Black, Indigenous and People Of Color (BIPOC) Faculty Retention at the University of Michigan
INTERVIEWS WITH MICHIGAN FACULTY

A collaboration between the ADVANCE Program and
the Office of Diversity, Equity & Inclusion
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INTRODUCTION

At the request of the Provost, the Office of Diversity, Equity and Inclusion (ODEI) and the ADVANCE Program (ADVANCE) conducted informal discussion groups in an effort to understand the experiences of Black, Indigenous and People Of Color (BIPOC)[1] tenure-track faculty who are currently at the University of Michigan (U-M), as they relate to retention. This informal study also included input from department chairs and associate deans. All of the discussion groups were held on Zoom from March 24, 2021 through April 2, 2021. Taken together, these stories and experiences create an aggregate picture of the BIPOC faculty experience prior to and through 2021. This study also includes concrete ideas, potential policies, and practices to consider when addressing the retention of BIPOC faculty.

Background

ADVANCE has completed multiple studies that directly address historically underrepresented racial and ethnic minority (URM)[2] faculty retention at U-M. The ADVANCE Program's Indicator Report (2019) focused on faculty departure, and found that 75% of URM faculty hired simply replace other URM faculty who have left the university. The Exit Interview Study (2020) included interviews with sixty-eight (68) faculty of color who left U-M between 2011 and 2019. Faculty of color were less satisfied with their department leadership than White faculty and recommended improving transparency, accountability, and the workplace climate. ADVANCE partnered with NCID to better understand how twenty-six (26) URM faculty were Experiencing Michigan: Accounts by Faculty from Underrepresented Minorities (2006). The report found that sixty-five percent (or 17 faculty of color) considered leaving U-M. The report also identified potential policies and practices that could help URM faculty. Further, ADVANCE released a report Assessing The Academic Work Environment For Tenured/Tenure-track Faculty (2012 & 2017) where responses from tenure-track faculty campus-wide suggest aspects of the broader university climate continue to be less welcoming for women and faculty of color. In particular, there was a clear relationship between faculty members' ratings of the climate and work satisfaction with their overall satisfaction and intention to leave U-M.

Description of the Study & Analyses

In the current informal study, tenure-track faculty members of the Network to Advance Faculty of Color were invited to participate. ADVANCE and ODEI planned eight (8) discussion groups that were facilitated by a BIPOC faculty member; 38 faculty participated. The discussions focused on their experiences and thoughts about how

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[1] For the purposes of this report, the term BIPOC refers to all faculty of color
[2] URM includes African-American/Black, LatinX/Hispanic, Native American/Alaskan Native, and Hawaiian Native/Pacific Islander

to retain BIPOC faculty at U-M. An additional discussion group (1) with the five BIPOC facilitators enabled them to share their personal perspectives as a part of this study, giving a total of 43 faculty participants. In addition, there were three (3) discussion groups of current department chairs or associate deans to share their perspective on the challenges of retaining BIPOC faculty. Of the nineteen (19) chairs and associate deans who were invited to participate, eleven (11 or 58%) did so.

All twelve (12) discussion groups were held on Zoom, and the closed captioning feature created a live transcription. Each discussion group started with a recorded message from Dr. Robert Sellers sharing the purpose of the study and thanking the participants. The discussion questions, included as Appendix A, explored three areas: challenges, service & leadership, and recruitment & retention. Each transcription was analyzed to identify the common themes and subthemes. The complete list of themes and subthemes, organized by discussion groups are in Appendix B.

Demographics
Among the forty-three (43) BIPOC faculty, 63% identified as female and 70% were from historically underrepresented minority groups. The remaining 30% of participants were Asian/Asian-American. In addition, 49% of the BIPOC faculty were assistant professors, 16% were associate professors, and the remaining 35% were full professors. Within the BIPOC faculty group, about half were from the College of Literature, Science and the Arts (49%), followed by the College of Engineering (12%), Medical School (9%) and the School of Social Work (7%). Either one or two participants were from the following schools: Ross School of Business, School for the Environment and Sustainability, School of Dentistry, School of Information, School of Music, Theatre & Dance, School of Nursing, and the School of Public Health.

