



ANTIRACISM TASK FORCE: FACULTY RECRUITMENT AND RETENTION COMMITTEE REPORT

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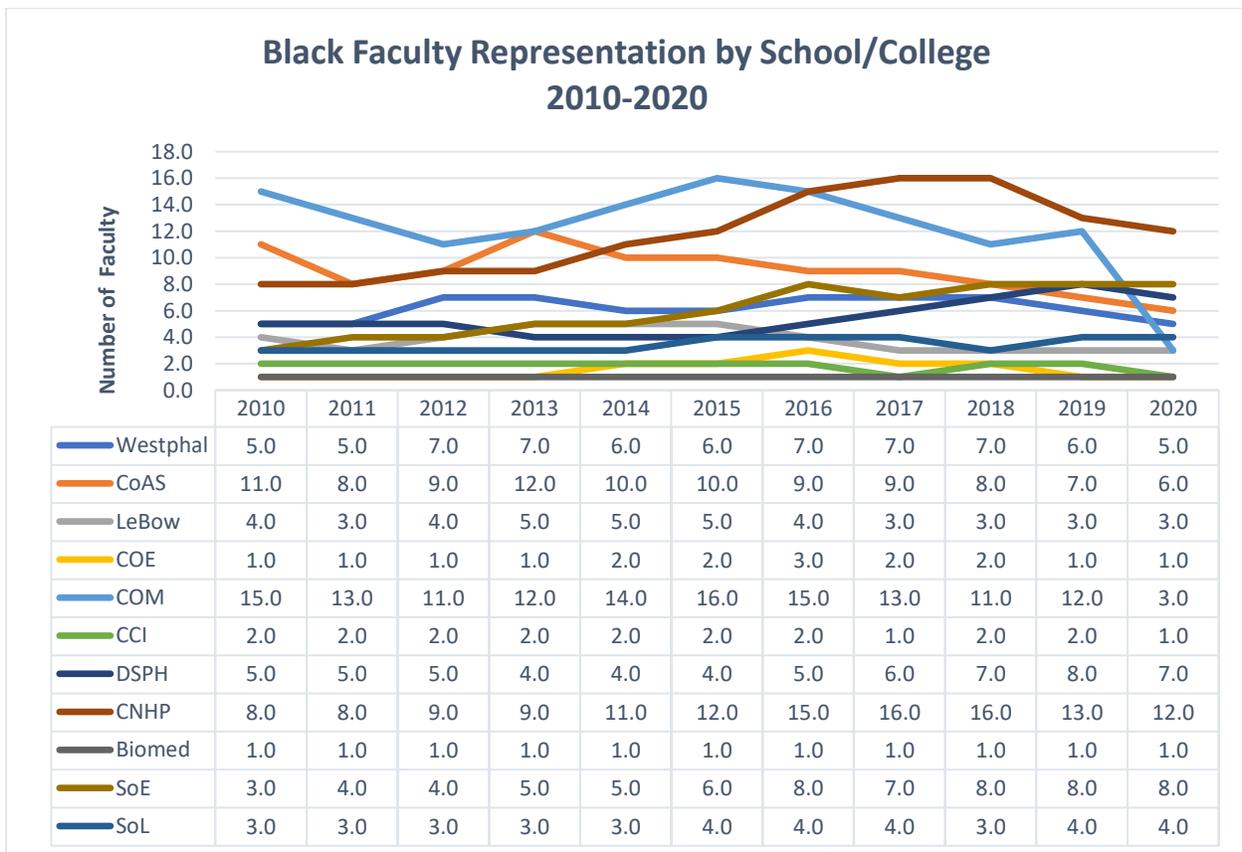
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EXECUTIVE SUMMARY

Black faculty currently make up only 4.1 percent of the 1,241 fulltime faculty at Drexel University; this is underrepresented compared to 8 percent of our student body identifying as Black. Although the 51 Black faculty are distributed across Drexel’s fifteen Schools and Colleges, some academic units fare worse in outcomes than others. For instance, of the 129 full-time faculty in the College of Engineering (CoE), only one identifies as Black according to data retrieved from Tableau. The numbers are similar for the College of Computing and Informatics (CCI) with one Black faculty out of 62, and the School of Biomedical Engineering and, Science and Health with one Black faculty out of 27. This means that students, especially Black students, in these academic units could go through their entire career at Drexel without having had one Black professor, a fact that was expressed by multiple students during listening sessions triggered in part by the murder of George Floyd.

Furthermore, only 26 of the 51 full-time Black faculty are either tenured or on tenure track (T/TT). The College of Nursing and Health Professions, which currently has the highest number of Black Faculty at 12, only has four T/TT Black faculty. This is followed by the School of Education with 8 (6 T/TT), and the Dornsife School of Public Health with 7 (5 T/TT). The chart below is a representation of Black faculty by numbers in Drexel’s Schools and Colleges during the 10-year period from 2010-2020.



These are just some of the highlights from the information reviewed by the Faculty Recruitment and Retention sub-Committee (FRRC) from September to December 2020 as part of its charge in the Antiracism

Task Force’s work of dismantling systemic racism at Drexel University. Information reviewed included: data in Tableau; workload data provided by the administrators of the Antiracism Task Force; faculty policies on Drexel’s websites; notes from then Interim Provost Jensen’s meeting with Black faculty; and conversation with Senior Vice Provost for Faculty Advancement and Undergraduate Affairs, Erin McNamara Horvat. The committee also consulted literature on faculty recruitment and retention, as well as initiatives and reports at peer and aspirant institutions. This work resulted in the following key recommendation:

Increase the representation of Black faculty from 4.1 percent to 10 percent (75 new hires) during the five-year period from 2021-2026.

Achieving this goal will require the hire of about 75 new Black faculty across the University during that period. This equates to about 15 new Black faculty each year, or 25 percent of new full-time faculty hired, based on the average number of faculty hired each year during the preceding five-year period from 2016 to 2020. The FRRC also recommends that at least half of these hires be in the tenured/tenure track lines.

