The Policies That Really Matter for BIPOC Faculty Retention

Designing Promotion, Tenure, and Workload Policies that Promote Equity and Career Advancement

Meet the Research Team

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1 *Introduction:*
Why BIPOC Faculty Leave Their Jobs

2 Policies to Promote Equity and Career Advancement
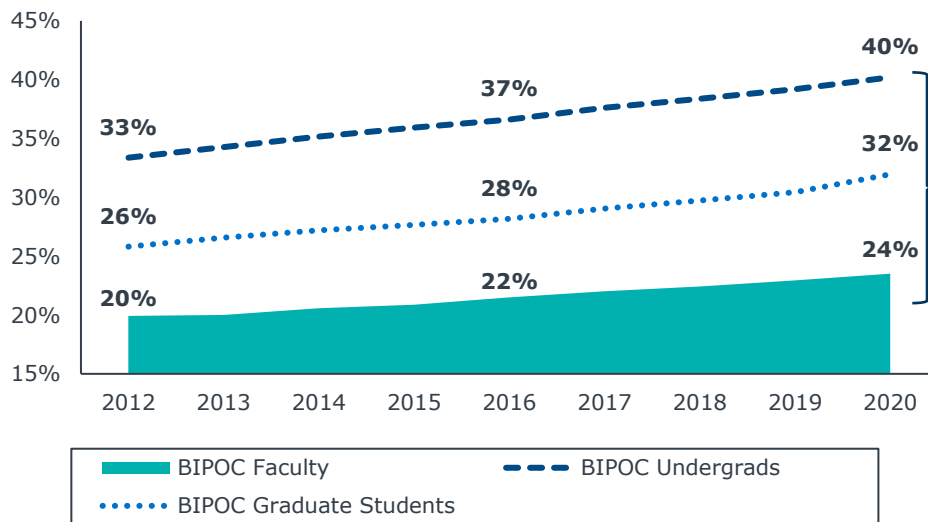
3 *Networking Activity:* Policy Brainstorm

Still a Long Way to Go on Faculty Diversity

A Wide Gap Remains Between Faculty and Student Demographics

Share of BIPOC[1] Students and Full-Time Faculty at US 4-Year Universities, Fall 2012-Fall 2020

n = 2,045 institutions

No Shortage of Investment in Hiring

Universities Sparing No Expense to Diversify the Faculty

Institutions of All Types Making Big Bets on Hiring for Faculty Diversity

Ohio State announces faculty hiring initiative for diversity and inclusion

Syracuse creates financial incentives for its colleges to hire underrepresented faculty

Ontario College of Design doubles its number of Black faculty

Purdue launches major cluster hire as part of diversity initiative

Anatomy of a Hiring Campaign

Details of Purdue's cluster hire effort:

Timeline in years:	5
New positions created:	40
Total initiative cost[1]:	$75M

1) Not limited to hiring.

Source: The Ohio State University, "2021 State of the University", 2021; Elizabeth Redden, "A Long Time Coming," *Inside Higher Ed*, June 15, 2020; Colleen Flaherty, "Hiring Booms," *Inside Higher Ed*, March 24, 2021; Purdue University, "Purdue launches major cluster hire effort to add 40 full-time faculty as part of $7 million diversity initiative," 2021; EAB interviewers and analysis.

EAB Supports Your Hiring Efforts

Resources to Increase BIPOC Faculty and Grow Pipeline of Future Scholars

How do we create opportunities for **BIPOC PhDs** to get to know us?

How do we encourage more **BIPOC job seekers** to apply to faculty positions?

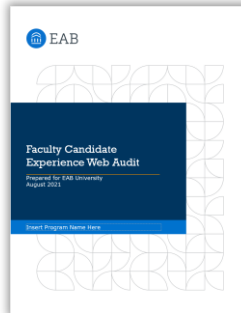How do we redesign hiring so our best **BIPOC prospects** stay in the pool?

How do we ensure a great first year for **new BIPOC hires?**

BUILD PIPELINE   **RECRUIT**   **HIRE**   **ONBOARD**

EAB

Instilling **Equity and Inclusion** in Departmental Practices

Guiding Faculty Recruitment and Retention

Academic Affairs Forum

EAB

Faculty Search Committee Launch Kit

EAB

Faculty Candidate Experience Web Audit

Prepared for EAB University August 2021

Insert Program Name Here

EAB

Ten Components of Successful Research Mentoring Programs

University Research Forum

Source: EAB, Instilling Equity and Inclusion in Departmental Practices; 13 tools to elevate diversity in the faculty hiring process; Candidate Experience Web Audit for Colleges and Universities; 10 Components of Successful Research Mentoring Programs.

Plans for Retention and Career Advancement are Also Critical

> **It makes little sense to recruit diverse faculty of color if they leave after only a few years (or even months).** As a person of color, and having served in the faculty ranks, it is my experience that faculty of color often leave predominantly white institutions due to a lack of support and engagement with the institution. That can take many forms, including **undesirable course assignments, a devaluing of their scholarship, poor support and collaboration on research efforts, and microaggressions in the work environment**."

Perry Greene
Vice President for Diversity and Inclusion, Adelphi University

Salary Equity: It's Complicated

Though Often Cited as a Retention Lever, Pay Equity is a Blunt Instrument

> **Salary: the Final Frontier?**
>
> "Our biggest factor in retention is local cost of living. Even though we pay well, housing here is so expensive that unless you're in a business, engineering, or medical field, you can't afford it. We've tried building subsidized faculty housing and offering housing vouchers, but it feels like we can never do enough."
>
> *VP Research, State Flagship University*

Best Efforts to Revisit Pay Can Often Backfire

The Well-Intentioned Inquiry

HR conducts faculty pay equity study at selective private university

→

The Unexpected Finding

Study reveals high rates of **salary compression**, with (mostly-white) senior faculty paid $50k below new hires

→

A Whole New Barrier to Racial Equity

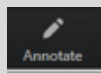Institution cannot revisit pay differences by race before senior faculty's salaries are recomped to market rate

Source: EAB interviews and analysis.

Many of the Necessary Pieces Already in Place

How Provosts and CDOs Currently Support Faculty Belongingness

Employee Resource Groups

Provide meeting space, refreshments, small-dollar compensation for group leaders

Shared Readings

Select readings, convene meetings, create discussion questions

CAO/CDO Office Support

Mentoring Programs

Match mentors and mentees, schedule convenings, provide resources and funding

Faculty Ombuds

Staff ombuds position and provide confidential space for faculty to share concerns

---

Which of these do you already do? Let us know using the <u>annotate stamp</u>:

Click "Annotate" on the zoom toolbar (it may also be under "view options")

On the annotation toolbar, **click Stamp, select a shape and click on one or more icons to add a stamp**

Press the **red "X" in the left-hand corner of the toolbar to stop annotating**

Source: EAB interviews and analysis.

Despite Our Efforts, Gaps Remain

Top-Down Attempts at Creating Community Feel Forced and Overly-Formal

Official Recognition Comes with a Price

"My office is working on a process for creating an ERG. But we're not going to set up those groups—it has to come from the faculty. Because if you start parsing people into groups and it's not the way they want to be parsed, it's not going to be effective. And when you become an official group there are different guidelines: **it comes with a charter, it comes with a vision, now you have minutes**."

