

CREATING AN INCLUSIVE CLIMATE: STEPS TOWARD INSTITUTIONAL CHANGE



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Creating an Inclusive Climate is Goal, but

□ Context and History Matter

□ University of Michigan

- 1988: President announced Michigan Mandate: blueprint for change in terms of racial-ethnic diversity
- 1993: President announced Michigan Agenda: focus on diversity in terms of gender
- 2001: Meeting of the MIT-9; goal-setting about women in STEM
- 2003: University brought affirmative action cases to Supreme Court
- 2006: Proposal 2 passed in Michigan and constrained use of affirmative action for hiring (under review at Supreme Court)

□ UNC-G?

NSF ADVANCE *Institutional Transformation* Program Goals: 2001

- ❑ To improve the institutional climate for tenured and tenure-track women *faculty* in science and engineering
- ❑ To improve recruitment, retention, and promotion of tenured and tenure-track women *faculty* in science and engineering
- ❑ To increase visibility and authority of women engineering and science *faculty* in leadership positions



Systemic, Institutional Strategy

- ❑ Thirty years of “pipeline” programs did not affect the problem at the faculty level
- ❑ Insufficient progress at lower levels in many fields
- ❑ Needed an approach that attacked the problem at the faculty level (top-down)
 - ❑ That would work faster
 - ❑ That would affect all of the problems
- ❑ Strategy:
 - ❑ Focus on the institution [not “fix the women”]
 - ❑ Consider all levels (campus, school, department, individual)
 - ❑ Change everyday practices
 - ❑ Change policies

Stage One: Institutional Change in Key Domains, 2001-2006

- ❑ Recruitment
- ❑ Retention
 - ❑ Nature of faculty interactions (“climate”)
 - ❑ Evaluations for promotions
- ❑ Leadership development



Recruitment — Influencing a Departmental Practice at UM

Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)



- ▣ *Approach (creating “organizational catalysts”) may be useful for other processes*

- ▣ Distinguished senior faculty (*credible sources*)
- ▣ Developed knowledge and advice about search practices (*expertise*)
- ▣ Offer annual campus-wide workshops for faculty and administrators (*convenient venue minimizing familiar dynamics*)

