

# Effective Policies and Programs for Retention and Advancement of Women in Academia

**WorkLife Law**

UC Hastings College of the Law

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# Effective Policies and Programs for Retention and Advancement of Women

As a talent pool, women are an undertapped resource. Women today earn nearly half of all doctorate degrees, yet they constitute only 31% of tenured faculty nationwide.<sup>1</sup> In science and engineering, women earn 40% of doctorate degrees but comprise only 28% of tenured or tenure-track faculty.<sup>2</sup> What follows are best practices to enhance academic institutions' ability to recruit and retain women faculty, both by controlling gender bias and through family-responsive policies.

Competitive universities have recognized that eliminating the chilly climate for women, and effective implementation of family-responsive policies gives them an edge in attracting and retaining talented women faculty. Particularly in this period of sharply declining resources, effective programs to control gender bias and address work-life balance needs can improve faculty satisfaction and reduce costly attrition rates.

Effective policies and programs such as those highlighted below will go a long way in facilitating gender equity in recruiting, retaining and advancing women faculty.

## Find Out What Your Needs Are

Standard practice when assessing the need for organizational change is to find out what the needs are. This step is particularly important in contexts where a gap often exists between policy and practice. To find out whether existing policies are being used, and if not why not, is an important step towards competitiveness, in an environment where academic institutions have accepted that candidates shop around for the most family-responsive institution, and where outstanding women candidates recognize that their ability to succeed can be negatively affected by a chilly climate.

The **University of California** system conducted a survey in 2002 and 2003 to assess the effectiveness of current family responsive policies for ladder-rank faculty.

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# Design Parental Leaves and Stop-the-Clock Policies

## MATERNAL AND PARENTAL LEAVE

### Treat Pregnancy Leave the Same as Other Kinds of Disability Leave

*Issue:* One common mistake academic employers make is to provide pregnancy disability leave on terms that are less generous than those available for other kinds of medical leave.<sup>3</sup> For example, in one law school, female faculty members were forced to choose between getting a course release and getting paid disability leave for delivery. At other institutions, female faculty members are told that they must find people to teach their courses before they take maternity leave. Both practices are illegal under the Pregnancy Discrimination Act—unless professors who take medical leave for other reasons, for example a heart attack, are required to find their own replacements, or to trade off other faculty benefits in order to take leave—which is unlikely to happen. The easy remedy is to apply the same terms and conditions to pregnancy leave as are applied for other medical leaves.

### Design Parental Leave Policies Based on Caretaking Status, Not Sex

*Issue:* While pregnancy disability leave can be limited to women, parental caregiving leave cannot; to do so would be sex discrimination. The key in designing parental caregiving leave is to link the leave with the relevant activity—being a caregiver—instead of linking it to biological sex.

A common alternative is to offer parental leave to anyone who has had or adopted a child. This model often gives rise to fears and rumors that male professors are using the parental leave to do extra research, while female

#### ***Provision: Sole Caregiver for 20 hours a week***

**Stanford University** has adopted a Reduced Teaching and Clinical Duties policy that allows faculty to remain on full salary with reduced teaching duties. To avoid abuse of the policy, faculty members are only eligible if they are the sole caregiver for at least 20 hours during the workweek between 8 a.m. and 7 p.m., Monday through Friday.<sup>4</sup>

Similarly, **Harvard Law School** has adopted a policy that provides paid leave to any faculty member who is “the sole caretaker of his or her newborn or newly adopted child at least 20 hours per week, from Monday through Friday, between the hours of 9 a.m. and 5 p.m.” The applicant for the leave must assert that he or she will be the “sole caregiver” for the requisite period.<sup>5</sup>

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“One common mistake academic employers make is to provide pregnancy disability leave on terms that are less generous than those available for other kinds of medical leave.”

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## Provide Central Funding for Leave

*Issue:* Some small departments and colleges on a campus may be hesitant to institute flexibility policies for faculty due to the high costs associated with replacing faculty. The departmental gatekeepers may also be hesitant to encourage faculty in their department to use leave time for the same reason. One important point is that replacement costs may be modest if courses ordinarily taught by full-time professors on parental leave are taught by adjuncts. Ideally, dedicated centralized funding should cover the cost of hiring replacement teachers.

### ***Central Funding for Replacement Teaching***

When ladder-ranked faculty in the **University of California** system qualify for full or partial leave (Active Service-Modified Duties or ASMD), the UC Office of the President has requested that campuses centrally fund the cost of hiring replacement teachers. Most of the UC campuses now do so.<sup>6</sup> After tracking the program for several years, the Interim Provost reported that the money used for replacing the faculty represents a small portion of their budget.<sup>7</sup>

## Offer a Stop-the-Clock Option

*Issue:* “Biological and tenure clocks have the unfortunate tendency to tick loudly, clearly, and at the same time.”<sup>8</sup> Tenure-clock-stop policies allow tenure-track faculty members to take a temporary pause from their tenure track, usually after the birth or adoption of a child. “Stop-the-clock” policies at some universities also include other family care, such as elder care. In these cases, a centralized decision-maker such as a dean, should determine whether the level of care is high enough for eligibility. At the end of the stop-the-clock period, the tenure clock resumes with the same number of years left to tenure review as when the clock paused and there should be no penalty for extra time taken to arrive at tenure review.<sup>9</sup> Some faculty who might benefit from stopping the clock are reluctant to do so—or do so with fear—because they are concerned about the associated stigma.<sup>10</sup>

