

Presentation and discussion summary*

New Unit Heads - Inclusive and equitable practices to support recruiting, retention, and advancement within a department

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*This presentation contains points gathered from discussion notes. They do not constitute official UO policy.

Agenda

Goal: Derive and discuss:

Inclusive and equitable practices

-that underlie our ability to -

recruit, retain, and advance faculty who bring diverse perspectives and identities to the unit

Equity -

Fair outcomes within the context of an unequal playing field

What are some inherent inequalities in the ‘playing field’ of your department faculty?

-group discussion-

Inclusion -

Every member is able to participate *in a meaningful way*

What types of characteristics tend to give one person’s voice or opinion more weight than others?

-group discussion-

Examples from discussion comments:

Equity -

Fair outcomes within the context of an unequal playing field

What are some inherent inequalities in the ‘playing field’ of your department faculty?

(in no order)

tenure status, family situation, personality, subdiscipline and resources, seniority, physical location/office, confidence

Inclusion -

Every member is able to participate *in a meaningful way*

What types of characteristics tend to give one person’s voice or opinion more weight than others?

(in no order)

personality/confidence, resources, seniority, experience and knowledge, degree and tenure status

Selected resources for department equity and inclusion:

A comprehensive guide for improving department equity, inclusion, climate from Columbia University

<https://fas.columbia.edu/improving-department-climate-tools-and-resources-departments-and-department-chairs>

Berkeley Math Department takes on equity and inclusion (handout):

<https://math.berkeley.edu/resources/equity-inclusion-and-diversity>

On 'invisible labor' by faculty from underrepresented groups:

<https://www.theatlantic.com/education/archive/2016/11/what-is-faculty-diversity-worth-to-a-university/508334/>

On common beliefs and myths around recruiting diverse faculty:

<https://inclusion.uoregon.edu/best-practices-improving-faculty-diversity-recruitment-and-retention>

See also OtP 'Expected practices for faculty recruitment:

<https://provost.uoregon.edu/expected-practices-ttf-searches>

Diversity and retention, intersection with interdisciplinary fields:

Patricia Matthew, author of *Written/Unwritten: Diversity and the Hidden Truths of Tenure*

On supporting faculty from underrepresented groups:

<https://www.umkc.edu/provost/chairs/toolkit/supporting-women-and-minority-faculty.pdf>

Scenarios

Preamble

These scenarios are hypothetical situations involving topics of equity and inclusion. They are meant to be considered from the point of view of a leader in a given unit.

For each, please consider:

A. What are the *principles* guiding an appropriate response? (*note, there may be several principles to be considered that reflect different and contrasting factors*)

B. What are possible *response scenarios*?

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

Scenarios

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?

Scenarios-discussion

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)?

Respect for all department members

Knowing the diversity of opinions is important when making department decisions

A culture of junior faculty success includes valuing their opinions, providing opportunities for developing leadership

Balanced, respectful meetings can be an important signal for underlying department climate

B. Response?

Find ways to make all voices heard – actively invite all members to provide points of view, call on junior faculty first, provide multiple avenues for communication before and after meeting, provide junior faculty with specific responsibilities to report on. For some situations, invite ombudsman to a faculty meeting either just as a non-interacting presence, or even to help design rules of engagement for the department.

C. Long-term structures or policies?

Develop a structure for meetings, provide leadership and reporting opportunities for all faculty, keep and/or develop lines of communication outside of meetings providing access to all opinions

-see next page for more-

On inclusive meetings:

0. The leader sets the tone – respectful, inclusive, patient

1. Send out agenda at least 24 hrs in advance
1. **Whole group in on the action** – Proactively give less dominant participants the floor by calling on them individually. Regularly check on remote attendees.
1. **Write it down** – When a big question arises, have the group take a few minutes to put their ideas on paper then go around and have everyone share. This gives less vocal participants time to gather their thoughts and ensures their voice will be heard.
1. **Interrupt interruptions** – Come equipped with phrases like “Hang on a sec – I want to make sure I understand Vickie’s point before we add to it.” If one person is dominating or interrupting repeatedly, hand them the whiteboard marker and make them the scribe. This intrinsically shifts them into listening mode.
1. **Give credit where it’s due** – Acknowledge each other’s contributions and opinions, even when dissenting.
1. **Solidify consensus** – Recap views or decisions and give people a chance to voice agreement or concerns.

Scenarios

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?*

Scenarios-Discussion

2. Service

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

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- 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)?

Unequal time commitments, unequal distribution of 'power' (space, awards, promotion as resources), inappropriate assignments (i.e. diversity committee makeup need not be all members of underrepresented groups, only one committee has student input)

B. Response?

Consider restructure to more evenly distribute workload, increase diverse aspects on all committees.

C. Long-term structures or policies?

One policy may be to have committee structures include junior and senior faculty to facilitate mentoring and leadership development. Structure faculty workloads for equity (see next page). Determine whether any written documentation on committee structures exists and whether it should be reformed with department discussion. Consider having equity and inclusion committee review department committee memberships.

