

UNIVERSITY *of* CALIFORNIA



Equity and Diversity in Higher Education
Trust WISE Institute
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Introductions



Sheila O'Rourke, JD

Director,
University of California
President's Postdoctoral
Fellowship Program

Previously:

Assistant Provost, UC Berkeley

Assistant Vice Provost, UC Office of the President

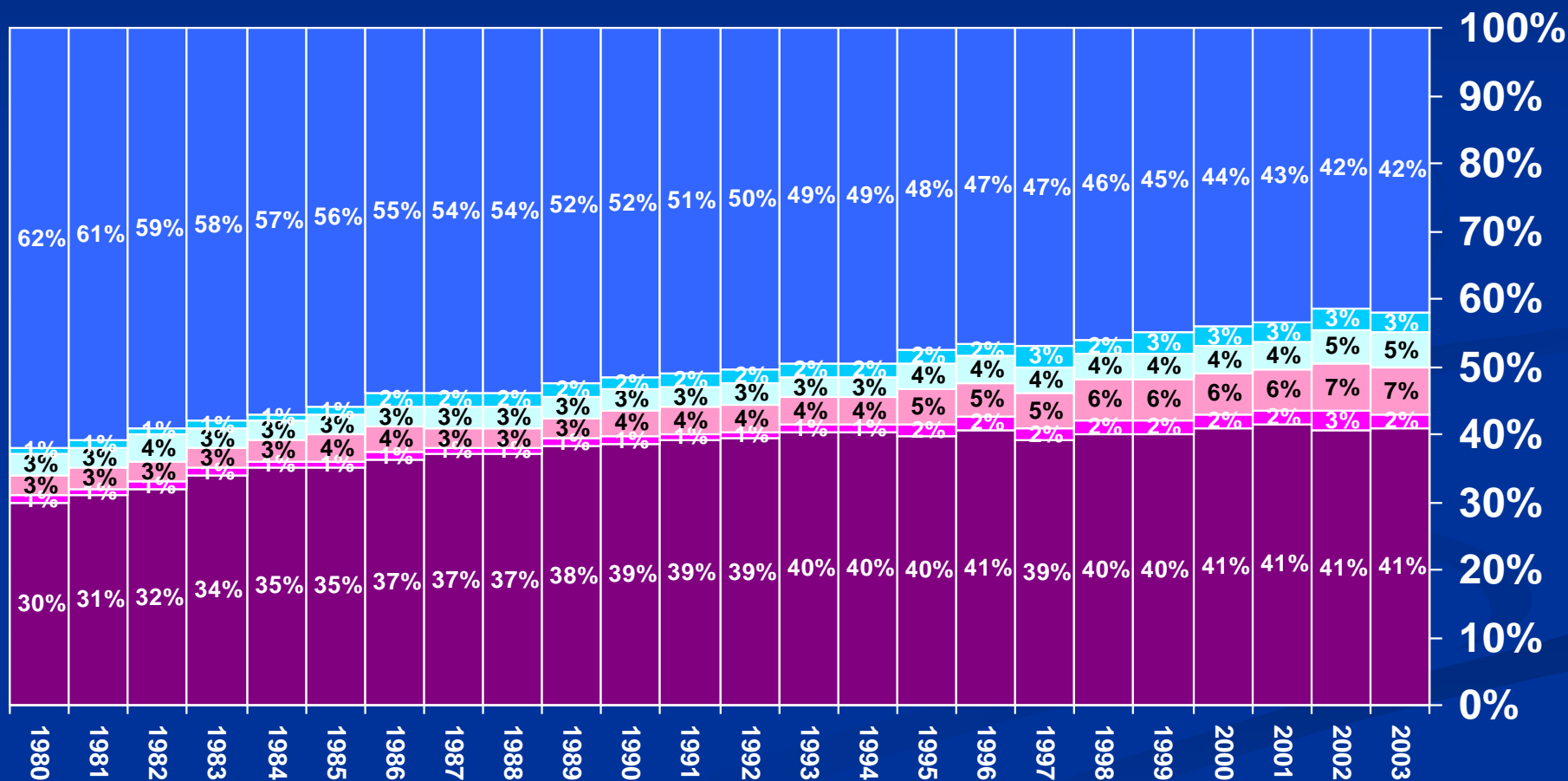
Staff Attorney, US Dept. of Education Office for Civil Rights