CDO, Selective Private University

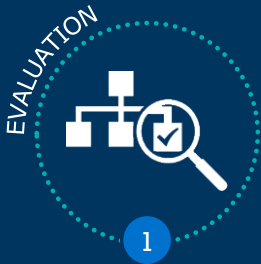**BIPOC Faculty Still Don't Feel Like They've Found a Place to Belong**

3-5% Greater likelihood that Black and Hispanic/Latino faculty feel **dissatisfied or very dissatisfied** with fit in their department (vs. white faculty)

65% Of BIPOC faculty at the University of Michigan considered leaving the institution

70% Of BIPOC faculty at a university system considered leaving the system altogether in the past year

Source: Kiernan Mathews et al, "When Perceptions of Diversity Don't Match Progress," Harvard Graduate School of Education; "BIPOC Faculty Retention at University of Michigan Interviews with Michigan Faculty," August 2021; EAB interviews and analysis.

3 Factors in Employee Retention
What Cross-Industry Research Tells Us

EVALUATION

1

Engagement is 2x higher if employees **know what is expected of them**

MANAGEMENT

2

70% of variation in employee engagement is due to **management**

WORK-LIFE BALANCE

3

Burnt out employees are 2.6x more likely to job hunt

Source: Gallup, "State of the American Workplace," 2017; Austin Suellentrop and E.Beth Bauman, "How Influential Is a Good Manager?" *Gallup's Clifton Strengths*, June 2, 2021; EAB interviews and analysis.

Playing by Different Rules

BIPOC Faculty Face Higher Expectations, Lower Rewards than White Peers

"**Sometimes the rules change for people of color or African Americans** who are on a tenure track. Sometimes they're a bit stricter when African Americans are doing their research, and it's always scrutinized harder."

W. Franklin Evans, President

West Liberty University

Same Work, Different Rewards

Nonwhite biologists and physicists **earn lower salaries** than white peers

Black researchers are only **55% as likely to receive NIH grants** as white peers

~70% of BIPOC faculty report feeling a need to work harder than their colleagues to be seen as legitimate scholars, vs. less than half of white professors

Source: Zawadi Rucks-Ahidiana, "The Inequities of the Tenure-Track System," *Inside Higher Ed,* June 7, 2019; Curtis Bunn, "Why tenure is so important — yet rare — for Black professors," *NBC News*, July 18, 2021; Colleen Flaherty, "The Souls of Black Professors," *Inside Higher Ed*, October 21, 2020; EAB interviews and analysis.

Where Policy Meets Personnel

## BIPOC Faculty Unsure Senior Colleagues are Ready for Meaningful Change

You Know What They Say About Culture and Strategy…

"The hard part is not acknowledging that the tenure and promotion system is limiting, but to put **people in positions of decision-making** (your deans, your faculty chairs, your mentors, your colleagues that actually validate your work, the publications that you submit to) - **those are the parts of the system that you have to change** before you can really bring value to the transformation of the tenure and promotion process."

Aswad Allen, Ph.D
Chief Diversity Officer
California State University—San Marcos

White Faculty Likely Unaware of Their 'Unknown Unknowns'

Share of faculty who agree that *"on the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department."* (COACHE)

	White Faculty	Black Faculty
Agree	78%	58%
Disagree	12%	28%

■ White Faculty ■ Black Faculty
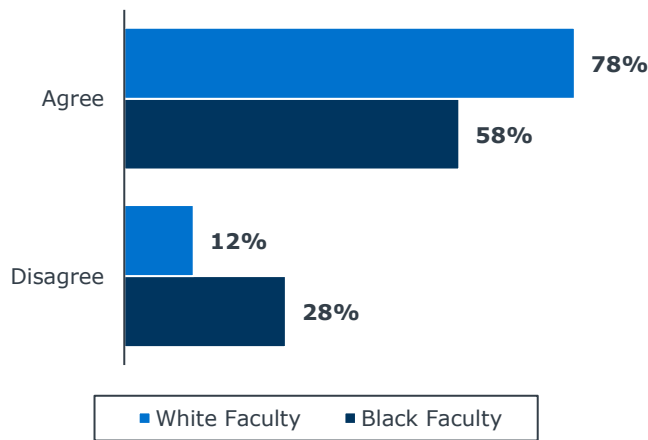
The Burnout Generation Comes to Higher Ed

Overworked BIPOC Faculty Forced to Make Impossible Choices

BIPOC Faculty Spend More Time than White Faculty On...

Institutional DEIJ work such as K12 school outreach and faculty recruitment[1]

Serving as a liaison to internal and external **committees and boards**[2]

Mentoring, coaching, and counseling BIPOC students and faculty[3]

A Painful Choice Between Mission and Well-being

"Short of institutional change, the burden of supporting students of color often falls to faculty of color. This is in addition to disproportionate requests to serve on committees related to diversity. For my own professional and personal well-being, I have begun saying no to new service requests more and more. If I give any more of my time away (from research, teaching, or my personal life), **I risk having the institution fail both the student and me.**"

Eric Grollman
Former Associate Professor,
University of Richmond

1) Study of 469 biology faculty: Jimenez, M.F., Laverty, T.M., Bombaci, S.P. *et al.* "Underrepresented faculty play a disproportionate role in advancing diversity and inclusion". *Nat Ecol Evol*, Vol.3, 2019.
2) Study of 139 faculty at Arizona public universities: Luke J. Wood, "Faculty of Color and White Faculty: An Analysis of Service in Colleges of Education in the Arizona Public University System," *Journal of the Professoriate*, Vol. 8, Issue 1, Spring 2016.
3) Summary of multiple studies: KerryAnn O'Meara et al, "Equity-Minded Faculty Workloads: What We Can And Should Do Now", *ACE*, 2021.

Source: Eric Anthony Grollman, "Invisible Labor: Exploitation of Scholars Of Color In Academia", *EGrollman*, 2015; EAB interview and analysis

Why Making Change is Hard

Barriers to Tackling Evaluation, Training, and Workload
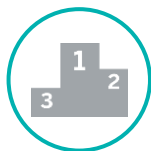
Never Enough Time or Capacity

BIPOC faculty retention often relegated to a side-of-desk activity for provosts and faculty affairs leaders

Difficult to Spot the Biggest Problems

Universities rarely collect data on faculty retention or workload—or disaggregate it by race/ethnicity

Perils of Being a First Mover

Provosts and teams often come up short looking for successful examples from peer institutions

Source: EAB interviews and analysis.

Barriers to Tackling Evaluation, Training, and Workload

Our focus for today:

Never Enough Time or Capacity…Until Now

From 2020 onwards, institutions hired chief diversity officers and created committees to revisit faculty diversity and retention

Difficult to Spot the Biggest Problems

Universities rarely collect data on faculty retention or workload—or disaggregate it by race/ethnicity

Perils of Being a First Mover

Provosts and teams often come up short looking for successful examples from peer institutions

Source: EAB, The Evolving Role of the Chief Diversity Officer; EAB interviews and analysis.

