



THE UNIVERSITY OF
MEMPHIS

Eradicating Systemic Racism and Promoting Social Justice Initiative

Working Group Report

**Recruiting, Hiring and Retaining Tenured and Tenure-Track African American
Faculty and Other Faculty of Color**

December 18, 2020

Co-Leads

Kandi Hill-Clarke, Dean, College of Education

Damon M. Fleming, Dean, Fogelman College of Business and Economics

Working Group Description

The University of Memphis celebrates academic excellence via diversity and proudly boasts the annual recognition of the “Top Producers of African American Graduates.” Yet the University strives to achieve a higher level of diversity amongst the faculty. The UofM, therefore, is committed to recruiting, retaining, and promoting an increased number of African American and other faculty of color. The primary goal of this workgroup is to identify best practices to diversify the professoriate and to create a strategic plan of action to reach this goal.

Working Group Members

- Kandi Hill-Clarke (co-lead), Dean and McRae Professor of Education, College of Education
- Damon M. Fleming (co-lead), Dean and Professor of Accounting, Fogelman College of Business and Economics
- Richard J Bloomer, Dean, College of Health Sciences
- Beverly Greene Bond, Professor of History, College of Arts and Sciences
- Rosie Phillips Davis, Professor of Counseling, Educational Psychology and Research
- Linda Jarmulowicz, Dean, School of Communication Sciences and Disorders
- Enrica N Ruggs, Assistant Professor of Management, Fogelman College of Business and Economics
- Kevin M Sanders, Director, Rudi E. Scheidt School of Music
- Katharine Traylor Schaffzin, Dean, Cecily C. Humphreys School of Law
- Richard Joseph Sweigard, Dean, Herff College of Engineering
- Lan Wang, Chair, Department of Computer Science

Doctoral Student Researchers

Doctoral student researchers supported the working group under the supervision of Dr. Enrica Ruggs

- Della Clark, PhD student (year 1), Department of Marketing and Supply Chain Management
- Ashley Robinson, PhD student (year 1), Department of Management
- Feigu Zhou, PhD student (year 1), Department of Management
- Darel Hargrove, PhD student (year 1), Department of Management

Meeting Dates

The working group met for one hour on the following dates:

- September 21, 2020
- October 19, 2020
- November 2, 2020
- November 16, 2020
- November 30, 2020
- December 14, 2020

Deliverables

Enclosed is the set of strategic recommendations and related research report.

Diversity, Equity and Inclusion (DEI) Faculty Working Group Strategic Goals and Recommendations

Goal 1: Enhance faculty employee data management and access						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy: Make faculty employee data easily accessible</p> <p>Benchmark: DEI faculty support hub created and used</p>	Determine what data are needed, currently available, sources of these data, and options for access	Collaborations with OIR, OIE, HR, Provost Office, and other possible relevant providers	Develop accessible dashboards or other tools for analyzing available data	New Power BI dashboards available all users. Provide necessary training for effective use.	Create a common space to share data, reports, and evidence-based best practices	University webpage or secure virtual space to make the data and other information accessible that is available by Fall 2021

Goal 2: Diversity, Equity, and Inclusion Training and Development						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy: Provide DEI training for faculty search processes</p> <p>Benchmark: All relevant parties complete appropriate training</p>	Identify current training and development available at the University	No training is currently required or available at the University	Define training and development and clearly outline training plan (e.g., every year for search committee members, every 2 years for all faculty)	Training should include Deans Associate/Assistant Deans, Department Chairs, Faculty search committee members, and all faculty	Identify and implement DEI training solutions (face-to-face and online)	All defined groups have completed training beginning Fall 2021