Overview

- **Why Equity and Diversity?**
- **Challenge the Definition of Merit**
- **Mentoring and Networking**

National Trends: PhD Recipients from U.S. Universities

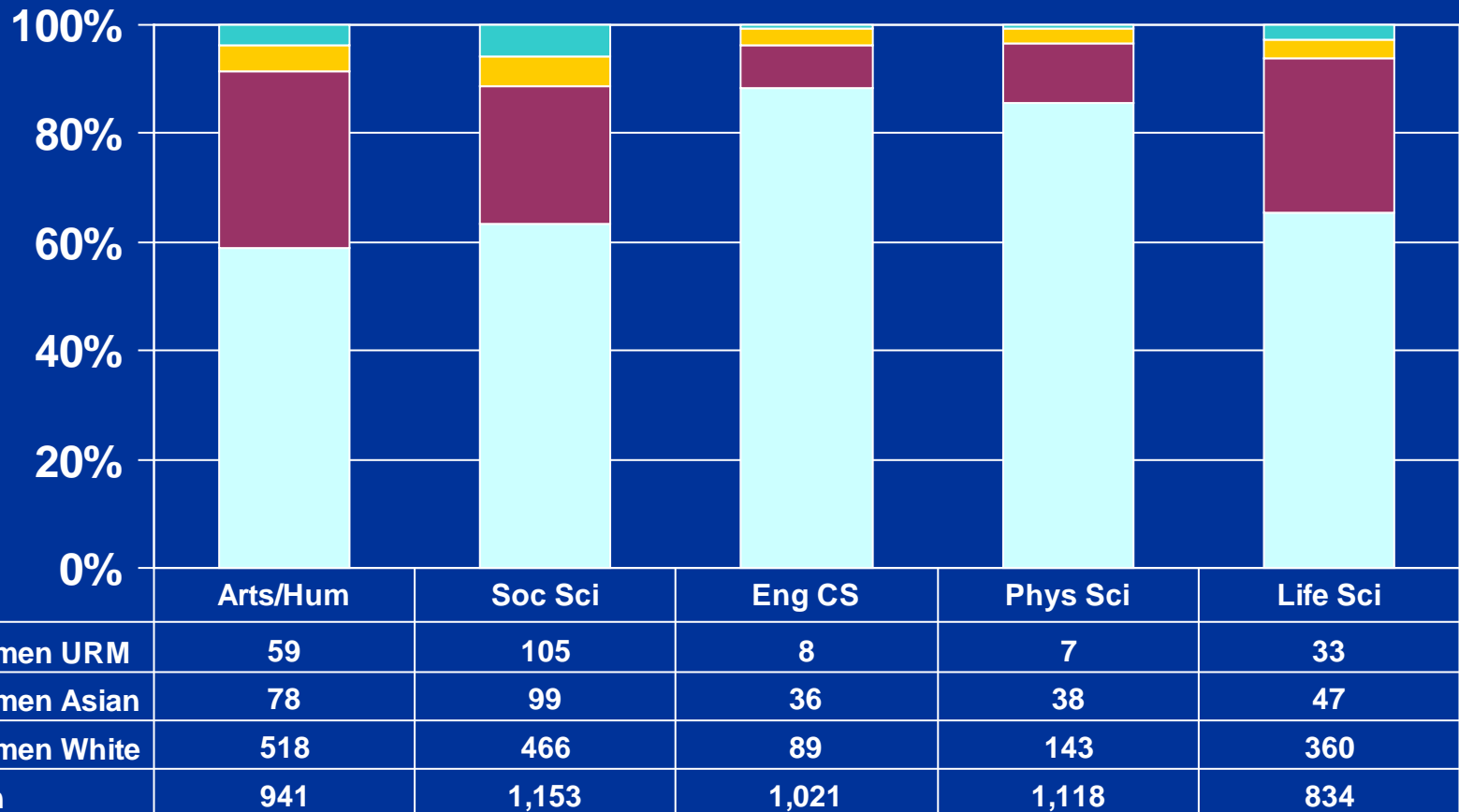
■ Women, White/Other ■ Women, Asian ■ Women, URM
■ Men, URM ■ Men, Asian ■ Men, White/Other



