

UCLA  
GENDER  
EQUITY SUMMIT

“FOCUS ON SOLUTIONS”

MAY 17, 2004

4-7 PM

FACULTY CENTER,  
CALIFORNIA ROOM

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# **I. AGENDA**

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## **I. Welcome**

Christine Littleton, *Chair, Gender Equity Summit Committee*

## **II. Opening Remarks**

Chancellor Albert Carnesale

## **III. How did we get here (Part 1)? Gender Equity at UCLA**

Anne Peplau, *Chair, Gender Equity Oversight Committee*

## **IV. Update on Gender Equity Data Committee Recommendations**

Paula Lutomirski, *Associate Vice Chancellor, Institutional Planning*

## **V. Update on Gender Equity Climate Committee Recommendations**

## **VI. How did we get here (Part 2)?**

### **The 2004 UCLA Gender Equity Summit**

The GES Committee

The GES Workshops

Linda Garnets, *Gender Equity Workshop Facilitator*

## **VII. Report from the Workshops**

## **VIII. Response to the Report**

Daniel Neuman, *Executive Vice Chancellor*

Rosina Becerra, *Associate Vice Chancellor, Faculty Diversity*

## **IX. Your turn: Questions, Responses, Ideas from the audience**

## **II. SUMMARY - RECRUITMENT**

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- 1. Designate more searches at the assistant professor level, fewer at associate or full.**
- 2. Train all department chairs, deans and chairs of search committees on effective recruiting methods and practices; include frequent follow-up sessions.**
- 3. Assess the recruiting process, and reward progress in recruiting a diverse faculty.**
  - a. Publish yearly “progress reports” on each department’s recruiting in terms of diversity, and provide additional resources or recognition to departments or units that show progress.
  - b. Include gender and diversity progress (or lack thereof) in eight-year review
  - c. Share successful strategies among departments.
  - d. Conduct regular interviews (in person or via email questionnaires) with female faculty who refuse offers: what reasons are given, what recruiting package was offered, what conditions were placed on the offer.
  - e. In the meantime, while exit interview procedures are being developed, begin with a study of past refusals to see if there are patterns that affect female recruits’ decisions.
- 4. Develop more and better options for child care and other family issues.**
  - a. Give priority in assigning scarce child care and early education spaces to female recruits (or to primary caretakers).
  - b. Form a partnership with LAUSD to develop increased access to public K-12 schools near campus.
  - c. Create an office to assist spouses/partners to find employment in the area.
- 5. Disclose more information, in more “user friendly” form, to recruits (as well as to established faculty).**
- 6. Provide written explanation/justification for “short lists.”**

### **III. SUMMARY – RETENTION/PROMOTION**

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**1. Disclosure, disclosure, disclosure**

- a. Departmental promotion files should be open to all ladder faculty, regardless of whether the particular departmental rules allow voting by all faculty.
- b. Actual salary information (not just steps or ranges) should be generally available and updated yearly.
- c. Each department should have a written policy on its expectation for stages of promotion.
- d. Each department should adopt a written policy on expectations for service.

**2. Assess the “service burden” on female faculty.**

**3. Develop more and better mentoring programs.**

- a. Department chairs should review current formal or informal mentoring to assure equal access by junior faculty and fair distribution of effort by senior faculty.
- b. The AVC should develop a pool of senior (including emeriti/ae) faculty who could serve as mentors outside the departmental structure.
- c. Good mentors should be recognized and asked to share their strategies with others.

**4. Offer training programs for faculty in negotiation skills, faculty rights, personnel procedures.**

- a. Every faculty member should be offered training in negotiation skills.
- b. Every faculty member should receive training in University policy and procedures on tenure, promotion and other personnel actions.
- c. Every faculty member should receive training in grievance procedures, rights of appeal, legal rights and legal processes, including clear and consistent information on non-discrimination.

