

**Subcommittee Report of the
Faculty and Staff Diversity, Recruitment, Retention, and Belonging
Inclusion Council Working Group**

a. Recommendations to UMBC Leadership

We, as members of the Inclusion Council working group on Faculty and Staff, Diversity, Recruitment, Retention, and Belonging, respectfully submit the following recommendations to identify key diversity, equity, and inclusion issues on our campus and ways to mitigate and resolve them. In the remainder of the document, we will use the term “employee” to be fully inclusive of all types of positions of employment on our campus including faculty, exempt staff, non-exempt staff, and student workers. Although the ideas underlying our concerns and recommendations apply to UMBC employees broadly, we acknowledge the conditions of collective bargaining agreements covering some employees preclude their participation on this committee and provide an alternative avenue for addressing grievances and effecting change. Our working group was formed in June 2020 and includes 28 faculty and staff members. The co-chairs are Tamara Bhalla, Associate Professor, American Studies, Michael Hunt, Program Director, McNair Scholars Program, and Rehana Shafi, Director, Sherman STEM Teacher Scholars Program. We are grateful for the work of all members of our working group; below is a list of members who opted to sign this document:

Matt Bolling, Assistant Director, Event Scheduling, Campus Life
Sonya M. Crosby, Assistant Vice Provost/ LLC Doctoral Student, Division of Professional Studies
Lindsay DiCuirci, Associate Professor, English
Faith Dinh, Program Coordinator, Division of Professional Studies
Tim Hackman, Associate Director for Public Services , AOK Library and Gallery
Lauren Hamilton Edwards, Assistant Professor, School of Public Policy
Soonhee Lee, Psychologist, Assistant Director/Training, Counseling Center
Tania Lizarazo, MLLI/GLBL
Melissa Lundberg, Nurse Practitioner, University Health Services
Stacey Sickels Locke, Associate Vice President, Alumni Engagement & Development, Office of Institutional Advancement
Vicki Sipe, Head of Bibliographic and Metadata Services, Albin O. Kuhn Library & Gallery
Kiki Strickland, Data & Gift Processor, OIA - Institutional Advancement
Elle Trusz, Business Manager, MIPAR

As a university, we prioritize student success and closely track and monitor students' benchmarks toward degree attainment using both quantitative and qualitative measures. We do not take a similarly holistic approach to understanding success and belonging for our employees. We say we are a community that values inclusion, diversity, and respect for all people. The validity of that statement is subjective and deserves to be examined. Diversity, equity, and inclusion (DEI) will always be incomplete goals while racism, misogyny, homophobia, xenophobia, and other forms discrimination are still part of the everyday experiences on campus.

In order to truly be a national model for inclusive excellence we must 1) work to retain, through demonstrative value, BIPOC/minoritized employees who have shown a commitment to this institution; 2) recognize, affirm, and dismantle the culture of distrust and silence at our university; 3) examine and diminish the white supremacy culture that is entrenched in the hierarchies of higher education that are present at UMBC; and 4) implement clear, transparent, direct measures of success that would make the university accountable to enacting these recommendations.

We submit these recommendations as a first step in addressing core DEI issues faced by UMBC employees. However, to change the culture and climate at UMBC we believe there needs to be a commitment to further explore and elaborate on these recommendations by an appropriately staffed entity that is fairly compensated to do this extensive work. Simply put, in doing this work, we realized the magnitude of it, and we believe it requires follow up and elaboration by a group with resources beyond those of volunteers such as this Working Group or the Inclusion Council. We would like to note that even the process of how these recommendations were created illustrates a core issue that has run through DEI work at UMBC. Throughout several of our meetings among co-chairs and the working group, we light-heartedly said that the amount of physical and emotional labor this working group has performed without any compensation is a great example of the core DEI problems that we are addressing in this document. BIPOC/minoritized employees often carry the burden of doing the DEI work, in addition to other work responsibilities--that their labor is invisible for people in positions of power, who are predominantly white, is an example of how the system upholds and sustains white supremacy culture.

