

## Executive Summary of iChange Subcommittee for Data, Tracking, and Climate Surveys

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The Data, Tracking, and Climate Surveys subcommittee assumes that if the efforts of other subcommittees achieve their goals, then UNL will eventually have proportional representation of faculty by gender, race/ethnicity, rank, sexuality, first generation status, partner at the university/wanting to be at the university status, caregiver status (parent/elder care/partner care), and disability status (and their intersections) that match available national data on adults in the United States. At present we are limited to reporting on gender, race/ethnicity, and rank because of currently available data and reporting requirements.

The subcommittee identified the following needs to identify where faculty representation meets expectations based upon benchmarking for diversity, retention, and inclusion.

- I. Where possible, provide college and department-level data. At present, much of what is available is only shared at the campus level, limiting its utility in the hands of those with responsibilities in recruitment, hiring, and retention.
- II. Share campus- and college-level data from the recent climate survey. The University System recently undertook a climate survey, but there has been little communication to campus and college users regarding availability or what will be made available. These data are critical to better understand the nature of retention.
- III. Better access to search data: pool composition, hires, and failed searches. Presently, these data are not available except through special request and only to limited users. Comprehensive data on applicant pools needs to be routinely available at both campus and college level, and potentially by department for larger departments and where applicant confidentiality is not compromised.
- IV. Make faculty retention data and summaries available. The data includes retirements and separations as well as promotions. The data should be made available at the individual level unless there are sensitivities (e.g., termination and tenure denial data should only be available to limited users or should be aggregated at a college level to protect identities). We need to consider the utility of collecting and reporting retention package data.
- V. Clean up and make available time-in-rank data for faculty. Presently, there is considerable variance in the use (and quality) of hire and rank date fields in SAP. There is no place where appointment dates are to be kept. Time-in-rank should be integrated with promotion data to better track potential differences in time-in-rank between groups (e.g., gender categories and racial/ethnic groups).
- VI. Create doctoral availabilities reports by academic field. Federal degree reporting provides a public database by institution, degree type, CIP code, race/ethnicity, and sex by year. Creating such reports will provide information that will help those recruiting applicants for faculty positions to focus on for recruiting to increase the representation of where candidates from groups historically underrepresented in STEM fields (i.e., “diverse”). In addition, the reports will assist with tracking proportional representation at UNL relative to other institutions in specific academic fields. ~~to graduate from~~.

- VII. Provider better leave data in a comprehensive data source. For example, reports need to include unpaid versus paid leaves, FMLA leaves, annual leaves, professional development leave, and other types of leaves by time since hire and other relevant duration information.

### **Additional Ideas and Questions Related to the Other Subcommittees and Feasibility**

Once we have information from the other subcommittees, we can create a comprehensive Logic Model for the UNL IChange short- and long-term goals. A LOGIC MODEL will make explicit what data is necessary for each intervention and aspirational goal, plus what is necessary to assess progress towards the aspirational goals.

It will require considerable work and analysis to translate Human Resources (i.e., SAP) and hiring (i.e., PeopleAdmin) data into usable information. Below we describe the data necessary for specific goals listed in the executive summary for the Retain Diverse Faculty subcommittee. Some of the data (e.g., teaching loads, service loads, mentoring work, evaluation rubrics, search committee actions, attitudes, perceptions) exists in formats that are daunting to convert into usable data and/or may not be permitted to be used for evaluation.

- Faculty Evaluation Subcommittee
- Recruit Diverse Faculty Subcommittee
- Retain Diverse Faculty Subcommittee

Because this committee has an executive summary, we can describe the kinds of data needs that will be necessary to assess progress towards goals and effectiveness of interventions.

- Measure faculty perception that: a) they are welcomed, b) they are valued, c) they are supported – and analyze if higher scores are associated with longer duration/promotion at UNL
- Measure if faculty hired through cohort and cluster searches stay longer than faculty hired in isolation
- Measure if faculty hired at senior academic ranks are more likely to be women and/or BIPOC
- Record if search committees schedule meetings with non-university BIPOC community members or with BIPOC faculty as part of the interview process for BIPOC recruits. Measure the dollar amount of start-up packages and compare across hires by gender and race/ethnicity, within disciplines
- Measure hiring salaries and compare by gender and race/ethnicity, within disciplines and ranks
- Measure equity of funds for travel (measure professional network connections? Maybe co-authorships? Collaborations?)
- Track dual career hiring needs and dual career hires; re-instate the practice of sending letters to all short list candidates' with information about who to contact about dual career issues

- Track search committee member participation in workshops on equitable and inclusive recruitment and hiring – correlate with trends in the proportional representation by gender and race/ethnicity of hires
- Use surveys to measure how positive the culture is (at the department, college, or university level? By gender and race/ethnicity?)
- Fair/transparent teaching loads (# of courses, # of students, # of preparations, # GTA, # UTA, required courses, specialty courses, rotations of courses and days/times) by rank, gender, race/ethnicity, within discipline
- Fair/transparent Service load (See University of Massachusetts data collection on service)
- Measure if departments include DEI work on merit and T&P files and if giving credit is associated with retention
- Record if departments have transparent evaluation metrics for annual evaluations – correlate with retention (departments with or without or over time before/after)
- Record if departments have transparent evaluation metrics for tenure and for promotion – correlate with retention (departments with or without or over time before/after)
- Record efforts to support and/or provide incentives for more research proposals focused on DEI or with a major DEI component and measure (through NUGRANT?) the number/proportion of proposals over time (increase with more support?); Grand Challenges includes grant support in this area so will be able to provide data shortly on this question.
- Measure attendance at professional development opportunities and correlate with retention
- Measure if departments have formal mentoring roles, reward mentoring as service, and test its correlation with retention of faculty
- Measure participation in leadership training for women and BIPOC and test its correlation with long term trends in proportional representation at UNL in leadership.
- Measure gender and race/ethnicity proportional representation on university-wide committees, councils, and commissions to assess if efforts to promote DEI are resulting in proportional representation and/or monitor/code/measure commitments, efforts, outcomes related to DEI even if leadership does not have proportional representation. Decide if proportional representation will mean matching gender and race/ethnicity proportions among U.S. adults, or in higher education.
- Measure participation in interactive face-to-face DEI mentoring/workshops among faculty by department and correlate with long term trends in proportional representation in those departments.
- Measure proportional representation by gender and race/ethnicity among EAP staff and correlate changes with changes in faculty retention by gender and race/ethnicity.
- Provide key resources: Inclusive Campus Support Network; UNL Report; Ombuds; EAP
- Measure informal peer mentor networks and correlate with long term trends in retention of faculty by gender and race/ethnicity
- Measure psychological stress, assaults, bias incidents, and experiences with hate crimes among faculty by gender and race/ethnicity