Within the eleven (11) department chairs (73%) and associate deans (27%), 55% identified as female and 18% were from historically underrepresented minority groups. About 27% identified as Asian/Asian-American and the remaining 55% were White. Among the department chairs and associate deans group, almost half were from the College of Engineering (45%), followed by College of Literature, Science and the Arts (36%) and the School of Music, Theatre & Dance (18%). No additional schools and colleges participated in these discussion groups, although invitations were sent to individuals at the Ford School of Public Policy, School of Information, School of Kinesiology, Medical School, School for the Environment and Sustainability, and the School of Social Work.

<div align="center">FINDINGS</div>

CHALLENGES
All discussion groups were asked to describe the challenges that face tenure-track faculty who identify as BIPOC. Comments were captured by the following five themes: 1) Invisible Service is Overwhelming; 2) Climate; 3) Teaching; 4) Financial Resources; and 5) Processes and Policies. An abbreviated list of subthemes are described below, and the full list is captured in Appendix B.

Challenge Theme 1: Invisible Service is Overwhelming

Supporting Students of Color. The BIPOC faculty discussion group members ("faculty") expressed that faculty are sought out by students of color and feel pressure to support students of color. This service is not limited to students in their department, and includes formal and informal mentoring, academic advising, and serving on dissertation committees in addition to providing emotional support. Faculty expressed that this additional service to students of color keeps them from advancing in other areas of their work. One BIPOC faculty noted, "*Yeah, and I recently submitted my third-year review packet and had to count everything. Out of all the students I've talked to, about 80% were students of color. And so, I think it reflects what [Name] was saying about, we are the ones that they go to. This creates added responsibilities*." Another faculty member said, "*I mentor quite a few people at various levels and I don't get anything out of it. Is it being recognized? I don't quite know since these things aren't going into annual review or tenure-track packages. The moral responsibility of doing things for students of color falls on faculty of color*."

Service is Not Visible. Several BIPOC faculty, as well as participants of the department chairs and associate deans discussion groups ("chairs"), expressed the sentiment that the service that they engage in is not valued, supported, understood, or recognized by their department or college. This is articulated by one BIPOC faculty who said, "*I've worked over the years on the service piece [because giving back is important] for folks like us. We would do the work and we would get no credit for it*." Other faculty mentioned that they engage in service around the DEI Initiative, but their efforts are unnoticed and this work is not compensated. Some junior faculty expressed already feeling burnt out in regard to DEI service work. When you combine the invisible service with visible service assignments (e.g., assigned to a departmental- or college-wide committee) the results are very high demands on many BIPOC faculty's time. A BIPOC faculty member shared, "*I told them, you are asking me to do too much. I don't know how I can succeed here without ruining my body, like my mental health. I'm not going to do that because I care more about myself than this university*."

DEI Experts. BIPOC faculty also mentioned being seen as DEI experts simply for holding marginalized identities. Faculty stated that while some of them do research on racism and issues of DEI, others did not but were often expected to guide their department, college, colleagues, or students in a DEI work based on their identities as a BIPOC. This pressure to do DEI work was also expressed by a chair who said, "*Well, I think, DEI responsibilities often fall on the shoulders of those people [BIPOC faculty]*." Faculty also mentioned feeling valued for their identity but not for their intellect, e.g., "*The feeling that they were there so that their unit could say they had somebody who did that, but that they weren't really part of the central intellectual mission of the University*." The expectations for service and DEI expertise is not shared by their White and/or male counterpart, "*me being on this committee or participating in this conversation today, it takes away time for me doing research. And my other colleagues, my White male or junior faculty colleagues, are not in this call and are doing research. Right? Exactly*."

The weight of invisible service was very heavy in 2020. The combination of COVID-19, working from home, social isolation, racial tensions, targeting of Asian/Asian-Americans, and political unrest, combined to create, "*additional stresses of the pandemic and the disproportionate impact on women faculty and BIPOC faculty,*" according to one of the chairs.

Challenge Theme 2: Climate

Racism and the Police. BIPOC faculty continue to express the challenge of navigating racism on campus. Sometimes, this is expressed as microaggressions, "*Climate is such a huge issue, constant microaggressions ... and stereotypes*" as well as "*colleagues who make comments that are not appropriate.*" A faculty member shared, "*I constantly say the same thing and the reply is always, 'It's just a racist system'.*" instead of addressing the structural racism. Another faculty member stated, "*You spend your time trying to prove yourself, trying to make people think that you belong, and that you did not get here by affirmative action. People said that out loud, you know.*" In addition, multiple participants focused on police and the over-policing of people of color. One chair shared that "*among the senior faculty, the most common thing I have heard from them has to do with getting pulled over by the police. I've heard this repeatedly, and I actually hear that from our students of color as well. ...and just recently...it was raised again. One of our Black students was basically followed by police as he was actually leaving a building at night, after doing research in his lab. These experiences are very traumatizing.*" Moreover, faculty and chairs described anti-Asian/Asian-American sentiments manifested in their departments, where Asian/Asian-American faculty experienced discrimination.