BIPOC Faculty Retention

Policies to Promote Equity and Career Advancement

EVALUATION

1

Redesign **promotion and tenure policy** to broaden and clarify expectations

MANAGEMENT

2

Train **committee members** to champion best-practice policy

WORK-LIFE BALANCE

3

Better manage **faculty workload** to reduce overwork

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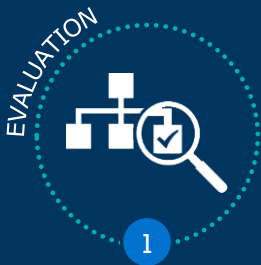
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Three Ways Promotion and Tenure Dampens BIPOC Faculty Morale

1

❌ **Unclear Requirements**

"I don't know what's expected of me. My department doesn't post its guidelines anywhere. Maybe a peer could help, but **when I see my white colleagues bonding over golf, I don't know how I can break into the clique**."

2

❌ **Narrow Definitions of Success**

"The work I do is transformative for the institution**. I mentor students on the verge of dropping out. I help design the policies that will shape our hiring strategy**. It doesn't matter if I don't publish in an 'A' journal."

3

❌ **Misaligned with Institutional Goals**

"My department tracks all these different impact metrics for dossiers, but **it all feels meaningless**. Is this work really building to something or is it just busy work?"

Impacts on Faculty

💬 Let us know in the **Chat** which problem (1, 2, or 3) is most prevalent on your campus.

Source: EAB interviews and analysis.

Select Institutions Adding DEIJ Language to Promotion and Tenure Policy:

Liberal Arts Colleges

Bowdoin

Kenyon

SMITH COLLEGE

Pomona College

WHITMAN COLLEGE

Research Universities

UNIVERSITY OF OREGON

IUPUI

University of Windsor

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

UIC UNIVERSITY OF ILLINOIS CHICAGO

University Systems

MINNESOTA STATE

UNIVERSITY OF CALIFORNIA

Regional Publics

PIERCE COLLEGE

HUMBOLDT STATE UNIVERSITY

Designing Promotion and Tenure to Encourage BIPOC Faculty Retention

Principles of Best-Practice Promotion and Tenure Policy

1   **2**   **3**

Clarify Requirements

IUPUI — DEIJ-Based Tenure Pathway

Broaden Definitions of Success

University of Windsor — Flexible Promotion and Tenure Framework

UNIVERSITY OF OREGON — DEIJ Statement Review Rubric

Align with Meaningful Institutional Goals

MINNESOTA STATE — Institutional Goal-Aligned Review Criteria

Source: EAB interviews and analysis.

Charting a New Course to Tenure

Faculty at IUPUI Can Now Go Up for Tenure Based on DEIJ Contributions

IUPUI's New "Balanced-Integrative Case" Tenure Pathway

Balanced:
Faculty's work is **weighted equally** across the categories of research, teaching, and service

Integrative:
DEIJ contributions are evaluated **as part of** research, teaching, and service rather than something separate
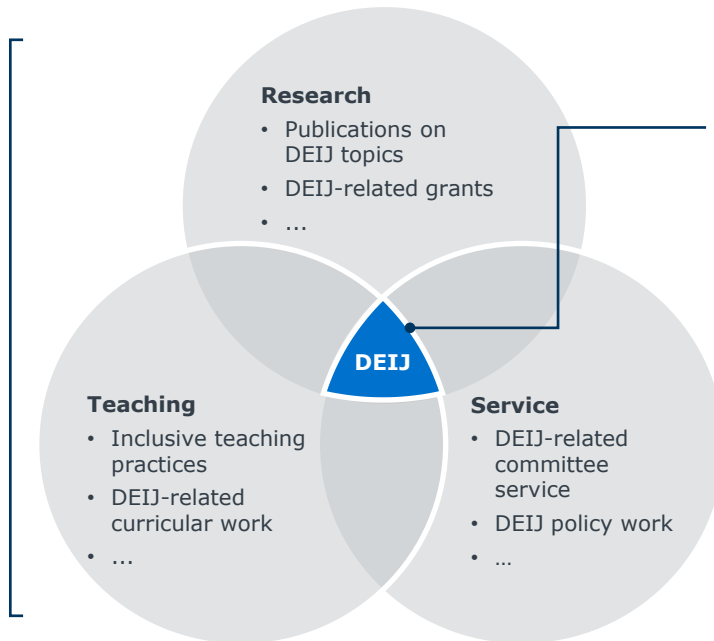
Research
- Publications on DEIJ topics
- DEIJ-related grants
- …

DEIJ

Teaching
- Inclusive teaching practices
- DEIJ-related curricular work
- …

Service
- DEIJ-related committee service
- DEIJ policy work
- …

IUPUI

The Powerful Metrics Behind the Headlines

Explicit Guidelines Differentiate 'Required' From 'Above and Beyond'

Baseline Standards

1

Examples:

- Conference presentations on DEIJ topics (dissemination)
- Advising URM students (mentorship)
- Inclusive teaching practices (teaching)

Additional Measures

2

Examples:

- Invited speaking engagements on DEIJ topics (dissemination)
- Supporting a student org (mentorship)
- Leading DEIJ-related study abroad (teaching)

Standards of Excellence

3

Examples:

- Keynote addresses on DEIJ topics (dissemination)
- Mentoring URM students (mentorship)
- DEIJ curriculum development (teaching)

IUPUI

Source: IUPUI, "Subcommittee on DEI Work Metrics: Definitions and Examples,"; EAB interviews and analysis.

Laying the Groundwork for Faculty Retention
New Criteria Show IUPUI's Investment in Careers Focused on DEIJ

"As an urban public, we are designed to think outside the box. Our city needs us to move more nimbly, and we don't have the baggage of 200 years of history and the ivy on the walls that make it difficult to change. We have a strong culture of assessment and good data infrastructure. **We can show that we're able to retain people who do this work and that it contributes to the excellence of the institution**."

Kathy Johnson
Chief Academic Officer, IUPUI

Breaking Down the Tenure Case

Windsor Develops Flexible Framework for Promotion and Tenure Dossiers

University Framework Defines Multiple Categories and Criteria For Research, Teaching, and Service

Faculty have **multiple options** for types of work that count toward tenure and promotion

3-7 **Criteria**
E.g., influence on the academic community

▼

3-7 **Indicators**
E.g., publicly-engaged academic work

▼

3-5 **Sources of Evidence**
E.g., letters from community partners

▼

Specific **standards** for each rank
E.g., 4-5 examples

University of Windsor

Expectations are **quantified** at each level

Source: University of Windsor, "Renewal, Tenure and Promotion (RTP) Criteria Research and Teaching Evaluation Frameworks,"; EAB interviews and analysis.