To ensure success, our committee recommends strategies outlined in the summary of recommendations table below, which are aimed toward fulfilling the following priorities: 1) establishing inclusive and equitable faculty recruitment processes that will attract Black faculty to Drexel; and 2) establishing policies, processes, and initiatives throughout the faculty lifecycle that ensure the retention of Black faculty.

Why is it Imperative for Drexel University to Implement this Specific Hiring Initiative?

When the committee began its work in September 2020, it was examining data from 2019, which reflected 65 Black faculty. That number has since dropped to 51, a 21.5 percent decline in one year, compared to 12.3 percent for all fulltime faculty at the University. It is also worth noting that the number of Black faculty peaked in 2016, with 73 faculty, which was about 4.8 percent of full-time faculty at the University. From 2016-2020, there has been a 19.2 percent decline in the number of all full-time faculty from 1,536 to 1,241. During that same period, there was a 30.1 percent decline in full-time Black faculty. This decline indicates that we must take immediate action to reverse the disproportionate loss of Black faculty, in conjunction with targeted hiring to increase the overall representation of Black faculty at the University.

Given how critical Black faculty are to advancing all six of the University’s strategic imperatives – especially in *building an inclusive culture, cultivating a more diverse faculty to foster transdisciplinary education, research and scholarship, student curricular offerings, and maintaining fiscal and operational strength* – the FRRC recommends that the **University commit at least \$2.5 million over the five-year period to ensure successful attainment of this goal.** These funds would be used to incentivize departments and academic units for the successful hire of Black faculty; fund future guest faculty speaker series; establish the role of a faculty diversity administrator in the Office of the Provost; fund faculty development initiatives; and fund faculty initiatives that are transdisciplinary and advance social justice at the University.

Summary of Faculty Recruitment and Retention Committee (FRRC) Recommendations

Goal	Objectives	Strategies	Outcome Measure	Responsible
Increase the representation of Black faculty from 4.1 percent to 10 percent (75 new hires) during the five-year period from 2021-2026	Establish inclusive and equitable faculty recruitment processes and practices that will attract Black faculty to Drexel (<i>75 new faculty over 5-years</i>)	Commit to hiring 75 new Black faculty (<i>Launch Year</i>)	Public Statement/commitment from President	President Fry
		Establish University level funding to incentivize successful hire of Black faculty (<i>Years 1-5</i>)	Public commitment and allocation of funding	Office of the Provost Office of Equality and Diversity
		Develop 5-year plan for hiring including metrics for evaluation and accountability (<i>Launch Year</i>)	Complete plan and dissemination	Office of the Provost OED, Faculty Senate/FRRC implementation committee
		Appoint Administrator in the Office of the Provost to focus on faculty diversity (<i>Launch Year</i>)	Appointment and announcement	Provost Jensen (Office of the Provost, OFA, ORI, HR, OED)
		Appoint/designate administrator in each dean's office to facilitate faculty hiring process (<i>Year 1</i>)	Appointment and communication with Chief Diversity Officer and Faculty Diversity Administrator	Deans' offices
		Develop/implement coordinated University-wide faculty recruitment process (<i>Launch year</i>)	Launch of university-wide inclusive hiring process	Office of the Provost, OED, HR, FRRC Implementation committee
		Centralized data collection mechanism for faculty recruitment (<i>Year 1</i>)	Establishment, communication, and implementation of data collection	Office of the Provost, HR, and OED
		Endowed University-wide future faculty guest speaker series (<i>Years 1-5</i>)	Public commitment and allocation of funding	Office of the Provost, OED, academic units
	Establish policies, processes, and initiatives throughout the faculty lifecycle that ensure the retention of Black faculty	Ensure Equity in Promotion and Tenure by examining scholarship, teaching, and service processes to develop programs that foster the advancement of Black faculty (<i>Year 1-2</i>)	Revision, recommendation, and implementation of polices/processes	Office of the Provost, OFA, Faculty Senate, FRRC implementation committee
		Ensure Equity in Compensation and Workload by developing systems to track and report data, perform pay equity audit, and maintain transparency in tracking and reporting faculty workload. (<i>Year 1,2</i>)	Procurement of and integration of Interfolio, completion/ dissemination of pay equity audit	Office of the Provost, OFA, HR, Faculty Senate, and FRRC implementation committee
		Develop/Implement Culturally Sensitive Faculty Development Initiatives (<i>Year 1</i>)	Development and launch of initiatives including mentoring, and accountability	Office of the Provost, OFA, HR, OED, FRRC implementation committee
		Create a Culture of Inclusion and Belonging for community building, resource sharing, and accountability from onboarding throughout the faculty lifecycle. (<i>Year 1</i>)	Allocation of resources for faculty interest groups; faculty diversity administrator as advocate for accountability	Provost Office, OFA, OED

Timeline: Launch Year (2020-21), Year 1 (2021-22), Year 2 (2022-23), Year 3 (2023-24), Year 4 (2024-25), Year 5 (2025-26)

The subsequent part of this report includes details to further articulate the goal to increase Black faculty representation from 4.1 to 10 percent by 2026, and the objectives, strategies, and outcome measures to ensure success.

PRIMARY GOAL AND RATIONALE

Primary Goal: Black faculty constitute at least ten percent of the University's fulltime faculty within five years. This necessitates hiring at least 75 Black professors during the 2021/2022 to 2025/2026 academic years. Commitment will occur during the launch year 2020/2021, and hiring will occur in years 1-5, with approximately 15 hires across the colleges and schools each year for five years.

