More than half of the master’s students and two-thirds of the doctoral candidates at the Goldman School of Public Policy (GSPP) are women. Yet the proportion of women on the school’s faculty does not reflect its student body. Just three of GSPP’s 21 faculty members [1] are women.

While women have historically been underrepresented in higher education, current trends show an increase in female faculty. However, GSPP’s gender composition is not representative of current trends. GSPP has a lower percentage of women faculty than both its peer public policy schools and the UC Berkeley campus at large.

We believe that increasing faculty diversity should be a stated goal of GSPP, backed by a strategic plan and visible actions. In this report, we recommend steps GSPP should take to improve the recruitment and retention of women faculty.

Opportune Time to Address Gender Disparity

Despite the state funding cuts to higher education, GSPP can and should develop a plan for increasing faculty diversity. The school is currently undergoing a major program review under the new leadership and guidance of Dean Henry Brady, making this an opportune time to review faculty diversity and recruitment strategies. In addition, UC Berkeley recently received a $16 million pledge from the Evelyn and Walter Hass, Jr., Fund to support its Initiative for Equity, Diversity and Inclusion. GSPP should seek some of this funding to increase faculty diversity.

We recognize that increasing faculty diversity will be a multi-year process, as the budget cuts facing the University of California system may prevent new faculty hires for some time. However, GSPP can take several steps to ensure a more inclusive recruitment process is in place when hiring begins again.

We hope to engage faculty, staff, students and alumni in a conversation – not just about greater faculty gender parity but also about increasing overall diversity.

The Importance of Faculty Diversity

Students Want Diverse Faculty

GSPP students want a diverse faculty: 83 percent of GSPP students who responded to a 2010 Women in Public Policy survey [2] believe that having a gender diverse faculty is either important or very important. The desire for a diverse faculty spans both genders: 90 percent of females and 74 percent of males said that a gender diverse faculty was either important or very important.
Reasons for wanting a gender diverse faculty included mentorship opportunities (89 percent), diversity of expertise (84 percent) and teaching style (76 percent).

GSPP students do not believe that the current faculty composition is diverse. More than 85 percent of students surveyed believe that the current gender makeup of GSPP’s faculty is disproportionate.

**GSPP Gender Disparity Greater Than Peers**

UC Berkeley has more women faculty than ever before. Between 1994 and 2008, the number of women in tenured or tenure-track positions increased by almost 50 percent. Today, women make up about 29 percent of all tenured or tenure-track faculty and about 23 percent of full professors [3]. Women made up 36 percent of all new faculty hires on the Berkeley campus between 2004 and 2008 [4].

By contrast, only 14 percent of all tenured or tenure-track faculty at GSPP are women. Of the three women on faculty, the only full professor holds a joint appointment with Berkeley Law, where she spends most of her time. GSPP also has a lower proportion of women faculty than its peer institutions across the country. At the nine other public policy programs for which we obtained data, women constitute anywhere from 18 to 40 percent of the faculty.

GSPP has tried to improve gender diversity, making at least three offers to women for tenured or tenure-track positions in recent years. But the offers were unsuccessful for a variety of reasons.

**Percent of Tenured and Tenure Track Faculty that are Women, by School**

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgetown - PPI</td>
<td>50%</td>
</tr>
<tr>
<td>University of Michigan - Ford</td>
<td>30%</td>
</tr>
<tr>
<td>Princeton - Woodrow Wilson</td>
<td>35%</td>
</tr>
<tr>
<td>University of Wisconsin - La Follette</td>
<td>40%</td>
</tr>
<tr>
<td>Duke - Sanford</td>
<td>35%</td>
</tr>
<tr>
<td>Harvard - HKS</td>
<td>30%</td>
</tr>
<tr>
<td>Carnegie Mellon - Heinz</td>
<td>25%</td>
</tr>
<tr>
<td>University of Texas, Austin - LBJ</td>
<td>20%</td>
</tr>
<tr>
<td>University of Chicago - Harris</td>
<td>20%</td>
</tr>
<tr>
<td>UC Berkeley - Goldman</td>
<td>14%</td>
</tr>
</tbody>
</table>

Sources: Authors’ compilation from university website (U. of Michigan, Princeton); university staff (Georgetown, U. of Wisconsin, Duke, Carnegie Mellon, U. of Texas, Austin, U. of Chicago); End of Year Report July 2008 (Harvard).
Challenges to Creating Faculty Gender Diversity

A number of factors may contribute to GSPP’s ability to diversify the faculty. Below, we highlight challenges faced by GSPP, the UC Berkeley campus, and higher education.

