

# WORKPLACE CLIMATE: ASSESSMENTS and INTERVENTIONS to IMPROVE DIVERSITY AMONG STEM FACULTY



SYSTEMWIDE ROUNDTABLE REPORT

Wednesday, April 23, 2014

University of California Davis



**ADVANCE PAID**  
MEETING THE CALIFORNIA CHALLENGE

# Workplace Climate: Assessments and Interventions to Improve Diversity Among STEM Faculty

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## GOALS OF THE ROUNDTABLE:

1. Examine the issue of workplace climate and the impact climate has on the recruitment, retention and success of diverse STEM faculty
2. Examine the varied dimensions of workplace climate, the factors that influence it, and how the experience of climate varies by gender and race/ethnicity
3. Equip participants with tools, resources, and strategies for assessing and improving workplace climate for STEM faculty

### Roundtable Presenters (in order of appearance):

- **Susan Carlson**, Vice Provost for Academic Personnel and Programs, UC Office of the President
- **Linda Katehi**, Chancellor, UC Davis and Chair, UC ADVANCE PAID Steering Committee
- **Meg Urry**, Israel Munson Professor of Physics and Astronomy, and Director, Yale Center of Astronomy & Astrophysics, Yale University
- **Kim Shauman**, Professor, Sociology, and Associate Director, UC Davis ADVANCE
- **Kiernan Mathews**, Director, Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education
- **Todd Benson**, Associate Director, Surveys and Analysis, Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education
- **Ala Qubbaj**, Vice Provost for Faculty Affairs, and Professor, Mechanical Engineering, University of Texas-Pan American
- **Renée Navarro**, Vice Chancellor for Diversity and Outreach, and Professor, Anesthesia and Perioperative Care, UC San Francisco
- **Amparo Villablanca**, Professor and Lazda Endowed Chair, Women's Cardiovascular Medicine, Department of Internal Medicine, Division of Cardiovascular Medicine, UC Davis School of Medicine
- **Susan Rivera**, Professor, Psychology, and Director, Inclusive Campus Climate Initiative, UC Davis ADVANCE
- **Jeffrey Steiger**, Artistic Director, Center for the Application and Scholarship of Theater, George Washington University
- **Emily Roxworthy**, Associate Professor, Theatre, UC San Diego, and Chair, University Committee on Affirmative Action and Diversity
- **Omer Blaes**, Professor, Physics, UC Santa Barbara
- **Angelica Stacy**, Associate Vice Provost, Faculty Equity and Welfare, and Professor, Chemistry, UC Berkeley
- **Louise Kellogg**, Professor, Earth and Planetary Sciences, and Director, Computational Infrastructure for Geodynamics, UC Davis
- **Maureen Stanton**, Vice Provost, Academic Affairs, and Professor, Evolution and Ecology, UC Davis

## INTRODUCTION

Over the past three years, under the direction of the UC Office of the President, the UC ADVANCE PAID program has organized five Roundtables with the program goal of assisting UC campuses in increasing representation of women and under-represented minorities in STEM (science, technology, engineering, mathematics) faculty. Over the course of this NSF grant-funded program, more than 500 attendees (including all levels of stakeholders—chancellors, provosts, deans, chairs, faculty, staff and students), drawn from all 10 campuses, have built a strong network. Roundtables have consistently provided a forum to debate research, define best practices, and build consensus on how to move forward as a system committed to the integration of diversity in the never-ending pursuit of excellence.

This report is a synopsis and synthesis of the fifth and final UC ADVANCE PAID program's Roundtable meeting at UC Davis on April 23, 2014. Well over 100 faculty, administrators, staff, and students convened to engage with each other via presentations and discussions. The focus on "Workplace Climate" encompassed both strategies for assessment of challenges and intervention in order to improve diversity among STEM faculty. Supporting documents, literature, and videos can be accessed at <http://www.ucop.edu/ucadvance/events/past-events/roundtable-april-23-2014.html>.

## WORKPLACE CLIMATE AS A VEHICLE TO IMPROVE DIVERSITY

The event opened with comments from UC ADVANCE PAID leadership providing the framework and research context for the day.

### **Susan Carlson, Vice Provost for Academic Personnel and Programs, UC Office of the President**

Vice Provost Carlson welcomed the attendees with her message that recruitment and retention of strong faculty is a shared and precious goal. She reported the increase in hiring numbers for women and under-represented minorities in STEM ladder-ranked positions since the beginning of the Roundtable series and cited this as evidence that progress is being made. She also commented on recently disseminated system-wide data from the UC climate survey, specifically in regards to the question as to whether faculty believe tenure and promotion standards are applied equally to all. The disaggregated data, by gender and race/ethnicity, showed that women and under-represented minority faculty had less confidence than others that the review system was equitable; such findings highlighted the importance of the Roundtable discussions ([Figures 1 and 2](#)). She argued that the key to strong workplace climates is in recognizing differences as strengths and then integrating them as sound organizational practice.

