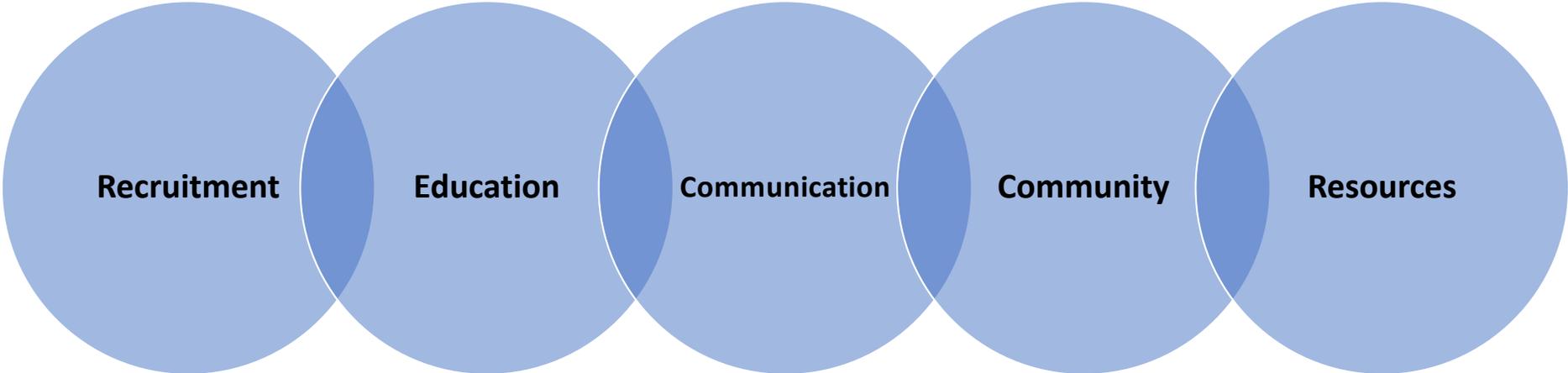


# Equity and Inclusion at Drake University

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**Recruitment**

**Education**

**Communication**

**Community**

**Resources**

## At Drake University we commit to:

- Devoting time and resources to ensuring the equitable treatment of all students, faculty, staff, alumni, community members, and visitors to campus.
- Intentionally recruiting and retaining students, faculty, and staff with diverse identities, backgrounds, and ideas.
- Ensuring all students, faculty, staff, alumni, community members, and visitors feel that they have been treated with respect.
- Teaching all faculty, staff, and students to recognize discrimination and oppression, as well as giving each individual tools to address and prevent it.
- Recognizing and nurturing our different, unique identities.

- Discuss retention data
- Discuss experiences of faculty from underrepresented groups
- Discuss real life scenarios
- Brainstorm strategies

