ASPP Subcommittee on Diversity, Equity, and Inclusion
2020-2021 Report to Faculty Senate
May 7, 2021

Members: Carol Hayes; Shaista E. Khilji; Susan LeLacheur; Abebayehu Tekleselassie; Sarah Wagner

INTRODUCTION

Framing this report and our university's ongoing conversations about diversity, equity, and inclusion is a fundamental call for acknowledgment: that George Washington University must start by acknowledging its history in the nation's capital city, on land taken from its Native inhabitants near the White House and Capitol built by enslaved workers. GW sits in one of the first areas of the city to eject Black residents as Jim Crow took hold and reconstruction ended. As the last of the local universities to desegregate in 1954, GW must go well beyond haphazard efforts to strengthen diversity and equity. In a still disenfranchised city with a plurality of African American residents, ours is a history that requires bold efforts to remedy our past complicity with racial discrimination. Our efforts to create a community culture in which justice and equity are our overriding values must start with acknowledging past errors, inviting and supporting the full participation of those we have wronged and whose help we now need.

SUBCOMMITTEE WORK, 2020-2021

Caroline Laguerre-Brown, Vice Provost for Diversity, Equity, and Community Engagement, met with the ASPP Committee on October 30, 2020. That meeting resulted in the formation of the ASPP Subcommittee on Diversity, Equity and Inclusion.

Vice Provost Laguerre-Brown's presentation highlighted the **lack of** consistency in faculty recruitment, hiring, and mentoring practices across the university. She noted that while there is significant attention to diversity at various sites (e.g., Diversity Summit, departments, programs, etc.), there is no cohesive set of policies implemented throughout the university. Further, the isolated policies that do exist do not appear to undergo consistent evaluation for their short and long-term effectiveness. Consistency requires thinking about DEI practices among the university community as a whole.

Since its formation, the Subcommittee on DEI has met **nine** times. Our principal aims this year were to gather baseline data on diversity among current GW faculty, as well as information regarding the retention of underrepresented minority faculty and obstacles impeding it; to identify partners within the GW community working on DEI issues to understand better both policy and practice implemented in the various schools across the university; and to develop recommendations related to faculty recruitment, hiring, retention, and promotion, based on those sources of information. Unfortunately, due to delays in receiving the requested baseline data, the subcommittee has had to delay the full development of its recommendations until AY 2021-2022.

STEPS TAKEN IN 2020-2021

1. **One of the subcommittee's first fact-finding steps was to follow up with Vice Provost Laguerre-Brown regarding some of the key points related to faculty hiring, retention, and promotion from historically minoritized groups in her October 30, 2020 report to ASPP. To provide the subcommittee with national context,** Vice Provost Laguerre-Brown provided a spreadsheet with data culled from the *Chronicle of Higher Education*'s 2020 Faculty Diversity report; in a follow-up email, she offered the entire report so that we could look more carefully at nuances across different groups (e.g., "race/ethnicity" categories, including Native American, Asian, and Native Hawaiian). The subcommittee has included a brief, illustrative summary of the *Chronicle* data below, as a comparison point in the "GW Baseline Data" section.

   Regarding the subcommittee's inquiry about whether GW has conducted exit discussions with departing faculty, Vice Provost Laguerre-Brown explained: "My office has not done any formal assessments, but my colleagues and I do receive consistent feedback about the experiences of under-represented faculty. The concerns usually fall into the categories below:
   - feelings of isolation, exclusion, or hostility in their departments
   - inadequate mentorship
   - perceived de-valuing of scholarship that focuses on people of color, race, or gender
   - participation in search processes that leave them feeling resentful and disappointed about bias, microaggressions, or what they perceive to be anemic attention to diversity in the search."

2. **In mid-November, as the second element of our fact-finding efforts to establish a baseline for later comparison, the subcommittee sought information from Chris Bracey, Vice Provost for Faculty Affairs.**

   The delays: In response to our mid-November request, Vice Provost Bracey explained that these data would be included in the aggregate numbers of the Provost's Core Indicators Report (to be presented in spring 2021); he asked us to wait for that presentation. The subcommittee responded that we needed these baseline data as soon as possible to move forward with our work; we were again asked to wait for the mid-February release of the Core Indicator's report. Unfortunately, when the Core Indicators Report was presented in mid-February, the requested data were not included. The subcommittee once again repeated our request for this information. Vice Provost Bracey was able to provide a portion of the requested information on March 11th and the rest on March 26th, 2021.

3. **As our third "fact-finding" step, and in seeking to include members of the university already working hard in this space, we convened a January 27th meeting with campus**

partners working on diversity and inclusion-related issues. A summary of those conversations is included below, in the section on "GW Faculty and DEI Leadership."

