

Evidence of Transformation at Lehigh University

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Abstract, Goals, Interventions

ABSTRACT

Three categories of Lehigh ADVANCE interventions are transforming the culture and climate of the institution for women STEM faculty. 1) Mentoring through interdisciplinary networking committees changed perceptions about pre-tenure mentoring, clarity of tenure criteria, and strengthened community (social and professional). Additionally, a mentored leadership pilot program for women associate professors increased feelings of appreciation, clarity of requirements for full professor, and scholarly opportunities and collaborations. Lehigh is adapting this program to five institutions with a new ADVANCE grant. Lehigh ADVANCE established (2) male allies and advocates for gender equity who formulated a mission and objectives for personal and group activities, increased participants, and led their first ally training workshop. The men also researched and wrote a statement about gender bias in teaching evaluation that was sent to all faculty, so chairs and evaluation committees include this knowledge in their decision making. 3) Recruitment initiatives increased faculty awareness and application of best practices. From 2010-2015, women comprised 30% of newly hired STEM tenure track faculty, exceeding relevant disciplinary expectations. The proportion of women in STEM rose from 16.4% to 21.9% in the same period. Because of their impacts, Lehigh committed to maintaining these programs as depicted on the sustainability roadmap.

GOALS OF LEHIGH ADVANCE

- Increase number of faculty women in STEM by improved recruitment and retention.
- Facilitate advancement of faculty women in STEM fields to tenure, promotion, and leadership positions.
- Improve mentoring, networking and evaluation to support career advancement of STEM women faculty.
- Develop best practices for interdisciplinary mentoring and evaluation.
- Institutionalize by embedding impactful programs into Lehigh Structure and Strategic Plan.

CORE ADVANCE Interventions

- LU-WISE: community, travel grants, speakers
- Faculty career mentoring
- Men allies & advocates
- Dept. chair education
- Promotion best practices
- Recruitment training, tools, best practices
- Monitoring, assessment, evaluation, reporting
- Research about gender x interdisciplinarity