Helping Each Discipline Adapt the Framework

Windsor's Resources Help Each Unit Develop Discipline-Specific Criteria
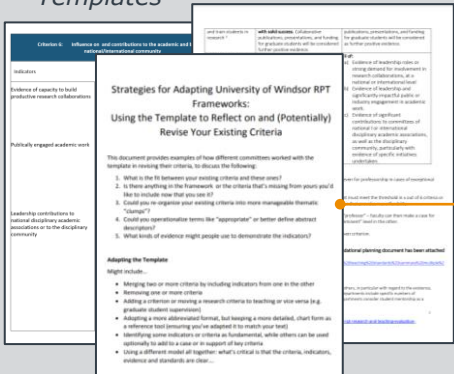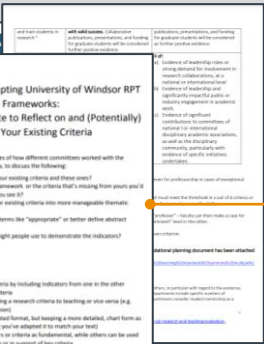
Broadly-defined, flexible university-level framework

University of Windsor

Templates

Examples

Strategies for Adapting University of Windsor RPT Frameworks:
Using the Template to Reflect on and (Potentially) Revise Your Existing Criteria

This document provides examples of how different committees worked with the template in revising their criteria, to discuss the following:

1. What is the fit between your existing criteria and these ones?
2. Is there anything in the framework or the criteria that's missing from yours you'd like to include now that you see it?
3. Could you re-organize your existing criteria into more manageable thematic "clumps"?
4. Could you operationalize terms like "appropriate" or better define abstract descriptors?
5. What kinds of evidence might people use to demonstrate the indicators?

Adapting the Template

Might include...

- Merging two or more criteria by including indicators from one in the other
- Removing one or more criteria
- Adding a criterion or moving a research criteria to teaching or vice versa (e.g. graduate student supervision)
- Adopting a more abbreviated format, but keeping a more detailed, chart form as a reference tool (ensuring you've adapted it to match your text)
- Identifying some indicators or criteria as fundamental, while others can be used optionally to add to a case or in support of key criteria
- Using a different model all together: what's critical is that the criteria, indicators, evidence and standards are clear...

Guiding Questions

Example Prompts for Unit Leaders:

1. Which of these criteria does your unit **already use**?

2. Where can you **reorganize your existing criteria** into indicators, sources of evidence, and standards?

3. Where can you **give definitions** of vague terms (e.g., "appropriate")?

4. Which of these criteria **would you like to add** to yours?

Discipline-specific unit-level frameworks

Careful Rollout Leads to Widespread Adoption

Windsor's Frameworks Used By Wide Variety of Academic Units

University of Windsor

15+ Academic units have adapted the frameworks, including:

- Communication
- Computer Science
- Dramatic Art
- Education
- History

- Kinesiology
- Law
- Mathematics and Statistics
- Philosophy
- Political Science

- Psychology
- Environmental Studies
- Social Work
- Women's and Gender Studies

Supplementing the Dossier with DEIJ Work

Rubric Helps Oregon Faculty Interpret DEIJ Statement Requirement

UNIVERSITY OF
OREGON

Union & UO Agree to DEIJ Statement as a Dossier Requirement

Statements Aren't Evaluated Consistently Across Departments

Office of Provost & Division of Equity and Inclusion Develop Evaluation Rubric

Traditional tenure/ promotion dossier

+

Required statement of contributions to DEIJ

"The CBA says 'faculty [must] include a discussion of the contributions they've made to DEI' **but has no evaluation criteria**. As a result, there is considerable variation in how faculty discuss contributions to DEI and how departments determine if the requirement has been met."

Gabe Paquette
Vice Provost

Shared definitions of diversity, equity, and inclusion

**Examples** of relevant work in research, teaching, and service

Source: EAB interviews and analysis.

A Focus on Demonstrated Success

Rubric Guides Faculty to Document Impacts Across Multiple Domains

DEIJ Statement Evaluation Rubric

✓ **Focus on impacts** and concrete achievements, not just philosophy/intent

✓ **Define multiple dimensions** of impacts, not just impacts on the discipline:

UNIVERSITY OF OREGON
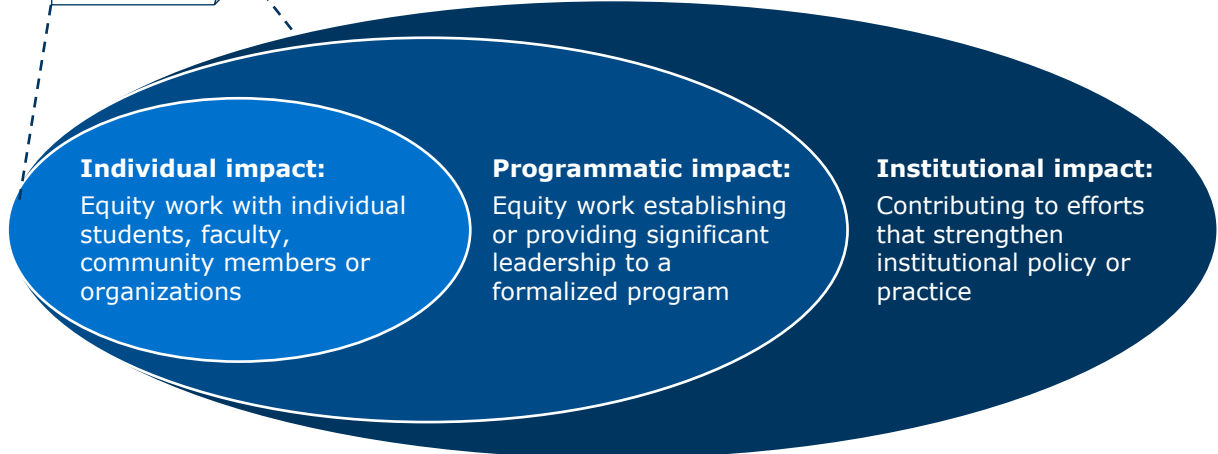
Individual impact:
Equity work with individual students, faculty, community members or organizations

Programmatic impact:
Equity work establishing or providing significant leadership to a formalized program

Institutional impact:
Contributing to efforts that strengthen institutional policy or practice

Source: University of Oregon, "Faculty Equity Statements for Tenure, Promotion and Review,"; EAB interviews and analysis.

Seeing How Each Discipline Fits In

Showing How DEIJ Impact Extends Beyond the Obvious Fields

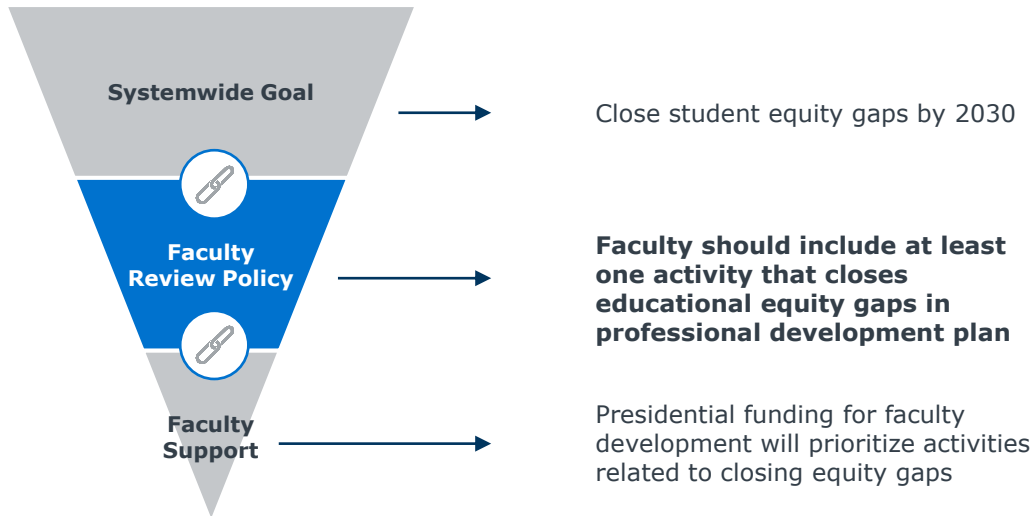### Examples of Impacts Provided in DEIJ Statement Resources

UNIVERSITY OF OREGON

	Individual	*Programmatic*	*Institutional*
Research	**Psychology** faculty includes diverse individuals in subject pool	**Law** faculty leads a research group on gender and labor	**Education** faculty establishes a disability studies research initiative
Teaching	**Journalism** faculty incorporates DEIJ themes into intro course assignments	**Public policy** faculty attends conference for URM graduate students	**Ethnomusicologist** leads development of a new master's program in music of the African diaspora
Service	**Business** faculty advises under-graduate Women in Business group	**Environmental studies** faculty works with indigenous groups on environ-mental impact studies	**Economist** establishes summer pipeline program for low-income high school students

Source: University of Oregon, "Faculty Equity Statements for Tenure, Promotion and Review."; EAB interviews and analysis.

