

ACTION AGENDA FOR A NEW MILLENNIUM⁸

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.

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 Project⁹ 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.

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

- Astin, A. W., Trevino, J. G., & Wingard, T. L. (1991). *The UCLA campus climate for diversity: Findings from a campuswide survey conducted for the chancellor's council on diversity*. Higher Education Research Institute, University of California, Los Angeles.
- Astin, H. S., Antonio, L. S., Cress, C. M., & Astin, A. W. (1997). *Race and ethnicity in the American professoriate, 1995-96*. Los Angeles: Higher Education Research Institute, UCLA.
- Astin, H. S., & Cress, C. M. (1998). *A National Profile of Academic Women in Research Universities*. (Paper presented at Women in Research Universities, Harvard University).
- Baird, L.L. (1988). The college environment revisited: A review of research and theory. In J. C. Smart (ed.), *Higher education: Handbook of theory and research*. New York: Agathon Press.
- Bauer, K. (ed.), (1998). Campus climate issues in institutional researcher. *New Directions for Institutional Research*, 98(2). San Francisco: Jossey-Bass.
- Cameron, Mets, Jones, & Ettington (1986). *Toward a nonviolent campus climate*. (ERIC Document Reproduction Service No. ED 304957)
- Chein, I. Appendix: An introduction to sampling. In L. H. Kidder (ed.), *Sellitz, Wrightsman, & Cook's research methods in social relations*. (4th ed.). Austin, TX: Holt, Rinehart, & Winston.
- Cress, C. M. (1999). *The impact of campus climate on students' cognitive and affective development*. University of California, Los Angeles: Unpublished doctoral dissertation.
- D'Augelli, A. R. (1989). Lesbians' and gay men's experiences of discrimination and harassment in a university community, *American Journal of Community Psychology*, 17, 317-321.
- Drew, T. L., & Work, G. G. (1998). Gender-based differences in perceptions of experiences in higher education: Gaining a broader perspective. *The Journal of Higher Education*, 69(5), 542-555.
- Eliason, M. J. (1996). A survey of the campus climate for lesbian, gay and bisexual university members. *Journal of Psychology & Human Sexuality*, 8(4), 39-58.
- Glasser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*. Chicago: Aldine.
- Green, M. F. (ed.). (1989). *Minorities on campus: A handbook for enhancing diversity*. Washington, DC: American Council on Education.

- Haignere, L., Lin, Y., Eisenberg, B., & McCarthy, J. (1996). *Pay checks: A guide to achieving salary equity in higher education*. Albany, NY: United University Professions.
- Honigmann, J. J. (1982). Sampling in ethnographic fieldwork. In R. G. Burgess (ed.). *Field research: A sourcebook and field manual*. London: Allen & Unwin.
- Kuh, G. D., & Whitt, E. J. (1988). *The invisible tapestry: Cultures in American colleges and universities* (ASHE-ERIC Higher Education Report Series, No. 1). Washington, D.C.: Association for the Study of Higher Education.
- Kuh, G.D., Vesper, N., Connolly, M. R., & Pace, C. R. (1997). *College student experiences questionnaire: Revised norms for the third edition*. Bloomington, IN: Center for Postsecondary Research and Planning, School of Education, Indiana University.
- Leatherman, C. (February 1, 2001). U.S. research universities report a drop in the number of Ph.D.s awarded. *The Chronicle of Higher Education*. (<http://www.chronicle.com>)
- LeCompte, M.D., & Preissle, J. with Tesch, R. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). Orlando, FL: Academic Press.
- Lincoln, Y. S., Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Miller, D.W., & Wilson, R. (1999, April 2). MIT acknowledges bias against female faculty members. *The Chronicle of Higher Education*, p. A18.
- Moran, E.T., & Volkwein, J.F. (1988). Examining organizational climate in institutions of higher education, *Research in Higher Education*, 28, 367-383.
- Nora, A., & Cabrera, A. F. (1996). The role of perceptions of prejudice and discrimination on the adjustment of minority students to college. *Journal of Higher Education*, 67(2), 119-148.
- Olsen, D. (1991). *Women and minority faculty job satisfaction: A structural model examining the effect of professional role interests*. ASHE Annual Meeting Paper. (ERIC Document Reproduction Service No. ED 339 323)
- Patton, M. Q. (1990). *Qualitative evaluation methods* (2nd edition). Thousand Oaks, CA: Sage.
- Peterson, M. W., & Spencer, M G. (1990). Understanding academic culture and climate. *New Directions for Institutional Research*, No. 68. San Francisco: Jossey-Bass.
- Riger, S., Stokes, J., Raja, S., & Sullivan, M. (1997). Measuring perceptions of the work environment for female faculty. *Review of Higher Education*, 21(1), 63-78.

Rychlak, J. F. (1968). *A philosophy of science for personality theory*. Boston: Houghton-Mifflin.

Sax, L. J. (1994). *The dynamics of "tokenism": How college students are affected by the proportion of women in their major*. Unpublished doctoral dissertation. University of California, Los Angeles.

Sax, L. J., Astin, A. W., Korn, W. S., & Gilmartin, S. K. (1999). *The American college teacher: National norms for the 1998-99 HERI faculty survey*. Los Angeles: Higher Education Research Institute, UCLA.

Sax, L. J., & Chun, M. L. (November, 1991). *Differential impacts of ethnic studies on black and white college students' racial attitudes: Evidence from a national longitudinal study*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Boston, MA.

Strange, C. (1994). Student development: The evolution and status of an essential idea. *Journal of College Student Development*, 35, 399-412.

Taylor, S. J., & Bogdan, R. C. (1984). *Introduction to qualitative research and methods: The search for meaning*. New York: Wiley.

Tierney, W. G. (1987). Facts and constructs: Defining reality in higher education organizations. *Review of Higher Education*, 11(1), 61-73.

Tierney, W. G. (1993). *Building communities of difference: Higher education in the twenty-first century*. Westport, Conn: Bergin and Garvey.

Tierney, W. G., & Bensimon, E. M. (1996). *Promotion and tenure: Community and socialization in academe*. Albany, NY: State University of New York Press.

Tierney, W. G., & Rhoads, R. A. (1993). *Enhancing promotion, tenure and beyond: Faculty socialization as a cultural process*. ASHE-ERIC Higher Education Report No.6, Washington, DC: George Washington University.

Toren, T. (2000). The subtle ways of differential treatment. In, *Hurdles in the halls of science*. 73-76, Lahnam, MD: Lexington Books.

Turner, C.S.V., & Thompson, R.J. (1993). Socializing women doctoral students: Minority and majority experiences. *Review of Higher Education*, 16(3), 355-370.

Valian, V. (1998). *Why so slow?: The advancement of women*. Cambridge, MA: MIT Press.

Walsh, W. B. (1978). Person/environment interaction. In J. Banning (ed.), *Campus ecology: A perspective for student affairs*. Cincinnati: National Association of Student Personnel Administrators.

Wolf-Wendel, L. E. (2000). Women-friendly campuses: What five institutions are doing right. *The Review of Higher Education*, 23(3), 319-345.