



## ADVANCE Project TRACS Annual Departmental Diversity, Equity, and Inclusiveness Self-Study Supportive Feedback

Based on self-study data from 35 academic departments at Montana State University submitted in Spring 2013, this feedback form addresses general challenges, successes, and plans that arose as common themes across all of campus, and within each specific college. It aims to provide specific feedback to assist in overcoming any challenges by providing insights from MSU departments and from other institutions on how to address issues surrounding diversity, equity, and inclusiveness.

### Montana State University's Statement on Diversity

<http://www.montana.edu/president/prescomm/diversity.html>

Montana State University is committed to creating a culture of intellectual and personal growth. Because learning is enhanced when topics are examined from diverse perspectives and because individuals possess unique outlooks which reflect the world around us, Montana State University is dedicated to creating an inclusive community that embraces a rich mix in the composition of its student body, staff and faculty. The distinction in viewpoints that comes from differences in race, gender, age, language, socioeconomic status, religion, political affiliation and geographical background are appreciated and valued at MSU as important aspects of the campus community at every level and in every sector of the campus.

To this end, MSU welcomes international students and faculty and enthusiastically seeks engagement with peers from around the globe to expand our depth of understanding and share in the discovery of knowledge. MSU has an especially strong commitment to Native Peoples and actively engages in the development of social and educational initiatives to preserve the cultural integrity of all American Indian students, faculty and staff. MSU strives to advance the ideals of human worth and dignity for all by facilitating open discussion, supporting rational resolution of conflict and encouraging on-going examination of values.

Cite as: Smith, J. L. & Belou, R. (2013). *ADVANCE Project TRACS Annual Departmental Diversity, Equity, and Inclusiveness Self-Study Supportive Feedback*. Montana State University.

*Brought to you by ADVANCE Project TRACS and the President's Commission on the Status of University Women and the Office of the Provost. Thank you for participating in the Annual Departmental Diversity, Equity, and Inclusiveness Self-Study form.*

## **What do departments see as the biggest challenge they face to promoting equity, diversity, and inclusiveness?**

---

### **Recruitment: Women/minorities don't apply**

Recruitment must be an active process, whereby time is taken to write a broad and inclusive advertisement, making sure the advertisement is placed in key outlets, and actively recruiting qualified people at conferences and via email/phone calls.

*One Department Head at MSU describes their active recruiting: "As part of the process I personally called up-and-coming women scientists in the field and encouraged them to apply."*

Project TRACS and HR can assist in many ways with your recruitment needs, and the earlier in the process the better. Keep in mind that unintended bias can often play a role in recruitment efforts, whereby the same vitae or resume or viewed differently depending on the gender/ethnicity/sexual orientation of the applicant and it is important to take the time to carefully examine and evaluate all candidates, especially those that can add diversity and a different life perspective to your department. Below are links to tips and strategies for recruiting a broad diverse pool of applicants.

Please refer to the ADVANCE Project TRACS "Broadening Participation Search Tips" for helpful information about increasing the diversity of candidates in your applicant pool:

<http://www.montana.edu/nsfadvance/PDFs/SearchTips.pdf>

The University of Wisconsin-Madison has brochures providing tips on reviewing applicants

[http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_3rdEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf)

### **PIPELINE: There are very few women/minorities who have PhDs**

A particular recruitment challenge that emerged among many departments was the "pipeline" problem which is a metaphor describing a phenomenon in which a proportionate number of men and women enter academia at the front end, but far fewer women emerge from the other end as full professors due to circumstances that "leak" women throughout careers.

*As one MSU Department Head wrote, "The biggest challenge is simply that only a third of all Ph.D.s in chemistry are earned by women, and only a small percentage of women who earn Ph.D.s choose to become tenure track professors. It is difficult for us to provide an appropriately diverse faculty when there are only a small number of women faculty members in the pipeline."*

While the “pipeline issue” is certainly a challenge, highly qualified women and minorities are present in every field. According to Boushey (2005) the percentage of highly-educated women in the labor market is not in decline, despite popular opinion. But, yes, the percentage might be low, thus use the percentage information as a meter by which to assess the depth of your applicant pool. Have 15% women in the pipeline? Then aim for *better than 15%* in your applicant pool and finalist pool.