Connecting Reviews to Meaningful Goals

Tie Faculty Development and Resources to Student Success

Systemwide Goal → Close student equity gaps by 2030

MINNESOTA STATE

Faculty Review Policy → **Faculty should include at least one activity that closes educational equity gaps in professional development plan**

Faculty Support → Presidential funding for faculty development will prioritize activities related to closing equity gaps

> "In principle, someone could always include [equity] work in their tenure and promotion case. In practice, not all chairs/reviewers acknowledged it. **Now it is explicitly listed** in the contract that the formal development plan will include an item on equity gaps."
>
> *Dennis Lunt, Faculty Association President, Minn State*

BIPOC Faculty Retention

Policies to Promote Equity and Career Advancement

EVALUATION

1

Redesign **promotion and tenure policy** to broaden and clarify expectations

MANAGEMENT

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Train **committee members** to champion best-practice policy

WORK-LIFE BALANCE

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Better manage **faculty workload** to reduce overwork

Lack of Understanding of New DEIJ Tenure Policy Causes Pushback

UIUC Rolls Out New Policy to Require Statement of Contributions to DEIJ in Tenure File

Public Reactions Demonstrate Lack of Understanding of What New Requirements Mean

INSIDE HIGHER ED

UIUC to Require Diversity Statements for Tenure

University of Illinois at Urbana-Champaign will soon require tenure candidates to share a statement that advances DEI via a "topic, activity, or domain (e.g., research, teaching, and service) or in another manner."

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

"Requiring a statement is like a bare minimum, tick-a-check-box approach in place of meaningful action."

BIPOC Faculty Member

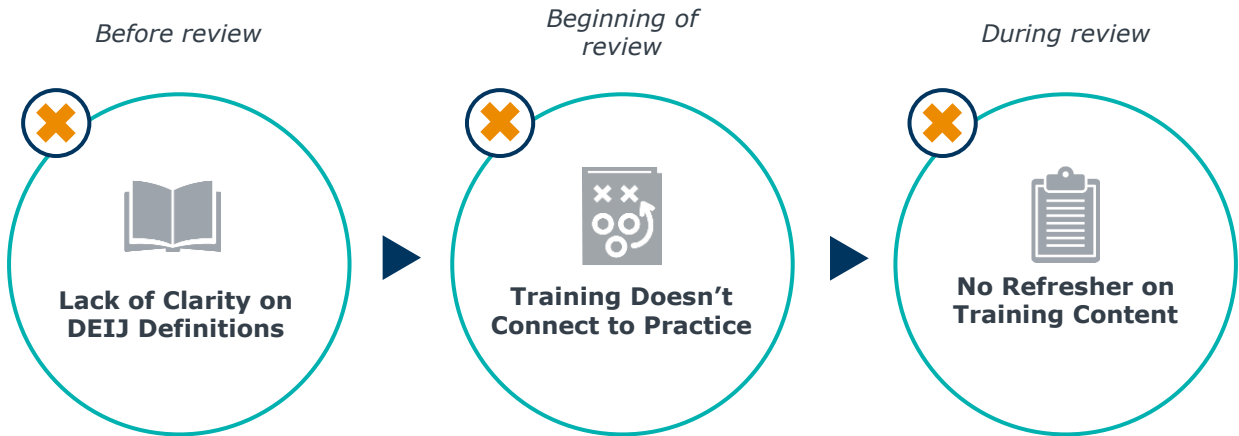"This is undoubtably some administrative cover your butt BS."

White Faculty Member

"Making diversity statements a requirement disadvantages candidates who are qualified but don't align politically."

White Faculty Member

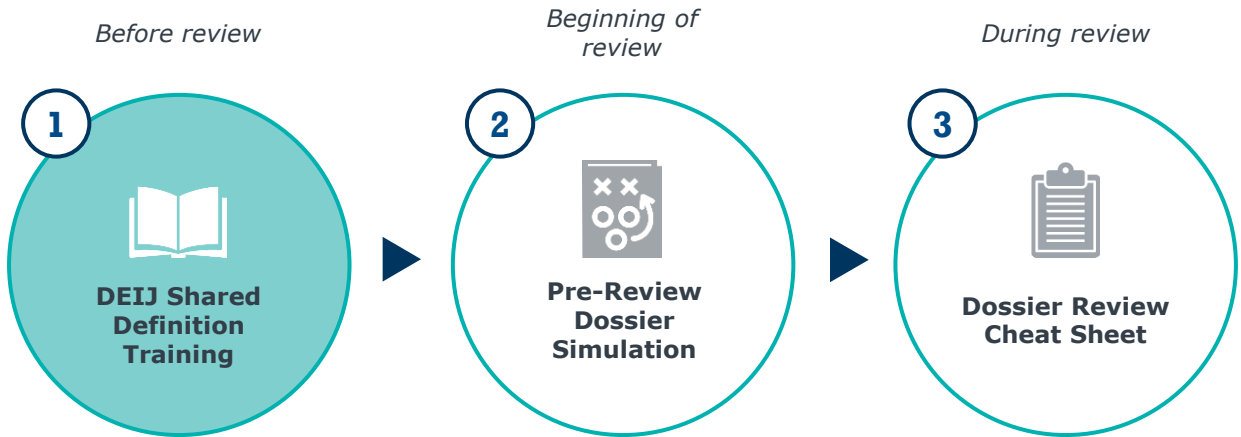3 Moments Where Lack of Committee Training Hampers Policy Adoption