## **IV. SUMMARY – LEADERSHIP**

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- 1. Increase gender and racial representation in leadership positions.**
- 2. Increase opportunities for faculty to gain information, experience and training in leadership.**
  - a. Conduct training workshops on leadership
  - b. Create a forum for sharing of experience and expertise among current and potential faculty leaders.
  - c. Create “chair-in-training” positions so that faculty can learn about the important role of department chairs
- 3. Designate “leadership” as the issue area for future gender equity workshops.**

## **V. UCLA GENDER SUMMIT REPORT – MAY 17, 2004**

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### **BACKGROUND**

During the weeks of April 19 and May 3, individual faculty from 20 different departments and professional schools met in workshops to exchange ideas about addressing gender equity in recruitment, promotion and leadership. Over 100 ideas were floated, many of which appear in the appendices to this report. A set of these were selected (largely by consensus) as having the potential to achieve concrete results in either the short or long term. In choosing which strategies to develop for presentation at the Summit, participants took into consideration prior work done by the Gender Equity Task Force and the Gender Equity Committees, the recent addition of an Office of Faculty Diversity, and current resource constraints.

This report reflects the deliberations of the two separate workshop groups. These workshops were made possible through the efforts of the Associate Vice Chancellor for Faculty Diversity Rosina Becerra, the Gender Equity Summit Committee (listed below), workshop facilitator Linda Garnets and Center for the Study of Women Manager Regina Lark. Any inconsistencies or errors in distilling and reporting are, however, the sole responsibility of the author.

### **STRATEGIES FOR RECRUITMENT**

#### **1. Designate more searches at the assistant professor level, fewer at associate or full.**

The pool of eligible candidates for assistant professor is more representative, in terms of gender and race/ethnicity, than the pool of senior level candidates. Especially during a period when the absolute number of searches authorized is limited, the diversity of the pool from which new faculty is drawn should be as great as possible. Moreover, hiring at junior levels reduces the cost of hiring and brings to UCLA the most recent developments in theoretical, methodological and pedagogical training in various fields.

All institutional actors in the hiring process can participate in this strategy, from the UC President, UCLA Chancellor and Vice Chancellors, Deans, Chairs and search committees.

#### **2. Train all department chairs, deans and chairs of search committees on effective recruiting methods and practices; include frequent follow-up sessions.**

Effective recruiting requires both information and skill. Recruiters should be provided with up to date information about campus resources, including such areas as housing services; the varied communities within Los Angeles, their demographics, transportation, schools and institutions; institutes, organized research units and other centers that foster intellectual community across disciplines; libraries, special collections and media resources. Recruiters should also be trained in the skills of recruiting, such as active listening, problem-solving and anxiety reduction.

Training sessions can be organized by the Office of Faculty Diversity, but the cooperation of deans, chairs and faculty search committees will be crucial to their success.

**3. Assess the recruiting process, and reward progress in recruiting a diverse faculty.**

This strategy has several parts, each of which would provide important information and make additional steps easier to plan and accomplish.

- a. Publish yearly “progress reports” on each department’s recruiting in terms of diversity, and provide additional resources or recognition to departments or units that show progress.**

Recognizing that gender equity intersects with race, ethnicity, disability, sexual orientation and other aspects of diversity, departments should be given incentives to work toward a diverse faculty. The publication in October 2003 of “Diversity Statistics” in a new format that makes it easier to track information provides a starting point. Even in a climate of scarce resources, incentives (such as public recognition, special awards, etc.) could be fashioned to recognize successful efforts.

- b. Include gender and diversity progress (or lack thereof) in eight-year review**

- c. Share successful strategies among departments.**

Chairs and search committees of departments that have been successful in recruiting a diverse faculty should be asked to share their strategies. This both recognizes the innovators and spreads the innovation.

- d. Conduct regular interviews (in person or via email questionnaires) with female faculty who refuse offers: what reasons are given, what recruiting package was offered, what conditions were placed on the offer.**

- e. In the meantime, while exit interview procedures are being developed, begin with a study of past refusals to see if there are patterns that affect female recruits’ decisions.**

**4. Develop more and better options for child care and other family issues.**

UCLA has long recognized this as an important part of both recruitment and retention, and has made efforts in the direction of providing such options. The steps suggested here should be seen as part of those efforts rather than substitutes.

- a. Give priority in assigning scarce child care and early education spaces to female recruits (or to primary caretakers).**

- b. Form a partnership with LAUSD to develop increased access to public K-12 schools near campus.**

- c. **Create an office to assist spouses/partners to find employment in the area.**

**5. Disclose more information, in more “user friendly” form, to recruits (as well as to established faculty).**

Although UCLA is a public institution and most relevant information is therefore a matter of public record, it is surprisingly hard to find specific information, especially about actual salaries, what recruiting packages are typical, what items are negotiable. Recruits who receive “full disclosure” are likely to experience the negotiation process as more collaborative and less adversarial.

