with disabilities. Cell and tissue engineering faculty are actually moving from cells and tissues to creating functional implants or organ systems on a chip for drug toxicity screening. And, our faculty are at the forefront of advancing microfluidic and other "lab on a chip" diagnostic technologies that can be used, for example, to do point of care cancer screening from a drop of blood. Our nationally and internationally recognized expertise in these areas provides an ideal environment to nurture our future colleague through the B2F program.



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In addition, we want to increase expertise within our department at the intersection of BME and DEI-related topics. We would like to enhance our research portfolio and educational offerings by integrating into them how to critically think about the consequences/effects of social determinants of health and cultural identities. For example, we hope to offer a class on the role of sex and gender in physiological and biological differences and the subsequent effects on disorders' prevalence. Teaching and research in areas amplified by health disparities may enable us to attract a more diverse student population and will contribute to training the next generation of scientists and faculty.

We strongly believe that the B2F program will enable us to recruit and retain outstanding researchers, who would help us further strengthen and expand our expertise areas, allowing us to increase our capacity in providing first-rate training across the BS, MS, and PhD levels. While our department can provide the B2F scholar with all the necessary components to perform their research (e.g., lab space, startup) and mentor them to excel in an academic environment (e.g., research program, grant writing, communication skills), **our department currently lacks a community of individuals from underrepresented backgrounds**. The B2F scholars would benefit from such a community even if it is provided at the institutional level. **The B2F program will create this supporting community that includes other individuals from the B2F program in other departments. We expect that the integration of the efforts from the B2F program and our BME department could make our department more attractive to individuals from underrepresented communities.**

We have the approval from the Deans of the College of Engineering and the College of Medicine, and our department has the necessary funds to support the B2F scholar's non-salary needs, including research expenditures, laboratory space, and graduate student stipends.

4. What are your department's diversity needs/goals and how would a B2F Scholar align with your department's diversity goals? Please include relevant data/information about your faculty and students.

**Referring to Table 1 below, our immediate goal would be to match our student profile in terms of gender, and underrepresented racial and ethnic composition within our core tenure-track faculty. Further, we would like to increase the diversity of our teaching portfolio to include topics related to sex and gender differences, disabilities, cultural and socio-demographic status, and social determinants of health in our BME curriculum and research.** We hope that this will have a catalyzing effect in terms of increasing URM student enrollment in our programs, which would in turn continue to advance diversity among our faculty ranks. It would be great if our faculty and student populations were representative of our city, country, and world, where they are now, and with trends aligned with future projections. We also expect that the new faculty members of our department are committed to our current ongoing efforts to improve the diversity, equity, and inclusion and collaborations with the communities we serve (see question #6).



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**Table 1. Current demographics of our tenure-track faculty and student compositions, in terms of gender and underrepresented racial and ethnic groups<sup>(iii)</sup>**

	T-T Faculty (FTE)	PhD students	MS Students	UG students
<b>Total #</b>	22.75	101	55	323
<b>Citizen &amp; Perm Resident</b>	22.75 (100%)	51 (50%)	21 (38%)	288 (89%)
<b>Women</b>	5 (22%)	40 (40%)	30 (55%)	166 (51%)
<b>Hispanic &amp; Latinx<sup>(i)</sup></b>	1 (4.4%)	3 (6%)	6 (29%)	60 (21%)
<b>African Amer. &amp; Black<sup>(i)</sup></b>	0 (0%)	3 (6%)	2 (10%)	32 (11%)
<b>Native American<sup>(i,ii)</sup></b>	0 (0%)	1 (2%)	2 (10%)	11 (4%)

- i) The percentages for the URM categories are concerning the number of citizen/permanent residents as only those who are citizens/permanent residents who are from the URM categories are included in the count. This includes multi-racial and multi-ethnic individuals if at least one race/ethnicity is in a URM category.
- ii) The Native American category in the table also includes Native Alaskan and Pacific Islander.
- iii) Since reporting racial and ethnic background is voluntary for students, the numbers in the table for URM groups are a lower bound to the actual number.

5. How have faculty been consulted on the vision for this position? (Discuss your process.)

All core faculty in our department are supportive of our efforts and vision to improve diversity in our faculty ranks and increase equity and inclusion. This document has been reviewed by the BME faculty, discussed, and approved at our faculty meeting on September 8<sup>th</sup>. Faculty mentioned in this document have enthusiastically expressed a strong willingness to participate as mentors and to work with our future colleagues to provide an ideal environment for B2F trainees. Similarly, mentors outside our department have the support of our faculty.

6. How would this Scholar align with your department’s teaching/training mission?

First and foremost, we expect the recruitment of our B2F trainee will significantly strengthen our research depth and breadth. We plan to identify nationally the best candidates that complement and/or expand our current areas and expertise. Our department’s teaching and training missions align with UIC’s commitment to diversity, equity, and inclusion:

a) All individuals should be able to access excellence and have successful careers in Biomedical Engineering regardless of their backgrounds.

b) **Train the next generation of Biomedical Engineers in DEI principles so that DEI is embedded into their approach to their career.**

We would like the B2F scholar to help us in our vision and further improve our commitment to our diverse population of students. We think that scholars who have shown great commitment to teaching diverse populations, as teaching assistants or as volunteers, would help us further fulfill our first mission statement. While we would recruit URM scholars with research focused in any of the areas of BME that align with our department’s research foci, **those with an interest in incorporating aspects of one or more of the following areas would be of particular interest:**



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- a) the role of sex and gender in physiological and biological differences and the subsequent effects on disorders prevalence.
- b) the consequences of structural inequalities and the lack of inclusion of under-represented, under-studied, or under-reported populations.
- c) areas that can take advantage of UIC community infrastructure and/or clinical populations.

We do not expect that the Scholar will develop and/or teach any courses until they are into their tenure-track faculty position; but, we expect that they could provide a critical review of our curriculum and help us to better embed DEI principles in our classes once they join our BME faculty. Teaching in those areas will enable us to attract more individuals from those communities and further contribute to training the next generation of scientists and faculty in Biomedical Engineering.

As part of our mission to improve diversity in the BME, our department has led, created, or participated in the following programs:

**NSBE SEEK program:** One program that provides early exposure to engineering is the Summer Engineering Experience for Kids (SEEK) program, which has been offered by the National Society of Black Engineers (NSBE) since 2007 to serve children from low-income communities. The overall goal of the SEEK program is to enhance knowledge and engagement in engineering through hands-on, problem-based activities. As of 2019, SEEK had reached more than 20,000 underserved children in 16 cities across the country, utilizing nearly 500 mentors who are NSBE student members, themselves. SEEK is offered every summer at various sites across the country for children between the third and fifth grades, where they participate in three one-week-long modules, focusing on specific disciplines or engineering applications.

In 2019, SEEK sites chose modules from a collection of 12 curricula that include computer science, mechanical engineering, civil engineering, electrical engineering, and chemical engineering. However, there were no NSBE SEEK modules that represented Biomedical Engineering (BME). This “deficiency” may especially deter efforts to increase underrepresented minority women in engineering, in particular, as BME differs from other traditional engineering disciplines in terms of the number of women entering it (when considering all races and ethnicities). See Table 1. While women comprise about 50% of our undergraduate population, they comprise less than 25% of the undergraduate populations of other Engineering and Computer Science programs on campus. These numbers are consistent with national numbers.

Faculty within our department were awarded a competitive grant sponsored by the United Engineering Foundation to develop BME modules for the NSBE SEEK program. Drs. Miiri Kotche and Anthony Felder worked collaboratively with the national leadership of the NSBE SEEK program and on the ground with the NSBE SEEK site in Chicago to develop two BME curriculum SEEK modules. The UIC BME modules have been deployed nationally in the SEEK program since 2021. The modules are available for download: <https://bme.uic.edu/seek-curriculum/>.



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The B2F scholar would have the opportunity (though not obligated) to work with UIC faculty and NSBE SEEK leadership to expand and improve the BME SEEK curriculum modules.

**NIH NIBIB BEST program:** The University of Illinois Chicago College of Engineering (PI: Miiri Kotche) and College of Education (PI: Jennifer Olson) **have now received more than \$1M in funding from the National Institute of Biomedical Imaging and Bioengineering, part of the National Institutes of Health,** to host and pay Chicago Public High School science teachers and provide them summer biomedical engineering (BME) research experiences and expert guidance on translating BME material into their high school science curricula. The 6-week summer program has trained 27 Chicago Public School science teachers during its first five years and will continue to do so for at least the next five years. The goal of the program is to increase the pipeline of students interested in BME, by exposing and educating CPS science teachers to what BME is and the career opportunities it offers. See: <https://bme.uic.edu/news-stories/uic-receives-grant-to-prepare-cps-educators-to-teach-next-generation-of-biomedical-engineers/>

The B2F scholar would have the opportunity (though not be obligated) to serve as an advisor and co-mentor to CPS high school science teachers participating in this program.

**UIC COE Women in Engineering Summer Program:** The Women in Engineering Summer Program (WIESP), sponsored by Knowles Corporation, is a free, 3-week, non-residential program that offers high school students an unparalleled opportunity to learn more about engineering through hands-on projects and corporate partner visits. See: [wiep.uic.edu/k12/wiesp/](http://wiep.uic.edu/k12/wiesp/). As the site states: “Participants will also have an opportunity to work with world-renowned professors, meet COE students, make new friends, and earn a stipend upon successful completion of the program!” Each summer 2 UIC COE departments participate in this program. BME has been a frequent participant, and indeed many of the students who have matriculated to the BME program were first exposed to it through the WIESP.

The B2F scholar would have the opportunity (though not be obligated) to serve as an advisor and co-mentor to participants in the WIESP program.

**Rising BME Scholars Regional Conference:** UIC BME co-developed, co-sponsored, and participated in this inaugural event in June 2022 at Washington University, and in the 2<sup>nd</sup> event in June 2023 at the University of Minnesota. Faculty in UIC BME contributing to this include Professors Royston, Penalver Bernabe, and Khetani. This is a collaborative effort involving eight Research I universities in the Midwest to strengthen and diversify the next generation of academic researchers in BME. Senior-level PhD students in BME from around the country are invited to apply for this all-expense paid workshop about the next steps in an academic career, with a main focus on their immediate next step of obtaining a postdoctoral position. Applicants are selected to ensure a diverse cohort. See <https://sites.wustl.edu/risingscholars/> and <https://cse.umn.edu/bme/rising-bme-scholars-regional-conference>.



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UIC BME will continue to participate in and co-sponsor this event and intends to host it at UIC in the summer of 2024 or 2025. This will be a great opportunity for the B2F scholar to network and mentor those just a few years behind them, and to help with the planning of such an event. The B2F scholar would also be offered the opportunity to give a keynote address or presentation to this group.

### 7. How would this Scholar align with your department's research vision?

The BME department has a critical mass of faculty and significant research funding in the following five areas: bioinformatics, cell & tissue engineering, imaging, medical devices, and neural engineering/rehabilitation (see our webpage for more details). Faculty collaborate in the department not only within these areas but across other disciplines, with faculty in other departments across campus on transdisciplinary research projects. We would recruit a B2F scholar who is focused on research that aligns with one or more of the five core focus areas of the department. Though not a requirement, we would encourage applications from individuals with specific interests in health disparities, women's health, sex differences, or disabilities that fit within our five core areas. Given the paucity of URM scholars eligible for postdoctoral positions in BME (for example, for African-Americans, on the order of 20 or 30 per year nationally in the entire U.S. per NSF data) we do not want to limit our applicant pool by insisting on these specific interests.

The tenure-track senior faculty member within that core area would serve as the formal research mentor for the B2F scholar supporting the development of their research aspirations and vision. Our faculty have successfully trained students that have transitioned to faculty positions. The research mentor will provide an outstanding network in the field of expertise of the scholar.

### 8. Discuss the search process you would create for this position. Because this is a scholar-to-faculty position, this process must adhere to the department's regular faculty search process to the extent possible.

The search process will follow the same guidelines and use the same criteria we employ in our regular tenure-track faculty searches. In addition to a resume, the applicants will be asked to provide statements summarizing their research and teaching visions, as well as their commitment to and vision for diversity, equity, and inclusion. References will also be requested. **The search committee will be comprised of the faculty members of our DEI Committee and our Departmental Faculty Advisory Committee, who, if they have not already, will undergo search committee training,** as well as members of the mentoring team depending on the candidate's expertise. We will also invite current and prior B2F trainees and/or members of the B2F committee.

The candidate applications will be reviewed to identify those we believe can be successful in establishing an independent research career at UIC after two years as a B2F scholar receiving the full support of the institution and aligning with our teaching and training mission (question 6).



## Bridge to Faculty Program Application

Fall 2023

We will use the B2F committee template to draft the advertisement and we will work closely with them. The B2F Scholar position will be advertised through the usual channels we use for advertising faculty positions, including Academic Keys, the Biomedical Engineering Society, AWIS, NSBE, and SHPE. We will identify additional venues with help from UIC's Office of Access and Equity and the B2F committee that have access and connections to graduate school programs that have a higher percentage of URM individuals. The position will be also advertised on our BME webpage and through social media platforms through accounts from our department and/or through faculty.

The Search Committee will recommend 3-5 candidates to be invited for in-person interviews, which will each take place over two days in the Spring Semester, conducted like our faculty search interviews, including a technical talk and meetings with departmental faculty and students, as well as with the department head and college leadership. The goal will be to make an offer within the second half of the Spring semester for the B2F Scholar to begin the following academic year (August). The interview committee will also include B2F scholars and other faculty that self-identified as minorities as well as faculty from other departments that have successfully recruited and retained B2F scholars in the past.

9. Describe the duties/responsibilities of the Scholar in detail; include a clear description of responsibilities related to research, teaching, and/or other applied work (e.g., clinical). Responsibilities should be created with the scholar's interests and trajectory as central and scholars may teach no more than two courses over the entire scholar period, or, if teaching is not a requirement, applied work (e.g., clinical services) may not exceed 15% of the scholar's full-time effort.

The primary focus of the B2F scholar would be their research, with the goal to establishing themselves as independent scholar ready to take on a tenure-track faculty position in our department. All their time would be protected for they to focus on their research agenda, which would be inclusive of authoring peer-reviewed articles, participating in professional conferences, and writing competitive proposals seeking external funding for the continuation of their research into a faculty position. If they desire, scholars will be encouraged to mentor or co-mentor undergraduate and graduate students in our traditional BS, MS, and PhD educational programs, as well as our unique activities described in response to question #6. However, these commitments cannot exceed 10% of their time.

Unless the B2F scholar expresses their desire, the individual will have no formal classroom teaching responsibilities so that they will have all their protected time to focus on their research. Similarly, the B2F Scholar will not serve on any committees or organization of special activities within the department.





## Bridge to Faculty Program Application

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Additionally, the scholar will not have to teach during their first year as a tenure-track faculty member and then their teaching load will be only one class per semester until they reach tenure. Their time will be protected to participate in all the B2F activities.

10. How will you ensure the Scholar is adequately mentored and supported? (Discuss individual or group mentorship, how the scholar will be provided with feedback about their progress during the two-year scholar period, physical space, equipment, access to lab and resources that apply to their research success, engagement of the Scholar in the department community, etc.)

The scholar will have multiple types and levels of mentorship. Research and peer mentors will be assigned from inside and outside the department. They will meet with the scholar as a group to keep everyone on the same page and to more efficiently use the scholar's time. During the first 2 months, mentors will meet biweekly by themselves and together with the scholar. After that, they will meet monthly. The department head will meet with the scholar monthly. The mentorship team will provide updates to the department Advisory Committee and its DEI Committee every 3 months.

The mentorship team will include core and affiliate faculty who have track records of mentoring PhD and postdoctoral students, including those from URM groups, who have gone on to successful tenure track faculty positions in the United States. Core faculty with these specific credentials include: Eben Alsberg (Cell & Tissue Engineering), Yang Dai (Bioinformatics), Dave Eddington (Diagnostic Devices), John Hetling (Diagnostic Devices), James Lee (Diagnostic Devices), Jie Liang (Bioinformatics), Jim Patton (Rehabilitation), Zhangli Peng (Bioinformatics), Tom Royston (Imaging), Jae-Won Shin (Cell & Tissue Engineering), Ming Wu (Rehabilitation), and Xincheng Yao (Imaging). Affiliate faculty also with these credentials who have been contacted and confirmed their willingness to serve in this role are: Olusola Ajilore (Psychiatry, BME) and Irena Levitan (Medicine, Pharmacology, BME). The mentorship team will not be limited to only these faculty, but will also include other willing core and affiliate faculty with strong mentoring credentials.

We will encourage the scholar to attend training/continuing education opportunities that may help them advance in their new career, such as leadership, effective communication, and time management (such courses/workshops are offered by the university at no cost).

11. What are your expectations of what the Scholar would accomplish by their first year (**note that Year 1 is defined as August 16, 2024 – June 1, 2025**) in order to be recommended by your department for the faculty position? Discuss specific criteria that will be taken into account (e.g., expected number of publications, presentations, etc.)

Our expectations for the Scholar will be commensurate based on their developmental stage in their career and their type of research focus. Our expectations would be clearly communicated to the Scholar and discussed with them before they sign the contract to make sure both parties have the same expectations.



## Bridge to Faculty Program Application

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Within the first year in our department for prior highly published Scholars working on quick turn-around projects, we expect the Scholar to submit at least one manuscript as a lead author based on their research, ideally to a high-impact journal in their field. For those Scholars working in fields and/or on specific projects that may take longer to obtain results (e.g., novel technique development, long longitudinal studies), we expect that they will submit at least one abstract to attend a conference in their research field.

All scholars will be expected to submit at least one proposal to some competitive award opportunity aligned to their research level (e.g., first-year postdoctoral fellow or an individual coming with a prior postdoc) to governmental (e.g., NIH R03, internal postdoctoral awards [K12 BIRCW]) and non-governmental entities (e.g., Pew or Beckman Foundations). If awarded this would provide financial support for them to independently pursue their line of research. We do not expect that the scholar will necessarily be ready to submit a proposal to the highly competitive NIH K-award (K99/R00 pathway), but we would at least want to have a specific aims page to be discussed with their mentorship team.

12. If the Scholar were to become a faculty member describe how they would help meet the needs of your enrolled undergraduate students, graduate students, or other trainees in your department.

The B2F Scholar will enhance our strengths in one or more of our focus areas described in response to questions #6 and #7. As a faculty member they will strengthen our training of undergraduate, graduate, and other trainees in that/those focus area(s). As a member of the faculty, the Scholar will be responsible for guiding 7-10 undergraduate students, a minimum of twice per year during the advising week. Their advice will bring a new perspective to our undergraduates that will resonate with students who are members of similar communities and will help them to excel as UIC BME students.

13. How will you ensure there is an optimal transition from the Scholar to faculty position?

The progress of the B2F scholar will be tracked throughout their time as a postdoctoral fellow by their mentoring team. **This will include monthly check-in meetings with their two assigned research and career development mentors, and more detailed quarterly progress reviews, which will also include the department head and members of the DEI and Faculty Advisory Committees.**

Milestones will be established in coordination with the B2F scholar, concerning manuscript and proposal preparation, as well as other goals identified and agreed upon by the committee and scholar that will better prepare them for transition to a faculty position. This may include attending and presenting at certain professional conferences to gain recognition in the field, which is essential as a tenure-track faculty member who must succeed in peer review of proposals, papers, and, ultimately, credentials for promotion with tenure.



# Bridge to Faculty Program Application

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Faculty within the department will know that the B2F scholar is a “near future” faculty colleague and should be treated as such. In that context, the B2F scholar will be invited to attend faculty meetings and our annual faculty retreat.


Teaching expectations will be none during the first year. There will be training in unique faculty tasks (e.g., iBuy account, submitting reports). The B2F scholar will be encouraged to participate in appropriate NIH or NSF review committees if the opportunity presents itself.

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*Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements.*


*All Bridge to Faculty Program applications require a signature of approval from the department head and college dean. We strongly recommend department heads consult with their respective deans before beginning the application to ensure deans will be supportive of the application.*

 \_\_\_\_\_  
September 11, 2023  
Date

Department Head

 \_\_\_\_\_  
September 11, 2023  
Date

Dean

 \_\_\_\_\_  
September 12, 2023  
Date

Dean



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Art History (Application prepared by Prof. Catherine Becker and Prof. Omur Harmansah, and reviewed by the Art History Faculty)

2. Why are you applying for a Bridge to the Faculty postdoc?

a. The Department of Art History is submitting an application to the Bridge to the Faculty Program in order to take a substantial step towards diversifying its faculty and its curriculum. Currently, Art History faculty is constituted of 4 white female and 2 white male tenured or tenure track faculty members. One tenured female member of the faculty, whose tenure home is Art History (but who teaches irregularly in the department), is a first-generation Chinese-American whose parents are from Taiwan, while one tenured male faculty member was raised in Turkey and has a Middle Eastern background and identity. Our department also has one male clinical assistant professor (presently in his third year at UIC and the first year of a new two-year contract) who is a first-generation Mexican-American and identifies with a Latin American/Latino identity and background. Serving a diverse student body, the Department of Art History's racial makeup is overwhelmingly white. This issue has been flagged by Art History students as a matter of serious concern.

b. The Department of Art History strives to shift its curriculum to address racial injustice in art history, engage with radical changes in the humanities towards the decolonization of disciplines, address the demands for a balanced art historical coverage from our diverse student body, and respond thoughtfully to recent social movements in the world including Black Lives Matter. In this effort, the curricular offerings on conventionally marginalized fields such as the arts of African, African-American, African diaspora and Black-Indigenous communities by overwhelmingly white scholars have become ethically problematic. A Bridge to Faculty postdoctoral fellow, who is a Person of Color, will be a major step towards reconciling these conflicts that must be addressed immediately.

c. Several tenured faculty members have left the department in recent years, and their positions have not been filled. Compared to 2014-2015, the number of permanent faculty in Art History has dropped from 12 permanent faculty members to 8. Hiring adjunct faculty to cover core classes is not a solution. The Bridge to the Faculty postdoc represents an ethical step toward rebuilding the faculty.

d. The Department of Art History offers large and impactful General Education and service courses to the UIC campus, including global art history surveys (AH 110 and AH 111), which draw 300-350 students per semester from the entire UIC campus. These courses are taught by white faculty. In recent years, the department has been struggling to maintain the consistent offering of these important service courses by its full-time faculty, due to limitations of the faculty numbers. In the last two years AH 111 has been taught by adjunct and contingent faculty. We believe that a Person of Color faculty member in African, African diaspora, African-American or Indigenous art, who might eventually contribute to AH 110 and AH 111, would not only strengthen the global survey curriculum but also balance the racial/ethnic makeup of the contributing instructors in these most outward components of our course offerings.

e. A Bridge to Faculty postdoctoral fellow would also help substantially towards diversifying our graduate student body, which is overwhelmingly white, by means of drawing more BIPOC graduate students to the program, by offering an advisor and research platforms that would make for a more inclusive learning environment.

f. Art History increasingly offers an important bridge between CADA and humanities programs which are based in LAS. This collaboration and cross-college/cross-disciplinary dialogue has been important in promoting our program for recruitment, drawing undergraduate students, and participating in humanities initiatives across the board. A Bridge to Faculty fellow will contribute by helping the department in its mission to connect CADA's academic units and its humanities components to other humanities programs and units on campus.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

Yes, the initiative to apply for the Bridge to Faculty Program came unanimously from conversations among the full Art History faculty. In order to address the problems discussed above, the Art History faculty agreed to move forward with the application and appointed a small committee to draft a proposal. The proposal was then circulated to the full faculty (including tenured, tenure-track and visiting faculty) and revised in response to faculty suggestions and questions.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Illinois's Cook County is one of the three locations with the highest concentration of students receiving Art History, Criticism and Conservation degrees, alongside New York and Los Angeles. Over 60% of those students receiving Art History degrees are white (Source: DATA USA). In contrast, according to 2019 data, only about 26% of UIC students are white, 34% Latinx, 20% Asian American, 8% African American, and this diversity is growing (Source: UIC Office of the Vice Provost for Diversity). Our department's goal is to respond to this growing student diversity of UIC through the diversification of our faculty and curriculum. Compared to UIC-wide student data, Art History majors were 47% white, 36% Latinx, and 6% African American as of Spring 2020. Diversification of our student body is one of the long-term objectives for our department.

In terms of curricular adjustments, our department has been quite successful in offering a large number of courses in Latin American fields, as well as covering other major cultural regions such as South Asia and Western Asia from antiquity to modernity. In Spring 2020, our department hired a visiting faculty to teach Islamic Art. **Our diversity goal for faculty growth over the next five years is to hire at least two tenure-track faculty of color.** Our department has in fact been requesting TT lines in the last several years. The hire of a faculty of color in the field of African, African-American, African diaspora, or Black-Indigenous art would strengthen our global curriculum and get us closer to our diversity goals for faculty hires and for reshaping our department as a space for Black students.

5. How would this postdoc align with your department's research vision?

The research vision of the Department of Art History is based on three important strengths with its existing research faculty. First, the Department is strong in its emphasis on early modern, modern and contemporary art with a wide range of research interests from performance art to the history of photography and critical theory, from architectural theory and history of urbanism to European painting and the political economy of art and money. The second strength of the department is in its global reach, represented by visual storytelling in the art of South and Southeast Asia to ancient Western Asian architectural history, landscape archaeology, and political ecology, from the visual culture of Ancient Americas to the Colonial Latin American art and landscape and martyr painting traditions. The third strength is in museum and exhibition studies, historic preservation and cultural heritage, and the history of museums and collecting. This wide range of research fields is supported by a variety of research methodologies, including fieldwork, curatorial practices, archival and museum work, environmental and digital humanities, as well as the theoretical approaches that are intimately linked to those methods. We would like to strengthen this research vision with the addition of a postdoctoral position in the field of African, African-American, African diaspora or Black-Indigenous art, which will provide a much-needed focus in bolstering a critical and self-reflexive understanding of the discipline of Art History as a product of colonial modernity, and the racial injustices and the human suffering that this colonial history has caused. This work will complement a member of our faculty's current research project on climate injustice and the implications of the same colonial history on environmental destruction that has become evident recently. At a time when decolonization of the discipline is urgent and timely, post- and decolonial perspectives are highlighted and discussed, this hire will put UIC's Art History department at the cutting edge of our discipline.

6. How would this postdoc align with your department's teaching mission?

The Department of Art History's teaching mission--at both the undergraduate and graduate levels--presents a rigorous and expansive view of an inclusive, global version of art history across a wide swath of time and space. In our courses, we also acknowledge the long history of racial injustices inscribed within the foundation of our discipline, rooted in European and American colonial modernity. Our department's teaching mission positions the history of art and architecture as critical and reflective of that history of racial injustices and colonial histories. This is meant to prepare our students to think critically in the current climate of activism and social movements such as the Black Lives Matter movement. A postdoctoral fellow of color working on African, African-American, African Diaspora or Indigenous art would significantly expand our course offerings and allow our students to understand the rich history of artistic production in Africa and the transnational nature of African art as a result of the violence of slavery.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The Department of Art History drafts its job advertisements with full consultation of the faculty and makes every effort to ensure a competitive search process with applicants from the largest possible pool of emerging scholars. We will craft wording that is broad and inclusive, identifying a range of key theoretical and methodological commitments of the ideal candidate while welcoming applicants from the full extent of temporal and geographic areas within the arts of African, African-American, African diaspora, and Black-Indigenous communities. It is also critical that the job advertisement be circulated as widely as possible, including key professional organizations within our discipline (such as the College Art Association, the Society for Architectural Historians, and the Arts Council of the African Studies Association). Additionally, we will circulate the posting to universities in the US and abroad training doctoral students in the history of African and African-American art and architecture. The department will carefully constitute the search committee, ideally composed of faculty from the School of Art and Art History, the Department of Black Studies, and a student representative from Art History. After reviewing applications, the search committee will conduct initial interviews via Skype. We will then select a short-list of approximately three candidates to bring to UIC (assuming this is possible in 2021) for research presentations and additional meetings and conversations with UIC faculty and students. Once the visits conclude, the search committee will be tasked with a process of soliciting student and faculty input regarding the finalists—through questionnaires and meetings. With this valuable information, the committee will rank the finalists and submit its recommendations to the Office of the Vice Provost for Diversity and the Dean of the College of Architecture, Design, and the Arts. These steps are consistent with our procedures for hiring full-time faculty.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.



The postdoc will be expected to develop one course in each of the two years of the position, including one undergraduate course that provides a survey of the fellow's research area. The post-doc will also have the opportunity to develop a graduate-level seminar that directly emerges from and supports the postdoc's current research. Additionally, the postdoc will contribute occasional guest lectures drawn from his or her research to our department's large surveys and team-taught courses. The postdoc will also be expected to mentor undergraduates and graduate students interested in his or her area of research.

We anticipate that the primary research responsibility of the postdoc will be transforming his or her dissertation into a book manuscript. However, depending on the specific nature of the postdoc's research, it would also be appropriate to pursue articles for peer-reviewed journals or edited volumes. Given the nature of art-historical scholarship, curatorial work or other forms of museum engagement could also be a key component of this postdoc's research. Presentations at conferences and symposia would also support the postdoc's scholarship.

While service expectations will be limited to mentoring students, we anticipate that the postdoc will participate in the intellectual life of the department and the university by attending faculty meetings and departmental events. The fellow will have the chance to present work in progress at a meeting of the Department of Art History's weekly colloquia.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The Department of Art History will arrange for the postdoc to have a designated mentor within the department. The postdoc and mentor will meet several times each semester to formulate plans for completing research, preparing a book proposal, crafting fellowship applications, developing syllabi, fostering successful classroom experiences for our students, and pursuing work-life balance. The department mentor will also facilitate the postdoc's connections to the wealth of relevant scholars, institutions, and archives here in Chicago by arranging introductions and organizing small informal conversations. Additionally, the Department of Art History will help the postdoc find a mentor in another department at UIC whose own scholarship is related to the postdoc's specific research area or theoretical orientation.

The postdoc will also be encouraged to participate in departmental events, such as faculty meetings and our weekly colloquia, in order to feel part of our community of faculty and students. A faculty member from the Department of Art History will visit the postdoc's classes to provide guidance on pedagogy and student engagement. We will provide the postdoc with office space and a computer (through the College of Architecture, Design, and the Arts technology office). Additionally, as the Department of Art History has no dedicated funding for faculty research, this postdoc, who will ideally become a tenure-system faculty member, should be provided with a modest start-up research fund and be eligible to apply for the CADA Dean's Research Prize and UIC's Faculty Scholarship Support Program.

Finally, the department will assist the postdoc with crafting a proposal to the Institute for the Humanities in support of a Humanities Frontiers workshop to be convened around a topic related to the postdoc's research. This will provide the postdoc with an opportunity to forge meaningful connections with scholars in his or her field who are located outside of Chicago.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

The postdoc should demonstrate progress on his or her research agenda--either in the form of the submission of a journal article, the development of a book proposal and chapter, or the accomplishment of other projects relevant to his or her specific research (such as the planning of a museum exhibition). The postdoc's commitment to innovative teaching should be demonstrated through the development of an original course in the first year. The department also expects that the postdoc will participate in departmental and university events and advise undergraduates and graduate students with interests related to his or her own research.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The postdoc will provide art historical research and teaching that have long been requested by undergraduate majors. A recent alum of the program, who repeatedly expressed an interest in studying the art of Africa and its diaspora during her time as a major, has proposed starting a petition to demand that Art History make a hire in this area. In our current historical moment, the absence of art history faculty teaching this material as well as critical race studies is a profound disservice to our undergraduates. A new faculty member from an under-represented group is also of tremendous importance to our diverse student body. Our majors have consistently spoken of their desire to work with faculty whose backgrounds and life experiences have parallels with their own. This postdoc's presence as a member of the department's full-time faculty would communicate to our students that art history, which continues to struggle with its entanglements with imperialism and colonialism, can be radically reoriented. Our department strives to reimagine art history as an inclusive and diverse discipline, within which all areas of art are studied and people of all backgrounds can become art historians.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

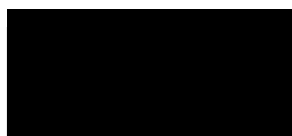
In order to ensure our postdoc's optimal transition to a faculty position, we will encourage the postdoc to engage in the intellectual life of the department during the first two years here. Although the postdoc will have limited service requirements, attending faculty meetings and departmental events will help the candidate to learn the administrative structure of the department, school, and college. It is also the department's practice to limit service expectations for junior faculty. We will encourage the postdoc to repeat the two courses he or she develops during the first two years here in order to help ease the transition into full-time teaching. The postdoc's departmental mentor will continue regular meetings to provide support for teaching and in preparation for the third-year and tenure reviews. As outlined in the discussion of mentoring, the Department of Art History will also help the postdoc forge connections within the broader Chicago arts community. Such collaborations are intellectually rewarding but also have the potential to lead to outside funding for faculty positions. (The Department of Art History and the dean of CADA are finalizing just such a gift in support of a position in Art of the Spanish Americas, and we are eager to replicate this model in the future.)

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Postdoctoral Fellow Salary  
First year (2021-22) - \$60,000; second year (2022-23) - \$63,000  
Research and conference travel - \$5,000 (for two-year period)  
Total = \$128,000

Assistant Professor Salary  
At entry (2023-24) - \$78,000

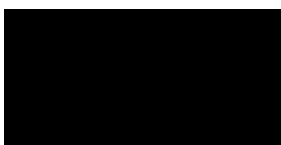
All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



10/5/2020

Department Head

Date



10-5-20

Dean

Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Biobehavioral Nursing Science

2. Why are you applying for a Bridge to the Faculty postdoc?

Nationally there is a critical lack of diversity in clinical and academic nursing. The need to increase diversity, inclusion, and equity in nursing has been recognized by the American Association of Colleges of Nursing (AACN Position Statement, Diversity, Inclusion, & Equity in Academic Nursing, 2017) and the National Institute of Nursing Research (NINR Mission & Strategic Plan, 2016). Both national organizations have stressed that the failure to attract and retain underrepresented minority (URM) students and faculty has implications for the overall quality of health sciences research and our ability to understand and intervene on the drivers of health inequalities associated with diseases such as COVID-19.

The College of Nursing (CON) is a highly rated academic unit committed to enrolling and retaining a diverse population of students through its holistic approach to admissions and dedication to mentorship and programming through the Urban Health Program. Nevertheless, a salient factor in creating a diverse student body is having faculty that look like the very students that we are trying to recruit and retain (Llamas et al., The Case for Greater Faculty Diversity: Examining the Educational Impacts of Student-Faculty Racial/Ethnic Match, Race, Ethnicity and Education, 2019). It has been well established that students seek institutions with a diverse faculty whose success as individuals of color can demonstrate to the student what their future could be. AACN has declared that the ability of academic nursing to maximize learning opportunities and experiences for students and faculty is significantly dependent on enhancing the capacity to learn from individuals with diverse life experiences, perspectives, and backgrounds (AACN Position Statement, Diversity, Inclusion, & Equity in Academic Nursing, 2017).

As in Chicago, one-third of the nation are individuals from ethnic and racial minority groups, yet only 19% of nurses and 13.1% of nursing faculty are from diverse backgrounds (AACN Position Statement, Diversity, Inclusion, & Equity in Academic Nursing, 2017; Lin, Minority Faculty Role in Retaining Minority Nursing Students: An Integrative Review, Interdisciplinary Journal of Nursing and Critical Care, 2018). Indeed, less than 10% of the CON faculty represent minority groups. This is especially true for the Department of Biobehavioral Nursing Science (BNS) which is consistently listed among UIC units designated as a "zero representation unit." Recognizing its importance, as reflected in the CON diversity strategic plan, a high priority goal is to increase faculty diversity. We fully appreciate that increasing the diversity of faculty in BNS will improve our ability to attract, appropriately mentor, and retain URM students in research and basic science intensive areas of nursing.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

Improvement of racial and ethnic diversity within faculty ranks has been listed as a goal of the BNS Department for several years. Although it has been a high priority for every recent faculty search, the Department has had minimal success with racial/ethnic diversity hires and has had no African American, American Indian, or Latinx faculty hires for tenure-stream positions.

Upon learning of the Bridge to the Faculty program, I discussed the opportunity with the BNS Department Advisory Committee and received an enthusiastic response. The program was then presented to the full department at our BNS Faculty Meeting in September 2020 and there was unanimous positive support in moving forward with an application. I worked with BNS Advisory Committee members and Dr. Phoenix Matthews (Associate Dean for Equity and Inclusion for the CON) in the development of this application. Feedback and strong support from department faculty members and Dr. Phoenix contributed to the vision for this post-doctoral position application. We are confident that a new post-doctoral fellow will be warmly welcomed and supported by department faculty and will thrive in our highly productive, mentorship-focused department. The faculty are dedicated to the success of a post-doctoral fellow and indicated their willingness to provide mentorship and guidance. Equally important are the post-doctoral fellow's talents and expertise that will contribute substantially to the teaching and research excellence of our unit.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

The CON is committed to equity; inclusivity; increasing the diversity of our faculty, staff and student body; and incorporating teaching, practice and scholarship focused on the moral and ethical principles that found the nursing profession. We are dedicated to strengthening our alliance with and support of all individuals and communities at risk of marginalization and/or violence including Black, Brown, Indigenous, People of Color, LGBTQ persons, religious minorities, immigrants and the differently abled. The goals in our diversity strategic plan are based on multiple sources of data including the CON Diversity Strategic Thinking document and the University document, "Through the Lens of Diversity." The specific diversity goals of the CON as it relates to the recruitment of faculty are as follows:

- 1) To recruit faculty reflecting the diversity of the population of Illinois: 15% African American, 1% American Indian, and 15% Latinx to both the tenure and non-tenure tracks
- 2) To recruit male faculty members on the tenure track and non-tenure track
- 3) To recruit faculty who enhance the diversity of the CON including faculty with disabilities, sexual minorities, and other diverse groups

A Bridge to the Faculty postdoc strongly aligns with our overall CON and BNS Department goals of higher URM faculty. Currently, we have two URM postdoctoral fellows in the CON. These current fellows are expected to join the faculty in the Department of Population Health Science in the next 1 to 2 years, respectively. The extant literature related to the retention and success of URM faculty points to the benefits of cluster or cohort admissions. We seek to add an additional Fellow to the CON to help build a "critical mass" of URM fellows who would all be entering as assistant professors at roughly the same time. We believe that increasing mentoring and providing support for this cohort of new assistant professors will contribute to our ability retain the existing URM junior faculty and to recruit additional URM faculty and students, thus serving as important anchors for our ongoing diversity initiatives.



5. How would this postdoc align with your department's research vision?

The BNS Department is a vibrant community of accomplished educators, researchers, and practitioners with numerous international and national awards and recognitions. There is a departmental emphasis on interdisciplinary collaborations. Several clinical faculty hold adjunct status in other colleges (e.g. College of Medicine). Department faculty conduct research and could provide mentorship in the following major areas:

- Health promotion and disease prevention (e.g. physical activity/exercise)
- Symptom measurement, management, and quality of life
- End of life and palliative care
- Cardiometabolic disease (e.g. cardiovascular disease, diabetes)
- Innovations in health information technologies
- Health disparities and health equity
- Omics (e.g. microbiome)
- Neurobiology of sleep and sleep disorders

For the Bridge to the Faculty search, we would focus on recruiting a post-doctoral fellow with a background in any of the above research areas. We would be especially excited with an applicant whose research background has focused on racial and ethnic inequalities as related to health and healthcare, but we would not limit our search based only on that background.

One of the unique strengths of the BNS Department is the number of senior faculty with national-level funded research awards (10 faculty) in addition to several junior faculty funded with national training grants who could serve as mentors to a post-doctoral fellow. BNS investigators are invested in interdisciplinary research collaborations (e.g. Cancer Center, College of Medicine, Allied Health, Psychology) as well as international collaborations (e.g., Japan, Rwanda) and can serve as exceptional role models and mentors for a post-doctoral fellow. Our department would welcome a post-doctoral fellow who is committed to generating biobehavioral nursing science knowledge that has potential for sustainable national-level funding and lasting impact on health, healthcare, and policy.