The following narrative provides an explanatory preface to the list of recommendations that our working group believes would address key diversity, equity, and inclusion issues at UMBC.

Recommendation 1: Retain and value the employees at UMBC

The committee identified that BIPOC/minoritized employees experience a climate of devaluation and feel that BIPOC/minoritized employees are not being adequately retained. UMBC has focused its efforts on recruiting and hiring a more diverse faculty with initiatives such as the Diversity Fellowship Programs, ADVANCE, and STRIDE. There has been less of a deliberate effort to hire a more diverse staff. The committee found that retention requires much more attention, and retention efforts are central to addressing the university culture and policies that contribute to the current climate that leads to faculty and staff attrition.

First, there is a lack of transparency and consistency around equitable salaries, salary negotiations, retention offers, workload expectations, and raises. Deans' offices are given wide discretion for determining salary increases with no clear criteria for how faculty might qualify and no advance communication about the timelines, workload expectations, or processes for review. Staff are not given clear guidance on how to advance from non-exempt to exempt status or otherwise be promoted within their employment category. Staff also lack a clear path toward receiving raises within a position. Further, because the university has not conducted a comprehensive salary review or study and shared results broadly, faculty and staff are unable to determine whether they are receiving equitable compensation for their work, relative to their seniority or rank, but also in relation to gender, race, sexual identity, disability, and other categories of minority identity.

Second, employees do not feel that there are clear structures and fair processes in place to request a review of their salary and compensation and that, particularly at this moment, the university must turn their attention to retention through fair compensation of our current BIPOC/minoritized employees. Existing processes to request a reclassification of a position require the approval of at least the department level, which creates a barrier to access for employees. In addition, grievance or appeals processes are either non-existent or unclear, and employees have little recourse when they have salary concerns. We need to enact more systems through which our employees can be fairly compensated beyond seeking competing offers, the very limited availability of merit raises, or entirely changing positions.

Recommendation 2: Recognize and dismantle the culture of distrust and silence at our university

The committee identified that there is a climate of distrust at our university and that many BIPOC/minoritized employees either do not feel empowered to speak against this climate (and so are silenced) or are retraumatized by the response when they do speak up (resulting in future silence). Additionally, our culture of toxic positivity, developed in part because UMBC has been hailed time and again as a great place to work, seems to result in the inability to openly and honestly examine our shortcomings around issues of diversity, equity, and inclusion. This contradiction between UMBC's image and the lived experiences of BIPOC/minoritized employees adds to the climate of distrust and silence where employees continue to experience multiple levels of microaggression on a daily basis. BIPOC/minoritized employees see a direct line between inclusion and assimilation, where assimilation means being complicit in a culture of white supremacy and toxic positivity. Employees feel that their voices are not heard by leadership and are not clear on the processes by which to express their grievances.

The committee has observed a culture of power hoarding among leaders at multiple levels at UMBC. We observe white women rapidly advancing in their careers while BIPOC/minoritized employees are being overlooked, displaced, and neglected. The committee noted that often the same white men and women are promoted further up the leadership ladder. There is a power hoarding among those in leadership positions that does not provide space for growth for other employees.

Moreover, there is a clear absence of diversity, equity, and inclusion oversight and guidelines for those in supervisory positions. There is a lack of mandated DEI programs and training on cultural differences for supervisors at all levels within the institution. Overall, there is a lack of transparency in the management of personnel related matters, such as salary reviews, the reporting and resolving of grievances, anonymous procedure for feedback to upper administration, and the addressing of systemic racism in departments/offices that further entrenches this climate of distrust and silence.

Recommendation 3: Examine and diminish white supremacy culture that is entrenched in the hierarchies of higher education and at UMBC.

The very nature of higher education is to uplift those who can access it, thereby leaving those who cannot with a presumably lower education. Additionally, our institutions of higher education were founded in structures of patriarchy, racism, and heteronormativity. With those truths in mind, we have the opportunity - the imperative - to create a new, less hierarchical model of higher education. The committee identified three main areas of entrenched hierarchy at our university that uphold white supremacy and various forms of privilege.