Note on methods. Both this section and the following recommendations are based on interviews with faculty and staff at GSPP, its peer institutions and other UC Berkeley schools. When available, we used outside research, as cited. We do not cite individual interviews or detailed circumstances for privacy reasons.

Challenges at GSPP

Size. The school currently has 21 faculty members, making it smaller than many of its peer institutions. GSPP’s small size, combined with low faculty turnover, leaves few opportunities to hire new faculty.

Funding. GSPP has fewer financial resources than other Berkeley professional schools, such as business and law, to increase the size of its faculty.

Challenges at UC Berkeley

Financial challenges. Both the Bay Area’s high cost of living and the need to compete with private schools make it difficult for UC Berkeley to make competitive employment offers to qualified faculty. The recent budget crisis may also damage the perceived viability of the UC system.

Child care slots. UC Berkeley lags behind private schools with respect to child care slots [5].

Challenges in Higher Education

Pipeline. In the past, few women have pursued PhDs in fields from which public policy schools often hire, such as economics. However, the number of women obtaining such degrees is on the rise, increasing the pool of potential female applicants [6].

Tendency to hire “like” individuals. Established tenure policies in institutions may encourage the hiring of people with similar backgrounds to guarantee that they will survive the tenure process.

Women tend to underapply. Women tend to underestimate others’ perceptions of their performance [7] and underapply to top schools like UC Berkeley [8,9].

Life and work balance. Women report greater concerns regarding life/work balance [10], and having a baby disproportionately slows or derails women’s progress in academia. A longitudinal survey of doctoral recipients shows that of tenure-track faculty who have babies within five years of receiving their PhD, 56 percent of women achieve tenure compared with 77 percent of men. Of tenured faculty, 44 percent of women are married with children compared to 70 percent of men [11].
Cognitive bias. Research has shown that both women and men are more likely to attribute female achievement to luck and male achievement to skill [12]. In addition, when people evaluate performance under time constraints or when preoccupied, women receive lower evaluations than men for the same performance [13]. In the academic context, women are expected to publish more papers [14], yet they receive weaker recommendation letters [15], and lower evaluations on identical resumes [16].

Recommendations

We believe GSPP should focus on improving three types of recruitment and retention practices to increase the number of women faculty: ongoing recruitment, management of the hiring process, and new faculty support.

While we recommend these practices to increase gender diversity of GSPP’s faculty, we believe they could also increase overall faculty diversity while still ensuring that GSPP hires qualified candidates. We encourage GSPP to evaluate candidates not only on whether they complement the current faculty’s capacities, but also on their ability to add value for students and alumni and help GSPP adapt to future needs.

We recognize that GSPP has implemented some of these recommendations. However, we found value in combining all of them in one place.

Ongoing Recruitment

Develop and maintain a list of qualified women. Maintaining a list of qualified women candidates will allow GSPP to develop relationships with possible recruits as well as craft job searches that are likely to attract more women. A list will also help GSPP to immediately reach out to qualified women when the opportunity to hire arises. Harvard’s Kennedy School was able to increase the number of women faculty after a "star search" recruited a cohort of social science researchers.

Invite top women for guest lectures. Lecture invitations will allow GSPP faculty to begin forming relationships with the top women recruits as well as help refine the search list.

Establish more joint faculty appointments. Many qualified women already teach at UC Berkeley in fields related to public policy. GSPP should take advantage of their expertise and invite them to teach courses or guest lecture at the school.

Recruit from government. The Master in Public Policy is an applied degree, yet few GSPP professors have recent experience in government. Recruiting from government would not only provide important applied expertise, it may expand the pool of women recruits.

Develop a relationship with the Office for Faculty Equity. The Office for Faculty Equity at UC Berkeley can provide GSPP with strategies and support for increasing diversity. At a minimum, GSPP should consider regular, perhaps annual, meetings with the office to review GSPP’s strategies.
Management of Hiring Process

Conduct open searches. When GSPP has an open faculty position, it should conduct an open search for applicants rather than advertising for a specific academic background (e.g., economics). Specific searches will miss both women and men who would be qualified candidates but specialize in another field or work in government.

Invite qualified women to apply. Increasing the diversity of the applicant pool may result in a more diverse faculty. Since women tend to underapply, greater effort is needed to encourage women applicants. Invitations to apply could also increase the number of minority applicants in the pool. Research has shown that minority applicants are not targeted for recruitment, despite beliefs to the contrary [17]. Active recruitment could give GSPP an edge over competitors.

Hire cohorts when possible. Given that few women are currently on the faculty, prospective female candidates may be deterred from joining the school by its lack of diversity [18]. If GSPP has more than one open position at a time, it should hire faculty in cohorts, giving new faculty – whether women or men – a peer group for support.

