

DEI Community Group: Faculty

Date: September 30, 2021

Faculty community group leads and members are listed in the Appendices.

1. Brief description of the community

Emory faculty counted 4,386 faculty members (3,689 of them are full-time employees) as of November 2020, the most recent date for which data are available (Table 1). They include 3,286 clinical, research, or teaching (CRT) track faculty and 1,009 tenure-track faculty. Of these, 808 are tenured. The total number of full-time University employees (including Emory University and Emory Healthcare) in the 20-county metro Atlanta region is 14,580 (12,880 are full time). Emory faculty represents an increasingly diverse community.

To assess where we stand in terms of diversity, we face a general challenge. Many identities are not measured or measurable through numerical representation. The numbers alone do not capture the nuances of identity, such as the intersectional experience of members of our community. They also do not reflect issues of class within our community that may not map onto racial or ethnic identities. We do not have systematic data on other identities, such as sexual orientation gender identity or neurodiversity. We finally recognize that the available data are merely descriptive and based on self-reporting. An additional challenge in assessing diversity of the Emory faculty is determining which baseline to use. The available data, therefore, are imperfect, as a benchmark for recommendations. The recommendations in this report recognize these shortcomings and reflect aspirations for goals on diversity, equity, and inclusion that cannot be based only on the available data

General headcounts for historically underrepresented groups (HUGS) and non-historically underrepresented groups are presented in Table 2. HUGS are defined according to the Integrated Postsecondary Education Data System of the U.S. Department of Education, and include: Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and American Indian/Alaskan Native. HUGS make up between 13.8 and 14.4% of Emory faculty (the data from the Office of Institutional Research and Decision Support do not match exactly). This figure represents a 0.4 percent increment from 2019, and 2.7 % from 2016. One can compare the diversity of Emory's faculty to other relevant communities, for example the Atlanta metropolitan area, where HUGS represent 42.6% of the population (population data from the last available Census in 2010). This comparison would indicate significant underrepresentation of HUGS among Emory faculty. However, the Atlanta population is only one of many points of references to use in a diversity assessment, for example the diversity of Emory students, or diversity of faculty at peer institutions can inform actions to promote Emory's DEI goals.

The Office of Institutional Research and Decision Support provides data about tenured faculty (Table 3). The meaning of tenure varies across academic units, yet tenure still represents a significant category of academic appointment. Historically underrepresented groups make up 8.5% of tenured faculty vs. 13.8% of all faculty in 2019 indicating lower representation than in the general faculty group. Considering faculty diversity and inclusion at different levels of seniority is important because while certain groups may not be underrepresented among faculty overall, they can experience underrepresentation in ascending into more senior positions and leadership.

Table 3.A through 3.H break down tenured faculty by academic unit. We note significant variation of HUGS representation across units. Four units (Candler, ECAS, Law, and Oxford) have shares of faculty from HUGS above the university mean of 8.5%; three (Business, Nursing, and School of Public Health) have shares comparable to the university mean; and one, the School of Medicine—the largest academic unit in terms of faculty members—is below the university mean with less than 4%.

2. Process used to gather information

The information gathering process has been organized in three steps. Table 4 identifies the main actions and responsibilities under this process.

In the first step, the committee reviewed the available unit-level diversity data that provide an important foundation for the strategic planning process on DEI. Each member of the committee has collected DEI-related materials from their academic unit to assess past goals on DEI, their status, and previous assessments of programs and services. These materials include DEI reports, faculty climate surveys, and unit-specific strategic plans released in the last three to five years. The group has assessed the usefulness and effectiveness of existing programs. In this phase, the committee also collected information related to university-wide faculty initiatives such as the Class and Labor Phase II Report in 2016 (now Toward Faculty Eminence), and the COACHE survey administered in 2020. The committee has also collected DEI strategic plans prepared by other universities, including University of California, University of Michigan, and Brown University, to conduct benchmark assessment of the process and content in peer higher-education institutions.