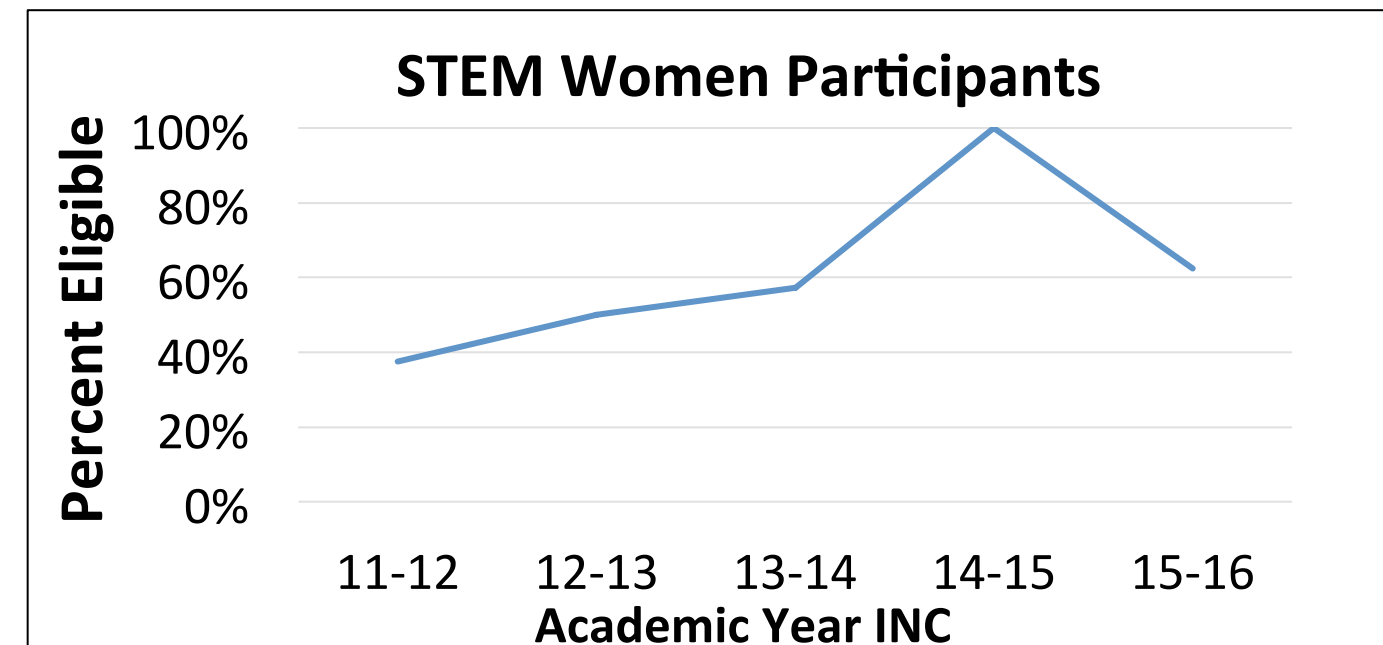
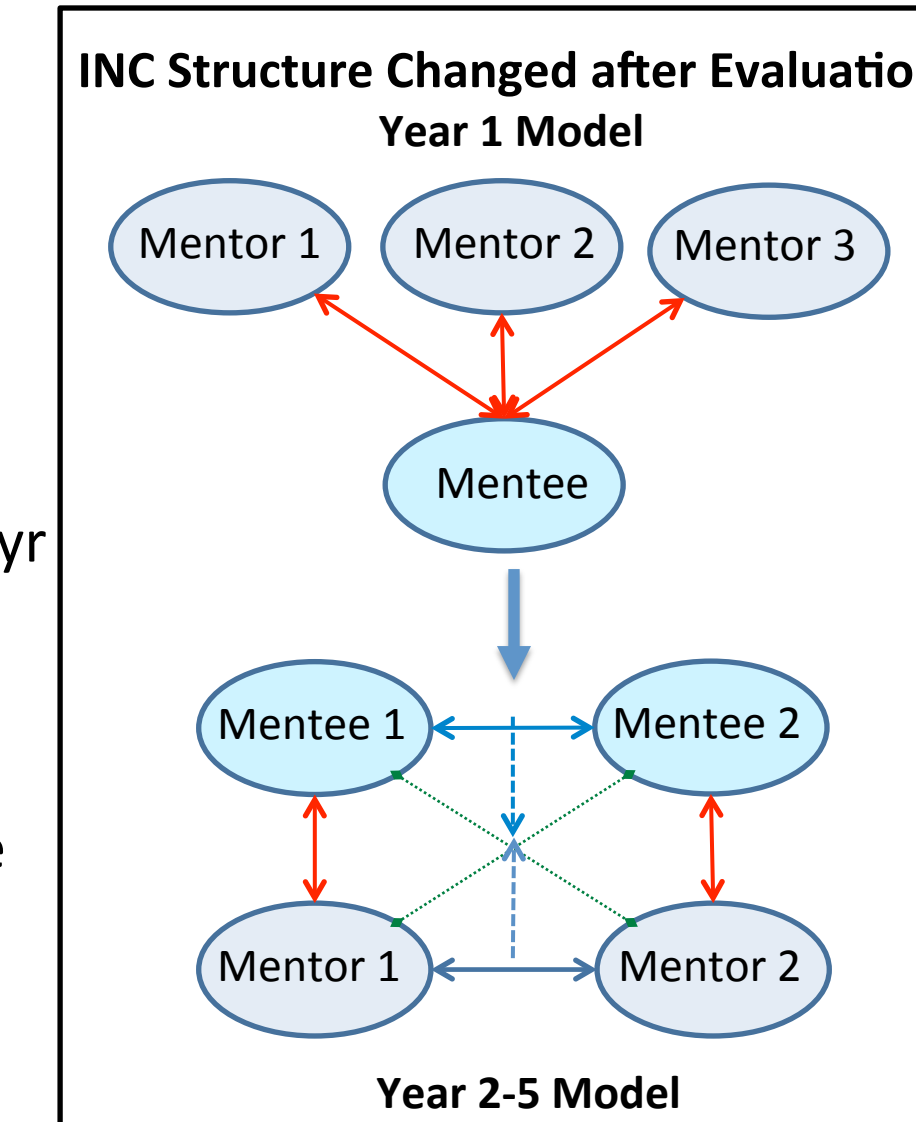
Pre and Post Tenure Mentoring

Interdisciplinary Networking Committees (INCs)