As a result of prior gender equity efforts, there is a “one stop” website at faculty.diversity. The process of improving and updating this website is, however, unnecessarily cumbersome. An additional staff person could be placed in the Office for Faculty Diversity who could manage the website, provide brief summaries or abstracts of materials and reports that are currently linked, and create a bulletin board for postings from faculty.

**6. Provide written explanation/justification for “short lists.”**

Much of the selection process takes place before candidates visit the campus. Although some explanation of how the short list was compiled may already be provided, the bar should be raised on the quality of the explanations provided. Higher expectations would lead to more careful determinations during the process itself, and avoid unconscious bias in the disqualification of female candidates from consideration.

## **RETENTION/PROMOTION**

**1. Disclosure, disclosure, disclosure**

Open information and discussion is more likely to build trust and lead to collaborative processes within departments.

- a. **Departmental promotion files should be open to all ladder faculty, regardless of whether the particular departmental rules allow voting by all faculty.**
- b. **Actual salary information (not just steps or ranges) should be generally available and updated yearly.**
- c. **Each department should have a written policy on its expectation for stages of promotion.**

While there will always be exceptions, the absence of a written policy creates mistrust and allows unconscious bias to operate in particular cases.

**d. Each department should adopt a written policy on expectations for service.**

Some faculty members will choose to exceed expectations because of their own interests or commitments, and faculty will no doubt be asked to perform additional service when the department, school or campus has particular needs. Nevertheless, some statement of general expectations will allow faculty to make conscious choices and to monitor the equity of the distribution of necessary service.

*See also #5 in the “Recruiting” section above.*

**2. Assess the “service burden” on female faculty.**

The Gender Climate Committee found a significant degree of belief among faculty that women at UCLA carry a higher service burden than men, and included in its recommendations a study of whether this belief is accurate. The AVC should arrange for this study to be performed and the results published. Service to the profession or the community and mentoring of junior faculty should be valued as service to the department and the University. The role of UCLA faculty as “public intellectuals” should be highlighted, and the work of governing the University should be publicized. Since the continued viability of the University is dependent on the “service” of faculty, the University should make every effort to acknowledge, respect and reward this category of the Call.

**3. Develop more and better mentoring programs.**

**a. Department chairs should review current formal or informal mentoring to assure equal access by junior faculty and fair distribution of effort by senior faculty.**

Some departments have formal mentoring programs, while others use informal means. Either way, it is important to make sure that all junior faculty receive effective mentoring and that the tasks of mentoring do not fall unfairly on a few.

**b. The AVC should develop a pool of senior (including emeriti/ae) faculty who could serve as mentors outside the departmental structure.**

These mentors could provide a broader perspective, “reality checks” for faculty in difficult departmental situations and a resource for faculty in departments with severe underrepresentation of women.

**c. Good mentors should be recognized and asked to share their strategies with others.**

Training in effective mentoring would be useful both in creating a broader group of mentors and in making mentorship more attractive to faculty within departments.

**4. Offer training programs for faculty in negotiation skills, faculty rights, personnel procedures.**

**a. Every faculty member should be offered training in negotiation skills.**

Experienced negotiators can collaborate on expanding options and developing mutually beneficial outcomes. Intra-departmental negotiations over promotion, resources such as lab space and research assistance, even compensation, can become building blocks for departmental solidarity rather than stumbling blocks for female faculty.

**b. Every faculty member should receive training in University policy and procedures on tenure, promotion and other personnel actions.**

This is an area in which the information is readily available, but written materials alone are inadequate. We don't rely solely on written materials in teaching our students the content and skills of our various disciplines, so why should we assume that dissemination of policies and procedures is sufficient for faculty? Training sessions in which faculty can ask questions and request additional explanations would demystify the promotion process.

**c. Every faculty member should receive training in grievance procedures, rights of appeal, legal rights and legal processes, including clear and consistent information on non-discrimination.**

Faculty hold many important rights, based both in law and in University policy. Uncertainty about the extent of these rights and how they can be protected, however, can prevent their successful exercise. Employers are required by law to inform employees of their legal rights, including both internal grievance procedures and rights to sue. Simply publishing this information is insufficient, and misinformation or confusion can be costly to all parties.