Rationale

Black faculty make up about 4.1 percent of all fulltime faculty at Drexel (N=1,241). The Faculty Recruitment and Retention Committee (FRRC) of the Anti-Racism Task Force Committee recommends that the University commit to increasing the percentage to, at a minimum, 10 percent. This increases Black faculty from 51 to 126 professors or requiring 75 new professor hires over the five-year period from 2021-2026. It is critical to align faculty recruitment and retention, to be consistent with the university's aspirational goals for increasing Black student enrollment and retention of Black professors. According to data from the National Center for Education Statistics, about 13 percent of all students enrolled in postsecondary institutions in 2018¹ were Black/African American and is projected to remain steady over the next decade. At Drexel, that percentage is nearly 8 percent. Furthermore, research shows that having more professors of color increases student retention. To increase Black student enrollment, the University must hire more professors who are Black and/or who engage in social justice research in race/ethnicity. Increasing the number of Black professors will also improve future recruitment and retention of Black professors. The FRRC recommends that at least half of these new faculty lines be tenure/tenure-track faculty positions.

To achieve this goal, the FRRC committee recommends the following objectives: 1) establish inclusive and equitable faculty recruitment processes and practices that would attract Black faculty at Drexel, and 2) establish policies, processes, and initiatives throughout the faculty lifecycle that ensure the retention of Black faculty.

OBJECTIVE I: Establish Inclusive and Equitable Hiring Practices to Attract Black Faculty

Increasing the number of Black professors will require a coordinated response at all levels of the University. Moreover, it will require a transformation of the entire recruitment and hiring processes, including, but not limited to, how search committees are formed, job advertisements are written, candidates are recruited to apply, and interviews are conducted. Along with changing hiring practices, Drexel must change how it funds lines, identifies subject area priorities, and collects data. This is not a simple or small task. The Faculty Recruitment and Retention Committee of the Anti-Racism Task Force specifically recommends the following actions, all of which apply to the recruitment and hiring of all full-time professors, including tenure-track, tenured, and non-tenure track positions.

1. **Commit to recruiting at least 75 new Black professors over a five-year period, distributed across colleges and schools.** Commitment will occur during launch year and hiring will occur in years 1-5, with approximately 15 hires across the colleges and schools each year for five years, and with at least 38 of the new hires being for tenure-track or tenured positions.

¹ NCES: Twelve-month unduplicated headcount enrollment at Title IV institutions, by student level, level and control of institution, gender, and race/ethnicity: United States, 2018-19

Responsible Units: Office of the President, Office of the Provost

Resources/Funding: None

2. **Create a central university-level fund outside of normal college/school budgets.** Any hiring process that results in the hiring of a new Black professor will then draw upon that fund for the line, with all money returning to the university-level budget if that professor leaves Drexel prior to earning tenure². A central fund will create a financial commitment independent of constraints and competing interests at the college/school level. Moreover, it will create a financial incentive for colleges, schools, and departments to craft and enforce equitable hiring practices and prioritize social justice in education. The return of funds when professors leave Drexel is essential for the sustainability of the effort to increase the number of Black professors. Moreover, the loss of funds will create a financial incentive for departments, schools, and colleges to retain Black professors.

Responsible Units: Office of the President, Office of the Provost

Resources/Funding: Budget for job searches, salary and benefits, office and lab space, start-up funds

3. **Create a 5-year plan for hiring at the level of the University to begin in FY22, schools and colleges, and departments during the remainder of the 2020-2021 academic year.** This plan should include opportunity hires and subject-matter cluster hires to increase the opportunities for and likelihood of hiring successfully recruiting Black professors and for supporting cross-disciplinary relationships to increase retention³. Moreover, this plan should prioritize research areas with a social justice focus, particularly on race/ethnicity. Any job search that leads to the hiring of a non-Black professor, should be able to apply to the central hiring fund for opportunity hires for Black professors identified in the search. The following cluster hire areas are included merely as possibilities. Actual areas must be determined by the relevant departments and schools.
 - **Engineering:** Hire scientists with demonstrated experience in mentoring or otherwise working with minority students.
 - **Sciences:** Hire scientists with demonstrated experience in mentoring or otherwise working with minority students.⁴
 - **Engineering and Social Justice:** Interdisciplinary hiring within engineering, engineering education, and the humanities and social sciences.
 - **Environmental Justice:** Interdisciplinary hiring within engineering, the sciences, the humanities, and the social sciences on the topic of environmental justice, including environmental racism.
 - **Africana Studies:** Art history, humanities, and social sciences.

² For the University of Wisconsin's model, see Linda S. Greene and Margaret N. Harrigan, "Strategic Priorities and Strategic Funding: Minority Faculty Hiring at the University of Wisconsin-Madison, 1988-2003," in *What Makes Racial Diversity Work in Higher Education: Academic Leaders Present Successful Policies and Strategies*, ed. Frank W. Hale, Jr. (Sterling, VA: Stylus, 2004), 232-254.

³ "Faculty Cluster Hiring for Diversity and Institutional Climate," Urban Universities for Health, 2015, http://urbanuniversitiesforhealth.org/media/documents/Faculty_Cluster_Hiring_Report.pdf.

⁴ For an example of how to structure such a hire, see Carla Freeman, "The Case for Cluster Hiring to Diversify Your Faculty," *The Chronicle of Higher Education*, October 9, 2019, <https://www.chronicle.com/article/the-case-for-cluster-hiring-to-diversify-your-faculty>.

- **Education and Social Justice**
- **African American/Black Health:** public health, medicine, nursing and health professions, humanities and social sciences, such as the history of medicine.

Responsible Units: Office of the President, Office of the Provost, deans, department heads

Resources/Funding: None

4. Appoint administrator in the Office of the Provost whose focus is on faculty diversity (across various dimensions of identity), inclusion, and belonging.

