

Final Examen Themes

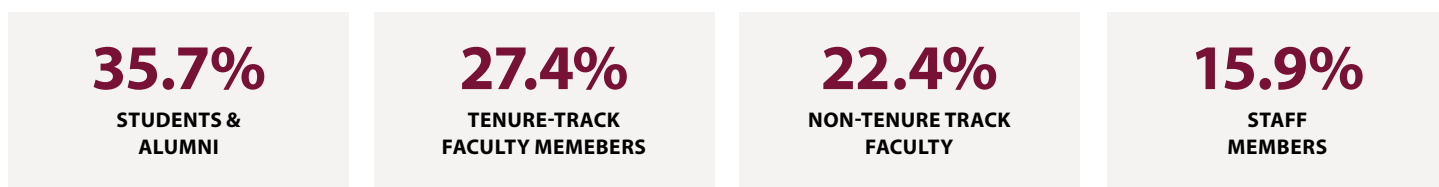
Key Findings to Support the University's Anti-Racism Initiative



OVERVIEW OF COMMITTEES AND CONTINUUM PLACEMENT

There were a total of 274 people who served on Racial Justice Examen committees across the University. Of those 274, 35.7% (96) were students and alumni, 27.4% (72) were tenure-track faculty members, 22.4% (62) were non-tenure track faculty, and 15.9% (44) were staff members. There were 4 (out of 26) committees who were unable to directly include students in their committees. Committee sizes ranged from 4 to 43 people, but the average committee was comprised of around 10 members.

COMMITTEE PARTICIPATION BREAKDOWN:



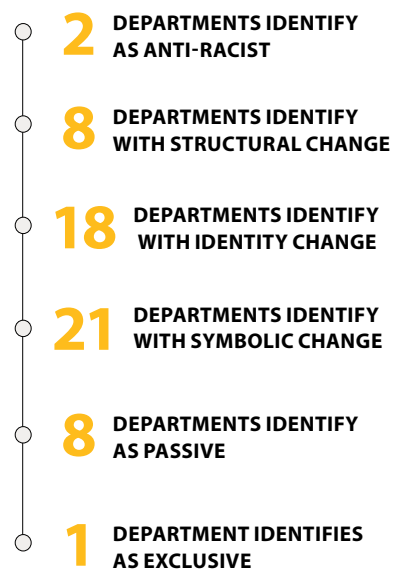
When placing themselves on the Anti-Racism continuum, the vast majority of departments identified with symbolic change (21 out of 25) and identity change (18 out of 25). This means that most departments identify that although there have been some strides made toward change, most of these changes have not led to meaningful change. As such, there is still work to be done in ensuring that these efforts lead to actual institutional and structural change, in hopes of becoming an anti-racist institution.

Additionally, 8 departments identified themselves in the continuum of structural change, while 2 departments (Chem and Biochem, and School of Social Work) identified themselves as completely anti-racist, multicultural organizations in a transformed society – for both of these departments, their placement in the continuum ranged from symbolic change to anti-racist.

On the opposite side of the continuum, 8 departments identified as passive, while one department (DFPA) identified as exclusive, though they highlighted that they did not come to a conclusion as a committee, but all committee members were given the chance to identify the department on the continuum, and responses ranged from Exclusive to Structural Change.

Overall, it seems most departments have identified that current efforts fall short of structural change, but are working on addressing this and identifying courses of action.

DEPARTMENT IDENTIFICATION ON THE ANTI-RACISM CONTINUUM



Continuum responses ranged from Exclusive to Anti-Racist.

01. STRENGTHS



12 of 25 (48%) departments explicitly report incorporating curriculum that focuses on subjects related to race and ethnicity, DEI, social justice, or curriculum from a diverse group of scholars.

These departments include: Anthropology, Classical Studies, Department of Modern Languages and Literatures, Engineering, Mathematics and Statistics Psychology, School of Social Work, Philosophy, History, English, School of Nursing, and Political Science. Two departments (Quinlan School of Business and School of Communication) reported plans to incorporate curriculum about race, as well as curriculum by scholars of color.



3 of 25 (12%) departments report using "active learning" in their pedagogy, a teaching strategy that has a disproportionately positive impact on underrepresented students.

These departments include: Classical Studies, Engineering, and Mathematics and Statistics. 3 of 25 (12%) departments report the inclusion of a statement on DEI in course syllabi. This includes School of Social Work, Mathematics and Statistics, and Philosophy. It is possible that more departments include such a statement, but failed to note it as a "strength" of their department.



Recruiting, hiring, and retention of diverse faculty members was a common strength identified by surveyed departments and **13 of 25 (52%) departments reported implementing some sort of procedure in order to ensure diverse hiring practices.**

These departments include: History, Classical Studies, Computer Science, Mathematics and Statistics Department of Modern Languages and Literatures, Engineering, School of Nursing, School of Social Work, English, Philosophy, Physics, Political Science, and Quinlan School of Business.



5 of 25 (20%) departments report faculty members undergoing a form of training, such as anti-bias training, diversity training, or anti-racist pedagogical training.