First, faculty are privileged above staff, and these hierarchies reinforce structures of white supremacy. There are three examples that stood out in our work to prepare this document. 1) Diverse hiring practices for faculty are explicitly addressed and come with a budget line item. 2) Faculty contributions and successes are elevated, including in collaborative initiatives, that often function only because of the involvement of both faculty and staff; moreover, staff are often absent from those success stories. 3) Faculty are invited to the table while staff are not given equitable access to key decision-making committees. There is an assumption in higher education that because one has a doctorate they are more

and better qualified, thereby, faculty are given more leadership opportunities and are elevated into key decision-making positions from which staff are excluded.

Second, among both faculty and staff, there are in-group hierarchies that are problematic and need examination. Hierarchies, by their nature, scaffold people, implicitly and explicitly valuing one above another, and at UMBC this hierarchy aligns with degree and title. Among faculty, the groups are tenure-track (full, associate, and assistant), non-tenure track, professors of the practice, lecturers, and adjuncts. Among staff, the groups are exempt, non-exempt without collective bargaining, non-exempt with collective bargaining, and student workers. Within these groups there is visible and invisible value assigned. In too many cases the outcome of these differing values for the work we produce is disrespectful treatment, at best, and discrimination, at worst. Moreover, the enduring “do more with less” approach to our work further entrenches us in these groups and group dynamics. We perpetually place more workload burden on those in the “lower” echelons while simultaneously devaluing them.

Third, there is a disparity among programs, departments, colleges, and centers. Programs, departments, colleges, and centers that have been historically dominated by those with societal power (i.e. white, male, cis-gendered) also benefit from elevated power within this institution. There is a tendency to privilege resources for those programs, departments, and colleges that have a predominance of faculty who represent - or present as - those with societal power, and this puts our values on display. For the purposes of this discussion, resources are funding AND media, marketing, recognition, and staffing.

Recommendation 4: Implement clear, transparent, direct measures of success that would make the university accountable to enacting these recommendations.

We hope to open up a dialogue with the president and provost’s office in submitting these recommendations. We believe that it is of utmost importance after reviewing and discussing these recommendations that we come up with a concrete system of accountability and a clear and transparent means by which to communicate the outcome of our submission to all stakeholders who assisted us in its development. Our recommendations to ensure accountability and transparency in the implementation of these recommendations are listed in the table below.

b. Summary of how those recommendations were reached

The co-chairs of this working group began meeting in November 2020. In our first meeting, we established a plan to meaningfully engage our large group of volunteers in this work, to survey a select population for baseline data, to assess that data, and to write this report. We created a brief survey and disseminated it to our working group volunteers and chairs of formal affinity groups who decided whether they would share the survey with their boards and/or memberships. Because we noticed a lack of representation of non-exempt staff, we also reached out to leadership of NESS and a union represented staff person to understand if and how they might be able to lend their voice to this work. Our survey questions were:

1. Why do you want to be a part of the Faculty/Staff Diversity, Retention, and Belonging subgroup?
2. In your experience, what are the strengths of being a member of the UMBC staff/faculty community?
3. In your experience, what are the concerns of being a member of the UMBC staff/faculty community?

4. What supports, programs, processes, mentoring, etc. did you receive? And what do you think would improve your experience of being a UMBC employee?
5. What do you hope this group will recommend to the President, Provost, and upper administration?

We had 28 respondents, and we shared this raw, anonymized data with our volunteer group. Co-chairs conducted a qualitative analysis of the data, pulled shared responses and themes from it, and created and shared a presentation of our analysis. As co-chairs, we remained mindful about experiences, concerns, and ideas that are shared between faculty and staff, as well as those that are unique to each group. We remained attentive to the issue of faculty voice often being given more attention than staff voice. We held three meetings with our volunteers that we used to create the specific recommendations in the table below.

In the first meeting we introduced ourselves, explained the relationship of the working group to the Inclusion Council, and presented our analysis. We broke into small groups where we discussed and documented comments on our analysis broadly and the themes specifically. Co-chairs used that input to draft a report and, in advance of our second meeting, sent it to working group volunteers for comments and edits.

