



## **A Template for Accountability**

**What Each Administrator Can Do to  
Improve the Climate for Gender Equity and Diversity  
in their Unit and at ASU**



**Arizona State University  
Commission on the Status of Women**

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**For more information  
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# EXECUTIVE SUMMARY

## Introduction

The Commission on the Status of Women (CSW) at ASU is appointed by the President and charged by the Arizona Board of Regents with monitoring progress towards equity, helping to generate strategies for implementing recommendations of the Regents, and studying and making recommendations on new issues affecting women. Consistent with this charge, the CSW initiated an investigation into the climate for women at ASU in Spring 2002 that involved discussion groups with a cross-section of women faculty, staff, students and administrators.

Information gained from these focus groups led to one overarching conclusion: The lack of accountability for an equitable climate, coupled with the discretionary power of unit heads to implement significant workplace policies, has created a situation of inconsistent and inequitable treatment across units and has enabled pockets of chilly and hostile climates to persist. Until the issue of accountability for the working and learning climate is addressed, ASU will be hindered in its efforts to create a community, which is as fully productive, inclusive and diverse as it can be. The attached matrix contains numerous actions that can be initiated by individual administrators to improve the climate for women and diversity now.

## Major Findings

- Patterns of inequity in faculty compensation and rewards develop through discretionary assignments of items such as summer money, service work, class sizes, teaching loads, assignment of teaching and research assistants, allocation of resources and support for awards and recognition. *Monitoring* of these items for patterns of gender inequity is also discretionary.
- The loss of many high profile senior women of color from the university over the last few years is having a profound effect on the climate for women of color at ASU. The loss of these women is perceived by many as a lack of commitment to the inclusion and career progression of junior faculty of color at ASU.
- Women at all levels and in all employment and student categories experience a lack of mentoring that has implications for productivity and progression. Programs to address this issue in a systemic way are few and far between.
- Experiences of being undervalued, isolated and disrespected were reported by women at all levels and categories of employment, including women undergraduate and graduate students. Informal decision networks limit, and in some cases actively undermine, women's leadership. The work women do for the "good of the order" is not valued, recognized or rewarded.
- Consistent reports by faculty and staff of planning or intending to leave the institution. This finding was corroborated by the Faculty Women's Association's Spring 2002 Retention Study.

## Voices Heard

- “*There is no culture in my department that includes women*” —faculty
- “*I thought- great, I’ll be one girl in 70 guys, I’ll get lots of attention. Now I know that I only stick out when I do something wrong*” —undergraduate student
- “*He told me if I was going to get married, I wasn’t serious about my career*” —graduate student
- “*My chair told me I would only get tenure because I’m a woman of color*” —faculty
- “*I do the work, he gets the credit*” —staff
- “*I can only succeed if I’m not noticed*” —undergraduate Student:
- “*The other male supervisors are given 90% of the meeting, I get 10% and he overyells me*” —supervisor

## Recommended Strategies to Improve Accountability

1. Recognize that the climate for women and diversity in universities is not just an ASU problem but a national one. ASU can distinguish itself as a New American University by improving the climate for women and diversity *now*.
2. Accountability signifies responsibility *and* initiative: Review the suggestions contained in the attached matrix relative to your position. Determine what you can do *now* to introduce positive change into your unit.
3. Identify and monitor key data points for patterns of inequity (e.g. teaching loads, class sizes, course prestige, service assignments). Make change where necessary.
4. Increase your awareness of patterns of behavior that affect the climate for women and diversity and work to change them. For example:
  - Do you expect faculty of color to attend departmental or college events to showcase diversity? Is attendance “optional” for others?
  - Do you review committee and service assignments to ensure they are distributed evenly? When you need something done and you don’t want to make a special deal to get it, who are you more likely to ask, a man or a woman?
  - Do you assume that all faculty have the same knowledge about negotiable aspects of their jobs? Do you proactively inform faculty of their options?
  - Do you proactively recognize staff who contribute to the achievement of your unit mission or do you assume that its “their job” and no recognition is needed?
5. Attend programs offered through the Academic Chairs and Directors Council, Associate and Assistant Deans Council, the Office of Equal Opportunity/Affirmative Action, the Intergroup Relations Center and the Center for Learning and Teaching Excellence to enhance your ability to be more proactive in ensuring an equitable climate for all.
6. Invite the Commission on the Status of Women to present its findings and recommendations on the climate for women and diversity to your administrative leadership or unit. Begin an on-going dialogue about these issues in your unit.

