

In Pursuit of Academic Excellence: Equity Across Diversity
Ideas for Immediate Implementation?

A. Annual Release of Tenure Data to Faculty Senate

The Commission suggests that UB consider, at a minimum, that tenure and promotion numbers, disaggregated by race, gender, and other protected categories be released annually to the Faculty Senate and other relevant University committees. [22]

B. Awards gateway: we recommend the creation of web pages easily-accessible from UB's homepage or from Faculty Affairs' page listing national, international, SUNY-based, university-based and other prestigious awards and recipients, including specific awards for decanal units. This page will not only showcase achievements of faculty but will provide valuable information for advancement of all faculty. Examples are as follows:

<http://www.maxwell.syr.edu/faculty.aspx?id=733>

<http://www.faculty.umd.edu/FacAwards/cpawards.html> and

<http://www.eecs.berkeley.edu/Faculty/Awards/>

C. Leadership

Diversity (in Leadership): in addition to attracting and retaining faculty who excel in scholarly and creative activity, specific focus should be placed on attracting, mentoring, and retaining a diverse group of faculty members with a view toward creating a leadership pipeline and succession plan

D. Tenure Review Subcommittee Recommendation: Advocate Policy

Rationale

In the College of Arts and Sciences (CAS), many of the schools and even some of the departments of the University, there is substantial diversity in the range of scholarship and research of the faculty. Given this diversity, the review process for promotion and/or tenure will benefit from an advocate – a faculty member who is familiar with and close to the candidate's area of scholarship and expertise. The role of the advocate is to supplement and complement that of the Department Chair.

Process

At the beginning of the preparation of a candidate's dossier for promotion, the Department Chair shall request the candidate to name a faculty member to serve as their advocate. The candidate will inform the Department Chair as to the name of the individual whom they prefer to act as their advocate. If the candidate does not wish to name an advocate at this time, they may decline in writing by submitting a letter to their Dean, copied to the Department Chair. Declining the opportunity does not preclude the candidate from naming an advocate at a later point, up to the submission of the dossier by the Provost to the President of the University (per current University policy).

The advocate's statement should be prepared after the conclusion of the Department's deliberation of the candidate's case. The advocate's statement cannot be confidential or expunged. The Department Chair should advise the advocate not to identify confidential evaluators in the advocate's statement. The advocate may use a numbering scheme where external evaluators are referred to by their order in the dossier. The advocate may revise their advocate's statement at any point prior to the transmittal of the dossier from the Provost to the President.

If the school or CAS has a process of dossier review that includes a presentation by the Department Chair to the school's personnel committee or the opportunity for such a committee to ask questions of the Department Chair, then the advocate should be present with the Department Chair so that the advocate has the opportunity to clarify aspects of the candidate's case or to answer questions.

E. Recommendations for Search Committees to improve recruitment for minorities and women (Potential Policy)

- Use the Assistance of the Diversity Officer and Human Resources Department to Create Consistent Interview and Reference Checking Policies and Practices.
- Have Diverse Representation – Race, Culture, Gender, Perspectives.
- Use Established and Defined Search Procedures.
- Be Educated and Trained About the Importance of Diversity.
- Ensure That Applicant Pools Are Diverse.
- Understand How to Properly Conduct A Search Within Legal Boundaries.
- Develop a Recruitment Plan Designed to Attract Diverse Candidates.
- Use Multiple, Simultaneous Recruitment Strategies.
- Use Creative Recruitment Strategies – Especially Personal Relationships Developed by Diverse Faculty Already Hired.
- Post the Advertisement With Diverse Networks Designed to Attract Diverse Candidates Such As the Visiting Scholars Program and ABD Fellowship Program.
- Advertisements Should Target Diverse Graduate Students or ABD (All But the Doctorate) Candidates.
- Advertisements Should Target Diverse Candidates in Non –Traditional Areas (Experience External to the Academy).
- Advertisements – Should Market Features About the Institution That Make It Attractive to Diverse Candidates.
- Link the Web Page Where the Position Description is Posted to Community Links and University Cultural Resources. (2)

F. PROPOSED DRAFT Work-Life Balance Policy: July 1, 2011

1. The Provost will provide a centralized set of standards and resources for faculty work-life

balance policies to be implemented at the Decanal and Department level, through a single website. The Provost will provide training for department chairs and resources for assessment of the programs.

2. Faculty with work-life balance needs may initiate a requested plan for accommodation, including modified duties, leave or tenure clock stop, by negotiation of a memorandum of understanding with their department chair and Dean.

3. Minimum standards must be available in all Departments; including teaching relief for child birth or adoption, serious illness of a family member, etc.

4. In the pilot period, the Provost should appoint an advisory committee to review work-life, and mentoring policies, and standards and assessment criteria for Schools, the Libraries and CAS.

5. The Provost will provide training and resources for Department chairs to provide equitable access to faculty work-life balance policies for all faculty.

6. Deans are responsible for reporting yearly to the Provost on the implementation of faculty work life balance training and policy changes at the decanal and departmental levels.

Program components:

The program to improve work-life balance for faculty should include the following aspects:

1. A single one stop website that collects all policies on work-life balance issues.
2. Faculty development workshops should be established to support work-life balance policies.

Some suggested areas include

- (a) Time Management (including overview of UB teaching, funding and research resources),
- (b) Laboratory Management tools, including “at a distance” management
- (c) Pregnancy, childbirth and childcare leave policies
- (c) Personnel Management including basic principles of mentoring and human resource development and management, conflict resolution and introduction to tutorials on available tools such as web based financial information (PIAI), international student/researcher issues and UBJobs .

3. Work-life balance issues must be part of the training for mentors and Chairs. For example, mentors should inform their mentees of the opportunities for altering the tenure clock as appropriate. Each School and CAS and library faculty will describe the policies governing alteration of the tenure clock. Resource libraries for work-life balance will be established and will include information, for example, on finding childcare, afterschool care and summer care, and home organizational/management skills.

Justification:

Work-life balance policies are necessary to support and retain faculty. They provide for a better work environment and life style for faculty at all stages in their careers. Clear and consistent policies are necessary to recruit, develop and retain a distinguished and diverse faculty.