In addition, misinterpretation of non-discrimination law can have the ironic effect of increasing inequality: If decision-makers fail to take account of gender issues under the mistaken impression that this is required in order to avoid gender preferences, unconscious bias is a likely result. Clear guidance should be provided to chairs and others, and specific information should be provided to all faculty.

## **LEADERSHIP**

**1. Increase gender and racial representation in leadership positions.**

Diversity is desirable in the administration as well as in the faculty as a whole. The AVC should collect and publish data on the number of female chairs, deans, and vice chancellors. Additional strategies are necessary in order to increase representation.

**2. Increase opportunities for faculty to gain information, experience and training in leadership.**

- a. **Conduct training workshops on leadership**
- b. **Create a forum for sharing of experience and expertise among current and potential faculty leaders.**
- c. **Create “chair-in-training” positions so that faculty can learn about the important role of department chairs**

**3. Designate “leadership” as the issue area for future gender equity workshops.**

This year’s workshops focused on issues of recruitment, retention and leadership. However, most of the discussion centered on the first two areas, with insufficient time to devote to the third. Another series of workshops should be planned for next year, with a focus on strategies for improving gender equity and diversity in leadership.

Respectfully submitted,

Christine A. Littleton,  
Interim Chair, Center for the Study of Women  
Chair, Gender Equity Summit Committee

On behalf of the GES Committee:

Kimberle Crenshaw, Professor of Law  
Margaret Kivelson, Professor of Earth & Space Science  
Kathryn Norberg, Associate Professor of History  
Chon Noriega, Professor of Theater, Film & Television, and  
Director, Chicano Studies Research Center  
Anne Peplau, Professor of Psychology  
Judith Smith, Acting Vice-Provost of the College

## VI. TIMELINE OF REPORTS AND PROGRESS

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In Fall 2000, the Committee on Gender Equity issued a report entitled: “*Gender Equity Issues Affecting Senate Faculty at UCLA.*”

The report includes an analysis of salary data (excluding Health Sciences) and made two findings: a) analysis did not identify systemic salary discrepancies based on gender if one controlled for rank, and, b) analysis suggested slower process through the ranks for women.

Report recommended the appointment of several additional committees to conduct follow up studies with special focus on:

1. analysis of salary data in health sciences
2. speculations developing a sophisticated personnel research database
3. an examination of non-salary gender and diversity issues

As a result, four additional groups were created:

- *Health Sciences Committee*
- *Data Committee*
- *Climate Committee*
- *Oversight Committee*

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The Data Committee was appointed in response to the recommendation to investigate the quality of the payroll and promotional data available at UCLA and make recommendations for a longitudinal database that would allow a comprehensive analysis of gender differences in career progression over time.

*Goal: To understand whether or not, and the mechanisms through which, gender is related to academic advancement.*

On March 7, 2003 Gender Equity Data Committee issued a report entitled: “*Gender Equity Data Committee Final Report.*”

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In response to the 2000 UCLA Gender Equity Committee Report which found that women faculty felt undervalued by the University, the Climate Committee was charged with investigating qualitative aspects of faculty gender equity on the UCLA campus.

In January 2002, a UCLA Faculty Climate survey was distributed to all faculty and several focus groups of selected female faculty were conducted.

On April 8, 2003 Gender Equity Committee on Academic Climate issued a report entitled: “*An Assessment of the Academic Climate for Faculty at UCLA.*”

The Health Sciences Compensation Committee report is forthcoming.

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## Summary of Reports and Findings Regarding Gender Equity at UCLA

### I) Quantitative Data

#### A) General Findings:

§ Salary differentials between men and women are small or nonexistent when comparing individuals within the same rank and department and who have similar year of hire and year of highest degree.

§ Salary data also suggests different patterns for men and women in terms of advancement through the ranks and representation across academic units.

§ The proportion of women on the faculty has been rising steadily but very slowly since the early 1970's (see Chart 1 which shows that the trend has been for the percent of women on the faculty to increase by about half a percent per year) At this rate of increase it would take more than 50 years to achieve equality in the numbers of men and women.

§ Women faculty are especially needed in areas such as physical sciences, engineering, and management where they remain poorly represented even relative to nominal availability pools.