In the second step, the committee gathered additional information to assess current DEI needs and goals among the faculty. Each committee member communicated with their respective academic unit to design appropriate instruments to receive input from faculty groups useful in thinking strategically about DEI goals. Additional information gathering included input sessions with faculty groups in individual academic units, meetings with selected faculty groups previously involved in anti-racism work, and individual conversations with faculty members. The faculty committee developed a template of common questions to use in the information-gathering meetings (Figure 1). A common template allowed for greater comparability of data.

Some faculty members work across academic units and/or do not have explicit faculty status. To communicate with these faculty members, the committee arranged additional discussions with groups that hold faculty equivalent positions (librarians) and researchers partially affiliated to individual academic units (e.g. Yerkes National Primate Research Center, Emory Autism Center, and the Marcus Autism). The committee also arranged a series of meetings with the other six DEI communities engaged in the strategic planning process to collect information that may be relevant to faculty DEI goals and that emerged during their data collection processes. We recognize that valuable information for analyses and recommendations of DEI goals may be more difficult to access in public meetings with faculty. An anonymous feedback form was shared with faculty members via listservs and unit leadership to gather additional comments to inform the DEI plan.

In the third step of the workplan, the committee reflected on the information collected and developed a list of recommendations and explanations for the DEI strategic plan. The committee met at least once a month between January and September 2021.

3. Relevant resources, experts, and archival materials used to develop goals and objectives

The committee utilized a combination of sources to prepare the report. These sources include DEI reports specific to academic units, faculty climate surveys, and unit-specific strategic plans released in the last three to five years. Additional materials include: the Class and Labor Phase II Report, which examined the role of class at Emory, Emory as an employer in the academic labor force, faculty recruitment, promotion, advancement and professional development, and the role of CRT faculty; the COACHE survey, an analysis that captures faculty sentiment with regard to teaching, service, and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace; the 2016 Diversity and Engagement Survey; the 2020 Midyear Report of the Office of Diversity, Equity, and Inclusion; and data from the anonymous feedback form and focus groups. Additional sources include the DEI strategic plans prepared by other universities, including University of California, University of

Michigan, and Brown University. Finally, the faculty DEI committee also communicated with the other six DEI communities to develop the goals and recommendations included in the report.

4. Recommended goals and objectives

Based on sources gathered, input from faculty colleagues, and conversations with the other six DEI communities, we suggest the following key goals and recommendations to achieve these goals.

Goals

- 1.** To fulfill Emory's mission and vision, the university commits to hire, retain, support, and promote an increasingly diverse faculty and works to increase the number of faculty members from historically underrepresented and other marginalized groups.
- 2.** All faculty feel comfortable and welcome to be their full authentic selves, and feel supported to participate fully in teaching, research, and service activities. Faculty work and thrive in a campus community free from discrimination and harassment, including sexual harassment and academic bullying.
- 3.** All faculty feel prepared and competent to discuss topics related to all areas of diversity with other faculty, students, staff, alumni, and other community members.
- 4.** The university creates and maintains a culture of greater transparency, accountability, and shared responsibility for equity and inclusion, and systematically addresses the root causes of discrimination and harassment.
- 5.** The faculty collaborate transparently with civic and community leaders to improve the well-being of communities and work for positive transformation through teaching, research, service, and civic engagement.

Recommendations

The recommendations include timing designations as shorter term (**ST**) or longer term (**LT**). The designation is mainly based on prioritization and feasibility, actions that can and should be done immediately or later.