Goal 3: Faculty Search Guidance and Procedures						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy: Provide written guidance and requirements for the faculty search process</p> <p>Benchmark: Faculty search handbook (and briefing) is published for the University</p>	<p>Determine the scope of guidance necessary for the faculty search process (consistency with enough flexibility to meet different professional needs)</p>	<p>Document the steps in the faculty search process and associated DEI pain points</p>	<p>Identify best practices to address the scope of guidance needed</p>	<p>Report based on third-party provider/consultant information or internal research recommendations</p>	<p>Prepare search process handbook and summarized guidelines for ease of use</p>	<p>Completed search process handbook available beginning Fall 2021</p>

Goal 4: Enhance diversity in faculty hiring						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy: Build faculty diversity pipeline initiatives with strategic partners</p> <p>Benchmark: Increased diversity in faculty hiring over historical benchmarks, assessed annually and cumulative five years from implementation</p>	Determine University baseline diversity data and past diversity of applicant pools (see results from Goal 1)	Analysis of (1) academic areas most in need to increase faculty diversity; and (2) opportunities to expand recruiting within different disciplines	Identify possible collaboration opportunities to develop attractive University pipeline initiatives	Report on relevant collaboration opportunities (e.g., academic programs, post-doc programs) to promote win-win partnerships (i.e., what can we offer to a partner and what do we need from a partner)	Identify possible universities (e.g., Minority Serving Institutions) and professional organizations (e.g., AACTE Holmes Scholars Program; PhD Project) to develop strategic pipeline initiatives for faculty recruiting	Established faculty pipeline initiatives and partnerships reported to Provost Office for documentation and listed on DEI faculty support hub (see Goal 1)

Goal 5: Mentoring and support to retain and promote Under-represented minority (URM) faculty						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy: Create sustainable post-employment support to promote faculty success</p> <p>Benchmark: Increased retention and promotion of URM faculty, assessed annually and cumulative five years from implementation</p>	Identify current mentoring and support available at the University and external sources as well as demands for support from current faculty	Administer a university-wide survey to learn more about current practices	Identify best practices to address the scope of guidance needed (e.g., mentor training, mentoring, leadership positions, publication teams, sponsored research teams)	Report based on third-party provider/consultant information or internal research recommendations	Prepare faculty support handbook containing relevant information, tools, and other resources	Colleges and departments implement sustainable support as part of DEI plans beginning Fall 2021

Goal 6: University program for funding positions intentionally for URM faculty						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy: Create a process and funding model intentionally focused on hiring URM faculty</p> <p>Benchmark: Increased representation of URM faculty, assessed annually and cumulative five years from implementation</p>	Define the program objectives, need, and case for support	Report on URM faculty hiring program	Identify best practices for URM hiring programs to address the case for support (e.g., visiting scholars programs, post-doctoral research programs, diversity fellows programs)	Report based on third-party provider/consultant information or internal research recommendations	Proposal for a URM faculty hiring program	Present the proposal to the Provost for consideration and funding (possibly to include funding from THEC)



THE UNIVERSITY OF
MEMPHIS®

Center for Workplace
Diversity and Inclusion

Faculty Diversity Project

As of Nov. 16, 2020



Project Objectives

1. To provide a clear overview of the current landscape of faculty hiring at the FCBE
2. To provide a succinct overview of the research findings of where biases can, and often do, occur in the hiring process
3. To provide data-driven, research-based findings on how universities can mitigate biases in the faculty hiring process
4. To provide short- and long-term recommendations anchored in data and research for FCBE



THE UNIVERSITY OF
MEMPHIS®

Center for Workplace
Diversity and Inclusion



FCBE Mission + Values

Objective 4 (Equity): Empower all stakeholders to bring their authentic selves to acquire, create, and share knowledge

- OKR 4.1 Increase 6-year graduation rates by 10% for Pell-Grant, First-Generation, and Black/African American students to address identified graduation rate gaps
- OKR 4.2 Improve faculty diversity through inclusive hiring practices
- OKR 4.3 Implement workplace diversity and inclusion training for faculty and staff
- OKR 4.4 Create an FCBE standing committee focused on diversity and inclusion

What is Diversity?



