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CONFERENCE 4 OF 4

PLENARY 4: DEVELOPING AN INCLUSIVE FACULTY MODEL

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>> Hello, everyone. Thanks for staying with us for the last session. If you haven't had a chance to grab a snack to go, then go back outside and grab those. We have a mix basically -- so there should be some granola bars, Sun chips, water, different things so please grab that before they take it back up.

Awesome, and then I want to thank my colleague IRIS. We know that several of you have asked about slides and poster information and all of those things.

(Pause.)

>> It will be on the website. I'm not sure when. But if you're on the listserv, basically then we'll include it in one of the newsletter that will be AAASIUSE.org, but we'll follow up, and you can follow up with us, and that's where you can go to find the information, but that's where we'll archive, so slides we have permission to share. That's what I'll say so as long as the panelists or the speaker agreed to allow us to share it, it will be archived and all of the information about the posters and the workshops will be definitely archived. Awesome.

So we wanted to go ahead and start with our last plenary. This is plenary No. 4, developing an inclusive faculty model so there will be no formal slides for this session basically, but it's going to be more of a Fireside Chat and the discussion with our esteemed panelists.

Our moderator this session will be Dr. Beronda Montgomery. She is still at Michigan state now, but she will be moving to another university soon but she's the vice president for research and innovation, but she will be moving to Grinnell College, basically -- oh, you got some shoutouts. VIP for academic affairs and the dean of the college so will you all please wish her well on her next journey so she'll be moving quite shortly. I believe in the next month; correct? Awesome.

And our esteemed panelists we also have Dr. Olga Pierrakos. She is at Wake Forest University. She is the department chair for engineering there, and she's been building a very robust and diverse

faculty, so I hope you'll be able to hear Olga's comments and what she's been doing in her department, and we have Dr. Kimberly Mulligan who is the assistant dean for inclusion, diversity, equity in the College of Science and Mathematics at Auburn University, so please join me in welcoming them, and we really look forward to their input and conversation. Thank you.

(Applause.)

>> Good morning.

(Laugh.)

>> Okay. I want to make sure you're all still with us.

(Laughing.)

>> It's been an intense couple of days, so we are really thrilled to be here to really have a conversation with you, and we will start the conversation, but we hope you'll be willing to join us.

And the panel is developing an inclusive faculty model, and we really realize that a lot of the amazing work that we've heard about over the past couple of days in terms of how you propel change and how you move from strategy to really effective and inclusive undergrad STEM education is really also about understanding how faculty feel engaged, empowered, supported and rewarded for doing this work.

And we want to have this conversation across all faculty levels. I think too frequently we default to thinking about tenure-system faculty, but we know nontenured track faculty -- all of us really have unique opportunities and challenges, so we hope the conversation

will be inclusive in that regards. Also, across demographics. We recognize that a lot of times some of the work is done with or by people from marginalized and minoritized backgrounds, and I should have started by saying I'm a truth-teller and our panelist will be talking so, hopefully, I don't tell too much truths.

I want to say before the two panelists have a chance to talk about their own positionality and commitments to these works is to also say that we might also get into a little bit into leadership because we've been getting into the conversation about much of the work we've been done to impart, engage faculty in my estimation, and I'll speak for myself, also requires us to think about leadership differently. I think the biggest thing we need in higher education is a leadership revolution, and so I think to get to inclusive faculty models it may be impossible for us not to talk how that intersects with leadership.

So we will talk about a number of issues, the stability versus lack of stability, faculty have in terms of doing this work and how that interfaces with whether the work is inclusive. We'll talk about some, probably about professional development and support, the challenges and opportunities that we've engaged in our own spaces but also how do we acknowledge and advance this work?

We acknowledge it together but many of us know in our own personal spaces the work is often not acknowledged to the same degree that other work is, and so we hope we'll get some comments on that.

We'll start the two panelists as I said -- I'll start us with

a couple of questions, and then I really want to in the you all to think about areas that you hope to hear questions you might have, so that we can engage that as well, so can we start with you, Olga?

>> That would be great. I'm going to start with the phrase truth-teller I'm a truth-teller. I'll answered any questions that anyone has. That's gotten me in trouble before, but we can't expect a different outcome if we keep doing the same thing so -- I'm the founding chair of the engineering department at Wake Forest university. I arrived 5 years' ago.

Six weeks actually before the students arrived. We didn't know how many students we would get. The funding team -- we had no curriculum, all we had was two course titles the first year, so we had to develop a curriculum. We had no equipment, no furniture, and so it's been -- it's been a journey. It's been really rewarding but also a lot of painful parts to it.

Prior to that, I spent time at NFS for 2 years and prior to that I was at James Madison University, and I was the founding faculty member of that program but Wake Forest I was founding chair.

My husband -- we have twins, and so going from one brand-new engineering program to another and being chair -- I kind of describe it as willingly having twins again.

(Laugh.)

>> Which I would not do again. I would not willingly have twins in this -- in the example of kind of Wake Forest.

I came to Wake Forest 'cause I wanted to prove to myself and

to kind of prove to our communities, our society, that we can truly transform the culture in engineering, and we can if we want to, and so abet visited us this past October as part of our accreditation process and identified several strengths one of which was the diversity of the faculty and student body, so we have 42% women, 25% students of marginalized kind of communities of color our faculty 70% of my permanent faculty are women, and 20% are women of color.

It can be done, and that was not the goal when we started. But when you set the right culture, when you focus on inclusion, when you focus on equity, when you focus on access and set those as the driving goals, however, different outcomes do come from that. And I'm happy to talk about the strategies that have led us there.

There's been a lot of lessons learned, a lot of mistakes as well, so I'm grateful to be here and share that story.

>> So good morning, everyone. I guess it's hard to be in these types of roles and not be truth-tellers. I don't know if you can do this so Kimberly Mulligan. I'm currently the assistant dean at Auburn University in the College of Science and Mathematics for those of you that aren't aware, Auburn is in Alabama. People say Arlington where is that and don't confuse us with that other school.

(Laugh.)

>> We're all one institution, the land-grant institution in the state, I'm the first one in a state that has 30, 33% African-American and our undergraduate 5% African-American at the land -- grant institution. We have 5% African faculty and 3% Hispanic faculty.