### ***Stop the Tenure Clock for New Parents***

At the **University of Minnesota**, faculty members may stop the tenure clock for one year for each childbirth, adoption, or foster care placement. They may also stop the clock twice to respond to family members with serious health conditions.<sup>11</sup>

The **University of Chicago** allows faculty members a one-year extension of the tenure clock for the birth/adoption of each child – with no limit on the number of times the policy may be used. For family care-giving responsibilities, a faculty member can request a one-time term extension on their tenure clock.<sup>12</sup>

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### ***Broader Application of Stop the Clock Policies***

At **Duke University**, a maximum of three years of tenure clock relief is extended for a number of reasons beyond birth or adoption of a child including personal illness; illness of a parent, partner or child; a house fire or other catastrophic residential property losses; or heavy administrative duties. The stop-the-clock policies apply to men and women. The university reports that both sexes take advantage of them and that no stigma for taking advantage of the policies is tolerated. For non-tenure track members, the same provisions for stopping the tenure clock may be applied to extending their appointments.<sup>13</sup> Some institutions, like the **University of Baltimore**, have broadened their “stop-the-clock” policies to cover employees who experience significant legal concerns such as divorce, custody disputes, and issues related to immigration status.<sup>14</sup>

### **Design “Opt-Out” Instead of “Opt-In” Policies**

*Issue:* Stop-the-clock and other policies such as family leave that rely on faculty to “opt in” to the policies rather than opt out of them often leave faculty members in the uncomfortable position of negotiating with chairs about whether they will take leave. A 2002 national survey of over 4,000 faculty members revealed that 33% of faculty who were parents—mothers and fathers—did not ask for parental leave, and just less than 20% did not ask to stop the tenure clock, even though they thought they would have benefited from doing so.<sup>15</sup>

Designing policies as opt-out rather than opt-in sends the message that the institution expects faculty to use the policies that are made available to them. As noted above, opt out policies also avoid situations in which faculty feel uncomfortable asking their chairs for permission to use the policies.

#### ***One-Time Automatic Tenure Clock Extension***

**Vanderbilt University** has a parental leave policy that provides for an automatic one-year extension of the tenure clock when a faculty member gives birth or adopts a child.<sup>16</sup>

#### ***Automatic Tenure Clock Extension Policy for Each Child***

Both **Princeton University** and the **University of Chicago** automatically extend the tenure clock of tenure track Assistant Professors for one year at each birth or adoption of a new child.<sup>17</sup>

#### ***Stop the Stigma of Stop-the-Clock***

Like Vanderbilt University, the Massachusetts Institute for Technology (MIT) automatically extends the tenure clock by one year for female faculty members who give birth. To complement this automatic “stop-the-clock” program, MIT created a policy to protect faculty

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from penalties during the promotion process that may result from an extended or irregular tenure path. When requesting an evaluation of an applicant for promotion, MIT uses standard language to explain to reviewers that “the time period for this promotion can vary, including one or more extensions of the tenure clock” and remind them that “that the criteria for promotion and tenure at MIT are the same for all faculty regardless of the length of his/her service at MIT.”<sup>18</sup>

## Provide Dual Career Support

Dual-career hiring is an increasingly important issue for universities. A study of 9,000 faculty at <sup>13</sup> leading research universities found that 72% of faculty have partners who work full time (36% of whom are academic partners, making them dual-career academic couples).<sup>19</sup> Women academics are disproportionately impacted in dual career hiring because more academic women than men have academic spouses (particularly in science and engineering) and women are more likely than men to refuse a job offer because they have not found a suitable position for their partner.<sup>20</sup> One challenge faced by dual career policies is avoiding the situation in which the non-recruited partner carries a stigma of being less qualified, and (in the case of a professor) being a financial and intellectual burden on their department.<sup>21</sup>

Universities that get the dual career puzzle right find this an effective tool for “stealing the talent” and highlight their previous successes as a recruitment strategy. For example, the website of the Office of the Provost at **Duke University** prominently emphasizes four faculty couples in a series of videos as they describe aspects of dual career/partner recruitment, work-life balance and the benefits of working at Duke.

For additional information about dual careers, see the website of the Clayman Institute for Gender Research and their report, “Dual-Career Academic Couples: What Universities Need to Know.”

### Develop and Publish a Dual Career Academic Couple Hiring Protocol

*Issue:* Developing and publicizing a clear academic couple hiring protocol creates transparency and fairness across departments. It also can increase the speed with which departments can recruit potential candidates. Written protocols may also help cultivate departmental reciprocity in partner hiring.<sup>22</sup>

#### Examples of Published Dual Career Policies:

University of California, Berkeley<sup>23</sup>

University of Illinois, Urbana-Champaign<sup>24</sup>

University of Michigan, Ann Arbor<sup>25</sup>

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## Use Wording that Minimizes Discrimination and Stigma

*Issue:* Dual couple policies can minimize the stigma attached to the second hire by using language that places both partners as professional equals. Policies should avoid terms such as “trailing spouse” and “partner placement.” An alternative term is “accompanying spouse”<sup>26</sup> or “accompanying partner”.