Diversity is a Larger Discussion



New Zealand has its first Indigenous female foreign minister

Pope Francis appoints America's first Black cardinal Wilton Gregory

A Troy University building once named after a KKK leader has been renamed for John Lewis

University of Texas band won't play its alma mater because of the song's 'racist undertones'

California will require more diversity on company boards

Louisville law school has a new class on systemic racism named after Breonna Taylor

The NYPD will have a Black woman as its chief of patrol for the first time

"Homosexual people have a right to be in a family. They are children of God."
Pope Francis

San Francisco's 'CAREN Act' would make racially-biased 911 calls illegal

Tomlin has most wins as Black head coach

The collage features several images: a woman in a patterned top, Pope Francis, a man in a suit, a Black woman in a police uniform, and a man in a baseball cap. The text is overlaid on these images in white boxes with black text.



2016

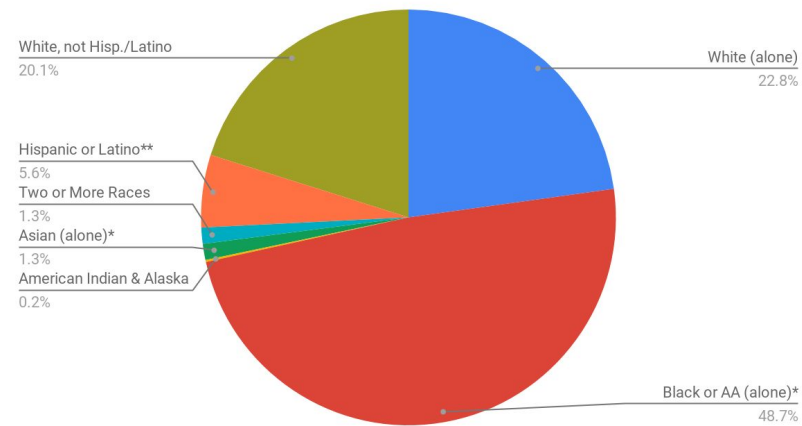
#PowerOfWe: A Student Movement

**A THREE-PRONGED
APPROACH TO RESEARCH**
Academic Research
Applied Academic Research
FCBE Dept. Chair Interviews

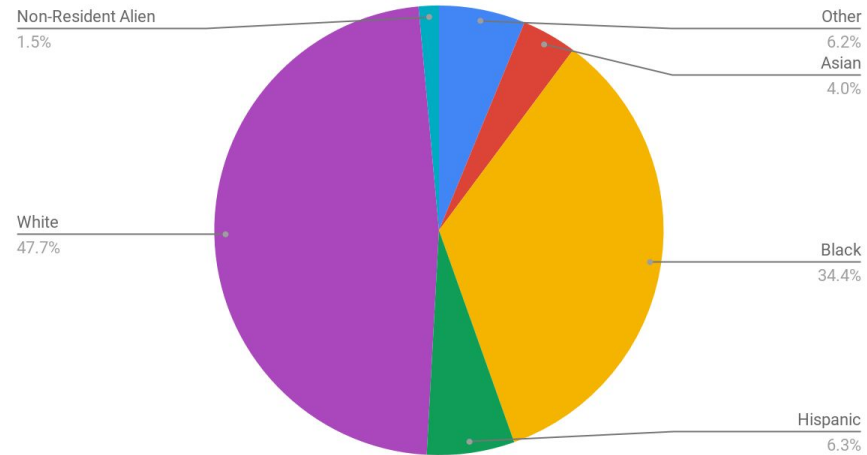


A Consistent Racial Profile

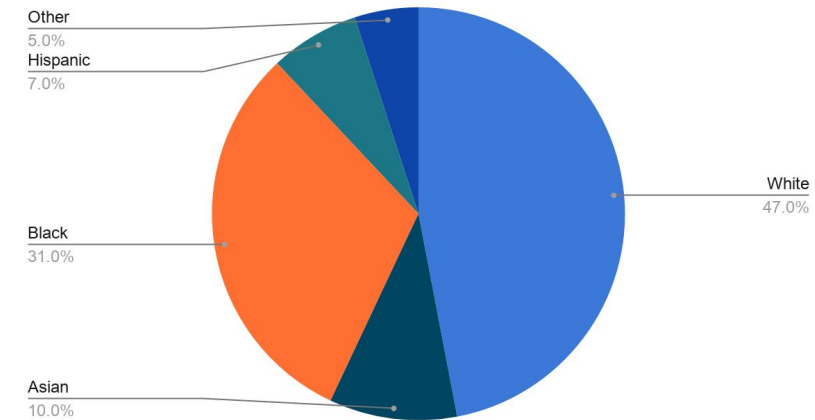
Racial Profile of Memphis, TN



UofM, Undergraduate



FCBE Student Racial Composition

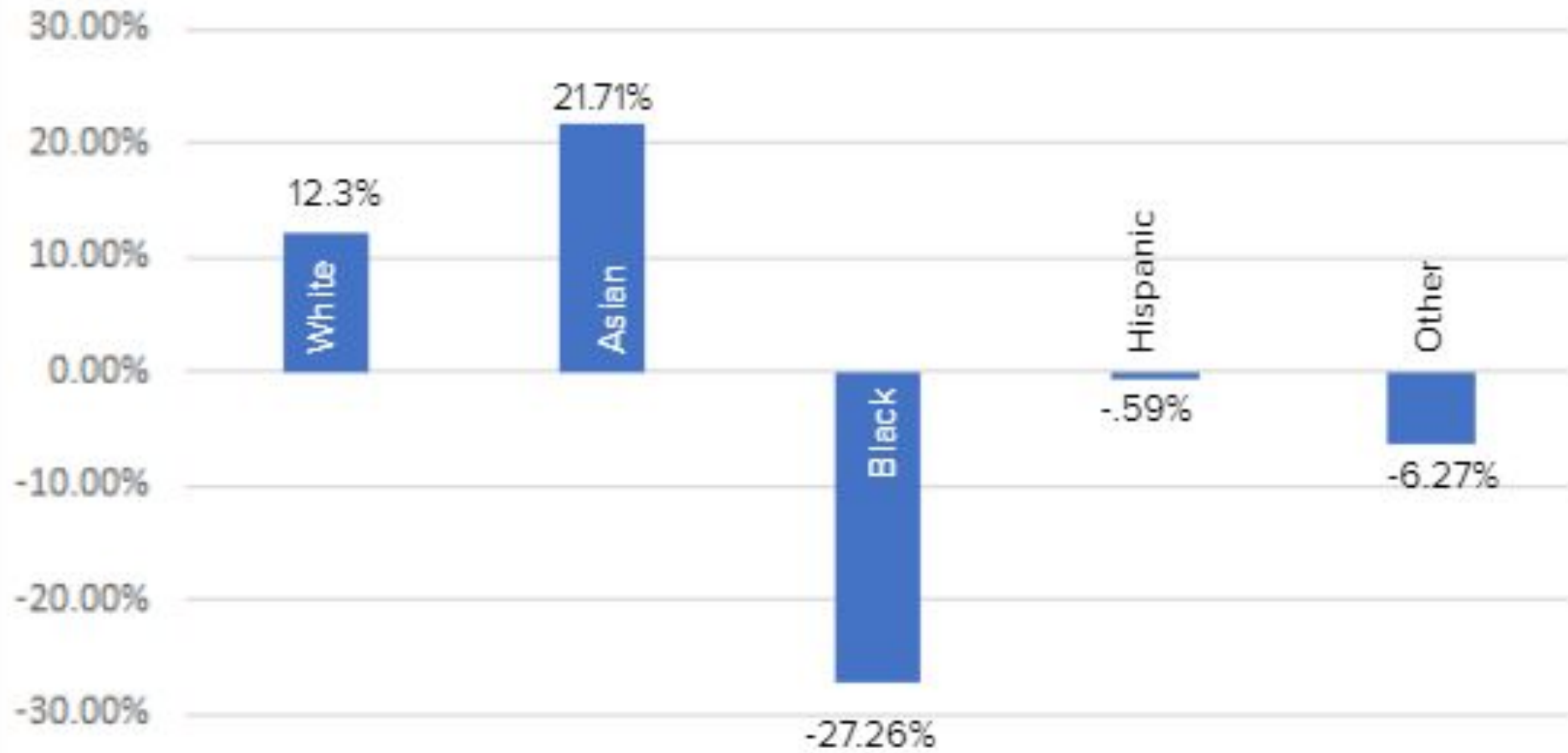


U.S. Census Bureau, 2019

**Includes persons reporting only one race*

***Hispanics may be of any race, so also are included in applicable race categories*

Gaps Between UofM Undergrad & Tenure-Track FCBE Faculty