I've been here going on 6 years. I came in the Office of Multicultural affairs, and I changed the office to inclusion, equity and diversity, and I think it goes back to what Olga said. We have to start with inclusion if we really want to make change. I think too often we start with diversity, and then we have a revolving door, and so how are we changing the culture? And that's how I spent the last 5 years that we created a culture, so that if we decide, and we're working hard to bring in diverse faculty, that we're going to keep them, and I think that's the thing that's really important

I think we all know that this work -- yesterday I was on one of the packages that Dr. Tull led, and there was a question said: How do you keep going when you get tired? And it was interesting for me because I was like -- it must be nice to get to decide that you're tired and get to stop because for me particular as a black woman who has an undergraduate degree in chemistry and have my PhD in molecular physiology and biomechanics. I'm the only one, and I know who all of the people who set the path and created space for me to be where I am, I don't get to be tired. For real; right? Because the people who were before me were -- they were tired, but they still did the work, so it's my responsibility not what I feel and to continue to do the work, and that's why I do see what I do.

There are a lot of challenges. There have been -- there's been a lot of growth, and I'm happy to say that I'm in a place where I feel like I have leadership support which makes the difference, but I'm also the person that they -- I let them know, I have no problem

burning everything down behind me and start over. Your grass is never as pretty as when it's been set on fire.

(Laugh.)

>> Right? And so that's kind of my philosophy when it's time to do that, I have no problem, and I hope that I am able to be the voice -- and we talked about this not just for tenured faculty but for the nontenured faculty for our adjunct faculty for our graduate students. When we're talking about doing this work, we can't just start with the faculty that we want to be tenured. It starts much earlier than that, so I'll turn it over to you for questions.

>> So those are great opening comments. I want to talk a little bit about some strategies and actionable items because I think a lot of times when we talk about this work, we will agree that we need change, and we will agree that we need to transform culture, but we need to have some insights on the individual items and when you talk about never getting tired, one of my own strategies is to continuously remember that I'm part have a collective not doing this work individually. When people ask me: How do I maintain hope that we can get to the spaces I hope that we, I often share that for me I'm part of an answer says recall lineage of hope, right, I'm a black woman in America. I come from people who were formerly enslaved, so there's an ancestral lineage for hope, hope for freedom and hope that you can do something with that freedom.

What I have decided for myself I don't get to be the one to drop the ball to break this ancestral lineage of hope. I get to be

tired 4 I get to be part of a collective but collectively we have to keep moving, so that's one of my strategies.

I'll go first to you Olga, and then back to you, Kimberly. You mentioned as you were transforming the culture you had outcomes that you might not expected them, but you expected them because you focused on equity. You could you share -- you said you might be able to share some strategies that were successfully in letting you to really center equity and leading to all these outcomes?

>> Yeah. Absolutely.

>> Many people think the big C what we do for the curriculum, but the big C is culture, and so even before we had a curriculum and even before we made a plan for the first course -- I actually brought in a facilitator to talk about the kind of culture we want to bring to the surface the kind of experiences all of us had in prior environments that we both liked or didn't like. From that process of kind of telling us our own personal stories we discovered the values that we wanted to uphold in the culture we wanted to create.

Now, my team is no longer that same founding team, so we're reiterating and doing that again right now after we've, you know, gone through accreditation, so it's not something you do you do once, but we'll do again.

And so we intentionally and culture was really important. In those conversations of inclusion how would I know that I became the first department to actually invite staff to department meetings? Like that seemed odd but staff have been part of our departments in

every conversation related to the curriculum, in every conversation related to every aspect of what do, so that's an example of inclusion that I guess I didn't realize kind of deviated from the norms that existed at the university.

Inclusion -- other sciences we used was in our faculty ads. A lot of our ads faculty and staff ads. The moment we discovered and identified the values that are important to us, we wrote those in our ad, so we made visible who we are and the culture was very important to us in the hiring process.

When I lack the expertise and the diversity in experts meeting, I brought in experts and make sure that the search committee reflected kind of who's sitting around the table, who we wanted to hire, so I brought in staff from the diversity -- diversity office. They want faculty and, you know, first when I made that request, they told me, are you sure you want -- how can I evaluate, you know, faculty applications as a staff, and I was like you sure can; right? You will see things that the rest of us cannot see, and so those are the strategies, nontraditional strategies that really helped us challenge. There's so many biases that we all have, and so a lot of what I've done is just challenged the biases and bring to the surface what those are. Biases that faculty have, I have, students have but collectively bring in those really diverse perspectives for us to evaluate and make decisions about the curriculum, make decisions about hiring, make decisions about everything.

>> Very good, thank you. Thank you for those comments. Really

insightful comments as well as focusing on the whole ecosystem from the staff.

Kimberly, I wanted to come back ask you in terms of strategies and actionable items, you said that you set about making a change in a name for the office, but I know it's not just a name-change there's a philosophy change behind that and probably a focus change, and I would like to hear some of the strategies you've used to prepare people for that change and also if you want and did, did you proactively think about how you were going to deal with the push-back that comes because I think a lot of the issues we have around this work is when you're doing work that's inclusive, whether undergraduate students, thinking about inclusive faculty models, there is going to be resistance and often we don't prepare for that in advantageous, and we wait until -- advance, and we wait until it starts to work but did you have any particular strategies to preparing people for change and the philosophy behind it and how you deal with any kind of tensions that arose. That's a multipart question, and you can take whatever multipart that you want.

(Laugh.)

>> It's a great question, so I'll say this just to put it in context, so Auburn has 13 colleges associated with the university. My college is the only college that has an assistant associate dean position for inclusion, equity, diversity. We're the only college so -- and this office didn't get established -- you know, I think a lot of people particular that do this work in the last few years, since the

murders of George Floyd and Breonna Taylor and the Black Lives Matter -- you're getting, oh, we're hiring this position, hiring this position are trying to, but at least I can say this office has been in existence this summer for 25 years, right, so it's -- this isn't something that is new to the college, so that was helpful, but the focus of the office was much different prior to me coming in, and it was very student-centric, right, and undergraduate student ren trick, right,

The goal, when they re-imagined what this role was when I was hired, was that this was going to be somebody who is concerned with faculty staff and students essentially.

And we talked about this a little bit earlier, they were very intentional too, making sure the person had a STEM background, the person who was in this role prior to me did not. And, you know, I'm sure for all of us we're in here, and we are STEM, but we know higher education is elitist -- it wasn't built for everybody and STEM feels like another level of elitism, right, because we like to look at those leadout forces. You can't cut it in this then you're not made -- so, you know, it comes with that kind of -- that identity that people seem to be very proud of, the fact that everybody can't be here, so I'm saying this to put in context of -- yes, we have this office but, yes, we're still dealing with these certain things that we're dealing with.