In our second meeting we broke into small groups, to review the narrative and table sections for each of our four recommendations. We incorporated comments and suggested edits from that meeting with the assistance of four members of our working group. We sent this iteration of the report to the entire working group in advance of our third meeting, seeking further comments and suggested edits.

In our final meeting, we remained in a large group to discuss the contents of the report in its totality, and co-chairs incorporated those comments into this final report.

c. Summary of resources needed including campus partnerships
[See table]

In addition to the various executive committees and president's council, we recommend that the following individuals, campus groups, committees, and senates have an opportunity to review this document:

Non-Exempt Excluded Staff Senate
Professional Staff Senate
Affinity Group Leaders and Memberships
Faculty Senate
Adjunct Faculty Advisory Committee
Graduate Student Association
AFSCME Maryland, Local 1459

d. Recommended next steps for implementation:

Diversity, Equity, Inclusion Challenge	Recommendations
<p>Recommendation 1: Retain and value the employees at UMBC</p>	<p><u>Salary</u></p> <ul style="list-style-type: none"> ● Conduct a salary equity study that is shared with employees ● Form a salary compression and grievance committee that includes employee representation from all types of positions of employment and operates outside of HR Compensation and Classification ● Implement a transparent and consistent approach to workload, merit review, and compensation. Note: merit and various administrative stipends are often allocated through a percentage of current salary, further exacerbating existing inequities. ● Include a review of salaries and compensation as part of the Academic Program Review process. ● Abolish gendered workloads and positions that reproduce inequalities without fair compensation. ● Create a salary scale that recognizes and compensates employees with multiple departmental, programmatic, and leadership affiliations. ● Present additional pathways to salary increases beyond competing offers, reclassification of a position, availability of merit pay from the state. <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> ● Open up invitations to join committees and working groups. Address power hoarding and ensure that working groups are staffed with employees whose expertise aligns with the work of the group. ● Acknowledge the contributions of BIPOC/minoritized employees and make them more visible <p><u>Comprehensive study on lack of retention of BIPOC/minoritized employees</u></p> <ul style="list-style-type: none"> ● Conduct a critical analysis of turnover of offices and departments across the university. ● Critically examine reason(s) employees leave (i.e. exit interviews conducted by uninvolved party). ● Implement a plan of action to address retention of BIPOC/minoritized employees based on what is learned from those conducted analyses. <p><u>Dashboard to capture and disseminate recruitment, retention, and promotion data by rank, by position, by salary range, etc.</u> (see also Recommendation 4)</p> <ul style="list-style-type: none"> ● Establish benchmarks and data points that illustrate progress toward promotion

	<p><u>Hiring</u></p> <ul style="list-style-type: none"> ● Recognize that implicit bias training for search committees is not a panacea for systemic racism in hiring processes. There are numerous other biases that need to be addressed. ● Elevate the priorities of Diversity, Equity, and Inclusion, so they are clear, centralized, and transparent throughout the hiring process. ● Review employee handbooks to ensure they are up to date in regards to Diversity, Equity, and Inclusion. ● Provide standard charge and definition of authority for hiring/search committees. The charge needs to include Diversity, Equity, and Inclusion components. <p><u>Build a Human Resources department that is staffed at a level appropriate to the number of employees on the campus.</u></p> <ul style="list-style-type: none"> ● Examine and expand supports for employees who are caregivers (see UMCP's March 2021 announcement) 	
	<p>Recommendations Specific to Staff</p> <ul style="list-style-type: none"> ● Create and clearly communicate promotion processes and/or paths for career advancement. ● Create pathways to salary increases within a position and include these in the initial position description. ● Send annual emails to all staff to inform/connect them to affinity groups. <p><u>Hiring</u></p> <ul style="list-style-type: none"> ● Create a recruitment and hiring process for staff that is commensurate with efforts for faculty (i.e. Diversity Fellowship Programs, ADVANCE, STRIDE). ● Require the search/hiring committee to be diverse. Formalize the process on how search committee chair/members are selected. ● Increase support within HR for Staff concerns including adequate staffing of the classification/compensation manager(s). 	<p>Recommendations Specific to Faculty</p> <ul style="list-style-type: none"> ● Level disciplinary hierarchies in salaries, which reinforce ideas about humanities departments as service departments. ● Create multiple pathways to salary increases beyond a competing offer or major promotion. These may include salary steps, consistent and transparent merit reviews, and individually designed paths from Associate to Full. ● Develop specific methods of accountability and consequence for departments or units that violate recruitment and retention policies. ● Review all departmental policies on dossier review to bring consistency to practices and address bias <p><u>Hiring</u></p> <ul style="list-style-type: none"> ● Conduct an analysis of faculty diversity efforts (i.e. Diversity Fellowship Programs, ADVANCE, STRIDE), focusing on both recruitment <u>and</u> retention. ● Involve Deans and/or Associate Deans with reviewing each step of the hiring process, from the