Gaps Between UofM Undergrad & Tenure-Track FCBE Faculty



An aerial photograph of a university campus during a vibrant sunset. The sky is filled with soft, colorful clouds in shades of orange, pink, and purple. The campus below is a mix of brick buildings, green lawns, and trees. A prominent tall brick tower with a clock face is visible in the center. The text "Recruitment & Attraction" is written in a large, bold, white sans-serif font across the upper middle of the image. Below it, the words "Key Findings" are written in a smaller, white, italicized sans-serif font.

Recruitment & Attraction

Key Findings

FCBE Dept. Chair Interviews



- Variance in search committee development
- Committee Chair administrative responsibilities
- Committee Chair receives mentorship from predecessor on running a search



Applied Academic Research



- Comparative Analysis of 40 colleges/universities in N. America
 - The definition of diversity and inclusion
 - Diversity in search committees
 - Inside + outside departments
 - HEED Awards



An aerial photograph of a university campus during a vibrant sunset. The sky is filled with soft, colorful clouds in shades of orange, pink, and purple. The campus below is a mix of brick buildings, green lawns, and trees. A prominent tall brick tower with a clock face is visible in the center. The text 'Recruitment & Attraction Strategies' is overlaid in large, white, bold font across the middle of the image.

Recruitment & Attraction *Strategies*

Proactive & Inclusive Recruitment Strategies



- Start recruitment early
- Advertise and personal outreach to diverse networks
 - E.g. social media and underrepresented groups