I'll never forget -- my first year there, I was asked to be on a search committee for faculty, so we came up with a rubric, and

I will tell you that my college is very opposed to rubrics. I don't know if anybody else has this issue, but they are very opposed to rubrics for anything, but we had a rubric, and we had the search committee and the chair -- one of our departments came in, and so one of the things on the rubric we were talking about diversity. He goes through -- he gets a copy of the rubric, and he goes through -- I don't care about this. He said it right next to me. I don't care about this, oh, okay, so we had a conversation. I told you all -- I don't mind having conversations but still it was just one of those things where I knew this is where I'm coming from in this space.

And I will say a few years later, this person my biggest advocate, and, so it just goes to -- okay, now I need to know where I am, so how did I -- it was very much a lot of in the going to all of the departments, going to the faculty, going to the students, talking about what they think their needs are particular when we talk about inclusion and equity -- I tell people all the time I'm not here to tell you what to do; right? I'm here to tell you what should be done, and then you let me know how you want to move.

If I don't believe that your department is really serious about this, I just need to know so when I go out, and I'm doing the thing -- if I'm going out recruiting if I'm going out doing X, Y, Z, I'm not recruiting for you, I just want to know.

And I also understand inclusion and diversity, too, is going to look different in different departments. For example, when I first got there our physics department only had one female tenured

faculty member and that had been the case for like 20 years, so what I'm looking for there is going to be different, right, so I think part of this is that me coming in and saying, like, I'm not here -- I'm here -- we're going to do workshops. I'm going to start bringing in speakers who y'all are bringing in speakers.

I remember one time going to someone, oh, well, the speaker has to have this, this, this, and this, and I said would you be in the to be a speaker in this department?

(Laugh.)

>> I mean, it's the fact, so you want them to have all this, but you couldn't even meet those standards. Okay. So let's start thinking about stuff differently, so we can't think particular we're talking about faculty and bringing faculty in. We can't think about it just when it's time to put the ad out and say we're recruiting theory of for a biochemist now and let's put the add on now we're going to recruit. No. This has to be continuous early often, so I think about -- I don't know how many of you are familiar with Institute for Teaching and mentoring SREB. Anybody? Okay. I mean, it's the largest gathering of black and brown scientists who are interested in professionals. No booth. We had no booth at the conference when I got there, oh, I have a booth but faculty you're coming with me. You need to see this. What HBCUs are you all connected to? Oh, yeah, I know you send them information when you want a broader impact but what do you really know about them? Okay, we're coming with me to go visit. I need to see what they're able to do, what they're able

to accomplish with so much less.

>> Uh-huh.

>> They're teaching low, and they're still getting grants. You complain about a 2 one. They wish; right? But they're still expected to get money they're still expected to get this they're still expected to do that. I need you to understand so a lot of it is about making you understand because I think willfully ignorant most faculty are. Willfully believing there's such thing as a meritocracy when we know that's not the case. If I go -- if I were to ask anybody in which and say: I don't know what field you're in, and I was to say: Tell me where the great, however, plant biologists come from, if I say that you will give me a name when you shouldn't give me any name 'cause that could come from anywhere.

And I bet you, and I ask you for a name, and you tell me your top 5 names none of them will be --

So this interest me, like -- it's really been a lot about education.

>> Uh-huh. Yeah, we're going to do bias training and no, you can't come if you want to. It's mandatory. I don't care if you want to be here or not.

>> That's an interesting idea. I know there's lots of conversations. Maybe we'll come back to that. The difference between mandatory and voluntary or what I do a lot is coercion.

(Laugh.)

>> But I believe in invitation, support and shaming to bring people

to the table in terms of work. I think --

>> All of the same things.

(Laugh.)

>> I built that into anything that's evaluation.

>> Yes, I think --

(Talking Simultaneously.)

>> Any valuation the heart process is the first step it's not the first thing it's part of the process. Hiring, that's the first step. Re-appointments is the first step, evaluation is the first step.

>> Yes, I think -- I think we were talking maybe about workshops and training and whether those are mandatory or voluntary, and I think what you find when there's mandatory there's always people who feel they're not going to buy fully in because they've been coerced when it's voluntary. Most of the people who come are already doing excellent in that area.

>> Exactly.

>> So the coercion that I have used when I was doing this work deeply in faculty environment was to be invited to the faculty meeting. The one that the chair is going to talk about the budget for the next year and the dean is coming to talk about his -- and I say put me in the middle.

>> Uh-huh.

>> Let one of them talk in the middle, and you don't tell them it's mandatory, and I know there are people in the room who invited her why is she here we just want to get to the dean, but you have, I think,

try all of these things.

>> I was going to say -- just to add to that, too, I think it goes back to what you talk about with leadership too right? The one thing -- I appreciate my dean say -- this is top priority for him.

>> That matters so much.

>> It makes a difference -- it makes a difference when you're out there floating yourself trying to do this work when you know the dean is supportive, and then, of course, the ground-swell of students. I believe in top-down, bottom up doing at the same time because you're right 'cause the shame -- there's going to be some people most of, and I don't to have people being in the room who don't really want to be there because I think I go back to that person that I talked about that said diversity they don't care about this to there are later I'm calling him because I was like -- there was something that was going on, and we were doing this conference and the faculty dropped the ball, and I'm trying to figure out money, and I pick up the phone, hey, I'm asking you for money. That's the first thing so just get this straight, and he said whatever you want you can have it. You've been doing such great work. Now, telling me what you're giving -- what I'm giving you money for.

>> That's a powerful -- I've heard individual strategies, collective strategies pulling in staff and faculty as well as asking what the institutional -- whether it's the dean's buy-in or other institutional commitment, and I also heard but bringing in external expertise and a facilitator, and I think that's important because

frequently when we talk about inclusive faculty models or graduate models our default is that we're going to go to best practices, which means we're looking for what I see happening on our campuses or similar campuses, and one of the things I've been challenging us with is we have to be willing to admit some of these things we have no best practices. We have failed to get inclusive faculty models right, and so I think we're bringing external expertise in and what a colleague, and I have talked about is evidenced-based innovation, and there's some evidence of things that worked because we've never gotten it right -- we need to be innovative, and that requires us sometimes to bring in expertise. I find that really interesting, and I just want to know -- part of what I heard you talk about innovation how you set up your department, how you set up your office, and I think about -- there's a leadership writer named Deborah Roland who talks about the fact that often in business spaces and academic spaces we do something called layers change onto the system where we take a vanilla cake and put chocolate frosting on it and tell you now have chocolate cake. It's still vanilla cake, I hate to tell you.