4. **The subcommittee presented an interim report** to ASPP on February 12, 2021.

5. **Spring diversity audit discussions with Provost Blake:** In mid-February, the Provost invited the ASPP DEI Subcommittee to work with him in a consultative role as the University launches its diversity audit. Subsequently, the subcommittee met with Provost Blake to discuss the announced GW diversity audit. We shared the subcommittee interim report with him in advance of the meeting. At that meeting, the subcommittee recommended that Provost Blake work with the Office of Diversity, Equity, and Community Engagement in making preparations for the diversity audit, and also agreed to support GW's diversity audit. Provost Blake mentioned he had read the report and agreed with our recommendations (see those recommendations below in the section on "GW Faculty and DEI Leadership: Perceptions of Faculty Diversity, Equity, and Inclusion")

Subsequently in March, Provost Blake shared an initial "scoping" document related to the GW diversity audit and the Subcommittee members gave feedback. In mid-April, Provost Blake emailed some of the subcommittee members with a request to provide feedback on a "diversity assessment scope" document he had drafted. Unfortunately, due to the short response time--just over one day to provide feedback--only two subcommittee members (and not all) were able to respond.

While the subcommittee waits to see what our consultative role entails, and if our services are needed for the diversity audit, the subcommittee has continued working independently to pursue its original charge of investigating current DEI issues in relation to faculty and making recommendations for future faculty policies related to recruitment, hiring, retention and promotion.

GW BASELINE DATA (QUANTITATIVE):
HIRING, RETENTION, AND PROMOTION OF UNDERREPRESENTED MINORITY (URM) FACULTY

Data on Hiring and Retention
The data provided by Vice Provost Bracey (April 2021) map the demographic changes among GW faculty over the past five years (from 2016 to 2020). Both here and below in the discussion of promotion trends, the data for this period accord with the data set from 2018-2019 published in the *Chronicle of Higher Education*'s 2020 "Faculty Diversity" report, which was provided to the subcommittee by Vice Provost Laguerre-Brown.

Recent Hires at GW
Of the **316** faculty hired between 2016 and 2020:[1]

Race	Number of Faculty	Percentage of total hires
African American (URM)*	28	9%
Latinx (URM)	19	6%
Native American (URM)	2	less than 1%
Asian American	68	22%
Multiracial	2	less than 1%
Unknown	13	4%
White	184	58%

*Here and below, the URM (Underrepresented Minority) designation comes from the source data—that is, from GWU's reporting.

Recent Departures from GW
Of the **337** faculty who left GW between 2016 and 2020:

Race	Number of Faculty	Percentage of total hires
African American (URM)	25	7%
Latinx (URM)	12	4%
Native American (URM)	3	less than 1%
Asian American	38	11%
Multiracial	0	0%
Unknown	0	0%
White	259	77%

---

[1] Both the "Recent Hires" and "Recent Departures" figures come from the "Diverse Faculty Hiring Report," which did not specify whether these faculty numbers refer to regular full-time faculty or specialized faculty, and whether these were regular tenure-track/tenured faculty.

