Summary of Key Points

Department Chair’s Retreat
Lake Arrowhead
Oct. 15 – 17, 2008
Faculty Diversity & Gender Equity

- Surprised by lack of percentage gain over time for underrepresented minorities (URM)
- Interested in tools to recruit/retain URM and women faculty.
- Have the language and conversation to invite and include differences.
- Focusing on the statistics alone could detract from our academic mission related to diversity.
Legal Issues

• A dual message is being sent to departments.

• There is tension between Federal and State requirements: no discrimination & no preferences.

• Prop 209 is used as an excuse for inaction.

• Training in issues related to diversity in faculty and graduate student recruitment is needed.
Legal Issues

• There are three areas in which we can examine our own practices:
  – disparate impact
  – affirmative action
  – no preference based on race/ethnicity/gender

• Focus on candidate’s accomplishments and potential contribution and not their characteristics/appearance.
Faculty Recruitment

• Talking about our biases can surface them into awareness and minimize bias.
• Be proactive in accountability.
• There are simple procedural things we can do.
• Procedures can also be used to pursue a (personal) agenda.
Faculty Recruitment

• Educate others about diversifying our pool...more is better.

• Be accountable & be able to explain decisions made, how you came to conclusions.

• Re-think search committee process so faculty feel rewarded about time spent on committees. Make the burden count.
Strategies to Avoid Bias

• Devote adequate time.

• Ranking too early – places an excessive cognitive burden. (consider “top ten”)

• Men and women (may) present themselves differently in research statements. Women are aware of the double-bind.

• Actually read the candidates’ materials.
Strategies to Avoid Bias

• Be accountable. Be prepared to explain every step of the process to someone else.

• Put someone from a different department on the committee. This causes the committee to be more accountable & explicit about process.

• Be transparent about your criteria early on & keep the criteria handy.
Strategies to Avoid Bias

• If you see lack of women and URM candidates in your pool, review criteria to make sure there isn’t something that might keep people out.

• Use language in the job description that will encourage a broad pool.
  – Difference between “replacing” a person and looking at the future of the discipline.

• Use a candidate evaluation tool with everyone in the department
Do Babies Matter?

- Provided insights into gender differences in applying for and staying in faculty positions.
- Need to educate faculty and graduate students about family-friendly policies.
- Chairs are overloaded with information and may not be fully aware of family-friendly policies. Need expert help.
- Acknowledge the negative perceptions that graduate students have about quality of faculty work/life balance.
Do Babies Matter

• There is mistrust and fear around using family-friendly policies.

• The existence of the policies alone is not changing the culture.

• Change the workforce to change the culture (increase the number of women).

• Acknowledge at all levels (dept. personnel committee, academic personnel and CAP) that this culture exists.
Do Babies Matter?

• Support childcare programs and facilities for faculty and graduate students.
• Provide support for childcare for faculty travel (to conferences, etc.).
• Provide housekeeping support (European example).
• Find out where graduate students are going that they perceive as “better.”
• Taking a year off can hurt.
Faculty-Faculty Conflict

• Low blame/ high responsibility & accountability

• Holding multiple points of view at the same time.

• Inquiry as a tool: self, others.

• Emotions provide data: something happened and something mattered.

• Use Behavior Feedback Agenda Model.
Faculty-Faculty Conflict

• Don’t concentrate on one side of the story; get all sides.
• Don’t ignore it – it won’t go away.
• Listen. Don’t react prematurely.
• You might be drawn into a situation – be prepared.
• Point out (unemotionally) the impact of categorizing people.
Faculty-Faculty Conflict

• Have sensitivity to other’s perspectives from the start.
• Plan for difficult conversations
• Distill complex situations to core issues and priorities.
• Be aware of assumptions.
• Watch your own emotional reaction.
Faculty Mentoring

• Junior faculty need:
  – Skills and knowledge in leadership, teaching, learning, research
  – Development and implementation of an academic strategic plan for UC
  – Development of a relationship with senior faculty mentors
  – Expanded network of colleagues within the university
Faculty Mentoring

• Provide a “job description” for faculty mentors based on what the junior faculty mentor needs.

• Enlist multiple mentors inside and outside the department.

• Faculty Mentoring Guide:
  http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/index.html
Faculty Mentoring

- Example of Economics Dept. – uses their informal mentoring success as a recruitment tool.
- Competitive aspect of “being the best” used to encourage senior faculty participation.
- Assistant Professor Advisory committee, headed by one senior faculty member, enables collaboration among junior faculty.
Faculty Mentoring

• Trust is important.

• Mentor on teaching, how to manage the classroom, how to mentor others.

• Chair follow-up to ensure mentoring occurs.
Conclusion – Next Steps

• Increase accountability.
• Change practices to match the change in policies.
• Review/train/discuss the implementation of APM 210 and 245.
• Educate and put pressure on the campus (CAP) to take diversity efforts and policies seriously.
• Diversity is integral to all aspects of the University.
Conclusion – Next Steps

• Share discipline specific data and tools.
• Provide centralized web access to diversity resources (from PAID site).
• Build a database of evidence and success that reinforces Diversity = Excellence.
  e.g. Scott Page, “The Difference”