(Laugh.)

>> I know however when we talk about that kind of real change there has to be some intentionality as you said in balancing individual and institutional. Do you have any comments you want to share further how you balance those as an individual leader but also try and make sure how the work you're doing stays when you're gone; right?

That it's not just good work that you're doing.

Olga, do you have some thoughts on that.

>> You like to ask a lot of loaded questions.

(Laugh.)

>> I'm trying to get to the real work. Trying to get to the real work.

>> Yeah, I was asked yeah, within the first months of arriving I was asked: What's your vision what's your goal? It's sustaining the culture that we want -- that's ultimately it shouldn't matter who's the chair. You should be able to continue in this way. I think there's a lot of -- there's a lot of strategies

I will say what had benefited my department is that we're physically 3 miles away from the main campus, so we're -- so it kind of protected us from just plopping in to the norms the standards, the ways the way everybody else kind of uses, and there's good parts to that, but there's also parts of that that just don't work.

>> Uh-huh.

>> And so that has definitely been a benefit.

I have constantly invited faculty and staff and even students to kind of challenge the way that we do things to help us make it better, and so that is really important and not pretend anyone around the room has the best practices, and we do. We have to know the best practices that are out there, so there's been a lot of collect -- what I call collective professional development, so I bring in these experts just to kind of share knowledge that collectively we do not

have. That will, hopefully, spark ideas and help us kind of start at the same -- on the same page. To ultimately innovative and develop our own processes.

But it's just truly -- just as I reflected on the past 5 years it's so easy to fall backwards. It's so easy to kind of fall in the biases that are constantly there and to do what's faster and to do what's quicker just 'cause we need to get the job done, and so it is -- it's the constant intentionality of just -- let us challenge how we even do it. I know we had a good outcome last time but let's still challenge that and do I think it's a constant invitation and buy-in, what do we do different and like my own processes has evolve, and I think it's sometimes confused my faculty, and it has evolved, and it should evolve. It should never stay static, and so hopefully that kind of answers your question.

>> It does, thank you.

Do you have something you want to share?

>> So I think about it in the way -- I feel like a lot of us think about like our departments, our colleges we're in these silos, right, people are consistently in the silos. I was always amazed when I would go to something and there would be a professor who's from our biological sciences department and a professor from our math -- oh, y'all, no, we've never met. We don't know each other; right? And so -- but I am a very much -- like I do not believe in reinventing the wheel. I do not believe in, like, doing things on my own. I believe in collaboration, and so I think that has been -- who -- can

I get in the room -- I have a lot of ideas. If you know me and my staff, it works their nerves I dreamed this last night I think we can do X, Y, Z. That's my good morning to them; right? And can I have some context? I just drink my coffee, right, yes, yes, but I just needed to get that out; right?

But also it's very much like -- okay. So we're doing this in our college but who else can I work with across school bus to think about -- if we want to do this together, it would be more impactful.

I told you all that I am the only person who has the official title on my campus, but there are still people in every college who are tasked to do this work, and we can talk about that 'cause that's a whole other story, right, because you're supposed to be a full-time faculty member doing research doing this. And, oh, by the way you're also going to do DEI that's not how this works, but that's another story; right?

But so here's the thing -- so how can we work together to think about how we're going to move this work that we want to do forward?

So when I talked about institute -- where we're going I invited Dr. Abraham to come to campus, and I asked every colleague: Would you send a representative? Let's all meet with him and let's think about how we can work together, so we can be more successful and utilize this organization better?

Like I don't ever -- I don't ever do anything in a bubble. I don't -- I don't -- I don't need the glory, and I don't need the credit. I'm here, so that we can do this work. You're talking about

legacy, and that's what I'm always thinking. When I leave here what is going to be my legacy? I don't want anything that I've done to die with me even though I know that sometimes it may, but I'm going to do everything in my power that I'm creating a culture, so that it doesn't need to continue.

Who all can I bring to the table, so the faculty, the staff, the students who talk -- I just created a nontenured track faculty committee, so we can talk about the things that they need that we don't talk about very much; right? Getting our nontenured track faculty to be able to vote on who's coming to be faculty. I had to have the conversation, so they're good enough to teach our students. They all have PhDs, but they can't evaluate somebody in research? Make it make sense; right? So this -- so basically what you're telling me I can't do it either. I'm not a tenured track faculty in my position; right?

>> These are hard things to do to really challenge the actual system, to challenge the system.

>> But this is what we got to do; right?

>> But on that point there is -- there's a -- there's a policy in the handbook that I didn't initially know, but I did discover that, yeah, teaching professionals nontenured faculty aren't supposed to vote, and I just ignored it.

(Laugh.)

>> Right, I played the card -- not only once I discovered it, but I also started telling other chairs, like, if this is -- it's

hindering the culture.

>> We have to understand policy is policies it's not the constitution.

>> Yes.

>> So I'm going to -- I just want to warn you I'm going to ask my last question and invite you all to come to the mic, so I can give you a moment to think about your questions. But one of the things I wanted to bring to the table is I think many campuses are doing in the face of trying to build an inclusive fact and new models is our cohort model hiring, so we know particular after shut down STEM and shutdown academia in 2020 many institutions committed to diversifying their faculty many said they would do cohort hiring, and I wonder how it's working on your campus.

My colleagues and I have been looking nationally we're finding many campuses are doing cohort hiring, and then individual faculty who are from marginal and minoritized backgrounds are still being put in the department as solo, right, and so there's these models where they get to come together in a month and talk about their issues, and then they come back to these departments, and I just wonder what you may be doing on your campus. I heard you mentioned you're very intentional knowing whether -- whether a department is what you want to support. Have you seen happening in your campus and elsewhere if we're going to do this cohort-based faculty model how they work well to really build an inclusive faculty model and not just a diverse faculty?

(Laugh.)

>> Either of you could go first.