6. How would this postdoc align with your department's teaching mission?

The BNS Department has expert teachers at every level, many of whom have received both internal, regional, or national teaching awards. The BNS department strives to educate and prepare nurses to lead change to advance local and global health. Faculty within our department teach in a variety of curriculums, including undergraduate (pre- and post-licensure), Masters, Doctor of Nursing Practice, and PhD. A number of courses are team-taught, often pairing a junior-level faculty person with one who is experienced. We would welcome a post-doctoral fellow into a team-taught course in this same manner. Several of our current postdoctoral fellows also teach a mini-course in our Urban Health Program's summer enrichment program for URM students who are entering our undergraduate, graduate entry and doctoral programs. We anticipate that the post-doctoral fellow would independently teach a five-week preparatory course **to add to the mission of the Urban Health Program to advance URM representation in the health sciences.**

Department faculty researchers also interact and mentor students as research assistants. The post-doctoral fellow would be exposed to research mentorship of students through contact with faculty research teams.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process for the Bridges to the Faculty Postdoctoral Fellowship position will closely align with the Human Resources Processes established by the CON. The BNS Department works with CON Human Resources to complete a search/job posting, identify search committee members, develop job posting language, develop job description/duties, and interview questions. The BNS Department conducts searches via HireTouch. In most cases, initial searches are posted for 3 months and can be extended for up to 6 months. Each department has rules to follow per the OAE search manual as well as internal rules.

Recruitment of candidates by the BNS Department will be implemented through advertisements in journals and on professional websites, announcements at regional and national professional meetings, and through professional networking. The fellowship opportunity will be advertised in relevant nursing, public health, and other related journals, with a focus on journals primarily serving URM professionals. The training program opportunity will be displayed on the CON website. The BNS Department will also work with directors of predoctoral training programs regionally and nationally to identify and recruit postdoctoral trainees, with a focus on nursing programs at historically Black, Latinx, and Native American serving colleges.

All applicants that meet minimum requirements as described in the job posting will be contacted by the Chair of the Department Search Committee to provide the candidate with an in-depth description of the position and expectations, to answer candidate questions and to schedule an in-person or virtual interview. The candidate will meet with BNS Department and CON leadership, give a 60 minute "job talk" and meet with a select group of faculty across the entire CON and University whose research aligns with those of the candidate. The candidate will have an informational session with our current postdocs and will meet with the Associate Dean for Equity and Inclusion. Following the interview, all faculty who attended the candidate's job talk or had an individual interview will be sent a standard candidate evaluation survey to complete. After all the candidates have been interviewed, the Search Committee will review all the candidate's materials, evaluations, and input from departmental and college leadership. A final recommendation will be sent to the Department Head for their final approval.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The post-doc experience will provide in-depth training that is tailored to the fellow's needs. Post-doctoral Fellow expectations include:

- Mastery of knowledge, grant and manuscript writing skills, and research skills through seminars and courses by the CON, UIC Center for Clinical and Translational Science (e.g. Clinical Research Summer Workshop, Writing Groups), Faculty Summer Institute at the University of Illinois Urbana-Champaign, and specialized workshops through NIH or other funding agencies.
  - By the end of Year 1: Publication of dissertation research findings in at least 2 manuscripts, submission of an extramural grant (e.g. Midwest Nursing Research Society, Sigma Theta Tau Honor Society of Nursing, other foundations)
  - By the end of Year 2: Execute a preliminary grant-funded study, drafting of a training grant (e.g. K99/R00), submission of at least two manuscripts related to post-doctoral work, application for a tenure-track position in the BNS Department
- Experience teaching a didactic nursing course.
  - By the end of Year 1: Guest lecture or observation in an undergraduate or graduate nursing course, engage in mentored teaching experiences (e.g. UHP summer SENS program)
  - By the end of Year 2: Work closely with faculty to co-teach one course at the undergraduate or graduate level

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The BNS Department has 15 senior faculty researchers who are available to provide mentorship to a post-doctoral fellow. Of the 15 senior faculty in the department, 10 have current national-level funding (majority with RCT's) and 5 have experience mentoring post-doctoral fellows. The BNS Department is home to the Center for Sleep and Health Research and mentorship by the Center's director and other senior faculty has produced several nationally-funded faculty. The BNS Department's Cardiometabolic Research Group (CRIG) is an active group of interdisciplinary researchers with expertise in physical activity, sleep, diabetes and cardiovascular research. The second floor of the CON building provides dedicated bench, exercise, and data collection/interview research space and equipment for human and animal research.

Mentorship and support of our Bridge to the Faculty Fellow will be consistent with the robust procedures currently in place for all postdoctoral trainees in the CON. The Bridge Fellow will be assigned to a mentorship team comprised of at least two faculty members whose research is closely aligned with the candidate. These faculty members, together with the Department Head, will monitor progress and productivity throughout the Fellowship period and during transition into a faculty position. The primary mentor will meet with the candidate on a weekly basis with the secondary and tertiary mentors meeting with the candidate on a monthly basis.

The candidate will complete a three-year development plan which will be inclusive of the two years of the fellowship and the first year of their faculty position. The development plan will be inclusive of an assessment of the candidate's strengths and targeted areas of improvement which will be addressed via targeted training opportunities including coursework, workshops, and independent readings with the mentorship team. The roles of the mentorship team will be to provide guidance, information, and feedback relative to teaching effectiveness, research productivity, clinical responsibilities, scholarship and publication, and service. The primary mentor will assure that the mentee is well acquainted with the College's mission and strategic plan as well as significant policies and procedures, especially those pertaining to third-year review and promotion and tenure. The mentor will help the mentee with developing professional and organizational leadership skills, goal setting, publishing and grant submissions, and access to resources. The Fellow will have access to the CON Office of Research Facilitation, which would provide assistance with grant submission.

As with our current fellows, the candidate will be provided with \$10,000 start-up funding to be used for research-related expenses, such as equipment, consumables, research assistant, or professional travel. The start-up funding will be distributed as follows, pending appropriate progress and benchmarks have been met: Year 1 Post-Doctoral Research Associate - \$2,000; Year 2 Post-Doctoral Research Associate - \$2,000; and Year 1 Assistant Professor - \$6,000. The postdoctoral fellow will be provided an office with a desktop or laptop computer software such as SAS or SPSS and full IT support.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

At the level of appointment to the tenure track in the CON, the candidate needs to demonstrate a range of teaching activities including teaching assistantships, lectures, and course instruction. Research expectations at appointment includes evidence that the candidate has sought competitive extramural funding for research and disseminates research findings through peer reviewed publications and professional presentations. Tenure track faculty are expected to contribute to the service mission of the university. Participation may include service at local, regional, national and international levels.

The priorities at the end of Year 1 of the fellowship will include the following:

- 1) Publish 2 papers (with 2 additional papers in Year 2)
- 2) Develop a plan for an independent program of research with specified quarterly milestones
- 3) Build a research team inclusive of senior faculty in the CON
- 4) Engage in think tanks, mock reviews and grant writing workshops to build skills in competitive grant writing
- 5) Engage in mentored teaching experiences (e.g. UHP summer Seminars for Excellence in Nursing Science (SENS) program)

In Year 2 of the Fellowship, the candidate will be expected to execute a preliminary grant-funded study and draft a training grant (e.g. K99/R00)

The culminating activity for Year 3 will be to submit a career development grant award application to NIH.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The CON has a large undergraduate nursing program. Faculty in the Department of BNS coordinate and teach in a large number of undergraduate courses, including didactic, lab and clinical courses. As part of our continuing quality improvement efforts, we seek student feedback at the completion of all courses. Feedback received from undergraduate nursing students in recent years has consistently emphasized the need for racial and ethnic diversity among our BNS Department faculty. Importantly, having faculty from diverse backgrounds enhances the number of available role models for our students from similar backgrounds.

A primary goal of our department is to foster and develop strategies that bridge educational disparities. An URM post-doctoral fellow would align with our efforts to diversify our faculty and increase the recruitment, engagement and academic success of diverse students.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

We are confident that a two-year post-doctoral fellowship will provide an optimal transition to a tenure-track faculty position. We will ensure a seamless transition to a tenure-track faculty position through several strategies. The first will be assisting the post-doctoral fellow in selecting a primary mentor from among the faculty. We will encourage them to attend CON and BNS Department meetings so that they have opportunities to meet and network with faculty, but they will not be asked to serve on college or department committees. The post-doc will be provided a furnished office within our department, as close to their faculty mentor as possible, and will have access to full IT support. They will be provided start-up funds to support attendance at professional conferences over the two-year period.

To provide an optimal transition to the research role, the post-doctoral fellow will be encouraged during Year 1 to participate on a research team. The primary mentor or another senior researcher will arrange access to currently available projects that can provide experience and data for the post-doc to complete a research project. During Year 2, they will be encouraged to write and submit a grant application for funding. To promote the post-doc fellow's mastery of core research skills, they will be encouraged to attend courses, seminars or workshops within the CON (e.g. NURS 585- Advanced Research Seminar; HPA Grant Writing for New Investigators), university (e.g. CCTS workshops) and through external agencies (e.g. NIH) as appropriate and available.

To optimize the transition to teaching as a faculty person, the post-doctoral fellow will be given the opportunity to guest lecture in a course and observe classroom sessions during their first year. During the second year, the post-doc would be given the opportunity to co-teach one course with an experienced faculty member.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

The approximate salary estimate based on current market value for a post-doc and junior tenure-track faculty position in the BNS Department is as follows:

Post-doctoral fellow: \$65,000

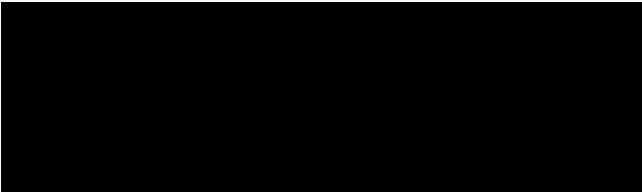
Junior tenure-track faculty: \$88,000

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



Department Head

10-02-2020  
Date



Dean

10-03-2020  
Date





# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Community Health Sciences (CHS)

2. Why are you applying for a Bridge to the Faculty postdoc?

Faculty diversity is essential to fulfilling the teaching, advising, research, and service missions of our division. We know from experience that diverse faculty in our division make essential contributions through their teaching and research and through the innovative perspectives they infuse into curriculum planning, pedagogy, and the scholarly inquiry of their colleagues as well as our students. In particular, underrepresented minority (URM\*) faculty raise and explore new and innovative research topics that are enriched by critical perspectives based on lived experience with issues that are integral to the health of diverse communities, thus strengthening both their scholarship and that of the entire division. Because a substantial proportion of CHS students come from underrepresented ethnic and racial groups, a diverse faculty is equally vital for student recruitment, retention, and learning outcomes. Simply put, our students need to have faculty who “look like” them and who share meaningful commonalities in life experience. These concerns are especially critical for Community Health Sciences. It is a subdiscipline of public health distinguished by its emphasis on preparing students for leadership roles in community-based efforts to directly address health inequities that disproportionately affect racial and ethnic minority groups as well as other, often intersecting, marginalized populations and groups. Our students must be prepared to do this work through praxis and scholarship that is collaborative, strengths-based, and historically and socio-politically informed.

Recognizing the paramount importance of having a diverse faculty for these myriad reasons, CHS has invested in and made notable progress toward this goal in recent years. Yet, we are still working toward a critical mass of scholars from underrepresented groups. A larger cadre of diverse faculty will significantly enhance opportunities for synergy in their crucial contributions to the Division's research, teaching, and community service activities. It will also expand opportunities for the peer support and affinities that we know are essential to the success and retention of faculty from underrepresented backgrounds in academe. We are applying to the Bridge to the Faculty program to address these pressing needs.

\*In this application, we consider URM faculty to be those who identify primarily as African-American/Black, Latinx, or American Indian/Alaskan Native.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

Our vision for this position is directly informed by a thorough assessment of division needs completed in AY 19-20, which highlighted consensus around the need to prioritize increased investment in recruitment and support of URM faculty. The findings of this needs assessment also coalesced around a theme of growing CHS faculty expertise for addressing health inequities throughout the life course and for advancing understanding of structural determinants of health, including racism, sexism, heterosexism, and ableism, both of which are reflected in our vision for this position. We have sought and received further input from faculty in the process of preparing this application both through a robust discussion during one of the division's monthly meetings for faculty (CHS Faculty Exchange, referred to later in this proposal) and through the CHS faculty listserv, where we posed a number of questions to help stimulate further faculty input. Along with enthusiastic and, in a number of instances, passionate endorsement for pursuing this opportunity and agreement with our vision/priorities for the position, multiple CHS faculty offered helpful suggestions for strengthening our plans for recruitment and support of the postdoctoral fellow (e.g., partnering with/leveraging the resources of existing NIH-supported postdoctoral training programs that are topically-aligned with CHS). Several faculty also voiced their interest and availability to provide mentoring to the fellow. Finally, the writing of this application has been a highly collaborative endeavor involving the Division Director and two senior CHS faculty (DuBois and Peacock, each referenced later in this application).

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

CHS hopes to maintain/expand the diversity of our faculty by hiring new URM junior faculty and postdocs over the next five years, with additional consideration given to the intersection of racial/ethnic diversity with gender and gender identity. Maintaining a diverse faculty supports alignment with and sensitivity to the needs of the communities in which CHS faculty and students are most engaged in Chicago, Illinois, and across the nation. The CHS goal to maintain/expand faculty diversity also aligns with the **UIC-School of Public Health (UIC-SPH) current Strategic Plan Goal 2:** Prioritize and cultivate a commitment to health equity, social justice, and diversity and inclusion; and, **Objective 2.2.:** "Increase representation of URM faculty, staff, and students." Demonstrating the Division's commitment to diversity, our faculty are involved in a number of division, school and campus activities that aim to increase and maintain faculty diversity.

CHS has a strong but not perfect track record with respect to maintaining URM faculty. Currently, out of our 10 tenure track/tenured faculty, the Division has one Asian-American tenured Full Professor, one East Asian-American tenured Associate Professor, one Black tenured Associate Professor, one Latinx tenure track Assistant Professor (going up for promotion this year), one Black tenure track Assistant Professor (going up for promotion next year), and one black Junior Faculty Fellow (clinical faculty member in the process of transitioning to a more research focused assistant professor). A Latinx tenured Full Professor who began as an assistant professor within the Division moved three years ago to an administrative position in California, and one Black tenured Associate Professor recently moved to the College of Nursing to pursue a more administrative position.

Importantly, CHS is the faculty home of Nadine Peacock, who is the Associate Dean for Diversity and Inclusion at UIC-SPH and a member of the campus-wide, Advancing Racial Equity (ARE) Task Force; Jeni Hebert-Beirne, who as Associate Dean for Community Engagement leads the Collaboratory for Health Justice, the aim of which is to advance health justice to ensure that all people have the power and resources to have agency over their health, by addressing systems of oppression such as classism, racism, sexism and xenophobia; David DuBois, who as the Associate Dean for Research and SPH Mentoring Facilitator recently received a postdoc/junior faculty fellow grant from HRSA to support the diversity of the maternal and child health faculty pipeline; and, Naoko Muramatsu, who leads the CHS Faculty Exchange, a monthly CHS meeting space to support junior faculty research success.

CHS faculty are clearly leaders in promoting faculty diversity across the UIC campus and SPH and their efforts ensure that CHS will provide a welcoming and nurturing environment for a URM postdoctoral fellow to foster their success and achievement and their transition to a faculty position.

5. How would this postdoc align with your department's research vision?

Recruiting and hiring postdoctoral fellows and junior faculty from underrepresented minority communities aligns well with the CHS research vision for the next five years: to hire faculty whose research focuses on exploring issues of health equity across the life course from the maternal and child health to the aging populations, with a particular focus on the structural determinants of health including racism, sexism, heterosexism, and ableism. We seek faculty who approach issues of racial/social/economic justice at multiple levels from policy analysis to community-focused and/or -engaged scholarship. More specifically, CHS seeks faculty whose research focuses on the design, implementation, and evaluation of system, policy, or community-based interventions that address the social, psychological, behavioral, systemic, and structural factors affecting the health of populations across the life course. In terms of building on the current strengths of the division and also anticipating new and emerging trends, we are particularly interested in faculty who have expertise in mental health, gender and sexual minority health, aging and cognitive impairment, women's and children's health with a focus on Adverse Childhood Experiences (ACEs)/traumatic stress, and gender-based violence.

We are looking for faculty with strong methods backgrounds and training across the spectrum of methods: qualitative-quantitative; epidemiology-health services research; community based participatory research-social network analysis; large secondary dataset analysis-primary data collection; policy analysis-policy evaluation; assessment/planning-intervention evaluation; and, intervention research-implementation science. We are also looking for faculty with either domestic and/or global expertise.

Given our broad interests in faculty with a focus on population groups across the lifecourse and a commitment to health equity and issues of racial, social, and economic justice, we believe that the Division is well poised to recruit and hire a postdoctoral fellow who will integrate well with CHS and its faculty.

6. How would this postdoc align with your department's teaching mission?

The current faculty and leadership of CHS have an equal commitment to excellence in both research/scholarship and in teaching. The Division follows an approach of orienting those who are new to teaching or who are new teachers in the division by providing these individuals with an opportunity to either shadow a current CHS faculty member or joint teach with one of our faculty during an initial teaching semester.

Due to the research success of CHS faculty, we have ongoing faculty teaching needs for our divisional core courses and electives, both face to face and online. CHS MPH core courses focus on community needs assessment, community and program planning and evaluation, policy analysis and advocacy, and leadership development. Doctoral level core courses are methodologically focused and include both qualitative and quantitative methods for conducting systems, policy, and community engaged research. CHS faculty have some responsibility for teaching in the undergraduate public health program at UIC as well although most CHS faculty primarily teach at the MPH or PhD levels (see Question #11 below). Elective courses in CHS include reproductive health, women's health across the lifecourse, health of the aging, queer public health, and community based participatory research/community organizing. **Although all of our courses address issues such as the social determinants of health, racial justice, and health equity, this year for the first time, we are offering a course entirely focused on Race and Racism in Public Health.** A new postdoctoral fellow will have many opportunities within the Division (to the extent feasible given their need to focus on research) to explore their teaching interests in either methods or content focused courses. Finally, this individual's insight into the MPH and PhD curricula overall would be welcomed in faculty and curriculum committee meetings.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process for the Bridge to Faculty postdoctoral position will follow the process that CHS undertakes to hire all new faculty in our division and will include strategies specifically geared toward generating applications from well-qualified URM candidates. A CHS division Search Committee will be formed which typically includes 3-4 individuals from the division, at least one individual external to the division, and a Human Resources staff representative, either at the CHS division level or at the UIC-SPH level. At least one of the faculty representatives on the Search Committee is required by UIC-SPH to be a Diversity Advocate, trained at the school level by the UIC-SPH Office of Diversity and Inclusion to reduce opportunities for implicit or structural bias to affect the search process; the Diversity Advocate does not simply help the search committee guard against bias, but actually assists the committee with resources from sample wording for ads and interview questions to evaluation rubrics for applications and interviews.

The Committee works with the HR representative to determine the official paid sites for advertisement of the position. The CHS division usually pays approximately \$1200 for paid advertisements for a faculty search and will do so in this case as well. Once the paid advertisements are secured, Search Committee members and all CHS faculty are urged to advertise the position through their professional networks and affiliated listservs. Once all applications are submitted and the search is closed, there is an initial vetting of individuals according to criteria decided on by the Search Committee. A list of individuals who appear appropriate for first round interviews is selected. After this second round of vetting, "in-person" interviews of three to four candidates proceeds; at this stage, candidates also make a scholarly presentation of their research. The Search Committee then weighs all the input generated from the "in-person" interviews and provides their final recommendations to the CHS Division Director who makes the ultimate selection, usually in dialogue with the Search Committee.

Specific to the Bridge to the Faculty scholar recruitment, we will ask each CHS faculty member to make a concerted effort to reach out to their networks to identify and encourage applications from promising candidates (e.g., ABD students within similar departments in other Schools of Public Health). We also will hold a special information session on the opportunity at each the two major national conferences for public health, which are held in the spring (and of course may well be virtual in format). Finally, we will search the NIH Reporter data base and relevant foundation websites for predoctoral fellowships awarded to URM students and reach out personally to those whose interests are a potential fit for our division.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

#### TEACHING

For any new postdoctoral fellow joining our division, we would expect this individual to shadow a CHS faculty member in a CHS core course (Fall or Spring) during their first postdoctoral year, with the expectation that they would teach an elective course of their choice (from current offerings described above or a brand new course developed by the postdoc) in the Spring of the first postdoctoral year. In the second postdoctoral year, we would ask this individual to teach or co-teach one CHS core course, either in Fall or Spring. The latter would not be a requirement, as we also understand the research demands that a postdoctoral fellow will be under especially as they complete their postdoctoral experience, particularly with respect to developing their own program of research (see below).

The fellow also will be expected to participate in the UIC-SPH Teaching and Learning Series at least once each semester. This series brings experts to UIC to support innovative teaching at SPH. Past and future topics include: The Importance of the "Why" in Lessons; Developing and Using Rubrics; and Strategies for Case-based Learning. Additional opportunities for teaching development will be facilitated, as appropriate, through the UIC Center for Teaching Excellence.

#### RESEARCH

To facilitate the postdoctoral fellow's development in the area of research, the fellow will be expected to participate in: the UIC OVCR's Responsible Conduct of Research (RCR) Workshop Series for Postdocs and Faculty; professional development seminars (e.g., BIRCIWH Seminar Series and Scholar/Mentor Roundtable Meetings; IHRP Research and Professional Development Brownbag Series; CCTS Your Future in Science Series); the UIC-SPH Office of Research Services (ORS) Grants Seminar Series; Research Skills Development opportunities (e.g., the UIC-SPH/IHRP Research Methods Summer Short Course, led by one of our faculty, Dr. DuBois); and, the UIC-SPH Mentoring Program Series.

The fellow will be expected to submit at least 3 research manuscripts to peer-reviewed journals each year, with at least 2 as lead author. The fellow also will be expected to submit at least 1 significant external grant proposal (most likely NIH K - Career Development or R series) by the end of the two-year postdoctoral training period (as described under 12., the fellow will also be expected to submit a proposal to the SPH Seed Funding program for junior faculty during Year 2 of their postdoc, so as to facilitate having access to this support immediately upon transition to a faculty position). In support of these expectations, the fellow will be required each year to participate in a Writing Accountability Group (WAG) of the UIC Center for Clinical and Translational Science (CCTS). WAGs consist of 4 to 8 members, meet on a weekly basis for a 10-week period, and provide a valuable opportunity for developing a process and habit for academic writing in the context of peer support. If the scholar elects to submit a K award application, we will strongly encourage participation in a grant writing course offered each spring through Health Policy and Administration in the School of Public Health that is structured around submitting an application for this type of funding.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)



## MENTORSHIP

We will ensure that the fellow is paired with three formal mentors in the areas of research, teaching and community engagement (an important consideration for our division), and career development. The research mentor will be either Dr. DuBois or, if the fit is more appropriate, one of the other current senior (tenured) faculty members in CHS, all of whom have active programs of research and substantial mentoring experience. This mentor will meet with the fellow at least monthly and monitor and regularly review their progress with respect to research expectations. The fellow's teaching and community engagement mentor will be Dr. Hebert-Beirne; a two-time winner of the school's Golden Apple teaching award, Dr. Hebert-Beirne will meet with the fellow at least quarterly to support his/her teaching development; she will also facilitate connections to community organizations that align with the fellow's area of scholarship. The career development mentor will be a senior faculty member outside of CHS, who is positioned to expand the fellow's research focus, support the fellow's career development from a holistic perspective, and serve as a confidant for concerns that could be challenging to raise with faculty inside the division. Each mentor will be expected to participate in the OOD workshop on mentoring best practices.

With mentor support, the fellow will develop a Career Development Plan (a resource that we have found to be very helpful in supporting our junior faculty). This plan will help the fellow delineate longer-term career goals as well as specific objectives and time lines for key fellowship activities (e.g., preparing manuscripts for publication). The fellow also will complete a Developmental Network Map to assist with identifying and making effective use of the full range of mentoring available to them within and outside of CHS.

We also will make group mentoring/peer support available through monthly informal get togethers with other postdoctoral fellows in CHS (at least one of whom is likely to have a URM background based on this being a priority for the maternal and child health pipeline grant referenced earlier) as well as possibly postdocs from allied training programs on campus. One or more CHS URM faculty will coordinate and, where appropriate, participate in these sessions although likely not all as we also anticipate them serving as a "safe space" for candid peer sharing and discussion.

## TEACHING AND RESEARCH SUPPORTS

Along with the professional development activities described previously (see Question # 8 above) and those made available through the UIC Office of Postdoctoral Affairs and B2F, additional teaching and research supports will include the following:

Peer teaching support: The fellow will receive formative written feedback and coaching on their teaching from a CHS faculty member, based on classroom observation and syllabus review for the elective course taught by the fellow in the first year.

Support with responding to student evaluations: Both Dr. Hebert-Beirne and the Division Director will meet with the fellow to review mid-semester and end-of-semester student evaluations for the elective course taught in the first year, identifying strengths and areas in which adjustments to course structure or pedagogy may be appropriate.

Opportunity to share research ideas/plans in the CHS Faculty Exchange: The fellow will be provided the opportunity to present and receive feedback from CHS faculty on research in progress (e.g., manuscript for publication, grant proposal) in the previously referenced CHS Faculty Exchange that is led by Dr. Muramatsu.

Research funds: The fellow will be provided with a small fund (\$1,500 each year of the postdoc) to support any additional research-related activities for which there is a cost, such as specialized methodological training or conference fees, or software licenses.

Campus resources: We will also facilitate the fellow's access to other appropriate campus resources, such as the Research Open Access Article Publishing Fund and research consulting services (e.g., statistical analysis) that are available through the CCTS.

Physical resources: The fellow will have a dedicated office on the CHS floor of the SPH building, personal computer, use of the division printer/copier, and any necessary office supplies.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

By the end of the first postdoctoral fellowship year, we will consider the post-doctoral fellow to be on the trajectory for success and for recommendation by the CHS division for a tenure track faculty position if this individual meets the following milestones:

- a) Participated in expected teaching and research professional development activities as detailed in Questions #8 and #9.
- b) Taught the elective course planned for Year 1 and demonstrated appropriate potential for effective instruction based on peer observation/assessment and student evaluations.
- c) Submitted 3 peer-reviewed manuscripts for publication as planned with 2 of these first authored and at least one (ideally two) accepted for publication (or on track for publication based on initial reviews).
- d) Articulated career goals consistent with CHS mission, values, and teaching/research needs (gleaned from the Career Development Plan they complete).
- e) Developed ideas for an external research proposal and has brought these ideas in the form of specific aims to the CHS Faculty Exchange at least once during the first postdoctoral fellowship year.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The UIC School of Public Health has a growing undergraduate BA program and a new undergraduate BS program in Public Health. While many CHS faculty helped to create the undergraduate program when it began several years ago, due to multiple teaching demands in the MPH and PhD programs in CHS, only one CHS faculty member currently teaches in the undergraduate public health program. It is not expected that the postdoctoral fellow will teach in the undergraduate program per se given the needs of the MPH and PhD programs in CHS, but the division will encourage the fellow to offer their elective course at the 400 level so that it is available to both undergraduate and graduate students simultaneously.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

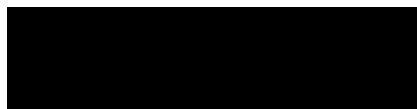
The postdoctoral fellow's transition to the faculty position will be supported in the following ways:

- a) Provide the fellow with a research start-up fund to support their initiation of an independent research program.
- b) Have the fellow attend and participate in CHS faculty meetings while a postdoc to encourage a sense of belonging and "near peer" connections with existing faculty.
- c) Actively support the fellow with applying to the SPH Seed Funding program for new/junior faculty as well as other pilot research funding opportunities available in SPH and elsewhere on campus. To optimize timing with transition to faculty status, they will be eligible to apply for SPH Seed Funding during Year 2 of their postdoc with a start date coinciding with the beginning of the faculty position.
- d) Have the fellow participate in the SPH Orientation for New Faculty as well as the related orientation that takes place at the campus level.
- e) Provide a one-course reduction in teaching load for the first year to ease the demands of the transition to the faculty role and free up time for further developing a research program.
- f) Limit service responsibilities during the first faculty year to, at most, one CHS or school-wide committee.
- g) Ensure that the fellow continues to receive appropriate mentoring and support through the SPH Faculty Mentoring Program.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

We estimate salaries of \$70,000 - 75,000 for a postdoctoral fellow and \$85,000 - 90,000 for a new junior tenure-track faculty position in our division, based on recent postdoc and junior faculty searches and hires. Moving expenses will also need to be covered, but will be the responsibility of the School of Public Health.

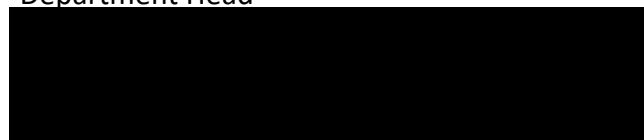
All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



10-2-2020

Department Head

Date



10-5-2020

Dean

Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Computer Science

2. Why are you applying for a Bridge to the Faculty postdoc?

The faculty in CS at UIC is competitive with peer institutions regarding percentage of faculty identifying as women (22%, national average 23%), and regrettably likewise for faculty who identify as members of underrepresented groups in STEM (6.3%, national average 4.6%). While technically competitive, these figures are profoundly out of proportion with the UIC community itself, which negatively impacts attraction and retention of students from underrepresented groups, depriving such students the opportunity to pursue a fulfilling and lucrative education. Ensuring that our faculty's scholarly and instructional efforts reflect a diversity of perspectives is instrumental to continuing to build on the CS Department's growth in faculty size, student population, research reputation, and student diversity.

Furthermore, due to this nearly universal lack of representation of faculty from these groups, hiring markets for these candidates are incredibly competitive, and the unique mentorship opportunities and flexibility afforded by the BTTF program can differentiate and strengthen our department's position in this particularly difficult hiring market.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

Our faculty has been surveyed regarding their interest (a) both in the abstract, regarding devoting internal resources to this process, and (b) in specifics, regarding which faculty members would be interested in mentoring or co-mentoring a BTTF candidate. We found that 75% of our faculty were interested in CS devoting resources to such a project, and (40%) would be interested in doing the work of mentoring such a candidate.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Our department currently includes four faculty out of 63 that identify as Hispanic/Latinx, and none who identify as Black, and 14 out of 63 that identify as women. Our department's diversity goals are to ensure that 50% of new hires are members of at least one underrepresented group within computer science.

5. How would this postdoc align with your department's research vision?

Computing's increasingly importance in humans' daily lives emphasizes that understanding how technical and socio-technical aspects of computing have an impact on society cannot be interpreted through the lens of a faculty that represents a relatively narrow experience of the world. Our intention for this postdoc is to attract potential faculty members with this diversity of experience, because research priorities and advances, from the most theoretical to the most applied, should reflect the lived experience of women, Black, and Hispanic/Latinx scholars.

6. How would this postdoc align with your department's teaching mission?

Without visibility of instructors and other students who look like them, it is exceedingly hard to attract students from underrepresented minorities into computer science. We are participating in the Break Through Tech initiative aimed at diversifying gender representation within the tech sector. While this student-focused effort will improve the experience for undergraduate women in starting and continuing within the CS program, it does not aim to strengthen the tenure track faculty representation, which is integral to providing a welcoming place for students from underrepresented backgrounds. The BTF program will give our department the opportunity to continue our concerted efforts to hire underrepresented scholars by strengthening the value proposition of choosing UIC as a welcoming place to start a successful career.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process for this position would be functionally equivalent to our typical tenure track hiring process, with additional information regarding the BTF program provided as an important but not necessary part of applying to the open position. As is customary in Computer Science, we would form the search committee in the Fall semester, set up a bias-minimizing internal candidate evaluation system (with standardized evaluation rubrics, prevention of viewing others' evaluations before entering one's own, etc.), and select a short-list of candidates for full interviews. Our likely next step will be abbreviated phone interviews to introduce both UIC and the opportunity to the short-listed candidates, and then a full-day virtual visit due to COVID-19. It is likely that such a process could be integrated with a general search taking place in parallel, such that candidates are all pulled from the same pool but the BTF position is advertised as an opportunity to strengthen one's early research productivity at UIC, with additional mentorship and integration into the community of scholars of color already present at UIC.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

A typical starting Assistant Professor in the UIC CS department is assigned to one internal committee and teaches one class per semester during their entire probationary period, while being expected to build out a globally recognized research program in their area of scholarship. This postdoc would effectively remove the teaching and service requirements for the duration, allowing for significant flexibility with respect to attacking problems that require either substantial individual effort, or substantial collaboration, during those crucial first months at the university. While not required to teach a course, the BTF scholar would be able to coordinate a seminar or speaker series in their area to raise their visibility within the research community, intended to support the faculty locally by attracting students and globally to build collaborations. The research responsibilities would be equivalent to any postdoc or junior faculty member in our field: develop, conduct, and publish research results in top tier academic venues for their area, which are typically selective conferences. The time frame for completing such studies varies by sub-discipline, so while some faculty may be able to finish and publish a result within that first year, others may be halfway through the process, recruiting user study participants, only beginning to collect data, etc. Through regular meeting with the postdoc's mentor, they will be able to manage expectations for how long these early projects are expected to take, and the mentor will help alleviate any roadblocks along the way.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

For nearly all intents and purposes, the resources devoted to this position would be equivalent to those devoted to a new faculty member: startup funds, physical space, engagement in the community, and mentorship would mirror those devoted to new faculty members. New faculty members in CS in the recent past have hit the ground running by bringing in millions of dollars of funding and publishing in the world's best venues for their research areas, which is a testament to the support and mentorship that the department provides. Above the typical new faculty resources and official mentorship, the mentor/co-mentor for the postdoc program itself would be an additional point of contact for mentorship specifically within the postdoc's sub-discipline of computer science, operating as a mentor but also as a potential collaborator for early research projects and introducer to their broader research community outside UIC.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

There are two situations in which someone would be hired through BTTF as a postdoc. In one, the candidate would be recommended by the hiring committee for a tenure-track position during the initial recruitment period, and are being recruited to the BTTF program to make coming to UIC more lucrative than competing options. In this situation, the candidate would only not be hired at the end of the postdoc position if it came to light that they were significantly less competent than their record and reputation had led us to believe.

In the second situation, if the CS faculty would not hire the candidate right away but believe that the candidate could be successful if given another year of preparation, the evaluation would be similar to that of continuing assistant professors: is a faculty member making progress on problems considered relevant within their area, either through submitted papers, research protocols, or prototypes of artifacts. For most faculty in research areas without significant lead times for experiments or the development of software artifacts, this would look like 1-2 submissions to top tier conferences. For those with such lead times, either a written or informal presentation of the work in progress could serve in lieu of the submissions. If the candidate is deemed to be making progress comparable to other current/recent junior faculty members, the hiring committee would be instructed to recommend the candidate be retained as a tenure-track faculty member.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

An additional BIPOC/female/nonbinary faculty member would show the BIPOC/female/nonbinary current and potential students that they have every right to participate in computing as members of the currently over-represented groups. This faculty member would also likely have a lived experience that is closer to that of these students, and be able to better contextualize and motivate the content of their courses for these students. Finally, and perhaps most importantly, broadening the collection of perspectives of our faculty to include another member of currently underrepresented groups would strengthen our department's ability to attack the most impactful and societally relevant problems within computing today, thereby improving the overall quality of the department and also the education which we can provide to our students.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

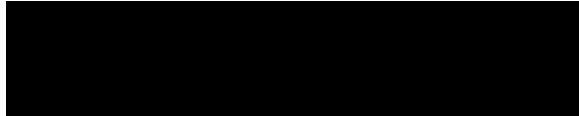
By ensuring that there will be little to any transition at all. Beyond the potential for a slightly more consequential first year review, this position will function as an even-more-well-supported junior faculty position in computer science, with reduced teaching and service loads alongside a more high-touch in-area research mentor. Thus, the transition to UIC would be the main shift, coming to a new place and initiating an independent research direction (with the guidance and support of that mentor). After that transition, the only significant transition from the postdoc to the faculty position would be the addition of a proper teaching requirement; this teaching load of 1-1, combined with the 1-2 year head start on defining a research program, knowing the UIC community and the external research community, and in all likelihood being settled into life in a different city/country. This transition would be significantly less onerous than such a transition directly out of a PhD program (which is the typical trajectory in Computer Science), or out of a traditional postdoc position.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Current competitive compensation for starting tenure track assistant professors is approximately \$115,000 for 9 month appointments, and \$85,000 for a 12 month postdoc.



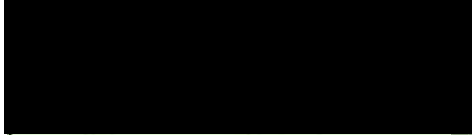
All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



9/28/2020

Department Head

Date



9/28/2020

Dean

Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

2. Why are you applying for a Bridge to the Faculty postdoc?

We are applying to the Bridge to the Faculty (B2F) program because we believe that a diverse faculty will foster an inclusive departmental environment that contributes to and strengthens our research and education missions.

In early 2020, following the appointment of Dr. Edith Nutescu as Head of the Department of Pharmacy Practice (DPP), departmental strategic planning efforts were initiated. The new DPP Strategic Plan includes diversity and inclusion as a core principle of our Mission and Vision, also consistent with the College of Pharmacy's (COP) Strategic Plan. Creating a truly inclusive departmental environment starts with increasing racial and ethnic diversity among our faculty. Currently, only 3.13% of all DPP faculty identify as black/African American and 3.13% identify as Hispanic/Latino. Importantly, none (0%) of the 11 tenure track faculty in DPP are members of the underrepresented minority (URM) groups identified above. By assembling a diverse faculty, we aim to foster an inclusive environment that contributes to and strengthens our research and education missions.

Strengthening our Research Mission: **A more diverse faculty will help close the gap when the racial background and ethnicity of our faculty are compared to the communities we serve.**

Faculty in the DPP conduct research and related services at the University of Illinois Hospital and Health Sciences System (UI Health) and the surrounding communities. The majority (53%) of UI Health patients live in 20 zip codes in and around the Chicago area. Blacks or African Americans and Hispanics or Latinos accounted for 79% of patients treated at UI Health within the last 12 months and 75% of residents in the 20 zip codes in which these patients lived. For example, our research in precision medicine—tailoring medical therapy to individual patients or groups of patients—**is enhanced when viewed from the lens of a diverse faculty.** Likewise, diversity among the tenure track faculty enhances the DPP's efforts in applied and implementation science by better relating to the unique needs of the UI Health and our surrounding communities.

Strengthening our Education Mission: A more diverse and inclusive DPP faculty will also help address and expand the number of applicants from URM groups to our Department and College. For the 2019 – 2020 academic year, 14.6% of the 733 students enrolled in the PharmD program identified as either black/African American or Hispanic/Latino, considerably lower than other pharmacy programs in Illinois (21.5%). Similarly, only 5.7% of postdoctoral pharmacy trainees in the DPP identify as either black/African American or Hispanic/Latino. Increased diversity among the DPP tenure track faculty will help improve our ability to recruit trainees to our program, particularly from the URM groups. **Furthermore, a diverse faculty will help narrow the diversity gap that currently exists between our faculty and our professional and postdoctoral trainees, improving the DPP's ability to better relate to and mentor our learners from URM groups.**

**We are a Department who welcomes diversity and inclusiveness (as supported by our newly developed Strategic Plan).** We strongly believe that participating in the Bridge to Faculty Program will further our efforts towards a diverse and inclusive environment that enhances our ability to achieve our research and education missions.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

**Diversity and inclusion are a major focus of our newly developed DPP Strategic Plan.** The initial step in the strategic planning process was to survey all DPP faculty and staff to get input on several key topics to inform the development of the strategic plan. Sixty-eight percent of all faculty members at a rank of Assistant Professor or higher—91% of those on the tenure track—responded to the survey. Diversifying our faculty was mentioned as one of the top 2 – 3 emerging opportunities over the next 3 – 5 years and a mechanism to also support the COP Strategic Plan. During the summer of 2020, 18 DPP faculty from both the clinical and tenure tracks took part in drafting the new DPP Strategic Plan. The resulting Strategic Plan strongly supports the diversification of our faculty—the vision of this proposal, providing support to increase the presence of URM scholars in the DPP.