These departments include: Classical Studies, Computer Science, Department of Modern Languages and Literatures, Engineering, and Psychology.



2 of 25 (8%) departments explicitly report having a formal grievance procedure. Grievance procedures may serve as an impactful tool of anti-racist practice, as it gives students and/or faculty of color the opportunity to formally report instances of racism or racial bias.

These departments include: Anthropology, and the Department of Modern Languages and Literatures. However, the Department of Modern Languages and Literatures reports having a clear grievance procedure for students, but not for faculty or staff. It is possible that more departments have employed grievance procedures, but failed to note it as a "strength" of their department.



Prior to the university-wide Examen, 7 of 25 (28%) departments surveyed had already performed some sort of racial justice examen or evaluation.

These include panels with faculty or students of color (English), committees to address DEI or racial justice (Mathematics and Statistics, Philosophy, Physics), or surveys about student or faculty experience (Philosophy, Political Science, Computer Science).

KEY TAKEAWAY

As a whole, the 25 departments surveyed appear to have shown interest in becoming an anti-racist institution and have taken steps towards this university-wide goal.

02.

CHALLENGES



14 of 25 (56%) departments lack a formal grievance procedure, or have reported a lack of clarity around grievance procedures.

This includes: Classical Studies, Department of Biology, Department of Chemistry and Biochemistry, Department of Modern Languages and Literatures, Engineering, Psychology, School of Nursing, Theology, English, Mathematics and Statistics, Philosophy, Political Science, Quinlan School of Business, and the School of Communication. It should be noted, however, that the Department of Modern Languages does have a grievance procedure for students, but not for faculty or staff.

Departments without grievance procedures may be seen as problematic, as this does not allow for students and/or faculty of color to formally report instances of racism or racial bias.



While many departments have implemented measures for hiring and retaining a diverse faculty, 10 of 25 (40%) departments report low levels of diversity.

This includes: Anthropology, Department of Biology, Department of Chemistry and Biochemistry, Department of Modern Languages and Literatures, Psychology, Loyola Libraries, Theology, History, Physics, and Political Science. Recruiting, hiring, and retaining diverse faculty members is an important anti-racist practice, as evidence shows that all students benefit from having a racially and ethnically diverse set of educators.



9 of 25 (36%) departments report a lack of, or confusion around curriculum that focuses on subjects related to race and ethnicity, DEI, social justice, or curriculum from a diverse group of scholars.

This includes: Classical Studies, Computer Science, Department of Chemistry and Biochemistry, Theology, History, English, Mathematics and Statistics, Philosophy, and Quinlan School of Business.



While the overall response to anti-racist practice and pedagogy has been generally positive among departments, 6 of 25 (24%) of departments report at least some resistance from faculty or staff members.

This includes: Theology, School of Nursing, Department of Chemistry and Biochemistry, School of Education, Philosophy. One department (Chemistry and Biochemistry) noted specifically that colorblind ideologies are present in the department.

KEY TAKEAWAY

Resistance to anti-racism within departments may be discouraging to those who want to implement change, and suggest that departments have work to do in order to become a safe, accepting environment for all students, faculty, and staff.

03.

ONGOING AND FUTURE PLANS



Diversify Curricula: 21/25 (84%) indicated ongoing or future plans to diversify their curricula. This included plans to design new courses focused on race, ethnicity, and racial justice; require race-focused courses; incorporate racial issues and material by BIPOC scholars into existing courses; and apply course topics to issues of racial justice.



Service, Teaching, & Scholarship: 12/25 (48%) expressed plans to address the ways that service, teaching, and scholarship are distributed and evaluated, including by updating evaluation standards; distributing service expectations more equitable; and placing more value on anti-racism scholarship.



Pedagogy & Classroom Practices: 8/25 (32%) discussed plans to improve anti-racist pedagogy practices, including active learning and increased student/faculty contact.



Recruitment & Hiring: 19/25 (76%) described plans to increase unit diversity through recruitment and hiring efforts for faculty, staff, graduate, and/or undergraduate students and workers. These involve revising hiring/acceptance processes, addressing recruitment practices, and specifically targeting underrepresented groups.



Student Opportunities & Support: 8/25 (32%) mentioned providing additional opportunities and support to students, particularly as a way to improve the experience and/or retention of underrepresented groups. These include increased and more accessible opportunities for internships and research; improved tutoring and progress tracking; and student grants, awards, and financial assistance.



Community & Mentoring: 8/25 (32%) addressed improvements to mentoring programs or larger community-building efforts within the unit.



Student Pipeline Issues: 3/25 (12%) planned to address pipeline issues that created barriers to underrepresented groups, including application procedures and prerequisite requirements.



Diversity & Retention (Other): 8/25 (32%) mentioned increasing unit diversity and retaining diverse unit members generally, in a way that did not map onto more specific categories above.



Bias/Anti-Racism Trainings, Readings, Dialogues: 13/25 (52%) described participating in or planning bias and/or anti-racism trainings; department reading groups to develop anti-racism skills or improve competency; or departmental dialogues to explore and improve cultural issues within the unit. Several units expressed a desire to get a wider proportion of the unit (particularly faculty) involved in these efforts.



