

**What We Want our Chairs to Know: A Discussion at March 21, 2019 Chairs Breakfast**

**Goal: How ADVANCE can support your goals for an inclusive and equitable department?**

(Learning from ADVANCE programs & evaluation, University Climate Surveys, etc.)

**Think about and discuss:**

\*What opportunities for professional development could ADVANCE support for you?

\*Do you know where to go for resources to build your department inclusively?

\*When ADVANCE has a recommendation or an idea about department-related issues, how can we best communicate that to you to process and incorporate into your ongoing work?

*"A leader does not control the attitudes or behavior of unit members and therefore does not control culture. What a leader can do is to identify productive and unproductive aspects of a unit's culture -- and set expectations and standards for the conduct of others that affect collective behavior."* - <https://www.insidehighered.com/advice/2019/03/14/recommendations-improving-unhealthy-department-culture-opinion> → Remember norms follow power, real or perceived.

**Don't ignore the warning signs when you sense, or are explicitly told about, climate/culture issues. People are more productive when they are happy and supported.**

**BACKGROUND Info:**

**From Kardia Formative Evaluation:** (note: no gender differences, except men > understanding of unconscious bias in search)

- 37% "My chair understands how to create a good and equitable departmental climate and is effective at doing so"
- 43% "I am confident that a significant number of my colleagues in my department understand my experience, support my career, and facilitate my full participation in the department"

→What does it look like when all faculty agree with these statements about their chairs and colleagues? Can we get there? How?

**Chairs can lead by resetting the norms; some norms can be co-created with your community:**

- Don't talk about people to others—retiring, who is good/bad at xyz → remember confidentiality
- Seek input from the whole department (students, staff, faculty), not just the senior colleagues, or your friends, or those who always offer lots of advice
- Appreciate service and mentoring and advising (use tools from Service Summit)
- Distribute important responsibilities equitably
- Equitably and reasonably distribute resources with community support/feedback
  - Allow resources from grants to flow where needed to benefit the greater good
  - Should not be a process rooted in favoritism/argumentative process
- Advocate for raises, →especially for people who need them & may be doing unrewarded labor
- Nominate equitably for awards
- Develop all faculty, cultivate leadership; give all a chance to shine, look out for things/people systematically ignored or cut down; not just giving opportunities to buddies or favorites or who seems popular (raises, awards, leadership or other opportunities) – and learn imposter syndrome may be masking self-nominating, →pull people up and empower them; Look and notice potentially untapped leaders, give them opportunities, and champion them; notice leadership in varied contexts
- Have all members of department do search committee training & inclusive teaching workshops- professional development
- Don't dismiss a colleague suggesting D&I efforts are important; it is important to Lehigh (similarly don't disparage and dismiss campus-wide D&I work- it's part of each of our responsibilities, and chairs do have authority, too.)
- Talk about the climate in the department, talk about diversity & inclusion & equity regularly on department meeting agendas (learn how if unsure)
- Don't accept/permit belittling or microaggressive remarks. Dig deeper: "what do you mean by that?"
- Foster team/collaborative atmosphere
- If someone is dropping the ball, work with them to identify ways to increase productivity, don't shame them or the whole department- it's damaging to morale
- Don't raise voice at faculty/staff publically or privately; (praise in public, appropriately criticize privately; learn to give effective criticism)

**Climate Survey 2017:** [Cover report](#) & [Appendix B: Data Tables from Faculty Survey](#)

→Tables 2, 4, 5, 6, 7: experiences of negative climate/acts relate to disrespect, 'work harder to be respected' because of gender/race/nationality/sexual orientation; ≥12% faculty not sure about harassment/discrimination policies

→Highlights gender, role, age, and race are most often named causes of bias incidents, people to described as bullying/intimidation, derogatory remarks, exclusion by mostly other faculty, though sometimes reported by students, chairs/administrators.