Dr. Virginia Valian (2007) describes that the pipelines, especially in science-related fields, “leak” women at a higher rate than men for a variety of reasons, including childcare, values, and normative feedback). Thus, part of the way to combat the pipeline issue is to look inward and improve the climate in your department for undergraduate students and graduate students (if applicable) in ways that encourage women and minorities to continue in the pipeline.

ADVANCE Project TRACS has established a mechanism by which departments can apply for Target of Opportunity or Diversity Depth Hires, which you can read about and apply for here:

<http://www.montana.edu/nsfadvance/attunement.html>

## **SALARY AND START UP PACKAGES ARE TOO LOW AT MSU**

Another common recruitment related challenge was salary/start up packages. *For example, one Department Head wrote, “Our biggest challenge is lack of funds to recruit and retain diverse students and faculty.”*

This is a concern that is so often echoed at MSU that it appears (with a response) on the “Broadening Participation Search Tips” worksheet:

**“There are no women in our field, and those who are available are in high demand and MSU can’t compete with our low salaries.”**

Though women and minorities are scarce in some fields, it is rarely the case that there are none. In a study by Turner (in *Diversifying the Faculty*) the majority - 54% - of prestigious Ford Fellowship recipients (all of whom are minorities) were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years. Only 11% of women/minority scholars were recruited by several institutions thus, the remaining 89% were not involved in any ‘competitive bidding war.’”

It is imperative that only the candidate decides whether he or she is satisfied with the offered salary. Do not preemptively rule someone out because of a potentially misguided perception. High salaries are not always the deciding factor for where promising candidates choose employment, as Ferriman, Lubinski, and Benbow (2009) found that women value more than salary when searching for employment, including many things MSU can offer, such as work-life integration.

It is also important that once a woman or minority is made an offer that everyone (faculty and administrators) work hard to negotiate as high a salary as possible for that candidate. There is a robust gender gap in negotiation willingness likely because many women are aware that assertiveness can often provoke backlash and social disapproval (Amanatullah & Morris, 2010; Kray & Thompson, 2005). Concerns about inversion are very real, but fight that battle separately and do not compress the salary of new hires. The only way this salary challenge will be overcome is to offer the best starting salary possible.

Finally, some may be concerned that outstanding diverse faculty will be recruited away from MSU for higher salary and start-up. This may be, after all as Dr. Virginia Valian points out that “even when men and women start out with equal salaries, as is more and more the case, they become unequal over time.” As such, it is important for faculty and administrators to constantly evaluate and push for merit and other raise opportunities.

## **FACULTY LINES ARE HARD TO COME BY**

*As one Department Head explained, their department “is also challenged by the inertia of our campus administration in providing new faculty lines specifically to increase diversity.”*

Certainly additional faculty lines within departments are hard to come by, thus it is important to think about what departments can do to make themselves look appealing to women and minority graduate and undergraduate students with the faculty they already have. How does a department make itself more inclusive so that when they do search, they are very attractive to candidates? Ideas include scrubbing departmental websites to make sure they showcase women and minorities in the department; bringing in underrepresented minority speakers for colloquia; and celebrating the achievements of all faculty equally. Women are often less inclined to self-promote accomplishments (Moss-Racusin & Rudman, 2010) thus it is important that departments have a process to solicit “good news” from all faculty and to ensure that faculty are fairly considered for award nominations.

## **INABILITY TO MAKE PARTNER ACCOMMODATIONS**

*As one Department Head states, a major challenge is the “relative paucity of spousal job opportunities in Bozeman. We know we have lost excellent male and female candidates in the past because of these two issues. We have twice successfully negotiated NTT positions for spouses in other departments but these have both been temporary arrangements for 1-2 years for part-time positions and thus do not adequately meet the needs of full-time working spouses. Working spouses who are not interested in teaching as an NTT at MSU often have a very difficult time finding jobs in Bozeman.”*

ADVANCE Project TRACS has been working with the Provost’s Office and departments around campus to accommodate partners of new faculty members with employment both on-campus and off-campus. Read more about it here: <http://www.montana.edu/nsfadvance/integration.html> Follow the link to be directed to the on-campus request form: <http://www.montana.edu/nsfadvance/PDFs/PartnerAccommodationWorksheet.pdf>