## Designate an Official within the Office of the Provost with Appropriate Credibility and Influence to Help Broker Dual Career Arrangements

*Issue:* Brokering dual career hires is time-consuming. Placements must be sought for a wide range of accompanying partners, including professors in the department of the recruited professor, professors in other departments, research and other non-tenure track positions, partners who are professionals other than academics, and partners who are nonprofessionals. This process requires a tremendous amount of networking and information gathering, negotiating across departments, as well as time and institutional support. Adding all this to the work load of someone who already has a full time job is not an effective solution. The alternative is to appoint a professional within the Office of the Provost to handle this work as part or all of his or her workload.

### *Brokers*

Both **Princeton University** and **Stanford University** employ faculty members as dual career brokers who act as special assistants to the Provost (Stanford) or the Dean of Faculty (Princeton). At Princeton, the Special Assistant to the Dean of Faculty spends 25% time supporting dual-career faculty and another 25% time supporting diversity in faculty hiring.<sup>27</sup>

## Provide the Official with the Resources Necessary to Cultivate Opportunities

*Issue:* A dual-career broker should have the ability to secure resources from departments and the Office of the Provost. She or he should also have the ability to develop or use existing resources such as regional Higher Education Research Consortia (HERC). The position of the broker is further strengthened by funding from the university to cover the costs of dual career hiring, typically for a set period of years, after which the receiving department is expected to pick up the cost. Administrative support will also maximize the effectiveness of the broker’s work.<sup>28</sup>

### *Bridge Funding*

To facilitate dual careers, **Purdue University** introduced the Bridge Program in 1992 to assist couples who both want to be on the faculty. This program is run by the executive vice president for academic affairs and can provide funding if a department cannot fund a full-time

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position for one of the spouses or partners. The program also assists accompanying spouses or partners who are not academics with contacts in the surrounding job market and help with relocation issues.<sup>29</sup>

### ***Interdepartmental Coordination***

The **University of Massachusetts**, Amherst showed its recognition of the importance of accommodating dual career families by implementing the Partner Employment Program (PEP). Under PEP, partners of candidates for faculty may be hired as faculty, librarians, or administrative staff across the university. If the partner of the candidate is offered a position in a separate department, the funding for that position is provided equally by the Provost, the candidate's department, and the partner's department for a minimum of three years.<sup>30</sup>

### ***Coordination with Local Institutions***

**Duke University** demonstrates its commitment to dual career hiring by working with regional campuses in hiring academic couples. If Duke has taken the primary hire, Duke agrees to pay 1/3 of the salary for the secondary hire at two local institutions (University of North Carolina, Chapel Hill and North Carolina State University in Raleigh). The funding lasts for several years, and the other institutions have a reciprocal agreement with Duke should they hire the primary hire.<sup>31</sup>

## Establish Mentoring and Networking Programs

"Mentoring is a critical component of the professional development of junior faculty and the well-being of the institution."<sup>32</sup>

Establishing effective mentoring programs can help universities improve retention rates, thereby decreasing the costs of start-up packages and retaining accomplished tenure-track faculty.<sup>33</sup> Having successful mentors can help new faculty understand the unspoken rules in academia, increase their workplace satisfaction and ultimately result in increased productivity.<sup>34</sup> Effective programs such as automatic mentor assignments and networking groups for women can dramatically improve the careers of faculty and strengthen the university as a whole.

### **Create Mentoring Programs to Support Junior Faculty**

**Issue:** Junior faculty can benefit greatly from the experience and expertise of their more senior colleagues. Particularly in STEM fields, where women are a minority, mentoring programs can help ensure that junior faculty members do not "fall through the cracks" and integrate new faculty members into the department as well as the broader profession.

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### ***Automatic Mentor Assignment***

As soon as a new faculty appointment is made at the **University of California, San Diego**, the department chair assigns a mentor. The chair advises new faculty members on matters pertaining to advancement and ensures that mentors have current information on university academic personnel processes. The mentor is responsible for contacting the new faculty member in advance of his or her arrival at the University and meeting with the mentee on a regular basis over the first two years to provide confidential and informal advice on various aspects of faculty life and work. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive feedback.<sup>35</sup>

### ***Women Mentoring Women Network***

Through the Faculty Women’s Forum, **Stanford University’s** Women Mentoring Women Network invites senior women faculty to share their experiences and advice with junior women faculty. The Network also provides a one-on-one mentoring network that matches interested junior women faculty with senior colleagues in or outside their discipline.<sup>36</sup>

## **Institute Professional Networking Opportunities for Women**

**Issue:** In academia, networking can be instrumental in finding colleagues who can be co-authors and research collaborators, and to position oneself for peer reviews. Yet women tend to establish fewer professional contacts, and are more often left out of informal networks than their male colleagues. Promoting professional networking opportunities for women can foster gender equity throughout the university and allow others to network with these best and brightest that might otherwise be left out.