Some of the duties of the Administrator for Faculty Diversity will include:

- Assisting academic units with outreach to increase diversity of applicant pools
- Developing pipelines and strategic plans to attract, recruit, develop, and retain Black faculty, identifying strategic partnerships for faculty recruitment and development
- Enhancing the intellectual lives for faculty who are committed to social justice
- Maintaining accountability and monitoring progress on faculty diversity data
- Collaborating with institutional advancement to identify diverse funding sources

Responsible Units: Office of the Provost, Faculty Affairs, ORI, HR, OED

Resources/Funding: Salary and benefits, office space, coordination across units, programming funds

5. Appoint/designate an administrator in every dean’s office to help hiring committees best strategize the hiring process to create a fair and equitable process, and to oversee and enforce successfully implement those processes.⁵ Administrators should report directly to their deans and would work closely in partnership with the administrator in the Office of the Provost as well as OFA, OED, and HR.

Responsible Units: Office of the Provost, deans

Resources/Funding: Salary and benefits, office space

6. Develop and implement a coordinated faculty recruitment process that is clear and consistent across units, with accountability measures. Integrate best practices in diverse faculty hiring into the recruitment process.⁶

- Coordination between Office of Faculty Affairs/Office of the Provost, Office of Human Resources, and the Office of Equality and Diversity
- Build in accountability in process with both people involved and in the PageUp system
- Proactively communicating recruitment process with academic units

⁵ For a model, see Myra Gordon, “Diversification of the Faculty: Frank Talk from the Front Line about What Works,” in *What Makes Racial Diversity Work in Higher Education: Academic Leaders Present Successful Policies and Strategies*, ed. Frank W. Hale, Jr. (Sterling, VA: Stylus, 2004), 182-198

⁶ For a model, see Myra Gordon, “Diversification of the Faculty: Frank Talk from the Front Line about What Works,” in *What Makes Racial Diversity Work in Higher Education: Academic Leaders Present Successful Policies and Strategies*, ed. Frank W. Hale, Jr. (Sterling, VA: Stylus, 2004), 182-198

- Search committee composition, job description, campus visits, dean/department head leadership savvy, recruitment, pipelines, transparency about institutional benefits especially during negotiation process, etc.
- Faculty recruitment workshop attendance mandatory for search committee members
- Communication with candidates at different stages of the search and recruitment process, including all applicants, phone/video screened candidates, and campus interview candidates

Responsible Units: Office of the Provost, OFA, HR, OED, Provost's and Deans' diversity hiring officers (see items 4 and 5 above)

Resources/Funding: Coordination among responsible units

7. **Create a centralized data collection requirement for every faculty search**, including demographic composition of the applicant pool, and candidates who receive phone, video, or on-campus interviews to track the race/ethnicity, gender, and national origin of candidates at every stage. Data collection will continue upon being hired, with updates made at each promotion or upon leaving Drexel. Departments, colleges, or schools should be able to request aggregated or anonymized data through the Provost's faculty diversity officer (see item 4 above) relevant to them to assess and, if necessary, make changes to their hiring and retention practices.

Responsible Units: Office of the Provost, HR

Resources/Funding: Possibly purchase of new database system

8. **Create an endowed university-wide guest speaker series with a focus on social justice for junior scholars across disciplines.** Guest speakers will be Ph.D. students, post-doctoral students, and junior scholars who are preparing for, entering, or already in the job market. Part of the focus will be on scholars devoted to the examination of social justice and racial equity, as well as funded workshops in every department to feature the research of junior academics of color in furtherance of three primary goals:

- Advancing innovative research and publications of aspiring and junior faculty of color
- Cultivating a pipeline of prospective faculty of color
- Enhancing the intellectual life of the university
- Creating a university culture in which Black faculty are valued

Responsible Units: Office of the President, Office of the Provost, deans, department heads

Resources/Funding: Travel and accommodation for speakers

9. **The Provost's and Deans' hiring diversity officers (see items 4 and 5 above) will provide the university community an annual report on progress towards meeting hiring goals.** This report will include updates on the university's commitment to hiring Black professors, steps taken to this end, and specific strategies for improving recruitment if targets are not being met.

Responsible Units: Office of the Provost, Deans

Resources/Funding: None

Timeframe

5 years: 2021/2022 to 2025/2026 academic years.

Progress Markers

Immediate

- Public commitment from the university (item 1)
- Commitment from each dean (item 1)

2020/2021 academic year

- Appointment of Provost's and deans' hiring diversity officers (items 4 and 5)
- Creation of hiring fund (item 3)
- Creation of speaker series fund and process for requesting funds; Announcement of departmental and college/school speaker series plans to university audience (item 8)
- Creation of recruitment and hiring process (item 6)
- Announcement of departmental and college/school hiring plans, including cluster hires and racial justice hires (item 2)
- Announcement of departmental and college/school speaker series plans (item 8)
- Creation of database and processes for collecting and requesting data (item 7)
- Formation of faculty search committees (item 2)
- Publication of job adds for faculty searches (item 2)
- Publication of first annual report, indicating achievements, missed targets, and revised plans

Each subsequent year

- Completion of job searches (item 2)
- Successful hiring of approximately fifteen Black professors each year (item 2)
- Announcement of next year's departmental and college/school hiring plans, including cluster hires and racial justice hires (item 2)
- Announcement of next year's departmental and college/school speaker series plans (item 8)
- Formation of new faculty search committees (item 2)
- Publication of job adds for faculty searches (item 2)
- Publication of annual report, indicating achievements, missed targets, and revised plans

Fall 2026

- Black professors constitute at least ten percent of university faculty
- Black student enrollment increased

OBJECTIVE II: Establish Policies, Processes, and Initiatives throughout the Faculty Lifecycle that Ensure the Retention of Black Faculty

The strategies recommended to achieve the objective of retaining Black faculty throughout the faculty lifecycle focused on promotion and tenure, compensation and workload, faculty development, and creating a culture of inclusion and belonging.