>> So I believe in cohorts, right, I think about that. I think about -- when we're talking about, like, even for students RAUs, and those types of things, it's hard being the only one. I mean, it's just going to be plain and simple. It's hard being the only one particular when you're coming to a space, and you don't know if you can bring your full authentic self somewhere; right? So can I come here with my blonde braids and my fingernails and my high heels and am I going to be respected when I walk in the room as a science or is somebody going to challenge me because they don't think I belong in the room; right?

So I'm saying that to say it's nice when you have somebody that you can look over, and particular when things happen, the microaggressions and all those other things because they are going to happen, and I can look at somebody who already knows -- you saw that too, somebody needs that validation that it's not just me.

I will say that, you know, there are models that we see across the country that people say, like okay. This model is good this model working but sometimes when you talk to the individual people who are a part of those models, they don't necessarily say the same thing that the rest of the body world sees when you're using somebody as a standard-bearer, and so is it -- and I have to go back and forth whether it's more important to have somebody else that's in your cohort in your same department or is it more important to make sure the department some more of a place you're going to be comfortable

no matter not and people are going to listen and respect you and value you, and you're heard.

And so I still don't think the cohort model is going to work unless you made sure that the culture is where it needs to be, so that even though I only get to see these people once a month when I go back I still know that there are other people -- I have other mentors, I have other people in my department that can support me because we're never going to bring in a cohort where all of a sudden, you got 10 faculty in one department together at one time. It's just not going to happen, and so I don't know if I really answered your question --

>> That's very helpful. It's helpful to think about the conversations. Can you have something that you wanted to share?

>> I don't think my institution is doing anything unique other than some kind of coordinated first-year experience in their -- you know, in the first year that kind of brings faculty from many departments together, and then some affinity groups that seem to exist at the university level so beyond that, you know, what I encourage my faculty to do is find mentors in the department and beyond the department, beyond the university.

>> Yes.

>> And identify those 3 people someone in the department, someone at the university but also in our department and some that are outside of the university.

>> Thank you. As many of you know I'm into mentoring I didn't ask

her to do that.

(Laugh.)

>> Are you all ready for questions? I don't know if the mics are on. You could come to the mic if you would, they're on. We're ready -- yes, we have someone coming right away.

(Laugh.)

>> Hello, thanks. I have a question about institutions that are, like, really far behind, so my -- my department, for example, is 100 percent white and 80% male that's a chemistry department. It's looking different than what it is at my institution, and it's -- I mean, what do you do? I feel frustrated because we're so far behind -- like -- I don't even know where to start, like, what -- what is something that could work in a place that's really not good? I mean, is it a fair question.

>> I do think it's a fair question in the sense that my estimation is a lot of places aren't where they think they are, and we realized this in moments where we try to diversify people and people think they're ready. I think you have to do a real assessment of where you are. You have to have a real conversation about where you are and a lot of times that is helped by bringing in an external facilitator because I think many of us even if we think we're better than we are, when you have a real look at what's going on, you have to start there, and it's a difficult conversation to have.

We often want to have conversations how do we diversify the department and the faculty and the conversations we see to be willing

to have how do we maintain whiteness and maleness if you not have a conversation about maintaining whiteness and maleness diversity is not going to work. They're difficult conversations to have and to recruit someone in as the only and think they're going to start leading those conversations so bringing in external facilitators, external expertise and having a conversation about where you really are is important, and we have to stop -- and you might have something you want to say. I think we have to stop this comparative, so we look at one department and say well, we're so much better than physics.

(Laugh.)

>> Basically, what we set ourselves up for is will noting and rewarding better versions of inequality, and I'm over better versions of equality. I grew up in the south my parents grew up in the Jim Crow south and my parents were only able to go to colored fountains and colored bathrooms and my mom got pulled out of school to pick cotton in March, and she tells me how much better the U.S. is about her for my her and my son, but we have to stop with better versions of quality, and that's being real where we are and not celebrating if we make just a little bit of progress that's the hard work do real work where you are and realize the true hard work that is ahead, but I think we can't talk ourselves out of it 'cause we went to the moon infected? We can do really hard things.

>> And I guess -- I can't say what she said better than she said it, but I'm just going to give you some -- like a real example for me.

Our chemistry department currently has no-women tenured track faculty. At one point we had 4, right, and this just happened a few -- a few years ago, and I will say all of them left for different reasons. It wasn't all just because, like, this is a terrible place to be.

But when I get here do you all do exit interviews? I mean, it feels very -- they weren't doing exit interviews okay, I'm going to do exit interviews and find out why people are leaving, okay. So let me think about -- so here's are the things I got back and the things they thought positive and do better.

Now, I will say that in the past couple of cycles, they have done a really -- like they had really tried to recruit more women more whatever, so I'll say in this last search that we did for biochemists 20 if there were women and 70% on campus were men, so this is intentional, but we didn't seal the deal with any of them, okay? So I had to have a conversation with them and sometimes I hate it when it comes to this, like -- Kim, can I have a conversation because when I'm coming I feel like they're going to fuss at them that isn't the case 'cause I do see what you're trying to do, but there are still better ways for us to do. I said has anybody reached out to antiwomen who you tried to hire to see why they chose not to come?

>> Okay. So this past month I've gone back for the past four years and every woman that we had, you know, interviewed I've been reaching out to them: Can you talk to me about what was it about Auburn that

made you choose to go somewhere else? What could we have done differently; right?

I mean, this is just like -- so at some point you may have interviewed some women, why didn't they come? And I'll never forget when we were talking -- because the way it's set up for faculty when they come, every faculty who is interviewed for our college, they have to meet with the dean. They have to meet with our associate dean, and they have to meet with them, right, and I get to give my feedback on them, and I told them in the meeting I said, you know, especially when the women come let's talk about the elephant in the room the fact that we have no female, you know, women who are tenured track faculty, and one of the guys I don't think you should say that you're putting a bad -- what you can go on the website because that looks worse like we're trying to hide it something we can't hide. I think it makes us look better that we're willing to acknowledge that and let me -- and I will tell them these are some of the things that people said were good who have left.

These are some of the things that people said that we should work on and have been doing the work to try to, would or these things benefits the other thing is going to be -- once again, I'm going to go back to recruitment doesn't start when the ad goes out.

Recruitment starts -- when I talk about the Institute for Teaching and mentoring, I mean, people who are in their fourth year of graduate school, and I'm still keeping in touch with them every year what are you doing? Where are you going? Can I bring you here as a post-op

for a talk?

>> It's hard work.

>> It's hard work.

>> And it starts before you know there's a position available.

>> Before you know a position is available. It can't start when you put the ad out.