She also referenced Abby Stewart, ADVANCE Director at the University of Michigan since the program's inception. Stew-

art and her research collaborators attribute sustained change in workplace climate to persistent programmatic efforts, policy change, and commitment. Carlson cited University of Michigan findings that verified how interventions work; in particular, she cited the importance of chairs and deans taking leadership on issues of diversity; the importance of acknowledging a poor climate that must be fixed; the need to have a critical mass of faculty to deal with climate issues; and the need for a long-term commitment. Having framed the day's work, Carlson closed by charging participants with taking back to their campuses the core messages from the event's data, research, and conversations.

### **Linda Katehi, Chancellor, UC Davis**

Chancellor Katehi, an ardent advocate for increasing diversity, opened with a discussion of the effort to improve conditions for faculty across all UC campuses. While improving conditions is important, simultaneously bringing our universities to the aspired level of excellence is imperative. She argued that diversity is an integral component to excellence, and that it is precisely what propels our universities forward. The UC ADVANCE PAID program has provided structure and focus in the systemwide UC effort to lead the nation in excellence. However, increasing diversity, particularly in the STEM fields, must be sustained over many years.

Speaking from firsthand experience, Chancellor Katehi chronicled how academic culture has slowly changed. Beginning in the 1970s and 80s, universities had to overcome the deeply entrenched belief that diversity was the enemy of excellence. Universities then moved to the place of valuing diversity if one could afford it. And finally, universities have arrived at perceiving diversity as good if it can be managed and there is time to do it in the context of so many other commitments. Still, universities want to get to the place where diversity is the critical tool to achieve institutional transformation and excellence.

She again credited the ADVANCE program for providing the focus and timelines for change in academic institutions that would not otherwise have happened. She shared that integrating diversity has been an evolution. Specifically, at UC Davis, where the primary focus has been on the subgroup of white women, she directed that the next step must be to move forward and embrace diversity on the bases of race, ethnicity, sexual orientation, and other characteristics. She noted that specific characteristics like sexual orientation have remained taboo in the sciences and argued that we must vigorously seek to understand the culture in order to eventually change it.

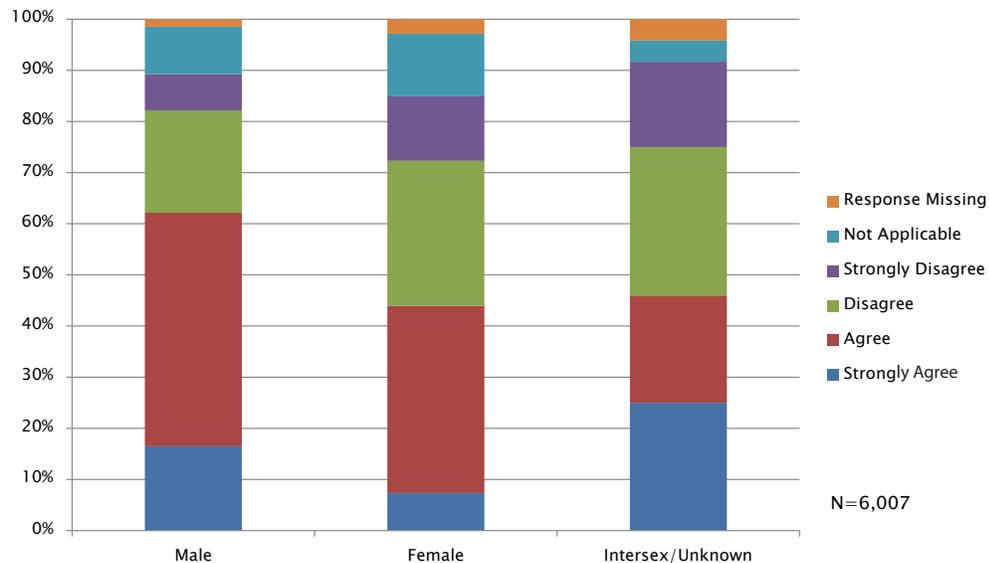
Chancellor Katehi explained the importance of extending this notion of cultural change on behalf of UC students. She discussed that students have arrived at a level of progress where their personal confidence is critical to them and where they take pride in the unique ways in which they identify themselves. Looking through this student lens, it is obvious that faculty should do the same.

She asked participants, “Why do students say these [expressions of difference] are so important but when you go to a faculty cohort, we don’t see the same representation? Or the same effort to identify faculty by the same attributes?”

