

## **EXECUTIVE SUMMARY**

### **INTRODUCTION**

The project Golden Compass for Bears aims to offer professional development and advancement initiatives for women faculty of color, specifically foreign-born women faculty, and provide a safe space for sharing experiences and challenges with the meaningful professional networks. These transformations are quintessential for achieving the goals for 'empower inclusivity' and 'enhance & invest' in the UNC's Rowing, not Drifting 2030 vision.

### **THE EQUITY PROBLEM: INTERSECTIONAL BARRIERS**

Despite the University's efforts to diversify the faculty, the University of Northern Colorado faculty and its leadership remain predominantly white male. In this University environment, women of color faculty, specifically foreign-born faculty form a special group of scholars who are likely to be women of color, non-native English speakers (with English as their second or third language), and may lack the social, economic, and cultural capital needed to fully take advantage of their talent and maximize their career impacts. Often they face unique challenges due to their intersecting identities of gender, race and ethnicity, differing cultural background, and language (English as their second or third language) (Crenshaw, 1993). Specifically, they are subject to invisible, non-academic service responsibilities in academia, leaving them less time for the work that matters for tenure and promotion (Social Sciences Feminist Network Research Interest Group 2017). In the meantime, the bias of incompetence hinders them from achieving faculty career goals and leadership aspirations (Gutierrez y Muhs et al. 2012; Kraus et al., 2019). Furthermore, despite their excellence in research and teaching and rich cultural experiences that are asset to the University environment, their urgent needs in career success, leadership development, and life in the US for this particular group of women faculty are unmet (Mott, 2002; Pololi & Knight, 2005; Ibarra, 1993).

### **MEASURING AND CHALLENGES AND BARRIERS: MATRIX OF OPPRESSION**

To analyze these equity problems, I adopted the concept of matrix of oppression, by Patricia Hill Collins, emphasizing four domains of power, Structural, Disciplinary, Hegemonic or Cultural, and Interpersonal. Structural domain of power refers to the systems that create or maintain the inequity, and Disciplinary domain of power refers to the rules and regulations to control the population under subjugation. Hegemonic or emce5(e)0 irations (

equity in salary, evaluations, and promotions), Inclusion (measuring sense of belonging, engagement, and satisfaction), and Impact (evaluating impacts on diverse faculty retention and recruitment).

Four steps of progress will be taken: *Learn (engaging people with lived experience and learning their varied needs), Integrate (synthesizing learned*