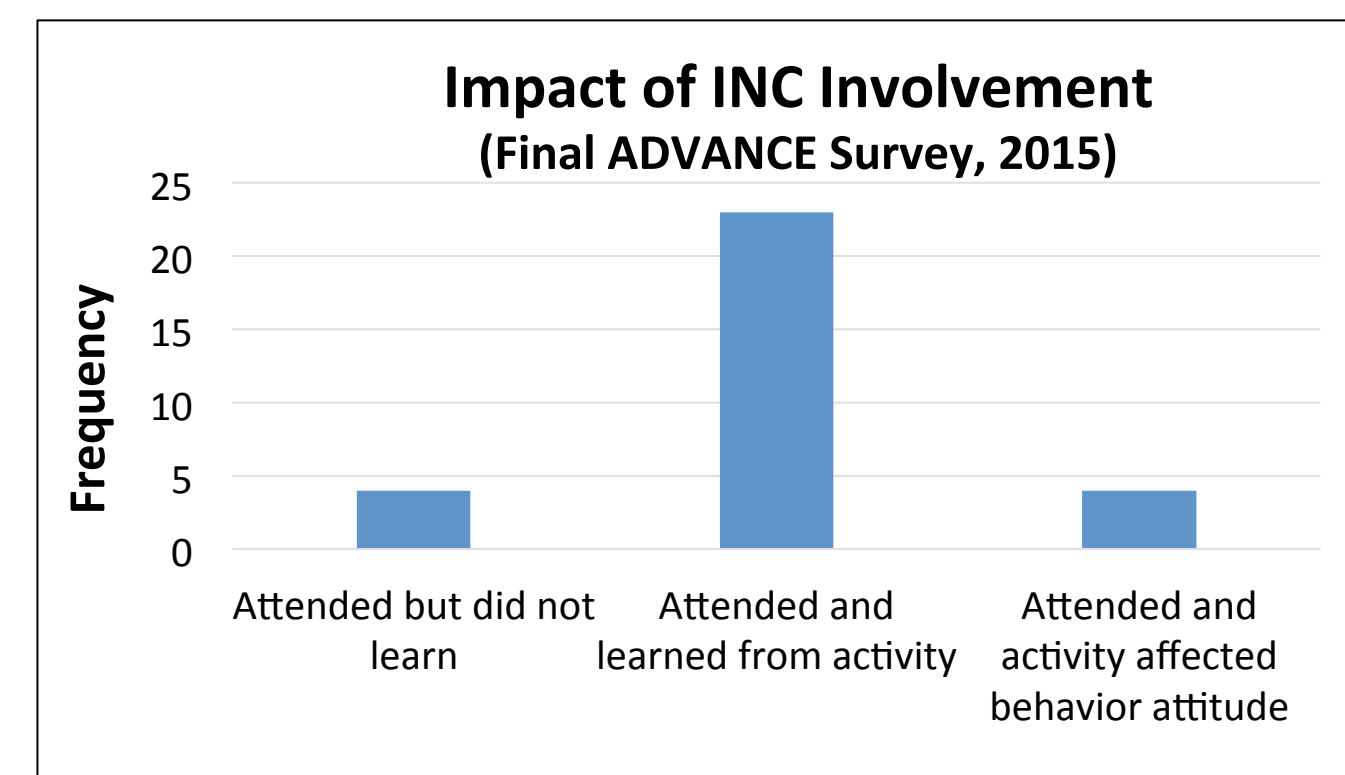
- Describe and Encourage Best Practices of Networked Mentoring
- Improve Perceptions of Mentoring
- Increase Knowledge of Tenure & Promotion Requirements

Annual INC Events (*most useful):

- Orientation*
- Panel of Past Mentees *
- Writing Personal Statement *
- Reappointment & Tenure *
- Mentee/or Relationship Skills
- Mentoring (Grad)Students
- Social Networking
- INCs meet ~ 3-5 face-face meetings/yr
- Builds cohort among new faculty
- Gain different perspectives
- Have "go-to" person/people
- Balance structure/unstructured time
- Future Topics
- Grant/Proposal Writing
- Teaching/Classroom Dynamics



All incoming tenure track faculty invited to opt-in to INC. Mentors selected with input from Deputy Provost Faculty Affairs, Department Chair, Mentee. Participation grew to ~75% of incoming faculty regardless of gender or discipline.



ADVANCE Survey invited STEM faculty who were aware and attended ADVANCE INC Events to describe impact.

Leadership Pilot Program Description

Newly tenured associate professor woman develop a mentored and funded 2-year plan of action to pursue leadership in research, scholarship, teaching, and service. The ultimate goal is to achieve promotion to full professor on own timetable.