Difficult Climate for Women, especially Women of Color. Participants noted that the climate is especially bad for women and women of color, who can carry additional burdens based on both racial and gender stereotypes. One chair noted this challenge by stating, "*BIPOC women carry even more of a burden, than I, a White woman. One of the things that I saw in particular for my African American colleagues who are women, are also mothers. And so everything that happened with George Floyd and with all the different cases, there was a mother's response of being afraid for their children ... but also for the students. There's this other connection, the mother connection that you have that has that empathy and that feeling, and they are very strong. And that makes it an emotional thing, in addition to a logical thing.*"

In some parts of the university, participants saw a perceptible shift towards a more inclusive climate. One chair stated, "*So, I think there is definitely awareness and appreciation of when they [non-BIPOC faculty] see a minority faculty member bearing the burden of having to speak up or being the one everyone looks at when a certain issue or question comes up. I think everyone understood, and everyone recognizes it now. Again -- whether they step in and do anything about it is kind of another question.*" Other climate comments included finding a community that you can relate to (e.g., challenges of being single, finding a partner if you are queer) as well as, "*what may or may not be existing in the broader community that matters for people.*"

Challenge Theme 3: Teaching
BIPOC faculty noted that challenges in teaching arise from White students. This may also be expressed in the types of teaching evaluations they receive. One faculty person said, "*teaching evaluations is a horrible instrument in my opinion for actually measuring quality of teaching. And we know that people of color get lower scores.*" Further, smaller cohorts of graduate students impact which courses can be taught. Faculty also noted that they feel they are in a customer service position, where students are the customers and there is less care about faculty. This sentiment was especially true after the start of the pandemic.

Challenge Theme 4: Financial Resources
BIPOC faculty described inequities between BIPOC and non-BIPOC junior faculty such that the cost of housing and ability to buy a house was a challenge for BIPOC junior faculty. They felt that housing costs and not having the availability to host events hindered building relationships with their colleagues because many, "*IBIPOC*

faculty are not coming from families with inter generational wealth and that the cost of housing and urban planning is extremely high and that creates a barrier ... having certain kinds of housing can actually facilitate social networks that can lead to professional opportunities." Additional financial challenges included the high cost of living in Ann Arbor, childcare costs, uneven start up packages, and competing against other BIPOC faculty for limited resources at the departmental level.

Challenge Theme 5: Processes and Policies
Relatedly, BIPOC faculty described navigating rules and expectations that are not formally set. One faculty member said, "*bureaucracy, it's a large place so to navigate it seems like there's a hidden curriculum, it's accessible to only some people, we can argue if there are racial or gender differences. There are differences in getting the information, it's not really apparent*."

Unfortunately, many of the experiences that are described in this 2021 informal study remain the same as in 2006, when a similar informal study captured the experiences of URM faculty.

SERVICE AND LEADERSHIP
All twelve (12) discussion groups were asked to identify the leadership and/or service opportunities for BIPOC faculty at different levels of their career. There were three main themes that emerged: 1) Unconscious Bias; 2) Denied Leadership Opportunities; and 3) Leadership is an Added Burden. An abbreviated list of subthemes are described below, and the full list is captured in Appendix B.

Service and Leadership Theme 1: Bias and Lack of Representation
Faculty reflected on the lack of current representation of BIPOC faculty in leadership positions both within the context of U-M and also nationally. If colleagues are not recognizing the leadership potential of BIPOC faculty, then it is not very likely that those who are making these decisions about leadership are fairly considering BIPOC faculty as potential candidates. As another chair described, "*As an associate chair or ... something that has a true title that's recognized outside, I think that that might be a litmus test.*" Multiple faculty expressed concern that both Asian/Asian-American and Latinx faculty "*do not see themselves reflected in leadership,*" and "*the data shows country wise, like Asian Americans are not in leadership positions.*"

BIPOC faculty reported not being perceived as leaders or readily considered in nominations for such positions. One faculty member stated, "*I don't even know that I would accept certain positions, but I kind of would like to be asked. It's kind of an acknowledgement that you have some value besides churning out papers and teaching students.*" As each non-BIPOC leader is appointed, this unconscious bias reinforces and contributes to the perception that BIPOC faculty do not "look" like leaders, thus they should not be leaders. One chair stated, "*When you're thinking about people being leaders, I think that it keeps going back to climate: the administration needs to relearn who could be a leader ... This is a way of shifting the prism of what you think a leader looks like.*" Therefore, the importance of shifting our university-wide perspective of who we envision as qualified, and who we actually put in leadership roles cannot be underestimated.