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<b>WHO</b>	<b>SPHERE OF POWER/INFLUENCE</b>	<b>ACTIONS TO INCREASE ACCOUNTABILITY</b>
President	<ul style="list-style-type: none"> <li>▪ Leadership for entire university;</li> <li>▪ Direct leadership of President’s Working Group, Provost, Vice Presidents, and Office of the President;</li> <li>▪ Establishes priorities, language, direction and resource commitments for entire university;</li> <li>▪ Communication flow beyond university (ABOR, legislature, Governor).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopt all or part of the “Template for Accountability” as a university-wide initiative;</li> <li>▪ Set “tone” for campus action – stress the importance of the climate for women and diversity as integral to achieving university goals ;</li> <li>▪ Ensure coordination of appropriate units on recommended actions;</li> <li>▪ Hold major institutional event such as the President’s Breakfast that presents latest research on gender in the workplace – continue to prioritize in subsequent years;</li> <li>▪ Establish accountability for the climate with Working Group, Provosts, and Vice Presidents;</li> <li>▪ Prioritize resources for executive, administrative, and supervisory development;</li> <li>▪ Support quantitative and qualitative progress measures; celebrate successes.</li> </ul>
Provosts	<ul style="list-style-type: none"> <li>▪ Chief Academic officer, leadership of and responsibility for the entire academic enterprise, all colleges and research units;</li> <li>▪ Sets priorities for Deans, with leverage through recruitment planning and compensation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote accountability for the climate, especially eliminating hostile and chilly climates, through reward and compensation systems;</li> <li>▪ Establish goals and accountability for Deans through links to recruitment plans and annual reviews;</li> <li>▪ Establish funding links to performance on climate issues;</li> <li>▪ Prioritize resources for executive and administrative development;</li> <li>▪ Provide leadership through Dean’s Council;</li> <li>▪ Initiate NSF ADVANCE (Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers) application process;</li> <li>▪ Link NSF ADVANCE efforts to leadership development at all levels.</li> </ul>

<p>Vice Provost (Academic Personnel)</p>	<ul style="list-style-type: none"> <li>▪ Oversight of promotion and tenure/continuing status processes;</li> <li>▪ Oversight of post-tenure review, annual review processes, hiring and grievance processes for academic personnel;</li> <li>▪ Analysis of recruitment, retention, and compensation data and policies;</li> <li>▪ Liaison to Academic Chairs and Academic Directors Council and the Assistant and Associate Deans Council;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collect and monitor for gender equity all data pertinent to total compensation (e.g. start-up packages, summer support, research support)</li> <li>▪ Develop and implement academic leadership development program aimed at building the leadership capacity and managerial skills of Deans, Chairs and Directors;</li> <li>▪ With EO/AA Director, provide proactive support and guidance on issues relevant to recruitment and retention of underrepresented faculty and complaints and grievances involving climate and diversity related issues;</li> <li>▪ Support programming within the ACAD and AADC that promotes issues of workplace climate, gender equity, climate for diversity, leadership development, analysis of case studies;</li> <li>▪ Initiate cross-college mentoring program for all levels of faculty as part of a recruitment and retention program;</li> <li>▪ Ensure dissemination of information related to: list of negotiable items available as part of start-up packages for new hires;</li> <li>▪ Ensure P/T committees are versed in issues relevant to new scholarly paradigms, interdisciplinary research, and multiple models for faculty success;</li> </ul>
<p>Director of EO/AA</p>	<ul style="list-style-type: none"> <li>▪ Oversight for the development, monitoring and communication of, and compliance with, the university's Affirmative Action plan, including maintenance of relevant databases; consultation and workshops; and investigation of complaints.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure dissemination of information regarding existing policies relevant to employment discrimination (sexual harassment, pregnancy/maternity leaves, and equitable treatment);</li> <li>▪ Work with Provosts' offices to analyze issues relevant to total compensation equity for faculty;</li> </ul>
<p>Deans</p>	<ul style="list-style-type: none"> <li>▪ Leadership for entire college, including departments, research units, and student support services;</li> <li>▪ Direct leadership and/or supervision of Associate and Assistant Deans and support staff;</li> <li>▪ Oversight of college and departmental policies,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that data pertinent to total compensation is accurately collected, recorded, and transmitted;</li> <li>▪ Promote accountability for the climate, especially eliminating hostile and chilly climates, through reward and compensation systems;</li> <li>▪ Provide leadership and direction in setting college philosophies and goals regarding climate for faculty <i>and</i> staff;</li> <li>▪ Set "tone" for college action – stress the importance of the climate for women and diversity as integral to achieving college and university goals;</li> </ul>

