

## **New Unit Heads Workshop on Equity and Inclusion - Scenarios**

These are hypothetical situations involving topics of equity and inclusion. For each, please consider:

A. What are the *principles* guiding an appropriate response?

B. What are possible *response scenarios*?

C. Are there unit-level *structures or policies* that could be implemented to avoid a negative scenario?

### **1. Department meeting dynamics**

At department meetings, a cluster of three senior faculty tend to dominate. They respond quickly to every discussion prompt, reinforce each others' comments, and ignore or quickly denounce comments from other faculty. Several junior faculty either do not speak up at meetings or have simply stopped attending.

A. *Principles (i.e., is there a problem, and if so, what underlying principles are at play)?*

B. *Response?*

C. *Long-term structures or policies?*

### **2. Service**

A list of committees is circulated with the following makeup and meeting frequency:

a) Curriculum committee (weekly): 2 NTTf and 4 TTF, equal gender and rank distribution

b) Space committee (quarterly): 3 members include 2 senior male TTF and 1 junior female TTF

c) Diversity committee (biweekly+events): 2 female TTF, 1 male faculty of color, and 2 PhD students from underrepresented groups

d) Promotion and Awards committee (quarterly): 1 senior male NTTf, 3 senior male TTF

e) Mentoring committee (unstructured): 2 mid-career faculty of color and 1 senior female TTF

A. *Principles (i.e., is there a problem, and if so, what underlying principles are at play)?*

B. *Response?*

C. *Long-term structures or policies?*

### **3. Recruitment**

A new faculty search has been approved and is underway. The topic of diversity has been discussed at unit meetings and the unit has expressed a goal of increasing diversity in the unit. The search committee reviews applications, and requests input from colleagues. The committee then returns a proposed list of 6 interviewees that contains one candidate of color/woman/or other underrepresented group.

A. *Principles (i.e., is there a problem, and if so, what underlying principles are at play)?*

B. *Response?*

C. *Long-term structures or policies?*

### **4. Retention**

Your department has hired a new assistant professor who is a member of an underrepresented group and who works in a fascinating new area at the interface of two strong subdisciplines within the department. As the first year progresses, it appears that the new faculty is not attending many professional or social functions. They invite a seminar speaker, but attendance is low for the interdisciplinary talk. At their first-year review, you find that they are not planning to attend any upcoming meetings. After their second year, you don't feel confident that they are building sufficient strength for a successful 3<sup>rd</sup> year review.

A. *Principles (i.e., is there a problem, and if so, what underlying principles are at play)?*

B. *Response?*

C. *Long-term structures or policies?*

**Notes:**  
SCENARIO-

A. What are the *principles* guiding an appropriate response?

B. What are possible *response scenarios*?

C. Are there unit-level *structures or policies* that could be implemented to avoid a negative scenario?