WAYNE STATE UNIVERSITY

Board of Governors
Personnel Committee
September 29, 2023

Office of the Provost Update:

Faculty Affairs
ODEI

September 2023

Faculty Affairs Overview

1. Update on new teaching track, factors, promotion process

2. Tenure Track/Tenured hiring review of last two years

3. Discussion of grant funded work: NSF GEARS and SIEDS projects

4. Recommendations from Provost working group on University P&T factors

5. Update on academic union contracts

6. Office of Diversity, Equity, and Inclusion 2023-24 Goals and Plans

7. Climate Survey

Improving Faculty Work at Wayne

- Creation of Teaching Track Faculty with a measure of job security
  - Key aspects of the changes in the contract:
    - Creation of Assistant, Associate, and Professor of Teaching titles commensurate with our T/TT and other non-tenure track titles (i.e., clinical and research faculty)
    - Ability to be promoted through the ranks with base salary increases similar to that of other faculty
    - Minimum 4-year contracts after 6 years of service with presumption of renewal

Promotion Factors for Faculty (Teaching)

- There are new university promotion [factors](#) and [guidelines](#) for Faculty (Teaching).

- These were based on recommendations from a 2N committee comprised of AAUP and administrative representatives.

- These promotions are starting this Fall with any promotions being effective in August of 2024. The promotion process is very similar to that of T/TT and non-tenure track (e.g., clinical) faculty.

- Units can develop their own factors, if they so desire. If units do not develop factors, then the university factors will be used.

Tenure-Track/Tenured Hiring

- To date, thirty-nine (39) T/TT faculty were hired with appointment start dates between August 17, 2023 – December 31, 2023, of which 54% were women and 38% were from underrepresented groups.

- Forty-two (42) T/TT faculty were hired with appointment start dates between August 18, 2022 – August 16, 2023, of which 59% were women and 36% were from underrepresented groups.

A total of 16 cluster hires were done over the past two years with several still in progress and not counted in the numbers above.

AY 23-24

Black	13
Hispanic	2
Native Hawaiian/OPI	0
Female	21
%Female	54%
%UNDREP	38%

AY 22-23

Black	8
Hispanic	6
Native Hawaiian/OPI	2
Female	25
%Female	59%
%UNDREP	36%

*Hires can identify as more than 1 URM ethnicity, the numbers reflect each identification, but the % reflect the number of individuals

Recommendations from Provost Working Group on University P&T Factors

Diversity, Equity and Inclusion

DEI related activities should be considered an important type of academic activity.

Specifically identify DEI within each academic leg: scholarship / creative activities, teaching, and service, as having merit for consideration.

Addressed throughout entire factors document

Public / Community Scholarship and/or Engagement

Publicly engaged scholarship should be considered as an acceptable type of scholarship / creative activity, as independent research / creative activity.

Clearly define publicly engaged scholarship and provide examples.

Addressed in specific sections of factors document

Interdisciplinary / Collaborative / Team-based Research

Interdisciplinary or collaborative research should be considered an acceptable type of scholarship or creative activity, as independent research or creative activity.

Incorporate language recognizing interdisciplinary, collaborative, team-based research or creative activities.

Addressed in specific sections of factors document

General Recommendations

- Incorporate gender neutral pronouns
- Consistently couple "and/or creative activities" with all mentions of scholarship
- Add information on potential biases in teaching evaluations

Next Steps

- Revise university, college, and departmental promotion [factors](#) and [guidelines](#) for Tenure-Track Faculty

- Build a culture that supports promotion to full at the same pace as promotion to associate for TT faculty

- Work with Academic Senate and Union to develop separate factors and guidelines for research and clinical faculty members