Screening & Selection

Key Findings



FCBE Dept. Chair Interviews

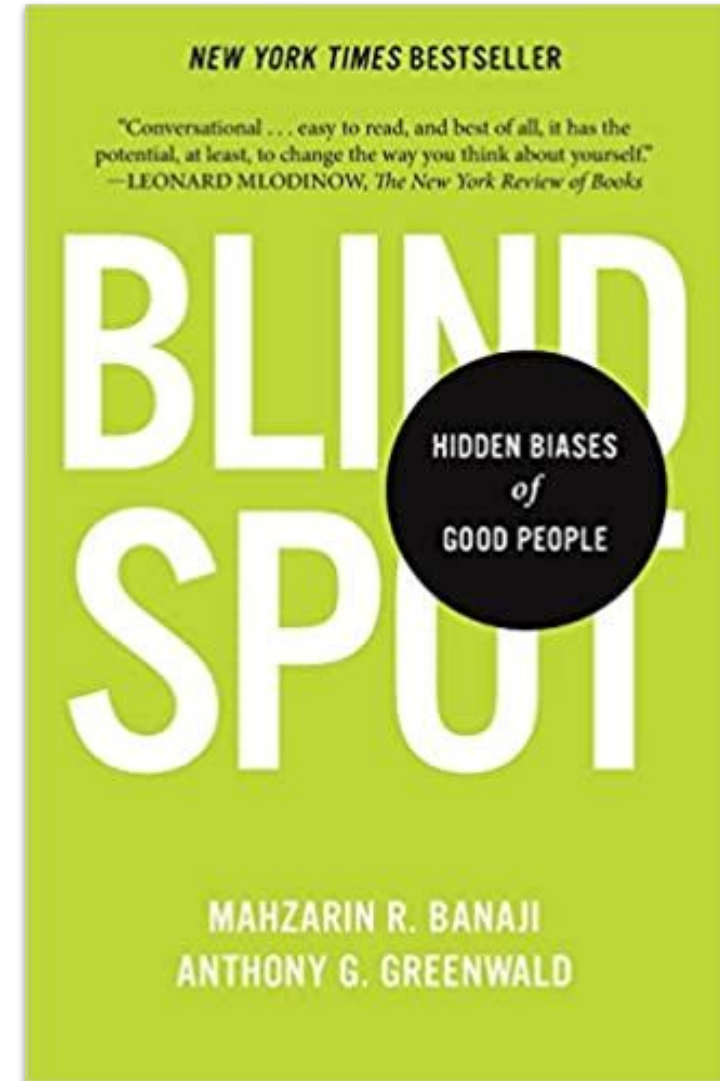


- Diversity is reviewed informally
- Variance in reviewing candidates at various stages
 - Rubrics were not consistently used e.g. point system
 - Round table discussion on abilities and potential
 - Creation of search committees
- Distinct perspectives from committee members which inform evaluations
 - The same criteria is interpreted differently by members

Applied Academic Research



- Strategies in place for search committee to recognize your own unconscious bias
- Allow search committee members to spend enough time on the search



Screening & Selection *Strategies*



Search Priorities & Initial Review



CRITERIA:

- What is important in the search?
 - Scholarly impact, research productivity, research funding, ability to attract and mentor graduate students, etc.

COLLABORATION IS KEY:

- All committee members make decisions
- Creating longer lists to include more diverse applicants
- After expanding the list, phone interviews can allow more evaluation
- If the short list is not sufficiently diverse, the committee may consider extending the search and revisiting to engage more diverse applicants.

Narrowing the List



THE LONG LIST:

- **The Rule of 10 + 10:** Each member identifies 10 top candidates, then a second tier of 10, to integrate into the group's top 10 list.
- **Worth a 2nd Look:** Women & minorities should always be reviewed twice.

THE SHORT LIST:

- **Longer List:** If necessary, departments may present a longer list in order to make the final decision on whom to invite for interviews.
- **R & R:** Chairs direct committee members to read all the files again, and then conduct a second round of voting or deliberation.
- **Video Advance:** The committee may decide to conduct virtual interviews with all candidates before holding the vote to determine finalists.

Recommendations



Before the Search

- ❑ Create diversity-friendly environment
- ❑ Create a diverse search committee
- ❑ Diversity training for search committee
- ❑ Appoint a search committee member as a diversity advocate

Before the Search

Recruitment & Attraction

- ❑ Advertise broadly, including to interest groups with diverse faculty audiences
- ❑ Add language to job ad signaling a special interest in candidates who contribute to the department's diversity priorities
- ❑ Personal outreach to diverse networks

During the Search

- ❑ Create standardized procedures for various steps in the search and selection process
 - Standard criteria to evaluate job talks
 - Standard interviews structure
 - Standard on-campus experience
- ❑ Discuss, **prior** to interviewing candidates, how criteria listed in job ad will be weighted and valued
- ❑ Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search

After the Search

- Identify accountability metrics
- Ongoing reporting and measurement of goals
- Always be open to diverse candidate pool

Faculty demographics

Smaller number of faculty | Larger number of faculty

Use the dropdown menus below to configure your view. Hover over the question mark

Select first column: Tenure status | Select second column: Primary college | Display number or percent: Percent of faculty | How percentages are calculated: Compute using