In addition to the sources provided in the bullet points below, the ADVANCE Project TRACS website has a number of other useful resources available, concerning recruitment and the hiring process: <http://www.montana.edu/nsfadvance/resources.html>

## **OVERBURDENING FEMALE/MINORITY FACULTY WITH SERVICE ASSIGNMENTS:**

*As one Department Head states, “The biggest challenge is faculty workload, including the high teaching load, a high service load for the female department faculty on campus. The service + teaching load can damage research productivity.”*

This is certainly an important consideration and a reason that the College of Business recognizes that even with the necessity for diverse committees, they “take care not to over-burden female faculty with service assignments in the pursuit of female representation.”

The Department of Sociology and Anthropology wants “to make sure that we support the decision of female faculty when they need to *say no to service commitments* and help them balance these commitments in a way that meets both their needs and the needs of the department. We need to protect all junior faculty, but especially women and minority faculty, from being involved in too much service.”

This problem is so well known, that the AAUP recently called it “[the ivory ceiling of service work](#)” Mentor junior faculty to outline a protected “research day” and as a department leader help coordinate that day within your department (e.g., being mindful of when faculty meetings are set, advising hours, etc). Keep track of the service obligations (and the prestige and workload associated with each obligation) so that the department is aware of the service load of one another.

Know that ADVANCE Project TRACS, in conjunction with the PCOSUW, has started an Equity Advocate Program. In situations where a minority or woman faculty member is overburdened (or simply not available) but an important search committee/P&T committee is in need of representation, one option is to request an EA for that committee. Although not every request can be granted, this is at least one pathway to consider. Email [ADVANCE@montana.edu](mailto:ADVANCE@montana.edu) or see <http://www.montana.edu/president/universitywomen/equity.php> for more information.

## **RETAINING AND PROMOTING WOMEN/MINORITY FACULTY**

*As another Department Head noted, one of their biggest challenges is “continuing to support women faculty members so that they can maintain a high quality of life – i.e., we cannot just focus on recruiting women faculty we also must support them throughout their careers.”*

Indeed, it is very important to mentor women and minority faculty who may not have access to typical avenues of support networks. The School of Film and Photography states, “The recent increase in the number of women among the faculty has already had evident effect in the development of a more collegial community among faculty, and more empowerment among the women faculty through mutual support.”

And in the Department of Education, “Women play a host of critical roles throughout our Department. We provide mentoring for the pre-tenure faculty in the area of leadership development and provide numerous opportunities for women to participate in professional development.”

There are gender disparities in rank, advancement, grant dispersion, and salaries, across all professions (Long, 2001; United States & United States, 1994; Weneras & Wold, 1997). According to Dr. Virginia Valian, “Women

have to meet a higher standard in order to receive the same recognition as men do.” The following tutorials provide some data and tips on methods of support:

Tutorial 1: <http://www.hunter.cuny.edu/gendertutorial/tutorial1.html>

Tutorial 2: <http://www.hunter.cuny.edu/gendertutorial/slides/gt02.htm>

The University of Wisconsin-Madison, has introduced “Fostering Success for Women in Science and Engineering” brochure: <http://wiseli.engr.wisc.edu/docs/FosteringSuccessBrochure.pdf>

“Advancing Women in Science and Engineering: Advice to the Top” brochure:

<http://wiseli.engr.wisc.edu/docs/AdviceTopBrochure.pdf>

## **WE DON'T HAVE AN ISSUE WITH GENDER DIVERSITY: OUR DEPARTMENT TREATS EVERYONE EXACTLY THE SAME.**

Just because a department has equal numbers of men and women or even has more women than men, does not mean the department feels inclusive. Check in with faculty (and staff and students too!) to see how they are feeling and what, if anything, might improve even the best of departments. If everything really is great, perhaps it is time to focus efforts on reaching out to other underrepresented minorities to truly add depth and diversity to your department and college.

