TAB C

UTAH SYSTEM OF HIGHER EDUCATION

October 29, 2021

Faculty Diversity

Priority: Access

Strategy: Support institutions as they work to increase the diversity of faculty and staff, with a focus on race/ethnicity; sex/gender; different abilities; and other intersecting social categories.

Tactic (DG, TE, or both): (DG & TE) Determine baseline state of diversity within the USHE; review and update policies and procedures in order to support efforts to attract and retain diverse faculty and staff; facilitate collaboration on best equitable hiring and retention practices.

1) COLLABORATIVE START: ASSESS *(Executive Staff)*
Narrative- Long-term Vision for Tactic (What is it that we want to accomplish with this tactic overall? Where are we now? What does success look like?):

Increase the representation of faculty and staff from underrepresented populations within the Utah System of Higher Education.

Objectives (Specific outcomes that will accomplish the long-term vision):
1. Determine baseline state of diversity at institutions and within the system through a State of Diversity report based on qualitative and quantitative data
2. Review policy and associated reporting requirements and update where necessary to support USHE institutions in their efforts to attract and retain diverse faculty and staff
3. Board goals and a plan for measuring progress designed and in place
4. Creation of systemwide collaborations/mentoring
5. Regular collection and monitoring of data to track progress toward goals

High-level Timeframe (What objectives can we accomplish now? Next? Later?):
8 months:
- Quantitative and qualitative report on current state of diversity
- Identify gaps in information and where further research is necessary

12-18 months:

- Updates to policy and reporting tools used to measure the work, retention, and employment status of diverse faculty and staff
- Identify and facilitate sharing of best practices on recruitment and retention of diverse faculty and staff
- Develop a system framework to assist institutions with institutional action plans
- Institutions set individual targets, goals, and action plans
- Board sets goals for the system

Longer term:

- Creation of systemwide collaborations/mentoring and tools for sharing best practices
- Collect and monitor data to track progress toward goals

Levers required:

- Funding
- Research/analysis
- Legislation/policy
- Board involvement/external stakeholder involvement

Project Developers: Lais, Geoff, Julie, Eden, Steve, Cyd

2) COLLABORATIVE DEVELOPMENT: EXAMINE DATA, ENGAGE & PLAN *(Project Developers)*

Narrative- Shorter-term Project Plan (What objectives can be accomplished within the next 12 months?):

1. Assess the state of diversity and EDI processes in the system
   Identify and examine data:
   a. January-August 2021: Survey CAOs, COP, CDOs, faculty senate leaders re: needed system supports for institutional efforts to diversity faculty
   b. December 2021: Identify existing qualitative data on the experiences of faculty and staff of color, LGBTQ faculty, and women (i.e., sense of belonging, teaching and research experiences, tenure processes, and their experiences related to equity and inclusion on and off campus)
      i. What does the existing quantitative data tell us about representation at individual institutions and across institutions?

c. December 2022: Identify what qualitative data might be available and/or where qualitative research may need to be implemented

    i. Identify whether existing campus climate surveys are tracking the experiences of faculty and staff along with students (see https://opair.psu.edu/community-survey/dashboards/total/)

    ii. Conduct group dialogues to understand the nuances of faculty and staff of color experiences in Utah

d. December 2022: Inventory existing institutional practices on hiring/retention (including hiring policies, training for search committees, training for deans/department chairs and tenure committees, student evaluation forms, etc.)

e. January 2022: Identify where additional data/qualitative research or campus self-assessments may be needed

f. February 2022: Compile existing quantitative and qualitative data into a draft report on the state of diversity within the system, with special attention to gaps in data and challenges facing faculty of color and challenges stemming from gender. Solicit feedback online from faculty and staff.

g. March 2022: Faculty and staff feedback incorporated into report draft

h. June 2022: State of Diversity draft report shared with Academic Education Committee

i. July 2022: State of Diversity report shared with Board

2. Engage with stakeholders and plan for policy updates:

a. July 2022: Create an equity audit framework to assess faculty policies with a focus on Equity, Diversity, and Inclusion and solicit feedback from target faculty

b. December 2022: Purposely involve CAOs, CDOs, faculty senate leadership, and faculty/staff from underrepresented groups in examining and recommending updates to:

    i. Policy (esp. R120, R208, R223, R801, R805, R481, R483, and R485)

    ii. Associated system-level reporting documents (S-11, Annual Tenure Reports, R805 report)

c. December 2022: Compile recommendations on best practices for hiring, retention, and creating inclusive campus environments:

    i. Identify information on best practices for hiring, retention, and creating inclusive campus environments

    ii. Recommend system tools for facilitating collaboration on best practices (i.e., electronic repositories; special meetings of key leadership groups, etc.)

d. Implementation: Update policies and reporting tools:

    i. January 2023: Academic Affairs staff, Technical Education staff, Lais, and Geoff draft possible policy updates

   ii. February 2023: Policy drafts vetted by appropriate affiliate/expert groups: CAOs, UCFSL, CDOs

   iii. March 2023: Policy drafts vetted by Council of Presidents

   iv. April 2023: Policy drafts vetted by Academic Education Committee and Technical Education Committee where appropriate

   v. May 2023: Policy drafts forwarded to the full Board for approval

  e. December 2022: Design system tools and strategies for sharing best practices on equitable hiring and retention practices, systemwide mentoring and training, etc.

   i. AY22: Continuing support of Utah Women's Leadership Exchange (UWLE)

   ii. AY23: Design mentoring program for BIPOC faculty and staff similar to UWLE

   iii. AY23: Other systemwide collaborations that arise from the planning and engaging phases

3. Institutional and system goals for increasing diversity

  a. December 2022: Institutions set goals and draft campus action plans

  b. February 2023: Institutional goals presented to Academic Education Committee

  c. March 2023: Board determines goals for the system

  d. Ongoing Data and monitoring of progress toward goals

Office resources needed: (personnel (detailed), consultant, etc.)

Academic Affairs staff, Technical Education staff, IR staff, Lais Martinez, Geoff Landward

Timeline, with milestones for each *objective*, within the next 12 months (when will the levers need to be "pulled"?):

- May 2022: State of diversity report shared with the Board
- December 2022: Identification of existing institutional practices and national best practices
- December 2022: Updates to existing policies and associated reporting requirements approved by the Board
- March 2022: Determination of institutional goals/campus action plans
- May 2023: Board determines system goals and means of tracking progress
- July 2022: Creation of collaboration/mentoring opportunities; repositories for sharing best practices

Benchmarks/measures (How are we measuring success for each objective? That it was "Completed"? A change in specific rate? Any indicators that we are "off track?"):

- State of diversity report shared with the Board

- Annual collection and monitoring of quantitative and qualitative data on underrepresented faculty and their experiences at institutions to assess the impact of policies on increasing and retaining faculty and staff from underrepresented groups
- Creation of systemwide collaboration and mentoring programs and regular assessment of those programs
- Creation of systemwide responsitories of best practices with regular updates
    a. Assess impact of collaboration and mentoring program via surveys