Service and Leadership Theme 2: Denied Leadership Opportunities
Multiple BIPOC faculty noted explicit denial to their requests for leadership opportunities. Specifically, BIPOC faculty mentioned being passed over for leadership roles when opportunities have arisen, and being

categorized by other skills (e.g., great teachers, researchers, and mentors) instead of being thought of as an effective leader. Other faculty requests for leadership positions were ignored. Specifically, faculty mentioned a lack of follow-through in being supported for leadership positions, and being ignored when they explicitly asked to be considered for leadership. There was also a perception that one's social circle can be a large determining factor in being considered for leadership positions. One faculty member states, "*for a long time, I totally didn't feel like leadership opportunities were open to me. I didn't know how to get on anybody's radar to tell them that I was actually kind of interested*."

Service and Leadership Theme 3: Leadership is an Added Burden
Comments from BIPOC faculty also included the notion that leadership is an added burden for BIPOC faculty members who are already overburdened in many other ways. One faculty member noted, "*the cost/benefit of taking on one of these leadership positions, if you are not on the administrative track, is not necessarily a positive one. It is just really a service and the pat on the head*." In addition, another faculty member asks when, "*any of this extra stuff that we've been talking about translates into just an award -- instead of an award that [you receive as an Assistant Professor that becomes] a mark against you when you try and get promoted*." A chair noted, "*I'm seeing women faculty and BIPOC faculty being plucked for leadership positions too early in their careers, when their research is, you know, they are the rising superstars in their research,*" which becomes an additional burden that can negatively impact their ability to rise in scholarship with limited time to devote to research.

When reflecting on service and leadership, faculty highlighted that leadership roles for BIPOC faculty often include the additional component of addressing DEI issues in their department or school. This additional expectation is an especially daunting task, when the responsibility for the poor climate for underrepresented staff, students, and faculty at U-M is not similarly expected to be addressed by non-BIPOC faculty in leadership positions.

RECRUITMENT AND RETENTION
The faculty discussed common experiences around the recruitment and retention of tenure-track faculty who identify as BIPOC. Comments were captured by the following three themes: 1) Coming to U-M; 2) Thinking about Leaving; and 3) Deciding to Stay.

Recruitment and Retention Theme 1: Coming to U-M
When asked about what initially attracted faculty to U-M, BIPOC faculty frequently commented on the reputation, resources, and DEI practices of the University. The national and international reputation of the university and its schools and colleges, as well as specific departments, are attractive to prospective faculty. Partnered with these highly ranked reputations, faculty also recognized the importance of the university being well-resourced. One faculty member commented, *"Michigan does have a lot of resources, and I can say that because I've been at really top tier places,"* and this is an important benefit. Faculty also commented on the reputation for having a dedication to DEI practices at the university as an aspect that initially attracted them to the University. One faculty member shared, "*Michigan, compared to the rest of the nation, has always had a strong showing with respect to inclusion across the board and creating equal opportunity.*"

Recruitment and Retention Theme 2: Thinking about Leaving

<u>Advised to Look Outside</u>. Among BIPOC faculty who had considered leaving U-M, some described the wide-spread practice of U-M faculty being advised to explore and secure an outside offer to enable the university to make a counteroffer as one consideration in their decision to leave U-M. Specifically, multiple faculty commented that they felt like they weren't valued or wanted unless they had outside offers from another university. Seeking these external offers took a great deal of time away from their U-M responsibilities. Although outside offers are used by faculty in attempts to "get ahead", there is a perception that this strategy is not successful among BIPOC women faculty. One respondent stated, "*Most people systematically use the offer that they got from other institutions as a way to push the envelope. [The administration does not] counter the offer for these women of color that I know of. They'll do it for anybody other than these women."* There is a culture of expecting faculty to secure outside offers to negotiate a retention package, promotion considerations, and additional salary, but this does not always work. Encouraging external explorations results in our BIPOC faculty receiving an attractive offer from a different university.