Promotion and Tenure

This sub-committee has been charged with considering potential racial biases during the Promotion & Tenure Process and making recommendations that could potentially mitigate these biases. The process of uncovering specific examples of biases in promotion and tenure at Drexel are not discussed here as that is beyond the capabilities/resources of this committee. Rather, we provide recommendations which call for the resources to conduct a proper examination of biases, development of exemplary models, and evaluation of promotion and tenure models.

- 1. The university, schools and colleges should each develop committees/processes to conduct in-depth analyses to uncover biases within their specific promotion and tenure processes.** To provide structure for these analyses, the committees might consider a five-year window for their examination. The big question to be addressed during this process would be: How do all activities related to our promotion and tenure processes facilitate or inhibit racial biases?

Specific items that should be included in the examination:

- i. Scholarship:** Research has highlighted how research topics that center on race, class, gender, and sexual orientation do not have the same acceptance rate in “top tier” journals than other common or “mainstream” topics⁷. This could potentially serve as a barrier for scholars who focus in these areas from getting their work published in these journals. How are schools and departments across the university accounting for this potential bias as they make decisions regarding promotion & tenure?
- ii. Teaching and Teaching Evaluations:** It has been cited that professors’ racial and gender identities impacts students’ perceptions of them as instructors, and thus, impacts students’ course evaluations. In addition, courses that incorporate explicit conversations and assignments that integrate issues of race, class, & gender have been found to impact how students assess their experiences when completing course evaluations. How have teaching evaluations impacted the promotion and tenure process over the previous five years? Are there signs of potential bias in course evaluations if we compare & contrast those of Black faculty to other faculty? Are there signs of potential bias in course evaluations if we compare & contrast courses that explicitly include issues of race, class, and gender?

⁷ Mitchell, Donald Jr.; Hardley, Jamillya; Jordan, Darius; and Couch, Michael (2014) "Journals in the Field of Higher Education: A Racial Analysis," *Journal of Research Initiatives*: Vol. 1: Iss. 2, Article 2. Available at: <http://digitalcommons.uncfsu.edu/jri/vol1/iss2/2>

iii. Service: Research has found that Black faculty often serve as “informal advisors” for Black students attending predominately White institutions⁸ Schools and departments should examine in what ways they account for and evaluate uncompensated work and additional service burdens upon Black faculty. In what ways do academic units account for these “unseen” instances of service during the promotion & tenure process?

2. Develop inclusive tenure and promotion review and evaluation model for the University. Based upon the findings from recommendation one, and models identified elsewhere, exemplary models of faculty promotion and tenure should be identified/created. These models should be thoroughly documented so other units can replicate them.

Responsible Units: Office of the Provost, Office of Faculty Affairs

Resources/Funding: None

3. Create a university-wide committee to continuously evaluate biases in promotion and tenure. This committee should develop and make available evaluation protocols/instruments to assess biases in the promotion and tenure processes. The committee should develop measures that can be used to identify and systematically (possibly yearly) report levels of bias in promotion and tenure, presented in an annual report that is. Reporting of this information should be shared within the University community.

Responsible Units: Office of the Provost, Office of Faculty Affairs

Resources/Funding: None

4. Examine the potential impact of mentoring programs within that specifically target supporting the promotion and tenure process. If academic units currently have mentoring programs, an analysis on how successful each program has been in supporting Black faculty could be included in this process. If academic units do not currently have a program, this analysis could include details as to how to develop such a program. What would it mean for an academic unit to train and support mentors that, first, acknowledge the racial biases in being a Black faculty and then considering specific ways that they could support a Black faculty member that are mentoring?

Responsible Units: Academic Units, Office of the Provost, Office of Faculty Affairs

Resources/Funding: None

Compensation and Workload

For this report, the FRRC requested compensation and workload data from the administrators of the Task Force as well as from the Offices of the Provost, Faculty Advancement and Human Resources. Although some of the data was provided, it was not easy to decipher. The challenges were in part because there are so few Black/African American faculty (N= 51), with some academic units having as few as 1 or 2 faculty,

⁸ Cultural Taxation and the Over-Commitment of Service at Predominantly White Institutions by Marjorie C. Shavers, J. Yasmine Butler, and James L. Moore III in *Cultural Taxation and the Over-Commitment of Service at Predominantly White Institutions*. (Routledge, London NY); Social Sciences Feminist Network Research Interest Group. “The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments.” *Humboldt Journal of Social Relations*, vol. 39, 2017, pp. 228–245. *JSTOR*, www.jstor.org/stable/90007882. Accessed 12 Jan. 2021’

not enough data to maintain the confidentiality of the faculty members. Furthermore, the data on faculty workload varied by department and our committee would have needed more time to further examine by investigating directly at the school/college/department level. Consequently, the committee recommends developing a data system to track faculty workload, perform a pay equity, and maintain transparency.

1. **Develop System to Track and Report Data Related to Faculty Workload.** As mentioned above, faculty compensation and workload data is currently difficult to aggregate across units due to variation, and the fact that the low number of Black faculty cannot be fully deidentified. Consequently, we recommend that a Faculty Tracking System be integrated as part of the faculty annual review (FAR) process to record and track faculty workload across the University. During this annual evaluation processes, department heads would request that faculty members detail their teaching (regular courses, supervision of student research), scholarly research and publications, and service obligations (institutional and external) for each academic year so that there is a more comprehensive picture of faculty members' workloads. The committee recommends that a Faculty Information System like Interfolio be procured by the University to facilitate the tracking process. Data collected should include insights about how Black and faculty of color are compensated.
 - **Tracking workload.** The current [workload policy](#) acknowledges that there is no clear formula for implementing the workload policies across the University. While the policy outlines the importance of equity in implementing the policy, it is not clear how fairness can be tracked especially since the department head bears primary responsibility for determining individual faculty workload. Furthermore, in the workload distribution data provided to the FRRC, it was unclear whether workload was computed based on number of courses taught, student enrollment, fluctuation by quarter/semester, and variation in school/college workload policies. Consequently, the FRRC recommends that clear indicators be established in advance to track faculty workload by school/college.