#### B) Specific Findings:

§ Differences in salary at the Assistant Professor level are small.

§ Conditional on year of hire and year of highest degree, men earn 11.4% more than women at UCLA in terms of total compensation<sup>[1]</sup> (controlling for rank narrows this difference to 9.2%) (Note: *controlling for department narrows the difference to 2.4% suggesting overall difference in compensation between men and women results from the fact that women are concentrated in lower paying departments.*)

§ There are still very small numbers of women faculty in many departments and men are far more likely to be found at the senior end of the ladder than women (Data indicates that there may be differences in rates at which men and women progress up the faculty ladder.)

§ Conditional on year of highest degree, hire date at UCLA and department, women who have been promoted to tenure are 4.9% less likely than men to have reached the rank of Full Professor.

§ With the exception of Physical sciences, it is only at the rank of Full Professor that females earn consistently less than males across academic units.

### II) Qualitative Data

#### A) From 2000 Report

§ Many faculty feel that information on salaries is closely guarded and that those who seek it may face repercussions.

- § Some faculty believe that maternity policies are not consistently implemented.
- § There is a shortage of affordable and available childcare on campus.
- § It is widely believed that women (and especially minority women) may be unduly burdened with committee and departmental assignments, often in roles of low visibility, while at the same time, very few women serve on the most important committees.

**B) From 2003 Climate Committee Report<sup>[2]</sup>**

1. Results of an anonymous written survey to faculty<sup>[3]</sup>
  - § The majority of faculty (80%) report they would choose to work at UCLA if given the opportunity to choose again.
  - § Women are less satisfied than men in most aspects of life at UCLA assessed by the questionnaire.<sup>[4]</sup>
  - § Women and men faculty differed most in their response to a survey item about service. 65 % of women compared to 19% of men agree that “Women faculty face a greater service load than do men.”
  - § When considering specific resources and benefits, men and women faculty report asking for and receiving resources at about the same rate.
  - § Faculty from racial/ethnic groups other than non-Hispanic white are less satisfied with their experiences at UCLA than faculty who identify as non-Hispanic white.
  - § Faculty in non-ladder series are less satisfied than ladder faculty.
  - § In comparison to assistant or full professors, associate professors have the most negative perceptions of equity in advancement and access to relevant information.
  - § Overall, faculty who perceive their working environment to be collegial, stimulating and supportive are most satisfied with UCLA.
2. Key Areas of Agreement of Focus Group Studies<sup>[5]</sup>
  - § Women faculty perceive that power and influence are concentrated in the hands of white, male faculty who control access to information and resources.
  - § Women faculty report experiencing subtle (and not so subtle) gender and racial/ethnic bias in the behavior of some colleagues and staff.
  - § Women faculty feel their scholarly contributions are scrutinized more carefully or evaluated less favorably than equivalent work of their male colleagues.
  - § What is described as a competitive and self-aggrandizing climate at UCLA is seen to be, at times, in conflict with many women’s social and cultural upbringing or with their ethical standards.
  - § There is widespread concern about the impact of childbearing and childrearing on women faculty members’ professional careers.

### **III) Summary of Recommendations:**

#### **A) From 2000 Report**

1. The creation of a new committee structure to investigate gender issues.
2. Improvements in data quality.
3. Increased openness regarding salary data.
4. Clarification of policies regarding maternity leave.
5. Childcare and educational support for faculty children.
6. Assuring that service burdens, especially for women and minorities are equitable.
7. A further analysis of concerns specific to minority women.
8. A further analysis of gender climate on campus.
9. Administrative guidance regarding the University's approach to the achievement of diversity in the post Prop 209 era.
10. Reexamination of faculty recruiting, search, and hiring practices in light of Tidal Wave II.

#### **B) From 2003 Data Committee Report**

1. Prioritize the development, implementation and activation of a comprehensive longitudinal academic personnel database.
2. Allocate resources to conduct the career advancement analysis that will be made possible by the creation of longitudinal database.
3. Execute the five pilot studies identified in report.

#### **C) From 2003 Academic Climate Report**

1. Strengthen existing mechanisms and create new approaches for providing information to faculty.
2. Incorporate the status of women and ethnic minority faculty as an element in the review of academic programs and academic administrators.
3. Establish a competitive edge for UCLA in faculty and recruitment and retention by excelling in family-friendly policies and practices.
4. Determine and address the underlying causes of the perception that women faculty face a greater service load than to men.
5. Create a formal oversight mechanism to assess progress in implementing these recommendations.