In short, from 2016 to 2020, URM faculty (combined) made up less than 16 percent of new faculty hires, while making up approximately 12% of departures. In considering the implications of these data, during its April 30, 2021 meeting, ASPP members discussed the need to understand more fully hiring and departures numbers that reflect factors beyond the university per se. Furthermore, the committee discussed the URM designation alongside other minority race/ethnicity categories, noting that (a) the "Asian" label fails to distinguish among South Asian, Southeast Asian, and East Asian groups; and (b) that some disciplines (e.g., American Studies) have historically had much more diverse faculty, while others have not.
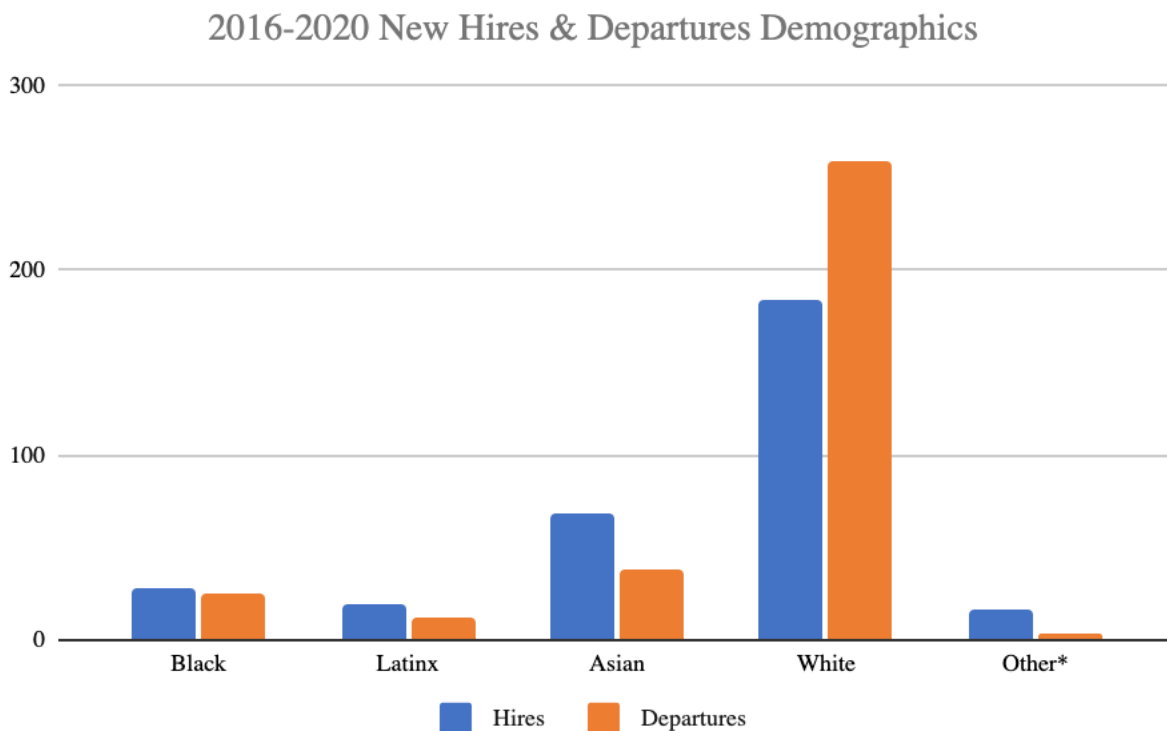

Figure 1: new hires and departures

Questions that Arise from these Data:
- Why is GW struggling to hire URM faculty?[2]
- How do these numbers (hires and departures) compare to our market basket schools? Meaning, is GW leading, on par, or behind in its overall hiring and retention of URM?
- Why are URM faculty leaving — or not remaining at — GW? Are they actively recruited or are they actively searching for a different academic home?

---

[2] Given that the 2019 U.S. Census estimates the Black population at 13.4% and the Hispanic/Latino population at 18.5% nationally, and given GW's location in Washington, DC, a city with a plurality of Black residents, GW's recent faculty hiring numbers show a strong need for change. See https://www.census.gov/quickfacts/fact/table/US/PST045219

- For those who do remain at GW, what keeps them here?
- How have hiring practices changed during this five-year period with respect to recruiting URM? What are some of the success stories from the perspective of the candidates, departments/programs, deans? What challenges do faculty members face in hiring URM?

Promotion Data

Demographic data (summarized below) provided by Vice Provost Bracey paint a disheartening picture of overall tenure and promotion trends at GW for URM faculty. Less clear to us is how many of those faculty are denied tenure or, once granted tenure, do not seek promotion to full professor.

From Assistant to Associate Professor

Of the **148** faculty promoted from assistant to associate professor between 2016 and 2020:

Race/ethnicity	Male	Female	Total	Percentage of total
African American (URM)	4	5	9	6%
Latinx (URM)	2	0	2	1%
Native American (URM)	0	0	0	0%
Asian American	10	18	28	20%
Multiracial	0	0	0	0%
Unknown	0	1	1	Less than 1%
White	60	48	108	73%

While the figures in these promotion tables don't tell what percentage of URM faculty eligible for promotion were promoted, what the numbers--especially for promotion from assistant to associate professor--do tell us is that there simply aren't enough URM faculty at GW. The fact that only 6 African American faculty were promoted from assistant to associate professor over a 5-year period at a school as large as GW is a problem.

From Associate to Full Professor

Of the **100** faculty promoted from assistant to associate professor between 2016 and 2020:

Race/ethnicity	Male	Female	Total	Percentage of total
African American (URM)	6	0	6	6%
Latinx (URM)	3	1	4	4%
Native American (URM)	0	1	1	1%
Asian American	10	8	18	18%
Multiracial	0	0	0	0%
Unknown	0	1	1	1%
White	42	28	70	70%

Once again, with the caveat that these data do not indicate how many URM and other minoritized faculty were *candidates* for promotion, nevertheless the figures for URM faculty are strikingly low, e.g., *not a single* African American female professor was promoted from associate to full professor during this five-year period at GW, and only one Latinx female associate professor was likewise promoted to full.

