



Selected Recommendations for Supporting Women and Minority Faculty *

- Provide adequate support for all new faculty hires
 - Provide information about course assignments, expectations about office hours, information about students, provide new faculty with sample syllabi, and any other needed assistance to get started.
 - Provide copies of relevant university policies, P&T criteria, etc.
 - Ensure that new faculty have an appropriate start up package that will allow them to get their research/scholarly program up and running, including allocating appropriate space for new faculty to conduct their research
- Think about orientation as a yearlong process, not a single, discrete event.
- Ensure that all faculty receive both formal and informal mentoring
 - Assign multiple faculty members to mentor pre-tenure faculty (and associates trying to go up for Full Professor) and coach mentors
 - Remember that there are many “informal” or “unwritten” rules and expectations of which newcomers are unaware; many of these are essential for new faculty to learn in order to succeed
 - Mentoring includes psychosocial support as well as professional mentoring
- Develop “demystifying” workshops for pretenure faculty
 - In addition to any workshops sponsored by the University, the School and department should also answer questions about performance reviews and P&T for pretenure faculty
 - Every department should have **clear** written tenure and promotion criteria
- Be consistently friendly and helpful to newcomers
 - Lack of support can result in professional disadvantage
 - Ensure that newcomers are introduced to key faculty and staff and get a good start connecting with the campus and the community
- Protect junior faculty, particularly women and faculty of color, from excessive teaching, advising, and service assignments – also, ensure that junior faculty are assigned courses that they are well suited and prepared to teach.
 - Female faculty and faculty of color tend to be chronically overtaxed, especially with regard to committee obligations – either because they are sought out by female and minority students; because they are tapped differentially for service obligations; and/or for other reasons such as being a good citizen.
 - Don’t “overcommittee” women and faculty of color
 - Ensure that lab space, teaching or research assistants, research support, and other support is equitably distributed within the department.
 - Keep the number of different course preparations to a minimum
 - Equalize course assignments across female and male; majority and minority faculty
 - Ensure that advising responsibilities are equalized

- Assess and monitor pretenure faculty as they work towards tenure and ensure that they receive fair and clear feedback about progress towards tenure.
 - Ensure that fair and appropriate evaluations of teaching and service are conducted and that female and minority faculty are given credit for their service and teaching contributions
- Monitor promotion and tenure reviews (i.e., ensure that senior faculty are fairly and evenhandedly evaluating junior faculty and giving helpful feedback and career advice)
 - Sometimes senior faculty need feedback and coaching about their interactions and dealings with junior faculty
- Advance women and faculty of color into leadership positions
- Check in with all of your junior faculty on a regular basis – make sure they get to have their say and listen to what they say. Make sure they feel heard. Ensure that a few (usually senior) faculty are not dominating the faculty meetings.
- Prevent the undervaluing and shortchanging of women and minority colleagues at the junior and senior levels (i.e., be on the lookout for overt and subtle discrimination, bad practices, dysfunctions, cognitive mistakes, etc.).
- Recruit a critical mass of women and faculty of color – this will result in a less isolating and more collegial climate in the department and School.

Sources:

- *Women in Academe: Two steps forward, one step back.* APA Task force on women in Academe.
- *Surviving and thriving in academia.* APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology.
- Moody, J. (2004). Supporting women and minority faculty. *Academe Online*