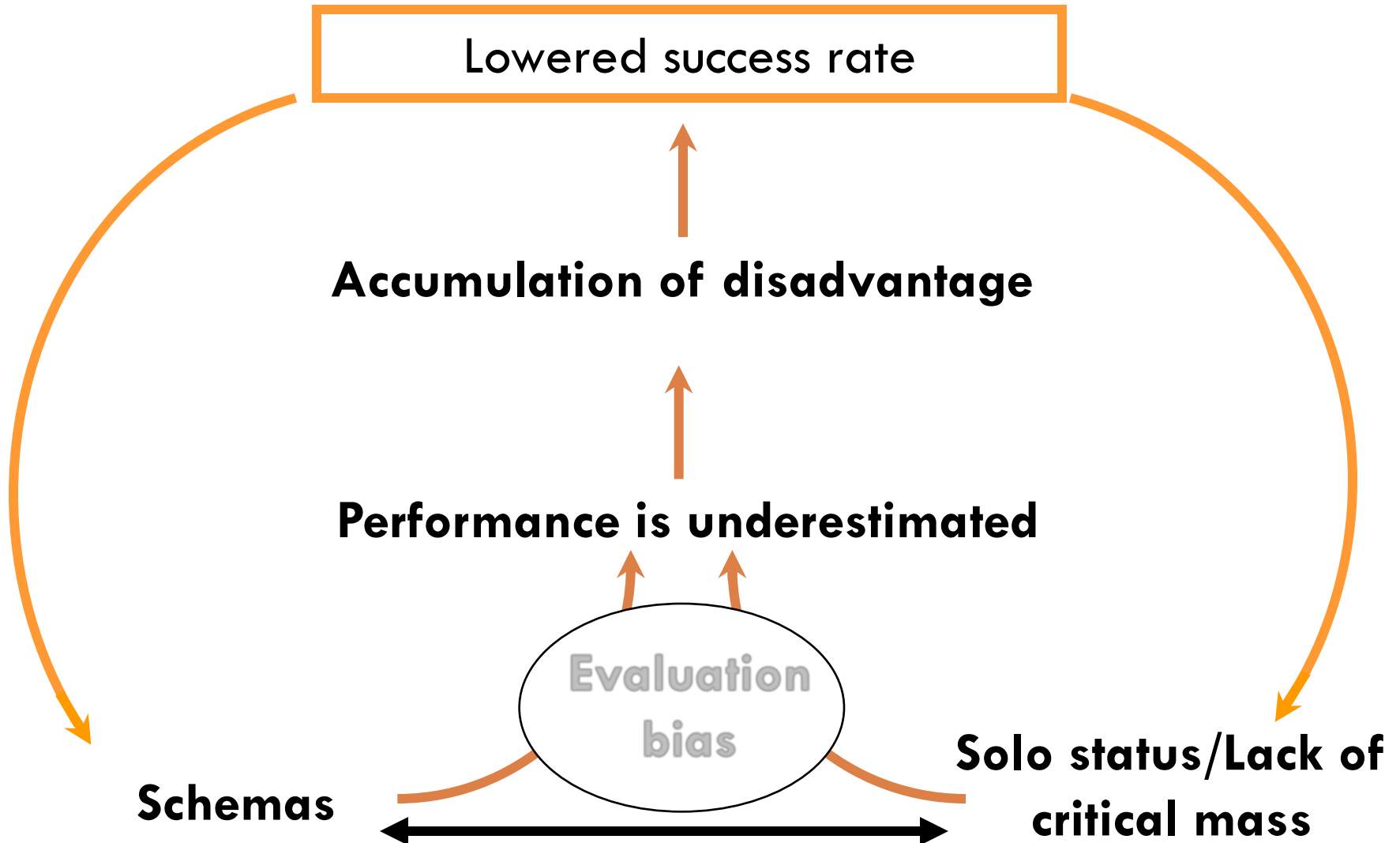
Recruitment: Analysis of the Problem

STRIDE offers:

- ▣ **Conceptual tools**
 - Gender, race, and sexuality schemas
 - Evaluation bias
 - Critical mass
 - Accumulation of disadvantage
- ▣ **Empirical evidence**
 - Evaluations of applications
 - Evaluation of fellowship and grant proposals
 - Impact on salary of different background factors
 - Influence of small biases on institutional outcomes
 - Leadership and the head of the table
- ▣ **Procedural solutions**



Accounting for Underrepresentation: Self-reinforcing Cycle



Changing the Climate for Faculty Interactions: CRLT Players

Performed theater sketches on multicultural classroom dynamics

Created sketches for us on:

- ▣ Faculty meeting (recruitment and faculty dynamics)
- ▣ Faculty advising faculty (mentoring)
- ▣ Tenure evaluation committee meeting
- ▣ Navigating Departmental Politics



Social Science Research Findings Represented in Sketches

- ❑ Perceptions of “tokens”
- ❑ Role of leadership
 - ❑ Power of framing of issues
- ❑ Gender dynamics/rank dynamics
 - ❑ Interruptions
 - ❑ Listening
 - ❑ Who has power and influence
- ❑ Implications of dynamics for outcomes
- ❑ Who can change the dynamics and how



Reinforcement of Mentoring

- Require departmental mentoring plans; can include:
 - ▣ One-on-one or small group of senior mentors
 - ▣ “Zone” mentors
 - ▣ Peer mentoring groups
 - ▣ Funding for consultation with external mentors
 - ▣ Accountability within department annually
- Develop and distribute handbook to both senior and junior faculty
- Use mentoring sketch with small groups of senior and junior faculty to encourage reflection/adoption of good practices



Critical Use of Tenure Sketch

- Dean hosts two annual dinners with senior faculty participating in reviews
- Outlines importance of fair evaluation and potential role of schemas in complicating evaluation
- After dinner: theater sketch, discussion, faculty role plays, summary of key points
 - ▣ Encouragement of “promising practices”
 - Explicit criteria
 - Avoidance of shifting standards
 - Recognition of intrusion of schemas
 - Attention to process

Network to Advance Women Scientists and Engineers

- Support positive collective identity
 - ▣ Exposure to new experiences of each other as helpful and interesting
- Encourage alliances between women and men
- Create support structures that will last (peer mentoring)
- Use Network to surface issues
 - ▣ Initial meeting to create agenda
 - ▣ Annual meeting to voice issues to decision-makers
 - ▣ Regular survey feedback on activities wanted and valued
 - ▣ ADVANCE staff visibly available for advice/support/trouble-shooting