Responsible Units: Office of the Provost, Office of Faculty Affairs

Resources/Funding: Procurement of Faculty Information Tracking System

2. **Track Faculty Compensation Data and Perform a Pay Equity Audit.** Faculty salary data was available for the committee to review. However, given how few Black faculty there are, the compensation data would compromise confidentiality. Consequently, we recommend that a faculty salary data be tracked and reported annually by discipline and demographic information. Furthermore, the FRRC recommends that a pay equity audit be performed at the University to evaluate whether compensation inequities exist for Black faculty compared to non-Black faculty. The pay equity audit should account for the following:

- Primary faculty compensation
- Compensation or stipends for administrative appointments
- Course buyout
- Sabbaticals and/or other compensation tied to faculty professional development

Responsible Units: Office of the Provost, Office of Faculty Affairs, Office of Human Resources

Resources/Funding: TBD

3. **Maintain Transparency in Tracking and Reporting Faculty Workload Data.** The FRRC believes that transparency is critical to building and sustaining an antiracist organization. Consequently, the committee recommends that workload data entered in the Faculty Tracking System as part of the faculty annual review (FAR) be aggregated and made available to department faculty, deans, and the Office of the Provost.
- **Workload appeal process.** Should grievances emerge related to perceived disparities in workload, the current workload policy provides the option for faculty to appeal. However, it is unclear whether faculty are aware of this process and whether it was assessed two years after it was implemented as noted in the policy. Therefore, the FRRC recommends that the process be re-examined if it had not already been and communicated with faculty through the proper channels as part of the implementation of workload tracking and transparency.

Responsible Units: Office of the Provost, Office of Faculty Affairs, Office of Equality and Diversity

Resources/Funding: Procurement of Faculty Information Tracking System

Faculty Development Initiatives

There is not enough data that tracks the career advancement of Black Faculty at Drexel University. For example, we do not know why Black Faculty who have joined Drexel leave at higher rates compared to all fulltime faculty. For instance, during the five-year period from 2016-2020, there was a 19.2 percent decrease in all fulltime faculty at Drexel, the decrease among Black faculty was substantially higher at 30.1 percent. As a result, we make the following faculty development recommendations with specific regard to retaining Black Faculty.

1. **Be intentional about data collection to track who is retained and who is not, and why.** We also lack information about timelines for promotion and tenure for Black faculty compared to White faculty.
 - Conduct exit interviews with every faculty who leaves Drexel. Retain qualitative and quantitative information to compare by race, gender, etc.
 - Conduct yearly check-in interviews with every faculty who is promoted at Drexel. Bin this information by race, gender, etc.
 - Deans or Associate Deans should conduct these interviews, following an outline common to all schools and colleges, and the interviews should be documented and stored in a common repository for all units.
 - Hire an ARTF data analyst who is responsible for analyzing the interviews as well as other extant HR data about hiring, promotion, and terminations.

Responsible Units: Office of the Provost, Office of Faculty Affairs, Human Resources, and academic units.

Resources/Funding: ARTF data analyst salary

2. **Develop and sustain University-wide professional development programs that are focused on supporting Black Faculty.**

- Leverage University partnership with the National Center for Faculty Development and Diversity (NCFDD), which offers programs for faculty of color.
- Implement other faculty development initiatives that complement services offered through NCFDD membership. This will require a designated professional staff to coordinate the initiatives.

Responsible Units: Office of the Provost, Office of Faculty Affairs

Resources/Funding: NCFDD institutional membership; coordinating staff salary

3. **Develop and foster ongoing mentoring mechanisms for Black Faculty.** Ideally, both the mentor/sponsor and the person to be mentored/sponsored will be Black or another faculty from a minoritized group. However, due to the low numbers in representation of Black faculty at Drexel, this initiative can be extended to include faculty at other institutions in the Philadelphia area.

- Community building- work with BFPSA at Drexel to build on their work supporting and mentoring Black faculty in our University.
- Training opportunities: On how to be a mentor
- Training opportunities: How to find a mentor
- Networking Meetings
- Panel Mentoring
- Pay-it-forward design: Black faculty who received mentorship and are promoted should in turn mentor a more junior faculty member. This also helps to sustain the initiative.

Responsible Units: Office of the Provost, Office of Faculty Affairs, academic units

Resources/Funding: Budget for affinity groups

4. **Create/designate and sustain financial and staffing resources at the unit level to direct Anti-Racism work in departments and colleges.** The source of these funds should come from senior University-level administration to fund positions that support ARTF initiatives, including those that affect faculty retention directly.

- Allocate **diversity funds** as a percentage of each unit's operating budget to support department/college efforts in Anti-Racism work, e.g., to build community among Black Faculty, organize panels, etc.
- Each unit should have a "*Chief Diversity Officer*," a compensated position that includes responsibilities such as working with the data analyst (from #1e) to understand what steps must be taken to correct biases, and who holds the unit accountable for putting into practice anti-racist programs for students and faculty.

Responsible Units: Office of the Provost, academic units

Resources/Funding: NCFDD institutional membership; coordinating staff salary

5. Ensure equity in **service responsibilities** assigned to Black and other minoritized faculty. Imbalances in service load have a detrimental effect on career development, particularly when it involves the “invisible” service, that is not paired with compensation such as course buyouts. More details about this recommendation are outlined in the compensation and workload section of this report.