	<ul style="list-style-type: none"> ● Utilize additional job titles and classifications for step promotions based on merit, experience, and continuing education. ● Partially anonymize applications in order to reduce bias against race/ethnicity/gender. ● Connect newly hired staff to affinity groups during HR orientation or before. 	<p>makeup of the hiring committee to the development of the position description and narrowing of the candidate pool.</p>
<p>Recommendation 2: Recognize and dismantle the culture of distrust and silence at our university</p>	<p><u>Research and information gathering about the work culture at UMBC to better understand how BIPOC and minoritized employees experience UMBC</u></p> <p><u>Establish Clarity and Transparency around DEI Efforts and Processes</u></p> <ul style="list-style-type: none"> ● Regular and timely reports and actions <ul style="list-style-type: none"> ○ Quarterly reports from OEI on their work (i.e. types of complaints and their status and resolution) ● A clear process for reporting and resolving grievances ● A clear process to provide anonymous feedback to upper administration <p><u>Professional Development Grounded in DEI</u></p> <ul style="list-style-type: none"> ● For new managers, department chairs, and administrative staff ● For employees ● That is required for all new employees, with periodic refreshers for all <p><u>Examine process of UMBC and USM and award(s) to ensure inclusivity and equity</u></p> <ul style="list-style-type: none"> ● Revise nomination and selection process to ensure greater sensitivity to and accessibility of diverse candidates. ● Create awards specifically for BIPOC, recognizing the additional work (service, professional development, etc.) they take on. <p><u>Examine the process by which committees, working groups, and task forces are formed, created and function</u></p> <ul style="list-style-type: none"> ● Establish best practices for how these committees are formed and function. ● Establish best practices for consistent communication by such groups (i.e. posting of charge, call for volunteers, recording and posting of meeting minutes). ● Establish best practices for filling roster of such groups (i.e. outreach for participation, incentives for 	

	participation, and assuring diversity of participants).	
	<p>Recommendations Specific to Staff</p> <ul style="list-style-type: none"> • Training specifically for faculty who supervise staff (in addition to DEI trainings). • Thoughtful, restorative approach to grievances that considers the present working dynamic of related parties and involves additional impartial, third-parties to mitigate any concerns. • Implement exit interviews with third-party offices for transparent conversations, including exit interviews for staff who move to a new job within the University. 	<p>Recommendations Specific to Faculty</p> <ul style="list-style-type: none"> • Establish a clear system of grievance for faculty when they are unable to resolve issues with the department chair or dean's office. • Implement exit interviews with third-party offices for transparent conversations.
<p>Recommendation 3: Examine and diminish white supremacy culture that is entrenched in the hierarchies of higher education and at UMBC.</p>	<p><u>Hiring, Promotion, and Leadership</u></p> <ul style="list-style-type: none"> • Examine efforts to hire diverse candidates, including looking at all levels of employment, approaches that are working, and areas in need of improvement. • Examine final review and selection (i.e., name bias) procedures in PageUp and Interfolio related to employee searches in regards to diversity, equity, and inclusion. • Critically analyze promotion and appointment rationales. • Evaluate leadership makeup within each department, committees, and prominent working groups. • Assess makeup of shared governance, committees, working groups, etc and of expertise-match between committee members and committee purpose. • Restructure the process and ensure transparency of how work groups and committees are created, how their members are appointed, and accountability in the follow through of their assignments. • Review leadership styles by soliciting reports from faculty/staff who work under the leadership and monitor how their leadership style contributes to an inclusive environment or perpetuates white supremacy culture. • Revise leadership retreat cultures and include DEI training as requirement in any leadership retreat. <p><u>Improve DEI oversight</u></p> <ul style="list-style-type: none"> • Clearly communicate reporting mechanism and process that is confidential and impartial. • Mandate DEI program (e.g., anti-racism training) attendance for supervisors at all levels. • Define terminology: define inclusive excellence and examine our vocabulary around DEI issues; examine 	