- Build a culture of regular promotion for research and clinical faculty members
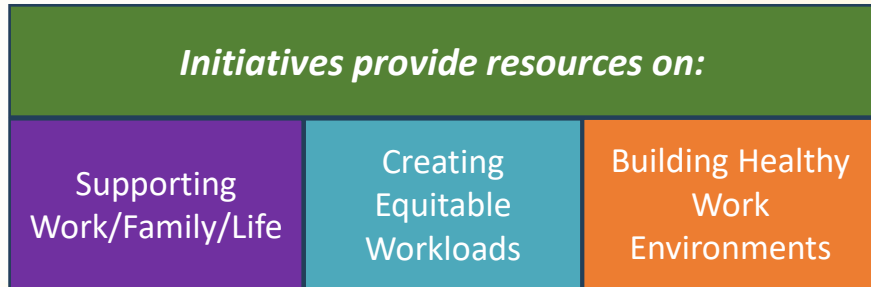
Faculty Equity Initiatives

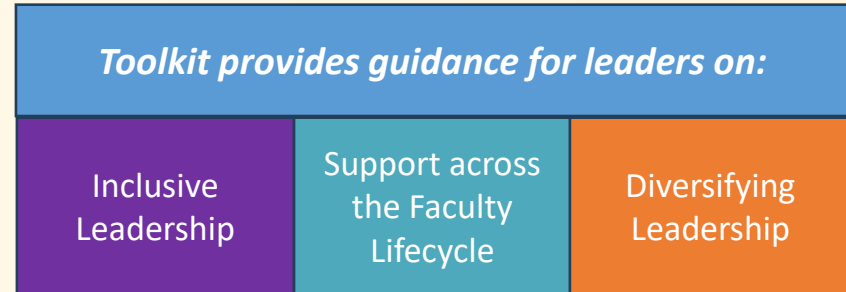National Science Foundation ADVANCE ADAPTATION and PARTNERSHIP Grants

Gender Equity Advances Retention in STEM (WSU-GEARS) (2020-2024)

Adapt evidence-based strategies & resources from other ADVANCE programs to eliminate barriers to hire, retain, and advance women and underrepresented minorities.

Initiatives provide resources on:

Supporting Work/Family/Life	Creating Equitable Workloads	Building Healthy Work Environments

STEM Intersectional Equity in Departments (SIEDS): MSU, OSU, & WSU (2023-2028)

Build inclusive and equitable work cultures that attract, retain, and advance women in STEM, focusing especially on underrepresented racial and ethnic minority women & LGBTQAI+ and gender expansive/nonbinary faculty.

Toolkit provides guidance for leaders on:

Inclusive Leadership	Support across the Faculty Lifecycle	Diversifying Leadership

https://s.wayne.edu/gears-advance/

Update: Faculty, Academic Staff, and GTA Unions

- American Association of University Professors - American Federation of Teachers (AAUP-AFT), Local 6075, Contract - September 22, 2021 - June 30, 2024

- Graduate Employees Organizing Committee - American Federation of Teachers (GEOC-AFT), Contract - July 16, 2022 - August 15, 2025

- Union of Part-Time Faculty (UPTF-AFT), Local 477, Contract - July 15, 2023 - July 14, 2026

Office of Diversity, Equity, & Inclusion (ODEI)

Strategic Priorities 2023-24

Centering DEI Work on Campus

- ODEI is tasked with working collaboratively with faculty, staff, and students to cultivate a welcoming campus community that is supportive to all (ODEI Purpose Statement).

- Our work centers on:

  - Leading institutional DEI efforts across our schools, colleges, and divisions;

  - Partnering with units on campus to foster a culture of equity and inclusion;

  - Leveraging data through our campus climate study;

  - Supporting DEI events and programs;

  - Advising the President, Provost, and other leaders.

Impacting the Campus in the Year Ahead

- Much of our work has focused on **supporting educational events** and programs on campus:
  - OMSE (original programming and partnerships with campus groups and divisions)
  - Learning & Development Series
- We have **leveraged data and learned from the climate study** launched in 2018
- For the better part of this year, we have **shifted the focus to helping our schools and colleges** foster a culture of equity and inclusion:
  - This work is being shaped through our Diversity, Equity & Inclusion Council (DEIC)