	practices and accountability.	<ul style="list-style-type: none"> <li>▪ Provide leadership and topical presentations for department chairs through college councils or other appropriate forums;</li> <li>▪ Specify learning and working climate as a component of performance;</li> <li>▪ Monitor promotion and tenure/continuing appointment processes for patterns of gender inequity;</li> <li>▪ Provide leadership and topical programming relevant to issues of faculty and staff mentoring and development;</li> </ul>
Associate and Assistant Deans	<ul style="list-style-type: none"> <li>▪ Interactions with faculty, staff, and students as defined by college;</li> <li>▪ Interactions with department chairs as defined by college.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitor distribution of work and service assignments, special projects, and college resources for patterns of gender inequity;</li> <li>▪ Monitor student issues, problems, complaints and grievances for patterns of gender inequity;</li> <li>▪ Monitor faculty offers, counter-offers, exit patterns, retirement packages for patterns of gender inequity;</li> <li>▪ Become aware of how patterns of gender socialization result in gender inequities, work to address these issues (e.g. differences between male and female negotiating styles; differences in willingness to do service and its impact on productivity)</li> <li>▪ Become aware about how patterns of gender socialization affect access to information resulting in gender inequities, work to address these issues (e.g. knowledge about what is involved in negotiation; knowledge about retirement packages).</li> </ul>
Academic Chairs and Academic Directors	<ul style="list-style-type: none"> <li>▪ Direct leadership and/or supervision of faculty and staff within unit;</li> <li>▪ Oversight of unit policies, practices and accountability;</li> <li>▪ Responsible for planning for faculty recruitment, retention, and development;</li> <li>▪ Responsible for workplace climate;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set the “tone” for departmental climate and action – stress the importance of the climate for women and diversity as integral to achieving college and university goals;</li> <li>▪ Participate in opportunities related to managerial development, workplace and learning climate (e.g. Academic Leadership programs; programs focusing on climate issues);</li> <li>▪ Become knowledgeable of workplace policies, practices and resources related to staff development, work/life balance, staff supervision, climate for staff;</li> <li>▪ Work with Vice Provost for Academic Affairs and other appropriate offices and units to increase number of women and minorities in hiring pools and to develop strategies for increasing women and minorities in hiring pools;</li> <li>▪ Establish departmental culture that supports the development of junior faculty;</li> <li>▪ Make mentoring an explicit activity within the department;</li> <li>▪ Ensure equity in the distribution of faculty workload, service assignments, special projects, unit resources</li> </ul>