### ***Women’s Faculty Forum***

**Yale University’s** Women’s Faculty Forum fosters gender equity throughout the university and encourages collaboration and networking among its female faculty, administrators, students and alumnae members. The Forum also promotes scholarship on gender and scholarship about and by women across all schools of the university. Led by a Council, a Steering Committee and Co-Chairs, the Forum administers innovative programs and projects and oversees the research components of the WFF initiatives. WFF staff includes two Gender Equity and Policy Post-Graduate Associates and a half-time Administrative Assistant.<sup>37</sup>

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# Address Childcare Needs

## Offer Convenient and Affordable Childcare

**Issue:** Locating high quality and affordable childcare for pre-school age children can be challenging for faculty, particularly when a university is located in an area with a high cost of living. A University that offers on-campus childcare and childcare subsidy programs will enhance the ability of faculty to succeed professionally, increase faculty satisfaction and ultimately improve the university's ability to attract and retain the best talent. Staff members as well as faculty need child care; best practice programs recognize this.

### ***Provide On-Campus Childcare***

#### *650-Child Capacity on Campus*

**Stanford University** offers seven programs on campus that serve approximately 650 children in either a full-time, part-time, nursery school or combination schedules.<sup>38</sup>

#### *158-Child Capacity On-Campus, with Back-Up Care*

In the fall of 2008, **Cornell University** opened an on-campus childcare center that can accommodate up to 158 children.

The center also offers limited part-time and back up care.<sup>39</sup>

### ***Provide Childcare Subsidy Grants***

Up to \$5,000 per Year in Childcare Subsidy

**Cornell University** offers up to \$5,000 annual Childcare Subsidy Grants to eligible faculty and staff based on income, type of child care, and cost of child care.<sup>40</sup>

**Stanford University's** Childcare Subsidy Grant Program also provides grants of up to \$5,000 a year (based on family income) to faculty and staff with children under 10 years old.<sup>41</sup>

### ***Provide Family Sick Leave***

For those times when an employee's child is too sick to attend daycare, the **University of Massachusetts**, Amherst allows its employees to use at least five sick days to care for the child. This Paid Care Leave policy also covers care of the spouse, foster child, stepchild, parent, stepparent, brother, sibling, and grandparent of either the employee or his/her spouse.<sup>42</sup>

### ***Secure Childcare Positions for Recruitment Purposes***

Because securing childcare is very difficult for faculty at the **University of Washington**, the university purchased "priority" childcare slots at two local childcare centers. On a case-by-case basis, deans may offer these slots to candidates during the recruitment process in order to ensure quick childcare placement

## Offer Dependent Care Travel Grants

**Issue:** Faculty with primary childcare responsibilities often incur additional costs when they engage in the professional travel necessary to sustain an academic career. This financial burden can weigh heavily, particularly

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on junior faculty. Some institutions offer financial support to defray the incremental costs such as extra dependent care at home while the caregiver is traveling, on-site care at a meeting, or transportation costs for a dependent and/or caregiver.

***Travel Grants up to \$500 per Year***

**The University of Chicago, Northwestern University and Stanford University** each offer up to \$500 per academic year in dependent care travel grants for faculty who are travelling for professional reasons.

***Travel Grants up to \$1,000 per Year***

**Harvard University's** Dependent Care Fund for Short-Term Professional Travel (DCF) provides financial assistance to tenure track faculty who would like to travel for a professional event that will advance their academic careers, and who also have child care or adult dependent care obligations. Faculty may apply for up to two grants per academic year, with a maximum of \$1,000 in funding.<sup>43</sup>

## Offer a Part-Time Tenure Track Alternative

**Issue:** The rigidity of the tenure clock, when combined with the 50+ hour workweek typical of academics, disproportionately bars mothers from succeeding in academia—and dissuades many women from pursuing an academic career in the first place.<sup>44</sup> The rigid, one-size-fits-all career track is one reason that married women, both with and without children, are leaving academia at disproportionately high rates at every stage of the academic career.<sup>45</sup> In addition, when the **University of California** surveyed their faculty, they found significant interest in a part-time tenure track not only from women, but also from men.<sup>46</sup> 91% of women and 84% of men indicated that they are “very supportive” or “somewhat supportive” of a flexible part-time option with pro-rated career timelines and parity.<sup>47</sup>

Faculty who opt for a part-time tenure track should be able to decide when the time is right to return to a full-time tenure track. It is also important that the administrative decision making on part-time tenure track be centralized (at the level of the provost or dean) to ensure an equitable approval process.