<u>More Resources & Opportunities Elsewhere</u>. Another prominent reason noted by BIPOC faculty in considerations for leaving the university was the perception that there are more resources available at other universities. The resources noted included both concrete resources such as housing loans (e.g., Berkeley, Columbia), as well as institutions who have assistant professors opt-out of a one-year, automatic tenure clock extension due to COVID-19 related disruption (e.g., Cornell, Michigan State, Northwestern). These may also include collegial resources such as noting other institutions that hire more BIPOC faculty (UCLA, University of Texas - Austin). A faculty member felt that, "*Very senior, hugely accomplished women of color have left this university to take leadership positions at other institutions*." Encouraging BIPOC faculty to explore offers from outside institutions may result in them learning about the resources that other institutions can offer them, along with the excitement of finding new colleagues who recognize or appreciate the work of the BIPOC faculty member.

<u>Spousal/Partner Hires</u>. Multiple BIPOC faculty noted the difficulty of securing positions for their spouse/partner when asked about factors that contributed to their contemplation of leaving the university. Specifically, faculty commented on a lack of serious consideration and push for helping to find a place for their spouse/partner at the university, as compared to other institutions. For example, one faculty member noted, "*A few people had issues with partner hires and if you're a dual career household, U of M isn't as good as other places [are for] helping your partner get a position*." One faculty member commented that you must leverage an outside offer that includes spousal/partner hires because*, "nothing happens without an outside offer here*."

<u>Constantly Proving Value</u>. BIPOC faculty frequently mentioned experiences of constantly trying to prove their value and worth to others, which was both tiring and demotivating, and led the BIPOC faculty member to consider leaving the university. In addition, BIPOC faculty commented on being held to a different standard compared to their White colleagues. One faculty member said, *"It is our value system. People don't value us, I think. Administration doesn't value us. They want us to prove ourselves over and over and far beyond what our White colleagues have to do to achieve similar things. It really gets draining and very tiring."* Further, BIPOC faculty noted that feelings that they are not as valued as their peers stems from multiple experiences of microaggressions, presumptions about their capabilities and knowledge base -- as compared to their White counterparts. "*When I was on an admissions committee meeting, just hearing multiple comments from more*

senior people, and feeling like I have to convince that person that I'm smart and good. Why am I even trying? I think that this is a big retention issue," a faculty member commented.

Recruitment and Retention Theme 3: Deciding to Stay

Resources. BIPOC faculty members noted the abundance of resources in their reflections about what is still attractive about the university and in their decisions to stay at U-M. Specifically, faculty commented favorably on the internal funding mechanisms, financial support, grants, protection of their time when they first arrived, and the opportunity to work with a variety of people with overlapping interests. Further placing both tenure-track faculty (or dual career) deepens the commitment to U-M, as implied by, "*Partner situation that made it a lot easier to stay, I guess, because you know, having a two body problem.*" However, faculty also mentioned that the abundance of these resources, while a huge asset to the university, can obscure issues faced by BIPOC faculty. One BIPOC faculty member commented, *"all the people that you want to talk to are in one place, all the resources are there and it feels like ... you have so much access to everything. You are trying to do everything, and think to yourself, if I fail it's only because of me, not remembering some of the more systemic levels for some things. Some of them have very real life challenges that come along with them, especially during these times."* While the resources at U-M are a positive component of retaining some BIPOC faculty, there are many other challenges that these faculty face in their attempts to build careers and lives in Ann Arbor.

DEI Efforts. Another positive aspect mentioned by some of the BIPOC faculty was a more recent shift in DEI efforts among non-BIPOC faculty after the political unrest and racial tensions sparked during the summer of 2020. BIPOC faculty commented that their colleagues are trying to learn more about DEI-related issues whereas before they were more passive. Colleagues are more outspoken in their appreciation of BIPOC faculty which has contributed to a more positive environment. People are more comfortable having conversations around DEI issues, and that their colleagues seem to be getting the message that *"DEI work is not a BIPOC issue,"* it is everyone's responsibility. However, BIPOC faculty are concerned about how to foster the continuation of this dedication to DEI. Specifically, one faculty member commented, "*I think a question is how we maintain that and build on that and keep moving toward an environment where everyone feels included and welcomed and celebrated."*