Include students on search committees. Having more women on search committees – including having a woman chair – increases the likelihood that women will apply [19]. The hiring of underrepresented faculty increases when the search is conducted by an ethnically/racially diverse search committee [20]. Involving students could increase the diversity of GSPP search committees, and will incorporate new perspectives in the hiring process. Although we would advocate for students to be voting members of the committee, at a minimum students should be included in all other aspects of the search.

Give prospective hires flexibility. The amount of time a prospective hire is given to accept a job offer is at the discretion of the school. While it is understandable that the school would want a timely response, GSPP must consider each candidate's individual circumstances. Because women tend to be the primary caregivers in their families, women with children may need more time to work through the logistics of a possible move to Berkeley, such as schooling and day care needs.

Be aware of cognitive bias. Search committee members should be reminded of potential, and likely unconscious, biases when considering candidates and making job offers.

Refer all interview candidates to CALcierge. Ideally, prospective candidates should meet with the CALcierge [21] (a UC Berkeley service designed to help new faculty hires) when interviewing, after an offer is made, and when they accept [22]. Ongoing communication with the CALcierge will provide candidates with a clear understanding of what supports are available and may mitigate concerns candidates have regarding relocation.

New Faculty Support

Encourage faculty mentorship. Faculty have noted that having the support of senior colleagues was valuable during their tenure process. For women, having a mentor increases the likelihood of receiving grant funding [23]. GSPP should ensure that new faculty are connected to
a mentor within the school. In addition, given GSPP's physical location and small size, more effort may be required to connect new faculty with other individuals and organizations on the main campus.

**Encourage and normalize use of family-friendly policies.** GSPP should continue to support existing university policies such as stopping the tenure clock [24] for the birth of a child. GSPP should also support the development, implementation and evaluation of these policies to ensure they are meeting GSPP faculty recruitment and retention goals.

**Provide annual performance reviews.** GSPP should give new faculty regular feedback on their efforts to obtain tenure. Annual reviews would help all new faculty members, not just women, be more successful in the tenure process.

**Conclusion: Institutional Commitment is Essential**

We believe these recommendations will help GSPP increase the number of women faculty over the long term. However, these steps should not be taken piecemeal, but rather as part of a broader effort to increase faculty diversity.

**Our final recommendation is to develop a public strategic plan with milestones to increase women faculty, and to report annually to students and alumni.** Our hope is that school administrators, using this report as a guide, will work with students, alumni and faculty to develop a strategic plan and report annual progress. Such institutional signaling is considered a best practice [25] and would demonstrate GSPP’s commitment to faculty diversity.

Increasing faculty diversity will require the ongoing effort of all members of the GSPP community. We hope that incoming, current and former students will work together with faculty and staff and continue to pursue this issue into the future.
Endnotes

1. These numbers include tenured and tenure-track faculty listed in the 2009-10 GSPP Bulletin.
2. We asked GSPP students to complete a brief survey about their opinions on faculty gender diversity. The results are based on 83 responses.
3. A full professor is the highest tenure rank. Within the full professor rank, there are multiple steps that an individual can reach.
5. Meeting with the CALcierge, March 8, 2010.
6. About 33 percent of all new PhDs in economics are obtained by women, according to the American Economic Association's Committee on the Status of Women in the Economics Profession.
21. The CALcierge is a university position created in 2009 to support the recruitment and retention of faculty. CALcierge services include both relocation services to prospective and new faculty and dual career services for the accompanying faculty spouse or partner.
22. Meeting with the CALcierge, March 8, 2010.
24. At UC Berkeley, assistant faculty are allowed to extend their probationary period by one year for the birth or adoption of a young child.
About this report

This report was researched and written by Joy Bonaguro, Christine Frey, Tara Regan, Felicity Rose and Kathy Wilson, GSPP graduate students who met through the Women in Public Policy group.

We obtained data on the gender composition of public policy schools from school staff and publicly available materials. Our recommendations are based on a review of academic literature and interviews with public policy faculty, university administrators and other academics.

While this report is concerned with the gender composition of GSPP, there are other areas of diversity that the university and public policy school should address, including diversity in ethnicity, academic research and professional work experience. Given limitations in time and resources, we were unable to explore these areas but believe they are important aspects of a diverse faculty.

The judgments and conclusions of this report are solely those of the authors and are not necessarily endorsed by the Goldman School of Public Policy, by the University of California, or any other agency.

Acknowledgements

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Comments

Send your feedback on this report to gsppwipp@gmail.com.