**After the release of the B2F application on August 31, 2020,** the details and goals of the program were shared with the DPP faculty and faculty have been engaged to provide direct feedback on the DPP B2F proposal. Departmental leadership consisting of Drs. Nutescu (Department Head), Jeremy Johnson (Assistant Head for Research) and Robert DiDomenico (Assistant Head for Faculty Affairs and Strategic Initiatives) have met several times to draft and refine the B2F proposal, incorporating feedback from faculty representatives. Input has been obtained from the DPP Faculty Advisory Committee (FAC), which consists of eight members, seven of whom are elected by the faculty and represent members from both the tenure and clinical tracks, our Chicago and Rockford campuses, and junior and senior academic ranks. Additionally, given that the B2F program aims to transition URM scholars to tenure track faculty, feedback from all 11 tenure track faculty members was solicited and the proposal discussed as a group during a tenure track faculty meeting help September 23, 2020. Together, both groups provided feedback related to the rationale, departmental diversity needs and goals, recruitment efforts, mentoring and program structure, scholar expectations, and budget and resources for program success. In addition, input from COP leadership was sought and strong support for this application was provided by the Dean, the Executive Associate Dean for Faculty Affairs and the Associate Dean for Diversity and Inclusion. Overall, support for this proposal was enthusiastic and unanimous among FAC members and tenure track faculty who participated in these discussions and COP leadership.

Collectively, feedback from DPP faculty strongly support this application and efforts like the B2F program to recruit, develop, and retain postdoctoral trainees and faculty of diverse backgrounds, including underrepresented scholars. Doing so will promote a diverse, equitable, and inclusive environment that more closely mirrors that of our learners and communities that we serve.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

The DPP recognizes that narrowing the diversity gap within the department, among our trainees, and within the profession is a critical need. We have highlighted how the limited presence of URM groups amongst our postdoctoral trainees (5.7%) and faculty (6.2%) pales in comparison to our professional students (14.6%) as well as the patients and communities that we serve (75 – 79%). Thus, to better serve these stakeholders and fulfil our Vision and Mission, one of the DPP major goals is to increase its ethnic diversity and promote an inclusive environment.

The B2F program aligns well with the goals, needs and ongoing diversity-related activities of both the DPP and COP. The strategic plans for both the DPP and COP target initiatives to improve diversity, equity, and inclusion. More specifically, the creation of a culture of “inclusiveness” is one of the Critical Factors for Success for the COP's Mission and is the focus of Strategic Direction 5.1 (“Evaluate and enhance the recruitment and retention processes for competitiveness and inclusiveness”). From the departmental perspective, one of the Indicators of Progress for the new DPP Vision (“Attract, retain, and cultivate exceptional and diverse faculty and staff”) centers on diversification of our faculty. Furthermore, diversity and inclusion are focal points for two Critical Success Factors for accomplishing the department's Mission. **One of the Strategic Initiatives aims to “foster a culture of...inclusiveness” and an associated Strategic Direction seeks to “attract diverse and highly qualified faculty”.**

The structure currently in place at both the COP and DPP supports diversity-related initiatives such as the B2F program. At the COP level, Dr. Clara Awe serves as the Associate Dean for Diversity and Inclusion and leads the COP's diversity efforts, serving as chair for the Diversity Strategic Thinking and Planning. Dr. Stephanie Crawford serves as Executive Associate Dean for Faculty Affairs and Strategic Initiatives, was instrumental in updating COP Promotion and Tenure Guidelines to include contributions to diversity and inclusion (June 2019), and serves as an advocate on these issues throughout the campus. Dr. Debra Agard is a member of the DPP who currently serves as Assistant Dean for Student Affairs and has been actively engaged in diversity and inclusion activities. Dr. Charles McPherson is a DPP faculty member who serves as Director of Pharmacy Undergraduate Programs, has championed diversity-related initiatives for several years, and has received several accolades for these efforts.

**Ultimately, the goals of the DPP are to narrow the diversity gap between our postdoctoral training programs, faculty and our stakeholders; foster an inclusive culture; and leverage our improved diversity to fulfill our research and educational missions.** Given the COP and DPP structure, ongoing diversity-related initiatives in both the COP and DPP, and diversity advocates among DPP faculty, we are well-positioned to attract and mentor a B2F scholar to achieve success on the tenure track and, in doing so, align with fulfilling our Vision and Mission.

5. How would this postdoc align with your department's research vision?

Research is one of the main pillars of the DPP Vision, Mission, and Strategic Plan and one of our major Strategic Directions is to “position the department as a research enterprise that spans the research continuum from discovery to applied pharmacy science”. The DPP is comprised of faculty members with research programs that collectively span the continuum from discovery to applied pharmacy science that boasts many areas of research expertise, including infectious diseases, cardiovascular disease, oncology, natural products, personalized medicine, implementation science, health-outcomes and health-services research, and interprofessional education.

One of the unique strengths of the Department is the strong collaboration between our tenure track and clinical track faculty members, which provides unparalleled access to a large-scale clinical laboratory at UI Health, Jesse Brown Veterans Affairs Medical Center, and the Illinois Department of Corrections. Patients from these health systems are treated for a variety of disease states and have varied ethnic and racial backgrounds, most of whom are members of URM group and often participate in our applied and implementation research programs. The B2F postdoctoral scholar would benefit from these collaborations and have access to these resources. The mentoring team will leverage its experience to identify potential collaborations between the B2F scholar, faculty in the DPP, and faculty in other COP Departments and Centers and collaborating health-systems to provide a supportive, structured environment to position the B2F scholar for success.

For the B2F program, we will aim to identify and recruit a postdoctoral scholar who will contribute to the DPP research continuum and aligning with one or more of the tenure track research themes listed above. The broad spectrum of research areas among our faculty allows for flexibility and recruitment of a postdoctoral scholar with expertise in a variety of fields but that collectively contributes to advancing pharmacy discovery and science that ultimately supports our research vision.

6. How would this postdoc align with your department's teaching mission?

Because teaching is a major theme of the DPP Vision and Mission, all DPP faculty are significantly engaged in various teaching activities that span the spectrum of learners from high school students to postdoctoral trainees. All DPP faculty teach in the PharmD program, which consists of more than 70 required and elective courses, most of which are team-taught and coordinated by DPP faculty. Some DPP faculty are also engaged in teaching undergraduate students, typically those enrolled in PHAR 201 and/or HON 201 courses designed to expose undergraduate students to the career possibilities in pharmacy. Others participate in the COP's Urban Health Program, designed to expose and promote the pharmacy profession to high school students. Most DPP faculty also engage in experiential teaching of PharmD students during Introductory and Advanced Pharmacy Practice Experiences (IPPE, APPE). The majority of DPP faculty are actively engaged in teaching and mentoring postdoctoral trainees. Finally, all DPP faculty are expected to mentor PharmD students through the Pharmacy Learning, Advising, Mentoring, and Engagement (PhLAMES) program.

Given the level of engagement our faculty has in education, it is not surprising that the role of DPP faculty as educators is highlighted in the new DPP Strategic Plan. An Indicator of Progress for the DPP Vision is to "develop and grow innovative educational programs and teaching methods that are internationally recognized models of excellence". In fact, the learners we serve are the first group of stakeholders highlighted in our updated Mission ("To optimize public health by serving our learners..."). To accomplish our Mission, one of the Critical Success Factors is to "provide unparalleled education, training, and professional development for learners to position them for lifelong success". One of the Strategic Initiatives of the DPP is to be recognized internationally for our educational programs. To do so, Strategic Directions include positioning learners "to achieve world-wide recognition" and for the DPP to "disseminate the impact of innovative teaching and learning methods".

The B2F scholar will help the DPP fulfil its teaching Vision and Mission in two ways: **providing the scholar with unparalleled training and allowing the scholar to provide similar education to our learners from the perspective of URM group.** Given the depth and breadth of expertise among the COP and DPP faculty, the training and mentoring plan will prepare the B2F scholar for "lifelong success". Further, dissemination of the success of both the program and the scholar will help achieve the "world-wide recognition" that the DPP seeks. Additionally, given the numerous teaching activities of DPP faculty, the B2F scholar will be afforded several opportunities to teach across the spectrum of learners while representing an URM group. In this way, a successful B2F scholar will also serve as an example for how to narrow the diversity gap between pharmacy faculty and our learners that others may follow, both nationally and internationally.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

In terms of advertising, committee composition, and procedures, we will treat the search for the B2F scholar as we would a search for a tenure track faculty member. To aid in our recruitment efforts, added focus will be placed on recruiting at appropriate professional conferences and through the professional networks established by DPP faculty.

Advertising/recruiting: In addition to advertising in scientific journals in relevant disciplines, we will advertise B2F position online using multiple diversity recruiting websites with audience focus by race/ethnicity, discipline, and/or the broader health sciences. Comprehensive lists of such links will be attained from UIC's Office of Access and Equity.

Drs. DiDomenico, Johnson and Nutescu will actively reach out to pharmacy and pertinent professional society recruiting networks focused on underrepresented and minority faculty. In addition, all of our tenure track faculty members have agreed to recruit potential applicants by engaging their professional networks, **including through social media and targeting professional networks focused on diversity and engaging URMs.**

Search Committee composition: The search committee will be formed of four tenured and tenure track faculty members from the DPP. One member from outside the DPP who has appropriate expertise in translational and/or applied pharmacy practice research and is a **member of the COP URM faculty will also be included on the committee.** A tenured faculty member from the DPP will serve as the chair of the search committee. A DPP Human Resources administrator will serve as an ad hoc member of the committee, ensuring that appropriate University procedures are followed.

Additional Resources: We plan to provide additional resources to augment our search by 1) Support funding for search committee members to attend conferences that attract participation and engage URM PhD candidates, 2) commit up to \$20,000 in DPP resources and provide adequate staff support to advertise engage professional resources to assist with our search.

Procedure: All members of the committee will undergo search committee training. The committee will screen applications, conducting virtual screening interviews, as appropriate. The committee will recommend to the Department Head three to five applicants to invite for full day interviews, which will take place during the Spring 2021 semester. Interviews will be conducted in either a virtual or on-site format, depending on the COVID-19 phase in which we are operating at that time. Interview scheduling and logistics, including travel if appropriate, will be arranged and coordinated by DPP staff members. Candidates will give a research seminar that includes a discussion of the proposed area of research. Candidates will meet with and feedback will be solicited from faculty, staff, and post-doctoral trainees during the interviews.



8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The primary objective of the postdoc training period will be to develop the B2F scholar into an independent researcher as they transition from postdoc to a tenure track faculty member. Secondary objectives will support the career development of the B2F scholar in the areas of teaching and service. Collectively, these three areas will be developed during the postdoc period in preparation for their conversion from postdoc to tenure track faculty member.

**Research:** The B2F scholar will be recruited in consultation with our tenure track faculty with a research focus that furthers the discipline of pharmacy practice. Specifics of the research project/s will be determined between the scholar and the primary mentor, however, the primary goal will be for the scholar to develop a research project that will distinguish them from their primary mentor. During the postdoc period (i.e. 2 years) the majority of the time will focus on developing a research program that will provide independence from the primary mentor while furthering the research vision for the DPP. In consultation with the primary mentor and the mentoring team the B2F scholar will focus on developing a competitive NIH career development K award application (e.g. KL2, K99/R00, K01, K08, or K23). The primary mentor and/or at least 1 member of the mentoring committee will have previously obtained a career development award. It will be an expectation that by the end of year 2 the B2F scholar will be positioned for a K award application.

**Teaching:** As is common for new faculty in the DPP, the scholar will have limited teaching responsibilities during year 1 of the postdoc period. The scholar will contribute to at least 1 course in the PharmD curriculum or 1 PhD course in the graduate programs in the COP. These courses are team taught with >2 faculty thereby preventing the scholar from being responsible for individually taking on teaching a full course. In each year during the postdoc training period (i.e. year 1 and 2) we anticipate the scholar to contribute to 2-4 lecture and/or discussion/recitation hours in a topic related to their research area in either the PharmD curriculum or a COP Graduate Program. We expect during the postdoc period the candidate will contribute to 2-4 lectures during year 1 and will contribute to 4-6 lectures during year 2. During the postdoc period the scholar will receive at least 1 teaching evaluation each year to provide student feedback and one peer evaluation each year that will be overseen by the COP Office of Academic Affairs.

**Service:** The B2F scholar will not be given any major service responsibilities or participate as an active member in any COP Committees. The candidate will be invited to contribute to PharmD and/or PhD student recruitment activities, however, a formal role in the Admissions Committee is not expected. The purpose of involving the B2F scholar in the recruitment process is to identify future students who may be recruited into the scholar's independent research program when the scholar transitions to a tenure track faculty position.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The B2F scholar's mentoring program will closely resemble the Department's mentoring policy for junior tenure track faculty members including: 1) Formal mentoring meetings 1 time per Semester followed by an Annual Report to the Department Head on scholar progress and 2) multiple informal meetings throughout the year between the primary mentor and scholar (typically held weekly). In addition, the B2F scholar will have 2 meetings per year with the mentoring team.

The B2F scholar will be assigned a mentoring team of at least four faculty members that will include a Research Mentor, Teaching Mentor, Professional and Career Development Mentor and the Department Head. The mentoring team will formally meet 2 times per year (i.e. biannual mentoring meeting) to promote communication between the mentors and the B2F scholar. The Research Mentor will serve as the primary mentor for the scholar and contribute to designing experiments, analyzing the results, manuscript preparation, abstract submissions, and grant submission applications. A teaching mentor will consist of either the course coordinator to the course the scholar contributes to or the Assistant Head for Education. The Professional and Career Development Mentor will be a member of an URM group consistent with the B2F program goals.

Access to research space will be guaranteed during the postdoc period and will be tailored based on the B2F scholar's research focus. The Department's research programs consist of a combination of wet labs (i.e. drugs, chemicals, and other types of biological matter can be analyzed and tested by using various liquids) or dry labs (i.e. that focuses on applied/implementation research). If the B2F scholar requires access to a wet lab the space, initially this will be provided in the same space as the primary mentor (i.e. Research Mentor). The DPP uses a shared instrumentation model that would be fully available to the B2F scholar. If the scholar requires resources for a dry lab, in addition to a dedicated office space, access to data-storage/data-servers, access to large observational databases such as Truven, MarketScan, etc., Biostatistician and Informatics support will be provided. Upon transitioning from the B2F scholar postdoc position to a tenure track faculty member, private office space, independent research space, and competitive start-up funds/package will be provided.

To engage the scholar in the department community, the office and lab space will be provided in the Department's central hub and the proposed mentorship program will address scholar integration with other postdoc scholars and tenure track faculty. **The URM Professional and Career Development Mentor will play a significant role in coordinating and advising on seamless integration and inclusion.** In addition, the Department will provide resources and financial support professional training and development opportunities, purchase of supplies, books/journals, professional memberships, and attendance of relevant professional conferences.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

The first year of the B2F postdoc program will emphasize providing the candidate with the time, resources and mentorship to start building their research program and contribute publications, presentations, developing funding proposals, and contribute to teaching as detailed in the sections below.

**Publications:** The B2F scholar will be expected to contribute at least one first/last author original research manuscript from their work in the Research Mentor's research lab in the first year. In addition, the scholar will be encouraged to complete and submit for publication any manuscripts from previous work/institutions. Ideally, by the end of the 1st year the scholar would have at least 2 articles submitted and in the review process with a scientific journal.

**Presentations:** It is expected that the B2F scholar will be actively engaged in the monthly Departmental Seminar Series to present one or more seminars and work with the Department Head to identify and invite presenters. The research mentor will guide the B2F scholar to present at one regional, national, or international conference within their field of discipline. The primary mentor and the mentoring team will provide guidance on securing presentation opportunities.

**Funding Proposals:** The B2F scholar in consultation with the primary research mentor and mentoring team will identify the most appropriate grant funding announcements specific to the B2F scholar. In year one, the expectations of the scholar will be to collect data and prepare towards an application for a career development K award from the NIH (e.g. KL2, K99/R00, K01, K08, or K23). Funding announcements specific for junior investigators from foundations and/or professional organizations (e.g. AACP, ACCP, etc.) will be discussed between the scholar and mentoring team at their biannual mentoring meeting in anticipation that these can be submitted by the end of year 2 of the postdoc period.

**Teaching:** The B2F scholar is expected to demonstrate ability to teach and in year 1 will contribute to 2-4 lecture and/or discussion/recitation hours in a topic related to their research area in either the PharmD curriculum or a College of Pharmacy Graduate Program in a team-taught course. Peer evaluations will be used to provide guidance and instruction to the scholar. The mentoring team will be responsible for analyzing student evaluations in consultation with the Associate Dean for Academic Affairs and provide feedback to the B2F scholar.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

Given the varied learners, environments, and courses in which DPP faculty are engaged, the B2F scholar has the potential to impact the needs of both undergraduate and PharmD students in several ways. From an undergraduate perspective, the B2F scholar will have the opportunity to engage in various efforts to promote the pharmacy profession among prospective PharmD students. Participation in the COP's Urban Health Program would allow the scholar to promote the pharmacy profession to high school students and potentially recruit undergraduate students to UIC. Similarly, teaching in either PHAR 201 or HON 201 would promote pharmacy to undergraduate students from the perspective of an URM group and, ideally, serve as a recruitment vehicle for the PharmD program. Teaching in one of the many didactic courses offered in the PharmD curriculum, several of which address diversity-related issues, will provide students necessary content while exposing them to more diverse viewpoints. Engaging in experiential teaching during an IPPE or APPE by the B2F scholar will provide students "hands-on" learning in a research-based environment while also **affording them the opportunity to develop professional relationships with faculty from an URM group.** Finally, as a faculty member, the B2F scholar will have numerous mentoring opportunities including, but not limited to, serving as a PhLAMES advisor, mentoring of research or special projects (PMPR 380 and PMPR 390), and serving in an advisory capacity for student professional organizations **all from the lens of an URM group.**

Collectively, the B2F scholar would meet the needs of our professional students by teaching them required content and skills and serving as an advisor and mentor. **Because the scholar would also represent an URM group, the diversity gap between our students and faculty would be narrowed.** Most importantly, a successful transition to tenure track faculty member would demonstrate to undergraduate and professional students the success that URM groups can achieve in the pharmacy profession.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

The two-year postdoc transition period will allow for setting the groundwork for a successful transition to a tenure track faculty position.

As summarized in section 9, the B2F scholar will be assigned a mentoring team of at least four faculty members that will include a Research Mentor, Teaching Mentor, Professional and Career Development Mentor and the Department Head who will work closely with the scholar for a smooth transition to the faculty position. The scholar will be engaged in the department community, by assuring office and lab space location in the Department's central hub and provisions of necessary resources and financial support professional development opportunities, to purchase supplies, books/journals, equipment, professional memberships, attend relevant professional conferences and professional training opportunities. The postdoc will be invited to all faculty meetings and get to know Departmental and College faculty. In addition, the postdoc will benefit from the Office of Diversity's B2F scholar support program such as the cohort mentoring experience, collaborative programming through the Office of Postdoctoral Affairs, Center for Teaching Excellence and Centers for Cultural Understanding and Social Change.


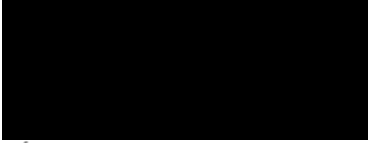
A competitive startup package will be funded jointly by the DPP (40%) and the COP (60%). Both the DPP and COP have committed the resources to cover start-up costs for the B2F scholar transitioned to tenure track faculty. In addition, the DPP will provide the B2F scholar sufficient laboratory space and equipment required of their discipline as well as office space, IT and related resources needed to support a comprehensive start-up package.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

The B2F program targets postdoctoral scholars. In the pharmacy profession, an average salary for most postdoctoral trainees is approximately \$50,000 while a competitive starting salary for a junior tenure track faculty is in the range of \$90,000-92,000.

Therefore, we propose a "bridge salary" of \$75,000 for the first two years of the program to attract highly qualified applicants followed by a starting salary of \$91,000 upon transition to faculty as a member of the tenure track.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	10/01/2020
Department Head	Date
	10/03/2020
Dean	Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Department of Medical Education (DME)

2. Why are you applying for a Bridge to the Faculty postdoc?

At present, the College of Medicine Department of Medical Education has no full-time underrepresented minority faculty members. UIC's medical student body is among the most racially and ethnically diverse in the nation. American Association of Medical Colleges (AAMC) data (2018-2019) show UIC to have the largest number of African-American/Black students of any medical school. Yet medical school faculties lag in proportion to underrepresented minorities (URMs) in the US population generally (approx 31% in 2018 census bureau data). AAMC data (2018) indicate a general range of 5-8% of tenured/ tenure-track faculty medical school identifying as Black, Latinx, or Native American. By comparison, UIC's College of Medicine's tenure-track faculty at the Chicago campus includes 10.2% URMs for those with a greater than 51% appointment (College of Medicine Office of Faculty Affairs, 2020). DME hopes to secure a Bridge-to-the-Faculty (B2F) fellow to increase its faculty diversity while at the same time bolstering the ability of the department to do its work from new perspectives.

The work of DME faculty at present involves instruction research, and service in the fields of health professions education, humanities, ethics, and Latinx applicant development and support through the Hispanic Center for Excellence. Its instructional efforts involve PhD students, Master's of Health Professions Education students (MHPE), MD students, and BA/BS students typically in the Honors College. Because of the range of its work and the scope of its instructional responsibility, DME is in a unique position to identify and address differential effects of race, ethnicity, and other kinds of diversity on success in health professions education (medicine, pharmacy, nursing, among them). We hope to develop a fellow as a junior faculty member whose area of specialization engages the core instruction in DME's graduate programs (conducting scholarship in health professions education, instruction and assessment, curriculum design and evaluation, and leadership). A variety of disciplinary backgrounds prepare candidates for this kind of work, including educational psychology, cognitive psychology, sociology, teacher education, and related fields. We also hope that the candidate's area of competence engages the significance of race and ethnicity for education in the health professions and other areas of department instructional responsibility. .

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

In 2019, DME submitted an application for this position; that bid was unsuccessful. In August 2020, the Interim Head shared the new call for applications and asked a senior faculty member, Timothy Murphy, to coordinate a new application. As a first step, Dr. Murphy asked all faculty members to review the 2019 application and make suggestions for the 2020 application. Input from this solicitation ranged across a wide variety of topics: from qualifications for eligibility to areas of study that would be of keen interest to DME, including possible collaborative efforts with the College of Medicine in regard to curriculum development and evaluation.

At a September 2020 meeting, the faculty reviewed an initial draft of the current proposal. This review occurred in the context of discussions about future efforts that DME might engage in with respect to other diversity efforts (including for example, anti-racist curricula). After searching discussions and further revisions were incorporated into the text, the faculty voted in favor of the application for the fellow as outlined in this document.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

DME has initiated several steps to explore its obligations and opportunities in regard to matters of race, ethnicity, and diversity in health professions education. In summer 2020, DME conducted an initial survey of its current coursework that bears on these topics, in the expectation of exploring future ways to expand the depth and reach of that content.

As mentioned, DME currently has no URM's in its full-time faculty and has the goal of attracting faculty and fellows who can contribute department goals: meeting its core instructional responsibilities in graduate education, MD education, and other instructional programs. Among DME's diversity goal is the identification of faculty members and fellows who are in a position to engage in nationally significant research, instruction, and service bearing on the differential effects of race, ethnicity, and other kinds of identity on instruction in the health professions, humanities and ethics instruction, and applicant development and success programs. The B2F fellowship would provide a significant boost to the department's diversity by inclusion of a Black, Latinx, or Native American fellow who is being positioned to join the faculty.

DME recognizes, of course, the burdens of identity taxation (assigning or expecting academic participation according to the fellow's identity). The Department Head commits to an assurance that the fellow's instructional responsibilities will be neither stereotyped nor burdensome.



5. How would this postdoc align with your department's research vision?

DME is at the forefront of critical research that advances health professions education through a variety of methods, approaches, and content areas. These include education (e.g., instruction, curriculum, appraisal, simulation, leadership), social science (e.g. psychology, sociology, anthropology), humanities and ethics (e.g. philosophy, history, disability studies). DME aims to produce research that constitutes a significant intervention in the field in question, namely research that affects the theory and/or practice of the area. **At present, certain elements of the theory and/or practice of healthcare education, healthcare humanities/ethics, applicant development and success are underdeveloped in DME's research portfolio, for example, differential aspects of educational practices as a matter of race, ethnicity, and other kinds of identity.**

Because of the breadth of DME's faculty, the department offers an excellent opportunity for fellow studying these facets of medical education (among others). For example, several faculty members are involved in issues of participation, inclusion, and equity in medical education. A fellow whose focus included these concerns would be particularly attractive, but DME is enthusiastic about supporting an underrepresented minority fellow whose research focuses in any area important to medical education.

We will recruit candidates whose prior experiences already align with departmental disciplines as well as those who have not formally applied their scholarship to health professions education. DME has a successful history of hiring PhD scholars in this latter category.

6. How would this postdoc align with your department's teaching mission?

The Department's teaching mission encompasses three graduate programs (Master of Health Professions Education, Master of Science in Patient Safety Leadership, PhD in Curriculum Studies with concentration in health professions education in collaboration with the UIC College of Education); significant teaching in the undergraduate MD curriculum in areas relating to the health humanities, ethics, and professionalism; and broader educational efforts in UIC's undergraduate (baccalaureate) programs, particularly the Honors College and the pipeline programs of the Hispanic Center of Excellence.

We will help the fellow identify some instructional responsibilities in only a limited portion of this range of teaching, specifically, the MHPE/PhD courses. The fellow will be offered the opportunity to teach a core course alongside an experienced instructor in each of the two years of the fellowship.

Further instructional responsibilities will be planned as the fellow transitions into the faculty role as assistant professor. These responsibilities will be more expansive and allow -- for example -- the development of electives in the area of the fellow's area of specialization or competence in any of the department's instructional areas.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The Department Head will follow the regular faculty search process.

The Head will first convene a UIC-trained search committee of faculty and key staff. The Head will ensure diverse representation in this committee's membership.

The search committee will craft a job description and place advertisements. DME always disseminates job postings widely to medical education outlets. Given the critical importance of reaching an ethnically diverse group of applicants, we will specifically target HBCU and Hispanic-serving medical schools. We will also coordinate with the Office of the Vice Provost for Diversity regarding networks for dissemination of the advertisement.

The search committee will review applications to identify candidates whose background and scholarly focus are aligned with the job description. DME will invite 3-5 candidates to an in-person interview at the Department's expense (or virtually if necessary). The interview will include a research talk, a teaching demonstration, and meetings with the search committee, Head, and groups of faculty and students. All parties in these interviews and presentations provide feedback on the interviews. The search committee summarizes the strengths and weaknesses of each candidate and provides a preference ranking to the Head.

The Head will then identify an applicant to offer the position to, negotiate any terms of the position, and arrange a second visit as necessary.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

DME will work with the fellow to identify, plan and stage implementation of participation in mentored teaching and research -- in a way continuous with transition into Faculty Year 1.

#### Year 1. Research and Instruction

- Identify components of dissertation suitable for submission to peer-reviewed journals - Plan and implement staged preparation of those articles for submission across years 1 and 2
- Identify next stage of research activity and identify supportive external funding sources - Plan and implement staged submission of two grant application(s), collaboratively with faculty across years 1 and 2
- Identify professional meetings at which to present research in the fellow's area of expertise, and plan staged submission of abstracts and/or research findings
- Co-teach one appropriate core graduate course with an experienced faculty member, based on fellow's interest and expertise, such as MHPE 503 Curriculum and Evaluation in Spring 2021, or similar

#### Year 2. Research and Instruction

- Continue staged submission of articles to peer-reviewed journals
- Continue staged submission of applications for external funding
- Implement planned stages of research activities
- Attend one relevant professional meeting(s) in the fellow's area of expertise and the American Association of Medical College's annual national meeting 'Learn Serve Lead', at the Department's expense.
- Co-teach one appropriate course graduate course with an experienced faculty member, based on fellow's interest and expertise
- Optionally develop an additional elective in the MHPE program (or MD curriculum subtheme) or an undergraduate honors seminar in area of scholarship for future teaching (as a faculty member).

#### Years 1 and 2. Other Participation

The fellow is expected to participate in all regularly-scheduled DME activities, including monthly research seminars, faculty/staff meetings, and the DME annual summer conference. At the summer conference, the fellow will serve as a discussant or chair for presentation sessions.

The fellow will also audit all DME committees at some point, to learn about their nature and operations: admissions, graduate studies, advisory, international affairs. (These meetings are generally open to all faculty, except when personnel matters necessitate a closed session).

During the 2<sup>nd</sup> semester of Year 2, assuming satisfactory progress, the department head will plan transition to faculty status in the coming fall. This plan will involve assignment of courses at a normal faculty load of two courses per year. Elections for department and College committees are conducted in the summer, and the department head will consult with the fellow regarding recommended committee participation. The head will also identify research mentors for consultation regarding further implementation of the fellow/faculty members research program.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

Nationally, very few Departments of Medical Education have the resources necessary to offer postdoctoral fellows strong mentoring and career development support across a broad range of disciplines. DME , the oldest continuously operating department of its kind in the world, is an exception, and its faculty uniquely situated to enable a B2F fellow to identify and develop as a nationally recognized contributor to diversity in their area of expertise.

Research shows the importance of strong mentorship teams for successful faculty development, particularly for junior URM faculty in majority non-URM departments. Drawing from resources within the Department and/or the College of Medicine, DME will establish a mentoring team for the fellow, overseen by the Department Head. At least one team member will be DME faculty whose work has focused on diversity and identity. The mentoring team might include among others: Ara Tekian, Laura Hirshfield, and Jorge Girotti, who have studied such issues as the participation of underrepresented minorities in medicine or issues of implicit bias in education. Dr. Hirshfield has previously successfully mentored a first generation graduate student and a postdoctoral fellow in DME, and all have expressed interest in serving as mentors for this recruit. Other team members will include include senior faculty who have strong networks in the discipline of medical education and/or experience in mentoring junior faculty. We will also invite participation from the Hispanic Center of Excellence and the College's Office of the Associate Dean for Diversity and Inclusion. The team will include mentors for the fellow's scholarship agenda as well as general career mentorship (including promotion and tenure processes).

Working with the mentoring team, the fellow will create a tailored plan for success, using the template developed by Harvard for initial mentoring meetings ([https://postdoc.harvard.edu/files/postdoc/files/initial-mentoring-meeting-template\\_2013-14.docx](https://postdoc.harvard.edu/files/postdoc/files/initial-mentoring-meeting-template_2013-14.docx)). The plan will involve at minimum weekly meetings focused on research and scholarship and monthly meetings focused on general career development.

DME will support the fellow's to travel to attend the AAMC annual meeting (Learn, Serve Lead), the preeminent medical education meeting in the USA, and encourage submission of a presentation to the meeting. At the AAMC meeting, senior faculty will facilitate opportunities to introduce the fellow to important national and international scholars in the field and build connections. For the entirety of the fellowship, DME will provide an office, computer, and relevant supplies.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

DME sets out these expectations as conditions of recommendation for a faculty position.

1. Development of a detailed mentoring plan and evidence of regular meetings with the mentoring team, and the mentoring team's evaluation of the fellow's progress as adequate.
2. Development of a planned 3-5 year program of research described in writing, and staged implementation of that research plan.
3. Submission of two manuscripts reporting original research to peer-reviewed journals in the fellow's area of study (e.g. based on the dissertation).
4. Submission as a co-investigator (or principal investigator) of two internal or external grant or contract applications of any size in support of the fellow's own research program, or in collaboration with another DME faculty member.
5. Participation in regular DME activities, including at least one presentation of research at a DME seminar.
6. Sample auditing (attendance at) of main DME committees
7. Participation in B2F cohort activities as organized by the Office of the Vice Provost for Diversity (including cohort mentoring discussions, professional development sessions, and 'check-ins,' among other things.)
8. Co-teaching one MHPE core course per year (assigned according to expertise) with another faculty member, and receiving satisfactory peer- and student evaluations. Evaluations will be reviewed by the graduate studies committee.
9. Attendance at the AAMC annual national meeting 'Learn Serve Lead' (at the department's expense)
10. Participation in the annual AAMC Minority Faculty Leadership Development Seminar (at the department's expense)
11. Timely engagement with the Department Head and the Head of the Promotion and Tenure Committee in regard to the transition to Year 1 as Assistant Professor.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

DME's responsibilities typically involve graduate students (MHPE, PhD), professional students (MD), and some undergraduate courses in the Honors College (BA/BS). The MHPE degree is the second largest degree-granting program in the College of Medicine after the MD degree. It currently enrolls 134 students, with 16 in the Ph.D. program, and each class of the medical school enrolls approximately 325 students.

A fellow who becomes a faculty member through this position will contribute to DME's teaching responsibilities according to their expertise, in its existing instructional responsibilities and in ways shaped by the fellow's expertise. We hope to recruit a fellow whose area of specialization allows instructional responsibility in core graduate courses. We will recruit a fellow whose general area of competence allows participation in graduate electives, M.D. electives, and perhaps Honors College electives.

Given the expected area of specialization, a B2F fellow will help the grad programs A fellow who becomes a faculty member will help fill a pressing need for course instructors and advisors in the DME graduate programs. Once a full member of the faculty, the fellow will contribute to and enrich our graduate programs by co-teaching a core course and one or two electives; serving as an advisor and as a chair or member of thesis and dissertation committees for MHPE, MPSL and PhD students; serving as a project advisor for PhD students; and participating in the MHPE summer conference and PhD proseminar activities. Depending on their areas of specialization and area of competence, a B2F faculty member may also choose to participate as a preceptor for preclinical medical students' working groups, take part in medical student colloquia, and offer elective experiences for students and residents.

Over and above specific instructional content, DME hopes to offer the opportunity for increased visibility of underrepresented minorities in faculty roles in the formulation of theoretical and practical aspects of healthcare education, which is important to all our students across the entire range of our instruction.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

DME's culture of respect and focus on developmental progress in faculty and learners will form the foundation for this transition. In many medical schools, the transition from trainee to junior faculty at the same institution is common, nearly a cultural norm and faculty working with fellows do so in the expectation that they are developing collaborations that will continue beyond the training period. DME in particular has experience with former trainees joining the faculty and developing into exceptional faculty members with strong collaborations.

During Year 1 and Year 2, the Department Head and mentorship team will regularly review progress toward completion of all milestones set out for the fellow, in the light of transition to a faculty appointment. Presuming successful completion of all year 1 milestones, the fellow will meet with the Department Promotion and Tenure Committee to discuss the expectations that attach to the role of assistant professor and the timeline involved for consideration for promotion and tenure. The fellow will also be encouraged to participate in Office of Faculty Affairs workshops on promotion and tenure expectations. Toward the end of year 2, the mentorship team will meet with the fellow to discuss continuance and/or modification of the fellow's research program for at least the initial years of the assistant professorship.

Given the challenges facing URM faculty, DME will sponsor attendance at the annual AAMC Minority Faculty Leadership Development Seminar, a 3-day workshop specifically designed for career development for junior faculty. The workshop's objectives include individual development and skill-building opportunities in leadership, communications and grant-writing as well as important networking opportunities that we expect to be beneficial both to the faculty member and the department.

At focused meetings, the Department Head will describe expectations ahead of the fellow's transition into Year 1 Assistant Professor. These meetings will outline such matters as teaching responsibilities, research expectations and support, and recommendations regarding service to departmental, College, and University committees.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

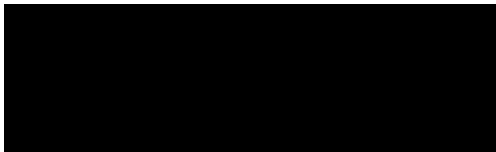


Post-Doc Salary Estimate: \$48,000-\$55,000 plus fringe benefit

Assistant Professor Estimate: \$80,000-\$90,000 plus fringe benefit

Sources: Chronicle of Higher Education (UIC salaries), AAUP, AAMC, Grey Book

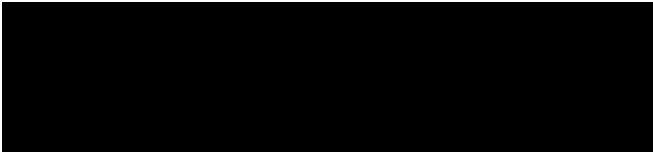
All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



9/28/2020

Department Head

Date



Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Electrical and Computer Engineering

2. Why are you applying for a Bridge to the Faculty postdoc?

The faculty of the Electrical and Computer Engineering (ECE) department is committed to diversify itself to better reflect its student demographics. Per Fall 2020 census, ECE has 684 undergraduates of which 15.79% identify as women [UIC college of engineering average 22.62%; national ECE average 17%] and 25.69% as URM [UIC college of engineering average 31.29%; national ECE average 17%]. Its TT faculty is composed of 29 faculty of whom 10 are women [national ECE average 12%] and zero URM [national ECE average 7%]. Of its 8 NTT faculty, 2 are women and one is Latinx. So while we are doing well in terms of gender diversity, we do not have any URM TT faculty. We know that we cannot sustain a diverse student body without a correspondingly diverse faculty. With this application, we aim to support the career development activities for a URM postdoctoral fellow so as s/he will be able to join our faculty in a tenure-track (TT) position.

The postdoctoral fellow is expected to enhance existing strengths in the department in any of the areas of expertise. The sought candidate has a strong background in his/her field and wants a head-start as a faculty member. The department will thus encourage and mentor the fellow to pursue independent and collaborative research projects, as well as develop grant writing experience. The candidate will find opportunities for unique collaborations at UIC. The ECE department in fact envisions that the fellow, in addition to develop his/her research portfolio, will assist existing faculty to initiate the process for the creation of an artificial intelligence research center, which is a medium-term goal of the department. The candidate is expected to offer a course in his/her core research area. Moreover, the candidate will contribute to increase the visibility of the department through scholarly work published in high-impact journals and conferences, and help secure individual and collaborative federal and industrial grants.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The ECE department organized a full-day Faculty Retreat in August 2020, where one of the breakout sessions was dedicated to the topic of Diversity & Inclusion. A major topic of discussion in this breakout session was the need to recruit URM candidates for faculty positions in the department. One of the recommendations was to leverage the Bridge to the Faculty program for this purpose. There was further discussion after the breakout sessions where recommendations were presented to all faculty members who attended the retreat for further discussion. The faculty members commended and strongly supported pursuing the recommendations of the Diversity & Inclusion group.

The ECE department has a Diversity & Inclusion Committee whose charge is to provide recommendations for creating a welcoming and inclusive environment for students, staff, and faculty. One specific charge this year is to help the department head with the Bridge to the Faculty application and, if ECE receives approval, to work on identifying URM candidates for the position. The committee has already met and discussed mechanisms of providing positive mentorship for the success of the candidate.

