

# Summary of Key Points

Department Chair's Retreat

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# 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](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”