Questions that Arise from these Data:
- How has the university sought to support URM faculty seeking tenure and promotion and what have been major obstacles in that process?
- What kind of specific mentoring practices are in place to help support tenure and promotion for URM faculty?
- What are some of the success stories from the perspective of faculty, departments/programs, deans?
- How do these numbers of tenure and promotion compare to our market basket schools? Meaning, is GW leading, on par, or behind in its overall tenure and promotion of URM?

Chronicle of Higher Education: **2020 "Faculty Diversity Report"**
In a very partial response to the final—comparative—question above, here are select data (i.e., African American faculty at the three levels of tenure-stream/tenured positions) on comparative demographics from the Chronicle's 2020 "Faculty Diversity" report, which presents data from the 2018-19 academic year:

Institution	African American (URM) Full Professor — percentage	African American (URM) Associate Professor	African American (URM) Assistant Professor
George Washington University	2.4%	5.96%	9.27%
Tulane University	2.9%	3.6%	5.67%
Northeastern University	2%	4.98%	4.44%
Washington University	2.3%	7.1%	4.93%
Johns Hopkins University	2.1%	4.85%	7.19%
Boston University	2%	2.31%	8.97%
New York University	2.7%	5.29%	4.87%

While GW appears on par with at least these institutions in relation to the hiring and promotion of African American faculty, the numbers overall are dismal and indicate a need for nation-wide systemic change. GW has a responsibility to its many stakeholders and should recognize it will not be alone in seeking to address the underrepresentation of minoritized and African American faculty. GW's unique history in Washington, DC and contemporary circumstances make it even more imperative that we begin to make these systemic changes.

Tenure/Non-Tenure Data
Finally, it is important to bear in mind that all of these data fit within the larger framework of the university's combined tenure and non-tenure demographics. The line graph below captures both, tracking a slight but not insignificant decline in the overall number of tenured, a point Phil Wirtz noted in his March 13, 2021 email to ASPP committee members:

Across the five year period, there has been a 5% DECLINE in Regular Tenure/Tenure Track Faculty (from 897 to 851).

Across the same five year period, there has been a 17% INCREASE in Regular NON-Tenure/Tenure Track Faculty (from 253 to 297), which almost totally offsets the loss in Tenure/Tenure Track Faculty.

In addition, across the same five year period, there has been a 33% INCREASE in Specialized Teaching Faculty (from 70 to 93).

And across the same five year period, there has been a 14% DECREASE in Part-Time Adjunct Faculty.

Although there has been an increase in the over-all full time teaching workforce … that increase is being fed by a significant decrease in Tenure/Tenure Track Faculty, an offsetting increase in the NON-Tenure/tenure-track Faculty, and an increase in the Specialized Teaching Faculty.
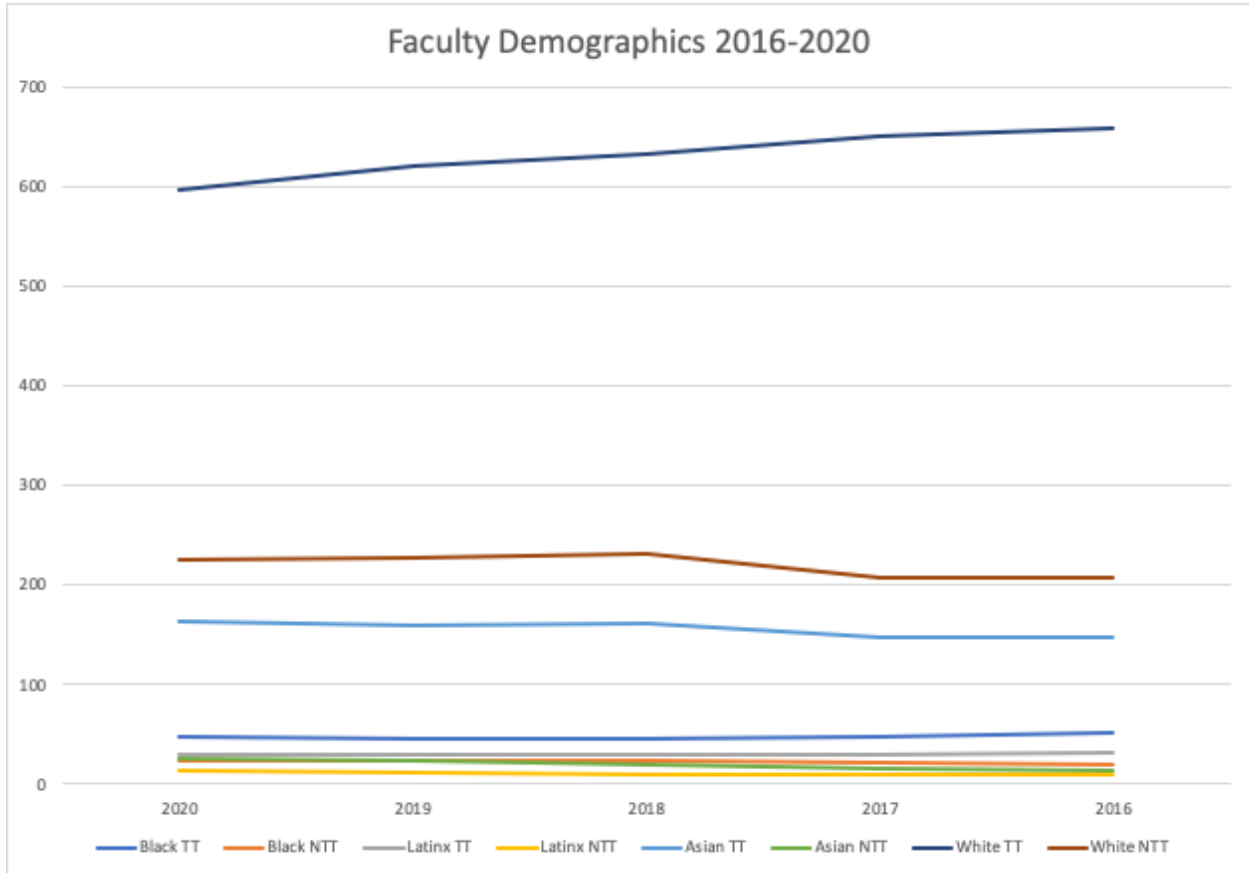