		2008	2009	2010	2011
Non-Tenure Track	Architecture	2.1%	1.6%	2.0%	2.3%
	Business Administration	6.3%	5.7%	6.5%	6.6%
	Communication	4.8%	5.2%	5.7%	5.2%
	Education	9.8%	9.5%	9.8%	6.6%
	Engineering	7.3%	6.5%	6.7%	6.5%
	Fine Arts	5.1%	4.3%	4.4%	5.2%
	Geosciences	0.5%	0.6%	1.2%	1.6%
	Information	1.1%	1.2%	1.2%	1.2%
	Intercollegial Programs				
	Law	8.6%	11.5%	8.5%	7.6%
	Liberal Arts	15.1%	13.4%	13.4%	14.4%
	Natural Sciences	14.8%	15.4%	15.7%	17.0%
	Nursing	6.5%	6.0%	4.3%	4.6%
	Pharmacy	12.9%	14.0%	15.7%	16.2%
Public Affairs	1.2%	1.2%	1.1%	1.0%	

Wrap-Up Highlights

1. Build a new strategic diversity leadership framework, accountability system and launch plan to guide your work.

2. Set several big-picture initiatives that can spark real change over time.

3. Create an institutional diversity brand in the area of diversity, equity and inclusion.

SMALL changes can make BIG differences

Discussion + Questions



Thank You.

