DEMAND 5  ACADEMIC SUPPORT

RECOMMENDATIONS

Create a summer bridge program
- STEM Pathways took place in August 2016, serving first generation and under-represented first year students in a pre-orientation program. 63 participants and 29 peer mentors were involved.
- STEM Pathways will continue in summer 2017. In addition to the parts of the program introduced in summer 2016, the new program includes the following:
  - Faculty advisory committee working actively with mentors and participants. The program will enhance aspects that introduce students to faculty in a variety of STEM fields.
  - PACE sections specifically for STEM Pathways students to extend mentoring into the fall semester
  - Linked introductory biology and chemistry courses that will be open to STEM Pathway students, and which will coordinate lectures and labs to use related problems and examples in lectures. The instructors will cooperate to support students who are struggling.

Recruit more diverse peer leaders for academic support programs
- All the student support programs in the Office for Undergraduate Education made efforts to expand their recruitment of diverse student mentors and participants. Those efforts continue in 2016-17.

NEXT STEPS
- Thirty Peer Mentors have been selected and are currently in training.
- Invitations to First Year Participants have been extended to ED students. STEM Pathways will participate in Essence of Emory. RD invitations will go out in May to deposited students.
- Faculty in Biology and Chemistry, and the PACE program have developed plans for on-going support for STEM Pathways students through the first year.
- Continue to expand recruitment of participants and mentors in orientation, tutoring programs, undergraduate research, and national scholarships and fellowships.

TIMELINE

February/March 2017: Recruitment of STEM Pathway Mentors
May 2017: Invitation to some first year students to participate in STEM Pathways
2016-2017: Continue to improve recruitment of peer mentors in all academic support programs.
2017-18: Implement extended engagement with STEM Pathway students through a proactive learning community.
DEMAND 6

RECOMMENDATIONS

Establish Structures to Support Change
- Belonging & Community Justice Structure
  - Suzanne Onorato, Ed Lee | ECL

Strengthen Working Group Structure
- Confirm Membership
- Determine Roles & Responsibilities
- Expand Inventory of Programs & Initiatives beyond ECL
- Identify Student Outcomes
  - DeLa Sweeney | ECL

NEXT STEPS
- Evaluate current BCJ structure to enhance efficacy and hire staff
- Send invitations for Spring 2017 Working Group meeting
  - Student representation
  - Alum representation
  - University unit representation (colleges, schools, divisions)

TIMELINE

April 2017:
staff Social Justice Education area within ECL; reconvene Working Group and clarify roles

July 2017:
expanded program/initiative inventory; draft of recommended outcomes

December 2017:
recommendations for Spring 2018 development of programs & initiatives
Demands 10: Faculty Recruitment & Retention

Recommendations

The working group on Faculty Recruitment and Retention acknowledges and endorses the excellent work of prior group members and other committees (Faculty Committee on Excellence and Diversity, Class and Labor 2) and encourages action on many of the recommendations of those groups. Driven by data, literature and the experience of faculty, we recommend:

Leadership for action on faculty diversity enhancement as a key responsibility of the Provost and Deans
- Incorporate faculty diversity leadership into portfolio of Vice Provost for Academic/Faculty Affairs
- Set expectations and hold Deans and Chairs accountable for enhancement of diversity, excellence, inclusion and climate
- Establish Provost level award for Deans and Chairs for diversity enhancement

Improve retention of underrepresented faculty
- Conduct continuous salary equity analysis and adjustment
- Provide intentional mentoring for career success from time of hiring; CFDE; membership in NCFDD
- Enhance pre-emptive retention of faculty
- Support affinity/cohort groups for academic and career success
- Create guidelines for effective departmental review of faculty including appreciation of full contribution of underrepresented faculty (e.g. mentoring, diversity related committee work, public scholarship, community engagement)

Enhance recruitment of underrepresented faculty
- Adopt impactful best practices for all searches
- Build inter-institutional collaborations, especially with Atlanta area institutions and beyond
- Utilize greater creativity in searches – e.g. cluster hires, searches in targeted disciplines, leverage existing programs like JWU, aggressive in senior recruitments, visiting professors, postdocs
- Contribute to pipeline of future faculty

Address campus climate
- Establish diversity as explicit component of all success strategies with metrics and accountability
- Provide continuous support for peer connections and community (CFDE, OEI)
- Conduct and share regular climate audit across university

Next Steps

- Identify leaders for action items; augment current working group as needed
- Create implementation plan
- Transition leadership
- Support faculty/HR data warehouse – essential to have good data for salary equity analysis.
- Commit support for recommendations and move forward

Working group members:

Timeline

May 1, 2016: Best practices established; Implicit bias training for searches ongoing
Summer 2016: Collect and analyze data on recruitment and retention
Fall 2016: Climate survey by OEI; evaluate/assess outcomes; Create review guidelines
Winter 2016: Establish retention strategy; support mentoring and community plans
Spring 2017: Create implementation plan