Professional development, education, and awareness

1. Promote competency and awareness of DEI for all Emory faculty (goals 1, 2 & 3)

- Provide learning opportunities and training (both intramural and extramural) beyond implicit bias for **all** Emory faculty to create sensitivity to multiple dimensions of DEI (intercultural fluency, cultural competency, inclusive pedagogy, and anti-oppressive and anti-racism training) and trauma-informed responses. (**ST**)
- Create and implement professional development, leadership, and mentoring programs in all academic units, as well as university-wide, for all faculty members. Provide material and non-material incentives and rewards for faculty mentors to acknowledge and reward their contributions as mentors. (**ST**)
- Provide institutional support to interrogate and remedy systemic barriers that maintain inequities, particularly salary disparities and salary compression as well as hostile work and learning environments, across all faculty groups. (**ST**)
- Support leadership and faculty to develop more equitable and attainable expectations, particularly for BIPOC (Black, indigenous and people of color). These faculty members often take on informal or

additional responsibilities without consideration for other burdens people in the groups face. This uncompensated, undervalued work may include mentoring of BIPOC students, assignments to committees in the interests of “diversity,” and running programs related to DEI. Their work must be acknowledged and considered for retention and promotion. Moreover, Asian-American and Pacific Islanders are often neglected as an underrepresented group and the university should address the needs and concerns of this faculty community. **(ST)**

- Invest in and strengthen mentorship and research synergies within and across academic units, and through the fostering of collaborations across programs and between institutions (e.g., Emory and Atlanta University Center, or AUC), and also through the recognized engagement of BIPOC, and other underrepresented or marginalized faculty, postdocs, and students. **(LT)**
 - Provide training for faculty members who are administrators and managers about management and human resources so that they have the knowledge and compassion necessary to work with, engage, and support diverse staff. **(ST)**
2. *Inclusion of DEI scholarship and perspectives in teaching, research, and service (goals 2, 3 and 6)*
- Provide robust material and non-material support and incentives for ongoing faculty of curricula, syllabi, and course materials to meet DEI goals and the needs of our increasingly diverse student population. Promote excellence in teaching that includes diverse and inclusive perspectives and pedagogies. Ensure that underrepresented and marginalized students can learn and thrive in a supportive environment. **(ST)**
 - Provide support and incentives to school and unit leaders from the university DEI office to share best practices and resources across the university on an ongoing basis. **(ST)**
 - Provide community engagement training on how to work with diverse civic and community leaders. Recognize the contributions of various communities in knowledge production and the education of our students including through compensation of community partners for their time. **(ST)**

Climate and Culture

1. *Create a more inclusive, equitable, and diverse campus community (goals 1 and 2)*
- Foster an increasingly diverse, equitable, and inclusive campus community that promotes a culture of respect, accountability, intellectual engagement, learning, and impactful work. **(ST)**
 - Improve the recruitment and retention of faculty from diverse backgrounds, experiences, and identities. Advocate for equitable employment opportunity for all employees and applicants without discrimination or bias. Create structures to allow faculty to self-identify their demographic characteristics, including but not limited to class, race/ethnicity, gender identity, sexual orientation, physical ability, and neurodiversity. **(ST)**
 - Increase transparency about tenure and promotion processes and standards to eliminate hidden rules or concealed knowledge that can negatively impact career progression of any faculty, including BIPOC, first-generation, and other underrepresented or marginalized groups. Create formal mentorship programs that connect and support faculty in non-traditional tracks (such as CRT) across schools and units. **(ST)**
 - Examine the hiring, career path, benefits, professional development, and participation in decision making of CRT faculty to ensure fairness and equity and to enable them to participate robustly in Emory’s academic life. **(LT)**

- Clarify university and academic unit DEI goals and commitments, educating the community on terminology, definitions, and expectations of, and accountability mechanisms for conduct and behavior. **(ST)**
- Repair trust and create more inclusive environments through ongoing workshops, seminars, mentorship, and personal and professional development opportunities related to DEI at the unit, department/program, and individual levels. **(ST)**
- Create opportunities for faculty to collaborate with staff to create working environments that honor DEI in all aspects of our work and promote learning and growth at all levels, while also remaining mindful of power differentials among administrators, faculty, and staff within the university structure. **(LT)**
- Invest in support structures and scholarly communities in departments/programs and academic units to engage with and celebrate BIPOC, and other underrepresented or marginalized faculty and postdocs. **(LT)**