Responsible Units: Office of the Provost, Faculty Affairs, academic units

Resources/Funding: None

Recommendations for Creating a Culture of Belonging

It's not enough to simply include people at the table, but to “amplify everyone’s voices, clear barriers ... and appreciate each other for our unique backgrounds.” Eric Bastian

Framing What We Mean by “Belonging”

Faculty belonging is situated in feeling safe to share ideas, confident to speak up, and to be taken seriously. For many Black faculty members, initial orientations and mentorship proposals can fall short in acknowledging and grounding belonging as an important factor to their development. Cultivating a sense of belonging allows faculty members to feel welcomed and heard across all professional and social settings. It becomes paramount that authentic social connections are made with Black faculty members to really get the best and productive engagement. These authentic interactions⁹ are key to enhancing the performance of faculty members. Diversity initiatives for Black faculty members target inclusion as being the primary goal without taking into account that for long term success, there needs to be a cultivated environment that allows for the sharing of resources, building of accountability, and the development of community.

1. **Sharing of Resources.**¹⁰ For newly recruited Black faculty members, there can be a feeling of otherness, where you are fighting for resources. In truly building community and a sense of belonging, it is imperative that the faculty culture is one that allows these newly recruited faculty members to share resources and ideas, that allows new faculty members to flourish in their new departments.

Responsible Units: Office of the Provost, Office of Faculty Affairs, academic units

Resources/Funding: N/A

2. **Building of Accountability.**¹¹ Part of a sense of belonging is understanding that all interactions have the potential to be positive, but there can also be barriers in the sense of belonging. For many new Black faculty members, they have no one to turn to when they experience microaggressions; although these experiences may not rise to the level of reporting, they present barriers for growth. Creating and providing mechanisms where new faculty members can share their frustrations and engage in active problem solving, which will lead to accountability, is imperative for developing for a sense of belonging.

⁹ Insidehighered. (2015) Cultivate Belonging

¹⁰ Equity in higher ed. (2019) Redoubling Our Efforts: How Institutions Can Affect Faculty Diversity

¹¹ Insidehighered. (2020) Institutional Mixed Messaging

Responsible Units: Office of the Provost (Faculty Diversity Administrator), Human Resources, Office of Equality and Diversity

Resources/Funding: N/A

3. **Direct Onboarding Solutions.** Initial solutions framed by the National Center for Faculty Development & Diversity to help build a sense of belonging:
- **Know how to say and spell the new person's name.**
 - **Take your new colleague seriously.**
 - **Make the unspoken rules explicit.**

Responsible Units: Everyone

Resources/Funding: N/A

4. **The Development of a Community.**¹² New faculty members can find it difficult to make connections if they do not fit in with the established culture. Figuring out ways to open up a more diverse set of discussions and set of ideas is foundational for developing a safe community. It is through building these open sharing networks amongst the faculty with new hires that will allow for the growth of belonging.

- **Resource Groups**

Affinity groups can be a critical resource as it provides faculty of color a relational space where they can feel safe to examine and interact with what their worlds present, especially when they are anxious or temporarily need a secure base to which to retreat. As an example of this, there are multiple “Colleague Resource Groups” and “Faculty Interest Groups” at Drexel and the one particular to Black faculty and staff is “Black faculty and professional staff association (BFPSA).” The Underrepresented Minority (URM) Faculty Group is another resource group that serves minoritized faculty, including Black faculty.

These “Colleague Resource Groups” should be further supported so that these groups can:

- i. Foster a supportive and inclusive culture at Drexel.
- ii. Increase visibility of Black faculty at Drexel.
- iii. Challenge stereotypes about Black faculty at Drexel.
- iv. Empower Black faculty to engage in intersectional identity work (e.g., how their personal and professional identities coalesce).
- v. Inform university-wide events that celebrate diversity (i.e., Black history month, Hispanic heritage month, Native American month, etc.),
- vi. Award scholarships to the top talent in their respective affinity group.
- vii. Host engaging speakers on minority issues.

Responsible Units: Office of the Provost (Faculty Diversity Administrator), Office of Equality and Diversity

Resources/Funding: Funding for affinity group programming

¹² Insidehighered. (2019) College faculty have become more racially and ethnically diverse, but remain far less so than students

5. **Opportunities for Collaborating Across Disciplines.** Opportunities to collaborate across disciplines can impact belongingness by expanding Black faculty’s network of colleagues at Drexel University. The **Drexel Areas of Research Excellence (DARE)** is one fine example of an initiative that encourages interdisciplinary collaboration among faculty. It would help to assess if DARE has enabled faculty of color, particularly Black faculty to break disciplinary silos and engage with colleagues in different colleges for pursuing grant applications.

In 2014, the Collaborative on Academic Careers in Higher Education (COACHE) researchers interviewed leaders from member institutions on initiatives that foster collaboration across disciplines. Some examples of such initiatives from other colleges/universities are included in Appendix A.

Responsible Units: Office of the Provost, Office of Research and Innovation

Resources/Funding: Funding for transdisciplinary collaboration initiatives

6. **Work/Life Balance.** To recruit and retain talented Black faculty, it is vital for Drexel to provide resources and programs to enable them to maintain a healthy and sustainable work/life balance. In 2015, the World at Work Alliance⁶ cited 16 higher education institutions for helping their employees achieve better work-life balance. Across these higher education institutions (HEI), programs for individual faculty support and family support are presented together typically as initiatives under an institution’s Human Resource office. A list of examples of exemplary benefits and policies that several HEIs have implemented that Drexel should adopt to promote better work life balance for Black faculty and to attract talented scholars to our institution can be found on Appendix A of this report.

Responsible Units: Office of Faculty Affairs, Human Resources

Resources/Funding: N/A

7. **Family Policies.** Currently, Drexel University has family policies centered on the Family and Medical Leave Act (FMLA), non-FMLA leave of absence, personal leave of absence, and military leave, yet other HEIs (such as the ones noted above) provide more expansive policies to faculty members. In order to remain competitive in attracting top Black scholars and researchers to our institution, Drexel needs to review and update their family policies. Drexel should adopt recommendations, such as those presented in a report by the Center for the Education of Women (CEW)⁷ housed at the University of Michigan, of “family friend policies” across 255 HEIs that have helped these universities recruit and retain talented faculty, and similar policies should be adopted by Drexel as well:

- Allowing reduced appointments for both serious medical reasons e.g., injured child/spouse/partner, and short-term transition from maternity (or paternity) leave.
- Employment assistance for spouse/partners, which was cited in the previous section for institutions with some of the best work/life balance programs.
- Paid dependent care leave e.g., maternity/paternity leave, adoptive parent leave, elder care leave (these were programs that were also present in institutions that were highly rated for their work/life programs).