***Temporary and Permanent Part-Time Track***

There has two policy options for tenure-track faculty who want to work part time: 1) a permanent part-time tenure track, and 2) a temporary part-time option, using partial leave and tenure-clock extensions.<sup>48</sup>

***Part-Time Tenure Track***

The **University of California, Berkeley**, also has instituted a part-time

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tenure track. It found in a survey of UC faculty that a majority of men, as well as women, supported this option, especially if it could be taken at any time during a career.<sup>49</sup>

### **Broader Uses of the Part-time Tenure Track**

**Iowa State University** offers part-time appointments to tenure-track faculty who need to care for young children, children with disabilities, elders, partners, or for personal circumstance; the university also offers part-time appointments for tenured faculty “for personal or professional issues, including work/life balance” more broadly.<sup>50</sup>

## Control Bias

A chilly climate hinders a department’s ability to recruit and retain women—and a closer look often shows that a chilly climate stems from gender bias. Gender bias in the academy can throw unfair obstacles in the paths of women with and without children and hamper fathers in their attempts to co-parent. Besides harming the careers and livelihoods of professors, administrators and others, these patterns of behavior negatively impact an institution’s financial resources and slow the progress of scholarship.<sup>51</sup>

Gender bias falls into four basic patterns: The Maternal Wall, Prove-It-Again!, Tightrope, and Tug of War. Universities can take steps to control gender bias at all stages of the academic career by developing and publicizing family-responsive policies and by training all faculty, especially chairs and deans, to recognize and combat bias.<sup>52</sup>

### **Hiring**

**Issue:** At a time when resources are declining and the demand for financial aid is increasing, colleges and universities must identify opportunities for reducing costs without negatively affecting their competitive edge and reputation for academic excellence. In this context, effective programs to address gender bias become even more important.

WLL has an online training on gender bias aimed at women professors as well as an in-person training called, “Four Patterns of Gender Bias: Strategies to Address Them.” For Faculty chairs, WLL offers an in-person training which is titled, “How to Steal the Talent” and does not advertise itself as a gender bias training. Resources on best practices for effective implementation of policies are also available upon request.

### **Offer Gender Bias Training to Faculty Search Committees**

**Issues:** Academia is unusual in that most human resource decisions are made by professors who receive no training on how to avoid potential lawsuits or how to avoid gender and racial bias. Increased awareness of these issues among faculty search committees and department chair will go a long way in recruiting and retaining the top talent.

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### ***Online Training and Refresher Courses***

The **University of Florida** requires that every search committee member participate in an online training module that discusses how to assess gaps in a candidate's resume. <sup>53</sup> After faculty members complete the online tutorial, they are required to take "refresher" courses every three years to maintain their knowledge of fair and effective recruiting practices. <sup>54</sup>

**Case Western Reserve University** publishes a toolkit for equitable faculty searches, emphasizing that "diversity is a process, not an outcome." The Office of Faculty Diversity offers resources at each stage of the recruitment process, as well as readings and resources to educate its faculty on gender bias. <sup>55</sup>

### ***Recruitment Toolkits Tailored to Each Search***

In addition to a published booklet on recruiting and retaining a diverse faculty <sup>56</sup>, the Office of Faculty Development and Diversity at **Stanford University** meets with each search chair and/or committee and designs a "Faculty Recruitment Toolkit" that is tailored for each search. This toolkit includes information about opportunities for outreach, AAU data on applicant pools, materials on unexamined bias, and legal guidelines for basic interviews. <sup>57</sup>

### ***Interactive Workshop for Department Chairs and Search Committees***

**Cornell University** and the Cornell Interactive Theatre Ensemble have developed a workshop for department chairs and search committees on how to avoid gender bias in the hiring process. The interactive theater session, called "It Depends on the Lens," has been presented multiple times at <sup>13</sup>

Cornell to department chairs, search committee chairs, and search committees. Other universities have hired the Theatre Ensemble to perform this workshop as well. In the workshop sessions, participants watch a DVD scenario and engage the ensemble actors in discussions based on the video, facilitated by a moderator. The session concludes with a discussion of the ADVANCE Center's best practices for combating subconscious bias in faculty searches. <sup>58</sup>

## **Monitor the Faculty Search Process**

**Issue:** Even if the members of a search committee are aware of the steps required to ensure an equitable search process and are trained to identify gender bias, it remains important to have a monitoring process in place at the institutional level.

### ***Appoint an Equity Advisor For Each Search Committee***

**The University of California, Irvine** convenes a group of senior faculty representing all schools as "Equity Advisors." These advisors are

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appointed as Faculty Assistant to the Dean in their respective schools and participate in faculty recruiting by approving search strategies and raise awareness of best practices. The equity advisors meet monthly and receive ongoing training and materials to support their role. In addition to monitoring search processes, the equity advisors organize faculty development programs, offer formal and informal mentoring, and address individual issues raised by women faculty.<sup>59</sup>

### ***Institutionalize Use of Candidate Evaluation Tools for the Faculty Search Process***

In conjunction with the equity advisor program described above, the **University of California, Irvine** (Forms UCI AP-80 a,b, and c) has institutionalized a three part search monitoring process. A form must be completed at each stage of the process to ensure that the position was advertised widely to a diverse applicant pool and that there is no significant discrepancy between the application pool availability and the short list of invited candidates. The equity advisor has signing authority at each stage of the process and approval is required to continue from one stage to the next.

**Cornell University's** ADVANCE program developed a Candidate Evaluation and Feedback Form for search committee members that was adapted from the **University of Michigan** ADVANCE Program. This tool was developed as a systematic and accountable method to minimize bias during the candidate evaluation process.<sup>60</sup>

## **Prevent Gender Bias during Negotiation (Double Bind Avoidance)**

**Issue:** Women often find it more difficult than their male colleagues to negotiate aggressively for their hiring packages without being perceived negatively. As such, their initial starting packages often pale in comparison to those of their male peers—which can carry with it long-term career consequences.