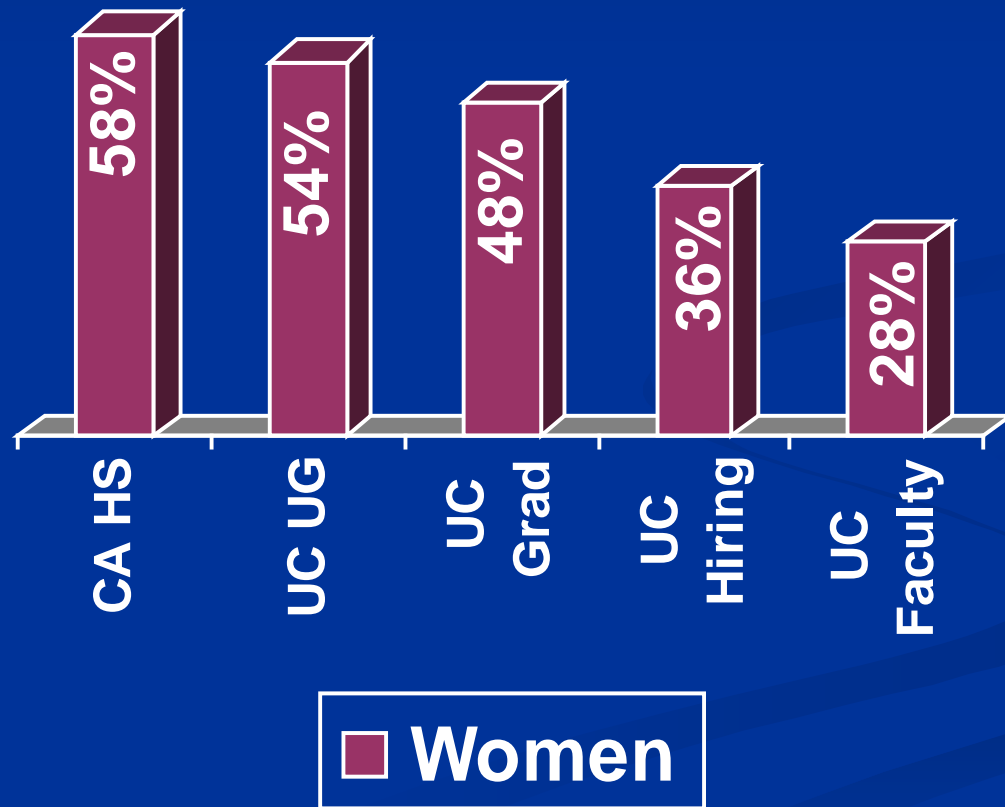
*Under Rep. Min. includes African Americans, Hispanic Americans, and Native Americans.