	<p>language on all UMBC websites related to categories of identity and make it consistent.</p> <ul style="list-style-type: none"> ● Assess the alignment between our stated environment of inclusive excellence and employees’ lived experiences. ● Bottom-up recommendation, instead of a top-down selection, of BIPOC leaders/representatives for DEI initiatives: A repeated selection of the same BIPOC representatives from the administrators replicates tokenism and scarcity mindset and reduces the opportunity to hear diverse opinions that truly represent their affiliated communities. 	
	<p>Recommendations Specific to Staff</p> <ul style="list-style-type: none"> ● 360-degree evaluation during PMP processes. ● Annual climate surveys in each division that includes hiring, promotion and leadership issues, collected anonymously or via a third party. ● Provide incentives and training to give supervisors the tools to hire diverse candidates and supervise diverse employees. 	<p>Recommendations Specific to Faculty</p> <ul style="list-style-type: none"> ● Annual climate surveys in each college that includes hiring, promotion and leadership issues.
<p>Entrenched Professional Hierarchies</p>	<p><u>Dismantle Faculty-Staff Hierarchies</u></p> <ul style="list-style-type: none"> ● Elevate the work and contributions of all employees as they directly align to our vision and mission. ● Open leadership opportunities and provide explicit opportunities for elevation into key decision-making positions for staff. <p><u>Dismantle In-group Hierarchies</u></p> <ul style="list-style-type: none"> ● End the “do more with less” approach. ● Properly staff departments and offices throughout campus that support the recruiting, hiring, and retaining of BIPOC/minoritized employees. ● Tangibly exhibit an equal value for education and experience. ● Tangibly exhibit an equal value for the contributions of all employees to the functioning of departments/offices and to enacting UMBC’s vision and mission. <p><u>Dismantle College-Department-Program Hierarchies</u></p>	

	<p style="text-align: center;">Recommendations Specific to Staff</p> <ul style="list-style-type: none"> ● Create professional development and/or training for each new job or new job duty. ● Provide resources and compensation to staff who apply for or execute grants that are beyond their job descriptions. ● Align diverse hiring imperative of staff with that of faculty. ● Elevate staff contributions to vision and mission equally. 	<p style="text-align: center;">Recommendations Specific to Faculty</p> <ul style="list-style-type: none"> ● Broaden criteria for P&T for tenure stream faculty. ● Provide more opportunities for non-tenure stream faculty to advance in their career. ● Provide living-wage compensation for adjunct professors. ● Investigate pathway from Non-Tenure Track positions to Tenure Track.
<p>Recommendation 4: Implement clear, transparent, direct measures of success that would make the university accountable to enacting these recommendations.</p>	<ul style="list-style-type: none"> ● Create a clear timeline, benchmark, and data points for the implementation of suggestions. ● Provide a written response explaining why particular recommendations were not executed. ● Conduct an annual review of the recommendations and progress. ● Create a dashboard that documents progress on these recommendations visible to the campus community, such as UC San Diego's <u>Academic Personnel Diversity dashboard</u>. 	