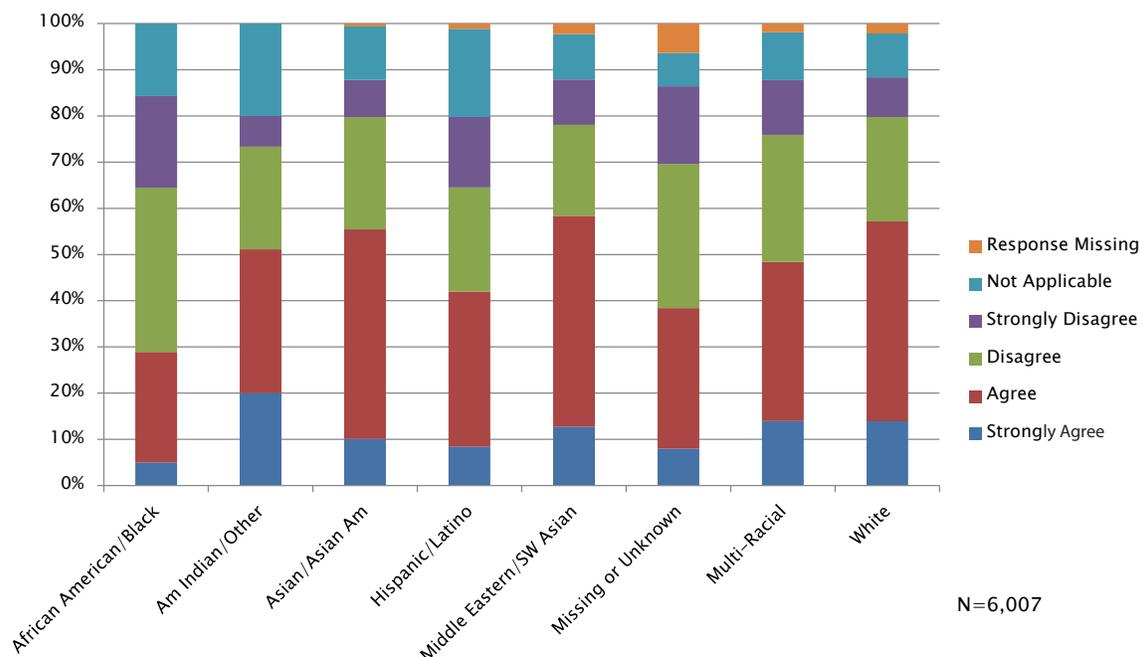
She further conveyed the message that faculty are being looked to as mentors, as models of success, as professional and developmental exemplars. Students look beyond what is said to what is practiced. In fact, silence is itself a rich source

of information. Chancellor Katehi implored attendees to project the best examples of success while also being sensitive to how students define themselves. Indeed, as conditions are improved for under-represented minorities, she argued, the environment for all constituents is improved. She closed with a message of hopefulness—the hope to institutionalize the efforts once the NSF grant terminates—and a message of responsibility, to sustain the progress already achieved.

**Figure 1. UC Campus Climate Survey Systemwide Aggregate, 2013. Faculty Responses by Gender to the question: “I believe the tenure standards/promotion standards are applied equally to all faculty.”**



**Figure 2. UC Campus Climate Survey Systemwide Aggregate, 2013. Faculty Responses by Race/Ethnicity to the question: “I believe the tenure standards/promotion standards are applied equally to all faculty.”**



Source for Figures 1 and 2: University of California Climate Survey, 2013

## WORKPLACE CLIMATE'S IMPACT ON THE GENERATION OF KNOWLEDGE

**Meg Urry, Israel Munson Professor of Physics and Astronomy, and Director, Yale Center of Astronomy & Astrophysics, Yale University**

Introduced as one of the most influential astronomers of her generation, Dr. Meg Urry is a long-time advocate for increasing diversity among scientists. In this keynote address, Urry attributed the single biggest increase in diversity in the STEM disciplines to the NSF ADVANCE program. She urged leaders to reframe their thinking from a perspective of “How much are we willing to put up with from the high flyers,” to one of “Let’s hire high flyers who are also super leaders.” Since scholarship is the business of the university, she appealed to attendees to ensure that research happens as best as it can— at its highest possible level.

Commenting on the less-than-ideal workplace climates of many current departments, she warned that aggression and assertiveness are all too often viewed as proxies for talent. However, she argued, neither leads to the best science, instead, channeling energy away from the core research effort. She identified multiple challenges facing the country—climate change, economic growth, energy, education, cyber-security—and easily connected these to STEM fields. She made the case for the U.S. needing a workforce that can respond to these technical issues and challenges.

She further acknowledged a singular problem with changing a world-leading university system—the inevitability of people to perceive any change as negative. For example, she shared that many equate increasing diversity to a lowering of standards. She emphasized that the point is not only to increase diversity, but also to protect the environment in which both diverse and majority faculty work together, in order to best effect the research output. Indeed, excellence is diminished when scientists are unable to be at their best. She argued the best research is done in a collegial environment where colleagues collaborate openly and share ideas, instead of worrying about who will win or receive the credit. Moreover, the most useful collaborations are the ones with people who think differently from us. She alluded to the myth of the lone genius, a belief that probably has done more to impede the discipline than to move it forward. Improving hiring and promotion policies is essential but not sufficient. She advanced that to get the most out of our scholars, we must enable them to be as brilliant and creative as they can be, as they truly are. To do this, we must provide a healthy, productive workplace. Urry referenced a previous ADVANCE Roundtable, one in

which UC discussed how diversity stimulates innovation. She noted that research shows that diversity also leads to more conflict, but if well-managed, it can be ripe for creativity and innovation. She also reminded us, however, that if conflict was left to fester, the conflict would actually reduce output. Therefore, she argued that hiring women and under-represented minorities and allowing them to sink or swim in a toxic culture works against the entire STEM enterprise.

She then disclosed some common themes of workplace climates in academic science departments that she has observed through her numerous site visits: undergraduates are generally happy; first and second year graduate students are still happy but stressed; more senior graduate students and post-docs tend to be unhappy (noting that women often think they have made a mistake because they believe they don’t

have a talent for physics); at the faculty level, women are relegated to the sidelines where they are marginalized and treated as less productive and able than men. In addition, women may be the hardest workers, but while working on things that are neither recognized nor valued by the department, such as course creation for non-physics majors, outreach to younger students, outreach to the humanities, etc. She demanded participants to consider the costs

to science for not having a good and productive workplace climate.