Grievance Procedures: 12/25 (48%) mentioned ongoing or future plans of examining or updating grievance procedures. This tended to involve a need for more clarity or formalizing of procedures, or considerations of making DEI-specific procedures.



Unit Surveys & Feedback: 12/25 (48%) mentioned having collected or planning to collect feedback from unit members by means of surveys, focus groups, and dialogues.



Committees & Partnerships: 9/25 (36%) indicated having formed (or considering forming) unit committees/ organizations dedicated to DEI efforts, or partnering with university bodies (e.g., Institute for Racial Justice).



Diversity Statements: 10/25 (40%) indicated incorporating (or planning to incorporate) required or recommended diversity statements on syllabi/on department websites.



Communications: 8/25 (32%) discussed other aspect of communication being addressed, including diversifying department website/marketing; sharing resources on best practices throughout the unit; emphasizing ongoing DEI efforts (including course content and research); and removing racist materials and language.



Speakers: 5/25 (20%) had begun or planned to begin bringing in speakers from underrepresented groups, or hosting speaker series on racial justice topics.



General Planning & Strategy: 6/25 (24%) expressed a general plan to further anti-racist development and strategy.

04.

SUPPORT NEEDS



Funding for Work: 17/25 (68%) expressed a need for funding to support anti-racist work within their unit. This included funding for programs, as well as direct compensation for people engaging in DEI work, grants for research and service, and course deferrals for those developing new courses.



Training/Facilitation: 15/25 (60%) desired more training, facilitated dialogues, or DEI consultants to improve unit competency and culture. Several expressed interest in opportunities that were more specific to their discipline rather than general across the university, to allow addressing of their discipline's specific issues.



Student Funding: 8/25 (32%) indicated a need for student funding in the form of scholarships, grants, and funding for student groups.



Grievance Procedures: 7/25 (28%) expressed a need for administrative support in clarifying or updating current grievance procedures, particularly to the extent that they are determined at the administration level.



Competitive Packages: 6/25 (24%) indicated a need for more competitive packages to attract diverse faculty, staff, and student workers, in the form of higher pay and more funding for research and professional development.



Additional Positions: 6/25 (24%) indicated a need for more faculty, particularly tenure-track faculty (and moving NTT faculty to tenure positions), as well as additional support staff and graduate assistantships.



Unity & Leadership: 7/25 (28%) requested more clear guidance on anti-racist vision and understandings of diversity; collaboration and connection between academic units and across the university; and institutional dedication to consistent anti-racist development.



Data/Information: 6/25 (24%) requested help gathering data on own unit (e.g., surveys) or collecting information on best practices being conducted elsewhere.



Autonomy & Transparency: 5/25 (20%) indicated a need for greater autonomy and transparency in decision-making, particularly around hiring and recruitment efforts from above. Two specifically requested earlier hiring timing to expand the applicant pool.



Other Faculty Support: 4/25 (16%) requested faculty support in the form of mentoring, mental healthcare, and upward mobility.



Other: 5/25 (20%) indicated unique requests that did not map onto other categories.

See Appendix for list of each unit (and a summary of their comments) within each support category

05.

EXAMEN FEEDBACK

All 25 departments provided feedback on their experience participating in the Examen, which will be used to inform future planning and administering of the Examen. Overall, feedback was generally mixed, with strengths and challenges identified by participating departments.



6 of 25 (24%) departments reported the Examen allowed them to address pressing issues of racism and racial bias within the department.

This includes: English, Department of Biology, Psychology, the School of Continuing and Professional Studies, and the School of Social Work.



12 of 25 departments (48%) cited time as a challenge of the Examen, reporting they felt rushed participating in the Examen.

This includes: Psychology, Engineering, Loyola Libraries, Department of Fine and Performing Arts, History, School of Education, The Graduate School, the School of Continuing and Professional Studies, School of Nursing, School of Social Work, Physics, and Political Science. It is possible that this time constraint impeded the ability of committee members to adequately participate in the Examen, and that a longer timeframe would have allowed for more extensive conversations and robust participation.



12 of 25 departments (48%) reported feeling confused or lacking clarity on the process, expectations, and/or goals of the Examen.

This includes: Classical Studies, Department of Chemistry and Biochemistry, Department of Modern Languages and Literatures, School of Education, School of Nursing, Mathematics and Statistics, Department of Fine and Performing Arts, School of Social Work, English, Political Science, and School of Communication. Several departments suggested tailoring the Examen to be department-specific as a means of alleviating confusion; there was a notion that some of what was being asked of committee members was potentially not relevant to the department. Departments additionally suggested that a training or information session on anti-racist terms should precede the Examen itself so committee members understand the topics better before addressing them.



5 of 25 departments (20%) reported fearing the Examen would not lead to meaningful, long term structural change, suggesting the Examen should be re-evaluated to reflect the goal of meaningful change within the university.

This includes: Loyola Libraries, The Graduate School, Theology, English, and Political Science.