The Bridge to the Faculty opportunity was also discussed during the September 2020's ECE Faculty meeting, where the faculty was encouraged to reach out to their peer network to obtain names of potential recent or future URM graduates who could be invited to apply for the position and/or to give a seminar at UIC. The idea is that we want to have a list of potential candidates ready to contact as soon as this position is advertised or taste the waters for a potential opportunity hire

The departmental ECE Advisory Committee was also consulted on the vision for this position. The committee convened at the beginning of the Fall semester and the Department Head summarized the result of the TT search from the previous year, which was unsuccessful in attracting URM candidates (i.e., two Latinx candidates were offered a position but eventually joined another school) and discussed the Bridge to the Faculty opportunity. The committee unanimously supported this application to the Bridge to the Faculty program as a means to diversify the faculty.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Currently, the department has no TT faculty from URM out of a total of 29 TT faculty. The department has one Latinx non-TT faculty member. We have been trying to add a TT URM faculty member for several years and made several offers to candidates, but they chose to go to higher-ranked schools--for example, during the past academic year we pursued two Latinx faculty candidates who eventually joined other institutions. We know that we cannot sustain a diverse student body without a correspondingly diverse faculty. Our medium-term goal is thus to increase our faculty by few members a year and attract URM faculty among those new faculty. We see the Bridge to the Faculty program as an excellent opportunity for the purpose to attain our diversity goal.

The ECE department, under the new leadership of the Interim Head, has created a Diversity & Inclusion Committee, with a specific charge this year to help with the Bridge to the Faculty program. This application aligns with the mission of the department, and the new committee will assist in the recruitment of the best possible candidates for the postdoctoral position.

5. How would this postdoc align with your department's research vision?

There are many existing areas of excellence within the department that would be ideal homes for the postdoctoral fellow in terms of support, mentorship and peer networking. There are also cross-disciplinary areas that we plan to grow. We will welcome any competitive candidate who will further our research goals, with particular emphasis on those who have the potential to bridge different areas.

As an example, we have been working to develop in the near future a center proposal for an artificial intelligence and future wireless technology research center, which will involve multiple departments centered at UIC and in the Chicago metropolitan area under the auspices of DPI. Any aspect of ECE has been affected by recent advances in artificial intelligence or wireless connectivity, thus we expect many candidates' research agenda to well aligned with the department vision. Incidentally, the Communications group in the department (the NICEST lab == Networks Information Communications and Engineering Systems Laboratory) comprises four women faculty active in wireless technology who enthusiastically support this initiative to further increase the diversity in the department -- the department head is the most senior NICEST's faculty -- and pledged to mentor and support the postdoctoral fellow.

One of the many strengths of the ECE department is its focus on collaborative research. We have faculty conducting research with a variety of industry partners and universities. We also have an array of ongoing collaborations with the west side of campus for Healthcare Technologies, Bioelectronics & Biomimetics, which the postdoctoral fellow can leverage and join if his/her research interests align.

6. How would this postdoc align with your department's teaching mission?

The teaching mission of the ECE department is to create connections between engineering applications and fundamental knowledge in mathematics and physics. The candidate will initially be assigned to teach one of the existing courses, and later asked to develop new course related his/her area of expertise with the goal to incorporate the postdoc research advances in our curriculum. The department is committed to provide the necessary mentorship and feedback to the candidate to become an effective teacher.

In addition, our faculty work with seniors for their mandatory capstone project as well as advise undergraduate students every semester. We plan to expose the postdoctoral fellow to student advising and project supervision, by having the fellow shadow an experienced faculty member. By doing so, the fellow will observe and reflect on best practices for teaching, directing research work, and advising. By working with a senior faculty, the postdoctoral fellow will become familiar with our curriculum and the specific needs of our diverse undergraduate population.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process will use criteria aligned with those that are used for the department's regular faculty search process. The candidate is expected to have the potential to establish and sustain an outstanding research program, as well as show strong commitment to effective teaching and student success. The criteria will include objective factors, such as research productivity including publications, recommendation letters, potential for effective teaching, grant writing, and national visibility, and participation in peer-community service (minor). As with our regular search, areas of interest for the department will be highlighted though exceptional candidates in all areas of ECE will be considered. A search committee will be created and if the committee recommends hiring, the department will follow the procedure indicated in the call for applications for this Bridge to the Faculty program.

In terms of advertising, in addition to advertising in scientific journals in relevant disciplines, such as IEEE Spectrum, we plan to heavily advertise on-line through multiple diversity recruiting websites. Comprehensive lists of such links are available through UIC's Office of Access and Equity and other peer academic institutions; we shall also leverage the existing peer network of the UIC's Equity and Inclusion in Engineering Program.

The search committee will be formed of TT faculty members from the department with a tenured faculty member serving as the chair of the search committee. **All members of the committee will undergo search committee training for unconscious bias.** The committee will recommend to the department head three to four applicants for interviews. Assuming pre-covid-style interviews, travel for on-site interviews will be arranged by the assistant to the department head. Each on-site interview will take place over two days during the Spring semester. Candidates will give a research seminar to faculty and students. Candidates will meet with faculty, staff, and students during the two days. Should on-site interviews be impossible due to covid, then a similar-style interview will be conducted over zoom, as we already did in the second part of the past spring semester.

We will start advertising the position as soon we receive approval. As for past ECE searches, we envisage an application deadline in late December 2020 and start of the actual interviews in February 2021. Offers are expected to be made in the second half of the Spring semester with start day at the beginning of the following academic year.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

Research, grant writing, and funding activities will constitute 75 % of the time commitment. Teaching one course per year, which is equivalent to 25 % of the time, will occupy the rest of the time. The department will pair the candidate with a group of senior tenured faculty who will offer supervision/mentorship and trace the candidate's progress in research and teaching, as well report to the department head. We do not plan to charge the fellow with any internal service. We understand and encourage peer society service in term of serving as a reviewer for technical journals in the field or serving as technical program committee member for technical conferences in the area of expertise of the fellow.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

As mentioned earlier, the ECE department faculty is strongly supportive of this initiative and is committed to providing the guidance and support for the success of the candidate in transitioning to a faculty position. Initially, the department head and a group of senior faculty with at least one close to the candidate's research area and one with a highly successful grants and scholarship activity will provide mentorship. However, just as we do in the case of regular new junior faculty, we will let the candidate have a major say in the decision on selecting a primary mentor by offering recommendations of suitable mentors.

The postdoctoral researcher's development will be enhanced through a program of structured mentoring activities. The goal of the mentoring program is to provide the skills, knowledge and experience to prepare the postdoctoral researcher to transition to a faculty position. To accomplish this goal, the mentoring plan follows the guidance of the National Academies of Science and Engineering on how to enhance the postdoctoral experience, by providing a structured mentoring plan, career planning assistance, and opportunities to learn a number of career skills such as writing grant proposals, teaching students, writing articles for publication and communication skills. Mentoring activities mirror those offered to young faculty and will include, but are not limited to:

1. Meeting with the mentors to establish, implement, and assess progress for an Individual Development Plan.
2. Participation in research group meetings, where participants are expected to present their research, and feedback and coaching will be given to help all participants to develop their communication and presentation skills.
3. Participation in grant-related workshops on how to identify research funding opportunities and write competitive proposals offered by the University of Illinois at Chicago Office of the Vice-Chancellor for Research. The seminar "Writing for the Reviewer: NSF CAREER Awards" is just one example.
4. Access to seminars developed for faculty at the beginning of their academic career to learn a good balance among teaching and research, understand what is expected from them for their promotion, and to find a good balance between personal life and the heavy commitment during the tenure-track time.
5. Opportunities to network with visiting scholars who are leaders in their fields by having lunch or dinner with them when they participate in the Department of Electrical and Computer Engineering's Seminar Series.
6. Presentations and attendance conferences in the postdoc's research area.

The ECE department will also ensure that the postdoc has access to (or is provided support to access) resources and communities to make their experience more inclusive beyond the ECE department, with actively participating in the Bridge to the Faculty cohort's activities being one of them. In addition, we will facilitate connection with existing organizations in various ECE peer societies that focus on enhancing diversity.



10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

The expectation is that the fellow will accomplish the following tasks.

1. Teaching: Receiving a good teaching evaluation score (e.g., > 3.5/5) in the course the fellow will teach.
2. Scholarly Work: track record of publications in top-tier, national and international, peer-reviewed journals and conferences commensurate to his/her subfield. For example, in EE we expect a faculty to submit a couple of journal papers a year to journals; in CE the expectation is instead to submit to highly-selective conferences.
3. Grant Funding: evidence of one application for extramural (federal and/or industrial) grants at senior personnel level.
4. Service: evidence of involvement in peer-society activities, including but not limited to: serve as technical program committee member for one conference, or serving as a reviewer for a couple of high impact technical journals.
5. Student supervision: evidence of ability to supervise and work with students, such as working with a more senior faculty member on the supervision of a capstone project, or having worked with an MS student who has successfully defended his/her thesis.

Competitive TT candidates are expected to have a track record or show strong potential for all of the above.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The candidate will serve as role model for students from underrepresented minorities in the department and in the college. As a TT faculty, the candidate will teach two courses per academic year, which corresponds to the reduced teaching load offered to all tenure-track assistant professors. In addition, the candidate will contribute to advise undergraduate students each semester and work with seniors toward their capstone project, as well as advise graduate students.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

The department will consistently monitor the progress of the candidate and have formal progress review each semester. The Diversity & Inclusion Committee members, which will include faculty in the related fields, will monitor the postdoc's progress. We will coordinate with the Provost's Office to transition the postdoc to the tenure-track using the Under-Represented Faculty Recruitment Program.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Post-doc salary: \$50-\$70k/year. For example, the department head offered \$55k/year in 2016 to attract a non-URM student who just graduated from Arizona State University (ASU), which ranks much higher than UIC. We expect that competitive postdoctoral candidates, such as those we aim to attract with this program, will be heavily "courted" by many other ECE departments in the country, which are in hiring freeze and are only allowed to pursue opportunity hires.

Junior faculty salary: \$115k-\$125k/year. The last two TT faculty hires in the ECE department, which incidentally are non-URM, joined with a salary of \$110k/year in F2019 and \$112k/year in F2020. Last year, we also aggressively pursued two Latinix scholars, made extremely competitive start-up offers and eventually saw them joining institutions ranked much higher than UIC; they were offered a starting salary of \$115k/year. We expect that competitive faculty candidates will be heavily "courted" by most departments in the country, especially those scholars in hot research areas at the intersection between ECE and Computer Science (CS); for those candidates, \$115k/year is actually on the low side of the starting salary spectrum. In addition, academia faces additional challenges at present, as companies have realized the value of diversity. Now more than ever academic departments have to compete with companies such as Google, Microsoft, Intel, Qualcomm, etc. for the best Ph.D. graduates.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

[Redacted Signature]

Department Head  
Daniela Tuninetti

Oct 5th, 2020

Date

[Redacted Signature]

Dean  
Peter Nelson

Oct 5th, 2020

Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Anthropology

2. Why are you applying for a Bridge to the Faculty postdoc?

We are applying for the Bridge to the Faculty Postdoctoral Fellowship because we need to intentionally diversify our faculty to better reflect the current demographics of those who are trained in sociocultural anthropology as well as the newer areas of our field. Sociocultural anthropology is an area we have identified as a departmental need, but it is also an increasingly diverse subfield, and this shift is not reflected in our department.

The limited hiring that the campus as a whole has experienced over the past few years has left our department with an aging, largely white faculty. As we have hired very few junior faculty over the last ten years, our department has not had the opportunity to recruit excellent younger scholars of color who are not only new entrants into the field but also those who are often at the forefront of current research, and who represent the more diverse theoretical and methodological directions that our field is taking and will continue to take into the future. Our main professional organization, the American Anthropological Association, also asks that anthropology departments to be much more intentional in their hiring practices in order to diversify the field more broadly **and to move away from the deeper Colonial and Anglo-European history of our discipline.**

Thus, our need to recruit younger scholars of color is critical both for the long-term success of our department and our discipline. Our faculty strongly believe that it is especially important for an anthropology department at a university with an explicit diversity mission such as UIC to commit to these goals. A Bridge to Faculty position would help us achieve multiple goals:

- 1) It would help us diversify our faculty to better reflect the demographics of our field;
- 2) Since younger scholars of color are often engaging in **work with significant contemporary political relevance in many areas of the world**, it would allow our department to keep up with the areas of study and critique that are most relevant today and that are shaping the future of our field;
- 3) **The urgent relevance of the research and teaching areas of younger BIPOC scholars is increasingly being supported by funding and grant agencies; this also signals that the more critical and politically engaged research and teaching that many BIPOC scholars do is supported and likely to be vital to the future of our field.**
- 4) Our department's limited diversity does not reflect the diversity and composition of our student population, either at the graduate or undergraduate student level. Our faculty believe that it is important for our students to have strong role models in their faculty and that academic research, teaching and mentoring is greatly improved by a diversity of perspectives.

BIPOC scholars are also most likely to be teaching and conducting their research in areas that are most relevant to our undergraduate and graduate students.

5) While we successfully recruited a B2F fellow last year, **the recruitment of a second B2f fellow will help us build a cohort of scholars of color.** It is widely documented that scholars of color thrive best when they are able to form intellectual communities with other scholars of color in their departments. In 2017, we were able to recruit Dr. Mario LaMothe through a successful collaboration with the members of the cluster initiatives and with the interdisciplinary units. Dr. Rodrigo Solinis-Casparius joined us this year as a B2F fellow. Since our department remains primarily white, we believe that building a cohort of more diverse faculty will support the success of those already here as well as the new hire we recruit.

Research also shows that departments become more systematic about mentoring when they welcome cohorts of younger scholars. We believe a diverse cohort of younger scholars will encourage a broader range of formal and informal mentoring and peer-to-peer mentoring programs in our department. Thus, expanding our B2F hiring would have longer term impacts on our departmental culture and encourage us to continue to think creatively about mentoring more broadly.

Our faculty have consulted with colleagues who mentor and advise graduate students at other institutions and we have found that the best way to attract excellent diverse candidates is to target broad topical and theoretical areas where we understand the largest number of BIPOC scholars work. Therefore, we will search for applicants who either share or increase our theoretical strengths, work in the interactions of between politics and race; and health, medicine and environment and undertake their research in the Caribbean/Latin America or Africa, or amongst diasporic populations from these regions.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

We have discussed strategies for increasing faculty diversity in departmental faculty meetings for several years. This year, the faculty met first as an entire faculty to discuss the subfields and topical areas we have identified as hiring priorities and focus on those likely to attract a diverse field of applicants. After sociocultural anthropology was identified as the subfield, the sociocultural faculty met to further refine the research and /or area specialties that would be both complementary to our current faculty and likely to attract diverse applicants. Some of our faculty have also reached out to colleagues in other institutions who mentor younger BIPOC scholars to get a sense of the areas of study that are most relevant and to get a sense of whether they would encourage their mentees to apply. Our faculty have discussed and deliberated on balancing the research and teaching areas that have the most synergies with our current faculty and students and those that are likely to attract the broadest pool of diverse candidates. The sociocultural anthropology faculty had several conversations and collaborated on the writing of the proposal. The proposal was then circulated to the entire department for final advice prior to submission. Our current Bridge to Faculty postdoctoral fellow was specifically consulted about their early experiences in the hiring process and with mentoring.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

We are actively pursuing opportunities to ensure that our faculty more accurately reflect both the diversity of our field and of our student population. We will continue to search for avenues to achieve this goal, but we believe that this program affords us an excellent opportunity to recruit a highly qualified scholar of color in a very competitive field. In particular, this summer our Anthropology Graduate Student association (GAGA) and our Department's Advisory Committee cooperated on drafting a plan of action expanding diversity and inclusion in faculty hiring (amongst other things). **This has resulted in the formation of a Departmental Diversity and Inclusion Committee that is addressing these issues.** This committee consists of faculty, and graduate and undergraduate students.

**We believe that the areas of interest we have identified are likely to attract the largest number of excellent underrepresented scholars.** Some of our faculty have been part of mentoring programs and are familiar with the programs at the National Center for Faculty Development and Diversity. We have also consulted actively with our colleagues both at UIC and at other universities who have had successful searches to expand diversity in sociocultural anthropology. **We have learned that in order to expand our diversity we need to think about our field broadly both in terms of theoretical and methodological areas.** It is with this broader thinking that we have set our diversity goals to encompass a range of areas as well methods of engaged research.

5. How would this postdoc align with your department's research vision?

Our sociocultural faculty share interests in political anthropology, economic anthropology, urban anthropology, and social movements. **In addition, we have faculty specialties in environmental anthropology, political ecology, health, gender and sexuality.** We have found that younger scholars of color are often engage in the areas of study represented in our department but are methodologically and theoretically innovative.

**Therefore, a scholar who works on critical race studies, medical racism, medicine, health, carceral geographies, violence, and/or policing would have synergies with many of our faculty but would also expand and shape the new directions that our department's research vision would take.** While we seek a broadly trained sociocultural anthropologist who will expand our research and teaching visibility on our campus, the methodological and social justice goals that are related to questions of health, policing and the environment would greatly enhance the commitments of our department and of UIC to broader community engagement.

Our current B2F fellow Dr. Solinus-Casparius just submitted a joint grant proposal with two faculty members in the department and will serve as the grant's Principle Investigator. If funded, this collaborative project will bring together both faculty and graduate students on a new project. Our faculty are learning how to harness and sustain these intellectual synergies and we are committed to finding ways to incorporate other junior faculty into existing research groups in the department as well as building new ones both in the department and with other departments and units.

6. How would this postdoc align with your department's teaching mission?

Both our graduate and undergraduate students consistently express an interest in **health, global health, medical anthropology, critical race studies, and in the intersections between race, politics and the environment.** We also have anthropological colleagues on the west campus who are experts in **biocultural aspects of health, nutrition and disease.** Public health and medicine are popular avenues of advancement for our immigrant and minority student population.

We are invested in building a medical anthropology program and this scholar could help support that in the longer term. A scholar who focuses on critical studies of medicine, and on health and STS would add new areas of teaching. **The intersections between the anthropology of health/medicine and humanistic inquiry** would also make this scholar's courses a good fit for the new LAS Medical Humanities Certificate which is housed in our department and with UIC's focus on urban health. The courses that this scholar could offer would appeal to the students with prehealth educational goals who make up over 50% of the LAS undergraduate student population.

The regional courses focused on the Caribbean/Latin America, Africa and the diaspora from these regions would be an asset to our department. Scholarship on these geographical regions is underrepresented across our campus as well as within our department. This hire would therefore be of tremendous value to the curriculum at UIC more broadly. Additionally, we anticipate that as this scholar makes the transition from postdoctoral fellow to tenure track assistant professor that they will establish research programs that can train undergraduate and graduate students to conduct fieldwork and study in these underrepresented regions.

Our faculty is committed to expanding and diversifying our curricular offerings to include more diverse perspectives, engaged research and broader ranges of critical theory. The curricular offerings of this hire would be important to this mission. We expect that these courses would also be of interest to a broad spectrum of students from the Museum and Exhibition Studies (MUSE) program, Art History and Urban studies in other colleges to the interdisciplinary units, and many departments in our own college.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

Although we will search for a postdoctoral fellow, we will undertake the search following the guidelines provided by the Office of Access and Equity concerning the hiring of tenure track professors because we expect that this fellow will transition to a tenure track position at the end of their fellowship. The search committee will be made up of faculty and one graduate student representative. Everyone on the search committee will have completed the mandatory training program. We will place the approved ad in the broad national association websites such as the American Anthropological Association, but also those that target BIPOC scholars. We will circulate the ad in forums that specifically have membership **of BIPOC anthropologists such as the Association of Black Anthropologists, Latin American Studies Association, The Caribbean Studies Association, The Latin American and Caribbean Chapter of the ISA, and the Association of Black Women in Higher Education.** Our faculty will also consult their colleagues at other institutions to help identify underrepresented faculty candidates so that we may

contact them personally and invite them to apply. We will undertake and follow the normal procedures for Zoom interviews and will include the appropriate representatives from the Office of Diversity and the College of Liberal Arts and Sciences. After the interviews, the faculty will meet to discuss and rank the candidates and submit those names to the Office of the Vice Provost for Diversity for approval before contacting the candidates.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The B2F fellow will be treated like an assistant professor, but their emphasis will be on research and they will have a reduced course load with no administrative responsibilities. The fellow will teach one only course per year to provide sufficient time for research and writing. We will place them in small 200 and 300 level courses (~25 students per class), not in our large general education 100 level courses. Course selection preference will be given to courses that the postdoctoral fellow has already taught.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The postdoctoral fellow will be assigned a departmental mentoring committee that includes a primary mentor and two other faculty. They will meet with their committee at the beginning of each semester and the end of each year, for a total of three meetings per year. This committee will include at least one member from a different subfield of Anthropology to encourage inter-subdisciplinary engagement. The committee will include members with a significant trajectory of peer-reviewed publications, to help the postdoctoral fellow get started on a similar trajectory, and faculty with experience in winning outside fellowships and grants, so the postdoctoral fellow can become a valued member of a research institution and learn the procedures of grant applications. Depending on the fellow's research area, the committee could also include one member from interdisciplinary unit such as Latin American and Latino Studies, Black Studies or Gender and Women's Studies or departments in the School of Public Health, Colleges of Nursing or Applied Health Sciences. The fellow will meet with their primary mentor more frequently and the other committee members as needed. The fellow will meet with the head of our department at least once each semester.

Our department will encourage a peer-to-peer mentoring program that includes all the junior faculty in our department to meet regularly to read and discuss each other's work. **The fellow will also participate in a cohort mentoring experience with other postdoctoral fellows through the program developed by the Office of the Vice Provost for Diversity.** The postdoctoral fellow will be expected to attend faculty meetings, and at least some of the department lectures and the group activities such as our fall Field Museum reception as means of welcoming them into our department and making them a part of the community. We will nominate them for an Adjunct Curator position at the Field Museum so that they can meet our colleagues there and familiarize themselves with any programs and research collections that may be of interest to them.



Our faculty undertake peer teaching evaluations of each other every year and we evaluate all teaching postdoctoral fellows and adjunct lecturers as well. We will undertake a peer teaching review early in the first semester that the fellow teaches to provide quick feedback and support. We will then review them again the second time that they teach to assess progress and offer further support and advice. Finally, we will make sure the fellow is aware of all the teaching support and learning opportunities that are available to them on campus.

The department will provide the fellow with an office, lab space if needed and the same professional development funds that our faculty receive. We will request startup funds from the college to cover the fellow's moving expenses and basic equipment costs.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

We will review the fellow in three areas -

1) Research - If they are planning to publish their dissertation as a book, a successful fellow will have identified and contacted an appropriate press, and developed a detailed plan for revision and publication in consultation with their departmental mentor. If they pursue a peer reviewed article publication model, a successful candidate will have submitted at least two manuscripts to peer reviewed sources at the end of their first year. The specific department mentor assigned to them, will be based in part on whether they plan to pursue a book or peer reviewed article publication model. While we will not require them to submit a grant proposal, we expect that they will be developing a solid plan for continued field research in discussion with their faculty mentor.

2) Teaching: We are aware that student teaching evaluations are biased against faculty of color so we will use other metrics to evaluate their teaching. We would expect the candidate to receive a positive peer teaching evaluation from one of our most experienced senior faculty, and to accept feedback on their teaching. We would also consider any pedagogical/teaching innovations that they bring to the classroom

3) Departmental Synergies/Participation and Contributions to Department/University: We would expect the postdoctoral fellow to actively seek out intellectual synergies with students and faculty in Anthropology and other related departments. This could mean participation in department events, seminars and talks; presentation of their own work in public settings; collaborations/participation in student led events such as student brown bags and Anthropology Club presentations.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

In the spirit of the current era, our undergraduate students are very interested in the relationship between health, social justice and social equity issues, and how health, environment and racialization intersect globally. Given that both anthropology majors and students from across departments and colleges are interested in these areas there is extremely

high and increasing demand for these kinds of courses. At the moment we have few faculty members who teach courses in this area, and we have often struggled to find instructors to fill the gaps when needed. While courses on health equity are offered in other departments and colleges; the breadth, interdisciplinary perspectives and social justice focus of the courses in Anthropology mean that many are oversubscribed. Hiring a postdoctoral fellow to teach some of these courses and to expand the medical anthropology offerings would help meet this growing demand. The fellow will also serve as a role model for our undergraduate majors and we hope that the fellow will actively engage with them through research opportunities such as LASURI and CURA and by attending some of the functions run by our very enthusiastic Anthropology Club.

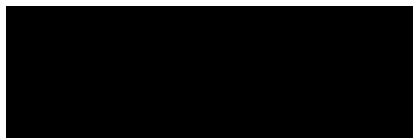
12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

We will make the transition at the end of their second year as smooth as possible for the fellow. The fellow will keep the same primary mentor and committee unless they request a change. We will continue to place them in relatively small classes and limit the number of different courses offered to minimize new course preparations. We will work with the College of Liberal Arts and Sciences to make sure they have the laboratory resources and startup funds needed to ensure their research success. They will continue to have the professional development funds available to them both through union negotiations and from the department. We will keep their administrative responsibilities light until they receive tenure and slowly increase their responsibilities afterwards.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

LAS postdoctoral associates are paid \$50,000. Tenure track assistant professors in our department currently start around \$85,000, but based on the current union contract, it would likely be closer to \$95,000 in three years.

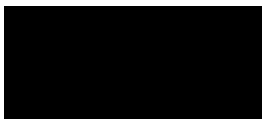
All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



September 30, 2020

Department Head

Date



October 2, 2020

Dean

Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Biological Sciences

2. Why are you applying for a Bridge to the Faculty postdoc?

We are applying for a Bridge to the Faculty postdoc because we have a large and diverse body of undergraduate and graduate students that are not matched by the current diversity of tenure-track faculty. The Department of Biological Sciences is therefore currently limited in providing sufficient and relevant perspectives in classrooms and laboratories to better educate and prepare our students and trainees for leadership, global citizenship, and professional competitiveness in multicultural America. We are proud to serve a diverse student community at UIC, but are also aware that our field, and STEM in general, stands apart for the disproportionate exclusion of black and latina/o students (Riegle-Crumb, C., et al, 2019, Educational Researcher, 48(3), 133–144). An important aspect of this exclusion is that minority students see science careers as less 'thinkable' (Archer et al, 2015, Science Education, 99(2), 199–237), which is exacerbated by a lack of representation among the faculty teaching them (Atwater, M. M. 2000, Journal of Research in Science Teaching, 37(4), 386–387). This results in a feedback loop, where lack of representation leads to fewer black and latino/a students choosing a career in science, which leads back to a lack of representation and limited perspectives in the classroom. **This loop that can best be broken by the active recruitment of faculty from a diversity of backgrounds using broad open searches, and specifically through programs such as Bridge to the Faculty.**

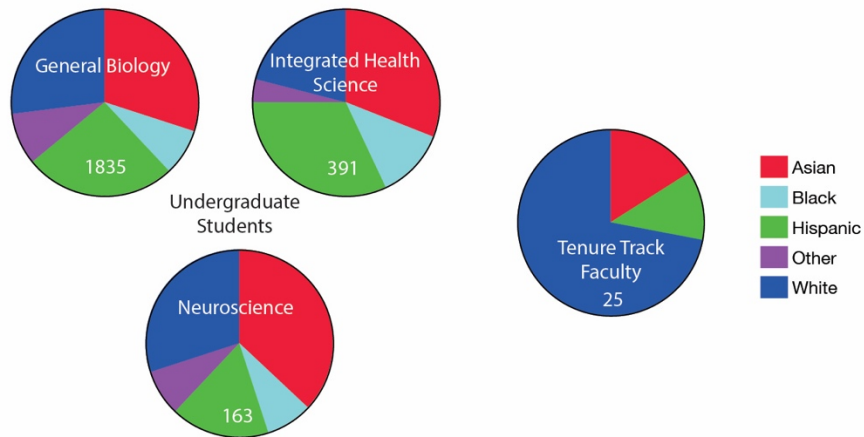
As we detail throughout this application, a diverse faculty is associated with a number of important benefits for both teaching and research (Griffin, K. A. (2020). Higher Education: Handbook of Theory and Research, 35, 277–349). Diversity among teaching faculty is known to have direct benefits for all students, from increasing GPA and graduation rates to broadening the range of learning outcomes, including skills and competencies critical to engaging in our diverse society. Minority faculty serve as role models and mentors for minoritized students and pre-tenured faculty, increasing a sense of belonging and connection to biology. Demographic diversity among researchers also drives innovation, with historically underrepresented groups identifying relationships between ideas and concepts that have previously been missed (Hofstra et al (2020). PNAS, 117, 17). **Finally, regardless of these benefits, we believe that the diversity of our faculty should reflect the diversity of our society: anything less implies exclusion. A Bridge to the Faculty postdoc will help accelerate our efforts to make our faculty more diverse.**

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The Bridge to Faculty initiative has been discussed in multiple faculty meetings, most extensively on September 8, 2020, in which there was overwhelming support among the faculty for the department to submit an application. This support is echoed by our graduate students, who in a recent letter to faculty in response to the Black Lives Matter movement, urged the department to "...directly recruit and hire Black and other URM tenure-track faculty members". The faculty have discussed the area of research for the hire, and agree that, in order to attain the broadest pool of candidates possible, we would hold a broad search, across all three areas of research in the department: Ecology and Evolution, Neurobiology, and Molecular, Cell and Developmental Biology. In response to the wishes of the faculty, the head has assembled a search committee, which is chaired by the Director of Undergraduate Studies, with the assistance of the Diversity committee.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

The disparity between the diversity of the faculty in Biological Sciences and the diversity of our students is acute (Figure 1), and the department recognizes that this is a challenge to both our teaching and our research. Myriad studies indicate that increasing the diversity of faculty positively increases GPA and graduation rates for underrepresented minority students of all races/ethnicities (e.g. Llamas, J. D., et al (2019). *Race Ethnicity and Education*, 1-17; Stout, R., et al (2018). *Intercultural Education*, 29(3), 399-417). Further, diversity among research teams and faculty is associated with enhanced productivity (e.g. Barjak, F. and Robinson (2008), *S.:Soc. Geogr.*, 3, 23-36; Henderson, L., & Herring, C. (2013). *Politics, Groups and Identities*, 1(3), 1–12). The explicit goal of our department is therefore to increase faculty diversity.



**Figure 1:** Mismatch between diversity of undergraduate students and diversity of faculty in the Department of Biological Sciences (Fall 2020). Numbers are number of students/faculty.

At the same time our department has a serious need for new junior faculty. Over the last four years, the department has lost faculty (33 in 2016, 25 in 2020) while at the same time has increased undergraduate enrollment (1728 in 2016, 2389 in 2020), leading to a 77% increase in student-to-faculty ratio (54:1 in 2016, 96:1 in 2020). Further, the department faculty is 'top-heavy', with only 1 current tenure-track assistant professor. Junior faculty are the life-blood of a department, providing novel research perspectives and expertise and establishing new intra-departmental collaborations.

Our low faculty diversity and need to hire new junior faculty means that the goals of the Bridge to faculty Program align perfectly with the goals of our department, both with respect to diversity, but also teaching and research in general.

5. How would this postdoc align with your department's research vision?

As detailed in Question 4, our department has an acute need for new tenure-track faculty, both to replace recent faculty losses, but also to balance the faculty with respect to junior and senior members. The department is currently ranked #73 in the country and improving. We can only continue this upward trajectory by recruiting new faculty: new faculty drive new research, recruit new students and initiate new collaborations. Because we need faculty in all sub-disciplines of biology (Ecology and Evolution; Molecular, Cell and Developmental Biology; and Neuroscience) our research vision is broad and cohesive. Consequently, the Bridge to Faculty initiative aligns perfectly with our research vision, because it ultimately recruits junior faculty and requires a broad search to encourage a diversity of applicants.

6. How would this postdoc align with your department's teaching mission?

The teaching mission for the undergraduate programs in the Department of Biological Sciences is to provide high quality education that improves student outcomes and increases the competitiveness of our graduates in a global world. Our Department has a commitment to continuously increase the quality of education by creating a culture that focuses on student learning, equity, and inclusion. Our commitment to these goals is exemplified by three current funded programs:

(i) **Inclusive Excellence (HHMI; co-PI Gonzalez-Meler)** is a faculty development program centered around practices that considers student backgrounds as assets thereby increasing the capacity for inclusion of all students;

(ii) **LAS GANAS (DOEd; PI Alfonso)** focuses on engaging and inspiring LatinX students in academic and research activities to increase retention and graduation of students and their transition to postgraduate programs and careers;

(iii) **CIM2AS (NSF - PI Ashley)** fosters and connects LatinX students with the biological and chemical sciences by developing curriculum that incorporates student identities from high school to graduation at UIC.

These multimillion-dollar programs are creating a unique and unprecedented environment in our department to mentor and promote minority scientists into academic careers. The postdoc, therefore, will be well aligned with the departmental mission, not only by being exposed to these initiatives to advance inclusive education, but also by advancing these programs through incorporating minority voices currently lacking in our department.

The Department of Biological Science has only three Hispanic tenured faculty and no African American teaching or tenure track faculty. This is in sharp contrast to our student population. In fall 2020, our three programs (Major in Biological Sciences; BSc in Neuroscience; Major in Integrated Health Studies) enrolled 2,581 undergraduate students, 64% are female, 26% are Hispanic, 9% African American, and 5% international. Our programs are attracting more students and has seen a steady increase: 14% over last year and over 45% from 5 years ago with increasing ACT, SAT and GPA metrics (7% have presidential awards, 4% are in the GPPA, and 23% in the Honors College). Recruiting minorities into our faculty is essential to augment and sustain our teaching goals, culture of inclusion, and student success.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

As is customary in our department when searching for a new faculty hire, we have formed a tentative search committee (contingent on HR approval), which includes: Miquel Gonzalez-Meler (chair), Rachel Poretsky, Alexander Shingleton, Janet Richmond, Thomas Park, Katherine Warpeha, and [REDACTED]

[REDACTED] There will also be an additional 'outside' committee member from another department, who has yet to be chosen. For advertising the position, the committee has agreed to make our description of the position in the Biological Sciences very broad in order to attract as many candidates as possible.

In order to attract the greatest pool of B2F-eligible talent we will also advertise with organizations dedicated to the promotion of underrepresented groups including but not limited to: Academic Keys, Affirmative Action Register, American Education Research Association, Diverse: Issues in Higher Education, Equal Opportunity Employment Journal, Higher Ed Jobs.com, IMDiversity.com, INSIGHT Into Diversity, LGBTinHigherEd.com, VetJobs (military veterans of all branches of service), AbilityLinks (Disability Inclusion), and on Diversity.com which has featured inclusive talent practices for underrepresented backgrounds for 20 years. We will also place advertisements in more general publications: Science, Current Biology, and The Journal of Neuroscience. We plan to work with the Mellon Foundation Grant holders on the job advertisement, leveraging their contacts in minority serving institutions across the US.

The search committee and department recognize that active – rather than passive – recruitment will be key to ensuring that we are successful in our search for a postdoc that aligns with the goals of the program. A key component of our search will therefore involve reaching out to colleagues in other minority serving institutions as well as HBCs, to actively identify and encourage applications from suitable candidates. In particular we plan to work with the Latino Cultural Center, that was recently awarded a Mellon Grant to build leadership in minority serving institutions, so has pre-existing contacts at a large number of universities.

The search committee will screen applicants and select three or four finalists for interviews, during which time the candidates will give a seminar and meet with faculty members, one on one. This is the customary procedure during a normal faculty search except that a second seminar focusing on the candidates' research proposal ("chalk talk") would not occur, as the post-doc would not yet have a fully developed research plan.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.



Research: The B2F postdoc will work independently with a senior faculty member (primary mentor) on a research topic that aligns with the interests of both the postdoc and faculty member. Because an open-search is most likely to attract applications from a diversity of groups, the area of research and faculty mentor will be dictated by the postdoc rather than the department. Research will take up most of the postdoc's time. We expect them to focus on developing a novel and independent line of research that they can continue once they transition to the tenure track. As such, there is no expectation that the candidate will have to work on an existing line of research of the host lab of the primary mentor, but rather a complementary one. In order for them to be competitive for funding, this will require them to generate data suitable for publication and as preliminary data for a research grant. These data will be collected during the UIC tenure at the host lab and their research space (see #9) and then used to start-up once they transition to the tenure track line. The research mentor and the mentoring team will provide material support with regard to space, supplies and equipment, as well as intellectual support through help refining research ideas and editing manuscripts and grant proposals. Depending on their field, the postdoc will be provided with grant writing training and expected to have aims, hypotheses for federal funding agencies. The candidate will be encouraged to pursue NIH K proposals while they are a postdoc if the field is appropriate. Presentations of their grant ideas to the faculty will occur at the end of their first year (see our answer to Question 10)

Teaching: It is unusual for postdocs in Biology to be involved in teaching, either at UIC or comparable R1 institutions. Nevertheless, in order to prepare the postdoc for what it means to teach at an HSI and UIC, they will be exposed to the existing programs in the Department (see #6) focusing on inclusive teaching and mentoring. The candidates will be encouraged to take students in BIOS 399 (independent research) or BIOS 391 (introduction to research) within their research projects. BIOS 391 and 399 are the department's independent undergraduate research courses, with students conducting mentored original or synthesis research for credit. Further, the candidate will be offered the opportunity to audit courses and to provide guest lectures in an undergraduate course that aligns with their research interests. The postdoc will receive student teaching evaluations for BIOS 399, and peer evaluations for their guest lectures, from the instructor of record for the class. Upon transition to tenure track, the now assistant professor will be offered one semester of teaching relief to be taken in the first three years of their tenure track – standard practice in the Department of Biological Sciences.

Service: Postdocs are not expected to be involved in any formal service for the department. However, postdoc will be expected to attend departmental seminars, and participate in departmental social events. While the postdoc will find community with other Bridge to Faculty postdocs, we will encourage them to also participate in the UIC Postdoctoral Association, as a means of interacting with an even wider diversity of scholars at the same stage in their career. We will encourage the candidate to interact and mentor postdocs in the department that are considering transitioning into academic jobs.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The candidate will have a three-member mentoring committee within Biological Sciences, one of whom will be the primary research mentor, who will also host the postdoc in their laboratory. The candidate will be encouraged to develop research collaborations outside the department to foster an intellectual network that can help shape and advance the candidate's research program. The expectations and deliverables will be clearly outlined at the beginning of the candidate's tenure and accomplishments will be monitored with the mentoring team three times per semester and with the Department head at least once per semester. The meeting with the head will focus on the candidate's progress toward professional goals and department expectations (as outlined in the response to item 10) and for the preparation for the year-1 assessment.

The department will support the candidate's efforts by providing research and office space in addition to access to equipment and space of the primary mentor's laboratories. The candidate will also have access to the animal and plant growth facilities and all the common equipment as any other faculty member. Exposure to the mentorship team and other collaborators will give the candidate insight into managerial styles, mentoring graduate students, and use of undergraduate students in research.

Undergraduate research is a key component of the teaching program in the Department of Biological Sciences. During the candidate's tenure, we will encourage them to explore opportunities for undergraduates to work under their supervision (as indicated in question #8). To facilitate recruitment of undergraduates we will advertise opportunities created by the candidate and mentors to students participating in the Department's undergraduate programs. The candidate will be able to work closely with graduate students housed in the host and primary mentor's laboratories. These interactions with students will complement and strengthen the mentorship training as part of the B2F program.

The BioS department will provide at least \$10,000 per year during the postdoctoral period for supplies and other expenses, as well as adequate funding to attend a professional meeting for each year, including travel. This funding will be under control of the candidate and not the host lab. In addition (i.e., not as part of the budget above), the department will pay for animal or plant growth used in the research, provided UIC facilities are used. Additional funds will come from the host labs. If this funding proves insufficient to support important aspects of the research, we will follow the process indicated by the Office of Vice Provost for Diversity to request matching funds. Specifically, if the department cannot provide the needed additional funds, Dr. Stabb, as Department Head, will approach the Dean of the College of Liberal Arts and Sciences to request additional funds. If the College cannot provide the additional funds, the Dean will notify the Vice Provost for Diversity, who will assist in negotiations for additional funds with the Provost and Chancellor. **By managing their own funds, the candidate will receive training by our business office on procurement, managing budgets, interviewing and hiring personnel, and budgeting research activities and grants.**

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

At the end of the first year, our primary expectation is that the post-doc will have made significant progress toward formulating a research plan to submit as a grant proposal. Consistent with this goal, we expect that the post-doc will have defined specific aims and gathered and analyzed useful preliminary data to support those aims. We expect the post-doc to present a departmental seminar ('chalk talk') outlining the overall rationale of the research plan and each specific aim. Further, the post-doc will be expected to explain the methods proposed to address the aims, the interpretations of the possible outcomes, and alternative approaches in case any aspect of the research plan does not work out as expected. Chalk talks are given during the interview process for an assistant professor position in our department, in addition to a seminar describing their scientific accomplishments. The postdoc will already have given a research seminar during the initial interview. However, postdoc candidates are not expected to have a fully developed research plan at such an early stage of their career, so the chalk talk will be postponed until the end of their first year.