Urry proceeded to further describe departments with troublesome climates, ones in which a large proportion of the faculty think in the same way—an undesired condition she labeled the “25 brain,” whereby one brain fuels twenty-five faculty members. In a situation such as this, it is difficult for members to appreciate alternate views. And when the divergent views belong to women or minorities, the tension can be exacerbated. Ironically, the majority perceive themselves as objective, fair, and unbiased, never understanding the cues that they are often acting based on bias. Urry claimed that it does not occur to those in the historical majority to reflect on the privileges they have; they are less than reflective, fail to self-examine, and are thus unable to see their behavior in a pattern. It is much more comfortable speaking with like-minded people, thereby less often encountering diverse perspectives. Moreover, it is even more challenging for scientists, in particular, to discuss such issues as implicit bias since objectivity is so critical to their identities. To this end, if the goal is to change culture, it is imperative to have awareness that the current culture is a non-optimal one.



**Roundtable presenters (L-R): Meg Urry, Maureen Stanton, Kiernan Mathews, Todd Benson, Susan Carlson, Linda Katehi, and Ala Qubbaj**

Nonetheless, Urry closed with a message of hopefulness. She shared that physics departments currently look exactly how astronomy departments did twenty-five years ago, both in terms of numbers and attitudes. She was adamant in saying that if astronomy can change, then physics can change; and if physics can change, then anybody can change!

## **MORNING PANEL DISCUSSION: ASSESSING DEPARTMENTAL CLIMATE – USING ASSESSMENT RESULTS**

Many quantitative and qualitative tools are available to assess workplace climate. Panel members discussed tools that are tailored to academic workplaces, considered the strengths and weaknesses of each, and recommended strategies for disseminating and utilizing the assessment results. In addition, panelists presented the results of a survey analysis of race/ethnicity and gender differences among STEM faculty in the experience of workplace climate using a cross-institution sample.

### **Kiernan Mathews, Director and Todd Benson, Associate Director, COACHE at the Harvard Graduate School of Education**

Kiernan Mathews and Todd Benson discussed the advantages and limitations of using surveys to assess workplace climate, described how the COACHE (Collaborative on Academic Careers in Higher Education) survey is a tool for assessing climate, and presented results from a specialized analysis of faculty perceptions of workplace climate by race/ethnicity and gender using a pooled set of COACHE data from research-intensive institutions.

Mathews opened by commending the ADVANCE program in its support of faculty climate research. He recognized that faculty working conditions are the same as student learning conditions, and institutions must focus on the former if they want to influence the latter. It was explained that it is not the survey that is important, but the data it produces. And data do not take action, people do. Data are useless unless someone with the power or resources to change things takes charge. (Trower and Honan, 2002)

The survey administered by COACHE is not solely for measuring climate, as it does not cover experiences such as harassment, hostility, and discrimination. Instead, broad themes of the survey include satisfaction about teaching, service, mentoring, faculty fit, departmental collaboration, and appreciation/recognition. [Figure 3](#) further highlights topics surveyed by COACHE. Two questions of particular relevance are also included: (1) Are departmental colleagues committed to promoting diversity and inclusion in the department? and (2) Is there visible leadership for promotion of diversity on campus? Mathews suggested that leaders use COACHE data to begin to address race and gender issues amongst faculty. Todd Benson then laid the groundwork for how data can be

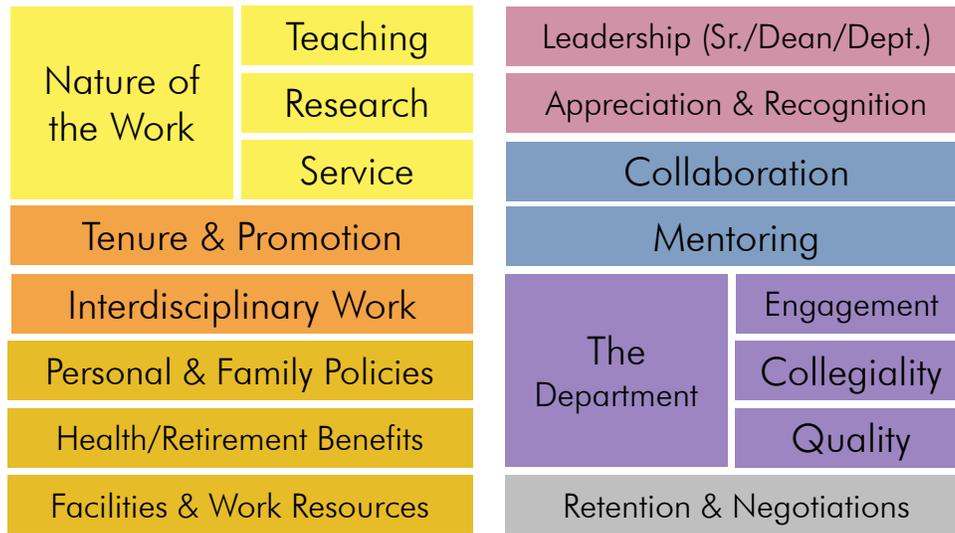
used to provoke discussions. Good researchers and committed administrators are needed to explore the potential of the data, ultimately leading to much more thoughtful conversations with faculty. He discussed “sense of fit” and its tie to issues of retention. He reported data showing that for those who are somewhat or very dissatisfied with the sense of “fit,” over 50% do not want to stay at the institution for more than five years. Conversely, over 50% who are satisfied with departmental fit claim to want to stay for ten years or more ([Figure 4](#)). Overall in STEM fields, personal and professional interactions with departmental colleagues, opportunities for collaboration within the department, and recognition of work by colleagues and chairs are all highly correlated with the sense of “fit.”