Collaborations. Finally, BIPOC faculty also mentioned the plentiful opportunities for collaboration as a positive aspect about U-M. Further, they noted that fostering collaboration across departments, schools, and even outside of the university has been an important part of community-building among their colleagues. One BIPOC faculty member commented, "*I think the really strong point for Michigan is the community, not the administration ... It's the community ... how people help each other, the collaborative spirit ... It's the people on the ground, the people that work here, the day-to-day colleagues that are amazing."*

Already Know U-M. Many faculty participants shared they have considered leaving U-M. When asked why they stayed, some noted that other institutions face, "*systemic problems of academic culture [that] isn't unique to Michigan.*" One faculty shared, *"It would make it a lot easier if Michigan, in dealing with counter offers, recognized that minority or BIPOC faculty are going to be recruited to hopefully go to other places. Do a really good job of actually making the counter offer. I chose Michigan initially and I want to keep choosing Michigan*

again." Moreover, when a faculty couple is tenured, it makes it difficult to find an institution that can accommodate the couple, especially when they are in the same department.

IDEAS TO ADDRESS BIPOC FACULTY RETENTION

All discussion groups spent some time identifying action items that may help to retain tenure-track faculty who identify as BIPOC. These comments were organized by the general discussion format: 1) Challenges; 2) Service and Leadership; and 3) Recruitment and Retention.

Ideas to Address Challenges

Recognize / Value "Invisible Service" and Mentoring. Faculty recommended that their service work be recognized and that they be compensated with more than awards. They would like their service work to be weighted equally with other facets of their job during their tenure and promotion review. One faculty member stated, "*Really show us that you value what we do. Acknowledging the challenges that many of us face as faculty for things like publishing.*" Faculty also expressed that DEI work though central to the University's mission feels like added work and recommended, "*Time is a finite resource. To make space for service, something has to come off. The University has not taken this position, although they are really good at saying we care about this topic. They have not said how they are going to adjust your other assignments, like your teaching, to accommodate the additional service.*"

Build Community. In terms of suggestions for building community, one faculty member recommended that "*for faculty who may have interdisciplinary interests or overlaps, allow them the opportunity to affiliate with other centers.*" Additionally, there was a suggestion that senior BIPOC faculty get together to discuss and share stories about their experiences at the U-M.

FOC Hiring. Faculty and chairs were direct in their recommendation to hire more faculty of color, "*We just need more faculty of color in our departments, and in my department in particular.*"

Provide More Guidance. Faculty also recommended pooling practices from across the academic units to create a best practices list that to be distributed to all of the schools and colleges. While reflecting on the DEI plan, they said, "*It doesn't make sense that this was done on a school-by-school basis. This is something that seems like there is a need for [centralized] recognition, including monetary and other things that come for all of this service work. It should not be simply based on departments that aren't going to [equally] value*" the contributions so that everyone can engage in DEI service equitably and receive equitable compensation. Using a centralized approach would create similar practices around high impact decisions like the timing of tenure reviews or guidance to defer the tenure decision.

Ideas to Address Service and Leadership

Increase Access to Administrative or Leadership Positions. BIPOC faculty felt that it was important to get women and BIPOC faculty into leadership positions at the University "*so people see that there is a pathway, and that there is a future for them.*" Moreover, faculty recommended that rather than serving in a leadership position for multiple years that there can be shorter limits to encourage more faculty to participate over the

course of their time at the University. Faculty suggested a group of experienced BIPOC faculty with department chair experience could mentor newly appointed department chairs.

Leadership Training. A chair recommended that faculty receive specific training or coaching, beyond a short workshop, on how to serve in a leadership role. Specifically they note that it is difficult to, "*learn to become effective leaders. It's really hard because we have [limited] training. But negotiations, conflict management, setting values, and mission for your department -- I have no idea. [I've had multiple leadership roles and], I still don't know. We should invest in really high quality consistent professional development around leadership, starting with associate professors, because they are already doing some service. Currently, they are getting slammed right after they get tenure ... instead of really investing in our faculty with professional development and not just around research.*" This training would signal a significant investment in faculty. Last, faculty recommended understanding leadership from a BIPOC perspective which is something that is currently missing at a formal level.