In addition to developing a research plan, the post-doc is expected to have a good track record of regularly attending seminars, interacting with invited speakers, connecting with graduate students and other postdocs in the department, and mentoring undergraduates. We also expect the post-doc to have made progress on publishing manuscripts from their graduate work. We note that the expected degree of productivity at the end of the first year will depend somewhat on the subdiscipline that the post-doc aligns with in Biological Sciences (neurobiology, molecular biology, ecology/evolution, or some combination). For example, research that requires field work will have a different rate of productivity than one that is laboratory based. Once we have a particular candidate, we will better specify these expectations.

We also note that the year-1 assessment of progress will need to take into consideration the ongoing COVID-19 pandemic, which could slow goals, particularly experimental ones.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The department of Biological Sciences faculty is not diverse, in contrast to its undergraduate and graduate students (see our response to Question 4). **Adding minority faculty will increase the sense of belonging, add diverse voices, identify barriers for inclusion, and close equity gaps so our students, their families and their communities can thrive.** Research indicates that increasing the diversity of faculty positively increases GPA and graduation rates for underrepresented minority students of all races/ethnicities (Llamas, J. D., et al (2019). *Race Ethnicity and Education*, 1-17; Stout, R., et al (2018). *Intercultural Education*, 29(3), 399-417). Therefore increasing minority representation in our faculty will improve DFW rates and retention of students in our current programs. As mentioned in our response to Question 6, the department and faculty within it have initiated a number of mechanisms to address these issues, including an HHMI Inclusive Excellence Initiative to improve the classroom environment to increase retention of minority students in science degrees, and LAS GANAS and CIM2AS, programs facilitating latino/a involvement in undergraduate research and curriculum development. Addition of minority faculty will make a substantial impact as our department believes that THE most effective way we can enhance the early success of our under-represented students and retain them in our courses is to have a faculty that reflects the diversity of our undergraduates. Importantly, this diversity needs to be reflected among all ranks of faculty who teach students in formal classes but who also mentor students in undergraduate research, which is a key factor in ensuring a student can successfully apply for and complete an advanced research degree. Thus, this postdoc will ultimately serve the wider research community by increasing the diversity of UIC students who go on to pursue an academic career.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

The mentoring committee of tenured faculty members will work closely with the post-doc and regularly monitor their research progress. The committee will regularly report on this progress to the head of the department. During the second year of the post-doc appointment, the committee will work with the post-doc to jointly determine what resources they will need to succeed as an assistant professor. Resources will likely include equipment, supplies, and personnel. The specifics will depend on the post-doc's particular research plan. The head will then work with the college to develop a start-up package of resources for the post-doc/assistant professor, including space, that will become available beginning the year that the post-doc is converted to a UIC faculty member. This should ensure a smooth transition into the assistant professor position. As is the normal practice with new faculty hires, the start-up package will be outlined in a document associated with the official letter of a faculty appointment.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an

approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Postdoc salaries in our department reflect the pay-scale set by NIH\*, and spans \$52,704 – \$64,008, depending on years of experience. Starting salary for an assistant professor beginning in fall 2023 is estimated to be \$96,000.

\*<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-20-070.html>

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



9/30/2020

Department Head

Date



10/02/2020

Dean

Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Criminology, Law, and Justice

2. Why are you applying for a Bridge to the Faculty postdoc?

The Department of Criminology, Law, and Justice (CLJ) is applying to the Bridge to the Faculty Program **to diversify the faculty in the area of Race, Policing, and the Law**. Given the intellectual and social urgency of the issue, we have prioritized this area for a postdoctoral fellowship, for while we have general expertise in the area, **we do not have faculty who study policing from the perspective of institutionalized racism. There is significant uptick in demand from students for specialized courses and mentoring in this area, and** CLJ is regularly called on to respond to administrative and community demands for empirically based solutions to problems of racial violence, police force, and alternative social justice solutions. There are two scholars in the department who study policing, one faculty member whose expertise is in the area of critical race studies, and several leading researchers in the area of violence studies; however, there is no one whose area spans all three of these sub-fields and studies race, policing, and violence. It is noteworthy that this specialization is growing in popularity, and there are current and recent doctoral students who could easily fill this gap. Given the dramatic events over the summer that have so profoundly exposed the need for precise expertise in race and policing studies, we are proposing to hire an interdisciplinary scholar who can not only bring their own scholarly interests, but also serve as a bridge to build on the current expertise of the CLJ faculty. This includes those faculty members who are working to re-imagine the Interdisciplinary Center on Violence Research, which currently does not have a scholarly focus on race and policing. This would significantly enhance our intellectual and political position to influence what is expected to be long-term shifts in criminal justice research, policy, and practice. It is essential that as a large (and growing) criminology department at the major urban research university in Chicago that we are better prepared to teach our diverse student body, conduct cutting edge research, and inform public criminal justice policy on issues related to **racial bias in policing, law enforcement violence, and alternative responses to the institutionalized harm that have plagued the city and the nation for decades.**

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The CLJ Advisory Committee has been discussing ways to diversify the faculty as part of our three-year vision for the department. Over the summer we accelerated this work significantly and shifted the focus from areas that had been prioritized in the past (**quantitative methods and big data, Crimmigration, and Latinx criminology**) to focus on the more general need for a specialist in race and policing. The acceleration took several forms. First, we meet regularly as a full faculty to discuss what we needed to do as a department to pivot our teaching to **incorporate issues of systemic racism into our curriculum**. Second, we met in two ad-hoc committees, 1) to identify potential engaged research projects that would respond to urgent issues of police violence and 2) to revise the departmental strategic plan to reflect the shift in student demand for courses that will meet their professional interests in law enforcement informed by a racial justice approach. All of the discussions pointed to the intellectual scaffolding that we have to support a more rigorous focus on race and policing and the need for specific faculty expertise in this area. We have already identified younger scholars who could potentially fill these gaps in our department's expertise. It should be noted that the other priorities continue to be very important to filling out the department's portfolio if we are to continue to grow and strengthen our reputation in the field. There is total and enthusiastic support for submitting an application in keeping with our vision of growth.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

It is worth noting that the undergraduate and graduate student populations in CLJ are among the most diverse on UIC's campus. They come to our classes eager to learn about how issues of crime and justice are influenced by questions of race, gender, class, sexuality, national origin, disability, and other markers of social identity. For the most part, we have been able to respond to those demands, especially with the recent hiring of 5 faculty members who are members of under-represented groups (including disability), and we know that students do best when they are engaged with issues that have meaning to them, taught by scholars who reflect their identities. While this is true in a general sense, we are not yet where we need to **be to reflect current urgency in the field of Race, Policing, and the Law**. A postdoc in this area who could eventually become a faculty member would not only fill this gap, but it would significantly enhance our ability to keep up with the academic and professional demands that have become urgent over the past few months to train students, conduct research, and inform criminal justice policy in the area of race and policing.



5. How would this postdoc align with your department's research vision?

As stated previously, CLJ is working diligently to advance our research and expand our teaching in the area of Race, Policing, and the Law. This is arguably the fastest growing area in our field, and perhaps in the interdisciplinary social sciences more generally. Should we be able to hire a postdoc in this area, we would be able to take advantage of the exciting opportunities for external funding; collaborative research projects with key units on campus like the Interdisciplinary Center on Violence Research; engagement with national, state, and local policy makers; and projects that would involve graduate students, undergraduate students, and community members. **Our research mission, which is to produce rigorous scholarship on the most pressing issues related to crime and justice, would be well served by a postdoc in Race, Policing and the Law who would advance this mission in areas that would also diversify the faculty.**

6. How would this postdoc align with your department's teaching mission?

The teaching mission of the department is to prepare graduate and undergraduate students to work in, provide leadership to, and, when necessary, change the criminal legal system so that it is better prepared to deliver justice. This means that we train students who are interested in working in law enforcement agencies and correctional institutions, public policy or research institutes, and community-based advocacy agencies, as well as preparing the next generation of faculty for academic positions. As a department we take seriously the challenge to teach and mentor students in a way that exposes them to the benefits of understanding cultural dynamics and institutionalized racism in all of these spheres, and we rely heavily on literatures and pedagogical strategies that foster values of inclusion in our classrooms. We know that it matters that students feel a sense of belonging and that one of the ways to do this is to teach in a way that is meaningful and to put instructors in classrooms that look like them. Another way is to focus on areas of scholarship that are meaningful to them, and certainly issues of race and policing are paramount on their minds. This postdoc would significantly improve our ability to do both of those things.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

As previously mentioned, the CLJ faculty has already had discussions that have identified programs that are training graduate students in the area of race, policing, and the law. In this way, we have a head start on recruitment for a postdoc position, having already established connections with leading scholars in this sub-field who are training emerging scholars who might be of interest to our department. More generally, many of us have formal relationship with some of the pathway programs in our field that support the advancement of doctoral students of color and maintained relationships with senior colleagues who serve as key mentors to some of the most exciting young scholars of color in our field. These connections have served us very well in past searches, and we will use these resources as recruitment strategies for this position as well. Our search committees are composed of faculty from each rank and include representation from the diverse faculty in the department. We take the screening process seriously and bring candidates to campus for interviews with all of the key stakeholders. The vision for a more diverse faculty and the adherence to the research and teaching mission of the department are clearly and regularly articulated during the search. CLJ has a rich set of experiences to rely on to help us navigate these important and sometimes difficult hiring processes. I have confidence that we are now in a position to do so quite well.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The postdoc will not teach during the first year on campus and will teach one class during the second year. During the first year, they will focus both on building their own research agenda and on establishing themselves intellectually in Chicago and at UIC. It is worth noting that most scholars of race and policing, including graduate students, have been called upon to engage with the urgent social and legal crises in recent years. In some ways, the urgency has been a distraction, which is why for the first year we encourage the postdoc to take advantage of the opportunity to plan a rigorous but well-paced agenda that will carry them beyond the current moment. This is linked to the mentoring plan, which is described below, and will include a developing a plan for generating external funding, establishing collaborative relationships with other scholars on campus, and identifying community groups to partner with if their research requires such. The only administrative responsibility would be to work with the curriculum committee to develop a sequence of courses that respond to student demand for classes in this area. During the second year, the postdoc would teach one course. They would have the option of teaching a senior seminar or a large undergraduate course on race and policing, depending, in part, on decisions they make in the first year of the postdoc regarding the research agenda. Classes in CLJ at all levels fill to capacity, and we expect the student demand for classes on race and policing will be no exception. In addition to teaching and commencing their research, the postdoc will give a campus-wide lecture on their research to introduce them to the UIC and Chicago community and solidify their place in the evolution of the department as they plan to transition into a faculty role in the department.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

CLJ has a rigorous mentoring program that the postdoc will benefit from. First, they will be assigned a senior mentor who will support the formal research and teaching dimensions of their work. In addition, there is a cohort mentoring system, and the postdoc will join with a group of junior faculty who meet regularly to discuss the adjustment to the department, their progress on their work, and the challenges of balancing various pressures and opportunities as young scholars. Third, CLJ facilitates a cross-campus, subject-oriented mentoring system where each new faculty identifies three to four people in other departments (and sometimes at other universities) who share interests and can provide support for the mentee. We have found that especially for faculty for under-represented groups, these cross-campus, subject-oriented mentoring relationships are tremendously valuable. Finally, because CLJ is committed to community engagement, new faculty are invited to and encouraged to attend community events that are related to their research interests, broadly speaking. In this way, they are able to take advantage of the City of Chicago and consider ways that their work might contribute to it. In addition to the human mentoring, the postdoc will be offered office space in the department and access to the computer labs that are needed to facilitate their work. It will be my responsibility as Department Head to facilitate the intellectual connections between the postdoc and the other research that faculty in the department are doing on related topics, including work with the Interdisciplinary Center for Research on Violence.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

By the end of the first year, the postdoc will have developed a strategic work plan, including research projects, publications, and proposals for external funding. The process of developing such a plan will include regular meetings with the assigned mentor and other colleagues in the department, as well as research support programs in the college and on campus. Given public health restrictions, the extent to which they will be able to meet in person with colleagues and community groups may be limited, but efforts to support getting them acquainted with the local scholarly community will be the responsibility of the Department Head. They will also have identified a possible course sequence in race and policing with the curriculum committee. By the end of the second year, one class would have been taught and evaluated. At least one grant proposal will be developed and ready for submission, and the public lecture will be the basis for a research paper suitable for publication. While working on their own work, it will be important that the postdoc has established good working relationships with colleagues in the department and shown a propensity for/interest in working with graduate and undergraduate students. The postdoc will be expected to reach milestones on their own research project as agreed upon with the Department Head.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

As previously mentioned, CLJ has a growing diverse undergraduate student population who are known to do better in classes that are taught by faculty members who reflect their identity and who study topics that are important to them. Not only do we need more faculty to meet student demand, we need faculty who can help prepare students in ways that challenge the biases in the criminal justice system and position them to make change toward racial justice. This has been reflected both in our internal discussions as a faculty, as well as the external attention to criminal justice education and the need for attention to institutionalized racism in law enforcement, courts, correctional facilities, and community-based alternative programs. A deepening of the curriculum in this area of race, policing, and the law means that we will not only better reflect the undergraduate students demographic profile, but that CLJ will be offered a stronger curriculum in the areas that they are interested in and that the public is demanding of us at this time.

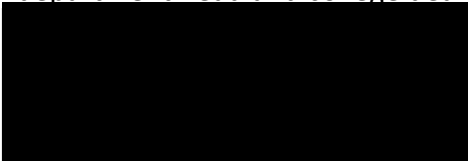
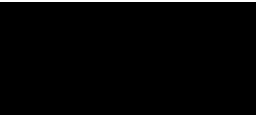
12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

The postdoc will be exposed to all of the opportunities and responsibilities of the faculty by attending faculty meetings, participating in departmental events, and discussions with the various mentors that they will be assigned. I have had experience with postdocs at UIC both as Department Head in African American Studies and at IRRPP, and in both instances the people went on to faculty positions, one in our Department of Sociology. **Having had a postdoc at UIC myself in the Center for Women and Gender**, I understand the balance between taking time for research, exposure to dynamics of faculty life, teaching particular courses, and getting to know a campus. It is clear to me that this opportunity will generate strong, new intellectual energy for CLJ that is solidly in keeping with our goals for diversifying our faculty in this urgently needed area.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Scholars who are working in the area of race, policing, and the law are in high demand. I would estimate that we would need to offer a salary of at least \$85,000 to attract a post-doc and \$95,000 for a junior tenure-track faculty position for someone who is at the top of their field. I do not anticipate any startup costs associated with a postdoc in this area, with the exception of basic computer equipment.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	9-30-2020
Department Head	Date
	10/2/2020
Dean	Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Earth and Environmental Sciences

2. Why are you applying for a Bridge to the Faculty postdoc?

The lack of diversity in the Earth Sciences (aka Geosciences) has become a topic of the mainstream media. "Earth Science Has A Whiteness Problem," proclaimed the title of a December, 2019 *New York Times* article. "Where are the Black geoscientists?" asks an article from September, 2020, in the *Christian Science Monitor*. In a *Nature Geoscience* opinion article earlier this year, Kuheli Dutt of Lamont-Doherty Earth Observatory stated, "a lack of diversity and inclusion is the single largest cultural problem facing the geosciences today" (Dutt, K. 2020. *Nature Geoscience*, 13:2-3). While the discipline of Geosciences has made progress in some areas of gender equality in recent years, and is increasingly recognizing the challenges that minority groups face in the field, the percentage of Black, Indigenous, and People of Color (BIPOC) in tenured or tenure track positions has not improved in over four decades, and the percentage of advanced degrees awarded currently sits around 4% (Bernard & Cooperdock, 2018; Huntoon, Tanenbaum, & Hodges, 2015).

Until recently, attempts at improving minority balance in the Geosciences have nearly all focused on bottom-up 'assimilationist' tactics following a rhetoric of 'BIPOC don't join the Geosciences because they are underprivileged or don't have resources available.' Frequently employed in past efforts by the National Science Foundation (NSF), this approach has not increased minority presence in the Geosciences. A more modern, top-down, and distinctly anti-racist approach is needed, such as exposure of BIPOC to the career opportunities available in the Geosciences (of which minority groups are often unaware), and providing an academic setting that is supportive, culturally aware, and representative of the student body. The NSF's Improving Undergraduate Stem Education Program: [Pathways into the Geosciences](#) or "GEOPATHs" was instituted for this reason in 2015. Now, efforts to highlight BIPOC in the Geosciences are growing quickly, especially as the U.S. Black Lives Matter (BLM) movement gains international attention. Departments nationwide are employing a top-down approach to increase diversity. For example, graduate students in the Department of Geosciences at the University of Massachusetts, Amherst remodeled their weekly seminar series to highlight scientists from underrepresented communities, and then expanded this effort to the School of Earth and

Sustainability and the College of Natural Sciences, as described in [Eos](#), a publication of the American Geophysical Union widely read by geoscientists at all career levels. This past month, a global event called Black in Geoscience (BiG) Week featured events that amplified the voices of Black Geoscientists, made Black Geoscientists visible, and highlighted Black role models. One of the organizers of this event, Dr. Munira Raji, stated “Proportionately, Black geoscientists are fewer in number, and the existing few lack visibility and opportunity. When they do find opportunity, they lack community.” (<https://geoscienceforthefuture.com/blackingeosweek/>).

The Department of Earth and Environmental Sciences (EaES) has a track record of working to provide a supportive and culturally aware body of staff and faculty. Our hires within the last decade have successfully improved our diversity in gender and sexual minorities. For example, we have increased the male:female ratio of both our tenured and tenure-track faculty and non-tenure track faculty to 50% (a feat unachieved by other science departments in LAS). We were also successful in obtaining [one of the first GEOPATHs](#) awards from NSF in which four of our faculty are working with students and faculty from CPS high schools and two community colleges in various ways to expose underrepresented students to the Geosciences. Other prominent efforts are that of Clinical Associate Professor Sit, who in April, 2019 co-organized a workshop on [Diversity, Equity, and Inclusion in the Earth and Environmental Sciences](#) at UIC for the National Association of Geoscience Teachers, and that of Professor Nagy who is a [co-PI on a NSF-EHR project](#) to teach (geo)chemistry to CPS students on the southwest and south sides through investigation of environmental contamination in their communities.

With a small number of faculty members, EaES supports a population of majors made up of 50% BIPOC individuals (2015-2020 average based on Fall census). We have a lower percentage of BIPOC students (50% vs. 67%) than the other three LAS science departments combined (Biological Sciences, Chemistry, and Physics), when including students who identify their race/ethnicity as Asian. However, we have a higher percentage (43% vs. 36%) of students who identify as Black and Hispanic, and we feel strongly that our next hiring efforts must reflect this diversity. Our hiring goal is culturally timely and has the support of the international Geoscience community. Simply stated, in order to provide a culture of inclusion, increase visibility of BIPOC working in Geoscience fields, and encourage more BIPOC undergraduates to pursue careers in Geosciences, EaES must find and hire more scientists that identify as a person of color. We sincerely hope that the Bridge to the Faculty program can assist with this mission.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

After the Q&A meeting, all EaES faculty and teaching support staff met to discuss our approach to applying to the B2F program. Everyone had questions and comments, and we agreed unanimously to pursue the application. Specifically, we discussed the logistics of searching widely for the postdoctoral scholar, how to make sure the mentoring program was robust, and how to involve all department members in the process. Faculty input included discussing what kinds of mentoring would be needed, sharing what individuals

knew about other Geoscience departments' approaches to increasing diversity, and sharing thoughts on appropriate advertising outlets, as well as recent data and publications about BIPOC diversity and current initiatives to solve diversity imbalances. It was clear that our full faculty and teaching support staff are invested and willing to participate in the mentoring program needed to ensure a positive and successful experience for this postdoctoral scholar.

Four faculty members (Meyer-Dombard, Dombard, Sit, and Nagy) prepared the proposal, and it was shared among all faculty and teaching staff for their comments and feedback prior to submission.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Nationally, the Geosciences are the least diverse of all STEM disciplines (Dutt, K. 2020. [Nature Geoscience](#), 13:2-3). However, the Department of Earth and Environmental Sciences has an opportunity to become a leader in diversity within the Geoscience community by attracting and supporting a diverse student population and serving as the beginning of a strong pipeline of students who move on to careers, graduate school, and faculty positions in the Geosciences. We've already made great progress in binary gender equality among our faculty and teaching staff, although non-binary representation requires improvement. The balance of male/female instructors and mentors in our department has resulted in an increase in female undergraduate and graduate students. In terms of ethnic diversity, even though we serve a community of ~50% undergraduate majors who identify as BIPOC, we currently have only one faculty member (on the Clinical track) who identifies as a POC of Asian-American descent. By participating in the B2F postdoctoral scholar program, our goals are to provide a strong role model for our BIPOC identifying students, help build their science identity, and showcase how a scientist from an underrepresented community can thrive within the Geosciences. Through improved representation in our department, we hope to increase the number of underrepresented students in our department to better match the overall demographics of the university and lead midwestern universities in the number of Bachelors degrees awarded to students from underrepresented groups. We are actively seeking to tackle, "the single most important cultural problem the geosciences face today," (Dutt, K. 2020. [Nature Geoscience](#), 13:2-3) by increasing the representation of BIPOC faculty in our department.

5. How would this postdoc align with your department's research vision?

Our mission as a department is to explore a broad range of research questions within the Geosciences, while also providing depth of focus in several areas. Our three most recent tenure track hires have given the department a new emphasis on climate, water, and biogeochemical systems. We also have strengths in planetary science (geophysics, astrobiology, and geochemistry) and environmental biogeochemistry. Our research



approaches include field work at local to global scales, laboratory experimentation, and computational modeling. We seek a candidate who would complement our current strengths and/or expand our breadth of expertise, while addressing the fundamental Earth science needs of Chicago, our Nation, and the world. These fundamental needs are increasingly directed towards topics such as climate change and environmental quality that disproportionately affect BIPOC populations around the world, so-called *environmental racism*. The impacts on BIPOC populations emerge from the common threats of rising sea level, extreme weather patterns, and degraded quality of soil, water, and air. Indeed, the patterns of environmental inequality play out strongly within the city of Chicago. Thus, we believe we can attract well-qualified and motivated applicants who will be able to relate to the personal experiences of our diverse undergraduate students and their families.

6. How would this postdoc align with your department's teaching mission?

As discussed above, our undergraduate population is approximately 50% BIPOC, with about 46% self-identifying as white, yet our current faculty, including clinical and visiting faculty, are 90% white. Our goal is to hire a postdoctoral scholar who is a talented and capable scientist and educator, who also identifies as BIPOC, and who would be a role model for our student community. Students, in general, are often unaware of the pathways to becoming a scientist and the variety of careers available to them in the Geosciences, and when students do not see their ethnicity and culture represented in a department's faculty it provides the impression that the Geosciences are not a place they are welcome. Our teaching mission focuses on providing our undergraduates with the educational experiences needed to find employment and succeed in careers with a bachelor's degree or to enter graduate programs. Students with the BS degree frequently work for local or national environmental consulting and engineering firms, municipal governments, or state or federal agencies. Some pursue and are accepted to respected graduate programs, and we would like to see more take this pathway into promising careers and eventually positions of leadership. Examples of recent and successful BIPOC graduates from EaES include, Kayla Christian, a [REDACTED] female major who graduated with a BS in 2013 obtained a MS degree in hydrology from Syracuse University, and is now employed by the Ohio-Kentucky-Indiana Water Science Center of the United States Geological Survey in Indianapolis. Gabe Aliaga, BS 2013 went on to obtain a MS at the Mackay School of Mines at the University of Nevada and is now employed at a gold-mining company in Nevada. Jenny Bueno, a first generation student of [REDACTED] descent, obtained a BS in 2016, worked with a coastal geologist for the Illinois State Geological Survey, and is now pursuing a MS degree at Florida State University. And, Jesus Campos, BS 2018, is a PhD student in the Department of Earth Systems Science at the University of California, Irvine, one of the top departments in the nation. The Geoscience community has just initiated a program for easing underrepresented undergraduates into graduate programs ([The American Geophysical Union Bridge Program](#)), and our department could be a great resource of talented student applicants.

A B2F postdoctoral scholar would help encourage our BIPOC undergraduates to enter Geoscience careers at all levels. In addition to Professor Sit, in particular, we have some graduate students who contribute to this effort, for example, PhD candidate Cynthia Garcia, who recently won a [ACM SIGHPC Computational & Data Science Fellowship](#) "targeted at women or students from racial/ethnic backgrounds that have not traditionally participated in the computing field". She led UIC's undergraduate student cohort on the recent [Northwest Passage project's Arctic field expedition](#) and is an active participant in our community activities aimed at our underrepresented students. Like Cynthia has demonstrated in her work, a B2F postdoctoral scholar could help address an additional challenge that is presented to BIPOC individuals in the Geosciences. Field work (i.e., working outdoors, and often in rural areas), which is very common in careers in the Geosciences, can expose BIPOC scientists to additional risks of discrimination and verbal or physical attacks from civilians and coworkers ([Marin-Spiotta, et al., 2020, Adv. Geosci., 53, 117–127](#); [Pickrell 2020, Science](#); [Making the Outdoors Great for Everyone](#) - Science Friday). Fighting this kind of discrimination will require more trained BIPOC Geoscientists who can address this problem from within the discipline at large. Departments with high percentages of underrepresented minority undergraduates such as ours are exceedingly rare in the Geosciences. For example, the Geology Department at UIUC has averaged only [22% of their undergraduates \(in absolute numbers, 17 of 63 total\) over the past five years](#) who self-identify as BIP individuals vs. our average of 43% (39 of 90). EaES is in a strong position to help address the BIPOC disparity within the discipline.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

EaES does not typically conduct department-based searches for postdoctoral positions. These are filled via searches led by specific PIs and supported by specific sponsored research funding. Therefore, we will use a variant of our normal tenure track faculty search process, as described below.

We propose to advertise the position on typical professional platforms (e.g., the Geological Society of America job board or in Eos) and also on networks that will be more rapidly visible to potential minority candidates. This will include posting the advertisement on social media sites that are specific to minority groups, such as the "Black in Geosciences (BiG)" Twitter hashtag, the "Earth Science Women's Network (ESWN)" Facebook page, which are followed by thousands of scientists, and the Society for Advancement of Chicanos/Hispanics and Native Americans in Science ([SACNAS](#)). We will also advertise with Geoscience departments in Universities that are designated as minority serving institutions (e.g., University of Texas - El Paso, Howard University, University of California (e.g., Davis, Irvine, Merced), Rutgers University, CUNY, New Mexico State University Las Cruces, University of New Mexico, University of Washington Seattle, University of Puerto Rico, etc.), and national groups such as the National Association of Black Geoscientists and the

International Association for Geoscience Diversity. Our advertisement will be written with a wide 'net' to attract geoscientists broadly, and will highlight that this is a Bridge to Faculty program hire.

We will form a search committee, and review the applications to evaluate the quality of the candidate's research, and potential synergies within the department and UIC. The former is judged based on the number of publications, the quality of the publications, evidence of the ability to form an independent research program (i.e., grants submitted and funded), and any teaching experience. For those candidates with experimental research interests (as opposed to theoretical or computational), priority will be given to those whose experimental needs can be accommodated by our existing experimental facilities in EaES and the Research Resources Center at UIC.

We would normally give highest consideration to candidates who are already in a postdoctoral position, but to increase the ability to draw qualified candidates from a wide applicant pool of minority individuals, we would also consider those coming directly from a PhD program, and thus considering their accomplishments accordingly. For example, in the Geosciences, it is atypical for a graduate student to have experience with grant writing and submission. Our mentoring program for grant and manuscript writing will take such lack of experience into account. We typically interview 4-5 candidates for tenure track faculty positions, and the interview consists of meetings with every faculty member, our teaching support staff, and graduate students. The candidates are also asked to present their research by giving a colloquium talk. Obviously, these interviews may need to be conducted remotely, and we will adjust as needed, but for the most part these components can still take place remotely.

After all interviews are finished, we hold a faculty meeting to discuss each candidate's ability to enhance the department's research and teaching missions, and whether their personality is a good fit to maintain a positive departmental community. As part of our evaluation, we solicit and consider written feedback from the graduate students who have met with the candidates.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The primary responsibility of the postdoc will be to advance their scientific research by publishing their work in leading journals and presenting their work at professional scientific conferences. In anticipation of transitioning to a tenure-track faculty position, we also expect them to take steps to develop an active research program at UIC, which will include writing grant proposals, and networking with the greater Geoscience community, UIC, and our faculty. Our mentoring plans include attention in five areas of development (listed in response to question 9 below), and we would expect the postdoc to participate as a mentee to the extent reasonable. The postdoc should commit to joining our department community by getting to know our student body. This would be in the form of participating in community and teaching activities. The details of the duties and responsibilities are

described in question 10 for the first year of the post-doc and in question 12 for the second “transition” year. Duties and responsibilities are also explained in our mentoring plan.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

Our first step will be to provide a welcoming and supporting community for the postdoc to step into when they arrive. This will include a refocus of our weekly department seminar series to include a greater number of BIPOC scientists. Our seminar series includes a 1-2 day on-site visit for our speakers, who meet with faculty and students, share meals, and present a 50-minute talk on their research. We will invite both established and early career scientists with the goal of hosting 50% BIPOC Geoscientists, to mirror the percentage of our BIPOC students. This attention to transforming our seminars to increase inclusivity will jointly serve our students and the candidate, enhancing the visibility of BIPOC Geoscientists and providing opportunities for networking. (A note on Covid-19 adaptations: presentations and meetings will need to be held remotely, but we feel this will still provide most of the intended community support.)

Our mentoring plan:

Our plan for mentoring the postdoc will involve all current faculty members. We expect the postdoc to make an effort to participate in all mentorship activities, but we will be flexible in their level of participation in individual activities depending on their needs. The candidate will be offered mentorship in 5 key areas: grant writing, manuscript writing, science/scholarship, teaching, and general ‘life’ issues that are part of being in the tenure track. We will assign two separate faculty mentors for each of these, and mentors will rotate every six months giving four separate interactions in each of the mentorship categories. Levels of mentorship will be tailored to the needs of the candidate (e.g., more mentoring in grant writing would be needed for a recent PhD than for an experienced researcher).

1) Mentorship in grant writing will include assisting the candidate with formulating hypothesis driven research questions that are fundable in specific funding programs, including identification of relevant programs. The mentors will offer to read drafts of the candidate’s proposals and provide feedback. There are several grant writing workshops available through both conference venues and funding agencies, and the candidate will be encouraged to attend one in the two year postdoc period. In addition, mentors will introduce the candidate to program officers, and advocate with program officers for inclusion of the postdoc in the review process including their participation on a panel, when possible. Past experience has shown that exposure to proposal reviewing can have substantial impact on successful grant writing in the Geosciences.

2) Manuscript writing mentors will offer guidance in setting a timeline for manuscript preparation and submission. Mentors will be available to read and comment on manuscript

drafts, and provide a sounding board for dealing with negative reviews that may be received. In general, the mentors will help the candidate develop good writing skills in an academic setting that will likely include fragmented time, as is realistic for many tenure track faculty.

3) The candidate also will be involved in active discussion and mentorship related to their scholarship. While our search will be broad-based in terms of research area, we anticipate that scientific interaction would take place most closely with two to three of our faculty, and likely mesh with current research programs. Such interaction will include discussions of recent literature, directions the field is taking, identifying important scientific questions, etc., and also provide a means for expanding potential collaborations within EaES and other UIC units. The mentors will assist the candidate in building connections with faculty in other departments across UIC who may be interested in discussing interdisciplinary topics. If there is no immediate expertise for some aspect of the postdoc's research among the EaES faculty, we will assist in identifying an external science mentor and facilitating meetings with this scientist. Science mentors may also include UIC faculty outside of EaES, should such connections develop.

4) In most Geoscience graduate programs, little/no instruction is given in teaching practices. Some candidates may have held a teaching assistant position, and a few will have direct teaching experience. Further, it is atypical for a postdoc to be required to teach within Geoscience programs. We value strong teachers in EaES, and the candidate will receive mentorship in modern, interactive teaching paradigms and online teaching skills. Our current faculty include a recipient of the Silver Circle Award (Max Berkelhammer) and a geoscience education researcher (Stefany Sit). This mentorship also will include discussions with our teaching support staff Lee Falkena who has MS degrees in both Geoscience and Education.

The postdoc will be required to either teach or co-teach one course within the department that attracts upper level undergraduates/graduate students, develop a course for their own future teaching repertoire, or advise a student in our undergraduate independent study course (see question 10). The specified courses all have a manageable workload that will allow the candidate to develop a rapport with our student body. Our faculty mentors will offer guidance in course development and can also provide informal classroom teaching evaluations. Development of courses is a process that takes a lot of time, and this is a product that the postdoc can then own, regardless of whether they transition to a tenure track position at UIC. If the candidate does join our faculty, they will have a head start on joining our teaching efforts.

5) Last, faculty will always be available for mentoring the postdoc in work-life balance, service activity balance, and general "how's it going" topics. This would be a less structured mentoring to be used as needed by the candidate. While we are a dominantly white faculty, many of us are quite familiar with routinely being asked to participate in internal and professional service activities because of our gender, racial/ethnic identity, or even our

particular unique area of expertise. We understand that it is critical for a BIPOC postdoc to be especially aware of the additional burden this can place on their time and that it is perfectly OK to say no. If the postdoc needs advice for specific issues that we cannot provide, we will work with the broader geoscience community to find an appropriate mentor.

Our faculty will officially discuss the progress and efficacy of these mentorship efforts in faculty meetings, which we hold typically twice a semester. We will evaluate the mentoring plan, and make adjustments as required based on the particular needs of the postdoc. We will incorporate feedback from the candidate, to adjust our mentoring as necessary. Nominally, the mentors of 'key area #5,' (the "how's it going" mentors) will seek feedback from the mentee. If the candidate is interested and thinks it would be helpful, we can hold a more formal meeting to collect their feedback and welcome suggestions for improvement.

Physical space/lab access/resources:

The candidate will be supplied with an office, shared at most with one other postdoc, and a desktop/laptop computer. Candidates requiring more powerful computational resources will be provided access to UIC's Advanced Cyberinfrastructure for Educational and Research facilities. Those needing experimental facilities or some lab space will be granted access to the facilities of the relevant faculty in EaES. Modest funding support will also be provided for access to analytical facilities in the Research Resources Center, and for lab supplies and materials, if required for the candidate's research. Conference registration and travel support will also be provided for the postdoc to present their research at one to two conferences per year and to attend one grant-writing workshop.

Department community involvement:

To best support the B2F postdoctoral scholar, we will welcome them into our departmental community, introduce them to postdocs in other STEM disciplines, and connect them to campus cultural associations.

EaES faculty focus to a greater extent on supporting the research of graduate students through sponsored research, and as a result, there may be only one to two postdocs in the department at any time. Therefore, it will be essential for our candidate to be part of [UIC's Postdoctoral Association](#) and to be personally introduced to other postdoctoral researchers in related STEM departments. We will also make sure the postdoc is made aware of campus support groups (such as the [African American Cultural Center](#), , the [Latino Cultural Center](#), or the [Native American Support Program](#)), and mental health resources that are available specifically for BIPOC needs (such as the resources linked [here](#), and [through UIC](#)). In addition, the candidate will be encouraged to engage with our student social network, including the "Terra Society" - a UIC student organization for undergraduate and graduate students headquartered in EaES, our EaES Slack site - a messaging website where faculty and students informally interact, and EaESy Fridays where the department gathers (both in-person and virtually) to decompress from the week. EaES has a healthy, and welcoming

department community, and the candidate will be encouraged to join in our department wide events and social opportunities.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

The expectations for accomplishments to be achieved by the end of their first year will depend on whether the candidate has had previous postdoctoral experience, as noted for each criterion below. All criteria will be discussed with the candidate during the interview process to provide advance transparency, and will be reiterated during department orientation. Expectations for year 2 are described in our response to question 12.

Research:

Submit one paper for publication in a high quality peer-reviewed journal. For a candidate with previous postdoctoral experience, we would expect two submissions. We also expect the candidate to submit an abstract and present their research at a major national or international conference.

Career development:

Our career development goals for the candidate aim to position them within both the UIC community and national Geoscience community to successfully obtain grant funding early in their TT career. Towards this, we would require them to successfully network with one non-EaES faculty member (can include extra-UIC faculty). This could take the form of following up on introductions made during the mentoring process, or developing a project for submission as a future proposal, as examples. If they have previous postdoctoral experience, we would expect them to exhibit some form of professional community leadership such as organizing or co-organizing a topical session or workshop at a national meeting. We would also require them to write a research proposal for submission to a funding agency with a target program and deadline no more than six months after the end of the first year.

Teaching:

Our goal for the candidate in the area of teaching is to increase their introduction and exposure to the student body and facilitate a seamless transition to the tenure track position without overburdening them in the first year. Therefore, we would like to see the candidate complete one of the following in year 1:

- co-teach a 2 credit hour EaES 494,
- teach a 1 credit hour EAES 494,
- develop a detailed outline for one course that could be added to our curriculum if they join our faculty, or
- teach one undergraduate in EAES 396 - Independent study.

Community development:

While efforts in community development can be difficult to quantify, the candidate should demonstrate effort in joining our department community. Towards this, we feel reasonable steps would include the following:

Connecting with EaES students by leading a (single) weekly meeting or extracurricular activity with Terra Society.

Posting ~monthly to the EaES SLACK channels,

Participating in mentorship as described above.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

As a faculty member, the B2F candidate would take on a larger role in directly working with students through their teaching effort and as a scientific research mentor. Tenure Track faculty members in EaES typically teach 2 courses per year, which would allow for more regular and direct interactions with our student population. Additionally, as the new faculty member grows their research program, we expect that they will work as a science mentor for undergraduate researchers. These increased opportunities for interactions with students who identify as BIPOC will increase students' sense of belonging and build their science identity. Many of our students have talked about the significance of representation and how important it was for them to see that diverse voices are heard and respected within our community. Some students have mentioned how intimidating it can be to be the only person of color in a room, and a faculty member from an underrepresented group can help solidify that our department is inclusive and values diversity. Undergraduates have also discussed the importance of role models and mentors who can share their experiences, including their achievements and struggles in science. For some of our underrepresented students, they may be the first in their family to pursue a science degree or the first in their family to go to college, so they might not know how to look for research experiences or how to ask a faculty member for a letter of recommendation.

Our new faculty member will be given the opportunity to help facilitate and collaborate on various departmental policies and programming that help to attract and support a diverse student body. For example in our department and in our discipline, fieldwork is common both in research and in our courses. While fieldwork allows for many hands-on opportunities, it also poses potential harm for students of color ([Marin-Spiotta, et al., 2020, \*Adv. Geosci.\*, 53, 117–127](#); [Pickrell 2020, \*Science\*](#); [Making the Outdoors Great for Everyone](#) - Science Friday). As an experienced scientist, our new faculty member could help us establish protocol and policies to make sure our students can focus on learning and science with less anxiety about their safety. We've additionally been working to integrate various departmental programming to support students from underrepresented groups,



and we expect that a new faculty member could help create a space for diverse voices to be heard and share resources that support diverse students. For example on our departmental EAES Slack site, we have a channel called #thisiswhatascientistlookslike where we feature diverse scientists and link to articles, webinars, and other resources about diversity within the Geosciences.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

If the candidate fulfills the requirements in year 1 successfully, we will work together to ensure further success in year 2 that will allow a smooth transition to the faculty position. Within the Geosciences, postdocs are typically treated as scientific peers rather than advanced graduate students, so in the second year we will again focus on their ability to write successful grant proposals. We will make sure that they submit one proposal, and if they had already done so in year 1 and not been funded, we will work with them to revise the proposal for submission. Likewise, we will make sure that they submit at least one more paper for publication in a peer-reviewed journal in year 2, as publications are necessary to ensure their fundability.