Furthermore, subgroup analyses show that what it means to fit well within the department can be perceived differently by race or ethnicity. Group-specific data show that some correlates are significantly greater than that for all faculty. Satisfaction with recognition for teaching efforts, student advising, and outreach efforts is particularly important for Hispanic/Latino men; whereas, satisfaction with recognition for scholarly/creative work is especially strong for Latina women. For Under-Represented Minority (URM) – specifically, Black/African-American/American Indian/Native Alaskan – men, recognition for service contributions, outreach, and scholarly/creative work all rank high and are significantly greater than for other faculty. In addition, URM women most associate student advising and outreach with sense of “fit.” Lastly, women—more so than men—relate their sense of “fit” or belonging in the department with the feeling that colleagues are committed to supporting diversity and inclusion.

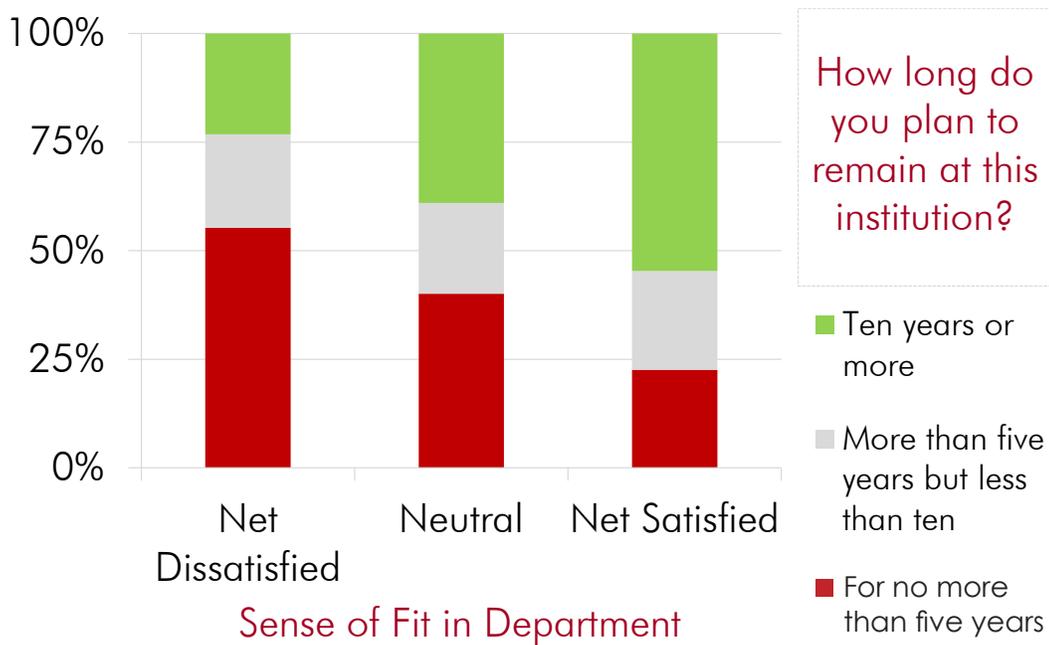
Benson challenged participants to use survey satisfaction data—like that generated by COACHE—to initiate change on campuses. Quantitative data can drive the qualitative processes instrumental for change. Understanding that sense of fit means different things to faculty of color and informs both follow-up questions and interventions that are more nuanced and powerful. When discussions are framed by data, faculty can see that they are being listened to and given opportunities to respond in meaningful ways. The door for change is opened when a climate that respects faculty’s time, energy, and experiences is cultivated.

Mathews followed by urging attendees to consider those who do not respond to surveys, echoing Chancellor Katehi’s comment that silence is rich in information. He concluded by drawing attention to where the data analysis really happens—not in statistical software like STATA or SPSS, but within groups when people collaborate and attempt to make sense of the data. He encouraged faculty to become data strategists, not just analysts.

**Figure 3. COACHE on Climate.**



**Figure 4. Sense of Fit = Intent to Stay (COACHE on Climate).**



Figures 3 and 4: Mathews, Kiernan and Todd Benson. "Workplace Climate." ADVANCE PAID Roundtable 5, Davis, CA. April 2014.

**Ala Qubbaj, Vice Provost for Faculty Affairs and Professor, Mechanical Engineering, University of Texas-Pan American**

Vice Provost Qubbaj described the University of Texas-Pan American interview process to gather information on department climate in STEM disciplines. He told attendees that the goal of these interviews was to promote a positive workplace climate and to establish family-friendly policies such as those for dual career earners and maternity/paternity leave.

