

World Café Conversations: Friday, October 10, 2008, 1:30 to 2:45 PM

The following presentations will be the basis for this first round of conversations.

- *Do Babies Matter: Women in Science* (Mason)
- Panel #1: Best Policies and Practices for Faculty Flexibility
 - *Help for Dual Career Academic Couples* (Aebersold)
 - *P/T on the Tenure Track: the Nexus Between Policy and Utilization* (Herbers)
 - *Flexibility as New Norm? Faculty Response is Not Always Trusting of Institutional Motives* (Fraser)
- *Having Your Science and Your Life Too: Institutional Responsibilities, Individual Strategies* (Malcom)

Questions

- What policies and practices will allow women and men in STEM to have children and academic careers simultaneously?
- What kinds of on- and off-campus partnerships will facilitate the needs of dual career couples?
- How do issues of race, ethnicity, and culture factor into our discussions of women's career paths in STEM? How can we enhance the racial and ethnic diversity of women in STEM faculty ranks?
- Policies enabling part-time appointments for tenure-track faculty are increasingly available. Are they helping STEM faculty manage work/life responsibilities? What are the gender, racial, and ethnic dimensions of policy use?
- What do we mean by "flexibility" in faculty careers? Is flexibility the right goal? Is this concept the best way to attract a more diverse workforce to the STEM faculty?
- How can we address unconscious gender bias when gender discrimination is subtle, often unintentional, and difficult to identify?
- Is "balance" an appropriate goal? Is "balance" the right goal?
- What kinds of data do universities need to enable productive conversations on flexibility? What particular challenges do "career data" pose (childbearing, family situations, time to degree, nontraditional career paths, etc.)?
- If we were starting over, would we have a "tenure clock"? How does the "tenure clock" help and hinder men and women in STEM disciplines?
- How can we ensure that data related to "flexible faculty careers" and the conversations that occur at this conference will engender productive conversations on our own campuses as well as other campuses?

World Café Discussions: Saturday, October 11, 2008, 11:15 AM to 12:30 PM

The following presentations will be the basis for this second round of conversations.

- *The Role of the American Council on Education in Supporting Faculty Flexibility* (Van Ummersen)
- Panel #2: Intersections and Collaboration Among Business, Industry, and Academe
 - *The Future Workforce: Why Should We Include Everyone?* (Hanson)
 - *Brain Drain: Why Women Scientist/ Engineers Leave Academe and Industry* (Petersen)
 - *From the Board Room to the Academy—How Promising Corporate Workplace Practices Can Transform the Academic Culture* (Siebert Rapoport)
- *Time Norms and Glass Ceilings: Exploring the Role of Gender Bias* (Williams)
- Panel #3: Measurement and Assessment of Policies and Flexibility
 - *Analyzing Flexible Policy Options for Faculty: Recommendations from Balance@UW* (Quinn)
 - *Breaking the Norms: Measuring the Impact of New Policies* (Gahn and Carlson)
 - *Taking a Strategic Approach to Assessing Cultural Change* (Austin)
 - *Competing on Culture: Academia's New Strategic Imperative* (Trower)
- *The Athena Factor: Reversing the Brain Drain in Science, Engineering and Technology* (Sherbin)

Questions

- What are the career “norms” in STEM faculty ranks? How does the “glass ceiling” metaphor work in understanding the careers of women in STEM disciplines?
- How can the academy draw from career practices in business and industry? What will enable such cross-fertilization? What will prohibit it? Has it worked on your campus?
- How can institutions collect data, measure progress, and assess policies in order to analyze the place of gender, race, and ethnicity in STEM faculty careers?
- How can we ensure that the conversations of the last two days engender productive conversations on our own campuses as well as other campuses?
- Most of us have attended this conference because we believe that science, technology, and engineering will be enhanced with a fully diverse faculty and that change in the architecture of STEM careers is possible. What steps are needed in order to institutionalize sustainable practices that promote the careers of women and persons of color in STEM disciplines?
- What is the relative role of Presidents, Provosts, Deans, Department Chairs, Faculty, and others (students, alumni, governing boards, foundations) in increasing the diversity in STEM faculty ranks?
- What kinds of research are still needed to ensure that this conversation about optimal faculty careers in STEM continues? How should it be funded?