### ***Resource Negotiation***

Some department chairs at the **University of Michigan** negotiate for resources with a list of requested items from potential new hires.

According to a faculty member from one such department:

Before the second visit/interview, the Chair requested that I draw up and forward to him a list of equipment that I would need to conduct my research. Before our interview, he reviewed the list to determine what equipment was already available (“used” or as community property). Then, during our interview, he told me what community equipment

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“Women often find it more difficult than their male colleagues to negotiate aggressively for their hiring packages without being perceived negatively.”

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would be available to me, what “used but working” equipment would be deeded to me, and the sum of money that he had determined would be sufficient to allow me to purchase the remaining items (based on the cost estimates that I had provided). This distribution was negotiable; one costly item that they expected I would share with the other members of the department was in fact something my lab would use heavily and would therefore need to purchase new. Once I explained the situation, the Chair agreed and the cash portion of my start-up package was adjusted accordingly.<sup>61</sup>

### ***Confidential Negotiation Counseling***

The ADVANCE program at **Utah State University** provided confidential and informal counseling for candidates considering job offers at the university. Candidates received consultation on what to negotiate for and how to negotiate, and had a forum to find answers to questions many potential faculty members may avoid asking of department chairs, such as childcare options and stop-the-clock policies.<sup>62</sup>

## **Advancement and Retention**

**Issue:** Women are leaving academia at disproportionately high rates at every stage of their academic careers.<sup>63</sup> “It is essential to put in place programs to retain women in order to achieve a diverse faculty. If you don’t have a department that appeals to women, you will limit your talent pool and may end up with a lesser candidate,” according to Chancellor Blumenthal at the **University of California, Santa Cruz**.<sup>64</sup> Women with children are especially likely to leave academia because they see the one-size-fits-all academic career track as incompatible with childrearing, given inhospitable climates, inflexible schedules, and the lack of female academic parent role models. In fact, only one in three women who begins the tenure track without children ever has them.<sup>65</sup> Academic institutions will never retain proportionate numbers of women until women—like men—find they can have both careers and families.

## **Train Department Chairs to Manage Flexibility**

**Issue:** While department chairs have critical roles in hiring, evaluating, and retaining faculty, traditionally they have had minimal training and know little about important university policies such as family leave. An untrained chair, for example, may unknowingly violate the Family and Medical Leave Act by conditioning leave on a faculty member finding his or her own teaching replacement. It is essential to train all chairs on how to implement family-responsive policies and manage with flexibility.

### ***On-Line Faculty Booklet for Chairs and Deans***

The **University of California** system, under the Family Friendly Edge program, created an online booklet for chairs and deans dedicated to

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“Women with children are especially likely to leave academia because they see the one-size-fits-all academic career track as incompatible with childrearing, given inhospitable climates, inflexible schedules, and the lack of female academic parent role models.”

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improving the culture at the department level for encouraging usage of family-responsive policies. The toolkit discusses how departments can be family-responsive, lists legal do's and don'ts, and provides examples of responses to requests for flexibility. The booklet also contains a chart outlining what types of leave are available by caregiver status and type of pay (i.e., paid or unpaid), so that both faculty and "gatekeepers" have the correct information.<sup>66</sup>

### ***Guidelines for Family-Responsive Meeting Times***

**Texas A&M University** implemented a university-wide Core Meeting Hours Guideline administered through the Dean of Faculties Office. The Guideline encouraged each department and unit to determine a subset of hours between 8 a.m. and 5 p.m. in which it would be optimal to hold important meetings and functions so that all could attend while minimizing conflict with family responsibilities.<sup>67</sup>

### ***"School for Chairs"***

**The UC Berkeley** Family Friendly Edge conducts a "School for Chairs." Chairs are taught to discount resume gaps attributable to parenthood, mentor new parents through the tenure process, help find a second job for dual-career couples, create a more family-responsive climate through small changes such as ending faculty meetings by 5 p.m., and ensure that stopping the clock or taking family leave does not count against candidates. These policies and practices have helped UC Berkeley to increase its hiring rates for new women faculty from 26% to nearly 40% in the last few years.<sup>68</sup>

### ***Leadership Workshops***

At the **University of Washington**, the ADVANCE Center for Institutional Change (CIC) implemented quarterly half-day leadership workshops for chairs and emerging leaders. These workshops provide a chance to discuss best practices and strategies to advance women and underrepresented minorities in science, engineering, and mathematics.<sup>69</sup> Past topics include family leave and tenure-clock extensions, dual career hires, and building job offers. The CIC found that holding regular gatherings, using case studies, and asking faculty members to lead the discussion have been critical to their workshops' success.<sup>70</sup>

### ***Mentoring Focused on Family Responsiveness***

**The University of California, Davis** developed a Family Friendly Advisor/Mentor Program for department chairs and senior staff. UC Davis tries to have at least one department chair from each of its colleges, including the law school, as a mentor in the program so that information is equitably shared across the university. The advisors serve as a resource to colleagues on work-life issues, share their experiences, and assist with publicity and information about the university's programs and policies in this area.<sup>71</sup>

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"...workshops provide a chance to discuss best practices and strategies to advance women and under represented minorities in science, engineering, and mathematics."