Email invitations and brief demographic surveys preceded the in-depth interviews, the content of which was driven by the *Psychologically Healthy Workplace framework*.<sup>1</sup>

Qubbaj discussed the advantages and limitations of using in-depth interviews to investigate workplace climate for targeted populations. Staff conducted interviews internally, thereby keeping expenses low and schedules flexible. They were thus able to capture personal experiences in terms of perceptions and insights which allowed for a deeper understanding of department climate than could be learned from a survey alone. However, limitations to the time-consuming internal interview process included the potential for reduced candidness and observation bias. Conversely, exit interviews provided more candid feedback, revealed potential retention issues, and therefore, proved to be more useful.

He offered recommendations for assessing workplace climate for faculty: (1) ensure anonymity and confidentiality; (2) record or translate interviews; (3) use external interviewers; (4) supplement with exit interviews; (5) triangulate data from different sources and have multiple people look at the data; (6) use the interviews as positive interventions in and of themselves (e.g., use open-ended, “what can we do?” types of questions); and (7) act on the climate assessment and develop systematic interventions at various levels.<sup>2</sup>

**Renée Navarro, Vice Chancellor for Diversity and Outreach, and Professor, Anesthesia and Perioperative Care, UC San Francisco**

Vice Chancellor Navarro discussed the strategies and procedures used at UCSF to interpret and disseminate the results of institutional climate surveys, to use the results to inform

policies aimed at improving workplace climate, and to engage faculty in those interpretation, dissemination, and policy-making processes.

Navarro explained that the early endorsement of the Chancellor was key, as well as collaboration with an outside consultant who defined the survey and engaged faculty early on. This ensured that faculty would ask the right questions and that the instrument would have the rigor and reliability to allow the campus to formulate decisions and actions based on data.

Once the survey was completed and analyzed, communication back to the faculty was provided fairly quickly, thus demonstrating that faculty’s time and effort are respected and their participation is valued. This is both trust- and confidence-building. Next, a Chancellor-charged task force examined the data, identified the high level issues that emerged, and developed actionable items to address these issues. Navarro shared that, along the way, the

task force communicated to the campus that although the process was incomplete, they were searching for solutions. Navarro cautioned that, when reporting out the findings, institutions must identify the audience and how they should receive the data so that it is best understood. Data were disaggregated to demonstrate that not all departments operated in the same way. As soon as the task force made its recommendations, the Chancellor was prepared to act and had already designated a budget for action. In sum, the campaign was a highly visible one, showing support from the Chancellor down to deans and department chairs.

Navarro concluded the presentation with promising practices. First and foremost, the leadership of the organization must say diversity and climate are important and hold people accountable. Communication must be strategic as to what will resonate with particular audiences and a budget must be established to implement the changes (assessment with no action is risky). This vision of change must be embedded within the infrastructure so that diversity is not perceived as a stand-alone thing, but instead as core to the institution’s identity.



Roundtable participants listen to the day’s keynote address.

<sup>1</sup> *The Psychologically Healthy Workplace Framework* by the American Psychological Association focuses on five areas: Growth and Development, Involvement, Recognition, Health and Well-being, and Work-life Balance.

<sup>2</sup> For full citations, see Qubbaj’s Powerpoint slides at: [http://www.ucop.edu/ucadvance/\\_files/roundtable-5/qubbaj-ppt.pdf](http://www.ucop.edu/ucadvance/_files/roundtable-5/qubbaj-ppt.pdf)

## IMPROVING DEPARTMENTAL CLIMATE – USING INTERACTIVE THEATER

**Jeffrey Steiger, Artistic Director, Center for the Application and Scholarship of Theater, George Washington University**

Jeffrey Steiger examined interactive theatre programs as tools for improving workplace climate and described the purpose of using interactive theater as motivating people to engage their own biases, perspectives, and perceptions as a means to be more careful in their day-to-day interactions within the department, even if there is no institutional or global impact. With such limitations in mind, theater can be used as a lens to portray cumulative aspects of workplace climate. Theater, as a craft, represents an opportunity to bring the familiar to the unfamiliar space—to bring to life various moments and to be able to view them from a distance.



Roundtable participants Gibor Basri and Susan Drange Lee.

When developing a program, Steiger first considers how to get to a production that three-dimensionally depicts events related to a profession. He discussed many elements of developing these interactive programs: reading the literature, attending courses, interviewing professionals, collaborating with experts, making casting decisions based on needs, using artifacts of the profession, and training actors in the language and jargon of the discipline.

Steiger's videoclips and examples included professionalization in medicine; the academic search process; student/faculty interactions within a sociology department; and dynamics in a tenure promotion meeting. He reminded the attendees that the purpose of the examples was to help bring to life the way effective theater can work as a means to dialogue about dynamics, situations, and relationships.