One example for faculty workload comparison (could be customized for department)

Faculty Member Commitments Tracker (Template for Department Chairs)

Faculty Commitment/ Committee/ Activity	Faculty Member Name:	Faculty Member Name:	Faculty Member Name:	Faculty Member Name:	Faculty Member Name:	Faculty Member Name:	Faculty Member Name:	Faculty Member Name:
Conference Planning Committee								
Diversity Committee								
Departmental representative to Campus Committee								
External Committee and University Service								
Heavy Course Load(s)								
Institutes and Centers								
Mentor for Junior Faculty Member								
Search Committee								
Tenure Review Committee								

Scenarios

4. Retention

Your department has hired a new assistant professor who is a member of an under-represented 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 conferences. After their second year, you don't feel confident that they are building a sufficiently strong portfolio for a successful 3rd 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?

Scenarios

4. Retention

Your department has hired a new assistant professor who is a member of an under-represented 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 conferences. After their second year, you don't feel confident that they are building a sufficiently strong portfolio for a successful 3rd year review.

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

Supporting all junior faculty for success

Equitable practices may include providing additional resources when needed

For all faculty, being aware of potential challenges of new interdisciplinary research and being a member of an underrepresented group

B. Response?

Seek appropriate mentorship for faculty member. This might include crossing between disciplines or departments.

Appropriate interventions: for example, help amplify faculty member's research area (i.e., advertise and encourage seminar attendance for their area seminars), learn from them the norms for their specific research area (journals, conferences) and make sure expectations for 3rd-year reviews are clearly communicated. Become and stay engaged, offer resources when possible.

C. Long-term structures or policies?

Be sure that expectations for 3rd year and promotion reviews are clear to all faculty, and consider discussion and updates when new research areas evolve. Support junior faculty success as a shared department goal

On the intersection of diverse faculty and interdisciplinary fields:

Diversity and retention, intersection with interdisciplinary fields:

Patricia Matthew, author of *Written/Unwritten: Diversity and the Hidden Truths of Tenure*

On 'invisible labor' by faculty from underrepresented groups:

<https://www.theatlantic.com/education/archive/2016/11/what-is-faculty-diversity-worth-to-a-university/508334/>

<https://patriciamatthew.blog/tricia/>

On supporting faculty from underrepresented groups:

<https://www.umkc.edu/provost/chairs/toolkit/supporting-women-and-minority-faculty.pdf>

Scenarios

-not discussed due to time, but see next page for resources-

3. Recruitment

A new faculty search has been approved and is underway. The topic of diversity has been discussed at unit meetings and in general 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 from an underrepresented group (for your unit).

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?

Recruitment Initiatives

On common beliefs and myths around recruiting diverse faculty:

<https://inclusion.uoregon.edu/best-practices-improving-faculty-diversity-recruitment-and-retention>

UO 'Expected practices for faculty recruitment:

<https://provost.uoregon.edu/expected-practices-ttf-searches>

Implicit Bias Training workshops

90-minute workshops scheduled mainly in fall, video available online

<https://inclusion.uoregon.edu/implicitbias>

Faculty hiring initiatives

- Underrepresented Minority Recruitment Program (UMRP)

<https://academicaffairs.uoregon.edu/UMRP>

- Dual Career Appointments

<https://academicaffairs.uoregon.edu/dual-career-support>

- Initiative for Faculty Diversity (IFD)

Contact vpinclusion@uoregon.edu

Questions/comments-
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OPAA/DEI Workshop on Equity and Inclusion – Scenario Discussion *

2. Service - scenario

A list of committees is circulated with the following makeup:

- a) Curriculum committee: 6 members include 2 NTTF and 4 TTF, equal gender and rank distribution
- b) Space committee: 4 members include 3 senior male TTF, 1 junior female TTF
- c) Diversity committee: 5 members include 3 female TTF and 2 PhD students from underrepresented groups
- d) Awards committee: 5 members include 1 senior male NTTF, 4 senior male TTF

A. Principles guiding a response:

Appropriate representation (inclusive and diverse)

Inclusive environment and transparent processes

Honoring faculty preferences in service

Equitable workload distribution

B. Possible response scenarios (as unit head):

Provide leadership about including these principles during committee formation process

Dean's office could provide guidance to departments

Remind department that diversity is everybody's job and that inclusion is essential to its impact

Have diversity committee evaluate makeup of other committees on ongoing basis

C. Existing campus resources to address this topic:

Implicit bias and other workshops on campus/DEI

A new 'best practices for department processes' site

Consideration of committee makeup in unit-level diversity action plans

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OPAA/DEI Workshop on Equity and Inclusion – Scenario Discussion *

3. Service - hiring

A new faculty/staff/OA search has been approved and is underway. The topic of diversity has been discussed at unit meetings and in general 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 from an underrepresented group (for your unit).

A. Principles guiding a response:

Integrity of search process -

Are consistent search policies being followed?

Was there wide input from colleagues that was interpreted consistently?

Any structural flaw in the process so far?

Was the candidate pool representative of availability?

B. Possible response scenarios (as unit head):

Discuss with committee how existing policies were applied (see above)

Discuss proposed interview list with department

Consider (with committee) revisiting the pool

C. Existing campus resources to address this topic:

UO website for best practices in faculty hiring <https://facultyhiring.uoregon.edu>

Fund for faculty recruitment <https://facultyhiring.uoregon.edu/fund-for-active-recruitment/>

DEI-hosted website on bias <https://inclusion.uoregon.edu/implicitbias>

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