Participants

2013 Cohort 6 STEM, 5 Other
2014 Cohort 2 STEM, 2 Other

Personal Goals ~ 2.8 per proposal

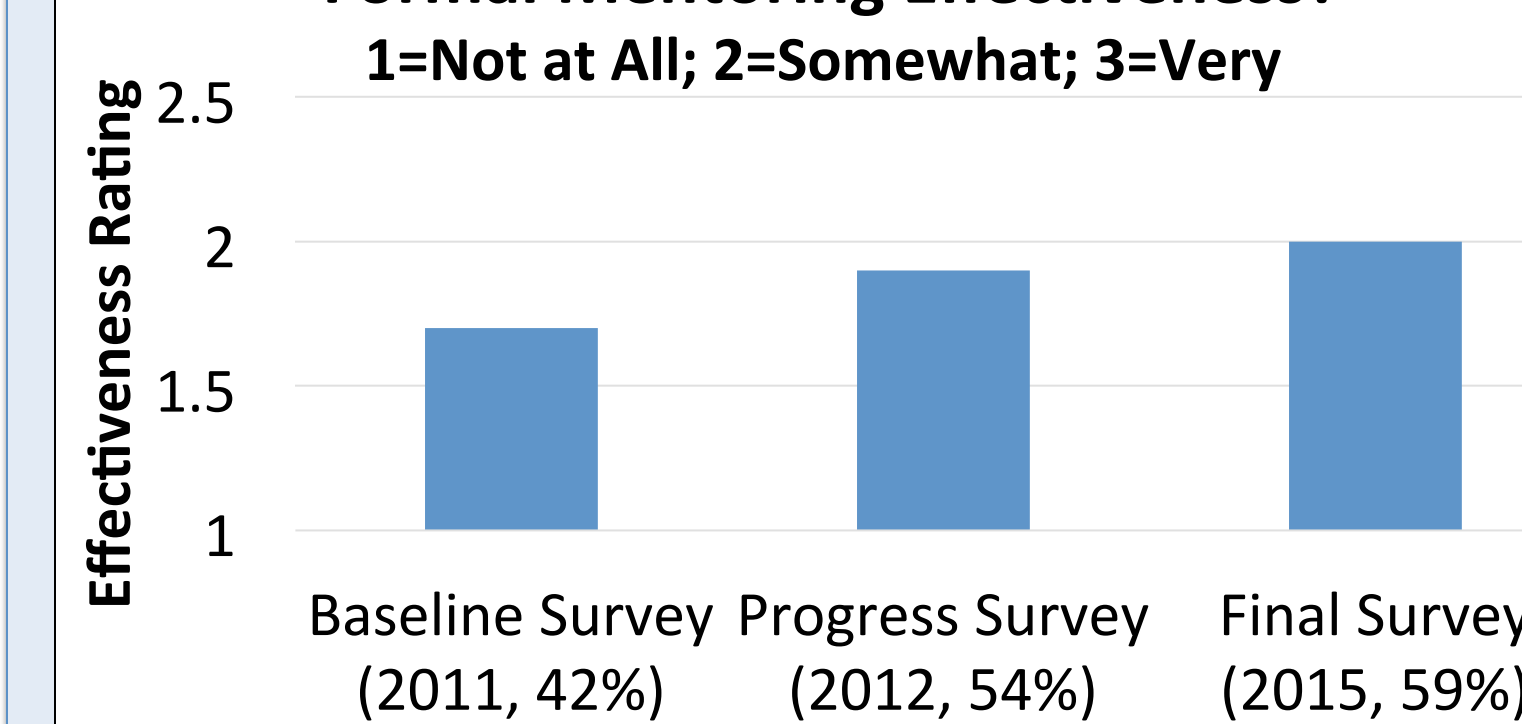
- Gain stature, visibility
- Develop leadership and communication skills
- Network with colleagues and collaborators
- Refine or expand research
- Demonstrate funding success
- Strengthen publication records

Evaluation Findings:

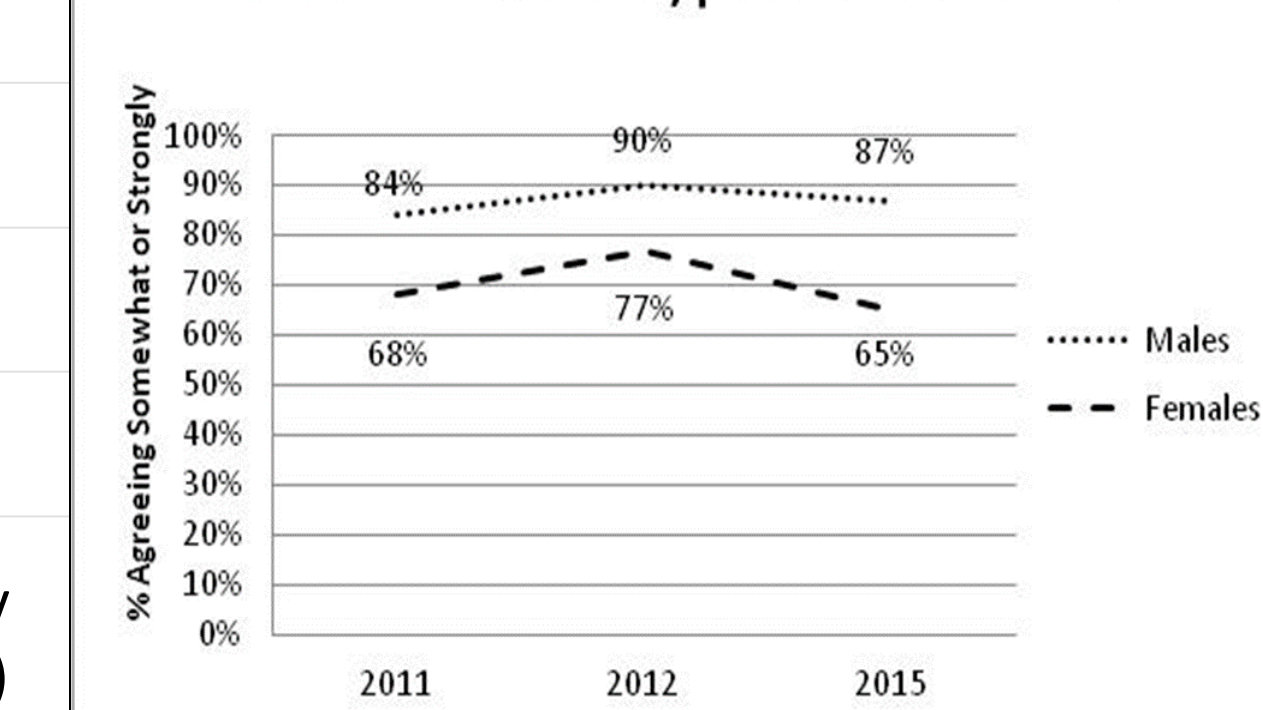
- Varied Proposals: *Coaching, training, travel, etc.*
- Participants making adequate or complete progress on goals.
- Support developing personal portfolio valued, appreciate attention to gender disparities.
- Writing the plan (with mentor) as or more important than funding. *Goal setting linked to gaining clarity on promotion criteria. "Without this support, x would not have happened."*
- Concern for funding limits.
- Two express concern LPP may actually delay.

Funded by ADVANCE PLAN IHE: 5 Members of Patriot League Academic Network seek to MAPWISELY and strengthen this model of mid-career mentoring support.

Formal Mentoring Effectiveness?



Criteria for tenure/promotion are clear



CONCLUSION

Overall, STEM faculty perceptions of Mentoring are improving. Yet, because reach of programs are small, efforts should continue to address clarity of tenure & promotion criteria.

Men Advocates and Allies for Gender Equity

MISSION: In support of LU ADVANCE, the Men Advocates seek to exert a positive influence, primarily among men, on the campus climate regarding gender equity and fairness at Lehigh University.