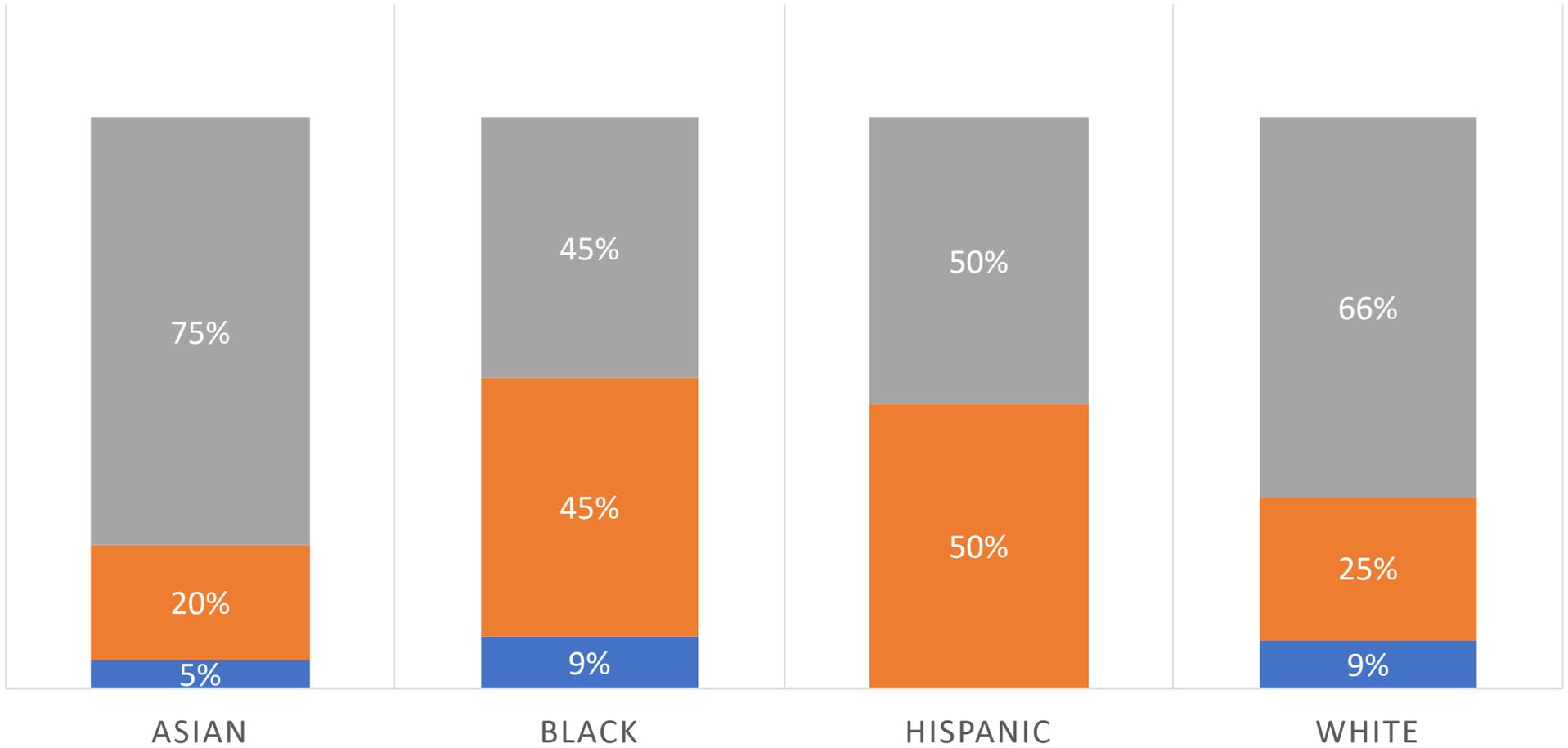
# Faculty Attrition from 2003-2018

The following charts are derived from faculty and staff attrition data from 2003-2018. During that period 211 faculty left Drake, of which, 20 were Asian, 11 were Black, 8 were Hispanic, and 164 were White.