Figure 2: faculty demographics 2016-2020

These shifting demographics, specifically the decline in tenure-line faculty, register among the number and positions held by URM faculty. GW's Internal Dashboard shows that over the last ten years, Latinx professors have made up between 3.0-3.5% of full-time **tenure-line** faculty (25-31 people), and 2.9-4.4% of full-time **non-tenure-line** faculty (7-13 people). African American professors have made up between 5.2-6.0% of full-time **tenure-line** faculty for the last ten years (44-54 people), and 4.6-8.1% of full-time **non-tenure-line** faculty (11-24 people).

Of white full-time professors, 72.6% are currently tenure-line; of Latinx full-time professors, 69.8% are currently tenure-line; and of African American full-time professors, 66.2% are currently tenure-line.

Taken as a whole, we see that a *greater percentage* of the (already very small number of) Latinx and African American faculty are in non-tenure-line positions rather than tenure-line positions.

- How can the university proactively address this disparity in the number of URM faculty holding non-tenure-line positions in comparison to their white colleagues?

Reaction to "Diverse Faculty Hiring Report"

The "Diverse Faculty Hiring Report" is illustrative of the work ahead of us. It provides us with the relevant data (including data mentioned above in our discussion of 2016-2020 hires and departures), summary of current university-level measures, and also offers recommended action items. It acknowledges a lack of consistency across schools, units, and departments, absences of a culture of accountability and proposes the use of mandated protocols (page 6). The defined best practices delineated on page 6 and elaborated as action items for departments, schools, and the university match many of the recommendations our subcommittee heard from DEI leadership about ways to improve university-wide consistency and address some of our challenges (see below). The subcommittee points out that it speaks to the necessary (and first-step) changes at GW to support faculty from minoritized groups to hire and after they have been hired.

However, we would also like to point out that to recruit and retain effectively, GW needs to implement policies (as highlighted in the report) through commitment and university-wide buy in. To facilitate such buy-in at the institutional and individual level, GW needs to actively foster a 'culture of inclusion and equity,' addressing some of the structural biases that disadvantage faculty of color and URM. We challenge the university leadership and faculty to work collaboratively to implement system-wide changes that bring about meaningful shifts to help improve recruiting, hiring, motivational, mentoring, performance management, and retention practices. In addition, we urge university administration to streamline various initiatives across GW and aim at developing a well-integrated DEI strategy and goals.

Research indicates that to consistently implement the policies and practices (mentioned in the hiring report) across GW, we also need to think in terms of building a DEI culture. We will need to move beyond a check-box and mandatory requirements to an **integrated DEI approach**. We could begin by considering:

- *Alignment*: Identifying and clearly communicating DEI goals (short term and long term) and DEI strategy. Unless we have a clearly laid out strategy and goals, we would not be able to monitor and track our progress.
- *Top leadership commitment and allocation of appropriate resources*: which would also establish school/ department/ program leadership as well as individual commitment.
- *Establishment of organizational systems and programs* (such as the ones proposed by Chris Bracey and Caroline Laguerre-Brown) that support DEI strategy and goals.