In terms of teaching requirements in year 2, we will encourage them to select and carry out a teaching activity that is different from the one developed in year 1. In this way, the postdoc will have more than one teaching experience prior to entering the tenure-track position. Furthermore, in the first year of the faculty position we typically offer a one-course release, so the faculty member would teach only one course rather than the required two once in the tenure track. The teaching release gives them more time to establish their full research program, which may involve setting up a laboratory, carrying out field work, and working with new graduate students or even postdocs of their own. We also prioritize awarding of department teaching assistantships to graduate students of our newest faculty. The postdoc would therefore be assured initially of academic year support for their student(s).

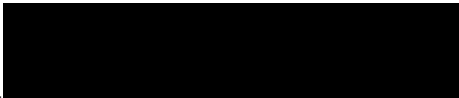

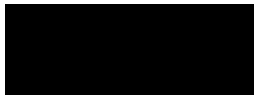
During year 2, we would plan to invite the postdoc to participate as an observer in important faculty meetings, in which the postdoc's contributions as an anticipated tenure track faculty member could impact the department's future plans. In particular, this would include discussion of which graduate applicants to accept into the program, as some may fit well with the postdoc's research. As a small department, we have a healthy and open mode of communicating in which everyone has an equal opportunity to speak and be listened to respectfully, and we would solicit the postdoc's views in any discussions of major upcoming decisions. Once in the faculty position, the mentoring efforts extended to the postdoc will be scaled back as needed to a level commensurate with that offered to our junior faculty.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Current postdoctoral salaries may be as low as the UIC minimum of \$47,500 but as high as \$60,000-\$70,000 if competing for someone with offers at other institutions including National Laboratories. Given that the pool of qualified candidates is known to be smaller in the Geosciences compared to other STEM disciplines, there may be significant competition, and an offered salary may need to be on the higher side of the estimated range. For example, we are aware of at least one other similar postdoc program at the University of Minnesota - Twin Cities, and there may be others.

We also anticipate that offering a modest startup package would be required given that this type of postdoctoral position would not necessarily be tightly linked to anyone's sponsored research. If the successful candidate is a modeler, funding would be required for computational facilities. Whereas, if the successful candidate needs access to experimental materials and supplies or analytical facilities with hourly charges, then additional funding would be required. In either case funds would be needed for conference and workshop travel and potentially for publication costs depending on the journal. We anticipate the modest startup package to range from \$10,000 to \$20,000 over the 2-year period.

Current starting salary for an assistant professor is in the range of \$86,000-\$90,000 with startup packages that vary depending on the needs of the particular research program.

	09/30/2020
Department Head 	Date
	10/2/2020
Dean	Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

English

2. Why are you applying for a Bridge to the Faculty postdoc?

We are applying for a Bridge to Faculty postdoc to address a major gap in our English Education faculty. While in many respects the English Department is represented by a diverse faculty of color across a variety of subfields, we do not have a faculty member of color in our English Education program, and we do not have a faculty member in that program whose research is engaged primarily with questions of race and racial inequities in secondary education. The English Education program is a vibrant part of our department, and our numbers of Teaching of English majors have rebounded significantly to well over 100, after having dropped off steeply following the financial crisis of 2008. More than half of the students in our program now identify as either Black or Hispanic, and the vast majority of our student teachers are trained through placements in the Chicago Public Schools, whose population is majority students of color (47% Hispanic, 37% Black, 10% White, and 6% Asian, Pacific Islander, Native American). Our current faculty, composed of two tenure track and two non-tenure track faculty, have a long and well-regarded history of placing excellent teachers in Chicago metro area schools; and their research has been deeply involved in questions regarding social and economic justice in our education system. But we recognize that we can do much more both to expand the reach of our research to questions that touch more directly on race and racial inequities and to enhance our capacity for preparing teachers who are more deeply attuned and responsive to the racial, cultural, and linguistic diversity of the secondary school students they will serve. A Bridge to the Faculty Postdoc in English Education would enable us to address more directly some of the most pressing questions now facing public schools and the education system in the United States, even as it would enhance our ability to provide an institutional role model and point of connection for our diverse body of students. Well-prepared teachers of English are in huge demand both in the Chicago area and in the State of Illinois, and now more than ever it is vital that our future teachers come from diverse backgrounds and have a significant understanding of and engagement with matters related to racial diversity.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

In preparing this application, I have consulted with and received input on our application from the English Department Steering Committee, which is the body charged in our department with consulting with the Department Head on hiring priorities. Our decision to target this field in our Bridge to the Faculty Postdoc application grows out of our recognition that while our English Education program serves overwhelmingly diverse populations of students and student teachers, our faculty does not mirror that diversity. As Head, I have been engaged over the last two years in a sustained series of conversations with our Director of English Education, Professor David Schaafsma, about this issue and about student advocacy in relation to these issues of representation and instruction. Both he and our other tenure line faculty member, Professor Todd DeStigter, have been on the faculty for more than twenty years, and during that time our student demographic both in English Studies and the Teaching of English program has shifted from majority white to majority students of color. I have also engaged in conversations with our Directors of Undergraduate and Graduate Studies about the ways in which a Bridge to the Faculty Postdoc in English Education could enhance our programs and attract more students of color to this vital field of study. Our English Education program has a strong reputation in the field both for our success in training well-prepared teachers and for our commitment to exploring issues of urban education, social and economic justice, democracy, and progressive literacy instruction. We all agree that in order to maintain and build this reputation, we need to diversify our English Education faculty and to expand our research program to focus more intensively on the intersection of those issues with issues of race and systemic racism.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

As noted above, the English Department in general is represented by a diverse faculty of color across a variety of fields, many of whom have joint appointments in departments such as Black Studies, Latin American and Latino Studies, History, and Global Asian Studies. In that sense, the English Department fosters a firm commitment to diversity both in terms of inclusivity across the faculty and in terms of the varying research and course initiatives pursued by our faculty. Students in our English Education program are able to take any number courses taught by our faculty in Black Literature, Latinx Literature, and Asian American Literature, all bodies of literature that we expect and indeed encourage our students to bring into their own classrooms. A postdoc in English Education would allow us to increase the number of underrepresented faculty of color in the English Department and to address specifically the one area where we have significant research strength but are lacking in diversity among the faculty. In a more programmatic sense, it would help us as well to draw more direct connections between the diverse literatures that students already study on a regular basis and discussions about race and ethnicity in their English Education methods coursework. As with our newly created series of courses in Latinx Literature and Culture, our goal is not only to meet our students where they are in terms of their diverse interests but also to provide them with the knowledge and training they need to become future leaders in the field of Literary Studies and English Education amid the shifting demographics of our city, state, and nation.

5. How would this postdoc align with your department's research vision?

Our English Education program is the largest urban, English education program in the Chicago area, with BA, MA, and PhD components. The program grapples with complicated issues that are characteristic of a large, urban metropolis, including those related to race and ethnicity, sexualities, democracy, and social and economic justice. Faculty in our program place an emphasis on partnerships with urban, neighborhood schools, and much of their research is field-based. The principal feature of these partnerships is project- and community-based learning. Highlights include partnerships in writing instruction at Benito Juarez High School, a multi-genre project with Kelvyn Park High School, work with Young Chicago Authors and the Oak Park River Forest Spoken Word Program. Research on such projects has blossomed into presentations at National Council of Teachers of English (NCTE) annual conference and in publications in top-flight journals in the field. While the current research interests of our English Education faculty all touch upon issues of social justice, inequity, and inclusivity, they do not focus specifically on burgeoning areas in the field such as culturally responsive pedagogy, culturally sustaining pedagogy, raciolinguistics, and critical race theory in secondary education. In short, our English Education program already has a proven track record of cultivating and sustaining working partnerships with area schools that have resulted in significant research publications. These ongoing partnerships, as well as other civic partnerships forged by English faculty, would provide an English Education Postdoc with an ideal starting point from which to build their own relationships and to initiate a successful research program that might engage more specifically both with questions related to race and structural racism and with the urgent need of preparing teachers to work effectively with students of color.

6. How would this postdoc align with your department's teaching mission?

Our most expansive and successful community engagement and community-based learning projects are embedded in our English Education program. The program has a daily and sustained engagement with the public schools, through both field work in the various methods courses and through student teaching placements. All of our methods classes consistently address issues of race, culture, and language and have projects that require students to research the racially, ethnically, and economically diverse communities of area schools. Further, each student upon a declaration of major is given and required to read our extensive Program Guidelines, which include what we refer to as the dispositions required, as we see it, for becoming a teacher. The first three items in that list are:

- Commit to the democratic ideal of developing all students' potential; demonstrate dedication and personal investment in meeting students' needs
- Seek remedies to educational inequalities, take appropriate action, and motivate students to do the same; strive to meet the challenges of inequality brought about by race, social class, language, gender, disability, and other social categories
- Recognize and make use of the human and cultural resources of local communities; demonstrate cultural awareness and competence

A scholar of color whose research interests touched upon public understandings of educational policies related to racial diversity would extend our ability to work with students to build these dispositions in their teacher training. Further, the new scholar could address our teaching mission by bringing theoretical concepts related to race in the methods courses into active conversation with the practices of community-based teaching and learning.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

For all of our searches, the Department Head appoints a committee composed of faculty across ranks and fields in the department and more often than not, the search committee is chaired by a member of the faculty outside of the search field in order to limit conflicts of interest. For the postdoc search process, I would plan to appoint a search committee with representation from both our tenure track and non-tenure track English Education faculty as well as with diverse representation from tenure track and non-tenure track faculty whose research and teaching engages with multiethnic literatures and the adjacent fields of Composition Studies and Rhetorical Studies. Ads for the position would be posted to a variety of job boards in the field, including the National Council of Teachers of English career opportunities webpages, the American Educational Research Association careers webpages, and the MLA job list. We would also circulate the ad via the NCTE listservs for English Language Arts Teacher Educators (ELATE) and the English Education Facebook page, where notices of English Education positions are widely disseminated. At the same time, we would look especially to leverage Professor Todd DeStigter's long-term involvement in the NCTE's Scholars of Color Program (described in more detail below) to get the word out and to attract a strong pool of candidates from underrepresented groups. We would also plan to reach out to Directors of PhD Programs in English Education at HBCUs to solicit names of candidates who we might contact directly to encourage applications. The committee would be encouraged to develop a set of rubrics designed for fairness in screening candidates. Per our standard timeline for job searches, we would plan to conduct remote interviews of between 10-12 candidates in early December, with virtual campus visits, including a job talk, scheduled for mid-January and early February, for 3-4 candidates.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

Our first priority will be to encourage the postdoc to establish a strong research foundation in the field of English Education and to begin a set of conversations with colleagues in the department that will help lay the groundwork for future collaboration and partnerships with area schools. In this respect, the postdoc would be able to tap into both the school partnerships already established by our English Education faculty and the public engagement networks forged by other faculty in Literary Studies (Rachel Havrelock) and Rhetorical Studies (Ralph Cintron). Even further, the postdoc would be able to engage in collaborative discussions with faculty who teach in our First-Year Writing Program and work at the Writing Center to explore a variety of opportunities for **research related to race and ethnicity, English language learning, English vernaculars, and writing studies**. Since it is most likely that the postdoc's research will involve work with human subjects, our English Education faculty, who have ample experience in this area, would also be able to help guide the postdoc through the initial IRB application process.

In order to facilitate and support a strong start in their first year, we would expect the postdoc to do no teaching in the first semester, and to teach only one course in the spring semester in an area within the scope of their expertise. The main emphasis overall would be on supporting the postdoc as they begin to lay out and establish their research program.

In the second year, we would leave it up to the postdoc to decide whether they would want to teach one course in the spring or the fall. Since we anticipate that the postdoc's research is likely to have a significant component grounded in field study, we would emphasize that the choice of when to teach in the second year be based on their best sense of their research priorities and needs.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)



For the Bridge to the Faculty postdoc, we would plan to assign a group of three mentors, each of whom will be meant to function as a resource for the postdoc for questions about initiating a research program and building collaborative relationships both at UIC and with area schools. The principal mentor for the postdoc would be Professor Todd DeStigter, who has been a mentor for several years for the NCTE's Cultivating New Voices among Scholars of Color Program (CNV). This enormously successful program is similar to the Bridge to the Faculty Program in that it is "designed to provide two years of support, mentoring, and networking opportunities for early career scholars of color" and "aims to work with doctoral candidates and early career postsecondary faculty of color." In addition to Professor DeStigter, we would plan to appoint to this mentorship group an additional member of the English faculty whose research and teaching is devoted to either Black Literature or Latinx Literature, as well as a faculty member in the College of Education, whose research and teaching interests overlap with, or are complementary to, those of the postdoc. It would be our priority to ensure that at least one, if not both, of these two additional members is a tenured faculty member of color.

More informally, the English Education faculty are known for their constant collaboration and ongoing discussions about the program and their research. They are committed to providing a supportive environment for the postdoc to develop and refine their research and teaching ideas. Beyond this supportive and engaged group, the postdoc would be encouraged to attend the department's weekly colloquium, known for its lively exchange of ideas, as well as to attend events of interest at the Institute for the Humanities. As an outgrowth of these events, the postdoc would be encouraged to begin to build a strong network of interlocutors and colleagues with similar interests and commitments across the university.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

In general, our tenure and promotion standards for assistant professors are organized around the production of a scholarly monograph or equivalent creative work. In most cases, candidates are expected to publish portions of this work in scholarly or creative journals in the period leading up to tenure consideration. There is some room for consideration in cases where a candidate has not produced a monograph but has produced a major body of significant published work in top-flight journals. During the first year, the postdoc would be expected to lay out, in consultation with their mentoring group, a five-year program of promising research and to prepare and submit one scholarly article for publication in a top-flight journal.

To evaluate the postdoc's effectiveness in the classroom, we would ask the postdoc to produce a one-page teaching statement based on their teaching experience at UIC, and we would consult both the university and our own departmental teaching evaluations as well as a peer observation conducted by a member of the faculty.

The postdoc would not be expected to perform any service for the department or university. However, by way of evaluating whether the postdoc will both thrive and succeed in the years leading to consideration for tenure and promotion, we would look to have the postdoc describe the working relationships they have started to form both with colleagues at UIC and with members of the school communities where they are conducting their research.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

As described above, we would expect the postdoc to serve our undergraduates by integrating into our methods courses a greater emphasis on preparing English Language Arts educators to engage and to serve students of color. **We also have strong reason to believe that a postdoc and eventual faculty member of color would help us to recruit and retain more underrepresented students in the field.** We note especially that while our number of Latinx students has risen significantly, we are still lagging in the numbers of Black students at all levels in our English Education program.


12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

Engaged mentorship will be critical to ensuring an optimal transition from postdoc to faculty. Mentors will be charged with meeting with the postdoc at least twice a semester to help troubleshoot and to support the postdoc in making progress in their research program. In addition, the Head will be required to meet with the postdoc at least three times per year, including twice during their first semester to make sure that the post doc is well-situated and has what they need to get started with their research and network building. It will be critical that the postdoc, as noted above, be able to demonstrate research progress in the form of a significant article submitted to a top-flight journal and a planned research program at the time of consideration for the transition. Even more, and again as noted above, the candidate will be encouraged to participate in the ongoing discussions among our English Education faculty and to attend our weekly departmental colloquium where faculty and graduate students engage in intensive discussions related to questions across the field of English Studies. This will help the postdoc to enhance their visibility in the department and begin to build relationships with colleagues across multiple and varied fields of theoretical and critical interest.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

The current starting salary for an assistant professor in English is between \$85,000-90,000. Additional costs range between \$10,000-\$25,000 in start-up research funds, spread out over a number of years, depending on the scope and nature of the candidate's research program. The best parallel for this type of postdoc in a humanities field would be the ACLS Leading Edge, Emerging Voices, and Mellon/ACLS Fellowship programs. Those postdocs range between \$60,000-\$75,000, plus health insurance and professional development funding (\$5000/year).

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

 September 30, 2020  
\_\_\_\_\_  
Department Head Date

 10/2/2020  
\_\_\_\_\_  
Dean Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

GLOBAL ASIAN STUDIES (GLAS)

2. Why are you applying for a Bridge to the Faculty postdoc?

We are applying for a Bridge to Faculty Postdoc in order to strengthen and diversify the program's focus on transnational and diaspora studies and fill a critical departmental need and gap in our scholarly, curricular, and community engaged work, namely a focus on critical refugee studies. This is not only an emerging field that is at the vanguard of Asian and Asian American studies as well as immigration, transnational, and diaspora studies, which are nationally-recognized core strengths of our program, but importantly, it is a field that speaks to the experiences of a majority of our undergraduate students at UIC. Refugee displacements as a result of imperialism, war and conflict, climate change, and economic precarity are not only reflective of our student's experiences, shaping the core of Asian immigrant communities in Chicago, but they are also some of the most pressing and urgent global concerns at the present moment. It is also a field that engages centrally with community engagement, another core focus both of our program and of UIC. Despite this significance, we do not have a faculty member in GLAS who focuses on these issues, especially in critically under-represented geographic areas such as Southeast Asia or West Asia and its diasporas, which collectively make up a significant proportion of our student body.

As an Asian American Native American Pacific Islander Serving Institution (AANAPISI) Minority Serving Institution (MSI) since 2010, we also see this hire as one way of fulfilling the mission of AANAPISI which is to strengthen the campus' capacity to support its Asian American and Pacific Islander students. This hire would contribute towards institutionalizing academic and curricular support provided by a unit like GLAS through a postdoctoral scholar who would diversify our department, be able to expand our course offerings in relevant and emerging fields, and increase our research profile in the area of critical refugee studies. By applying for a postdoctoral scholar in this emerging field, therefore, Global Asian Studies is:

- Intentionally addressing the diversity in Asian and Asian American experiences and the need to disaggregate scholarship on "Asia" in the academy;
- Addressing the severe underrepresentation of some of the most marginal and least represented Asian and Asian American studies scholars in higher education;
- Filling an important lacuna in our program, especially in relation to the student populations at UIC and emerging critical scholarship in Asian and Asian American studies, in addition to diversifying our department's faculty;
- Building on a growing national conversation on the importance of institutionalizing the study of Global Asias in Asian and Asian American Studies, and incorporating diasporic and refugee movements as a vital component of this analysis.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The GLAS faculty body (core and affiliated faculty) has had ongoing conversations for the last year about our hiring priorities/needs in order to grow the program and develop a major. Following the call for Bridge to Faculty proposals this year, we met to discuss and collectively decide on the needed field and to craft the vision for this position together. We considered the program's intellectual mission and deliberated on how we could build upon and complement our strengths while addressing the current research and curricular gaps in the program, as well as speak to fields that are gravely underrepresented in the humanities and social sciences. In our discussion, we also considered the emerging field of Global Asian Studies and the role of diasporic and refugee studies as a crucial focus within this emergent interdisciplinary formation. Given the growing national visibility of GLAS as one of only three programs in the country with an intentional focus on Global Asias, this gap in the Program is particularly glaring. As a result, we unanimously decided to propose critical refugee studies as our focus for the Bridge to Faculty postdoctoral search. We also solicited the input of the GLAS Student Advisory Board who expressed enthusiastic support and confirmed that there has been student interest in having more courses on critical refugee studies, especially with a focus on Southeast Asia or West Asia, a gap that students have inquired about. With this resounding support of the faculty and students, the core faculty and some affiliated faculty in the program collectively worked on writing this proposal.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Our department needs to address the diversity of Asian and Asian American experiences and the fact that we currently do not have research and teaching opportunities in areas that reflect our student populations - namely, first, 1.5, and second-generation Asian and Asian American students whose families have experienced displacements from war, genocide, economic precarity, climate change, or forced migration. Being able to speak to our students' experiences and histories is a critical goal of the program. Furthermore, addressing the diversity of Asian American experiences is a concrete goal of the AANAPISI initiative. Across the core and affiliated faculty in the program, we have strengths in East Asia and South Asia, but not in Southeast Asia and West Asia. This hire would allow us to redress this crucial gap, expand our curricular offerings to better reflect the diversity of our student body and allow us to hire in fields (such as Southeast Asian refugee studies) saturated by scholars who are nationally recognized to be underrepresented in the humanities and social sciences, if not academia more generally. As one institutionalized example of this recognition, the **Luce Foundation** has specific programs dedicated to the expansion of Southeast Asian refugee studies, **a field with a nationally-recognized dearth of representative scholars of color.**

5. How would this postdoc align with your department's research vision?

The mission and vision of the GLAS program is to advance a critical understanding of contemporary issues through the interdisciplinary study of Asia and transnational Asian diasporas. Anchored by a social justice framework, the intellectual and curricular vision of GLAS emphasizes a focus on Asian diasporas, transnationalism, globalization, comparative and critical ethnic studies, and community engagement, while also highlighting immigration patterns and historical shifts in U.S. racial formations including Islamophobia, new Orientalism, as well as anti-Black and anti-Arab/Muslim racisms. GLAS is one of only three programs nationwide that intentionally focuses on Global Asias, a newly emergent field that bridges Asian and Asian American studies and centers diasporic, transnational, and increasingly, critical refugee studies. The Global Asias field is being rapidly institutionalized, with the Association of Asian Studies adding a new council on Global Asias, and a new flagship journal, *Verge: Studies in Global Asias* being established. GLAS is at the vanguard of this emergent movement and is already actively engaged with both the formation of the new council in the Association of Asian Studies and *Verge*, with whom we are organizing a national symposium.

This postdoctoral position in critical refugee studies, therefore, not only aligns with developments in the wider field, but fills a gap that would help GLAS realize its vision of developing research on Global Asias. Specifically, as the contemporary political moment is characterized by worsening militarism, growth of authoritarian regimes, increasing economic precarity and structural violence, the postdoctoral scholar in critical refugee studies will be able to provide much needed analyses relevant to the current moment, and ensure that GLAS is responsive to these contemporary issues in a way that addresses the needs of our UIC students, our larger campus community, our local city, and our connections globally. And to the emerging academic field.

While there has been scholarly and popular attention paid to such displacements, too often, such representations have been narrowly cast, framing refugees merely as objects of benevolence or "rescue." The field of critical refugee studies has emerged in the last decade partly in response to such mainstream analyses; it questions such hegemonic representations as inadequate to understanding the figure of the "refugee" or the changes wrought by these massive upheavals, emphasizing instead a more dynamic analysis that takes into account external conditions that produce refugee dislocations, even as it pays attention to the consciousness of being a refugee. This emergent field deploys critical analyses of global imperialism, militarism, immigration and nationalism, while exploring alternative meaning, memory, community and self-making processes that account for the complex and agentive ways in which refugees themselves respond to, and shape their circumstances. As such, it is a field significant to the emergent Global Asias emphasis as it is centrally focused on community engagement and advocacy for transformative and restorative justice, core to the research vision and mission of GLAS.

6. How would this postdoc align with your department's teaching mission?

This postdoctoral scholar will help GLAS to expand our curriculum in order to cover regions of Asia historically marginalized in Asian studies and in Asian American studies. Southeast Asia and West Asia are areas that have been deeply impacted by histories of war and colonization over many centuries, not just more recent examples of European and American colonialism but also earlier Chinese, Muslim, and Mongol empires. As noted above, one of the main points of concern both for Asian American studies and Asian studies has been a tendency toward an East Asia-centric focus, and GLAS is committed to redressing these inequities and disparities in research and teaching. Southeast Asians, for example, are an especially significant segment of the Asian American population in terms of disparities in education, health, economic status, and other factors. It is in that context that classes on Southeast Asia as a region and its diasporic population globally would help GLAS to fulfill its programmatic goals. This is very important given the increasing size of the Southeast Asian American student population at UIC and communities in Chicago, who confront many challenges both on and off campus. Similarly, West Asian, Arab, and Muslim communities in Chicago and at UIC have also been growing in recent decades, and West and Central Asia have become central to geopolitical conflict, and to U.S. political and economic power. A postdoctoral scholar whose teaching and research connects these global dynamics to the concrete realities of local Asian American communities would constitute a valuable addition to GLAS and its programmatic mission of bringing together the local and the global, the campus and the community.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process would include working closely with the College. We would begin by constituting a search committee who would be involved in crafting the job description. All search committee members will go through the Office of Access and Equity's search committee training. Next, the job posting will be disseminated in various professional associations and academic networks, with key attention to academic programs with strengths in critical refugee studies. We will also target diverse networks including the American Studies Association, Asian American Studies Association, Association for Asian Studies, Critical Refugee Studies Collective, Critical Ethnic Studies Association, Middle East Studies, Arab American Studies, and other research institutes focusing on critical refugee studies. Through their professional contacts, faculty in the program have long-standing relationships with prominent senior scholars in this field and have already reached out to inquire about potential candidates for a postdoc. Upon advertising the position through these various personal and professional networks, the search committee will review all applications and identify a long short list of applicants to be interviewed via zoom; the top three-four applicants will be invited for campus (virtual) visits in Spring 2021 to do a research presentation and meet with faculty and students (and specifically the GLAS Student Advisory Board).

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The postdoctoral scholar will primarily engage in conducting their research and working towards publishing their work. They will teach only one course per year and we will ensure that they teach courses at the 200 level and those that are small in size (e.g., capped at 25). We will ask the postdoctoral scholar to teach the same course both years to minimize the class preparation in order to afford them more time for their scholarship and preparing manuscripts for publication. The specific course to teach will be a special topics course related to the postdoc's area of research and in consultation with the unit head. We do not expect to have the postdoctoral scholar to engage in department level service except to attend monthly faculty meetings (4x/semester) and some departmental-related events such as faculty colloquia and sponsored lectures so as to provide the postdoc with opportunities and spaces to network and to expand their intellectual community. Once during the course of the two years, the scholar will present their research through the GLAS faculty colloquia as an opportunity for the wider campus to engage with their scholarship.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The postdoctoral scholar will benefit from the creation of a **mentoring team** that would provide them with an intellectual community of support. This team will be comprised of **two senior scholars** - one in GLAS and another from a different unit at UIC. In GLAS, a mentoring program is already in place for all junior faculty members. Each junior faculty member is assigned a mentor to provide guidance with respect to research, teaching, and service. Thus, the postdoctoral scholar will benefit from this structure and will be assigned a senior faculty member in GLAS to serve as a mentor with respect to research, teaching and service. This mentor will meet with the postdoctoral scholar at least once a semester, and once at the conclusion of the academic year - three times a year - and will help provide guidance on outlining their professional goals each year, including constructing a timeline for their work, reading their manuscripts, introducing them to the UIC campus landscape and other professional and community networks. Senior faculty in GLAS are intimately familiar with mentoring underrepresented faculty of color, with the vast majority serving as co-PIs or members of various clusters in the interdisciplinary and diversity Cluster Initiative on campus, serving as formal and informal mentors of faculty of color in other departments at UIC, serving as faculty mentors for the inaugural B2F cohort, and serving on diversity councils both at UIC and in their professional associations. In addition, several faculty have been involved with the National Center for Faculty Development and Diversity (NCFDD) from its inception, and have been consultants on mentoring practices for colleagues at other universities. Additionally, the unit head, in consultation with the postdoctoral scholar will select a second senior scholar at UIC who is outside of GLAS who can provide additional mentorship with regards to the postdoc's area of expertise, reading their manuscripts, facilitating introduction to various interdisciplinary professional/academic networks, and informing them to funding opportunities on and off campus. In addition to mentoring and intellectual support, the postdoc will be provided with material support in the form of an office space in GLAS on the 10th floor and will have access to printing, copying, and staffing support.



10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

We expect the postdoctoral scholar to develop **one journal article** and to submit it for publication. We also expect them to have completed a **draft of the book proposal** that will then be finalized and pitched to leading academic presses in their second year. They will teach only **one course a year**, to give them sufficient time to focus on their research and publications. The one course they will teach will be a 200-level course in their specific research area. They will teach the same course both years. The goal is to allow them to demonstrate their ability to engage with our students in their research area while ensuring that they have time to develop their research and complete their publications. They will be expected to **attend 3-4 faculty meetings each semester** as well as **program-related events** such as the program's colloquium series. Their service obligations to the department will, therefore, be minimal.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

UIC is a campus with a large and diverse Asian student population including students of East Asian, Southeast Asian, South Asian, and West Asian heritage. Offering additional courses in Southeast Asian or West Asian studies would cater to this diverse student body. We currently do not have a scholar of **critical refugee studies** to focus on a form of migration that during the twentieth century affected peoples from around the world, including a significant majority from Asia - both Southeast Asia, and more recently, West Asia. During the Cold War, refugee migration increased and consequently Asian populations around the world diversified, including in the U.S. Thus, understanding forced migration is a critical component of recent Asian American history as well as Asian/Asian American Studies. Finally, as the current administration continues to take aim at our international students through tightening regulations and ever hostile regulations on international students and asylees, it is more important than ever to have scholars who understand the impact of policy changes on our vulnerable student population. Consultations with the undergraduate GLAS Student Advisory Board have confirmed this student demand and need on the part of our undergraduate students.

The postdoctoral scholar in critical refugee studies would make important contributions to our department - both inside and outside the classroom. In addition to offering new courses, they would be expected to connect with UIC's diverse Asian and Asian American student organizations as well as relevant community organizations across Chicago. Their scholarly research would also align them with the interests and experiences of UIC's immigrant student body, many of them being first, 1.5, or second-generation children of refugees, and will likely result in mutually beneficial research exchanges through UIC's many research programs such as the Honors College, College of Liberal Arts and Sciences Undergraduate Research Initiative (LASURI), Summer Research Opportunity Program (SROP), and Chancellor's Undergraduate Research Award (CURA).





## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

2. Why are you applying for a Bridge to the Faculty postdoc?

We seek to align two of our biggest needs:

- 1) to diversify our faculty; and
- 2) to hire a post-doctoral scholar who specializes in Latinx history, or in other words a scholar who studies the experience of people of Latin American descent living in the United States (perhaps even Chicago) at some point since 1848.

Our motivations are three-fold:

- 1) we believe UIC and the Department of History represent welcoming spaces for an early-career Latinx historian while providing an excellent platform from which to launch their career. The Department is large enough and has enough resources to put a Latinx post-doc and assistant professor on a successful career path within our discipline, yet small enough that such an individual would receive the mentoring and personal support needed to succeed as a tenure-track faculty member;
- 2) in light of the increasing Latinx population at UIC (now more than 30% of our undergraduate student body), many students at the undergraduate and graduate levels expect a more robust curriculum on the Latina/o experience in the United States (fewer than 15% of UIC faculty are Latinx). We currently have one faculty member (Adam Goodman) who holds a 50% appointment in the Department and teaches certain aspects of Latinx history (most especially the components concerning deportation and other legalities), but we need to do much more in light of student demand and our profile as a Hispanic-Serving Institution (HSI). We are open to a wide range of specialties, but would especially welcome a scholar who potentially studies Latino/a community organizing, the politicization of Latinos in the USA, the influence of Latinos on American religion including but expanding beyond American Catholicism, the economic impact of Latino communities in the USA, the urban history of Latinos, the cultural impact of Latinos in the USA, and more. A scholar in any of these areas (and more) would complement the work of Prof. Goodman and even align nicely alongside other faculty members in our unit (as discussed below); and
- 3) although our department has become slightly more diverse over the past five years or so, we still lag far behind the diversity of the UIC student body, making the eventual hire of a Latinx scholar central to our ability to contribute to the recruitment, retention, and education of Latinx undergraduate and graduate students. We, for example, do not have a self-identified Latino/a scholar teaching Latinx history, or US history at all. The one self-identifying [REDACTED] faculty member we have as full member (100%) of our faculty, Joaquin Chavez, teaches South and especially Central American history. Fredy Gonzalez, who has just a 25% appointment in History, teaches Mexican history and especially migration history of Chinese people to Mexico.

Thus, this request seeks to align two important needs within the Department of History--the need for greater diversity in our faculty and our need for a historian of Latino/a history--while offering three rationales for doing so.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

Yes. For three years running, the Department of History has voted to make a hire in Latinx history its highest priority. Each time, the College of Liberal Arts and Sciences (LAS) could not meet that request. In fall 2019, the Department as a whole voted on Sept. 4, 2019, to request a Bridge to the Faculty post-doctoral position. The vote was unanimously for. Alas, we did not get the position. Again in 2020, at a Department meeting held Sept. 2, 2020, the faculty once again voted unanimously (24-0) to request a postdoc to help diversify our faculty and fill our need for a historian of Latinos/as in the USA. The faculty mentioned that a B2F postdoc would also go some distance toward mitigating the departure of Chris Boyer, although he does Mexican history proper, and not Latinx history.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

The Department of History lacks sufficient representation of Latinx and African American faculty who reflect UIC's student demographics and who can offer courses on the experience of people of Latin American descent in the United States. Enrollments in History courses remain incredibly strong, and we believe that one key to continuing to attract a new generation of students at both the undergraduate and graduate level is to diversify our faculty and the courses we offer.

5. How would this postdoc align with your department's research vision?

Over the past few years, the Department of History at UIC has become a central crux of American immigration history, and especially what is called the "new immigration history." The "new" in this context signifies a broadening of subject matter from the traditional understanding of American immigrant history, which for generations was overwhelmingly concerned with immigrants from Eastern and Southern Europe. The "new immigration history" reframes the focus to immigrants who came to the US from Asia, Africa, and especially Latin America. With joint-appointments coming to History from other units, including Michael Jin and Fredy Gonzalez from Global Asian Studies (GLAS) and Adam Goodman from Latin and Latino Studies (LALS), the Department is poised to become a national leader in the new immigration history. In addition, Latinx history has emerged over the past two decades as a major field of study within our discipline. The field is rich. Our departmental priorities have subsequently shifted to reflect this transition and to capitalize on the fact that UIC is poised to remain at the cutting edge of the discipline. We now seek to build on this realignment to prioritize new immigration history, as well the history of the African-American, Asian-American and (hopefully now) Latinx experiences.

6. How would this postdoc align with your department's teaching mission?

In short, we simply can't offer enough Latinx history courses right now. To assist this growth, Department officers (including myself) have committed to work with the candidate to design one new course in Latinx history during the first post-doc year (which s/he would teach their second post-doctoral year as a Topics course under the rubric of HIST 461) and a second new course in their first year as an assistant professor (during which time we could then begin the process of working the course through the CRS). The exact content of these courses would depend to some extent on the new colleague's academic specialty. But the mentors who have already signed on to help, including myself, Adam Goodman, and Elizabeth Todd-Breland, are ready and willing to do the work. Eventually, the courses taught by this new faculty member would triple the number of undergraduate offerings in US Latinx history. Equally important, the Department would invite the new colleague to teach a graduate seminar in their second or third year as an assistant professor, thereby establishing our Department as a desirable venue for graduate studies in Latinx history, transnational US/Latin American history, and new immigration history. Building our curricular strength at the graduate level is particularly crucial because a new scholar in Latinx history would be able to collaborate with Mexican migration historian Adam Goodman, and Latin American historians Joaquin Chávez and Fredy González, putting the Department of History in a position to compete at a national level for graduate students in these areas. It would also go some distance to helping out with the recent departure of our historian of Mexico, Chris Boyer. **We really are poised to become a leader in this field; having a Latinx historian teaching Latino/a history would cement our place.**

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

In the discipline of History, faculty hiring takes place primarily in the fall, but post-doctoral hiring typically takes place in the winter and spring. For this position, we would follow disciplinary norms for hiring by beginning immediately in the fall. We would advertise both in standard disciplinary venues and in Latino Studies journals and websites. We would also reach out to faculty at other institutions who train PhDs in Latinx history and ask them to encourage their students to apply. We would also ensure that departmental faculty attend both larger disciplinary and smaller field-specific conferences to encourage candidates to apply. We would hope to bring the finalists to campus virtually in early February to interview for the position.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

We would expect the candidate to:

- (1) teach one course during their post-doctorate fellowship. Ideally, this would be a course of their own creation taught during the second year, most likely taught as a HIST 461 Topics in Latino/a History course. This would allow the candidate to build a teaching portfolio and gain experience in the classroom, while also giving the candidate ample time to work on their research and writing;
- (2) complete any necessary post-doctoral research during their first year;
- (3) prepare an article or book chapter for submission for publication;
- (4) attend professional conferences; and
- (5) making substantial progress toward revising the dissertation for publication as a book.

As a result, the candidate would enter the regular faculty as an assistant professor already well advanced toward tenure (the traditional route to tenure in History is good teaching, good service, a book from a major university press, and demonstration of professional visibility). As mentioned above, we would assign mentors (and have volunteers in place, mentioned above and below) who could help the candidate to keep on pace with these goals and support their research and professional development.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

We have a five-point plan in place:

(1) Our department already has a robust mentoring program in place for junior faculty. Traditionally, new faculty are assigned a senior mentor and they are required to meet at least once a semester. In this case, we would modify that slightly to appoint the post-doc holder both a senior faculty mentor (who can help navigate professional issues such as publication, visibility, and so on) as well as a junior faculty mentor (who can offer support and advice about the challenges of life as a younger faculty member of color). We would require these mentors to meet with the postdoctoral fellow at least once a semester and be available for consultation throughout. (Indeed, Adam Goodman, Elizabeth Todd-Breland, and myself have already committed to serving in this role if it made sense based on the specialities of the fellow.)

(2) We would also work with the post-doc holder to select mentors who fits her or his needs outside History in order to help them to build a network of colleagues in the College of Liberal Arts and Sciences, perhaps, depending on the postdoc's speciality, in LALS or GLAS or anywhere else that made sense.

(3) Our department would also assign a teaching mentor to ensure that the candidate succeeds in the classroom, possibly including the award-winning teachers in our department, such as Lynn Hudson or Julie Peters.

(4) In addition, we would provide the post-doc an office with a computer and access to departmental administrative support and funds for conference/research travel and books. Although any amount we request would have to be negotiated with the College and University, offering \$10,000 in start up funds would be more than sufficient to get this scholar the support he or she needed.

(5) We would work with our department's liaison at the UIC Library, a former PhD student of ours, to ensure the post-doc had ready access to all the materials he or she needed.

Effectively, our goal would be to welcome the candidate to the department as a full faculty member -- albeit with no service obligations and a much reduced teaching load -- in order to facilitate their transition to the regular faculty after the second year of their post-doctorate fellowship.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)



We would expect:

- (1) That the candidate either completes the post-doctoral research necessary to write a scholarly monograph or have made progress on this front and have a clear strategy to complete that work (typical dissertation defenses in History result in recommendations for further research, as do conversations with interested publishers, and we would expect the fellow to work on this);
- (2) Have completed at least one article/book chapter manuscript and ideally have submitted it for consideration to a major journal;
- (3) Have made verifiable process on transforming the dissertation into a book, including working with the Chair of History to begin consulting with editors at major publishing houses;
- (4) Have attended at least one academic conference; and
- (5) Have designed one new undergraduate course, which the postdoc would teach his or her second year and which we would plan to present to the University for formal approval during the fellow's first year as a tenure-track faculty member.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

Alongside what has been previously addressed, it bears repeating that UIC is a Hispanic Serving Institution (HSI) located in city with a large Latinx community. Therefore, the hiring of Latino/a faculty and offering courses in Latinx history serves not only our mission as an HSI, but our responsibilities to our undergraduate students and to the city of Chicago.