Asian	54%
Black	84%
Hispanic	57%
White	59%
Total	59%

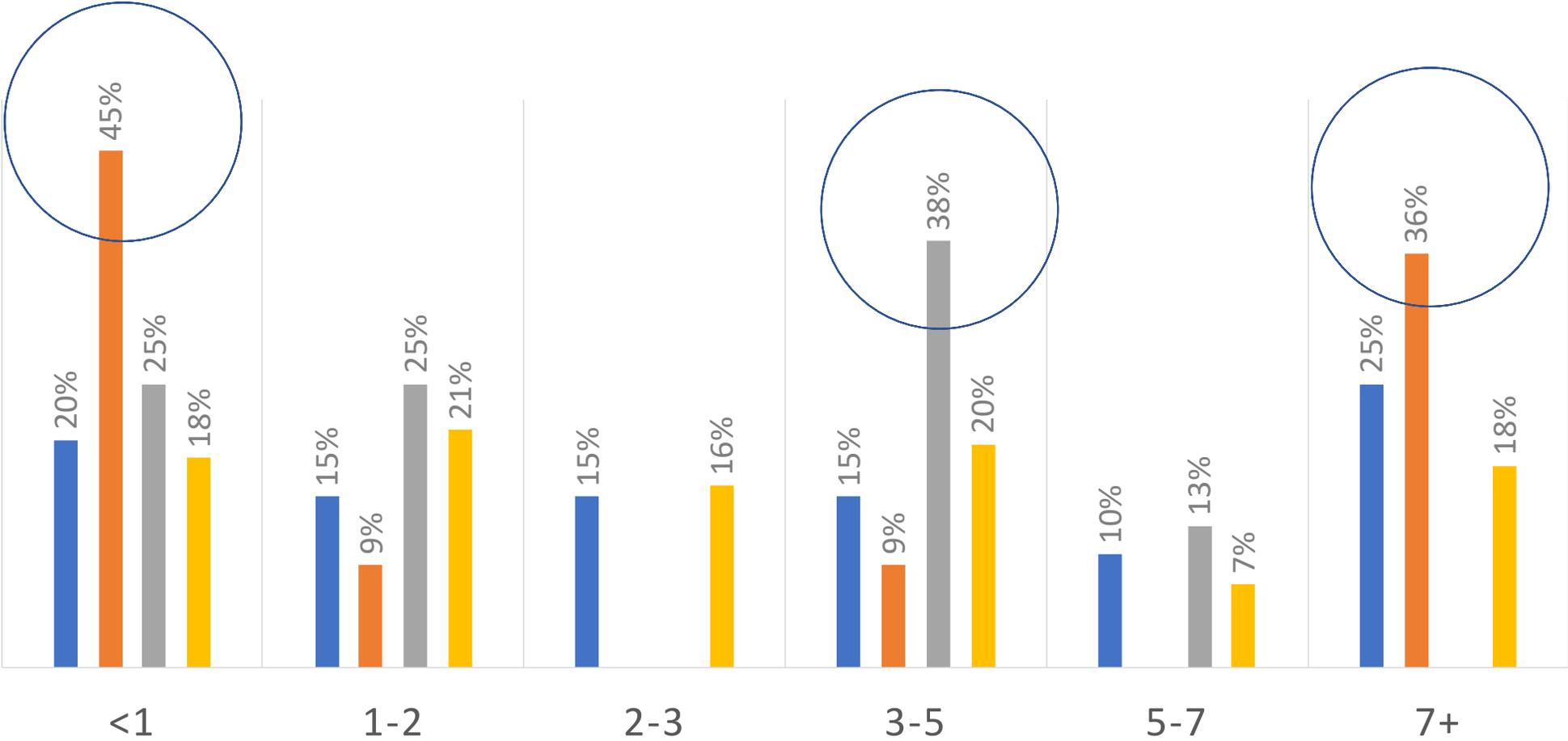
# FACULTY REASONS FOR LEAVING

■ Other   ■ Expiration of Appointment or Contract   ■ Voluntary Resignation



# FACULTY YEARS OF SERVICE

■ Asian ■ Black ■ Hispanic ■ White



# Invisible Labor of Minority Professors

*“The hands-on attention that many minority professors willingly provide is an unheralded linchpin in institutional efforts to create an inclusive learning environment and to keep students enrolled. That invisible labor reflects what has been described as cultural taxation: the pressure faculty members of color feel to serve as role models, mentors, even surrogate parents to minority students, and to meet every institutional need for ethnic representation” (Grollman, 2015).*

# Imposter Syndrome

- “psychological pattern in which an individual doubts their accomplishments and has a persistent internalized fear of being exposed as a “fraud” (Langford and Clance, 1993).

# GENDER AND RACIAL BIASES IN TEACHING EVALUATIONS

- LGBTQ, Women and faculty of color are rated at lower levels even when courses are identical
- Women and faculty of color receive comments on dress, voice, appearance, and other superficial characteristics.

# How do different identities become outsiders

- LGBTQ faculty
- Immigrant faculty
- Faculty of color
- Female faculty
- English as a second language faculty
- Pregnant or nursing faculty
- Faculty from non-Christian backgrounds

During my first semester teaching I got a lot of pushback from the students. Two weeks into the class, I had a student stand up and say, “we’ve all been talking and we don’t like how you are teaching this class.” Another student called me “chic” in the middle of class, and as a result I felt like running out and quitting. I had to give myself a pep-talk every day to return to class, because it seemed as if the entire class hated me, and rejected the way that I was trying to engage them in the material.

- When I started at Drake, I had a three year old and a newborn. I was breastfeeding and needed to pump regularly, including during the work day. I managed to pump secretly during my job interview as I was worried making the request for time to pump might hurt my chances of getting the job. Once I started at Drake, I was worried about being too open with breast feeding or needing to pump as I wasn't sure how my students or colleagues would take it.

Early in my teaching at Drake a student responded to a class reading with vocal disinterest and derision, along the lines of 'why did we read this, I don't see the point of this.' It was a reading central to the theme of the class, which made it extra difficult to hear. I don't remember any clear thoughts going through my head so much as a strong gut reaction, or really several of them - frustration, disappointment, and worry about how to move on. I took a deep breath and said something like 'well, I have a more positive assessment of the reading than you did, but I can agree to disagree. You're not required to think like me. I want to hear what others think. Did you get anything from this reading, and if so, what? Or to put it another way, what might you do with this reading in your own writing and thinking?' Several students talked about what they found interesting the reading, questions it raised for them and light it shed on course themes. The discussion turned out to be very productive, and no one else said they disliked the reading. I continued to be somewhat bothered by this remark three days later though. A colleague asked how my week had been and I told him what had happened. He suggested that I should see the remark as a sign of a positive degree of student trust and open classroom climate. This wasn't an enjoyable manifestation of those things, but it testified to their existence, which was a more important success than one moment involving one student. That helped me to feel somewhat (and to be honest, only somewhat!) better about this. He then said something like 'but that sounds like a difficult, unpleasant moment, sorry that happened' which was also nice to hear.