Before review

Beginning of review

During review

Lack of Clarity on DEIJ Definitions

Training Doesn't Connect to Practice

No Refresher on Training Content

Sequential DEIJ Training Boosts Recognition of Bias in Decision Making

Before review

Beginning of review

During review

①

DEIJ Shared Definition Training

IOWA

②

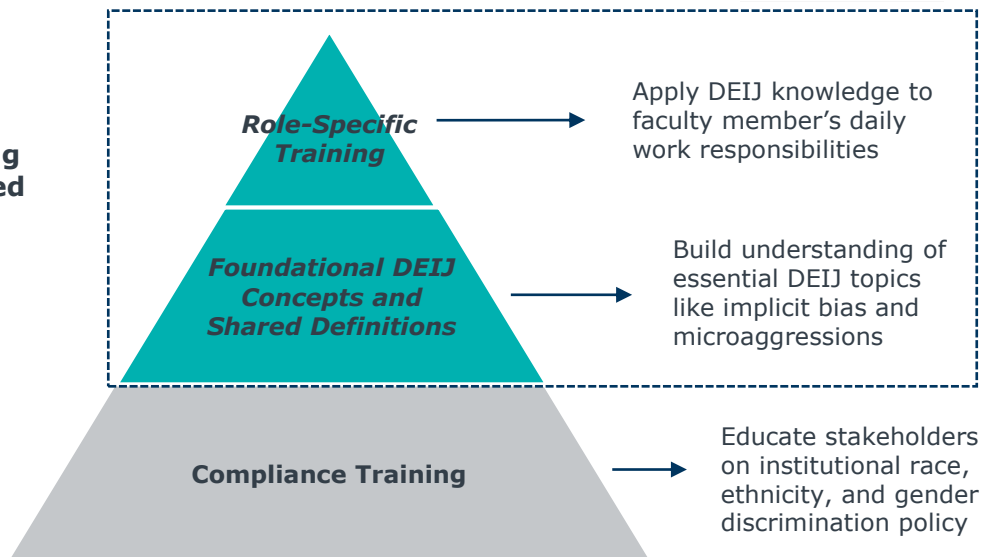**Pre-Review Dossier Simulation**

③

Dossier Review Cheat Sheet

Effective Training Builds on Key Concepts

Iowa Provides Tenure Committees with Tiered Educational Support

Competencies Covered in DEIJ Training

IOWA

Two Additional Types of Training Committees Need

Role-Specific Training → Apply DEIJ knowledge to faculty member's daily work responsibilities

Foundational DEIJ Concepts and Shared Definitions → Build understanding of essential DEIJ topics like implicit bias and microaggressions

What most institutions do:

Compliance Training → Educate stakeholders on institutional race, ethnicity, and gender discrimination policy

Deepening the DEIJ Curriculum

University of Iowa Offers Foundational and Role Specific Training

Core Features of BUILD (Building University of Iowa Leadership for Diversity)

▶ Conducts inventory of various trainings across units to build DEIJ course catalog

▶ Offers 18 DEIJ foundational and role specific training courses to earn BUILD certificate

▶ Provides a six-week summer cohort program with a cultural intelligence coach for a guided learning experience

Tiered Training Options Relevant to Tenure and Promotion Committees

Foundational Training   **IOWA**

Exploring the Influence of Implicit Bias in Our Work and Lives

Understanding and Intervening Effectively in Micro-Aggressions

Fostering Your Cultural Intelligence Framework

Miseducated: The Myth of Meritocracy, Consumerism, and the Workforce

Role Specific Training

Making the Paradigm Shift: Embedding DEI in Unit Plans

Putting It All Together – Strategies for Managing Difficult Conversations

Source: University of Iowa, "BUILD Training Initiative,"; EAB interviews and analysis.

Positive Early Returns from DEIJ Training

Results of the First Five Years of BUILD Training at Iowa

Increased Cultural Awareness

- Post-training surveys indicate increased levels of cultural competency among faculty

Training for Search Committees

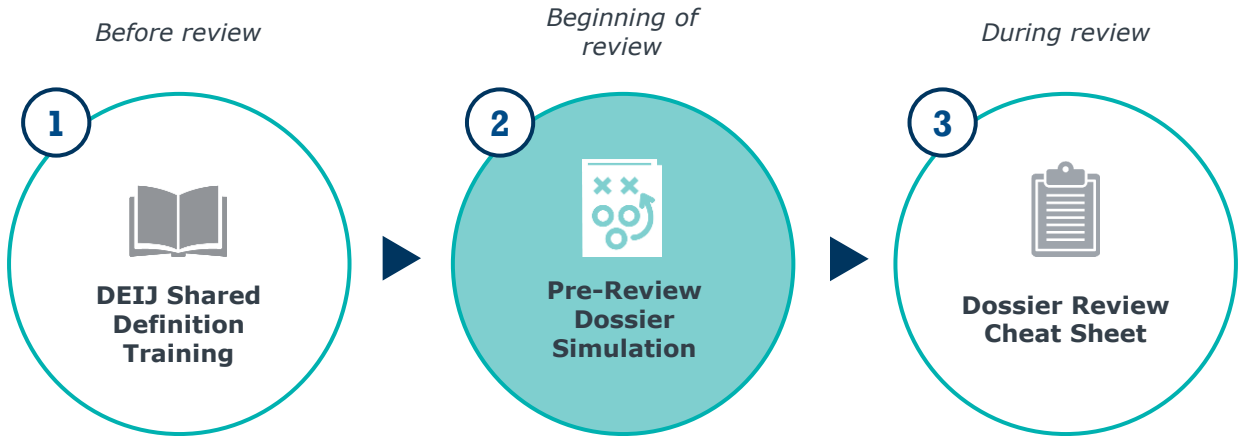- The Office of Provost and the Division of DEI now require BUILD-based training for faculty evaluating new hires

Summer Sessions Added

- BUILD proved so popular that the Division of DEI added a summer session for faculty convenience

IOWA

Sequential DEIJ Training Boosts Recognition of Bias in Decision Making

Before review

Beginning of review

During review

1

DEIJ Shared Definition Training

2

Pre-Review Dossier Simulation

3

Dossier Review Cheat Sheet

Georgia Tech.

Source: EAB interviews and analysis.

Accessible Virtual Simulation Training

How Georgia Tech's Simulated Tenure Case Teaches Committees About Bias

A Quick and Easy Way to Apply DEIJ Concepts in a Simulated Setting

Simulated cases capture **different sources of bias** in promotion and tenure: teaching evaluations, invisible work, inter-disciplinary research, etc.

Interactive activity lets participants **practice recognizing and reacting to bias** in the moment

Average time to complete each simulated case is **20 minutes**

Source: Georgia Tech, "Awareness of Decisions in Evaluating Promotion and Tenure,"; EAB interviews and analysis.

Connecting Training to Trusted Information Sources

Simulation Transcript Embeds Peer-Reviewed Research and Institutional Policy

"Let's start with scholarship. All his current grants are interdisciplinary."

Perceptions of interdisciplinary and multidisciplinary work vary. The GATech faculty handbook (3.3.7) indicates creative work must be appropriated to the individual discipline.

"My main concern about the grants is that he's spending most of the time in chemistry."

"[Candidate] hasn't a clue about our primary thrusts in materials. He's riding the coattails of chemistry with interdisciplinary NSF funding, which isn't hard to get, and he isn't project director on any grants on the c.v."

Merton outlines "the Matthew effect," whereby the accrual of greater recognition to scientific contributions goes to those with already considerable reputations.

"Don't discount big grants because they are interdisciplinary. He's published in highly respected journals…"

The PTAC report (I.9) considers issues related to criteria in scholarship, including clarity, familiarity with publication venues, judgment across disciplines, uniformity and consistency of standards.

External Resources Cited in Training Transcript

Faculty handbook policy on how to evaluate creative work in tenure files

Peer-reviewed article on biased decisions in research grant funding

Internal committee findings on how to communicate expectations about publication venues and multidisciplinary work

Georgia Tech.