Recommendations to faculty from the 2017 Lehigh Climate Survey

1) Engage faculty more fully in diversity and inclusion efforts and discussions

- Encourage understanding of diversity and inclusion work as proactive, asset-based, and the Lehigh standard of excellence for community practices
- Include faculty in the creation and crafting of policies and incentives surrounding diversity and inclusion work
- Incentivize and recognize diversity and inclusion work in a variety of ways, including public recognition, grant opportunities, and certification/award for excellence in diversity and inclusion work
- Offer inclusive classroom trainings on learning styles, ability, cultural competency, and microaggressions
- Arrange focus groups and discussions with groups of faculty to better understand how they think of diversity

2) Strengthen evaluation and assessment of faculty training and professional development in the areas of diversity, equity, and inclusion

- Create course evaluations that are more values-engaged and ask questions not just relating to satisfaction, but also questions about learning, perspective shift, content, and qualitative information, including specific questions about how the faculty member engaged in promoting diversity, equity, and inclusion throughout the course
- Ensure that questions created for course evaluations are reviewed to minimize the impact of gender and racial biases

**Experiences of Women STEM Faculty**

**What to do/could do instead**

Students go to male co-teacher/advisor to find out “is what she said correct? (expertise, credibility, authority doubted)	Consider why student is checking with man, redirect to follow up with the expert, always give credit; learn about bias in teaching evaluations
Asked students/colleagues to address as Dr. in front of students; instead addressed by HER FIRST name	Always call faculty by preferred professional title in front of students
Only sharing or showing images of/celebrating men in research or awards or other accomplishments via communications	Share about diverse awardees, the nominees, or the award/certificate/prize/accomplishment (make a SOP)
Hiring committee disregards best practices, woman redirects, she is called out, silenced, accused of reverse sexism “feminist killjoy”	Search committee chair, ally, thank for opportunity to focus on the evidence and best practices, call for a pause, reiterate the agreed-upon practices and move on.
Experience tension of ‘nice and likeable’ vs ‘expert & authority’	Ask yourself/others if you’d say the same about a man
Assuming the woman or junior colleague will take notes or do work no one else wants, despite qualifications to lead or innovate	Establish tasks, rotate them, make transparent, start with senior men; invite women to self-define how they’d like to be involved in the project
In team situation, changing or misrepresenting pre-agreed work, and sharing it without my agreement, made me look foolish	Establish agreements early; Don’t change the information or go around colleagues without their knowledge
Students come to my office more (outside of office hours) with different expectations than my male/white colleagues-- extra advising/not my advisees and other invisible service	Recognize this labor is not being done by other/all colleagues; if it cannot be reassigned, then it should be valued with time off of other duties, etc. (Service Summit)
Being asked to represent the views of all working moms/tokenism Only asking women-mother colleagues about their families	People can only speak to their experience, learn about stereotypes, stereotype threat, tokenism Ask about her research, course, etc.
Interrupted, idea not credited	Apply inclusive methods of running a meeting, sticking to process, amplify and redirect to woman’s idea, give credit

**From the Service Summit (Dr. Freeman Hrabowski, Keynote) [www.facultyservice.lehigh.edu](http://www.facultyservice.lehigh.edu) for presentations & publication**

Recall: surveys and focus groups at Lehigh and national research demonstrate faculty women and faculty of color do more unrecognized service than their white or male peers with perceived and real negative impacts to research, overall career trajectories and job satisfaction → retention issue.

- Establish locally relevant, operationalized definitions (taxonomy) of service and engagement with clear standards and criteria
- Make service and engagement visible and aligned with organizational goals
- Reduce unnecessary committees and committee memberships to the level necessary to complete the task.
- Implement incentives to support broader distribution of faculty service work tied to policies or practices to facilitate equity
- Try pilot programs and audit practices (leveraging current research and summit tools) to create incremental change
- Develop case studies of integrated scholarship/engagement and integrated teaching/scholarship for faculty development
- Develop service ‘impact factor’ for faculty reappointment/promotion similar to what is used in research and teaching evaluation
- Harness professional societies to create disciplinary norms, guidelines, and expectations for valuing service and engagement
- Broadly disseminate best practices and recommendations through publications and convenings of higher education leaders