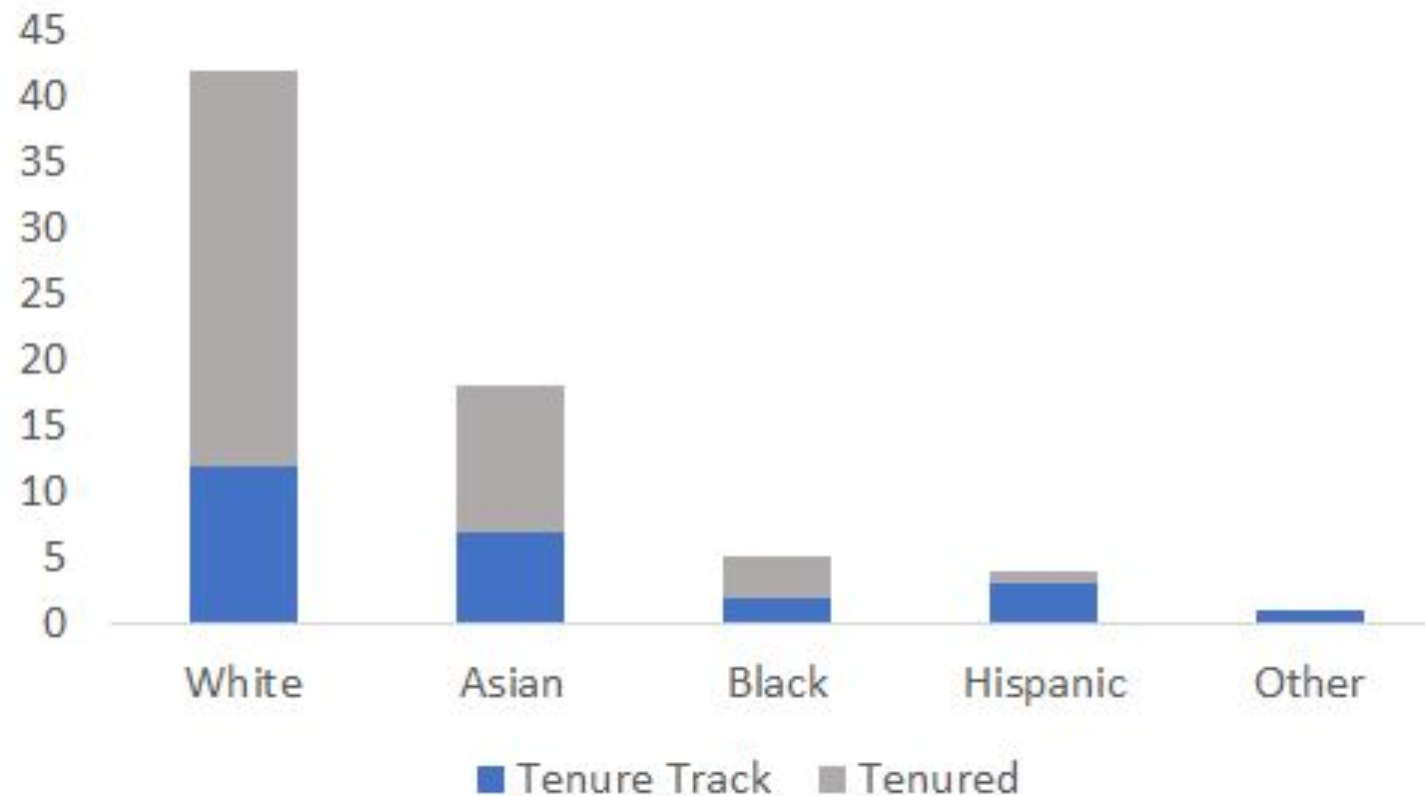


APPENDIX



Racial Profile of FCBE Faculty

Tenure Status by Race Fall 2020



Before the Search

- ❑ Create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups.
- ❑ Appoint a search committee member as a diversity advocate to help ensure that the search is consistent with best practices in faculty search and hiring and that it gives due consideration to all candidates.
- ❑ Dean, vice dean, or other leadership responsible for hiring meets with committee at beginning of search process to reinforce importance of diversity and goal of identifying outstanding women, underrepresented racial and ethnic minorities, or members of other underrepresented groups as candidates for the position, and to reiterate selection criteria.
- ❑ Dean, vice dean, or other leadership responsible for hiring provides department-specific data from the provost's office on (a) the gender and race of all hires in the past five years, and (b) the percentage of females and of underrepresented minorities among tenured and tenure-track faculty and students.
- ❑ Create a search plan, including broad outreach.
- ❑ Add language to job ad signaling a special interest in candidates who contribute to the department's diversity priorities. For example: "The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

During the Search

- ❑ Have search committee chair and members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential female and underrepresented minority candidates and encourage them to apply to the position.
- ❑ Advertise broadly, including to interest groups with diverse faculty audiences.
- ❑ To ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments, designate one person to lead asking these questions; this person should (preferably) not be the only female or underrepresented minority committee member.