Source: Georgia Tech, "Awareness of Decisions in Evaluating Promotion and Tenure,"; EAB interviews and analysis.

Practice Makes Perfect

Positive Results of Adopting Georgia Tech's ADEPT Training at Montana State:

MONTANA
STATE UNIVERSITY

Longer Time Reviewing Each Dossier

"Committee members reported spending a significantly longer time reviewing each dossier compared to those in non-training conditions."

More Supportive Committee Atmosphere

"Committee members who received the bias-literacy training reported a significantly more supportive committee atmosphere."
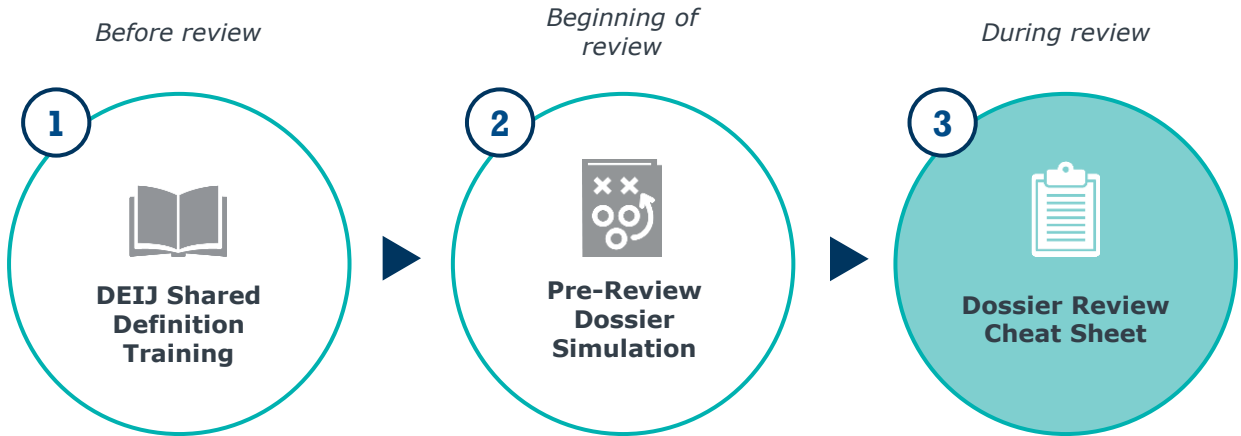
Less Diversity Fatigue

"Committee members in training condition were also inclined to report less diversity fatigue, suggesting that the training did not invoke reactance."

Sequential DEIJ Training Boosts Recognition of Bias in Decision Making
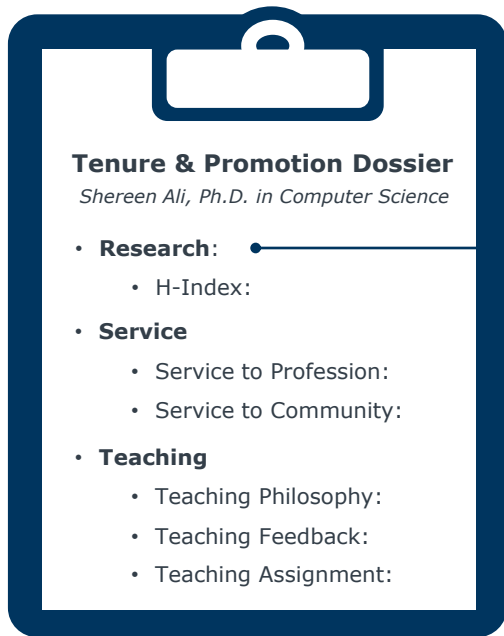
Before review

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Source: EAB interviews and analysis.

Provide DEIJ Rubric During Dossier Review

DSU[1] Provides Cheat Sheet to Refresh Training Competencies In Real Time

Tenure & Promotion Dossier

Shereen Ali, Ph.D. in Computer Science

- **Research**:
  - H-Index:
- **Service**
  - Service to Profession:
  - Service to Community:
- **Teaching**
  - Teaching Philosophy:
  - Teaching Feedback:
  - Teaching Assignment:

A Cheat Sheet from Danton State University[1] Helps Reviewers Evaluate Emerging Research, Teaching, and Service Methods

✔ Is a candidate's research engaging local communities?

✔ Is a candidate publishing in non-traditional/DEI-related journals?

✔ Is there growth and development in scholarship & service that aligns with institutional mission?

✔ Is a candidate facilitating active learning for their students?

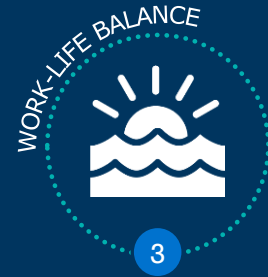1) Pseudonym

BIPOC Faculty Retention

Policies to Promote Equity and Career Advancement

EVALUATION

1

Redesign **promotion and tenure policy** to broaden and clarify expectations

MANAGEMENT

2

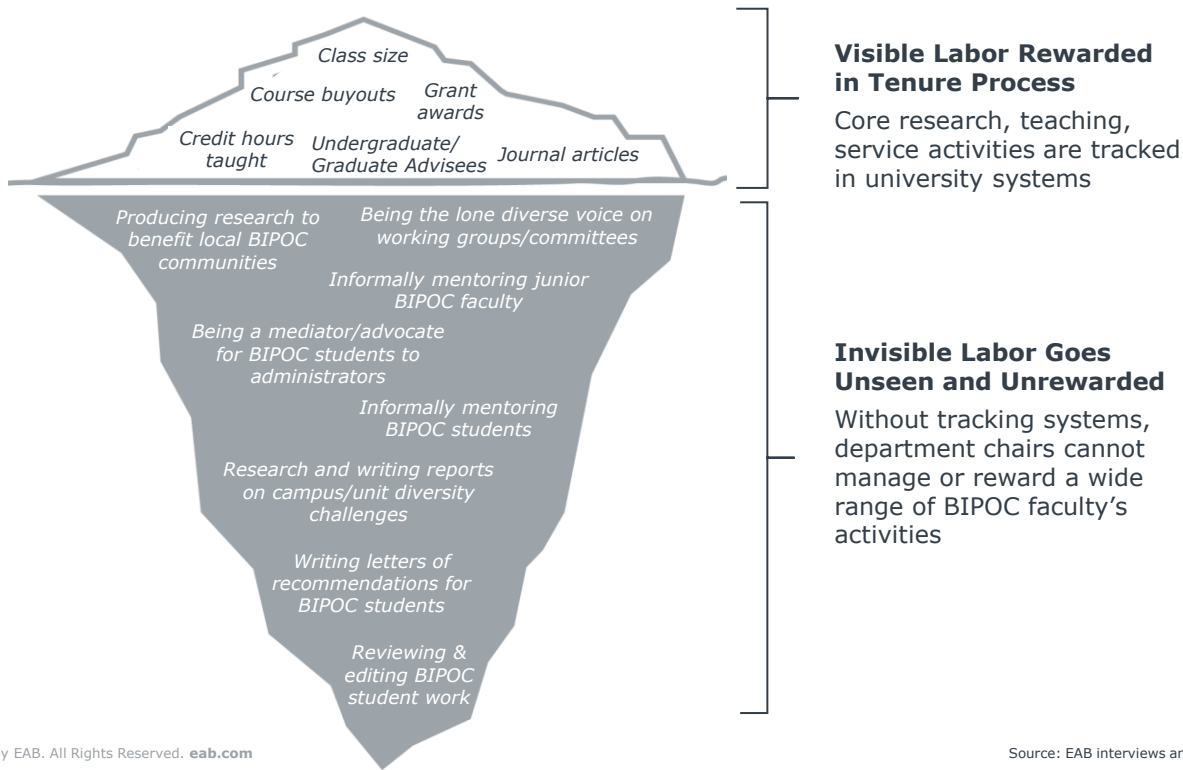Train **committee members** to champion best-practice policy