>> Did you have something you want to add before --

(Talking Simultaneously.)

>> Hopefully that helps.

>> His. Maybe a little similar to the last question. I'm at a very, very small institution with about 500 students. We just hired our first AVP for diversity, equity and inclusion I'm curious any advice for me how I can support our new hire particular, I think, influencing the rest of the faculty to not think, okay, now we have somebody it's -- it's off of my plate now.

>> Yeah, I'll say something real quick because it goes back to something Dr. Renatta Tull said yesterday: We have two silos and we don't actively engage with the CEO or the AVPs, and we should always look at this as a ESL system, and we hired -- ecosystem, and we've hired this person but there needs to be ongoing conversations with the CEO even if you're not hiring theory of. There should be ongoing conversations what are the CEOs, what are the goals that we play helping those come forward because if you're going to get there it has to be an ecosystem approach, and I think that -- you know, that's something that you have to have, and she said: Ongoing

conversations, ongoing interactions, so that it's not these silos, but people are really interacting, and that just means having informal interactions before you need them to do something specific and strategic.

>> You have something you want to share.

>> Uh-huh, so I will add this because that does happen a lot; right? So now you have the one person that's in this role, and they're going to fix all the issues that you've had for the past 100 years; right?

For me once again, it goes back to that community, so we have 5 departments in my college and each department has an IED community and have a chair, and I call them my accountability committee. I meet with the chairs once a month a strategic plan for inclusion, equity and diversity for our college that we also look at what were the -- what are the goals for the university and making sure that they align, and then the things that we want to do for our college.

And then each of the departments will come up with their plans so then we meet so what have you all done? Where are you at? How is this goal? How does it work towards the goals that we have for the college? Oh, you're doing this? How can you work with this department to make this happen? I tell them all of the time I'm one person. I can't do it all by myself; right? And so I think -- so making people understand that this is something that we all have to do. I expect you all going on out and how the and lead and recruit. I expect you to do X, Y and Z. I expect when I put a call out that a lot of to beg people to come and help. I expect that its I'm not

going to be the same people all of the time. I expect that the chairs are going to be on board. I expect when I ask the other Deans going to do what they say they do, and I expect that, of course, you're still going to have -- let me not make it like it's some kind of land of milk and honey, right.

We just had a search that happened recently that everybody knows I have no problem -- everybody knows how mad I am about this search and how -- how many things went wrong with this search but within that search was -- I heard I wasn't there, but it got back to me that somebody said: We're not going to sacrifice diversity for excellence.

>> It you have to call that out when you hear that.

>> What made me mad was that I wasn't in that room 'cause had I been in the room -- like nobody --

>> Everybody has --

>> That's what I'm saying people coming back -- and I said: Well, what did you say? What did you come to me for? I wasn't there. I mean, we're going to steal address it because it got back to me, but the point is that we have to -- and I will say that some of them are assistant faculty who are very NFS about this full professor that I'm worried I got to go up for tenure, and they're going to say -- they're going to do some and blah, blah, blah. I haven't talked to the chair a friend who's been a big supporter, what did you do?

>> And that's so important to this actual question because I think

that whether you speak up in those moments or not actually facilitates or inhibits the work of the AVP or the CDL, and on both of campuses we've heard the provost or president when someone asked a question: What's happening with diversity, and they said we just find this CEO. You have to call out the president. What's your specific role other than having the CEO, and I think all of us have to start holding us collectively accountable, so I really appreciate that.

We have a question on her here.

>> Yeah, first thanks -- thanks so much for a really great panel.

I wanted to maybe take a moment to give Dr. Mulligan give a chance of on a thought but kind of cut off which was on the role of faculty who were right to run the lab, get grants, *et cetera*, and their role in working on DEI issues on campus and just to have a chance to expand on that thought and obviously to hear any other ideas of -- what is the role of the faculty and the appropriate role -- I think I just heard part of the answer in the previous statements.

>> Well, partly I have the -- let's go back -- and I think this goes back to a leadership issue; right? What is the value that we place on this?

So, for instance, the way a lot of sometimes DEI work has followed falls the service is that the way it falls for those at their universities.

>> If that.

>> If that.

>> The way we're set up in our college I think it's like 70% research,

25% -- the way it has anyway, 25% teaching, and then 5% service, so you're not setting people up to chair about this because if it's not going to help me to get tenure and not getting promoted then why am I doing this; right?

So what we've got done because what I told them -- we're serious about this, it can't -- it has to be in everything that we do. It should be included in our research. It should be included in our teaching, it should be included in whatever you call service, and, so we've revamped our annual reviews, and so at every stage we're asking you about what are you doing to support diversity, equity and inclusion, and I'm going to say this sometimes we think it has to be this big thing as a faculty member because once again, I understand the work that you have to do and the other things you have to do, which is why when I first got here you want me to teach when do I have time to do that? No, I don't want to teach, but I understand but how are you just doing something? How are you speaking up when someone is saying something that is stupid?

(Laugh.)

>> That is stupid; right? Are you speaking up? How are you when you write these broader impacts, oh, we write them because we want NSF to give us money are you actually doing the things because a lot of them say I want to get underrepresented students to do blah, blah, blah. Where are they? Where are they?

Are you only going to the HVCUs and the MSUs when it's time to write a grant? Are you really forming real relationships and when

you're writing a grant with them are you actually doing the things that you said our just using their names, so you can get the money? So these are things that faculty can do -- they benefit you as well, and they're not as difficult as people make them out to be, so -- I have an RU program. I was telling somebody early -- for 3 years we ran -- we paid for it, and we self-funded, and then we got NFS but out of those 3 years, and I'm not including the same year, 37 students participated 35 are black, and we brown, the two are white. Today I had the first white male showing up saying where am I; right?

(Laugh.)

>> That's me being intentional, so that's -- so those are the things that I ask faculty to do. It doesn't mean -- but be intentional in the things you want to do, be intentional in your relationship. Being intentional in making sure that your circle doesn't look like you.

You know, if you are a chemist, do you go to NOBCCChE, the National Organization of Black Chemists and Engineers? You can go to that meeting too. If you are in another -- I bet you they have affinity groups whenever you have any big meeting, and I know they have one for women; they probably have one for black or Hispanic scientists work. Do you go to their mixers and meet people? These are simple things to expand your network, so those are some of the things I ask faculty to be thinking how they can do that kind of work it's not detracting. It's actually going to benefit you I think when we realize we're bringing in the -- like -- when you help the most

marginalized group, it benefits everybody.