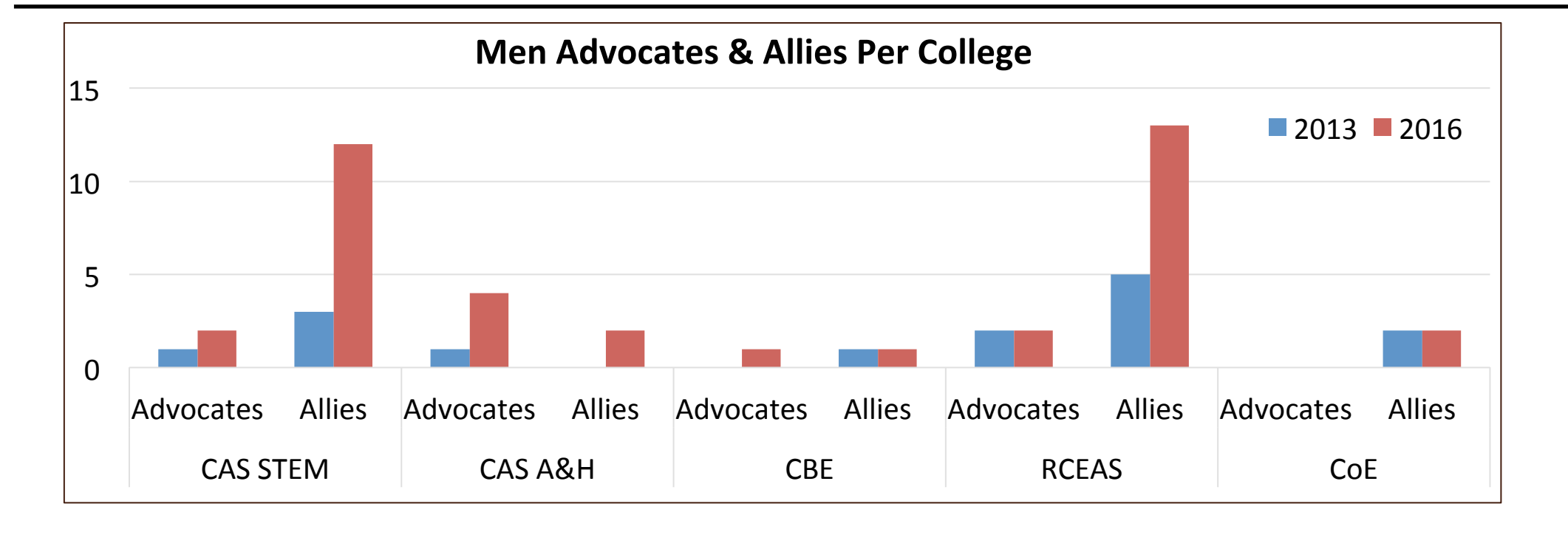
Date	Activity	Issues/Outcomes	Impacts
October 2013	NDSU Ally Training Workshops	•Male Privilege, Things I Can Do •18 Named as Allies •Increase Numbers	4 Advocates
December 2014	ADVANCE hosted Ally Conversation	4 Main Themes	5 Advocates
Spring 2015	•Strategic Planning •VISIONS Framework	•Common Language •Need more support	ASEE Panel & Manuscript
September 2015	•NDSU A&A Skill Development •NDSU Advocate Facilitation	•n= 13 at Skill Builder •Case Studies Explored •Defined Mission •1 new advocate •Research Gender Bias in Teaching	•Mission •Structure •Readiness •Visible •Personal Actions
January 2016	Finalize Statement: Gender Bias in Teaching Evaluation	•Statement Distributed •Posted Online •Chairs, Faculty Aware	Statement: Gender Bias in Teaching Evaluation
March 2016	LU Ally Training Workshops	•Lehigh Context •Case Studies Explored •23 new allies •3 new advocates	•9 Advocates •30 Allies •Plan new projects

Session Feedback: % men faculty who strongly/somewhat agree:		
"I feel my knowledge of unconscious gender bias and its impact on university climate has increased..."	100% (2013)	85% (2016)
"I will be able to implement new strategies to promote a more equitable climate for women faculty..."	88% (2013)	80% (2016)
"I will be able to use the information that I learned today in my work at Lehigh."	100% (2013)	100% (2016)
"I feel I learned additional skills or tools to more effectively intervene to improve the climate for women faculty..."	NA (2013)	NA (2016)

Statement on Gender Bias in Student Course Evaluations

Standardized student course evaluations play a significant role in the review of Lehigh faculty for merit raises, re-appointment, tenure, and promotion. They also often figure in the assessment of candidates for open faculty positions. While it is understood that these evaluations are imperfect indicators of teaching effectiveness, it is important for evaluators of faculty to be aware that these imperfections may not be present in equal measure for men and women.

At Lehigh, global ratings of teaching effectiveness (questions 1, 2, and 14 on course evaluation summary reports) are the ratings usually employed in the review of current faculty and job candidates. Faculty conducting these reviews must be made aware of the likelihood that these ratings routinely advantage men and disadvantage women.