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## Eliminate Bias: Clearly Communicate Policies to Internal and External Tenure Case Reviewers

*Issue:* Unfortunately, there are many stories of people who have stopped the tenure clock, only to encounter outside reviewers who ignore this fact. Inside and outside reviewers should be informed that, when a candidate has stopped the clock, the appropriate evaluation of the candidate should not be based on years from the Ph.D., but instead should tally only the countable time. In addition, to help protect against potential lawsuits, universities including **Harvard, M.I.T., Stanford,** and **U.C. Berkeley,** have adopted statements against bias against faculty who take leave or who stop the tenure clock. The standard text should be used in all correspondence about search committees and tenure rank matters.

**The University of California, Davis** has created language that explicitly states that faculty who are eligible to stop the clock shall not be arbitrarily disadvantaged for taking childbearing/childrearing leave or for stopping the clock.<sup>72</sup>

On a web page describing **Duke University's** "Professional and Personal Balance Policies," it is explicitly stated that "We tolerate no stigma for taking advantage of [the policies]; and our data show that both sexes do [take advantage of them]."<sup>73</sup>

## Offer Gender Bias Training to Faculty

*Issue:* Stereotyping can affect the behavior of even well-meaning faculty and administrators, and can penalize women in general, as well as mothers and others with caregiving responsibilities.<sup>74</sup> To make family-responsive policies effective, it is essential that all faculty, especially department chairs and deans, be trained to recognize and prevent gender bias.

### *Peer-Led Workshops by Request*

The **University of Michigan** STRIDE program has created innovative programs to educate key faculty about the impact of unexamined bias. STRIDE has recruited full professors at the University of Michigan to participate in an ongoing committee that provides advice on strategies to recruit a diverse and well-qualified faculty. Committee members are offered teaching relief. Each member studies a recommended reading list and attends three half-days of training on diversity issues.<sup>75</sup> STRIDE committee members then lead workshops for departments, search committees, and other groups in which they educate their peers about unexamined gender and other biases.<sup>76</sup> The STRIDE program has been particularly effective because the committee members are well-respected and the training is provided only upon request. The STRIDE program has succeeded in increasing the percentage of female hires in science and engineering from 14% to 34% in a period of four years.<sup>77</sup>

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"Stereotyping can affect the behavior of even well-meaning faculty and administrators, and can penalize women in general, as well as mothers and others with caregiving responsibilities."

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***Training Activities available to all departments***

**Penn State** offers all departments the use of their **Workshop Activity for Gender Equity Simulation (WAGES)**, an interactive demonstration (approximately 90 minutes) designed to illustrate how work-relevant gender inequities accumulate over time and are reflected in salary disadvantage and achievement of leadership positions. WAGES shows how inequity in women’s salary and opportunities for advancement accumulate through the differential impact of work/family, evaluation of research efforts, and other issues that often have a gender-relevant component, such as access to mentoring. The activity uses a game board divided into three levels, each corresponding to a different phase in work life (Assistant, Associate, and Full Professor). The object of the activity is to advance through the three levels and be the first participant to reach Distinguished Professor. The activity is available for use at other institutions for a nominal charge to cover production of the materials and shipping.

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“Academics without children may feel that their own struggles with balancing their work life are being ignored if the emphasis of existing benefit policies solely addresses the needs of faculty with children.”

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## Design Flexible Benefit Programs

### Provide Cafeteria-Style Benefits

**Issue:** A key way to control backlash against family-responsive policies is to provide cafeteria-style packaging of existing benefits, in which employees design their own benefits packages from a list of options. This plan recognizes that employees have a range of caregiving responsibilities—some faculty will need assistance with child care while others may have elder care duties. Academics without children may feel that their own struggles with balancing their work life are being ignored if the emphasis of existing benefit policies solely addresses the needs of faculty with children.

#### ***Flexible Benefits Program***

At the **University of Delaware**, for example, full-time and permanent part-time employees are allowed to choose from a cafeteria-style benefit program to suit their personal circumstances.<sup>78</sup>

#### ***Custom Choices***

**The University of Idaho’s CustomChoices for a healthy U and Idaho** Program offers a similar cafeteria-style benefit program and is available to employees who hold a board-appointed position that is expected to last at least five months and is at least one-half time. The University also makes available extensive online and in-person resources to help employees make educated choices about their benefits packages.<sup>79</sup>

# Ensure that Practice Supports Policy

*Issue:* Faculty may not take advantage of family-responsive policies because they are unaware of the policies that are available to them or because they fear professional repercussions if they use them. There are a number of effective ways that universities can make policies truly visible, including highlighting support and enthusiasm of administrators, developing clear and well-publicized policies, monitoring policy usage and perceptions of policy users, and developing a decision-making and financing structure that works best for a particular institution.<sup>80</sup> To maximize usage and make the policies an integral part of the culture, institutions need to invest energy in effective implementation.<sup>81</sup>

## Appoint a Trained Family Leave Specialist

*Issue:* Often faculty members who wish to take advantage of family-responsive policies must turn to their department chairs for information. If chairs are ignorant of such policies, or if they do not apply them fairly, faculty members may be misinformed about their legal rights and discouraged from taking leave.