University of California

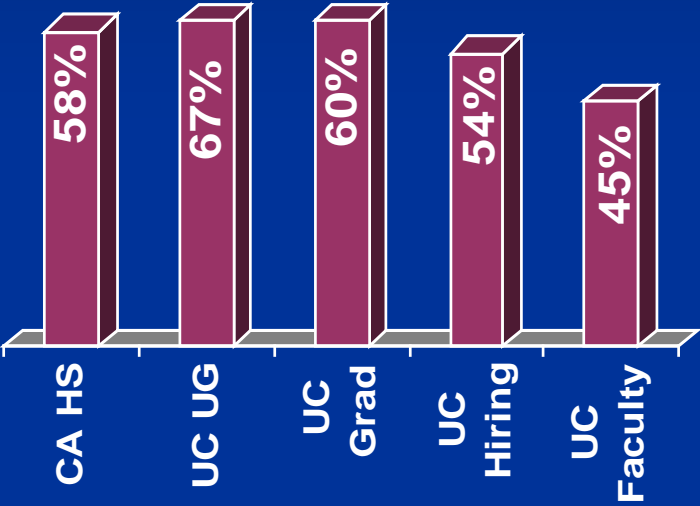
Faculty Headcount by Gender and Field 2006



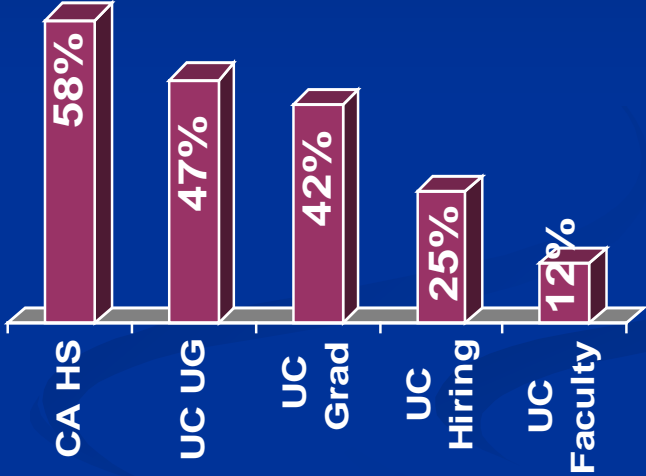
Pipeline for Women from High School to UC Faculty



Pipeline for Women from High School to UC Faculty by Field

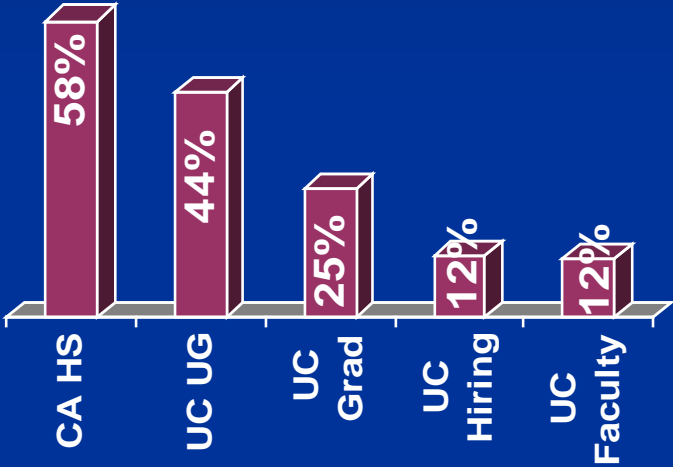


■ Women in English

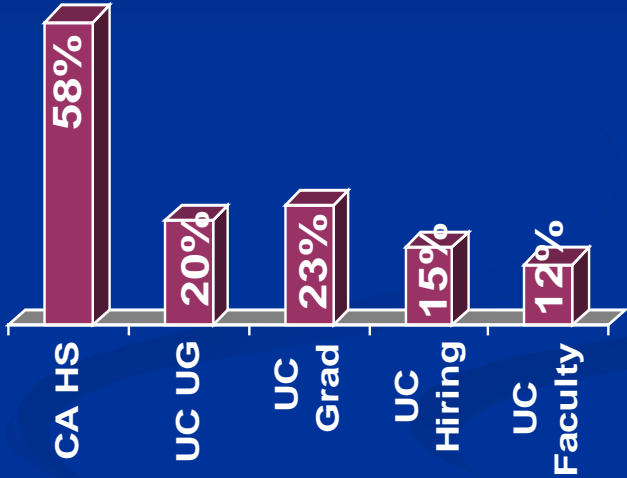


■ Women in Political Science

Pipeline for Women from High School to UC Faculty by Field



■ Women in Math



■ Women in Eng/CS

DIVERSITY AND EXCELLENCE: The New Imperative

Diversity is no longer a goal, it's a reality

Diversity is like technology: to remain competitive, we must develop the institutional capacity to incorporate its benefits.