Faculty Recruitment Education and Outcomes

Enhanced Faculty Education about Recruitment Best Practices

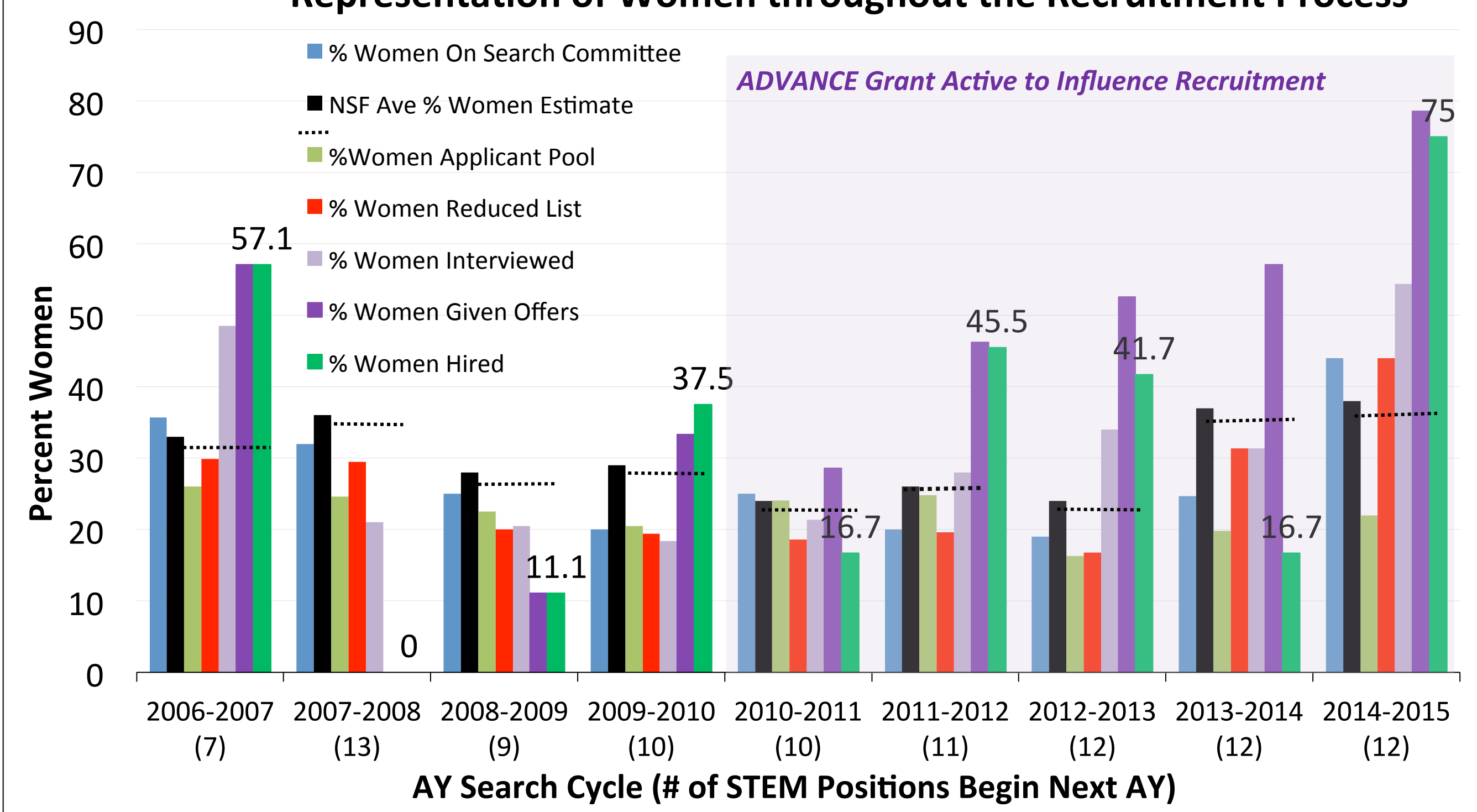
- Best Practices Booklet and Guidelines
- Unconscious Bias Awareness
- Writing the Job Ad
- Bias in Letters of Recommendation
- Interactive Theater (CITE)
- Academic Jobs Online for Real Time Data
- Tri- Folder Harmonizes Interviewee Information
- Dual Career Capacity Strengthened
- Women or Allies on and Leading Search Committees
- Instituted Lessons Learned Search Cycle Debrief

Evaluation

- Education reached more than 35% of all STEM faculty.
- Theater and 1-1 most valuable; VPAD meets 100% search committees.
- Provost letter to deans approving searches mentions high expectations and includes resources, emphasizing ADVANCE.
- Lessons Learned sessions build buy-in to diversity as shared value and increase visibility of peer strategies that work.
- More awareness needed for some toolkit items.
- Offering and miring women at or greater represented in national and applicant pools.