2. Create a safe and accountable working environment (goal 2)

- Create a supportive and healthy environment such that individual faculty and staff would feel safe to report and take actions against individual cases or practices of discrimination and harassment. **(ST)**
- Conduct prompt, unbiased review and adjudication of discrimination and harassment complaints and establish clear reporting procedures and structures. **(ST)**
- Survey on a regular basis faculty members' perceptions of DEI culture in all aspects of faculty life. **(ST)**

Accountability

1. Establish ongoing structures and mechanisms for implementing and monitoring DEI work (goals 1, 2, 3, 4, and 5)

- Make school and unit leaders responsible for collecting data on DEI metrics as well as for sharing data with faculty members, university leadership, and other stakeholders on an annual basis. Authorize school and unit leaders to revise policies, handbooks, and practices to meet these goals. **(LT)**
- Maintain salary equity within and across units. Create salary equity committees in each academic unit and use salary benchmark data when available to ensure that salaries and salary adjustments are competitive with those at peer institutions and across DEI categories. Establish mechanisms for salary comparisons where such data are not available. Provide feedback about salary assessment to faculty. **(ST)**
- As we reflect on implementation of our DEI goals, we recommend a faculty governance mechanism such as a standing committee within the University Faculty Council to work with the Provost's office, leaders of academic units, and other leadership groups to establish DEI metrics with respect to the above goals, and to monitor performance on these metrics across the university on an ongoing basis. DEI metrics can include trend reports about toxic work environment, sexual harassment, recruitment, retention, leadership appointments. The standing committee can oversee a formal evaluation with involvement from all stakeholder groups on a regular basis. **(LT)**

- Review current mechanisms to assess career progression and development. Reverse mechanisms contrary to Emory's aims for DEI. **(LT)**
 - Establish DEI assessment, commitment, and review requirements at the unit, department/program, and individual levels at a consistent frequency. Monitor and report faculty retention rates, promotion and tenure decisions for all faculty and HUGS. Dedicate time, funds, staff, and space to these processes. DEI scholarship and competence should be recognized in recruitment, retention, and promotion processes. **(LT)**
 - Develop and promote formal and secure mechanisms by which individual faculty are protected and emboldened to speak out against, report, and document instances or practices of discriminatory or derogatory behavior antithetical to Emory's DEI mission. Aggregate data on incidents should be shared with the faculty on a regular basis. **(ST)**
 - Use faculty survey and similar instruments to evaluate, correct, and eradicate systemic issues, barriers, and/or practices that impede fairness, access, equity, and equality in institutional policies, practices, protocols, and procedures. **(ST)**
 - Include faculty of all tracks and ranks in decision-making processes and governance, especially to ensure that CRT faculty are heard and can meaningfully participate. Review current practices for election to the Faculty Council that restrict participation to tenure stream faculty and exclude CRT faculty. Examine the current participation of CRT faculty in committees and governing structures at the unit, department/program, and school levels. **(ST)**
2. *Develop reward systems to recognize faculty contribution to DEI (goals 1, 2, 3 & 5)*
- Improve communication and transparency of guidelines for faculty promotion and advancement, and reward service and other contributions related to DEI. **(ST)**
 - Provide material and non-material rewards for DEI work in annual evaluations of individual faculty and institutional structures and hold school and unit heads responsible for strengthening DEI. **(ST)**
 - Communicate university and unit-specific DEI goals and metrics clearly to all faculty. Provide regular feedback to faculty on their own performance and their unit's performance with respect to the metrics. **(ST)**
 - Improve relationships with human communities with which Emory faculty engage for community-based research and service learning. Reward faculty members who engage with, learn from, and contribute to various diverse communities. **(ST)**
 - Distribute more equitably faculty members' roles and responsibilities for service to ensure better balance, recognition, and reward of workload, greater inclusiveness, and greater fairness. Record and recognize information about service workload. **(ST)**
 - Raise funds to create named/endowed professorships that reward a faculty member's efforts at creating an inclusive environment. Otherwise recognize faculty and staff efforts to create inclusive environments. **(LT)**