>> That's so important what you said I know too frequently many of us in our annual society meetings go to the women in science or women in chemistry luncheon, and it's mostly women there, like, where are the men who need them there.

I think one of the things I would say -- I've been watching something that I'm very concerned about and that's that -- after June 2020 when many institutions committed to hiring diverse faculty. Many, many of those positions in the sciences where I am asking people to also say what they're going to do to increase diversity in that department and institution.

On the one hand I want to say that if someone sees that as a part of their work, I've done equity mentoring and -- equity mentoring work as a biochemist for years if people see them as part of their work I would like to see them hired as a plan to be recognized, but to solicit applications we're going to hire 10 new people and do want all of them to tell us how they're going to commit to diversity and equity in a department in college who has failed to do well in diversity and equity and the most oppressed to come into the system and fix the oppression, and then you want to get patted on the back as an institution for now putting money into diversity, equity and inclusion, I am troubled about that because I see some brilliant young black and brown scientists, scientists from other marginalized backgrounds, gender expression, being recruited in to systems that don't know how to assess such a portfolio and when or should it fail,

the institutions will say: Well, we tried. We invested, and this doesn't work, so I think we also have to question whether the things we think we're doing are the things we should do or if we should say we really want to do this well, we don't know what to do, let's not just throw up a program because it looks good as PSPR, and I think we have to question some of these things because we're setting up a new generation -- we saw yesterday out in STEM, Blackinchem founders these people are being recruited in to do research programs that are R1 and clean that all going, and they're going to be judged by people who don't know how to judge that work, so we have to ask if we're setting them up with the right tenure mentoring committee leadership that can actually support that and if not we have to ask ourselves is that the right thing to do? And -- I mean, I'm not saying don't do something. We have to do something, but we can't do something in name only because I am an NFS scientist through and through. Been funded by them since I was a PhD student and there has been millions of dollars invested in broader impacts and still look at the diversity of science. We have to ask if we need to change things, if we need to hold people accountable.

>> Uh-huh.

>> I am -- if I don't get my papers out I'm not getting a new NFS, I can put -- I do not, but I could put in the same broader impacts years of, and they say that sounds excellent she's going to do it, and then I do it who knows if I don't tell them, so I think we have to challenge some of these systems as you were saying we have to

challenge that, which is what you did when you set up the department.

>> Uh-huh.

>> And I would argue that the people with the most privilege have to be the ones asking the questions about this. We can't leave it -- to me I ask all the time: Here she goes again. Some of my colleagues are sad I'm leaving I'm sorry there's also a private party.

(Laugh.)

>> You take Grinnell you're committed have to social justice. You take her.

(Laugh.)

>> It's hard to do, and that's why I say what's the collective? What's the collective work you can do?

There is another question.

>> I thank you very much for your hard work on behalf of all of our students and our faculty. My name is Helen Gern. I'm from Hyland College, which is a 2-year, 4-year college in Washington State. I'm very privileged, not just within my college because I'm a senior faculty member, and I have tenure. I'm in the math department which has a lot of privilege relevant to other disciplines, and I've been, you know, sticking my neck out to try to lean in to these challenging spaces, and I make mistakes, but I'm still growing but one thing that I'm very concerned about is the larger social context, and someone asked a question yesterday that kind of got at it a little bit but -- so I'm wondering -- you're leaders in this field. You've been in this space, are you -- how do you think about -- like if you read

"New York Times" editorials or other "Inside Higher Ed," and that kind of stuff we're in this challenging space and at least at my college, people are afraid to say what they really think. All people are afraid so from, you know, challenges with critical race theory, which, you know, what's that about to Florida they're having faculty sign what political party do you belong to apparently because De Santis wants to do a study to show we're largely Democrats, okay, that's what he says Yeah, but they're having faculty sign oaths to -- claims that the left is cancel culture, so we're in this larger social context. I have to believe that you think about these things, and it's only -- I'd say it's been around, but I'd say in the last 3 years, it's escalated, so how -- do you think about this in your work? Does it shape your work or do you just say: Heck with it; I'm just going to be me.

>> No, I don't say the heck to me, and I would love to hear what you say Olga. I would just say briefly that we recognize we show up to our work whether we want to knit it or not as old people, and one of the challenges in higher education is that we don't talk about the fact that we don't build the relationships where we can make mistakes with each other. We have largely superficial relationships as colleagues.

And one of the things you have to do is build a deep-enough relationship that you can make mistakes.

So I worked for 4 years in the office of provost and faculty development, very closely with the colleague and teaching and

learning who was a white male, and when we started working together we said we got to build a real relationship because if not, he's going to say something that offends me as a black woman. I'm not going to say anything, and I'm just going to say I'm done with him. Or I'm going to say something to him that offends him, and he won't tell me, so we have to spend time doing the relationships enough, so that I can say: Olga, what you said didn't sit well with me, but I know you well enough to know I want to hear why you said that.

And we are already too busy, so I don't think we have the time to build relationships but with everything that's challenging us in the society and as a globe we don't have time not to build relationships because we are losing a generation of people who could do the change work we want to be done, and they are opting out because they get offended and do don't have the space to make mistakes and to grow, and I don't know how to do that work perfectly, but I know we have to start talking about it.

And part of it is to model it.

I remember when Castillo was killed in Minnesota and my son was 15, and I called in? And cancelled meetings that day. I said I am the mother of a black son who is struggling today. That's why the meeting is cancelled. Normally, we would just say I can't make it today: Can we reschedule the me he got? We have to be willing to show up.

I had a colleague a couple weeks ago when the news leaked about the Supreme Court, she said I can't lead this meeting today and

normally we would say that's unprofessional, and the reason I say we need a leadership revolution, we need leaders who accept the call to say -- I'm calling in as a black mother today, and I can't do it. I'm calling in as a woman today. I'm calling in as a white male today. I'm afraid we're being replaced infected? We have to have space for all of those conversation.

And I had a conversation Wawa white male, he said I'm worried about the state of the world for my me and my white sons, and I had to say myself Beronda, how are you going to handle that; right? And the reality is I wanted to pack up and leave and how dare you, but the reality is I've known him for long enough that I wanted to challenge him, you know, I understand you have real fears but do you understand how that hits for you to say that to me? And, so we have to have somehow build space for these conversations where we get to make mistakes, grow and not throw each other away because when we throw each other away we stay in the department together, and we have all this hostility that bubbles up and our students are paying the price for it. I said I was going to be brief.