- New skills
- New staffing
- New curriculum
- New types of research
- New infrastructure

- Daryl Smith, *Diversity's Promise for Higher Education*



Defining Excellence and Merit

The question I get asked is:

“How do you define Diversity?”

The question I ask in return is:

“How do you define Excellence?”

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Defining Excellence and Merit

Policy on Faculty Appointment and Promotion (APM 210)
Amended in 2005

“The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate’s qualifications.

“These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research in a scholar’s area of expertise that highlights inequalities.”

Defining Excellence and Merit

Policy on Faculty Appointment and Promotion (APM 210)
Amended in 2005

Research – “Contributions by faculty members... to the advancement of equitable access and diversity in education, should be judged creative work when they present new ideas or original scholarly research.”

Teaching – “development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction.”

Professional Activity – “...professional activities... including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate’s field.”

Service – “... contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.”

Recognizing Contributions to Diversity

- New section in annual “Bio-Bibliography”
- Asked for discussion of “contributions to diversity”
- Expectation that Math, Science and Engineering faculty will participate in efforts to increase access and participation in their field
- Possible half step merit increase for exemplary service

Examples

- Mentoring faculty from groups under-represented in the field or in higher education
- Serving on campus or department diversity committees
- Participating in programs to increase participation of groups underrepresented in the field or higher education
- Leadership in town-gown relations with minority communities

Defining Excellence and Merit: Ford Foundation Fellowship Criteria

- Sustained personal engagement with communities that are underrepresented in the academy and
- An ability to bring this asset to learning, teaching, and scholarship at the college and university level
- Likelihood of using the diversity of human experience as an educational resource in teaching and scholarship

Understanding Bias in Evaluating Merit

- Study of postdoctoral fellows showed that women needed more publications than men to be rated as highly unless they knew someone on the review panel
- Study of over 300 letters of recommendation for successful medical faculty candidates found systematic differences between male and female candidates

Understanding Bias in Evaluating Merit

- Both male and female academic psychologists rated men more highly on resumes with randomly assigned male and female names
- School of Business teaching evaluations study showed women faculty more likely to get 1-2 ratings and men more likely to get 6-7 on scale of 1-7

Mentoring and Networking

Findings from 2009 UC faculty survey on mentoring:

- Faculty at all levels report receiving less mentoring than desired in many areas including grants, publishing, teaching and networking
- Women faculty much more likely than men to report receiving less mentoring than desired
- Greater percentage of URM faculty reported receiving no mentoring than other groups
- URM faculty most likely to report receiving less offers to collaborate in research than desired



Mentoring and Networking

It takes more than a “match”!

- The old paradigm of one-to-one mentoring is not sufficient
- Today's faculty need a wide range of professional development resources
- Must be tailored to individual needs
- Must be ongoing throughout faculty career



Mentoring and Networking

A Career Advising Network

- Supporters – emotional and moral encouragement
- Tutors – give specific feedback on performance
- Masters – intellectual vision and direction
- Sponsors – provide information about opportunities
- Champion – work on your behalf behind the scenes

Mentoring and Networking

Mentoring takes many forms

- Formal and informal
- On campus and off
- Within and outside of your field
- “Virtual” mentoring and academic coaching

Mentoring and Networking

Department Chair or Dean of School

- Expectations for advancement
- Information about policies (i.e. family accommodation)

Inside the department and field

- Intellectual engagement
- Research collaboration

Outside the department or field

- Informal advice
- Work life balance
- Managing department politics

Affinity-group

- Special issues shared by underrepresented groups