Crosby Research Award

- Available to individual faculty members to support a range of activities aimed at improving the environment for career satisfaction and success of a diverse faculty in science and engineering fields
- Support requested for programs and projects aimed at improving the career success of diverse faculty, especially for women and other members of under-represented groups, including:
 - efforts to support the special child or other dependent care associated with work-related travel,
 - long stays at field sites,
 - long and late hours at labs, or
 - other essential research activities away from home
- Awarded funds to 128 tenured and tenure-track faculty across 14 rounds



Maintaining Positive Climate with Specific Activities in Each College/School

- Support regular conversations with the Dean of various faculty groups
 - Women scientists
 - Faculty of color
 - International faculty
 - Associate professors
 - Women full professors
- Schedule and support annual activities
 - Distribute departmental level data with chairs and discuss them
 - Faculty development programs for new faculty within college
 - Tenure season dinners/CRLT Players—focus on tenure evaluation process
 - New programs at key faculty transitions

Leadership Development

- Engage leadership in development of programs
- Share all programs with leadership groups (deans, chairs)
 - ▣ They identify ways to integrate them into routine processes (searching, evaluation of faculty, etc.)



Review of Institutional Policies — “Consciousness-Raising” in an Institution

- ❑ Committee on Gender in Science and Engineering convened by President and Provost
- ❑ Subcommittees chaired by 3 deans made recommendations in 2004 on:
 - ❑ Faculty Tracks and Work/Family Integration
 - ❑ Recruitment, Retention, and Leadership
 - ❑ Evaluation and Promotion of Faculty
- ❑ View policies from perspective of women scientists; final recommendations implemented in 2012



President Mary Sue Coleman (above) and Provost Martha Pollack (below), Co-chairs of the GSE Committee



Implement Significant Policy Changes

- ❑ **Annual monitoring of data by leaders**
 - ❑ University level (committee chaired by President)
 - ❑ Steering committee (deans take to chairs)
- ❑ **Recruitment-related policies**
 - ❑ Attendance mandatory at STRIDE Faculty Recruitment Workshops for search committee
 - ❑ Comparison of faculty search candidate pools and national pools (degrees conferred) by gender and race/ethnicity; shortlist review
 - ❑ Candidate evaluation tool to maximize specific criteria
- ❑ **Increased family-friendly policies**
 - ❑ Generous “family leave” (for the US) for both men and women faculty (modified duties and stop tenure clock)
 - ❑ Dual career program with budget
- ❑ **More flexible tenure clock**
 - ❑ Importance of explicit framing of “compensation for time lost” vs. “extra time”
 - ❑ Time off the clock for family and professional reasons

Stage II: Establishment of UM ADVANCE, January 2007

- ❑ Internal funding
- ❑ Report to Provost's office
- ❑ Maintain focus on science and engineering, but **expand to all fields**
- ❑ Maintain focus on women, but **add other underrepresented groups**
- ❑ Develop new programs



Systematic Climate Studies within Units

- ▣ Targeted assessments in particular schools or departments
 - ▣ Part of periodic review process for departments
 - ▣ Assess all constituencies (faculty, staff, students)
 - ▣ Provide comparative data as available
 - ▣ Follow up planning about how to address findings

Strategies Toward Excellent Practices (STEP) in Departments of Schools and Colleges

- ❑ Support for teams of faculty to make positive changes in the work environment within their academic units

- ❑ Information about:
 - ❑ Organizational change principles
 - ❑ Being strategic about change
 - ❑ Assessing incentives and challenges

- ❑ Format of the workshop
 - ❑ Brief didactic presentations
 - ❑ Observation of relevant interactions through theater sketches
 - ❑ Hands-on project work applying concepts and developing detailed plan for year