6. Encourage and facilitate the hiring of women for full-time faculty positions including such leadership positions as department chair or dean.
7. To improve the academic climate for all UCLA faculty, extend these recommendations to the consideration of equity for other faculty groups and circumstances.

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[1] Excluding data from Medical and Dental Schools.

[2] The climate committee defined academic climate as “the culture, decisions, practices, policies, and behaviors that, taken together, constitute the working and learning environment within a university unit.”

[3] The UCLA Faculty Climate Survey was distributed in January 2002 to all faculty in the following series: ladder; in-residence; clinical X; adjunct; clinical; clinical instructor; research; senior lecturer; and lecturer.

[4] In comparison to male faculty they feel less influential, rate their work environment as less collegial, view the evaluation process as less fair, feel less informed about academic advancement and resource negotiation, and rate the distribution of resources as less equitable.

[5] Three focus groups were conducted with selected groups of ladder faculty women: African American and Hispanic faculty (all ranks); Assistant Professors (all ethnicities);

Distinguished Faculty (all ethnicities).

# VII. FACULTY DIVERSITY STATISTICS

2003-2004

Diversity Statistics – Regular Rank Faculty

## Campuswide Total

	Asian		African America		Hispanic		Native American		Minority Analysis		White		Unknown		Gender Analysis		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
	<b>Professor</b>	22	104	8	15	15	45	1	3	46	167	200	835	0	0	246	
	2%	8%	1%	1%	1%	4%	0%	0%	4%	13%	16%	67%	0%	0%	20%	80%	100%
<b>Associate Professor</b>	23	29	6	8	5	13	1	0	35	50	67	143	0	0	102	193	295
	8%	10%	2%	3%	2%	4%	0%	0%	12%	17%	23%	48%	0%	0%	35%	65%	100%
<b>Assistant Professor</b>	15	39	6	6	4	8	1	0	26	53	36	119	2	3	91	175	266
	6%	15%	2%	2%	2%	3%	0%	0%	10%	20%	24%	45%	1%	1%	34%	66%	100%
<b>Total Ladder</b>	60	172	20	29	24	66	3	3	107	270	330	1097	2	3	439	1370	1809
	3%	10%	1%	2%	1%	4%	0%	0%	6%	15%	18%	61%	0%	0%	24%	76%	100%

(Chancellor's Office-Faculty Diversity)

## VIII. RECOMMENDATIONS FROM THE GENDER EQUITY COMMITTEE ON ACADEMIC CLIMATE - APRIL 8, 2003

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**OVERARCHING RECOMMENDATION:** UCLA's leaders at all levels—the Chancellor, Vice Chancellors, Deans, and Academic Senate Leadership—must convey the critical importance of fair and equitable treatment of all faculty, promote collegiality, and foster openness in personnel and resource matters. This is essential to achieve the goal of gender equity and to create a supportive climate at UCLA.

**RECOMMENDATION 1:** Strengthen existing mechanisms and create new approaches for providing information to faculty.

A. Create and maintain a single website to provide comprehensive information for faculty at UCLA. This should be a “one-stop” location for information (and links to information) ranging from criteria for advancement to childcare resources.

B. Ensure that routine faculty training and information sessions meet faculty needs throughout their careers and across UCLA's many disciplines. Sessions should be sufficiently frequent and well-advertised and should include both general campus and unit-specific information.

C. Develop and promulgate UCLA guidelines for faculty mentoring, including a system for tracking participation.

**RECOMMENDATION 2:** Incorporate the status of women and ethnic minority faculty as an element in the review of academic programs and academic administrators, including Academic Senate 8-year program reviews and Deans' administrative reviews.

**RECOMMENDATION 3:** Establish a competitive edge for UCLA in faculty recruitment and retention by excelling in family-friendly policies and practices.

A. The Vice Chancellor – Academic Personnel should develop a comprehensive set of new policies and institutional practices to ensure that women faculty are encouraged to take full advantage of benefits that support career progress by accommodating childbearing and other family needs.

B. Expand existing child care resources and services.

**RECOMMENDATION 4:** Determine and address the underlying causes of the perception that faculty women face a greater service load than do men.