Did you want to say anything?

>> No, I agree with everything you're saying. We have a culture -- well, I think higher education has a responsibility; right? It's a time in one's development, right, where we -- we talk about critical thinkers, and we talk about individuals that we're putting out in the world that will help move society into the next level, so we absolutely -- higher education has a responsibility to

do that part well, but we do -- I see the challenges you're saying. People are having a hard time having those hard conversations.

Oftentimes, I have to frame conversations and say: Our goal isn't consensus. We do not have to agree on this and creating the space, right, to allow those voices to be heard. To not see, you know, back-stabbing -- hold on you're telling me this. Have you shared this with your colleague; right? And so, yeah, we've missed -- and I hope we can do better in those conversations that are really hard. We don't have to agree, but we have to be willing to have a respectful conversation, be able to stand up and not be offended by somebody actually voicing something that is different than the experience that others have and being accepting of that. Not being dismissive of views that are different.

I don't think we're doing a good job as higher education in those areas, and so we avoid conflict when conflict doesn't need to be seen as conflict. It's a conversation. Conflict is a conversation. It's an opportunity, and so, yeah, it falls on the leadership. When the leadership isn't comfortable and avoids those things, then how do you expect faculty or students to be able to do that, to have that conversation?

So, yeah, even though we're STEM faculty, we should be able to infuse how do -- have those conversations in our labs, in our engineering courses, in our science courses. We tend to isolate technical topics from these really, really important professional development opportunities, and so -- yeah.

>> So we're actually coming towards the end. I wanted to draw us to a close -- summarize some points, and then give each of you some chance if you have some closing words, but I think, you know, the things that I heard today that really -- I will continue to reflect on and take with me are the importance of individually and collectively challenging our status quo. Engaging first our own biases and asking how those biases are showing up in a community, bringing in external expertise to help us navigate these areas and recognizing that we need best practices and innovation. The thing that Olga said that sat with me they don't just do it once, right, we come back to these things, and I think we have to understand that. Building an inclusive anything is a repetitive process. We have to learn -- we have to have room for making mistakes, but we should be moving forward. Those mistakes shouldn't take us back farther than we were.

I think one of the questions also brought me to the point that I have been thinking about a lot with colleagues we have to get real with where we are and many of us are celebrating the fact that we are committed to equity. We have to ask ourselves is that in word or in deed? Is it espoused commitment or a living commitment? We have to are we living in the full ecosystem of students and not just the ecosystems on our campuses, not just the higher education ecosystem, but the fact that we are a part of a globe and if the pandemic didn't teach us anything, we are connected in ways on our campus and beyond that we have to be thinking about -- and I would

just leave it there and give you both if you have closing comments and just thank you in advance again for being here with us for this conversation.

Olga?

>> Yeah, I really -- I just want to challenge everyone to think out of the box. We've been stuck doing things in a certain way, and so challenge every is perfect what you do. Maybe you can't afford are trying to bring in external expert, all right, well, anyone can download a relevant article that can lead to a conversation so think out of the box in ways to truly shift the culture and really everyone has a responsibility so everyone has that responsibility.

I'll say for me what has helped me -- I haven't mentioned this before, I've been working with psychologists the last 15 years so let's not pretend any of our own disciplines have the expertise, right, and so for me it empowered me because I didn't even know what I was experiencing as an immigrant, as a woman in engineering until I started reading, and I could put words to the things that I was experiencing, and so built that in; right? Create safe space to whatever element that you could have control over; right? Your classroom. Whatever you can do, you can do something, so I would just challenge you all to -- to do something, and that's where it starts. In any capacity that may be, and you may get it wrong and some may get it wrong but let us give it a try. Doing nothing, though, isn't going to get us anywhere.

>> Thank you so much.

>> And just thank you for the conversation. I enjoyed being up here with you, and I think I will go back to some of the same things that they said -- you can't be afraid in this work. You can't be afraid to make whatever you call a mistake, and I don't believe in failure, right, I believe in learning experience. I tell people it's only a failure if you make same mistake twice; right? And so I think that when we're going through this and particular when you're trying to be innovative and where you're trying to do something that hasn't been done before, and you're the leader of this, then you're going to make some mistakes. It's okay.

We have to -- I always think about institutions of higher learning, it should be the place that we have thoughtful conversations where we be should be able to disagree about things and leave better for the conversation, and so don't be afraid to have those conversations.

I know that many of you in here are maybe assistant professors or maybe you have you a position where you don't feel like you have as much safety but don't be afraid to speak up when you know something is wrong and for those people who are full professors and who are the safety net, then use your voice when I know something is wrong don't go back and talk about afterwards did you hear what so-and-so said? No. Call it out when you see it because nothing's ever going to change if all we do is talk about it with our friends.

>> I'll turn it back to you. Thank you so much.

>> Uh-huh.

(Applause.)

>> Thank you so much. Awesome!

>> This esteemed panel closing it out for us on a good note. Thank you so much. We wish we could continue the conversation, but it's time for us to say goodbye.

(Laugh.)

>> We're so glad that you were here today. We're really grateful for your presence. We hope that you made some wonderful new connections with colleagues, that you learned a lot at this IUSE summit. We'll ask you to please, please give us feedback about the food, about the hospitality, about the content, everything basically. We have a formal evaluation for the summit. If you could please fill that out, we would really appreciate it. You can find the links on the app if you downloaded the app. We'll also send a follow-on email, so there's actually 5 short evaluations. We have one main one for everything basically, and then one for each policemen so will you please, please, please that's the only way we can improve and even provide feedback for the National Science Foundation about how this went and how to further just improve the whole IUSE initiative, so you don't have to limit your feedback just to the summit. If you want to give feedback about other things, then please do.

If there are any snacks left, please feel free to take them with you.

The last thing I just want to close out with is basically to

give a shout-out to all of my AAAS colleagues that help to make this happen, so you saw them at registration, so that would be Cassandra Jones, Marty Clark, Cathy Aires, Thomas Veague, in the back Lauren Manier, Dr. IRIS we go staff who is here and Dr. Travis York who may be out in the hallway but if you see them, and you had a good time, please thank them also.

(Applause.)

>> Thank you so much.

(Applause.)

>> But that is. Travel safe. Don't forget anything. Take really good care. We hope that we'll see you at the next summit.