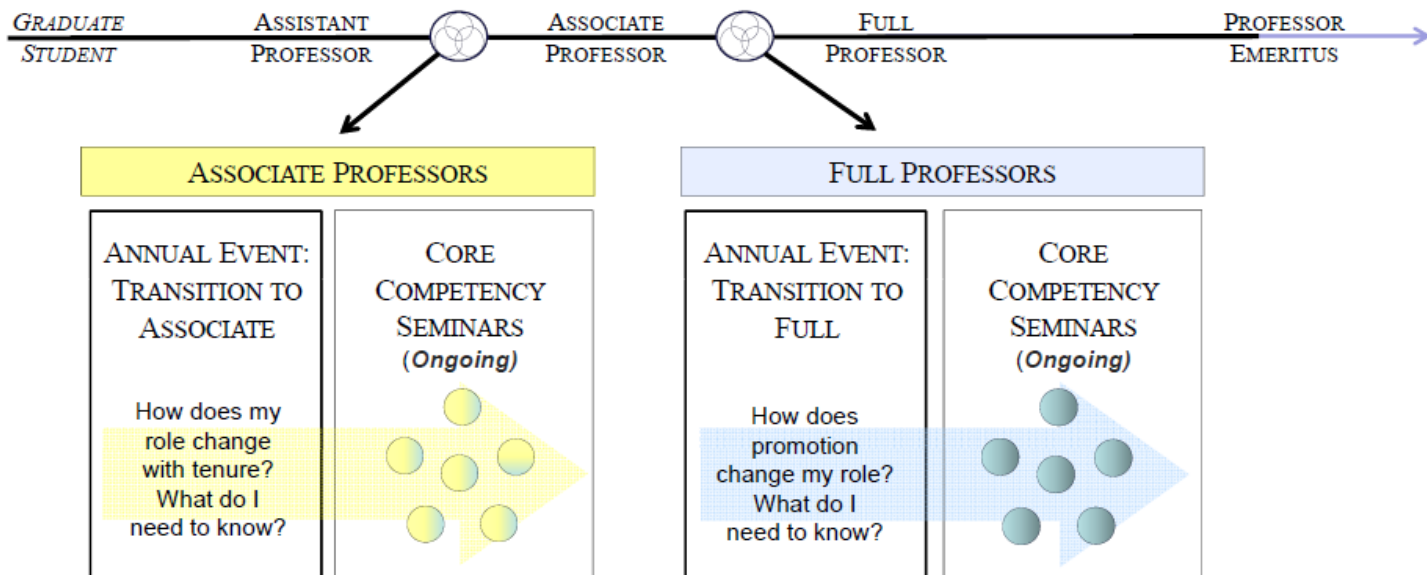


Stage III: Review and Recommitment to UM ADVANCE, July 2011

- ▣ Main new focus:
 - ▣ Enhance department-level change efforts
 - ▣ Maintain momentum (new leadership development)
- ▣ New programs:
 - ▣ LIFT for leadership development
 - ▣ Launch Committees

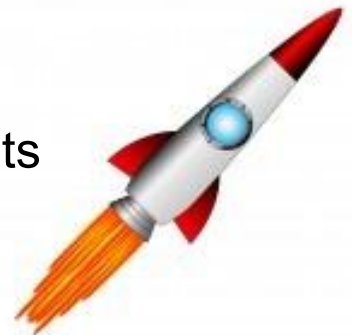
Leadership and Integration in Faculty Transitions (LIFT)

- Two one-day programs plus “core seminars” on particular topics:
 - Transition to associate professor
 - Transition to full professor
- Addresses integration of leadership skills—including supporting diversity--into faculty roles at developmental stages



Launch Committees

- Launch committees provide support and guidance to new junior faculty from the time of hire until the end of the first year at Michigan.
- Committees focus on:
 - ▣ Lab space, equipment and computing resources; funding; lab personnel, including students; integration into the university; teaching; service; and mentoring plan for the probationary (pre-tenure-review) period
- Each committee consists of the following members:
 - ▣ Senior faculty member in the department with research interests fairly closely aligned with the new junior faculty member
 - ▣ Department chair
 - ▣ Senior faculty member from outside the department, in a field related to the new junior faculty member's interests
 - ▣ ADVANCE faculty member
 - ▣ New junior faculty member



The Climate for Scientists and Engineers at the University of Michigan: Gender and Race in 2001, 2006, and 2012

- Baseline in 2001, repeated in 2006, then in 2012
- Assessed differences by gender and race-ethnicity
- Factors considered:
 - ▣ *Institutional Climate*
 - Discrimination
 - Disparaging remarks
 - Sexual harassment
 - ▣ *Departmental Climate*
 - General Climate
 - Climate for Diversity
 - ▣ *Career Satisfaction*
 - Work satisfaction
 - Overall career satisfaction
 - Desire to leave UM