Ideas to Address Recruitment and Retention

Increase Compensation and Pre-emptive Retention. BIPOC faculty recommended that those engaging in service work related to DEI and anti-racism and additional work educating colleagues "*need to be paid and taken seriously.*" Faculty also recommended that they should not be required to seek outside offers before getting a raise. One faculty member recommended, "*a comparison of salaries or compensations across everybody to see if there is systematic difference based on department or something.*" There was an overwhelming response that someone needs to step in before a faculty member seeks an outside offer. Providing support to address financial resources, better spouse/partner job support, professional development, and improving the departmental climate may help mitigate BIPOC faculty's consideration of accepting an outside offer, so that U-M retains more BIPOC faculty.

Policies and Procedures. Recommendations to eliminate some award application barriers (e.g., streamlining the nomination process, administrative review of all CVs, self nominations, not requiring a new application each year) could broaden the pool to include more BIPOC faculty, which could impact retention. A faculty member noted, "*I just want to add on the senior faculty side, Michigan is making some efforts to recruit on DEI, but there are many universities recruiting. A lot of our senior people are getting many calls to consider moving and U-M is not doing a good job of making people feel valued. Ideally you'd be able to have people say that they wouldn't want to move, but senior faculty are taking calls and meeting to move.*" Faculty also questioned the arbitrariness of waiting a certain number of years before another retention offer could be extended: "*There are a couple departments in LSA where they will lose senior people because they [are in the waiting period]. In light of what was mentioned, to the degree that there are some senior faculty of color who are getting extra perks, but then hearing from junior people, these are [creating] tremendous inequities.*" Additional suggestions included: junior faculty receiving more incentives; awards should be better calibrated at the university level; faculty should have the ability to provide anonymous feedback about their experiences; and that having a report about the issues facing faculty at different levels would help create a better understanding of the needs of these faculty members in various positions, including the administration.

It is important to systematically identify the, "*places where policies and practices have a differential impact on BIPOC faculty. Then you have to step back to think about what pieces of the system are contributing to this*

inequity [and if there are differences], resisting the tendency to explain away inequality in outcomes as being about individual behaviors." Instead, we could, "*look for places where the practices might contribute to the problem - such as too much individual chair/dean decision-making autonomy in deciding on counter offers which introduces the potential for conscious (or unconscious) bias to be expressed. If you see pay differences for BIPOC faculty, don't explain this away as being about their tendency to work in lower paid disciplines. Instead, ask why we devalue the disciplines that draw BIPOC faculty and remedy that problem! It is not accidental that some fields are paid more than others and that the demographics of those fields are different. It has both historical and current-day causes,*" that are potentially contributing to systemic racism at U-M.

<u>Improve the Climate</u>. BIPOC faculty also provided some specific feedback related to improving the climate at the university. Specifically, they mentioned that climate should be central to retention considerations because "...*having people be happy here ameliorates the need to think about retention. Once you're actually talking about retention you know it's already too late.*" Additionally, BIPOC faculty reflected that faculty should feel valued and wanted in order to improve retention. Lastly, enabling community-building among BIPOC faculty was noted as another way of improving the climate for BIPOC faculty, thus leading to better retention.

APPENDIX A: Discussion Group Questions

BIPOC Faculty Participants & Facilitators
- Challenges at U-M
  - What are the most challenging aspects of working at U-M?
  - What additional challenges are there as a BIPOC faculty member?

- Leadership and service opportunities/expectations
  - What kinds of opportunities (or expectations) have you had in terms of leadership and service in your unit?
  - What opportunities are there to move up at U-M?
    - [PROBE]: In what ways have you had the chance to prepare for these opportunities at U-M?
    - [PROBE]: Do BIPOC faculty have equal access to these opportunities? Why or why not?
  - Where are there better opportunities?

- Retention issues
  - What can U-M do better to retain faculty?
    - [PROBE]: What policies & practices (dept, school/college, univ) help or hinder faculty retention at U-M?
  - What additional considerations for BIPOC faculty retention?
    - [PROBE]: What should UM be considering that we're not?
    - [PROBE]: How does your family influence your decision to remain at U-M?
  - If you have considered leaving, why was that?
    - [PROBE]: Why did you decide to stay?
  - What are the best aspects of being a faculty member at U-M?
    - [PROBE]: What other reasons keep you at U-M?
  - What other things would you like to mention?