Overall, GW should establish both *process* and *outcome* goals. There are a number of parallel efforts going on at GW (mentioned in this report). It would be important for GW to streamline these efforts for better coordination. To build an integrated DEI strategy and culture, we would offer the following steps:

- Create listening and learning spaces within GW (to receive bottom-up input, build connections with various stakeholders, and support/ build knowledge and expertise)
- Use this input to develop DEI strategy and goals
- Provide resources to demonstrate institutional support and commitment
- Secure buy-in across various stakeholders (using positive messaging)
- Commitment to long-term cultural change

The change process is unlikely to always run smoothly. It should be noted that building commitment requires understanding the reasons for resisting the change (which may vary among different stakeholder groups) and developing strategies to address these sources of resistance. We could create and share early successes as models for the change we are seeking; and also align measurements and rewards with desired behaviors (see above).

With all of these points in mind, the DEI subcommittee supports the recommendations contained in the "Diverse Faculty Hiring Report" and we hope that GW administration and faculty also focus on developing an inclusive culture to consistently implement the suggested policies.

GW FACULTY AND DEI LEADERSHIP:
PERCEPTIONS OF FACULTY DIVERSITY, EQUITY, AND INCLUSION
In recent years, various schools across GW have hired well-qualified professionals to lead their respective DEI initiatives. Although these professionals are responsible for leading DEI activities within their own schools, they work collaboratively to learn from each other and discuss issues of larger concerns. They are important constituents in any DEI effort within GW. Hence, as reported in our Interim Report (dated Feb 2021), in an effort to capture their experiences, we held a meeting with them on January 27, 2021.

To help attendees prepare for the discussion we posed the following questions:
- *What are your experiences leading DEI within your school and unit?*
- *What are your goals for 2021?*
- *What is working well for you in your respective schools (focus on best practices)*
- *What changes would you like to see in your schools, departments, and/ University?*
- *What would an ideal environment look like for you to make the changes you want to make?*
- *As you think about inclusive faculty recruitment, what suggestions do you have? What would you like to see implemented more consistently across the schools' recruitment and hiring practices?*
- *As you think about inclusion and equity, what suggestions do you have that might improve faculty retention and promotion? What would you like to see implemented more consistently across the schools' retention practices and supporting faculty for promotion?*

Several themes emerged as problem areas across the university. These included, a) lack of university wide commitment to DEI, b) retention issues, and c) hiring issues. DEI leadership provided various recommendations to address each challenge. Below we describe the problem areas with the suggestions.

a. **University-wide commitment to DEI**

DEI leaders highlighted the absence of a university-wide diversity strategy. It hindered their ability to track and measure progress of their DEI initiatives vis-a-vis larger University goals. Also, it led to inconsistencies in operationalizing the role of DEI leaders across the various schools. For example, the role of a DEI leader at ESIA could be quite different from that of a leader in GSEHD or SON. They shared that DEI in their respective schools didn't have dedicated budget funds, and that they were informed their work wasn't a priority during the pandemic, as GW went through budget cuts. This messaging was misplaced, given increasing attention to DEI issues nationally, and the faculty/ student/ staff demands for a more equitable institution. DEI leaders described GW as having a reactionary approach, whereby they acted only after an impactful national event (such as George Floyd's killing, anti-Asian sentiments etc.). Such an approach is problematic and fails to build a strongly inclusive culture.

Recommendations:

For reasons mentioned above, it is critical that GW develop a strong commitment to DEI including a forward-looking DEI strategy and concrete DEI goals (both short-term and long-term). These (along with processes and ideas mentioned below) could help place GW on track to becoming an inclusive institution. The DEI strategy could be used to develop a diversity impact statement, and also in identifying metrics to track GW's progress towards various goals. Faculty hiring and retention data should also be more easily accessible and made public to foster a stronger commitment to diversity. DEI leaders argued that it is important to develop this strategy (and goals) using bottom-up input. Further, stronger commitment to DEI offices across the university in terms of budget lines and other material support will ensure school-specific needs are catered to.

b. **Retention issues**

Overall, DEI leaders expressed their frustration with the lack of attention that GW gives to nurturing **internal talent.** This results in high turnover among faculty of color, as seen in the five-year faculty hiring and departure data presented above, where almost as many URM faculty of color leave GW as are hired into GW. In particular, they noticed a lack of university-wide policy for *mentoring* which disadvantages faculty of color but doesn't also recognize and reward faculty members who informally take on this role within their departments and schools. Again, they reiterated that the lack of clear metrics and data makes it impossible for the schools to formulate an informed and evidence-based strategy to address the retention problem.