Steiger recommended myriad interventions to ensure an impact on audience members: taking notes, using flip charts, and role playing in groups with scripts. Often, attendees are assigned an activity to engage in dialogues about reactions, what resonated with them, systems that went awry, ways people adapt, or strategies for change. At times, audience members interact directly with the actors. For example, they may ask questions of and direct comments to an actor in character. The intent is to allow the audience the opportunity to look at and really explore intentions and value systems. The point at which the actor is interviewed by the audience members is critical, since this allows them to deflect off the

stage as a means to make a comment to someone else present. Finally, the facilitator's role is crucial in that s/he has to assess all the interactions in the room to see how much s/he can push and in what ways. Steiger shared that since he is not directly connected to an institution, as facilitator, he can get away with more, push audiences further, and ask more direct questions.

He concluded his session by sharing how the program might be assessed through three different methodologies. The first possibility is the unstructured form of feedback (e.g., reflective journals from participants or informal discussions). Steiger has learned much about "light bulb" moments in this way. Participants also share informally the recent application of the ideas or actions modeled in the presentation. He also administers highly structured quantitative surveys and structured, but open-ended questionnaires. He has shared evaluations from participants as a post-assessment for administrators encouraging them to sustain the conversations.

## AFTERNOON PANEL DISCUSSION: IMPROVING DEPARTMENTAL CLIMATE – USING SITE VISITS

Site visits, sponsored by professional associations in STEM disciplines, are a potentially powerful tool departments might use to investigate the workplace climate, to identify the factors contributing to "climate issues," and to institutionalize practical approaches that improve the climate for minorities and women. Panelists reviewed the site visit process and its potential for generating inclusive and innovative work environments for STEM faculty.

**Meg Urry, Israel Munson Professor of Physics and Astronomy, and Director, Yale Center of Astronomy & Astrophysics, Yale University**

Meg Urry summarized the site visit process, including how the visit is initiated, the preparation a department is required to undertake prior to the visit, the basic framework for the visit, the type of feedback given to the department and the follow-up that is done by the site visit team with the department after the visit.

The American Physical Society Site Visit Committee responds to requests for visits from campus department chairs. This invitation suggests that the department or lab is eager for the visit, is open to change, and does not feel the visit is being imposed upon them.

A committee is then organized to be reflective of the expertise in the department in order to engender a sense of mutual respect. In advance of the visit, a confidential survey is administered and analyzed, and a report of departmental attitudes and climate is generated. The visit, typically one day, is scheduled for meetings with segregated groups (e.g., undergrads only, graduate students only, early career faculty, senior faculty, men only, women only).

Once the visit is complete, the committee prepares a report of findings and makes recommendations for how the department might improve the climate for physics departments. Urry shared a broad finding that any factor negatively affecting the toxicity of the environment impacts women more. Examples of past recommendations back to departments include: organizing community social events to make the department more welcoming, advising faculty about uneven performance evaluations, promoting networking among women and minorities, suggesting ways to bring in senior women, and addressing family concerns.

Urry explained that the site-visit report, in and of itself, is not the game changer, but instead the occasion of sending it to the chair creates a reflective moment. As a final step, about a year after the visit the committee asks the department chair to respond in writing and document the steps taken as a response to the report. There is no further evaluation.

**Omer Blaes, Professor, Physics, UC Santa Barbara**

Professor Omer Blaes provided a unique perspective amongst panelists – that of department chair. Inspired by earlier presentations, he openly shared experiences he encountered as he began his tenure as chair. Despite the highly prestigious #5 departmental ranking from the National Research Council, all the data pointed to the need for Blaes to respond to issues of gender diversity. To this

end, he partnered with a senior female faculty member (chair of the Diversity Committee) and integrated the site visit into the broader plan to transform the department.

The instituted changes addressed all levels of constituents and in doing so, Blaes communicated the importance of climate issues, created community, and improved transparency. New anti-hazing and harassment policies were drafted, of which all were made aware. Moreover, he set a high standard for a positive climate and personally emphasized it. Additionally, the department implemented a mandatory TA training focused on gender diversity and implicit bias; the Women in Physics group helped increase the recruiting effort; a peer mentoring program was established for undergraduates; curriculum was written to enable flexible entry paths; and physics webpages were revised – the cumulative effort supported by the Dean. To end, Blaes credited as a direct result of the site visit, the implementation of committees to mentor every graduate student from the time they are admitted until the PhD is conferred. The committees concurrently provide individual faculty members peer support in mentoring and allow students the extra input from multiple mentors, thus benefitting both groups.

**Angelica Stacy, Associate Vice Provost, Faculty Equity and Welfare, and Professor, Chemistry, UC Berkeley**

Associate Vice Provost Stacy described the advisory work COACH (the Committee on the Advancement of Women Chemists) presents to chemists and other scientists at universities and research institutions, government organizations, and academic departments to create professional workplaces that provide equal opportunity for discovery, innovation, and career success for under-represented groups in STEM fields. She cited this work as what is possible when groups of women come together with a common mission.

**Figure 5. Views of Department Chairs: Barriers that Slow Women and URM Faculty. Percent (%) who rated item as moderate to very important**

|   | Pre-workshop | Post-workshop |
|---|--------------|---------------|
| URM faculty have fewer opportunities to be mentored by top chemists | 35           | 68            |
| URM faculty have difficulty competing for the best students         | 21           | 58            |
| Women do less self-promoting and marketing of themselves            | 37           | 87            |
| Subtle biases against women accumulate over the years               | 37           | 80            |

Stacy, Angelica. "Workplace Climate." ADVANCE PAID Roundtable 5, Davis, CA. April 2014.