**RECOMMENDATION 5:** Create a formal oversight mechanism to assess progress in implementing these recommendations.

**RECOMMENDATION 6:** Encourage and facilitate the hiring of women for full-time faculty positions and such academic leadership positions as department chairs and deans.

**RECOMMENDATION 7:** To improve the academic climate for all UCLA faculty, extend these recommendations to the consideration of equity for other groups and circumstances.

The Committee's recommendations are offered with the view efforts to improve the academic climate for women faculty will, in fact, benefit the entire UCLA community.

## **IX. 10 THINGS YOU CAN DO NOW – FEMALE FACULTY**

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1. Visit the website for the Office for Faculty Diversity (<http://faculty.diversity.ucla.edu>) for information and follow the links to gender equity reports and University personnel policies.
2. Visit the website for the Center for the Study of Women (<http://www.women.ucla.edu>), add your name to its mailing list, and forward event announcements to your colleagues and friends.
3. Invite your graduate students individually to job talks, recruiting events.
4. Consider hosting a recruiting dinner in your home instead of a restaurant, especially for recruits who are unfamiliar with the Los Angeles area. Ask about dietary restrictions (vegetarian, kosher, Muslim, etc.).
5. Tell your department's MSO (or equivalent) about your neighborhood, especially if it is in an area of lower housing costs, substantial integration or decent public transportation.
6. Contact promising recruits before their visits to offer information and assistance.
7. Tell your colleagues what your salary is.
8. Start a list serve or 'zine on line to communicate with other female faculty, posting notices about your experience with child care, underpublicized services on or near campus, kudos for accomplishments by women. Use University email services or private commercial options as appropriate.
9. Invite male colleagues to attend presentations of your research, to act as commentators, or to discuss your research with you.
10. Add a book or video on negotiation skills to your summer reading/viewing list

## **X. 10 THINGS YOU CAN DO NOW – MALE FACULTY**

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1. Visit the website for the Office for Faculty Diversity (<http://faculty.diversity.ucla.edu>) for information and follow the links to gender equity reports and University personnel policies.
2. Attend an event sponsored by an organization on campus that focuses on research by or about women (e.g., the Center for the Study of Women- <http://www.women.ucla.edu>) and participate in the discussion.
3. Offer to mentor a junior woman in your department.
4. Tell your female colleagues your salary.
5. Send email to your colleagues (and especially your chair) about a female colleague's accomplishment.
6. Nominate a female colleague for a campus honor, such as University Research Lecturer, Distinguished Teaching awards, etc.
7. When you chair an ad hoc committee, be sure to detail the service record of the candidate, rather than simply listing departmental or university committees.
8. Speak up if a colleague makes an unfairly dismissive comment about a female colleague's scholarship, teaching or service.
9. Check on the gender and racial composition of the scholarly or professional organizations to which you belong, and sponsor any colleagues who may have been overlooked.
10. Check your citation practices for inclusion of work by female scholars, and by scholars of a different racial or ethnic group than yours.

## **XI. 10 THINGS YOU CAN DO NOW – CHAIRS**

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1. Create open promotion files (including redacted versions of materials that require confidentiality) for all faculty to review before tenure and promotion decisions.
2. Ask the curriculum committee to review your department's curriculum for inclusion of relevant gender and other diversity issues.
3. Send personal letters of congratulations for service to the department, with a copy to the faculty member's dossier.
4. Ask search committees or appointments committees to consider instructors in non-tenure track positions for appointment to tenure track positions when a search is opened.
5. Review departmental hiring priorities to guard against overlooking new areas within the discipline, and check for unnecessarily restrictive job descriptions that might exclude innovative or interdisciplinary scholars.
6. Invite the gender and ethnic research centers on campus to assist in efforts to recruit faculty interested in opportunities for intellectual community or interdisciplinary research.
7. Schedule information and training on gender equity, diversity, sexual harassment, grievance procedures etc. as part of regularly scheduled faculty meetings.
8. Set a "typical service norm" for your department and make sure all current faculty and recruits are given information on departmental expectations.
9. Translate "the Call" into written guidelines for your department that can be discussed at a faculty meeting (at a time when no specific candidate is being considered).
10. Email all members of your department asking for suggestions for improving gender equity and diversity, collect the results and schedule a faculty meeting to discuss them.