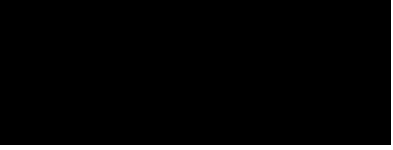
12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

I have already discussed our extensive mentorship plan in Question 9, our capacity to meet their research needs, and the establishment of a teaching and research portfolio. In addition, we anticipate that as the candidate transitions from a post-doc to an assistant professorship, they would engage with colleagues in the Program in Latin American and Latino Studies (LALS) and possibly take a partial appointment in that unit as a regular faculty member. History has already discussed this with LALS colleagues, who are enthusiastic about the prospect.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Postdoctoral fellowships in History traditionally pay between \$65,000-70,000 per year. Junior tenure-track faculty traditional start at around \$80,000 per year.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

 \_\_\_\_\_  
Sept. 22, 2020  
Department Head Date

 \_\_\_\_\_  
10/2/2020  
Dean Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Sociology

2. Why are you applying for a Bridge to the Faculty postdoc?

We are a department with a long-standing commitment to diversity - a value that is reflected not just in the demographics of our faculty, staff, and students, but also in our scholarship and the areas of excellence we foster as a department. We are applying for a Bridge to the Faculty postdoctoral scholar to help us more fully realize that commitment. **We hope to support and mentor a scholar from an under-represented group**, expand the mentorship available to our students, and grow the network of collegial support available for the small number of faculty members from under-represented groups already in our department.

In the past three years, 48% of our incoming graduate students have been Black and/or Latinx (compared to roughly 18% of all incoming UIC graduate and professional students). Fully two-thirds of our undergraduate majors and minors are Black and/or Latinx, compared to roughly 41% of all UIC undergraduates. **Given our student demographics and department aspirations, we are sorely lacking in both African American and Latinx faculty.** We have just one full-time tenure track faculty member who is African American, and both of our Latinx faculty members have partial appointments in other departments. **We are committed to recruiting and retaining graduate students of color, and doing so depends on having a diverse faculty.**

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

This proposal is the result of a two-year process, involving all current tenure track faculty members. In the fall of 2019, the proposal was discussed at the faculty retreat and enthusiastically and unanimously approved by all faculty. A written application was jointly produced by the elected Advisory Committee (which represents all faculty ranks) and the Head, but was not successful in the 2019 application cycle.

In 2020, the department's advisory committee met in early September and discussed a revised proposal in light of national events and student and faculty asks for more diverse faculty. In this proposal, we have more clearly articulated the departmental plan to mentor and support a Bridge to the Faculty scholar, and specifically identified the way that this position will shape our longer-term vision for the department. The proposal we submit here was endorsed by the Head and unanimously by the Advisory Committee.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Our department's diversity goals include nurturing the professional development of a diverse faculty and effectively supporting our undergraduate and graduate students to increase the variety of voices engaged in scholarship and community leadership. Specifically, we have set as our goals to be (a) the the number one sociology program to study race in the U.S. and (b) to be known as the very best sociology program for students of color.

Supporting a B2F scholar aligns with these goals by allowing us to enhance the range of scholarly voices engaged in public discourse and scientific endeavor, by better representing and mentoring our highly diverse students (see 2 above), and by expanding what is fundamental to our sociology department --the study of race, immigration, and inequality. Hiring faculty from under-represented groups will aid retention and academic success of those students, allowing us to continue to diversify the pipeline of talented academic scholars and leaders in professional and managerial roles. We have an exceptional record of placing our Black, Latinx, and first generation undergraduates in nationally-ranked graduate and professional programs, competitive professional development programs ranging from Congressional Hispanic Caucus internships to AmeriCorps/CityYear, and paid research internships including SROP at UIC (and similar programs at other universities). We believe that with a larger faculty that better reflects the students in their classrooms, we can serve our students even more effectively.

We must build a critical mass of faculty from under-represented groups, as it increases retention of those faculty. Because our faculty already includes one full-time Black scholar, and three additional Black and/or Latinx scholars whose appointments are partly within our department, we approach the critical mass needed to effectively support a B2F scholar and to enhance the success of success and retention of existing faculty of color. Vitally important, we will have a person with specialities in race and health, addressing high student interest and attracting further students.

5. How would this postdoc align with your department's research vision?

We seek to be the number one place for the study of race in the nation and the top sociology program in the nation for faculty and students of color. We would thus seek a scholar with strength in the area of race, and most especially in our newly identified growth area of race and health. Student interest and demand for these specialties is substantial (see our response to Question 11 for more details), yet we have no faculty member who is both an expert in race and in health. Moreover, this joint area is a highly fruitful area for national funding and publishing.

6. How would this postdoc align with your department's teaching mission?

Our department's teaching mission is to nurture a sociological perspective in the next generation of scholars and citizens. Involving the B2F scholar in teaching will facilitate a pathway to a tenure-track appointment and serve as a mechanism to expand content-area and methodological expertise available to our students. The postdoctoral teaching obligations would be flexible and negotiated to meet departmental needs while prioritizing the Fellow's goals and interests. We will provide pedagogical support, including a designated member of the mentoring team to focus on teaching issues, peer teaching observations and formal feedback for each of their courses.

While we believe that teaching is valuable both in terms of gaining experience and improving integration within the department, we will ensure that teaching obligations during the postdoctoral period are limited to two courses over two years. We also will allow the fellow to decide what kinds of teaching opportunities would best serve their professional development. Possible opportunities may include teaching in our graduate training practicum, where the faculty member works with graduate students to collect and analyze data on a project of their own design, teaching a graduate seminar in the fellow's area of expertise, or a seminar in their own areas of speciality to our majors at the 400 level. We would encourage the Bridge to Faculty fellow to teach the same course twice, to minimize the time devoted to course preparation and maximize their opportunities for research.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

As with any faculty search, we will advertise the position with the American Sociological Association's job bank, the discipline's centralized clearinghouse for information about employment opportunities. We will also list the position with the Association of Black Sociologists, and the Sociologists for Women in Society. In addition, depending on the timing of the availability of the job announcement, our faculty will conduct outreach and recruitment through several professional meetings currently scheduled to take place (or anticipated to be moved) online in the next several months:

- \* Association for Public Policy Analysis & Management
- \* Eastern Sociological Society
- \* Latin American Studies Association
- \* Midwestern Sociological Society
- \* National Council for Black Studies
- \* National Women's Studies Association
- \* Pacific Sociological Association
- \* Population Association of America
- \* Social Science History Association
- \* Southern Demographic Association
- \* Southern Sociological Society

Our faculty have the advantage of diverse professional networks and will use them to identify candidates, and reach out personally to encourage appropriate scholars to apply. Applications will be screened by a departmental search committee, appointed to reflect the substantive and methodological breadth of our departmental scholarship, **and prioritizing participation from Black and/or Latinx faculty**. As with any faculty search process, the committee will attend to issues including the candidate's accomplishments and potential for making scholarly contributions, as well as the way that their area of scholarship and methodological approaches overlap with and strengthen the department's expertise. The committee will develop a short list of 10 candidates, to be presented to the faculty at large. The faculty will have the opportunity to review information on applicants, and will select by vote 3 or 4 finalists to interview by phone or an online video meeting platform.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The duties of the Bridge to Faculty postdoctoral fellow will be crafted in such a way as to enable devoting the bulk of the two-year appointment to developing a research agenda and publishing. Teaching responsibilities will include two courses during the two year Fellowship, and the courses to be taught will be negotiated with the fellow, as discussed in our response to Question 6. We do not expect the post-doctoral fellow to be available to mentor graduate students in their research specialty area, although collaborating with graduate students on research would be an option to discuss with the mentoring committee.

Research responsibilities will be primarily for the Fellow to publish their own academic work. Working with a mentoring team, the Fellow will create a research two-year agenda, and a semester plan at the start of each semester. The Fellow will be expected to present in the department colloquia series in the spring of their first year or fall of their second year.

Engagement within the department will be tailored to support the Fellow's move into the faculty role. The Fellow will be expected to attend faculty meetings but will be excused from all expectations of departmental or university-wide service. The Fellow will also be invited to join a junior faculty writing group and the IRRPP-sponsored writing days.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The Fellow will have a private office, and be assigned a mentoring team that includes three departmental faculty, one at each rank. One member of the mentoring team will be designated to provide support to the B2F fellow around issues related to teaching, and two members will provide specialized support on research and publishing. **We will prioritize including at least one Black and/or Latinx faculty member on this committee,** as well as including faculty members whose methodological and substantive areas overlap with those of the postdoctoral fellow. The team will meet at least once each semester as a group. Individual mentoring meetings will be scheduled as needed, but would be expected also to occur at least once each semester. This team will advise the B2F scholar on developing and implementing a plan of work for each semester, as well as developing and adjusting the two-year strategic plan. In addition, the mentoring team will assess the B2F scholar's progress and assist in identifying and locating resources they need to successfully prepare for the transition to a tenure track faculty position.

We will also support the Bridge to Faculty scholar by facilitating connections with other LAS post-docs and junior faculty with similar interests. Because several of our current faculty members completed postdoctoral and/or visiting faculty appointments prior to joining the tenure stream, we will also invite those colleagues to meet informally with the B2F scholar. Finally, we will encourage the B2F scholar to engage with resources and communities across the UIC campus that might help build their capacity for scholarship (depending on the most appropriate for their area of research), including the Institute for Research on Health and Policy, the Institute for Research on Race and Public Policy, and the Institute for the Humanities, among others.

The Fellow will be invited to join the junior faculty writing group. They will also be encouraged to participate in departmental Faculty Writing Days and faculty research seminars. We will commit to provide faculty development funds equal to those negotiated by the union for faculty. The Fellow will be eligible to apply for whatever research funds are available to faculty within the Department, and we will also anticipate that the mentoring team will assist in identifying opportunities and provide feedback and guidance on ideas for and drafts of funding proposals.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)



We expect that within the first year of the postdoctoral appointment, the Bridge to Faculty scholar would make substantial progress toward establishing a research agenda and publication record commensurate with newly-hired junior faculty in the department. Our department equally values scholars who write books and those who write journal articles. We will work closely with the B2F scholar to develop a strategic plan and set of research and publication goals that best align with their research. This will begin upon their arrival at UIC, and we will continue to work with them closely throughout the two-year postdoctoral appointment to ensure that they meet their goals.

A decision about recommendation for appointment to a faculty role in Year 2 depends upon progress toward the strategic plan, and meeting goals that are defined in collaboration with the mentorship team. We would anticipate that during the first year, the scholar will have made substantial writing progress toward publication, and have submitted one or more journal articles or perhaps advanced a book manuscript to the point of requesting external feedback.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

If this B2F Fellow were to become a faculty member, they will (a) much enhance reaching our goal of the nation's top sociology program for the study of race, (b) allow us to reach our aspirational faculty hire of studies race and health, (b) provide additional opportunities for students from URM groups to take classes and potentially receive mentorship from a faculty member of color, moving us closer to our goal as the top sociology program for students of color, and (c) alluse us to reach our aspirational faculty hire who studies race and health. A large share of our undergraduates also double major in health-related disciplines, including psychology, nursing, and public health, and/or go on to complete graduate programs in these and similar fields. We believe that the more content-focused courses the B2F scholar would teach as a tenure-track faculty member will enhance our undergraduates' ability to combine their intellectual interests synergistically, something that will surely support their overall academic success.

In addition, across UIC the retention rates of Black (70.6%) and Latino (75.5%) freshman students lag behind white students (80.9%) and graduation rates for URM students (53%) lag behind non-URM (63%) students by 10% across the university. **Black students, in particular, are likely to drop-out of UIC with poor academic standing. Our long-term goal is to increase student integration and achievement and raise the retention and graduation rates of URM students who major or minor in sociology to parity with non-URM students.**

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

We will organize the post-doctoral experience as a true bridge from graduate student to faculty status. The Fellow will have an office and be provided with a computer to suit their research needs. We will encourage and invite the fellow to participate in the culture and intellectual environment of the department and will include the fellow in all department events. The Fellow will be expected to attend faculty meetings, but will not engage in any service work within the department. Our goal is to support a smooth transition to faculty placement, with an emphasis on developing independent research and a publication record, while freeing them from the obligations of faculty service during the postdoctoral fellowship period. Our goal is to hire someone we predict will indeed become a faculty member in our department, and treat them as a colleague from the moment of arrival.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

We anticipate that the salary for this position will be \$65,000-\$70,000. This represents the midpoint of the salary range of postdoctoral positions currently advertised on the American Sociological Association's job bank. (Range is: \$50,000 - \$89,999). We anticipate a start-up package of \$8000, to be used over the two years for research and travel expenses. Assistant Professors have been starting in the range of \$78,000 - \$84,000 depending on experience and competing offers. Startup costs range from \$12,000 to \$25,000.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



9/30/2020

Department Head

Date



10/2/2020

Dean

Date



## Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Educational Policy Studies

2. Why are you applying for a Bridge to the Faculty postdoc?

The Bridge to the Faculty (B2F) program provides an opportunity for the Urban Higher Education program to recruit, support, and retain a Black or Latinx scholar whose work focuses on policy designed to improve the access, equity and success of underrepresented and underserved students in higher education.

The M.Ed. in Urban Higher Education is a young program that was approved by the Illinois Board of Higher Education in June of 2019. Enrollment in the program has grown much more quickly than anticipated. The projected enrollment for the 2019-2020 academic year was 15 new students, and for 20-21, we projected 25 new students. The actual enrollment for 2019-2020 was 26, and our current enrollment, including new and continuing, is 53 students. Of our current students, 21 identify as Hispanic, 15 identify as African-American, 13 identify as White, and 4 identify as Asian American. Actual student enrollments exceeded our projections. We are also very pleased with the diversity and the level of academic preparation of our students.

To provide leadership for this new program, a year-and-a-half ago, we launched a search for a tenured higher education faculty member to coordinate the M.Ed. in Urban Higher Education (UHE) program. Unfortunately, the first search failed and was followed by a second failed search. In the Spring of 2020, we decided to change our strategy and take a grow-our-own approach. At the present time the program faculty is made up of one part-time Visiting Associate Professor, one full-time Visiting Assistant Professor, affiliate faculty from EDPS, faculty from other departments in the College, and faculty from the UIC John Marshall Law School, as well as adjunct instructors with administrative experience in higher education. While all of the faculty are committed to the success of our diverse UHE student body, none of the current faculty members are Black or Latinx. The B2F program is well aligned with our strategy and would provide definition for the scholarly orientation of a quickly developing program. While, initially, the postdoc would be primarily focused on building a program of research, students would have access to this scholar as an informal mentor and source of expanded intellectual interests.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The EDPS faculty was informed of the Bridge to the Faculty program through an e-mail from the EDPS chair, in which he suggested that there may be three programs that would be interested in submitting an application; Urban Higher Education, Social Foundations of Education (SF), and Urban Education Leadership. After initial consideration, the coordinator of the Urban Education Leadership program informed the department that they would not go forward to submit an application at this time. The Social Foundations and Urban Higher Education programs met with their core faculty to discuss the B2F program and the ability of their respective programs to support a postdoc scholar. In addition, the coordinators of each program exchanged e-mails to consider a joint application. Ultimately, each program faculty decided to submit an individual application. However, there was value in considering the synergies that could result from a joint appointment. Should the EDPS department secure two postdoc scholars, we have already begun to think about the ways in which this could be of mutual benefit to the development of the scholars.

Each program faculty worked to develop a B2F application. The application was then shared with all EDPS department faculty for recommendations and endorsement of the submission.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

EDPS currently has eleven tenure track and clinical faculty members, with eight in the tenure track and three in the clinical track. Seven of the tenure track faculty identify as White, while one identifies as Black, and another identifies as Biracial. One of the clinical faculty members identifies as Black. The department's research, teaching, and service have long been focused on issues of race and diversity in urban schools, and the department as a whole believes that it is critical for the composition of the department to reflect these goals. The department also has a commitment throughout its programs to supporting undergraduate and graduate Students of Color, from recruitment through retention and graduation. The Urban Higher Education M.Ed. program, which this postdoc would be primarily aimed at supporting, has a very diverse student body, but the faculty primarily supporting the program entirely identify as White. Hiring a Black or Latinx scholar to support this program is critical.

5. How would this postdoc align with your department's research vision?

In line with the broader mission of the College of Education to address issues of inequity in urban school environments, the research vision of EDPS focuses on the examination of policy, leadership, and contexts of urban education. The urban higher education program, within the department, is aligned with this mission and vision. As the program's recent application to the IBHE states, the program is grounded in following themes of equity and diversity: "Urban context is key and underscores an emphasis on complex challenges and opportunities" and, "building and maintaining equity and authentic diversity in higher education is essential." Moreover, the program highlights similar bases as other programs in the department, such as the education law and policy, the social context of students, leadership, and organizational change. So, the postdoc research program would align tightly with the urban higher education program, and EDPS and the College of Education more broadly.

6. How would this postdoc align with your department's teaching mission?

The Educational Policy Studies Department program description states that "we offer opportunities to study social foundations of education, educational organizations and leadership, and education policy analysis. The department's work emphasizes the analysis of urban contexts, and understanding and addressing educational problems in those contexts. Its programs prepare students for successful careers in urban educational research and policy analysis, and in transformational leadership of urban schools, and now, postsecondary institutions."

The UHE master's degree builds upon the strengths and expertise currently residing in the EDPS department and the College. The connection to the Education Leadership and Policy program, the Social Foundations of Education program, and the Urban Education Leadership program, and other programs in the College is a unique and pivotal component of the program. These connections strengthen the network between K-12 and higher education and facilitate debate and discussion across these levels. K-12 and higher education too often are seen and treated as distinct and different educational entities, when, in fact, they each address many of the same social, legal, and economic challenges. And, too often, students are thought of as high school students or college students, with little emphasis on the transition from secondary to post-secondary education. By utilizing and building on the strengths of the department and College, the urban higher education program seeks to overcome the divisions and barriers that typically separate higher education and K-12 programs and provides more opportunity for students to study various aspects of the broader educational and political-economic context. At the same time, this program allows the college to advance its transformational mission into the higher education landscape.

The scholarship of the B2F postdoc will be well-aligned with the UHE program, the department teaching mission, and the students in the UHE program will benefit from the intellectual contributions of the postdoc in the classroom.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process would adhere to the departmental search procedures for new tenure-track faculty. We would begin by establishing a search committee and ensuring that the entire committee membership is aware of best practice for conducting a search. We would then develop a job position description consistent with the needs and skills detailed in this B2F application, and advertise this position in the Chronicle of Higher Education, Inside Higher Education, and the job boards of AERA-J (Higher Education), the Association for the Study of Higher Education (ASHE), UIC, and outlets and listservs designed to recruit underrepresented faculty and postdocs. We will also reach out to our professional network and to specific institutions and faculty to identify potential candidates. During this time, we also would develop an application scoring rubric aligned with the Bridge to the Faculty program goals and the job announcement. We will use the rubric to review each application and then select the three strongest candidates for on-campus interviews (if conditions allow). The interview schedule will include a job talk covering the postdoc's dissertation research, and meetings with the EDPS and UHE faculty, UHE and COE students, and relevant College and UIC campus administrators.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The primary expectation for the postdoctoral scholar will be to begin a program of research.

In fall of the first year, with the advice of the mentoring committee, the postdoc should spend some time becoming familiar with the research infrastructure of the College and the UIC campus, and should identify stakeholders with whom they would partner in order to write their 3 to 5-year research plan.

Each year the postdoc scholar will be expected to:  
submit a relevant manuscript, with at least one coming from their dissertation, for publication;  
submit at least one proposal of the postdoc for presentation at relevant professional conferences; and  
research and identify an extramural funding opportunity and develop a draft of the extramural funding application in consultation with, and with support from, our Office of Research in the College of Education.

In addition, the postdoc will be expected to develop and teach one graduate course per year of their postdoctoral position: one course would be an upper division seminar in their area of expertise and one would be a service course for the department.

We would also expect the postdoctoral scholar to participate in the writing bootcamp offered in the College of Education.

No EDPS department or College service will be required in the postdoc years.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

EDPS understands that supporting a postdoc, particularly from an underrepresented background, merits devoted attention to ensure the postdoc's success. EDPS has a comprehensive strategy for providing such support. The postdoc would receive the same institutionalized supports available to other assistant professors, with additional support specifically designed for this position.

All assistant professors in EDPS are provided with a mentoring committee comprised of three senior faculty members who meet regularly to support the research, teaching, and service development of new faculty members. Given the success of this mentoring support over the years, we are currently providing this support to a junior visiting faculty member as well. We have already secured agreement from two faculty members to serve on the mentoring committee for the postdoc from the Associate Dean of Student Services in the College of Education, who is a Faculty of Color who studies higher education and has significant higher education leadership experience. The other member is the current Chair of EDPS, and a third member will be selected at a later date, based on the interests of the postdoc. Indeed, such mentoring relationships are critical to the retention of Faculty Members of Color.

We will also encourage the postdoc to participate in the campus sponsored access to the National Center for Faculty Development and Diversity Programming. Assistant professors in the College of Education also have self-organized a weekly writing group where they support one another through the research and publishing process, and this writing group has demonstrated success in helping junior faculty produce published papers. The postdoc would also be invited to the writing bootcamp offered in the College of Education. EDPS faculty would also help make connections across campus for the postdoc with scholars engaged in similar work and institutes on campus. For example, EDPS faculty have served as fellows with the Research on Race and Public Policy, and a former EDPS Ph.D. student/current higher education program adjunct is the Director of the Asian American Resource and Cultural Center.

The postdoc would also be provided with office space, printer, computer, and professional development funds matching those available to other faculty in the department for travel to professional conferences and other research activities. In addition, the postdoc would be eligible to apply for research support for faculty offered through the College of Education Office for Research (e.g. mentoring around grant-writing, undergraduate RAs).

Finally, it should be noted that EDPS has recent experience successfully supporting a postdoc—the postdoc was hired as an assistant professor and, after the postdoc term ended, went up for tenure early and was awarded it in 2019.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)



During the fall term of the first year, with the advice of the mentoring committee, the postdoc should have become familiar with the research infrastructure of the College and the UIC campus, should have identified stakeholders with whom they would partner in order to write their 3 to 5-year research plan and should have completed the plan.

By the end of the first year the postdoc scholar will be expected to have:  
submitted a relevant manuscript for publication in a top tier journal;  
delivered a presentation at a relevant professional conference; and  
developed a draft of an extramural funding application in consultation and with support from our Office of Research in the College of Education.

In addition, the postdoc will have developed and taught one UHE graduate course.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

Based on student interest, the M.Ed. in Urban Higher education has sights on developing a doctoral level curricular strand in the future. However, for program recruiting purposes, there has been discussion of the development of an undergraduate urban higher education minor. In particular, students in paraprofessional student affairs and academic affairs positions during their undergraduate years have an interest in learning about higher education policy and issues and about higher education as a profession. As with the master's level students, we believe that a UHE minor would be of interest to Black and Latinx students. The B2F faculty member would be instrumental in assisting with the development of a relevant urban higher education focused minor and in reaching out, inspiring and supporting Black and Latinx students.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

As noted in response to Question 9, EDPS has recent experience successfully supporting a postdoc—the postdoc was hired as an assistant professor in the tenure track after the postdoc term ended, and went up for tenure early and was awarded it in 2019. During the second year of the postdoc, the mentoring committee will meet with the postdoc to help them develop a specific research plan for the tenure process. This will provide a timeline for implementing and completing various research products based on the program of research of the postdoc/new faculty. To reduce the demands of teaching early in the tenure-track process, they will receive at least two course releases over their first two years. Furthermore, at least two of the courses they are assigned to teach during these years will be the courses they taught while they were a postdoc. They will receive a comparable start up package to other assistant professors within the department. In addition to a reduced teaching load in the first two years, the new faculty would receive departmental support for graduate and undergraduate RAs, startup funds for equipment and software, and professional development funds for travel and other resource support. Departmental faculty will continue to facilitate connections with other faculty and units on campus aligned with the postdoc’s work, such as IRRPP.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

A postdoc in EDPS will likely receive a salary of around \$60,000. Given current salaries, an assistant professor in EDPS will likely receive a salary of \$75,000 or more..

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



Department Head

**9/25/20**

Date



Dean

10/5/20

Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Department of Occupational Therapy

2. Why are you applying for a Bridge to the Faculty postdoc?

The American Occupational Therapy Association's (AOTA) Centennial Vision (2025) articulated a commitment to equity, inclusion and diversity as one of its pillars. Despite this commitment, occupational therapy (OT) remains a mostly White profession, reported at 83.8% in 2017 (U.S. Department of Health and Human Services, 2017). In terms of faculty in OT programs, based on data reported by AOTA in 2019, 82% of faculty are White, 6% are Black, 6% Asian, and 4% are Latinx/Hispanic. **The Department of Occupational Therapy is committed to transforming the diversity of the profession and our faculty to better represent our diverse population.** Currently, of its 14 core faculty in OT at UIC, 3 (21.4%) are of Asian background and only 1 (7%) is Latina. **It is imperative to enhance the diversity of our faculty to support the AOTA vision and the needs of our student body and the broader communities in which we work.**

One of the core initiatives of the OT department has been to increase the number of diverse students. Thanks to our holistic admissions model, we have been successful at recruiting and retaining Black and Latinx students, yet consistently students provide feedback on the need to recruit a more diverse faculty. **Students have expressed the desire to have Black and Latinx mentors and to bring diverse perspectives into the curriculum.** The current MS class of 2021 includes 38% students from diverse backgrounds (15% Latinx, 4.3% Black, and 18.7% Asian); while the class of 2022 increased to 50% (19.5% Latinx, 13% Black, and 17.5% Asian). This represents an 18% increase. In terms of the post-professional Occupational Therapy doctorate, 45% of this year's 29 students are from diverse racial and ethnic backgrounds.

Currently, there aren't any faculty in the department that are Black or Latinx occupational therapists. The one Latinx faculty is a psychologist. **The UIC Bridge to the Faculty Program p will support the ongoing commitment of the department to diversify the profession of occupational therapy and expose our students to exceptional Black and Latinx faculty.**

The department is transitioning to an entry-level Occupational Therapy Doctorate degree that will be launched in the Fall of 2022. We envision that the candidate will transition to a tenure-track faculty position and contribute to the delivery of our new program after two years of training, thus having a long term impact on our department and our students.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The Department of Occupational Therapy has an Inclusion, Diversity, and Equity Academic (IDEA) Committee with which the proposal was discussed. This committee is composed of four faculty members, including a Clinical Professor, Associate Professor, Clinical Assistant Professor and the Department Head. Committee members discussed and agreed upon the vision for this position and provided input for this application. The vision for this application was also discussed with the Director of Professional Education and the Director of the Occupational Therapy Doctorate. Furthermore, all faculty members were invited to provide input on the vision of this position and help shape this application. A total of 8 faculty participated.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

Aligned with the mission of the university and of the College of Applied Health Sciences (CAHS), our department's mission reflects a deep commitment to embracing diversity, social justice and community engagement. **For instance, to prepare students to deliver occupational therapy services to diverse populations, issues of diversity, racial and social justice, and cultural humility are infused throughout the curriculum** (in both the MS and OTD degree programs) and across different aspects of our academic environment. Despite these efforts, our MS and OTD students have strongly advocated for hiring a more diverse faculty. **We are in need of Black and Latinx faculty to serve as mentors to our students and contribute to our commitment to diversity by enhancing our curriculum and better prepare students to become exceptional practitioners and scholars who meet the health needs of diverse populations.**

The IDEA committee is working on two goals that complement our department's strategic goals. These goals include:

- a. Recruit and sustain a skilled, highly engaged, and diverse faculty and student body
- b. **Cultivate an inclusive academic environment which respects and nurtures diverse perspectives and addresses issues of racial and social justice.**

The Bridge to the Faculty Program is uniquely well-suited to our department's long-term effort to build a more diverse faculty team and contribute to AOTA's vision of a more diverse workforce.

5. How would this postdoc align with your department's research vision?

The department is at the forefront of occupational therapy research both nationally and internationally and our research program is being emulated by occupational therapy programs worldwide. The department's research vision is guided by the **Scholarship of Practice philosophy** (Hammel et al., 2015), which emphasizes a strong, reciprocal relationship between stakeholders in the community, professional practice, and scholarly evidence. Our research program prioritizes community needs and community engagement, participation and social action.

Within the Scholarship of Practice vision, we strive to develop and sustain highly collaborative working relationships with community-based organizations to address challenges faced by the individuals and families they serve, a large percentage of which identify as Black and Latinx. The department also enacts this research vision in collaboration with strong partnerships with UI Health clinicians, researchers from across the United States, and over 45 community partnerships in the Chicago area alone. Our partners include a transitional living facility for persons with HIV/AIDS, organizations serving persons with intellectual and developmental disabilities, an agency serving women and children who are homeless as a result of fleeing domestic violence, an organization providing education programs and transitional living for formerly incarcerated adults, a Center for Independent Living that provides services to over 20,000 people with disabilities across Chicagoland, an agency serving persons with visual impairments, organizations serving immigrants and refugees, among others.

Furthermore, the department maintains a strong extramurally funded research portfolio. Over the past 5 years grant expenditures averaged \$700,000 annually. Funders of our research have included the National Institute of Health, the Department of Health and Human Services Administration for Community Living, the National Council on Disability; National Cancer Institute, Patient-Centered Outcomes Research Institute (PCORI), Paralyzed Veterans of American Education Foundation, and the Chicago Community Trust and Affiliates, among others.

Many of our funded projects involve community-based participatory efforts to address issues related to social justice and health disparities faced by diverse populations across age groups, health conditions, and settings. Consistent with its research vision, the department is affiliated with two PhD programs - Disability Studies and Rehabilitation Sciences. Through these two programs, currently faculty serve as primary advisors to over 15 PhD students, and over 30 OTD students. Furthermore, our department's tradition of mentoring postdocs remains vibrant today and is supported by five tenured faculty who are widely recognized as leading occupational therapy researchers. Faculty in the department have participated in a postdoctoral training grant during the last 10 years in collaboration with the Department of Disability and Human Development and have served as primary or secondary mentors to over 6 postdocs who have gone on to very successful, high profile research careers.

We believe that our research vision will be attractive to a postdoc from Black or Latinx background who wants to make a difference in the lives of children, adolescents, families and/or adults, especially people with disabilities or chronic health conditions.

6. How would this postdoc align with your department's teaching mission?

The teaching mission of the department is to prepare students to be critical thinkers, compassionate practitioners, confident leaders and scholars who contribute new knowledge to occupational therapy and related fields. The UIC Department of Occupational Therapy has long been a leader in occupational therapy education and is home to some of the most prominent occupational therapy educators, scholars, and researchers. Three faculty members are recipients of UIC's Award for Excellence in Teaching, six faculty members are recipients of the UIC Teaching Recognition Program Award and the MS Program Director was the inaugural recipient of the AOTA Distinguished Educator Award in 2019. The postdoc made possible through the Bridge to the Faculty Program would be in the context of a department whose academic programs are among the strongest in the nation. For example, our MS program has been consistently ranked in the top 5 programs in the country and one of the top two programs in public universities. The MS program, which leads students to certification and licensure as occupational therapists, is the highest ranked graduate program at UIC. Post doctoral trainees in our department have the opportunity to participate in the planning, delivery and evaluation of our MS program. This level of involvement in entry-level occupational therapy education is essential to preparing postdocs for future positions as occupational therapy faculty.

To enhance our teaching mission, the department has a Teaching Excellence committee, whose purpose is twofold: to promote excellence in teaching in all degree programs in the Department of Occupational Therapy and to identify strategies that assist faculty in developing skills in instructional design and implementation. The Teaching Excellence Committee will be a strong resource for the new postdoc. Other programs across the country look up to us and it is our goal to lead the OT profession in embracing and integrating diversity into all of our endeavors.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The department head, in consultation with the faculty, will create a search committee that will be composed of five faculty members including clinical and tenure-system faculty. **One committee member will be from outside the department and will identify as Black or Latinx. All search committee members will complete the search training required by UIC--Searching for Excellence & Diversity® Workshop: Improving Faculty Diversity by Educating Faculty Search Committees.** The committee will run a competitive search process and work with the Office of Diversity and Bridge to the Faculty administrative staff during the search process. Top candidates will be interviewed in person and invited to visit the department, present to faculty and students, and meet with small groups of students. If travel restrictions are in place or the COVID-19 pandemic continues to be a threat to safety, interviews will be conducted online. We will follow all necessary HR policies and procedures prior to making an offer to the top candidate.

We will use multiple channels to advertise the postdoc opportunity, such as professional and research network listservs, brochures, targeted mailings, social media, and web and conference distribution. In particular, we will announce the position at the American Occupational Therapy Association (AOTA) Annual Conference, the American Congress of Rehabilitation Medicine, American Academy of Physical Medicine and Rehabilitation and at academic meetings of other related disciplines. We will also announce the postdoc opportunity on the websites of Illinois Occupational Therapy Association (ILOTA) and AOTA.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The proposed duties and responsibilities will provide the postdoc with opportunities to create a strong pathway toward an academic career. Research and teaching responsibilities will be carefully aligned to our Scholarship of Practice model according to the areas of expertise and interest of the postdoc.

The postdoc will complete a training program that will include: a) Close mentoring by senior faculty (discussed under question # 9); b) immersion in ongoing scholarship; and c) and didactic preparation for teaching.

b) Immersion into ongoing scholarship: Based on the postdoc's areas of scholarly interest, the postdoc will be provided with opportunities to establish collaborations with faculty within and outside the department. In addition, a candidate who is interested in our community-engaged scholarship will be connected to an organization and faculty researcher with mutual scholarly interests. The department includes several areas and programs of research such as the Program for Health Equity for People with Disabilities, the Children's Participation in Environment Research Lab (CPERL), PODER (Promotion of Obesity Prevention in Children with Intellectual and Developmental Disabilities and their Families through Engaged Research), the Americans with Disabilities Act-Participation Research Consortium (ADA-PARC), among others. Thus, there is high likelihood that a prospective postdoctoral trainee will be able to find a particular scholarly niche or integrate into an existing area.

Specific Responsibilities: Research-related

- Complete the training and certification in human subjects research by the UIC Institutional Review Board (IRB).

- With support and ongoing feedback from the mentor, submit an application for an NIH Career Development Award or similar research funding mechanism.

- Immerse in scholarly project(s) with close mentoring (see question # 9). The trainee will have protected time to develop a line of research, attend workshops and training events on grant preparation, prepare manuscripts for publication, and sharpen research skills.

- Present doctoral project or current scholarship to faculty and students as part of our Scholarship of Practice lecture series which showcases research and practice in OT.

- Present and participate in our Scholarship of Practice Day. This departmental event brings together over 250 scholars, students, practitioners and community partners to discuss scholarly advances in occupational therapy that benefit communities.

- Participate in a grant-writing workshop for early stage researchers

c) Didactic preparation for teaching: The candidate will participate in meetings and/or inservices offered by the Department's Teaching Excellence Committee.

- Participate in entry-level OTD curriculum development activities

- Serve as guest lecturer

- Audit OT 568: Curriculum Teaching and Learning class to obtain the latest knowledge on learning theory, in person and online active learning, and transformative learning.

- Participate in campus and/or CAHS-sponsored programs supporting teaching excellence.

- During the second year, the postdoc will serve as a mentor to 1-2 MS students participating in the Health and Diversity Academy (HDA). This optional opportunity for students includes completing 45 hours of service learning at a site serving diverse populations under the supervision of a faculty member, and attendance at three events and colloquia focused on underresourced communities and populations.

- During the second year, the postdoc will be mentored into co-teaching one class to gain 6 experience teaching along an experienced educator.



9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The postdoc will be assigned a primary mentor and a secondary mentor. The primary mentor will be a senior faculty member with a well-established program of research and experience mentoring postdocs and/or junior faculty. The primary mentor is a faculty member directly responsible for guidance and oversight of the postdoc. While the trainee will develop scholarly efforts, the primary mentor will continue to be the main influence on the trainee for the duration of the training period. The primary mentor will provide opportunities to collaborate in grant writing, will invite the postdoc to her research team, and provide ongoing feedback and guidance on developing a line of research. The postdoc and primary mentor will schedule regular meetings and identify 2-3 professional development goals.

The secondary mentor will serve as a resource in the area of teaching. All of our faculty are very well known scholars and excellent instructors. The mentor match will be done according to the postdoc's areas of scholarly and teaching interest and with faculty input.

The postdoc will be required to participate in the postdoc mentoring training offered by the college. This mentoring training is designed to develop skills such as setting goals, developing research collaborations, aligning expectations, addressing equity and inclusion, fostering independence, and promoting professional development. Mentors will attend mentor training to better support their mentees. Postdoc and mentor will participate in mentoring training events offered by the Office of Diversity, Bridge to the Faculty Program.

The trainee will be provided with a private office space, a desktop/laptop computer and access to a printer. The trainee will be connected to the staff in the AHS Office of Research, which provides a number of resources such as information about research funding opportunities, support preparing a grant application, and support managing a grant. Furthermore, the department counts with a business manager with vast experience supporting faculty in the preparation of grant budgets. The candidate will be provided with a modest budget to attend one conference a year and purchase needed materials or equipment. The postdoc will be provided with lab space at the end of the second year of training.

The postdoc will be nurtured into the department's culture in several ways. The trainee will be invited to join faculty meetings, curriculum development and strategic planning workgroups, attend the SOP series and SOP Day, participate in the semester luncheon with the clinicians (Clinical-Academic Collaboration), and attend departmental events.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

At the end of the first year, the postdoc will be expected to demonstrate early development of a scholarly area of research. This will be demonstrated by identifying a focus area of scholarly work, participating in scholarly activities with other faculty and/or collaborating on a research project. The postdoc will be required to present at one professional conference, have 2-3 publications in different stages (published, in press, under review, or in preparation), participate in grant writing activity with other faculty or independently, attend a grant writing workshop, attend a mentoring workshop, and collaborate with other faculty inside or outside the department on research and or teaching efforts. The postdoc will be connected to faculty on campus based on areas of interest.

The candidate is expected to participate in training and grant-writing opportunities available at the Center for Clinical and Translational Sciences and the College of Applied Health Sciences Office of Research.

The department also has strong partnerships with clinical and research centers at UIC that could be potential collaborators for the postdoc. These include The NIH-funded Roybal Center, UI Health Diabetes Center and Endocrinology Clinic, the UI Health Family Medicine Center, The Institute for Health Research and Policy, the Institute for Disability and Human Development, among others. During the first year of training, the candidate will be encouraged to explore partnerships according to area of scholarly interest.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The department offers two courses at the undergraduate level. OT 350 - Introduction to Occupational Therapy- attracts students from across campus interested in exploring occupational therapy as a health profession. Many of the students who typically enroll in this class are from underrepresented groups. The postdoc will be invited to deliver one lecture in this class. The postdoc will also be invited to present to the undergraduate pre-OT Club on the role of research in the field. The department also offers several sections of OT 360 - Promoting Wellbeing class, which attracts several undergraduate students. Depending on the areas of interest, the postdoc could be invited to present to the students. Furthermore, faculty in the department are often invited guest speakers to classes offered by the CAHS undergraduate degree in Rehabilitation Sciences.


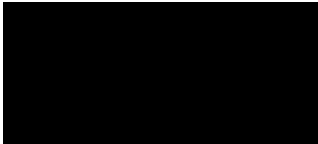
12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

The department has a strong track record of our OTD and PhD alumni and postdocs becoming successful faculty members at prestigious universities and we have no doubt that the postdoc will transition successfully into a tenure-track position. During the first two years of the program, the postdoc will be invited, but not required, to attend faculty meetings to gain knowledge on the academic issues typically addressed. In addition, the postdoc will be joining the faculty at a most opportune time: the launch of our entry-level OTD program in the fall of 2022. Building the postdocs expertise in curriculum development and the requirements of delivering a program accredited by the Accreditation Council for Occupational Therapy Education<sup>®</sup> will be a priority. The postdoc will be invited to attend all college meetings, meet the college Dean and faculty from other departments. Towards the end of the second year, the department head will conduct an onboarding process reviewing the department's Policy and Procedures Manual; the Promotion and Tenure Norms and Guidelines; the Faculty Workload Policy; and the Annual Performance Review process.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Salary for a postdoc is estimated at \$50,000. A junior tenure-track position salary is estimated at \$85,000-\$90,000.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

	_____
Department Head	Date
	Oct 5, 2020
Dean	_____
	Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Special Education

2. Why are you applying for a Bridge to the Faculty postdoc?

The Bridge to Faculty Program (B2F) provides an opportunity to recruit a scholar from an underrepresented population with expertise in inclusive math or science teaching. That is, we seek a scholar whose research focuses on creating and sustaining inclusive learning environments where all students, with and without disabilities, can thrive in mathematics and science.