		<p>and total compensation;</p> <ul style="list-style-type: none"> <li>▪ Monitor offer packages and start-up packages for patterns of gender inequity;</li> <li>▪ Collect and track data relevant to total compensation; monitor for patterns of gender inequity.</li> <li>▪ Ensure that tenure and promotion criteria are related to faculty assignments (e.g. if working with graduate students is a requirement for promotion then must ensure faculty have opportunities to teach and work with graduate students)</li> <li>▪ Track and monitor teaching loads for patterns of gender inequity (e.g. number of preps, number of students, level of course)</li> <li>▪ Track service commitments in terms of departmental, college, university, and professional service and importance of type of service;</li> <li>▪ Increase the number of faculty in your department that have Affirmative Action training (e.g. the entire personnel committee rather than one individual, Chair <i>and</i> Assistant Chair)</li> </ul>
<p>Directors of Graduate Studies</p>	<p>Leadership for:</p> <ul style="list-style-type: none"> <li>▪ Graduate Committee;</li> <li>▪ Recruitment and admission of new graduate students;</li> <li>▪ Identifying and seeking funding for graduate students;</li> <li>▪ TA/RA assignments;</li> <li>▪ TA/RA orientation and training;</li> <li>▪ Initial mentoring and on-going contact with graduate students;</li> <li>▪ Ensuring progress of graduate students towards degree;</li> <li>▪ Identifying and nominating graduate students for awards and fellowships.</li> </ul> <p>May also provide leadership for or consult on:</p> <ul style="list-style-type: none"> <li>▪ Graduate curriculum, courses and faculty assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with the Graduate College (Associate Dean for Student Support Services and Recruitment and Retention Specialist) to develop strategies for increasing the recruitment and retention of women and minority graduate students.</li> <li>▪ Become proactive in communicating information about networking organizations and opportunities for women graduate students and graduate students of color.</li> <li>▪ Become aware of climate issues that may affect the success of women graduate students and students of color. These include patterns of overt discrimination and subtle bias. Increase awareness in your department and among faculty about what these patterns are and how they can be addressed. Resources for increasing awareness and creating a climate for excellence for all graduate students include the Graduate College, the Center for Learning and Teaching Excellence, and the Intergroup Relations Center.</li> </ul>

<p>Academic Chairs and Academic Directors (ACDC) Council</p> <p>Associate and Assistant Deans' (AADC) Council</p>	<ul style="list-style-type: none"> <li>▪ Leadership and networking among Academic Chairs and Academic Directors/Associate and Assistant Deans</li> <li>▪ Information dissemination to Academic Chairs and Directors/Assistant and Associate Deans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide programming to Chairs and Directors aimed at building their leadership and managerial capacities. Such issues as the climate for learning and working, the climate for women, gender equity and diversity can be addressed through multiple themes, directly and indirectly, through such issues as resource allocation and negotiation, mentoring, the experience of women in academe, and the effect of budget cuts on diversity. Utilize variety of presentation methods, including case-based studies, panel discussions, and break out discussions to assure multiple options for learning. Work with the Provost's Office, Commission on the Status of Women, EO/AA and Human Resources as necessary to identify topics and resources.</li> </ul>
<p>Associate VP for Human Resources</p>	<ul style="list-style-type: none"> <li>▪ Leadership for university's human resources mission and functions encompassing strategic planning, policy formulation, program development and implementation, service delivery and administration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set "tone" for Human Resources action – stress the importance of the climate for women and diversity as integral to achieving university's goals, provide on-going leadership and evaluation of these efforts;</li> <li>▪ Assess programs, models and feasibility of implementing a program for staff mentoring;</li> <li>▪ Continue efforts to integrate climate issues into supervisory and management training programs; continue efforts to integrate case-based approaches to gender, climate and diversity in supervisory and management training programs;</li> <li>▪ Assess feasibility of revising performance management system. Issues to consider: identification and evaluation of core management competencies; development of reciprocal evaluation system wherein employees have input into evaluation of supervisors with mechanisms to ensure confidentiality and to prevent misuse; consequences for failure to conduct performance evaluations; identification of resources for improving deficient competencies; use of technology to streamline performance management process.</li> <li>▪ Continue efforts to improve communication to employees about development and redress of concern options.</li> </ul>
<p>VP for Student Affairs</p>	<ul style="list-style-type: none"> <li>▪ Leadership, coordination and supervision of university-wide student affairs initiatives, enrollment management, and student affairs departments/personnel.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue efforts to improve institutional leadership, visibility and commitment to addressing issues of relationship and sexual violence prevention education;</li> <li>▪ Continue efforts to prioritize and improve student affairs programming targeted towards the needs and diversity of women students;</li> </ul>