Good News

- Examined four groups
 - ▣ White men (n=356)
 - ▣ Men of color: URM & Asian/Asian American (n=84)
 - ▣ White women (n=134)
 - ▣ Women of color: URM & Asian/Asian American (n=36)
- In 2006 very few changes from 2001
- **In 2012 many changes (compared with both 2001 and 2006) in all four groups— all changes in favorable direction**

Good News and Remaining Challenges

- ▣ Positive changes for all groups in
 - Institutional climate (unwanted sexual attention and overhearing disparaging remarks about women and racial-ethnic and religious minorities)
 - Departmental climate
 - General Climate (positive)
 - Climate for diversity
 - Faculty satisfaction and intention to stay

- ▣ No change in relative pattern of scores for all groups
 - Climate is more positive for men and white faculty than for women and under-represented minorities

Departmental Change Study: Overview

- Aim: to identify features of departments that did and did not change during this period
- Interviewed 59 faculty from 20 STEM departments
- The departments, which did not differ demographically at the outset, were classified into three groups:
 - substantial change in the proportion of women faculty,
 - moderate or some change, and
 - little or no change

Departmental Change Study: Themes by Group

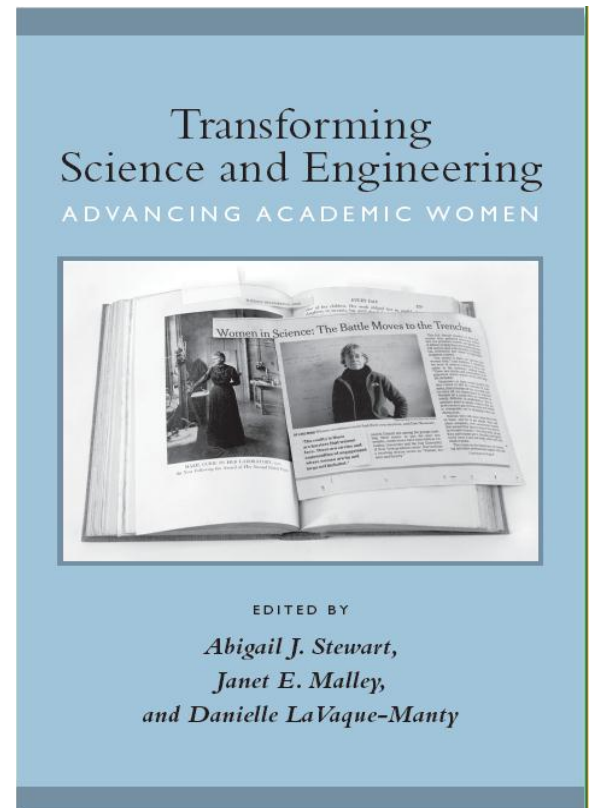
- Interviews with faculty in the substantial change group revealed four themes:
 - ▣ open recognition of serious problems coupled with shame about past circumstances,
 - ▣ strong leadership on diversity by the department chair,
 - ▣ favorable features of the departmental context, and
 - ▣ a high level of proactivity in pursuing diversity.
- In contrast, interviews with faculty in the little or no change group revealed three themes:
 - ▣ external factors preclude change,
 - ▣ unfavorable features of the departmental context, and
 - ▣ viewing other priorities as more important than diversity.
- The moderate change group was characterized by reference to some themes in each of these groups.

Learning about Change from Research

- Learned about the critical importance of
 - ▣ facing the past and current problems openly
 - ▣ leadership
 - ▣ optimism about the possibility of change
 - ▣ commitment and effort over time

Lessons Learned from Practice

- **Change is slow; effort must be maintained over long period**
- Organizational climate is a product of many different interactions and processes
 - ▣ Need different interventions to affect different processes
- Leadership must occur at all levels:
 - ▣ Top institutional/ADVANCE
 - ▣ Departmental level
 - ▣ Individual faculty



Institutional Change is possible!

- Increase in annual hiring of women scientists and engineers:
 - ▣ From 13% (2001-2) of new hires to 31% (2003-2013)
- Increase in women scientists in school/department leadership roles:
 - ▣ From 1 in 2001 to 16 now
- Improved climate for women and minorities by 2012
- Establishment of improved practices of recruitment, evaluation, mentoring, faculty development, chair training, skill building for departmental change
- Establishment of more family friendly policies including flexible tenure
- Routine monitoring of data on annual basis
- Improvements reinforce more change; improve situation for all