Recommendations:
In view of the problems identified above, the DEI leaders argued that GW first identify and establish best practices for mentors. These include (but are not restricted to) formalizing and incentivizing faculty mentors for BIPOC faculty members (i.e., if a junior BIPOC faculty member is promoted, also recognize the mentor; establish mentorship awards similar to GW's teaching awards, etc.). They highlighted the importance of building communities for BIPOC faculty members and paying attention to their specific needs, such as allowing them more tenure-clock time before going up for promotion because they're not working on an even playing field. Also, if a BIPOC faculty member is not available to serve as mentor to junior BIPOC faculty within a department, assign a mentor from outside the department (as a supplement to the mentor within the department).

c. **Hiring Policies and Processes**
Finally, DEI leaders noticed serious problems with the hiring process. In particular, they noted a lack of accountability and secrecy around faculty hiring committees, the decisions they make, and how they make them. Some expressed concerns that diversity advocates aren't always either included in faculty searches; when they are included there's no required training for them that would promote consistency in how they approach their role. DEI leaders highlighted the need for the University to dedicate an official, university-wide, funding pool for 'opportunity hires' to hire faculty from underrepresented groups. Further, they expressed concerns with hiring adjunct faculty using current faculty members' existing networks. Since a majority of the faculty members are from a certain group, using current networks continues the existing demographic patterns.

Recommendations:
DEI leaders proposed that the Provost should demonstrate a stronger commitment to hiring diverse faculty. Some of their suggestions included incorporating a) thoughtful cluster hiring to strengthen the BIPOC faculty community and enhance the research of critical issues that impact BIPOC communities (such as criminal justice reforms, BIPOC health, etc.) and b) creating pathways into faculty positions for BIPOC visiting faculty and for qualified adjunct staff. With respect to the hiring process, they stated it was important to formalize and strengthen the role of Faculty Diversity Advocate in the hiring process, as well as identify and establish best practices for recruitment of diverse applicant pools. They also argued that GW policies define a "failed search" as one in which there is no person from an underrepresented background in the final three candidates for the search (i.e., if there are no underrepresented candidates in the final three, then the applicant pool and/or the search process wasn't set up in a way to result in a diverse group of finalists). Further, they highlighted the importance of removing bureaucracy around hiring part-time faculty members and establishing recruitment and hiring practices that enhance diversity in adjunct hires.

To strongly incorporate the above-mentioned recommendations and foster an inclusive culture, GW should also consider incorporating DEI goals as a part of the annual review process for all faculty. This would allow greater consistency, transparency, and recognition for those faculty members who have gone above and beyond to support BIPOC faculty and develop an inclusive culture.

DEI leaders offered these recommendations based on their experiences, and the ASPP DEI Subcommittee agrees with them wholeheartedly. The spring 2021 faculty survey (requested by the Faculty Assembly and conducted by the Faculty Senate in early 2021) indicates dissatisfaction with the current status of DEI at GW. Many faculty members expressed serious concerns with non-inclusive culture that privileges tenure and expects conformity to the dominant norms. Qualitative comments also indicate inadequate support for faculty of color and inequitable treatment of faculty (such as contractual versus tenured; dominant groups versus faculty of color, etc.; those getting merit increases and not). To build a strongly diverse and inclusive institution, GW needs to acknowledge these shortcomings, adopt more clear and consistent policies, while also tapping its strengths.

WHAT STEPS ARE COMPARABLE UNIVERSITIES UNDERTAKING?
There are departments and programs at GW pushing the university to take concrete steps toward building a more diverse and inclusive faculty and thus community through cluster hire initiatives. For example, a group of CCAS chairs presented one such proposal to both the ASPP and the Education Policy and Technology Committee on January 29, 2021.

Other universities are already much further along in setting out clear DEI goals in terms of recruiting and hiring faculty. See, for example, the University of Washington:

The University of Washington[3] undertook a Race and Equity initiative in 2015 and is beginning a Faculty Diversity Initiative this year with the following resource allocations:
- Bridge funding: to support recruiting faculty who will enhance the diversity mission and goals for equity and inclusion. This funding covers the cost of up to two years of full faculty salary and benefits, with an emphasis on tenure-track hires.
- Funding priorities: Redirecting existing central funds for faculty recruitment and retention to focus specifically on faculty members who will advance campus diversity, equity, and inclusion goals.
- Candidate statements: Recommending that all faculty searches include statements from candidates describing their past and planned contributions to diversity, equity and inclusion.
- Hiring, reappointment and promotion criteria**:** Requesting that deans of all schools and colleges examine whether hiring, reappointment, and promotion criteria for faculty can be enhanced to support diversity, equity and inclusion within their units.

---

[3] For more information, see https://www.washington.edu/raceequity/
https://www.washington.edu/raceequity/updates/facultyrecruitment/

- PhD and postdoctoral support: Identify outstanding PhD students and post-doctoral fellows from underrepresented groups and support them as they develop their ambitions and qualifications to become STEM faculty at research universities.