Department Chairs & Associate Deans
- Challenges at U-M
  - [PROBE]: Please describe some of the challenges that BIPOC faculty members face in your department.
  - [PROBE]: Are there additional challenges for faculty who identify as women?
  - What challenges do faculty in your department, school or college face? What about in your school/college?
- Retention issues
  - [PROBE]: As you think about supporting BIPOC faculty, are there ideas or actions that work better than others?
  - [PROBE]: What about faculty who identify as women?
  - Are there other ideas that you have or actions you've taken to help your faculty?

- ○ [PROBE]: Have you found it any easier or more difficult to retain BIPOC faculty? Why or why not?
  - ○ [PROBE]: What about retaining faculty who identify as women?
  - ○ What is a typical response from your department (school/college) to retain faculty member?

  - ○ [PROBE]: What policy or process changes do you recommend to help support or address the needs of BIPOC faculty?
  - ○ [PROBE]: What about supporting or addressing the needs of women faculty?

  - ○ Is there a practice or procedure that your department has put in place that has been particularly successful at helping to retain faculty, in general?
- ● Leadership and service opportunities/expectations
  - ○ [PROBE]: What are the leadership and/or service opportunities (or expectations) for faculty who identify as underrepresented by race-ethnicity and/or gender?
  - ○ What are the opportunities for leadership and service in your unit?
  - ○ What opportunities are there to move up at U-M?
  - ○ What could U-M do better to prepare faculty to take on leadership roles?
  - ○ How are these opportunities or expectations presented to BIPOC and women faculty?

APPENDIX B: Complete List of Themes & Subthemes:

Counts of Themes Discussed in BIPOC Faculty and Department Chair & Associate Dean Discussion Groups

Challenges	Faculty (max = 9)	Chair/AD (max = 3)
● Invisible Service is Overwhelming		
○ Supporting Students of Color	6	0
○ Service is Not Visible	8	2
○ Demands on Time	7	0
○ DEI experts	4	2
○ Things my white/male counterparts do not have to do	3	0
○ Challenges in 2020	1	2
● Climate		
○ Microaggressions	3	1
○ Creating an Inclusive Environment	3	3
○ Racism and the Police	4	2
○ Need critical mass	1	3
○ Difficult for women, especially women of color	1	2
○ Being Pushed Out	2	1
● Teaching		
○ Non-Diverse Classrooms	1	1
○ Feels like Customer Service	1	0
○ Evaluations	2	0
● Financial Resources		
○ Intergenerational Wealth	3	0
○ Navigating hidden curriculum	2	0
○ Resources	4	0
Service and Leadership	**Faculty**	**Chair/AD**
● Bias and Lack of Representation		
○ Not Considered a Leader	2	1
○ Lack of Representation of BIPOC Faculty in Leadership Positions	2	1
● Denied Leadership Opportunities		
○ Explicitly	2	0
○ Ignored || Bypassed	3	0
● Leadership is an Added Burden		
○ Leadership is more work and not valued	4	2

Recruitment and Retention	Faculty (max = 9)	Chair/AD (max = 3)
● Coming to U-M		
○ Reputation	2	0
○ Resources	2	0
○ DEI	1	0
● Thinking about Leaving		
○ Advised to Look Outside	3	0
○ More Resources & Opportunities Elsewhere	4	0
○ Recognized more outside of U-M	2	0
○ Workload at U-M is higher	2	1
○ Spousal/Partner Hires	4	0
○ Constantly Proving Value	4	0
○ Denied Requests for Administrative Training or Leadership	1	0
● Deciding to Stay		
○ Resources	3	0
○ DEI	2	1
○ Collaborations	2	0
○ Teaching & Students	1	0
○ Reputation & Rank	2	0
○ Already Know U-M	2	0
Ideas to Address BIPOC Faculty Retention	**Faculty**	**Chair/AD**
● Challenges		
○ Recognize / Value "Invisible Service" and Mentoring	1	0
○ Community	6	1
○ Cultural Environment	1	1
○ Hiring	1	0
○ Decentralized campus decisions	2	1
○ Provide More Guidance	2	1
● Service and Leadership		
○ Administrative or Leadership Positions	1	1
○ Specific Training	1	1
○ Mentorship	2	0
○ Title & Recognition	0	1
● Recruitment and Retention		
○ Better Spouse/Partner Support	1	0
○ Compensation and Pre-emptive Retention	6	2
○ Policies and Procedures	2	1
○ Learning the Hidden Curriculum	1	0
○ Climate	0	2
○ Recruitment	0	2
○ Education & Students	0	2