WORK-LIFE BALANCE

3

Better manage **faculty workload** to reduce overwork

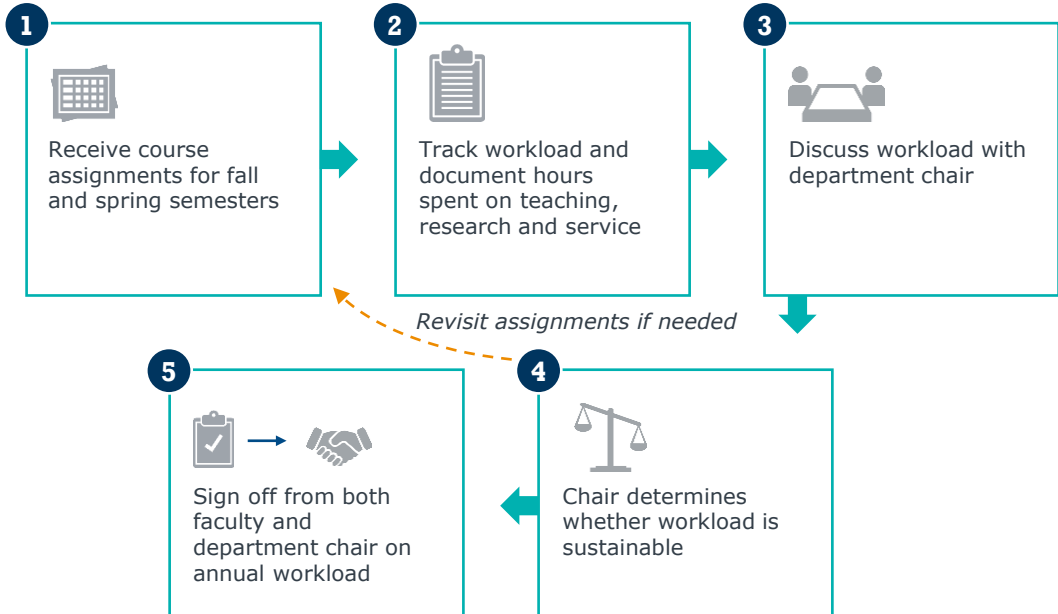## BIPOC Faculty Particularly Vulnerable to the Invisible Labor Problem

Tip of the Iceberg: Department Chairs Only Aware of Tracked Labor

Class size

Course buyouts

Grant awards

Credit hours taught

Undergraduate/ Graduate Advisees

Journal articles

Visible Labor Rewarded in Tenure Process

Core research, teaching, service activities are tracked in university systems

Producing research to benefit local BIPOC communities

Being the lone diverse voice on working groups/committees

Informally mentoring junior BIPOC faculty

Being a mediator/advocate for BIPOC students to administrators

Informally mentoring BIPOC students

Research and writing reports on campus/unit diversity challenges

Writing letters of recommendations for BIPOC students

Reviewing & editing BIPOC student work

Invisible Labor Goes Unseen and Unrewarded

Without tracking systems, department chairs cannot manage or reward a wide range of BIPOC faculty's activities

Balancing Work Via Workload Agreements

Establishing Agreements is a Multi-Step Process

Faculty and Department Chairs Manage Up and Down to Create a Balanced and Equitable Workload

University of **CINCINNATI**

1 Receive course assignments for fall and spring semesters

2 Track workload and document hours spent on teaching, research and service

3 Discuss workload with department chair

Revisit assignments if needed

5 Sign off from both faculty and department chair on annual workload

4 Chair determines whether workload is sustainable

Give Chairs Regular Insight Into Workload

Workload Agreements Offer a Chance to Track Otherwise-Invisible Work

Annual Workload Agreement Documents Sum Total of Faculty Workload

Academic Year: _____

Department: _____

Faculty Name & Title: _____

Semester: _____

University of
CINCINNATI

Course Load

	TA Support	Large Section	New Course Prep
Course Number #1	✓	✓	✗
Course Number #2	✗	✗	✓
Course Number #3	✗	✗	✗

Faculty report features of courses that add time, such as larger sections or new course preps

Document Work Activity *(Hours Per Week)*

Service _____

Research _____

Prep Time for Class + Class Hours _____

Faculty report hours per week spent on other work, ensuring 'invisible' service and research activities are captured

Total Hours _____

x_____
Faculty Signature

x_____
Department Chair Signature

What Gets Tracked in Workload Agreements

Additional Activities Captured in Cincinnati's Yearly Form

Full List of Courses Taught

- Course number or other responsibility
- Course name
- Credit hours
- Enrollment

Additional Course Features and Resources

- Large section
- Intensive grading
- Lab/Recitation
- TA assistance (#)
- Graders
- Separate (new) prep

Time Dedicated to Each Work Activity

- Prep time for class
- Class hours
- Grading
- Office hours
- Research
- Administrative
- Service
- Other

Descriptive Details Not Captured in Quantitative Workload Data

- Describe research responsibilities
- Describe assigned administrative responsibilities
- Other responsibilities
- Indicate if job responsibilities are subject to change during the term of the contract

University of **CINCINNATI**

"

In addition to increasing transparency around what faculty were doing, **the act of creating dashboards allows departments to identify equity issues and design remedies,** discuss faculty preference for different work activities, and create more clarity around expected contributions.

"

From *Faculty Work Activity Dashboards: A Strategy to Increase Transparency* by KerryAnn O'Meara, Elizabeth Beise, Dawn Culpepper, Joya Misra, and Audrey Jaeger

Source: KerryAnn O'Meara et al, "Faculty Work Activity Dashboards: A Strategy to Increase Transparency", *Change: The Magazine of Higher Learning*, Vol. 52, No.3, 2020; EAB interviews and analysis.

Capture Workload Data on a Department Level

Viewing Faculty Members' Workloads Side by Side Illuminates Inequities

Example Department Workload Dashboard

Each faculty member's workload listed as percent of total

Rank	Faculty ID	Research		Teaching			Service	
		Units	Percent of Total	Fall (SCH)	Spring (SCH)	Percent of Total	Units	Percent of Total
Assistant	F-28	7	10	3	3	28	21	40
Associate	F-21	18	30	4	4	36	25	47
Full	F-11	35	60	5	3	36	7	13
Sum	N/A	60	100	12	10	100	53	100

Faculty names are blinded to peers but visible to department chair to preserve confidentiality

Service and research activities are translated into work units for apples-to-apples comparison

ACE® American Council on Education®

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1. *Introduction:* Why BIPOC Faculty Leave Their Jobs

2. Policies to Promote Equity and Career Advancement

3. *Networking Activity:*
   Policy Brainstorm