Closer to home, **Johns Hopkins University**[4] also embarked on an effort to improve diversity in 2015. Their faculty diversity effort includes:
- Enhanced faculty search processes.
- Target of Opportunity Program which provides funding that assists our academic divisions in recruiting diverse scholars
- Visiting faculty initiative to cultivate collaborations that lead to future faculty appointments.
- Diversity Postdoctoral Fellowship Program to locate, promote, and nurture the work of diverse early career postdoctoral scholars
- Diversity and Inclusion Faculty Research Award.

THE SUBCOMMITTEE'S NEXT STEPS

Since Resolution 21/7 (on Diversity, Equity, and Inclusion) was passed by the Faculty Senate in July 2020 and the ASPP DEI-Subcommittee was formed in October 2020, we have interacted with various stakeholders across the university and also held conversations with the Provost, the FSEC, and Faculty Senate. We believe DEI work is still very much preliminary at GW. In light of the above recommendations and the data presented in the above sections of this report ("GW Baseline Data [Quantitative]" and "GW Faculty and DEI Leadership"), we realize we need to engage with GW's minoritized faculty, including faculty of color, LGBTQ+ faculty, and faculty members who are differently abled to capture their experiences at GW. These experiences will provide the bottom-up input to help GW develop its DEI strategy and formulate short term/ long-term goals.

We have forged good partnerships with DEI leaders across GW. Using their support—and with institutional support and resources—over the summer we would like to conduct focus groups of faculty from minoritized groups. We expect to include early- to mid- to late-career faculty members to capture a variety of viewpoints, with respect to what makes them stay, what makes them fearful, what works, and what does not work for them. These focus groups will provide rich qualitative data and could be used by the Senate to propose resolutions and the Provost office to develop policies that support their well-being at GW and make GW an inclusive university.

We will also request input from committee, departments, and deans involved in faculty recruitment, hiring, retention, and promotion about their immediate plans (challenges and opportunities) for change.

---

[4] For more information, see
https://diversity.jhu.edu/roadmap-on-diversity-and-inclusion/v-faculty/

CONCLUSION: AN EXHORTATION AND INVITATION

In the final days of the subcommittee's work on this report, we received disturbing news of a significant cut to the Office of Diversity, Equity, and Community Engagement's budget for next year. This cut follows the pattern that DEI leaders reported seeing this year in DEI initiatives being left unprioritized and without budgetary support. This untimely cut also runs counter to Resolution 21/7's call for an increase in financial support for and commitment to DEI work.[5] We call for an immediate reversal of that budget cut as the ODECE's role is critical in implementing the above-mentioned systemic changes.

The subcommittee acknowledges that effective work around DEI requires more than a set of recommendations. To be effective, such work must foster a university culture that prioritizes and supports diversity, equity, and inclusion among the entire GW community—students, faculty, and staff. The subcommittee's work--which will continue into next year--is only one piece of this larger commitment. The need for change cannot continue to be deferred. Thus, in addition to requesting institutional support and resources, the subcommittee will be asking for faculty support this summer: we will request help in developing contact lists to reach minoritized faculty; we will invite input from minoritized faculty--if possible, given the exhaustion from a year of multiple pandemics--about their experiences at GW; and we will also request input from committees, departments, and deans about their immediate plans (challenges and opportunities) for change. This work requires investment--on the part of the administration as much as faculty members, such as this subcommittee.

There is a need for the faculty to take greater ownership for building a more diverse, equitable, and inclusive GW community. That need for faculty ownership--an ownership that acknowledges and works toward changes in existing practices related to faculty recruitment, hiring, mentoring, and promoting--has shaped the subcommittee's work this year, and we hope it will also guide the Senate's engagement and work in the coming summer and academic year.

Finally, while this report has focused on faculty issues, it is important to mention that for GW to develop an integrated DEI culture, it must also consider its student and staff populations. For example, increasing financial support for under-represented minority students and allocating resources to provide them strong academic support will be important in making GW an inclusive, equitable institution where all can thrive. In sum, this is about faculty responsibility and administrative commitment to drive long-term and concerted investment in bringing about systemic change.

USEFUL RESOURCES:
https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence

---

[5] The first Resolved Clause of Resolution 21/7 reads that "The university materialize its commitment to diversity, equity, and inclusion by increasing financial support for the Office of Diversity, Equity, and Community Engagement, and for undergraduate and graduate financial aid, including the Provost graduate diversity fellowships." Resolution 21/7 on Diversity, Equity, and Inclusion, https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2020/07/July-2020-agenda-attachments.pdf