ACTION AGENDA FOR A NEW MILLENNIUM

IMPLEMENTING THE AGENDA

1) In consultation with the Millennium Project leadership, appoint a Millennium Project Oversight Committee to work with the President’s Cabinet to monitor the implementation of the Action Agenda for a New Millennium.

2) Fund a minimum of a 1.0 FTE position for a Project Oversight Coordinator to work in conjunction with the Millennium Project Oversight Committee, as well as an annual supporting budget for operations.

3) Create and fund at minimum a 1.0 FTE position to ensure the collection and analysis of faculty data, in order to enable the assessment of the disparate working conditions of faculty. The results of the data collection and analysis process should be reported to the Millennium Project Oversight Committee and President’s Cabinet, with periodic summaries of results being released to the faculty at large.

4) Schedule an interim evaluation of the university’s progress toward meeting the goals outlined in the Action Agenda for a New Millennium, to take place two years after the Millennium Project Report release, with the aim of identifying any further steps that need to be taken toward those goals.

5) Schedule a comprehensive evaluation of the university’s achievement of the goals outlined in the Action Agenda for a New Millennium, to take place no later than five years after the Millennium Project Report release, with the aim of articulating a continuing vision for the future.

CREATING A DIVERSE COMMUNITY

I. Increase representation of women faculty and faculty of color in tenure-track positions and leadership roles.

✔ Establish an annual reporting process to track the numbers of women faculty and faculty of color recruited and retained in each college.

✔ Offer substantive rewards to colleges that increase numbers of women faculty and faculty of color in tenure-track positions, through incentives such as receiving a new line from the Provost or other resources.

✔ Make each college and its dean accountable for increasing the numbers of women faculty and faculty of color in leadership positions.

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8 Highest priority initiatives are designated by roman numerals, whereas supporting initiatives are designated by bullets.
Implement and sustain a systematic centralized exit interview process in order to determine why faculty leave, following up on the pilot Exit Interview Study conducted by the Provost’s Office (1999-2000), and institute a process for applying what is learned from the analysis to improve the climate for all faculty.

II. **Adopt policies to ensure that diversity is a true institutional priority.**

- Initiate a “critical mass” program to support the hiring of tenure-track women faculty and faculty of color in departments that house an unusually small proportion of such faculty.

- To address the relative isolation of faculty of color and junior faculty, establish a program that provides resources and support for networking groups of faculty of color, junior faculty, and other groups, akin to the University of Michigan’s Women of Color in the Academy Project.

- Educate promotion and tenure and search committees about the criteria for newly emerging research areas (e.g., feminist studies, race/ethnicity studies, sexuality studies, community-based and applied research) and about multiple models for faculty success.

**CREATING A FAIR COMMUNITY**

I. **Identify and rectify salary inequities.**

- Identify funds for the College of Medicine to rectify salary disparities documented in the GRACE Project of the University of Arizona College of Medicine report.

- Immediately establish a salary equity review process by carrying out the University Compensation Advisory Team (UCAT) recommendation for an annual faculty salary monitoring report. The establishment of the equity review should be supported by a system for addressing any salary inequities that are identified.

- To get detailed information on a college by college basis, each college should conduct a salary and climate study modeled on the GRACE Project of the College of Medicine (see Appendix B in this report for a summary of the methodology and findings). Each college should subsequently establish a plan to correct any inequities that are identified.

- Provide resources not only to retain accomplished faculty who receive outside offers, but also to compensate similarly accomplished faculty who do not seek outside offers.

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9 The GRACE (Generating Respect for All in a Climate of academic Excellence) Project is a comprehensive study designed to investigate causes of, and implement solutions to, the disparity between male and female faculty in the College of Medicine. See Appendix B in this report and http://www.medicine.arizona.edu/grace/ for more information.
II. Apply policies and procedures consistently.

Hiring Process

✓ Promote equity within the hiring process by requiring each department to provide a comprehensive list of negotiable items available as a part of start-up packages to new hires.

✓ Systematically monitor all start-up packages by reviewing letters of offer across departments and colleges.

Access to Resources and Policies

✓ Make internal resources for research and faculty development activities equally visible and available to all.

✓ Publicize existing policies (e.g., alternative duties, sexual harassment, sick childcare, maternity leave) and ensure equitable enforcement and application in every department through oversight and education.

Review Process

✓ Given the difficulty of achieving blind review through all performance review processes, develop a “second-look” review mechanism for women faculty and faculty of color to ensure fair treatment of individuals in these groups.

✓ Mandate representation of all ranks of faculty in the annual review process.

Grievance Process

✓ Investigate patterns of complaints in the handling of grievances to determine what, if any, remedial action needs to be taken.

III. Distribute faculty workload equitably.

✓ Establish an annual departmental reporting process to compare faculty teaching and service responsibilities. Pay particular attention to the workload for women and faculty of color, recognizing the burden of informal advising assumed by those faculty.

✓ Develop a college-based system of rewards, including compensatory release time and research support for faculty with extraordinary teaching and service responsibilities.

✓ Publicize the new pilot Research Career Development Fund, designed to provide special support from the Provost’s Office for research and creative activity by faculty who have assumed unusually heavy teaching and service loads.
Evaluate mechanisms for implementing a part-time tenure-track option to enable faculty to achieve their greatest potential by having the choice of a part-time or full-time path toward tenure that will accommodate a variety of work-life circumstances.

**CREATING A HOSPITABLE COMMUNITY**

I. **Address subtle discrimination and sexual harassment.**

- Make clear that subtle discrimination and other disrespectful behavior will not be tolerated at any level, and require administrators to take this into account for all evaluations and merit raises.

- Require training for all deans, department heads, and directors on a continuing basis, to prevent sexual harassment and subtle discrimination. Encourage administrators to educate their faculty in turn.

- Thoroughly investigate patterns of complaints against any administrator and discipline discriminatory administrators, removing them from positions of leadership if necessary.

II. **Provide quality mentoring for interested faculty.**

- Create a faculty mentoring program, akin to the Faculty Fellows program, that would encourage application from interested mentors who would be supported in their mentoring roles by resources in their units and would receive additional compensation from the Provost’s Office for their efforts.
References


Cameron, Mets, Jones, & Ettington (1986). *Toward a nonviolent campus climate*. (ERIC Document Reproduction Service No. ED 304957)


