ADVANCE: Institutionalizing and Sustaining Change

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ADVANCE PI Meeting
Arlington, May 12, 2008
GT’s ADVANCE Project Goals

- A network of termed professorships established to mentor women faculty
- A series of leadership retreats with women faculty and senior institutional leaders
- A series of family-friendly policies
- Data gathering and interviews to develop MIT-like Report to chart equity progress
- A formal tenure and promotion training process to remove subtle gender, racial, and other biases
Key questions

- Institutional transformation is difficult
- Based on work and discussion with several institutions --- these key questions evolved
- Institution’s answers help indicate long term sustainability of ADVANCE efforts
Question 1

- Do your goals and objectives for the ADVANCE grant fit with your institutional strategic plan and other goals and priorities?
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Do your goals and objectives for the ADVANCE grant fit with your institutional strategic plan and other goals and priorities?

- Different goals for faculty diversity
- Mixed messages including student diversity (e.g., attracting men students)
- Need to articulate case to avoid backlash
Seek Support from All Levels

- If goal is institutional transformation, then groups at all levels must buy into the process
- Presentations to important groups and involvement of these groups in fabric of project are necessary
  - Institutional Advisory/Foundation Boards
  - President’s Cabinet
  - Executive Board of Faculty Senate
  - Deans and Chairs
  - Faculty and staff
Question 2

Do you have ADVANCE project leadership appropriate to the level of transformation sought within the institution?
Project Leadership Consonant with Transformation Level Sought

- PI should hold the position/power to be able to influence transformation at appropriate level.

- Examples: Department level—Chair
  College level—Dean
  Inter-college/Institutional level—Provost

- Specific institutional example: Tenure and promotion focus required Provost level at GT
  College level—Dean
  Inter-college/Institutional level—Provost
Broaden Leadership

- Broaden leadership of project to include individuals at different levels within the institutional structure
- Broaden the leadership over time, using concentric circle model
- Example of GT—management team, ADVANCE Professors, PTAC, project director, project assistant, tenure-track women faculty, senior male leadership
Question 3

Do your ADVANCE activities build on extant women’s programs and include women faculty leaders in the ADVANCE project leadership?
Linking Project with Existing Efforts

- Build on and strengthen existing institutional efforts with similar goals

- Example of Women, Science, and Technology (WST) at Georgia Tech
Question 4

Is your institution willing to take an open and serious look at its policies and practices at a variety of levels with the understanding that it must correct and change those that do not support the advancement of tenure-track women faculty to senior positions?
Recruiting Women Faculty

Women Faculty

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Data Gathering to Chart Equity

Faculty Flux Charts
Female Faculty

[Graph showing faculty flux over years]
Data Gathering to Chart Equity
Data Gathering to Chart Equity

Female Faculty Members with Professorships/Regents’ Professorships

- 97-98: 0
- 00-01: 4
- 03-04: 12
Removing Bias in P&T

ADEPT (Awareness of Decisions in Evaluating Promotion and Tenure) provides case studies, activities, and various forms of reference material relevant to promotion and tenure evaluations.

One of the primary goals of the instrument is to assist users in identifying forms of bias in evaluation processes to achieve fair and objective evaluations.

The instrument is intended for use by:

CANDIDATES coming up for promotion and tenure.

MEMBERS of unit-level committees evaluating promotion and tenure cases in U.S. universities and colleges.

CONTRIBUTORS: Carol Colatrella coordinates the design team. The chair and members of PTAC and the GT ADVANCE team members, along with other faculty, students, and consultants, have contributed to the ADEPT instrument. The alpha and beta versions of ADEPT can be viewed at http://www.adapt.gatech.edu.
ADEPT

Jamie Perez
Materials Science and Engineering

Issues: Evaluation of collaborative research, constraints regarding courses/lab equipment, graduate students

Jamie Perez, Ph.D. in Materials Science and Engineering from MIT, joins a prestigious research university as a tenure-track assistant professor after completing post-docs at Berkeley and Northwestern. At the time of hiring, the search committee notes a one-year gap between post-docs, a time when Perez studied as a Fulbright Scholar at a European university. Support for his faculty slot is earmarked from the Dean’s office for the first two years of the appointment by virtue of an underrepresented faculty hiring initiative.

Perez's start-up package was average for faculty in that unit, but there are some glitches in finding adequate lab space and equipment. While he had been verbally assured during his negotiations that he could share the lab of a senior professor, Perez is told upon arrival by the senior professor...
Case Example from CD

He's been told several times to get grants in core areas. I see too little substance in waterline science-oriented research.

I choose to remain silent at this point in the conversation. Forming bridges to other disciplines is as important as bringing money into our department. The number of interdisciplinary grants confirms the value of his research.

He has raised funding, but not for our unit. This is important now because we're coming up for outside evaluation, and we need faculty to bring major funding to us.

[Your turn: Pick a statement to say to the committee.]

Karen Kehrer

Al Smith
ADEPT

Case Analysis

Now you can see information related to the fictional meeting in which you just participated. Statements from the fictional meeting are connected via comments and citations to actual practices, procedures, and related information in Georgia Tech documents and other publications.

In this column, you highlight each statement made by committee members. Your choices appear in red.

Commentary on each statement appears in this column. Citations are also included. You can bookmark these to copy later. Each citation is linked to the bibliography of resources on bias in evaluation, or to full text.

Transcript (Click on a statement)

Depending on the context and relationship of individuals involved, the word "confidential" could strike an intimidating tone.

Supporting Research (Click to bookmark)

American Political Science Association (APSA) website indicates that departments should show fair-minded reviewers.

Enter the analysis...
Recent Trends in Family-Friendly Policies at Georgia Tech

www.advance.gatech.edu
Question 5

Is the institution willing and able to contribute significant resources to the project?
Resources

- NSF funds as a resource
- Is the institution prepared to fund these efforts after the grant ends?
- Substantial in-kind and real dollar costs
Question 6

Where will the home for the project be when NSF funding ends and how will the project continue?
The ideal ultimate project home will be an existing, active, well-respected unit that is appropriately positioned in the institutional structure with sufficient resources to carry out its current functions in addition to the project.
Long term project home

- Envision the program/place where the project will be institutionalized after the end of the grant

- Example of Women, Science, and Technology (WST) at Georgia Tech
Question 7

Will the institution undertake the project, or at least a scaled-down version of it, even if NSF funding is not obtained?
GT ADVANCE:  
External Evaluation Findings

- Both the number and share of women faculty increased
- The number and share of senior women faculty, including tenured ones and ones in high administrative positions, rose over time
- Faculty recruitment rates, salaries, and other resources reflected more gender equity
Institutionalization of Project Goals

Institutionalize goals in policies and practices
- Examples of family-friendly policies such as stop the tenure clock, lactation stations

Institutionalize goals in practices
- Examples of racial/gender sensitivity training for faculty for promotion and tenure

Support from top leadership is critical
Questions to Consider in Planning to Insure Best Practices

- Do your goals and objectives for the grant fit with your institutional strategic plan and other goals and priorities?
- Do you have ADVANCE project leadership appropriate to the level of transformation sought within the institution?
- Do your ADVANCE activities build on extant women’s programs and include women faculty leaders in the ADVANCE project leadership?
Questions to Consider in Planning to Insure Best Practices

- Is your institution willing to take an open and serious look at its policies and practices with the understanding that some changes may need to be made?
- Is the institution willing and able to contribute comparable funding to that of NSF for the project?
- Where will be the home for the project when NSF funding ends?
- Will the institution undertake some version of the project even if external funding is not obtained?