Keep in mind that “gender neutral” does not mean “gender equal”. In fact, much research shows that a color-blind (or gender blind) approach makes talking about diversity feel taboo and can isolate people who are less socially privileged. Although well-meaning, the sentiment that one “doesn’t see gender” can lead to overlooking systematic bias and make it difficult to see discrimination when it happens, (e.g., [press release on Apfelbaum et al., 2012](#)). What can be done? Embrace difference and talk openly about diversity and gender. Realize that men and women may have unique gendered experiences and concerns and be ready to talk openly about these issues.

McCabe, 2011 suggests these three steps to multiculturalism:

- Recognizing and valuing differences,
- Teaching and learning about differences, and
- Fostering personal friendships and organizational alliances

## **What are the short or long-term plans for providing a climate that can broaden the participation of women and minorities in the department?**

---

### **MENTORING:**

*One Department Head notes, “We would benefit from a more formal mentoring program” to provide a need-supported climate targeted at broadening the participation of women in the department.*

A supportive network and role models provide relatedness, as well as facilitate career advancements for women and minorities in academia. The College of Engineering has set up an informal mentoring network for its female tenure-track faculty members, in which senior female faculty members provide resources and advice to junior female faculty members to aid in the advancement of their careers.

## **STRATEGIC PLANNING:**

By developing a strategic plan to prioritize, set common goals, and establish agreement over desired outcomes, individuals in departments can clearly establish metrics and define successes.

*One department is working on a business plan that “includes both demand creation strategies and retention strategies that will benefit all students. With proper resources, we can improve courses that are barriers to success, offer key courses more frequently, improve the advising experience and provide a greater variety of faculty role models. “*

The American Library Association has developed guidelines and resources to help in the process of creating and building support for a diversity strategic plan:

<http://www.ala.org/advocacy/diversity/workplace/diversityplanning>

A number of institutions have created strategic plans for diversity.

- U. C. Berkeley (<http://diversity.berkeley.edu/uc-berkeley-strategic-plan-equity-inclusion-and-diversity>),
- Virginia Tech (<http://www.diversity.vt.edu/diversity-at-vatech/diversity-strategic-plan/diversity-strategic-plan.html>)
- The University of Wisconsin-Madison has a brochure to guide department heads in “Enhancing Department Climate”: <http://wiseli.engr.wisc.edu/docs/ClimateBrochure.pdf>

## **IMPLEMENTING MODIFIED DUTIES/FMLA ACCOMODATIONS:**

One Dean noted, *“The College would also like to develop a written policy for faculty leave for the birth or adoption of a child but believes it must wait until MSU develops a policy to guide the College.”*

A Department Head wrote *“we have made arrangements for all of our faculty to take family leave when medical or family issues have arisen. We have also worked with them to provide coverage for their classes or alternative delivery methods to help all of our faculty during these types of challenging situations. One very positive quality of our department is the willingness that our faculty demonstrates—jumping in to help with a faculty member’s class when a situation arises.”*

Did you know we have a University Family Advocate? This person can help advocate, share resources, and be a compassionate listener for staff, students, and faculty navigating family issues at MSU. Contact Sara Rushing or [ADVANCE@montana.edu](mailto:ADVANCE@montana.edu) to set up a meeting or get more information. You can also find a copy of a the Family Advocate brochure [here](#)

Last year, the Sick Leave Task Force and MSU's Human Resources adopted a new Donate Sick Leave policy. Learn more about it here: ADVANCE Project TRACS is now working on drafting a policy for Modified Duties for Family Caregiving Leave, revising the policy for stopping the tenure clock, and has created a proposal form to make a Modified Duties Request. The Provost is forming a Work-Life Integration Task Force to review, adopt, and implement these types of policies. This year, ADVANCE is working on bringing care.com to MSU, which can assist with "Family" (elder, partner, child, pet) Care needs. Read more about the steps being taken to improve the work-life integration at MSU here: <http://www.montana.edu/nsfadvance/integration.html>