The B2F program will contribute to fulfill two goals of our department. First, it will help our department to become more culturally and racially diverse. Currently, the Department is majority White as are about half of our adjunct instructors. We have lost faculty to retirement in recent years and not all positions have been replaced. When we have had searches, we have not had success with diversifying our faculty. In contrast, our research and teaching have a relentless focus on underserved communities, particularly in Chicago. Therefore, the department is seeking to add a faculty member who reflects the mission, values, and demographics of our student body and the communities we serve.

Second, the B2F program will contribute to expand the department expertise on teaching that is inclusive of students with disabilities and in the areas of mathematics and/or science. Data from Chicago Public Schools (CPS), where we place about 95% of our student teachers and we conduct most of our research, indicates that CPS includes students with disabilities in the general education classroom at rates far below the national average. The same is true in varying levels for suburban small and large districts around Chicago especially those with similar demographics. **In addition, students with disabilities who are from underserved communities are placed in segregated classrooms at higher rates than their White peers.** This is largely due to a lack of research on how best to teach math and science in inclusive classrooms and accordingly, school teachers that are often unprepared to teach. It is critical, therefore, that we hire a scholar that will bring new perspectives and that will contribute through research and teaching to develop school and teacher capacity to include all students. The B2F scholar will collaborate to address culturally responsive teaching and scholarship, bringing attention to equity and access for students with disabilities often missing in Mathematics and Science research.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

Yes. For the past two years, department faculty have been involved in ongoing discussions and identified a significant need to grow in two areas that will round out the faculty expertise and expand our research programs to areas that are relevant to Chicago public schools and community as well as to the field of special education. The B2F announcement was distributed by the Department Chair via email to faculty members alerting them of this opportunity. Then, during a Department meeting, all agreed to prepare applications in two areas of critical need: an application to support a postdoc with expertise in Math/Science instruction in inclusive classroom settings, and another to support the Master of ABA, Disability, and Diversity in Urban Contexts. This application was completed collaboratively by a subcommittee and reviewed and revised by all faculty in the department. Approval was granted from department faculty before the application was submitted.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

We seek a department faculty that is more representative of the diverse student body of our College of Education, UIC, and Chicago and surrounding suburbs. Currently the Department is majority White as are almost half of our adjunct instructors. As we have lost faculty to retirement in recent years, not all positions have been replaced and when we have had searches, we have not had success with diversifying our faculty.

Our department's eight faculty members include three persons who identify as Latinx, one Asian, and four White. Furthermore, one of our Latinx faculty is retiring next year. As a small faculty, we regularly engage in conversations about our need to grow and to diversify as our student enrollments are growing and becoming increasingly diverse and our research focus on underserved communities in the Chicago area. Therefore, we seek to hire an African American or Latinx postdoc scholar to join our department.

We also aim to have a broader impact in the field of special education. The large majority of special education teachers and researchers are White. In recent years, we have sought to change these demographics by recruiting and graduating more non-White special education teachers (MEd) and researchers (PhD) through numerous training grants awarded by the U.S Department of Education. The B2F scholar will help us to expand our footprint of diversifying the special education field.

5. How would this postdoc align with your department's research vision?

As a Department of Special Education located in the third largest U.S. city, we are steadfast in our research vision to construct and revise scholarly knowledge to support all youth with and without disabilities, their families and the communities in which they reside, and school-based personnel who help enact innovative evidence-based practices. While our faculty represent a range of theoretical research perspectives and employ a variety of methodological approaches, we are all committed to research and teaching that promotes the improvement of access to quality educational experiences and increasing academic outcomes for children and youth with disabilities and particularly those from Black, Latinx, and indigenous backgrounds. Examples of our collective scholarship include but are not limited to: (a) research about culturally responsive and sustainable instruction that builds on families' and communities' funds of knowledge, (b) research about high quality disciplinary academic teaching and learning for students with and without disabilities, (c) research about how social and behavioral interventions can support all students' learning, (d) research on the impact of urban educational policies on Black and Latinx students with disabilities, and (e) research about how policy and advocacy can be co-created by families, communities and school-based personnel to support the success of all students in school.

Increasing the perspectives of the individuals whose lives and communities we aim to affect are critical to asking research questions that can affect change. To conduct that research, we need to improve the data collection, analysis, and interpretation of data, and to produce results relevant and particular to diverse populations. The B2F scholar would align with the Department's vision to continue in a tradition of working closely with local schools and communities and to collaborate in identifying together relevant research questions that can yield critical understandings to improve the educational experiences of students with disabilities in inclusive settings. The B2F scholar will come into a Department where diverse perspectives are welcomed, and where they will find support for their research. Concurrently, they will be part of a collaborative faculty with a research vision to expand and enrich the relevancy of our research through methods that hold as central community engagement.

In addition, our department is lacking a faculty member with research interests and teaching expertise in math and science education as it pertains to teaching practices that are inclusive of students with disabilities. The need is great. Students with disabilities struggle to access and learn math and science. Most frequently, youth with disabilities receive science and mathematics instruction in general/non-special education settings, yet those teachers lack training to design and implement math and science inclusive teaching practices.

6. How would this postdoc align with your department's teaching mission?

Our Department teaching mission is to nurture special and general education teachers and researchers that have the skills, knowledge, dispositions, attitudes to develop and sustain schools that are inclusive of all students. The teaching footprint of our department expands beyond departmental and college boundaries, and thus the B2F scholar will have an impact on the broader UIC community.

First, our department provides a doctorate and a master's program in special education. Our master's program, for instance, prepares future special education teachers and current general education teachers looking to add special education expertise and state licensure (e.g., trained elementary and early childhood teachers seeking now to teach in special education). The master's programs have the largest graduate enrollment in the College of Education with 108 students. Of those students, 58% are White, 16% are Hispanic, 16% are African American, and 10% are from other racial backgrounds. Yet, our Department has the lowest number of fulltime faculty and hence, many of our courses are taught by adjunct instructors. About half of our adjuncts are from Latinx, African American, and Asian groups; still, a majority of our required courses are taught by White instructors. Given our diversity and inclusion teaching mission, the Department needs to continue to recruit faculty and postdoctoral scholars that reflect the demographics of the student body.

Second, our Department works in tandem with the faculty and students in the B.A in Urban Elementary Education where we contribute to training and program development for preparation of elementary education teachers. In addition, our department provides courses to students in the College of Liberal Arts and Sciences who are seeking certification to teach a specific content area in high school. Our collaboration with both programs focuses on preparing general education teachers to design and to deliver quality teaching practices that include all students, with and without disabilities. The B2F scholar will work closely with other faculty members to strengthen our teaching footprint in the aforementioned programs with added expertise on teaching science and mathematics in inclusive settings.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.

The search process would adhere to university and college guidelines and, therefore, follow the required procedures of all faculty searches. This process includes the establishment of a search committee. All members of this committee will attend the required university workshop about the search process to ensure consistency across departments and colleges with respect to recruitment and hiring. The committee will draft a job position that will be reviewed by the Department faculty, faculty representatives in the undergraduate programs, College HR, and the Dean. The job announcement will be disseminated to key online outlets such as the Chronicle of Higher Education and Academic Keys. To ensure that we obtain a strong pool of applicants from underrepresented groups, we will strategically target Colleges of Education at renowned top research universities that have reputations for graduating doctoral students with expertise in inclusive education, and mathematics & science in special education. Our faculty has ongoing relationships with faculty at such colleges, including but not limited to those at University of Kansas, Syracuse University, Arizona State University, Teachers College at Columbia University, New York University, and University of Wisconsin at Madison. Additionally, we would post the position in the recruitment vehicles from multiple national professional organizations that include the Council for Exceptional Children and American Educational Research Association.

All applications received will be posted on a secure university website. The Department will collaborate with the Search Committee members to develop a rubric for rating the applications. The search committee will review and rank all applications accordingly. The rubric will help faculty assess candidates in terms of their research and teaching related to inclusionary practices, research and practice related to disciplinary academic work especially in science or math, and technology (STEM), and experience and commitment to working with individuals with disabilities from underrepresented groups and in urban contexts. Each search committee member will rate the applicants using the rubric. Then, all members will meet and review all rubrics and applications together. The search committee members will keep Department faculty apprised, and seek input as they compare and contrast applicants' expertise, experiences, and commitment. After the joint review is completed, the highest ranking applicants will then be invited to conduct a job talk about their research, future agenda, teaching and overall professional commitments and to meet with individual faculty and administration. Faculty both within the Department and in other Departments will provide feedback. The search committee will compile feedback, and discuss their compilation and interpretations with the Department faculty. Throughout this selection process, careful attention will be given to assure that applicants are considered for their potential as well as their previous accomplishments. The search committee and Department Chair will then write a summary of the results and recommendations to the Dean.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.



Through a well-planned mentoring process, the Department will support the postdoc scholar to engage in responsibilities primarily related to research and teaching. We will use our well-honed mentoring "team" process that we use for all new faculty.

For the postdoc scholar, the primary expectation will be to establish a program of research related to inclusion of learners with and without disabilities from culturally and linguistically diverse backgrounds in urban settings, and the integration of those ideas, practices and policies related to academic learning especially in mathematics and science. It is expected that the postdoc will (a) prepare and submit manuscripts for publication in peer-reviewed journals, beginning with research coming from their dissertation or other recent scholarly work, (b) present their research at national and local conferences in order to network and get writing and research vetted and ready for next steps, (c) become increasingly linked with key UIC resources in teaching and related teacher research like the new CIRTL network focused on post doc and graduate work in STEM and the Center for Teaching Excellence, and (d) collaborate with colleagues (including in our Department and College) to expand their research by linking with ongoing research and applying for external funding to expand their line(s) of research.

The postdoctoral scholar will teach one class per semester, beginning Spring of Year 1 (Spring 2022). The first course will be a course linked to the disciplinary knowledge the post doc studied and potentially linked to their research. In Fall 2022, the B2F scholar will teach a course designed for undergraduate students in the B.A in Urban Education. This course focuses on teaching students with disabilities in the general education classrooms. We offer two sections of this course each fall semester, with the other section taught by one of our Latinx faculty members. Given that both the post doc scholar and faculty member will teach a section, a natural flow of discussion can emerge in which both teaching expertise and course revision practice can develop. As with the first course, the postdoc will be observed and feedback will be provided with discussion. In Spring of 2023 and to mitigate excessive course preparation, the B2F scholar will have the choice of teaching the same course they taught in Spring 2022.

To support the scholar's growth in research and teaching excellence, the scholar will not be expected to engage in any Department, College or UIC service.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The postdoctoral scholar would receive supports similar to those that have been instituted during the past decade for all junior faculty in the College of Education. This includes a mentoring committee composed of three faculty with expertise in areas related to the candidate's interests and expertise. Our postdoc's mentoring committee will include a faculty mentor with highly-recognized expertise in inclusive education research who is also Latinx to help the postdoc with research productivity. Additionally, the mentoring team will have a faculty member who has been recognized for their teaching. A third member will be recruited from a collaborating department within our college, and will have expertise in either mathematics or science. The mentoring committee formally meets once per semester to assist in creating, reviewing and updating a plan that includes goals. The B2F postdoc will be supported and guided in preparing goals in research, teaching, and networking with potential research sites, other faculty, and with relevant areas. During meetings, the mentoring committee will provide the postdoc feedback and recommendations. Individual members of the mentoring committee will meet with the postdoc more often with at least a monthly check-in.

Furthermore, the Department boasts a long tradition of collaborative grant proposal writing and research (e.g., US Institute for Education Sciences and numerous federal training grants). Department faculty also regularly co-author manuscripts in peer-reviewed journals and as book chapters. In addition, two edited books have been co-authored in the last five years. The postdoctoral scholar will be ushered into this collaborative culture.

Throughout the post doc, the scholar will be in ongoing conversations with faculty (e.g., in faculty meetings) that include the program coordinators of the Department and undergraduate programs. Exposure to programmatic development and brainstorming will help the post doc scholar gain knowledge of a key aspect of faculty work that is often lacking in doctoral education. The postdoc's involvement in these meetings will be for purposes of mentoring only and they will not be expected to engage in any program development activities.

In addition, similar to junior faculty in our College, the B2F scholar will be encouraged and guided to tap into university resources such as the National Center for Faculty Development and Diversity Programming. The postdoc will also be invited to participate of the College of Education Junior Faculty Writing Group and the summer Writing Boot Camp from the Institute on Research on Race and Public Policy. These opportunities often translate into fruitful collaborations and supports among small groups of junior faculty that continue beyond the structured events. The postdoc will also be alerted to and encouraged to make use of other UIC resources like the UIC Research Development Services.

The postdoc scholar will have office space, a computer and a printer, and relevant software and teaching materials. The Maker Space in the College of Education will be available for research and teaching purposes and full technology supports will be provided from the College Educational Technology Lab.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

By the first year, we expect the postdoc will have, in collaboration with their mentoring committee, created a plan for research, teaching, and grant proposal development. They will have submitted at least 2 co-authored manuscripts to high quality peer-reviewed journals, presented their research at an annual conference of a major professional organization, and successfully taught one course.

We also expect that the postdoc will have made initial contacts with other UIC faculty and stakeholders in school-based or community organizations in the Chicago area. These initial connections will form the basis of a network of faculty and organizations that will facilitate the postdoc's future research.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

Our Department does not host any undergraduate programs. However, we offer undergraduate courses related to the education of students with disabilities in both College of Education undergraduate programs (Human Development and Learning, Urban Education-Elementary Education). We collaborate with both programs offering courses that nurture future teachers and education leaders to be inclusive of students with disabilities. The majority of the students enrolled in these programs come from underserved backgrounds. For instance, out of the 346 students served in the undergraduate Urban Education, 207 are Latinx, 37 Asian, and 25 Black American. The B2F scholar would teach a course in this program during Year 2 and will continue to teach such course once they become a faculty member. Once they become faculty, the B2F scholar will engage in culturally responsive instruction that capitalizes in the cultural repertoires of our students as well as their knowledge of their neighborhoods and communities in and around Chicago.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

In the first year as a fulltime faculty, the postdoc will have a set of responsibilities very similar to those during the postdoc experience. They will be teaching the same courses so that no new course preparation will be needed. During the two years in the B2F Program, they would have developed a detailed plan for research and teaching that is aligned with and prepares them for promotion and tenure.

During the first year as fulltime faculty, they will also continue to have a reduced teaching load, i.e., one per semester and will be assigned a .25 research assistant. The supports of their mentoring committee will continue as during the B2F years. By the second year as faculty, their teaching load will increase to two courses per semester (typical expectation for all faculty). It is expected that by then, they will be well established within a community of supports that are aligned with their research interests as well as their affinity groups and collaborators that share research and cultural/linguistic interests across the university such as through the Chancellor's Committees on the Status of Black, Latinx, or/and status of individuals with disabilities.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

The current salary for a postdoctoral research associate is \$60,000 and for a T1 Assistant Professor \$75,000.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.



Department Head

October 1, 2020

Date



Dean

10-05-20

Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

Department of Theatre, School of Theatre and Music (STM)

2. Why are you applying for a Bridge to the Faculty postdoc?

The Department of Theatre is applying for the Bridge to the Faculty (B2F) program in order to recruit, support, and promote a dynamic, inspiring underrepresented directing and/or acting faculty member for whom cultural responsiveness and inclusivity are foundational concepts, and whose awareness of the seismic shifts occurring in theatre, television, and film—in terms of reactions to the racial justice movement as well as in terms of technological innovation being developed in response to COVID-19—informs their directing and/or acting, and teaching.

There is a critical need in academia for more tenure system theatre artists who are reflective of the intersectional, lived experiences of voices that are Black, Latinx, Indigenous and People of Color. For the UIC Department of Theatre specifically, there is a critical need for a tenure system faculty member who understands the Latin experience and how it operates in the world, in academia, and in theatre; who can model and inspire career paths in the arts; and who can provide access to expanded professional networks for students after graduation.

The UIC Department of Theatre aims to become a national leader in inclusive theatre education and training. Underrepresented minority faculty members must play key roles in realizing this goal.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The vision for this B2F proposal has been a dedicated topic of discussion and deliberation within STM for over a year. All members of the faculty, and student representatives to the STM Executive Committee have been involved in the discussion.

Most recently, at department meetings this fall, STM faculty reconfirmed their support for a theatre application. Likewise, this fall both the head of theatre and the head of music, as well as the STM Executive Committee, with faculty and student representatives from both the Department of Theatre and the Department of Music, reconfirmed strong support for theatre applying. Finally, encouraged by the B2F program shift to welcome proposals for early career faculty with a Master of Fine Arts degree, the terminal degree in the field, Theatre faculty passionately advocated for applying for support for a tenure system directing/acting faculty candidate and convened an ad hoc committee to draft a vision for the position. This application represents that vision.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

The Department of Theatre currently has no Hispanic faculty, and only two African American faculty (12%). STM's student body is 36.36 % White, 33.88 % Hispanic, and 22.31 % Black. Our long-standing mission is to provide innovative, rigorous, and comprehensive academic and performance programs that **develop practical knowledge, cultural sensitivity, intellectual resourcefulness, and imaginative daring in emerging artists and scholars.**

More recently, and more specifically, **in response to a national call for justice and reform, and in conversation with the professional theatre community's "We See You, White American Theatre" document** (<https://www.weseeyouwat.com/>), STM leadership and faculty have written an Antiracism Commitment Statement and Action Plan that addresses all aspects of STM including curriculum, classroom culture, and community (students, faculty, and staff), and that includes immediate action items for the 2020-2021 year and beyond. **One of the most important action items is to actively recruit, hire, and support full-time BIPOC (Black, Indigenous, People of Color) faculty.**

We believe that STM has the most diverse undergraduate theatre degree program in the region. This represents a remarkable opportunity and responsibility. While we have not outlined a specific goal, we are united in our commitment to diversifying our faculty in order to meet the needs of our students, **many of whom have been advocating for more Latinx faculty in particular.**

5. How would this postdoc align with your department's research vision?

Department of Theatre faculty are mostly practitioners - actors, directors, writers/adaptors, movement and voice/speech specialists, designers, and technicians. Our research is our peer-reviewed creative work. Located in the center of, and often grown out of, Chicago, one of the world's leading theatre cities, we have built successful programs that focus on interpretation and theatre making, and we have attracted faculty who continue to make work at the highest levels in their field while also being dedicated to teaching and student success. We believe the craft of theatre is constantly changing and evolving and it is very important for our students - and our faculty - to learn from theatre artists who are on the front line of new and innovative work.

Our research vision is to carry on our commitment to hiring practitioners, and we aim to attract an individual who will contribute to our curriculum and teaching philosophy through the lenses of their own creative work and the important cultural shifts that are taking place in American theatre, film and television.

We also aim to recruit a candidate who will contribute to thinking about how a pivot to remote performance modes invites and requires technological innovations that will impact the future of the field; as well as how both theatre artists and theatre students may participate in theatre differently depending upon their access to technology and resources.

6. How would this postdoc align with your department's teaching mission?

STM faculty are committed to educating and training the next generation of theatre artists. This generation of students must graduate ready to interpret and interrogate classic works, and to participate fully and critically in interpreting and creating artistically significant contemporary work that engages an equity lens.

The background of faculty matters; and this is particularly true in theatre because actors are required to bring their whole self—the sum of their life experiences and knowledge—to the work of unpacking human psychology and behavior. This challenging work requires actors to be vulnerable and emotionally accessible. To be emotionally accessible students must feel safe and confident enough to take emotional risk. In particular, minority students must feel confident that an instructor understands the struggles they have faced, and continue to face, dealing with prejudice based on the way they look or sound or move. This confidence is often the strongest when the instructor and student share a cultural and emotional bond that is based on the similarity of their lived experiences.

Each instructor's lived experience and wisdom—which are so deeply informed by race/ethnicity, family traditions, and the like—have a unique impact on the connections they are able to help students make. No teacher's experience is monolithic or representative of their race/ethnicity/culture of course. What is critical is the sum total of a student's four years with various teacher's unique perspectives about human psychology and behavior. The multiplicity of perspectives from a more diverse faculty enriches all students' ability to deeply analyze human psychology and behavior.

The B2F candidate will contribute to this mission by teaching one core undergraduate courses in each of the two years. The teaching assignment will be made in consideration of the candidate's experience and interest along with department needs. Possible courses include: THTR 121 Introduction to Acting, THTR 122 Adaptations, THTR 221 American Drama, THTR 241 Scene Study II, THTR 333 Stage Direction, or THTR 435 Contemporary Performance Techniques. Teaching one core course a semester will allow the candidate to get to know theatre students, while still affording them substantial time to pursue their own creative work.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.



The search for the candidate will take place over the fall and winter of 2020-2021 with the same protocol and funding as a search for a tenure track faculty member. A position notice will be drafted with faculty input and support; a search committee will be named and will include at least two underrepresented minority faculty; the position notice will be posted in all major education, association, and industry outlets as well as print and electronic outlets and professional affinity groups that serve underrepresented theatre artists and scholars. In addition, search committee members will actively work with colleagues across the nation to identify and recruit candidates from graduate programs and from the professional community.

Ideally, three candidates will participate in two-day campus interviews. It is important for candidates to meet our students and faculty, and to see our campus. If in-person campus interviews are not possible, we have become quite adept at facilitating meaningful remote opportunities for effective teaching, engaged meetings, and virtual tours. The interview process will include a research talk open to the campus, a teaching opportunity open to STM faculty and students, and meetings with the search committee, heads, director, dean, and students. In addition, we will arrange meetings with one or two faculty in other units on campus who might share research interests; and meetings with one or two leaders in the Chicago theatre community.

We will ensure that all faculty and students have an opportunity to engage with the candidate and provide feedback to the search committee about the candidates.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

The primary task of the B2F candidate over the two years will be to engage in professional creative work in Chicago and/or across the nation that will build their profile as a director and/or actor. How this will be accomplished, and what this will look like will vary depending on the candidate. Professional theatres are not producing currently due to the COVID-19 epidemic. We hope that theatres will be open and producing again next fall, and that our candidate will have opportunities to act or direct in at least one major project each year.

Teaching responsibilities will be limited to one class per year from the core theatre course sequence, and will be assigned in consultation with the candidate based on their expertise and interest.

Finally, service expectations will be limited to attendance at one all-faculty meeting each semester and attendance at monthly faculty meetings. This will allow the candidate to get to know the faculty and the program, and will encourage a sense of connection and community between the candidate and other faculty. The candidate will not be expected to serve on additional committees or advise students.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

During both years at UIC, STM leadership will direct all resources available through the campus, college, school and department to support the candidate's creative work and teaching. In addition, and certainly as important, we will leverage our existing expansive and significant professional faculty networks to introduce the candidate to prominent theatre makers in Chicago and the nation. The candidate will have their own office and computer; and the school will provide at least tenure-level research funding to support travel for auditions, project proposal meetings, collaborator project development meetings, script readings, and project development workshops.

Leadership will partner the candidate with one mentor from the department, one mentor from another unit on campus, and one mentor from the professional Chicago theatre community who also has a background in academia. Mentors will be selected based on their commitment to active mentorship, and on their ability to support the various needs of a new faculty member. At least one mentor will have awareness of the issues that faculty from underrepresented backgrounds can face in an academic field; at least one will have experience with earning tenure based on creative practice; and at least one will have recognized expertise as a teacher. Mentors will be advised to meet with the candidate at least three times a semester to establish goals, monitor and support progress, and provide introduction and access to resources and networks.

Finally, after reviewing the candidate for switching to a tenure track line at the end of the first year, the Promotion and Tenure Committee of the School will provide the candidate with a review of their work in the areas of teaching and research/creative work which will provide the candidate with valuable feedback and guidance that should support an eventual successful mid-probationary review.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

Typically, in order to recommend a directing/acting candidate for a faculty position at the end of a first year, the candidate would be expected to have received a positive critical review for their role as a director or actor in at least one regional or national theatre production, and to have at least one additional major project confirmed for the second year. For example, a recent MFA directing student might use a postdoc to develop their final MFA project - typically a full production of a play on a college campus - into plans for a full professional production of the same project. And, this might still be possible.

However, in response to COVID-19, traditional productions and performances have been put on hold, and, in an interesting twist, this challenge also provides a valuable opportunity for a candidate. It is our expectation that a successful candidate will use rare and precious time without the pressure of a typical production, to think through and create performances that invent or deploy new, remote technologies of performance. While much is lost in the present moment; much is also being gained. Artists are collaborating in new ways across expanses of space; and developing new ways to connect with audiences. The things being learned now will not be unlearned, and a successful candidate may offer the field new ways of working that will persist into the future. We will remain open to discuss options for candidates based on their past work and proposals for the year ahead; and we will outline clear expectations for promotion when we offer the postdoc position.

In addition to evidence of significant current and future creative work, a successful candidate will have successfully taught one class. Teaching success will be determined based on review of a syllabus, student evaluation, and faculty observation.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

A Latinx theatre faculty member will meet the needs of our undergraduate students by teaching core directing and/or acting courses in the theatre curriculum. They will also serve as an example and mentor to undergraduate students who are calling for more faculty who have first-hand experience navigating both academia and theatre as an underrepresented minority. **The current cultural moment is accelerating a shift in American theatre. Likewise, students are asking important questions about the place of a "canon" of plays by Western male authors in the theatre curriculum; about cultural authority and appropriation, or about whose stories are told and who has the right to tell them; and about the responsibility and power of theatre artists to demand change in their own field.** While the new B2F candidate will not be responsible for answering these questions, their presence and participation in the conversation could be critically important in helping us think through how to re-contextualize education and training for undergraduate theatre students in the current landscape.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

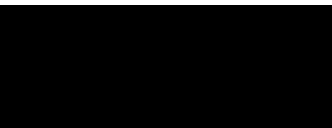
An optimal transition from the postdoc to a faculty position will be ensured by maintaining on-going mentoring and close communication with the candidate throughout the first year. Opportunities, as well as issues, will be identified early and pursued or addressed promptly. The director and the head of theatre will meet with the candidate at the beginning of the appointment, and at least once each semester to monitor progress and provide support. In addition, the head of theatre will take responsibility for maintaining close communication through bi-weekly meetings with the candidate, and with one meeting a semester with the three candidate mentors. In addition, as mentioned previously, in order to provide specific feedback and guidance from a cohort of peers, the STM Promotion and Tenure Committee will provide the candidate with a full review of the fellow's work in the areas of creative work and teaching at the end of the first year. This feedback will provide clear direction for an eventual successful mid-probationary review. It will also ensure that all tenure system faculty are familiar with the faculty member's work and supportive and welcoming of the candidate as a full member of the academic community.

13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

A starting salary estimate for a junior tenure-track faculty position in our department is \$68,000, plus \$1,500 research funds.

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

  
\_\_\_\_\_  
Department Head      /      10/05/2020  
Date

  
\_\_\_\_\_  
Dean      10/5/2020  
Date



# Bridge to the Faculty Program Application

UIC Postdoctoral Fellowship for Diverse Faculty

Applications must be submitted via email to [bridgetofaculty@uic.edu](mailto:bridgetofaculty@uic.edu) by **Monday, September 28, 2020**. Please type your responses directly into the text boxes below. You must provide a response to all items and item prompts.

1. Department Name:

University Library

2. Why are you applying for a Bridge to the Faculty postdoc?

In the past twenty years, the University Library has hired few tenure track faculty of color. The library has also struggled to retain those faculty of color that have been hired, and currently only one faculty member of color has tenure. The University Library has 2 black faculty on the tenure track, and no Latinx or Asian tenure track faculty. Of 27 tenure track/ tenured library faculty, 89% are white. It is important to the library to increase our faculty diversity because it enriches who we are, is essential in pursuing our goal of creating an inclusive environment, and because we want our faculty members to reflect the diversity of our students that we serve. The University Library has been actively engaged in the diversity, equity, and inclusion (DEI) work for the past few years and identified hiring and retention of faculty of color as an area for improvement. In addition, the library implemented an onboarding program to help ensure all new faculty members were welcomed and supported. More recently, the library formed a Tenure for Faculty of Color taskforce in 2019. with the stated goal of increasing our recruitment, retention, and promotion of our faculty of color. This taskforce has been exploring additional ways to expand both our onboarding program for our new faculty and our mentoring program for our junior faculty, to ensure faculty of color are fully welcomed, valued, and supported by the library.

3. Has your faculty been consulted on the vision for this position and how so? (Discuss your process.)

The Tenure for Faculty of Color taskforce, the DEI Council, and the Executive Committee provided input on potential faculty positions and contributed to the decision. Faculty in the Assessment and Scholarly Communications (ASC) Unit where this data science position will reside were consulted and gave feedback. Sandy De Groote, Head of the ASC unit is heading this initiative and sought additional input from other faculty members as needed. The application was sent to all the above groups for review.

4. What are your department's diversity needs/goals and how would this postdoc align with your department's diversity goals?

For the purpose of this question, it is helpful to note that the University Library operates as both a college and a single academic department. As such, the University Library has been proactive in articulating our goals to increase our diversity, including making inclusiveness one of our values: "We are committed to creating a welcoming environment for all staff and users in which diverse identities, backgrounds, and experiences are respected and diverse skills are nurtured and developed. We are committed to increasing the diversity of our faculty and staff through active recruitment and thoughtful mentoring." (University Library Strategic Plan) Building upon this value statement, the Tenure of Faculty of Color taskforce have defined measurable goals to increase the retention of faculty of color and their success with promoted and tenured. This taskforce is working to bring to the forefront an understanding of the organizational and cultural barriers faculty of color face in librarianship, to reduce and ideally eliminate them. The P&T committee, which comprises the college's mentors, is also actively engaging in continuing education to reduce barriers, biases and microaggressions, and to support diversity and retention of our faculty of color. As part of the P&T Committee's agenda this year, we plan to engage in readings and discussions related to these issues and goals.

5. How would this postdoc align with your department's research vision?

The research of Library Faculty primarily addresses theories, questions, and issues about the nature and use of libraries and information. This has included exploring the delivery of information literacy, the impact of online information and resources on information use, and impact of the library on faculty and student success. The Bridge to Faculty program will allow us to hire a scholar who may expand upon the research created by library practitioners. For the Bridge scholar, it would offer an opportunity to produce scholarship in the area of data science, with a focus on the data science needs of students and faculty, a strategic and growing area in academic libraries. In addition, the library is currently implementing a faculty activity reporting and profile tool across all colleges at UIC, and we intend to explore how the data collected through the tool can be used to develop impact reports on university research output, reveal collaboration opportunities, and further the research mission of the university. A Bridge scholar with data science expertise would be ideal to engage in this research.

6. How would this postdoc align with your department's teaching mission?

The mission of the University Library is to empower the UIC community to discover, use, and create knowledge. As part of this, we periodically survey the UIC community to assess areas where the library would be well positioned to provide support. Our examination of digital scholarship and data science service needs at UIC revealed that while some colleges at UIC have their own digital scholarship labs and makerspaces, only select students and faculty affiliated with the colleges have unrestricted access to these spaces. Students are seeking opportunities to learn explore and apply digital scholarship skills to better prepare themselves for careers which require working with data and expand their career opportunities. Faculty have expressed a need to expand their own skills to support their students career pursuits, and to expand their own research skills. Using this feedback, we have conceptualized and created a digital scholarship lab in the library that is open to the entire campus community. It includes fabrication tools (3D printers, laser cutter, etc.) and high-performance workstations which include software such as Tableau, R, Python and other digital scholarship and data science tools. Our vision includes not only providing the space, but the expertise to support our community.

While many of our faculty have the traditional Master's in Library and Information Science, in more recent years, ALA (American Library Association) accredited programs have begun to offer master's degrees in applied data science programs. The skill set of this expanded pool of applicants will allow us to fill a critical gap in the current skill set held by current library faculty. It will allow us to provide data science support to our faculty and student community, expand our collaborations with other university units supporting data science, and expand the Library portfolio of professional expertise.

In terms of the specific delivery of instruction, many of our librarians share their expertise and teach information literacy through seminars, individual instruction, online tutorials, and curriculum-integrated instruction. A limited number of faculty also offer credit-bearing courses. The scholar from the Bridge program will also offer individual instruction, workshops, create tutorials and offer curriculum-integrated instruction focused on data science. The Bridge scholar would not be expected to create a credit-bearing course, but as interest grows and time permits, they may be encouraged to create a credit-bearing course once on the tenure track.

7. Discuss the search process you would create for this position. Because this is a postdoc to faculty position, it is important that this process adhere to the department's regular faculty search process to the extent possible.



The search process would be very similar to our current search process for new tenure-track faculty. Another taskforce in the library recently completed work revisiting and revising the current process for recruiting librarians including the rubric used to assess their qualifications, to ensure the inclusion and retention of diverse faculty in the search pool. The ASC unit head would create a job description with input from other stakeholders. A search committee would be formed to identify where the position would be advertised, develop a rubric for evaluating candidates for this position, select qualified candidates for phone interviews, and invite 2 to 4 candidates for campus interviews. The on-campus interview would involve meeting with various stakeholders and library units, and a presentation. To develop a strong candidate pool, we will reach out to ALA accredited iSchools that have data science programs to post our advertisement and reach out to faculty and program coordinators in these schools to promote our position. We will specifically advertise on library listservs which support underrepresented affiliation groups and to programs aimed at underrepresented communities. This outreach will be inclusive of fellowship programs such as the Association of Research Library's Kaleidoscope program or the American Library Association's Spectrum scholars, that work with library students of color.

8. Describe the duties/responsibilities of the postdoc in detail. Please include all teaching and research responsibilities.

Teaching (librarianship): The scholar from the Bridge program will offer consults, workshops, and curriculum-integrated instruction focused on data science skills which may include text mining, data mining, data visualization, natural language processing, and data cleaning using Tableau, R, Python, Natural Language Processing Toolkit, or other data science tools. The Bridge scholar would also provide training to University Library graduate assistants in the digital scholarship lab as appropriate. The GAs will provide back-up and support for the scholar so that they are not alone in providing these services. The scholar will collaborate with other experts and subject liaisons in the library to identify and support teaching and learning opportunities in the use of data and visualization tools. While library faculty do not typically teach courses, we do develop and offer workshops that are offered virtually and face-to-face across to all our UIC campuses. We would expect our Bridge scholar to create 5 to 6 workshops to offer during their first year, and an additional set during their second year. (The head of the ASC unit would be responsible for managing the digital scholarship lab and the lab's personnel so that is not a competing demand of the Bridge scholar's time.)

Research: The Bridge scholar will be offered opportunities to collaborate with faculty members in the unit during their first year, including studying ways to further meet the needs of our users data science needs and the best way to deliver programming. We will also provide the scholar access to the data in the faculty activity reporting tool for exploring and studying the value of the tool. We anticipate that the Bridge scholar would spend their time developing and refining their own independent research ideas related to these areas and outline at least one research proposal by the end of their first year, and to have a research publication draft submitted to a journal by the end of their second year. The faculty mentor will help to refine these ideas and support them through their research process. We would expect the scholar to participate in library sponsored workshops offered to junior faculty, and also to attend the library's monthly research brown bag discussions, where they will periodically be asked to share on update on their research.

9. How will you ensure the postdoc is adequately mentored and supported? (Discuss individual or group mentorship, physical space, equipment, access to lab and resources that are applicable, engagement of the postdocs in the department community, etc.)

The Bridge scholar's mentoring program would be very similar to the mentoring program that we currently offer to our junior faculty members. They will be assigned a formal mentor that will serve as their principal research mentor and with whom they will meet with monthly. In addition to this, the library's Data Management librarian will serve as the teaching / librarianship mentor to the Bridge scholar, and the head of ASC unit will introduce the new scholar to the various units on campus where collaboration related to data science may occur (OVCR, ACCC, data science groups).

Three years ago, the library implemented an onboarding program which all new junior faculty participate in during the first year. We developed the program to ensure that new faculty members, particularly those from underrepresented populations, are fully welcomed to the library and provided with adequate support and a foundation for success. Each year, new faculty members in the library are surveyed to assess their priority needs, and from this, workshops and discussions focus on addressing these needs. The Bridge scholar would also participate in this onboarding program.

The Bridge scholar will have their own office space and full access to the digital scholarship lab. Additional software and access to training to support the data science needs of the scholar will be provided. The Bridge scholar will also be provided with the same Faculty Development and Travel (FDAC) funds and allocated research time as the other tenure track faculty. FDAC funds for 2020/21 for tenure track faculty was \$2,150. Because library faculty spend much of their time in their role as practitioners, there is not a specific percent of time allocated to research. However, all tenure track faculty are encouraged to commit at least half a day a week to their scholarship. In addition, tenure track faculty are allocated up to 20 days of research leave a year.

10. What are your expectations of what the candidate would accomplish by their first year in order to be recommended by your department for the faculty position? (Please list the areas and criteria, discuss any special or specific criteria that will be taken into account)

The Bridge scholar will be expected to establish the foundation of their research agenda, that can be further developed and expanded upon in the future. We would expect that the Bridge scholar is fully engaged in a research project where their unique contribution is apparent, ideally in collaboration with another faculty member in the library. While we would not expect a manuscript to be submitted to a journal the first year, we would expect the research methodology for their initial research would be defined and that the data collection process had begun. We would also want them to have submitted a proposal to at least one conference to present their research. The Bridge scholar will also have developed and successfully taught the workshops identified for their first year and used to the feedback received to revise and improve their instruction and content. They will also be able to identify potential workshops for the second year. They would not be expected to have received any external funding.

11. If the candidate were to become a faculty member, describe how they would help meet the needs of your enrolled undergraduate students.

The library itself does not have undergraduate students enrolled in a degree granting program offered through the library; however, supporting UIC's undergraduate students is a very important part of our mission. We are aware of the digital divide experienced by many of our students, and the digital scholarship lab and the activities that it supports are open to anyone wanting to learn more about digital scholarship and data science. We note that some students want to develop additional skills to make them more competitive in their chosen careers, and they would be able to schedule consults and participate in workshops offered by our Bridge scholar. We anticipate an opportunity for the Bridge scholar to engage with the University Library Undergraduate Engagement program and the library faculty running that program to provide targeted outreach to students who may not otherwise engage with data science and digital scholarship. Over time, the Bridge scholar will continue to assess needs related to data science and collaborate with undergraduate students to develop training and support to address these needs.

12. How will you ensure there is an optimal transition from the postdoc to the faculty position?

The research mentor and librarianship/teaching mentor will continue to work closely with the scholar for the first year in their tenure track and report this progress to the unit head. The formal research mentor will continue in this role in subsequent years and take on the role of providing support and information related to teaching and service. The new faculty member will be encouraged to continue to participate in workshops and programs for junior faculty members, and to continue participation in the library's monthly research brown bags. GAs or TAs will continue to be hired to provide additional support in the digital scholarship lab as needed. The typical time allocated to tenure track faculty for research will also continue to be provided to the new faculty member, as well as faculty development and travel funds offered to tenure track faculty.

The Tenure for Faculty of Color Taskforce will also continue their work to expand the knowledge of our current faculty so we are all better at supporting faculty of color and so that we better understand and can avoid the microaggressions and stereotypes often perpetuated by the dominate culture.

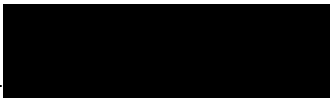
13. Please be advised that if selected for the program, your department may be asked to submit a detailed budget of estimated salary fund requirements. Please provide an approximate salary estimate, based on current market value, for a postdoc and junior tenure-track faculty position in your department.

Bridge scholar: \$51,333  
Junior Tenure Track Faculty: \$65,000

All Bridge to the Faculty Program applications require a signature of approval from the department head and college dean.

  
\_\_\_\_\_  
Department Head

October 1, 2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dea

October 2, 2020  
\_\_\_\_\_  
Date