It is important to also implement policies that support Black faculty at different stages of their academic career who are faced with ever-changing demands ranging from becoming new parents to helping to care for an elderly parent (Sallee & Lester, 2009).

Responsible Units: Office of Faculty Affairs, Human Resources, Office of Equality and Diversity

Resources/Funding: N/A

8. **Transparency.** Columbia University released a report in 2018 that examined how women and underrepresented faculty at the university experienced certain aspects of academic life, such as work-life balance and climate. One specific area that was reported was that of “Policy, Process, and Transparency” that referred to how faculty were concerned about “unclear policies and decision-making processes” (Columbia University, 2018, p. 4)⁹. Transparency around university and departmental policies and processes have critical implications in how Black faculty are promoted and encouraged to apply for leadership positions, their ability to access resources to support their research and scholarship and navigate complex institutional networks and systems. Columbia’s internal report offers recommendations that Drexel should implement (if these policies do not already exist) to promote greater transparency and institutional knowledge of decision-making policies and processes for Black faculty:

- Ensure that all departments, centers, and institutes have updated by-laws accessible online, and that department and college policies are clearly communicated to all faculty and department administrators.
- Develop and review by-laws with clear guidelines for selecting administrators, such as chairs or directors, and how teaching and administrative service are distributed among faculty.
- Establish and enforce conflict of interest policies for distribution of department/center/institute resources and hiring personnel.
- Evaluate policies for the distribution and appointment of named chairs.

Responsible Units: Office of the Provost, Office of Faculty Affairs, Human Resources, Office of Equality and Diversity

Resources/Funding: N/A

Conclusion

The Faculty Recruitment and Retention Committee of the Antiracism Task Force anticipates that implementing the recommendations put forth in this report to promote the hiring and retention of Black faculty, will lead to an increase in the representation of Black faculty from the current 4.1 percent to 10 percent during the five-year period from 2021-2026.

Appendix A: List of Some Institutions Reviewed and Referenced

Faculty Recruitment

1. Austin Peay State University, faculty recruitment handbook for department chairs – https://www.apsu.edu/academic-affairs/faculty/department_chair_handbook/recruitment-and-hiring-of-faculty.php
2. Belmont University, future faculty diversity initiatives – <https://www.belmont.edu/academics/faculty-fellows/index.html>
3. Brandeis Faculty Diversity Grants – <https://www.brandeis.edu/provost/letters/2016-2017/4-19-17-diversity-grants.html>
4. Eastern Kentucky University, Faculty Diversity Incentive – <https://diversity.eku.edu/university-diversity-faculty-recruitment-and-retention-incentive-fund-department-report>

Faculty Affinity Groups Examples

- **Florida State University.** <https://diversity.fsu.edu/get-involved/affinity-groups>

Work/Life Balance Policies – Examples at IHEs

- **Brown University** has provided benefits and policies that cover vital supports for families such as, child care subsidy, alternative work arrangements, and faculty parental leave: <https://www.brown.edu/about/administration/human-resources/worklifewellness-brown/worklife-benefits-and-policies>
- **Johns Hopkins University** offers a Dual Career Services program to help recruit and retain talented faculty by assisting their spouses/partners in identifying job opportunities within the university and/or in the Baltimore/DC area. <https://facultyaffairs.jhu.edu/home/work-life-balance/>
- **Northwestern University** provides benefits and resources for faculty to address professional and personal needs including, an extension of the probationary period for tenure track faculty for birth, adoption, child rearing, and offering financial assistance to pay for childcare, and faculty wellness programs. <https://www.northwestern.edu/hr/benefits/work-life/view-benefits-by-audience.html#faculty>
- **Cornell University** also offers a Dual Career Program to help spouses/partners of tenured or tenure track faculty search for a job in the Ithaca area. Along with child and elder care resources, Cornell also offers faculty a Dependent Care Travel Fund to cover indirect expenses related to childcare costs incurred during professional travel. <https://facultydevelopment.cornell.edu/worklife-dual-career/>

Collaborating Across Disciplines

- **University of North Carolina at Chapel Hill:** At UNC, events, and projects such as the campus-wide research project, ‘Water in Our World,’ get faculty to share ideas and collaborate across disciplines on important issues. Faculty members are encouraged to collaborate with other local universities, too.

- **Stonehill College:** To support interdisciplinary work, Stonehill transformed its Martin Institute for Law and Society into a building primarily used for programs that tap into multiple departments.
- **University of Saint Thomas (MN):** Putting real resources behind its values, St. Thomas encourages interdisciplinary work with faculty grants ranging from \$1,000 to \$3,000 for the development of a team taught or the revision of an existing one.
- **Christopher Newport University:** CNU hosts forums throughout the year for faculty to talk about work with their colleagues. The Office of Sponsored Programs plays a key role in creating and fostering a collaborative environment for faculty researchers and sponsored programs.

Appendix B: Resources for Black Faculty Retention

- Black faculty retention:
https://www.columbiamissourian.com/news/higher_education/mentorship-promotion-among-challenges-of-keeping-black-faculty/article_8ce54bfa-e494-11e5-a5eb-b33315c55989.html
- Mentoring Resources:
 - <https://www.jstor.org/stable/40197258?seq=1>
 - <https://www.insidehighered.com/advice/2016/02/17/advice-white-professor-about-mentoring-scholars-color-essay>
- Other resources can be found here:
<https://drexel.edu/facultyaffairs/equity-diversity/faculty-of-color-and-minorities/>