## Selected References/Resources by Topic

### **RECRUITMENT/PIPELINE**

- Boushey, H. (2005). Are women opting out? Debunking the myth. Center for Economic and Policy Research. Washington, DC, Center for Economic and Policy Research.
- Gannon, F., Quirk, S., & Guest, S. (2001). Are women treated fairly in the EMBO postdoctoral fellowship scheme? *European Molecular Biology Organization Reports* 2, 8, 655–657.
- Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. A., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences of the United States of America*, 109(41). Retrieved from: <http://www.pnas.org/content/early/2012/09/14/1211286109>
- Preston, A. E. (2004). Leaving science: Occupational exit from scientific careers. New York: Russell Sage Foundation.
- Steinpreis, R. E., Anders, K. A., & Ritzke, D. (1999). The impact of gender on the review of curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41, 7/8, 509-528.
- Valian, V. , (2007). Tutorials for change: Gender schemas and science careers. Retrieved from <http://www.hunter.cuny.edu/gendertutorial/>

### **SALARY AND START UP PACKAGES**

- Amanatullah, E. T., & Morris, M. W. (2010). Negotiating gender roles: Gender differences in assertive negotiating are mediated by women's fear of backlash and attenuated when negotiating on behalf of others. *Journal of Personality and Social Psychology*, 98, 256-267. doi: 10.1037/a0017094
- Ferriman, K., Lubinski, D., & Benbow, C. P. (2009). Work preferences, life values, and personal views of top math/science graduate students and the profoundly gifted: Developmental changes and gender differences during emerging adulthood and parenthood. *Journal of Personality and Social Psychology*, 97(3), 517-532. doi:http://dx.doi.org/10.1037/a0016030
- Kray, L. J. and L. Thompson. (2005). Gender stereotypes and negotiation performance: A review of theory and research. *Research in Organizational Behavior Series*, 26, 103–182.
- Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, DC: Association of American Colleges & Universities.

### **PARTNER ACCOMODATIONS**

- McNeil, L. E., & Sher, M. (1999). The dual-career-couple problem. *Physics Today*, 52(7), 32-37.



Wolf-Wendel, L. E., Twombly, S. B., & Rice, S. (2000). Dual-career couples: Keeping them together. *The Journal of Higher Education (Columbus, Ohio)*, 71(3), 291-321.

### **MULTICULTURALISM**

Apfelbaum, E. P., Pauker, K., Sommers, S. R., Ambady, N. (2010). In blind pursuit of racial equality? *Psychological Science*, 21, 1587-1592.

McCabe, J. (2011). Doing Multiculturalism: An Interactionist Analysis of the Practices of a Multicultural Sorority. *Journal of Contemporary Ethnography*, 40 (5), 521-549.

Norton, M. I., Sommers, S. R., et al. (2006). Color blindness and interracial interaction: Playing the Political Correctness Game. *Psychological Science*, 17, 949-953.

Smithson, J. & Stokoe, E. H. (2005). Discourses of work-life balances: Negotiating genderblind terms in organizations. *Gender, Work & Organization*, 12, 147-168.

### **RETAINING/PROMOTING WOMEN AND MINORITY FACULTY**

Cole, J. R., & Singer, B. (1991). A theory of limited differences: Explaining the productivity puzzle in science. In H. Zuckerman, J. R. Cole, and J. T. Bruer, (Eds.), *The outer circle: Women in the scientific community*. (277-310). New York: W. W. Norton and Company.

Heilman, M. E., Wallen, A. S., Fuchs, D., & Tamkins, M. M. (2004). Penalties for success: Reactions to women who succeed at male gender-typed tasks. *Journal of Applied Psychology*, 89(3), 416-427.

Long, J. Scott, ed. (2001). Executive Summary. *From scarcity to visibility: Gender differences in the careers of doctoral scientists and engineers* (pp.1-8). Washington, D.C.: National Academy Press.

United States., & United States. (1994). *Peer review: Reforms needed to ensure fairness in federal agency grant selection: report to the Chairman, Committee on Governmental Affairs, U.S. Senate*. Washington, D.C: The Office, 1-133.

Wenneras, C. & Wold, A. (1997). Nepotism and sexism in peer-review. *Nature*, 387, 341-343.

### **WORK RELEASE/FMLA ACCOMODATIONS**

Correll, S., Bernard, S., & Paik, I. (2001). Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 112(5), 1297-1338.

Kerber, L. K. (2005, March 18). We must make the academic workplace more humane and equitable. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/We-Must-Make-the-Academic/28101/>.

Radcliffe Public Policy Center. (2000). *Life's work: Generational attitudes toward work and life integration*. Cambridge, MA: Radcliffe Public Policy Center, Harvard University.