- ❑ Discuss, prior to interviewing candidates, how criteria listed in job ad will be weighted and valued.
- ❑ Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search (e.g., use the Sample Candidate Evaluation Form in the Appendix for the review process).
- ❑ Dean or leadership responsible for hiring reviews all slates of candidates before any offers are made. If the committee is unable to find any competitive candidates from underrepresented groups, the chair will provide an explanation in writing, to the dean or leadership, of what steps were taken to identify such candidates and why the committee was unsuccessful.

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? If this question is asked, it must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? What are your childcare arrangements?
Pregnancy Status	None.	Are you pregnant? When are you due?
Race	None.	What is your race?
Religion	None.	What is your religion? What religious holidays do you observe?
Sex/Gender Identity	None.	Are you male or female?
Age	None.	How old are you? What is your birthdate?
Sexual Orientation	None.	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Where were you born? What is your "native tongue"?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations?
Military	What type of training or education did you receive in the military?	If you've been in the military, were you honorably discharged?

Source: Borrowed from Advance, University of Michigan, Handbook for Faculty Searches and Hiring
<http://sitemaker.umich.edu/advance/files/HandbookforFacultySearchesandHiring.pdf>.

HEED Award Comparative Analysis

- **PEER SCHOOLS**

- University at Albany, SUNY

- **COMPETITIVE**

- None

- **ASPIRANT**

- University of Houston
- Oklahoma St. University
- Texas Tech University
- Georgia State University
- University of Buffalo, SUNY