### *An Employee Leaves Coordinator*

*The University of Oregon* has addressed this issue by creating an Employee Leaves Coordinator position within the Human Resources department. Rather than approaching their department chair directly, faculty hoping to take leave reach out to the Employee Leaves Coordinator, whose sole responsibility is to translate state law, federal law, and institutional policy for inquiring employees. The Employee Leaves Coordinator determines a faculty member's rights under state and federal law, calculates the amount of time the employee is entitled to, and notifies the department of the employee's decision to take legally-protected leave. **University of Oregon** employees wishing to take family leave benefit from the knowledge of a specialist and bypass any intimidation they may face by speaking to their department chair directly.<sup>82</sup>

## Leadership From The Top

*Issue:* A tangible way to encourage policy adherence is to showcase the support and enthusiasm of members of the senior administration, such as a president or a provost. Research shows that faculty members are more likely to confidently use family-responsive policies and perceive a family-responsive institutional culture when a president or provost advocates for these policies and where deans and chairs echo that support in faculty and committee meetings.<sup>83</sup>

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### ***Joint Statement by Nine Presidents Group***

In 2001, the Presidents of California Institute of Technology, Harvard University, Massachusetts Institute of Technology (MIT), Princeton University, Stanford University, University of California, Berkeley, University of Michigan, University of Pennsylvania, and Yale University met in response to an MIT report that found institutionalized gender inequity at all faculty levels. They produced a statement recognizing that barriers still exist for women faculty. They also committed to “work toward a faculty that reflects the diversity of the student body.”<sup>84</sup> In 2005, the Nine Presidents Group reconvened and committed to undertake further efforts to remove barriers and foster institutional excellence by promoting gender equity, helping to attract and retain women faculty, and enabling male and female faculty to have fulfilling personal as well as professional lives.<sup>85</sup>

### ***Publicized Statements by University Leaders***

In order to emphasize the institutional commitment to supporting a diverse faculty, some universities highlight statements by the president and/or provost in support of women faculty and family-responsive policies on important documents and high traffic web pages.

**The University of California** system includes many statements that demonstrate institutional commitment from their gender equity committees, the President’s Office, and chancellors’ offices in all of its communication about their “family friendly” policies.<sup>86</sup> Stanford University’s Family Matters @ Stanford resource and Guide to Recruitment and Retaining a Diverse Faculty booklets each begin with a lengthy and detailed statement from the Provost about the institution’s commitment to a diverse faculty and faculty with families. In addition, the webpage for the Faculty Development and Diversity Office highlights a joint statement from the President and the Provost about their commitment to faculty diversity.<sup>87</sup>

## **Strengthen Transparency, Communication and Outreach**

**Issue:** When information on family-responsive policies is shared clearly and openly, there is an increased likelihood of policy adherence and a perception of a fair and equitable workplace environment.<sup>88</sup> Information should be disseminated widely so all faculty, especially chairs, are aware of each policy offered.

### ***Develop Clearly-Stated and Well-Publicized Family-Responsive Policies***

Universities that have websites devoted to the important task of clearly detailing family-responsive policies and procedures show their commitment to these policies internally to current faculty members,

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“Women today earn nearly half of all doctorate degrees, yet they constitute only 31% of tenured faculty nationwide.”

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deans, and chairs, and externally to potential new faculty members. Those that already do this include:

***The University of California System***

***Stanford University***

***University of Michigan***

***University of Washington***

***Duke University***

Many of these websites include multiple resources about the various programs and policies that are offered to faculty at each university as well as other related research, reports and information. These sites are often linked to the Office of the Provost to increase internal and external traffic to the site.

Develop and Disseminate Printed Booklets on Family-Responsive Policies and Programs

In addition to publishing family-responsive policies online, some universities, including **Georgia Institute of Technology, Stanford University** and **University of California, Berkeley** printed brochures outlining family responsive policies, made them available on-line, and sent them to all faculty members through the mail.<sup>89</sup>

## **Monitor Policy Usage**

In order to assess the success of a family responsive policy and to identify any unintended outcomes, it is important to regularly collect and review data on policy usage as well as faculty perceptions (positive and negative) about various family-responsive policies and their usage.<sup>90</sup> Data on policy usage, by gender and department, should be collected longitudinally and systematically.

### ***Policy Usage Surveys***

In 2003, the University of **California at Berkeley** conducted a Faculty Work and Family Survey to better understand how faculty members balanced work and family obligations, the extent to which they used policies and their reasons for doing so (or not doing so). The survey was extended to other schools in the UC system to assess the effectiveness of family-friendly policies and programs for ladder-rank faculty. Though this is an effective starting point, one-time surveys will not collect the regular monitoring feedback necessary.

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“In order to assess the success of a family responsive policy and to identify any unintended outcomes, it is important to regularly collect and review data on policy usage as well as faculty perceptions (positive and negative) about various family-responsive policies and their usage.”

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