Stacy reported that since inception, COACH has always included women of color, and thus illuminated issues of both gender and race. Initially, workshops were developed so that the committee members themselves were trained to be better leaders and better negotiators in their careers. These career workshops, over time, were rolled out to reach over 10,000 women scientists and engineers, ranging from the ranks of high level administrators to the undergraduate student level.

Additionally, leadership and management workshops are offered specifically for department chairs, deans, and research center directors, the purpose of which is to educate leaders, develop and implement strategies for change, and work to eliminate biases. These workshops include a pre- and post-survey of department chairs and highlight how perspectives can change in the context of a single limited workshop – specifically chairs’ understanding of the barriers that slow women and under-represented minorities (Richmond, Stockard, Green & Lewis, 2011, see [Figure 5](#), Page 9). Through her extensive experience on this committee, Stacy has learned that many department chairs can profit from education and training in areas such as identifying the departmental changes needed to assure a professional workplace environment that is respectful, inclusive, and conducive to high individual productivity; identifying the practices and policies that place undue hardships on under-represented groups in the department; leading the department to make identified changes; and developing and implementing policies that make these changes sustainable. She closed by promoting the ADVANCE Roundtables as yet another mechanism for support to assist in sustaining the longer-term impacts of such interventions.

### TAKE-AWAYS:

The day offered participants valuable take-aways. Clear was the two-part challenge: that of both effecting and sustaining change. In pursuit of changing organizational culture broadly, and departmental climate specifically, the Roundtable called attention to the requisite elements which must form the bedrock of this change: vision, commitment, leadership, training, and accountability.

- **Vision.** A common vision must be well-articulated to all stakeholders. It must be clearly communicated and integrated into all systems (e.g., job descriptions, hiring practices, policies, all levels of academic personnel decisions, department meetings, and program reviews). Once communicated, the vision must then be used as a filter for decision-making; new decisions must run through this filter to reinforce a consistent message and to drive actions.
- **Commitment and Leadership.** Next, a genuine commitment must be garnered from the most important stakeholders. This should begin with a system-wide leadership team and then extend to campus-level teams. Once

committed, the leadership is critical to success. Throughout the day, informed leadership was consistently cited as, perhaps, the greatest need—especially at the department level.

- **Training and Accountability.** The need for leadership was closely coupled with recognition that both training and accountability are crucial.

Throughout the day and highlighted in the final discussion, attendees and panelists prioritized the following take-aways and considerations:

- UC must continue to investigate and improve department climate – the different dimensions in which it can be experienced, the ways in which it is manifested, and the different levels of departmental and interpersonal interactions. What tools can be used for improvement, and how might they be implemented at various levels?
- Department/program reviews should include a more interactive process on climate (how faculty, staff and students are feeling). Find ways to incorporate climate issues and the responsibility for ownership of what the climate in the department is like. Hold leaders accountable for things that are not going well.
- Department chairs are perhaps the most influential people for effecting local climate change. Ensure they are aware of climate issues and add workplace climate as a topic in an integrated and sustained model of system-wide departmental chair trainings.
- Theatre interventions should be recognized as an effective training tool. The drama is powerful, engages participants emotionally, and requires on-the-spot reflection. However, the interactive component is critical. There is a necessity for dialogue after viewing a performance, specifically led by experienced facilitators.
- Departments must get better at evaluating and documenting individual’s contributions to joint papers, proposals, books, and exhibits. There is not currently language in the Academic Personnel Manual that rewards “inter-dependence.” UC, therefore, must get better at evaluating performance in the context of a team.
- Some of the most important issues of fit for under-represented faculty are that they want to be recognized for ALL aspects of faculty work, including the quality of contributions to teaching, mentorship, and service.
- The UC system must harness the power of its numbers and share the costs of successful intensive interventions.
- “Pull faculty in” as opposed to “push data out.” UC needs to talk about experiences and help institutions make meaning of their data.

- Data can be used to have constructive conversations at divisional levels (e.g., The provost sits down with deans and uses data to drive priorities. Divisions can then be used as partners, exemplars, and models.)
- We must add two groups to our discussions on diversity: (1) non-tenure track faculty and (2) faculty who depart.
- The same climate that allows implicit bias towards women faculty and discrimination towards under-represented minorities is also a climate of hostility to our students.
- Although the grant is coming to an end, UC must find a way to perpetuate the cross-campus dialoguing and networking. Multiple participants echoed this clear message: that the Roundtables must continue as there is still so much to do and to understand.

As the day ended, participants concluded that there are costs, measured in terms of both time and money, associated with effecting the change. Yet, as one participant succinctly voiced, there are costs associated with NOT effecting the change. The question remains: which cost is UC most willing to absorb?

Carlson ended the day by pointing to new opportunities in the President's initiative on the President's Postdoctoral Fellowship Program (PPFP), which includes both campus memberships in the National Center for Faculty Diversity and Development, and the President's decision to push the envelope on Proposition 209. Tasked with both messages from the President, attendees were sent back to their campuses with an energy and urgency to be the change they wish to see.

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