Strategic Priorities 2023-24

- In alignment with our Purpose Statement for ODEI, we recently completed a planning document that outlines **6 Strategic Priorities** for ODEI:
  - DEI Infrastructure and Council Initiatives
  - Campus wide DEI Strategic Planning
  - Assessment
  - Education, Training and Development
  - Building a Network of Campus wide Support to Units and Divisions
    - Eco systems map showing where DEI exists across the university
  - ODEI Strategic Initiatives (institution-level efforts and opportunities to involve students, eg. Service learning and community engagement)

ODEI Goals and Plans

- **Empowering the DEIC with a formal "Charge"**
  - Involvement in strategic planning process with schools and colleges
  - Research best practices and make recommendations

- **DEI Strategic Planning Efforts**
  - Listening Tour with the Deans
  - Read DEI strategic plans and determine themes
  - Report findings to Deans and unit DEI Councils
  - Support the CDO in helping colleges/schools with goal-setting and tools to track progress

ODEI Goals and Plans - Continued

- **Education, Training & Development**
  - With the new hire of an Intercultural Training Director, we launched a DEI Learning & Development Series
    - Since summer 2022, we have taken almost 300 campus community members through six workshops in small groups (some topics have repeated)
    - From post-workshop assessments, **the ODEI scored very high** (4.7 and above on a scale of 1-5) on:
      - Overall satisfaction, concrete learning from workshop activities, value of small and large group dialogues, and relevance of content to participants' work.
        - (More detailed snapshot results from an assessment in accompanying documents.)

Diversity Climate Study: Snapshots from 2018

- Impact of our inaugural climate study
  - One of the challenges with these efforts is, "What did it yield?"
- Here are some snapshots:
  - The climate study and sharing of the results underscored the need to consider how members of our campus community connect to the institution.
    - (More detailed snapshot results in the accompanying documents)
  - **Results of the climate study were used as evidence to push forward campus-wide initiatives** like the antibullying taskforce, the work we are doing on bias-incident reporting and responding
  - Many groups leveraged data from the climate study, including the Graduate School's NSF First Grant and the NSF GEARS Grant on workload and work/life balance.
  - It also gave some divisions on campus a better DEI picture

Diversity Climate Study 2023

- As we prepare to launch the second climate study this fall, we do it with the understanding that based on their intersecting identities, people experience this campus in different and nuanced ways.

- We look forward to more sharing later in 2024.

Wayne State University Office of Diversity, Equity, and Inclusion

Addendum to Chief Diversity Officer Report to the Board of Governors Personnel Committee

September 29, 2023

Addendum A

This Addendum includes data demonstrating the effectiveness of our Intercultural Training Director's efforts in his first year.

DEI Learning & Development Series

The DEI L&D Series is an annual calendar of DEI workshops for faculty and staff. They are highly interactive and designed to foster intercultural competence through critical self-reflection and dialogue with peers. Workshops ranged from 1.5 to 2 hours, and they were scheduled during business hours. This year's calendar featured ten workshops:

There were 266 participants which averages ~26 attendees per session. RSVPs were capped at between 30-50 depending on topic.

Workshop Title	Offered In:
Foundations of Diversity, Equity, and Inclusion	Fall and Winter
Fostering Deep Self-Awareness: Exploring Our Biases	Fall and Winter
Identifying & Interrupting Microaggressions	Fall
Relationships Matter: Leading and Supervising Restoratively	Fall and twice in Winter
Values, Culture, and Leadership	Fall
Understanding and Respective Transgender and Nonbinary Identities	Winter

Workshop Assessment	Mean (1-5 Scale, 5 is high)
Overall Satisfaction with Workshop	4.83
Chosen Activities/Exercises Supported Learning	4.81
How Valuable were the Small Group Dialogues	4.72
How Valuable were the Large Group Dialogues	4.77
Content Relevant to My Work	4.86

DEI and Intercultural Education for Colleges, Divisions, and Departments

The Intercultural Training Director has facilitated tailored workshops for the following departments and divisions:

Department	Workshop Title
Physics – all faculty	The "Diversity Idea"
C&IT - managers	Exploring Our Biases: C&IT Recruitment & Retention
Internal Audit – all staff	Fostering Deep Self-Awareness: Exploring our Bia
Theatre & Dance – all fac/staff	Circles, Communication, & Culture
Law School – Antiracism Working Group	Understanding Ourselves and Others
School of Social Work – all faculty	DEI Curriculum & Instruction Day
Housing – Community Directors, RAs (2 sessions)	Foundations of DEI, DEI in RA Training
Psychology - all faculty	Identity, Culture, and Us
WSU GEARS – FAN Advisors, Bystander Leadership	Implicit Bias & Key Concepts in DEI
Donor Experience – all staff	Cultivating an Inclusive Team
Academic Student Affairs and Global Engagement – COIL faculty	Intercultural Conflict in the Classroom

Implicit Bias In Healthcare

During the 2022-2023 academic year over 150 individuals participated in this workshop. An analysis of pre- and post-workshop surveys indicated a statistically significant difference displaying that attendees developed an increased

1. Conceptual understanding of implicit bias (e.g. what is implicit bias? how does it affect thinking and behavior?)
2. Personal understanding of implicit bias (e.g. how are implicit biases related to my life and worldview)

Implicit Bias Workshop Assessment	1-5 Scale (5 is high)
Overall Satisfaction with Workshop	4.73
Chosen Activities Supported Learning and Dialogue	4.71
Small Group Dialogues	4.67
Relevant Information to Your Work	4.78

Wayne State University
Office of Diversity, Equity, and Inclusion (ODEI)
Presentation to the BOG Personnel Committee – September 29, 2023

Addendum B
Use of Climate Survey Results

Issues Identified through Survey Data	Recommendation(s)	Current/Planned Action
Members of campus community don't know where to go to lodge complaints related to issues of bias or other concerns.	• Clarify the reporting processes for various types of complaints. • Develop a process specific to reporting incidents of hate/bias. • Build competency and capacity of informal problem solvers such as academic advisors, coworkers, and faculty	• Added list of current incident reporting offices to the Campus Resources section of the Climate Study website. • Bias Incident Reporting and Response planning group has begun meeting to address recommendations 1 and 2. Survey of formal units launched May 8. • Multicultural competence session for advisors each semester through the Advisor Training Academy.
People with disabilities feel lower sense of belonging/satisfaction on campus.	• Feedback brought to Campus Accessibility Team. Student Disability Services, Facilities, Planning & Mgt and Office of Equal Opportunity. • Conduct focus groups with individuals with disabilities to determine their needs and concerns.	• Conducted targeted analysis of survey data for the Accessibility Taskforce. • Focus groups put on hold b/c of COVID. Incorporating an expanded section with targeted questions on the 2023 climate survey. • Working through Taskforce to addressed increased awareness of issues related to individuals with disabilities on campus, particularly among faculty/staff, for whom resources are minimal.

There is a need for cultural competency training for students, staff, and faculty.	• Develop a series of educational programs designed to improve the cultural competence of staff and faculty. • Develop educational initiatives for students. • Identify current and ongoing programming across campus designed to enhance cultural competence.	• Hired an Intercultural Training Director in May 2022. • Designed and offered a Learning Development Series for staff/faculty in 2022-23. Just under 300 participants. • The Office of Multicultural Student Engagement continues to offer numerous educational programs for student leaders and groups. • Working to increase resources for promoting events.
Women faculty and staff report lower perceptions of respect and higher experiences of hostility than their male colleagues.	Share information with university units addressing this issue.	• Associate Provost for Faculty and Staff Development launched events on academic harassment and bystander intervention, and seminars specific to faculty of color. • Anti-bullying policy drafted by working group of the academic senate in Fall 2020. Work completed Fall 2021. • Bystander training workshops offered on campus to leaders in 2023.
Faculty and staff report differences in promotion, access to projects and special opportunities, service workloads, and work/non-work responsibilities.	Share information with university units addressing this issue.	• Data shared with representatives of the Gender Equity Pay Gap Analysis Group. • Themes from data used to support the NSF ADVANCE Grant proposal submitted through the office of the Associate Provost for Faculty Development & Faculty Success.