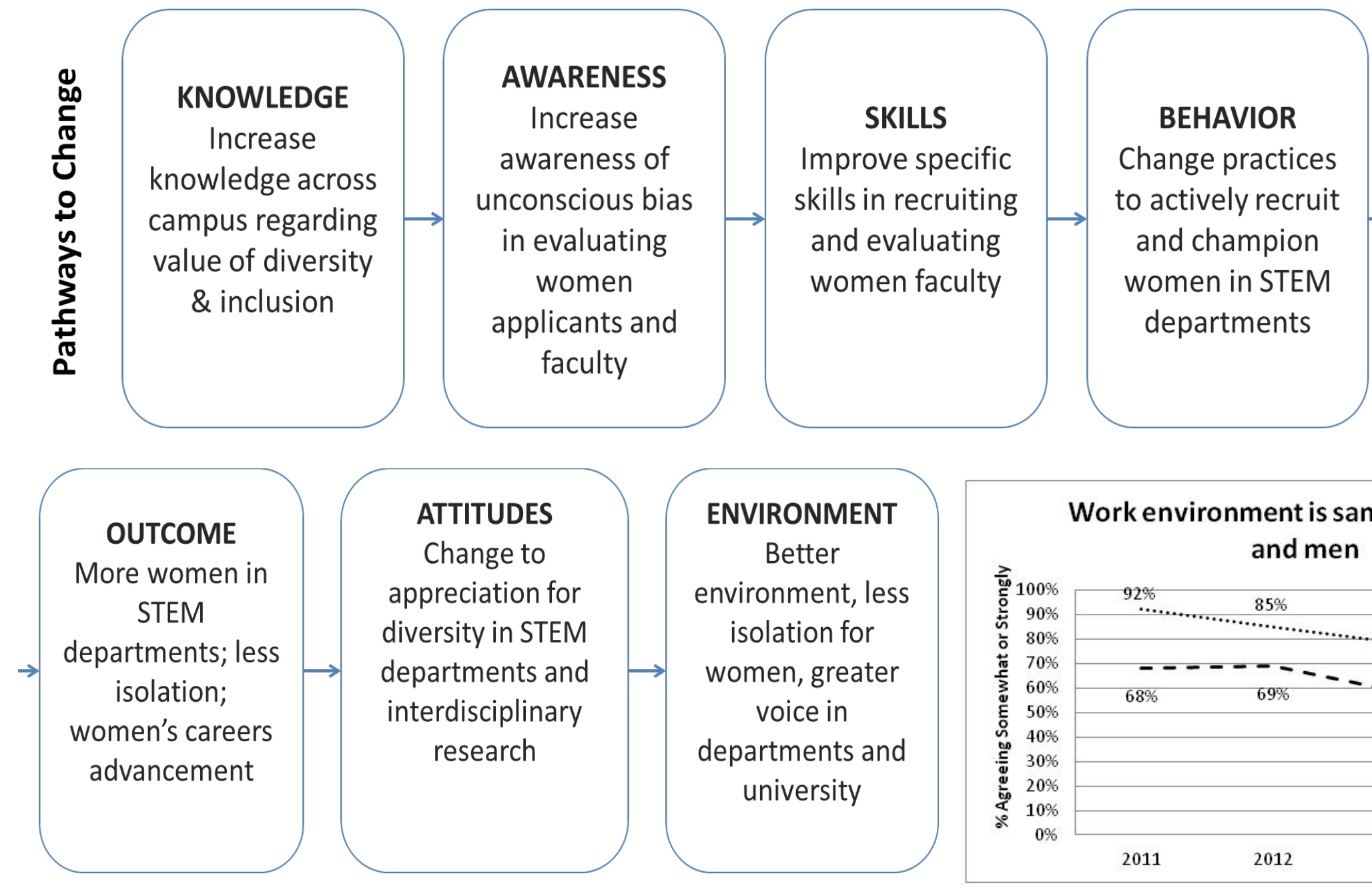
Percent STEM Faculty Agree/Strongly Agree:		
Baseline (2011)	Progress (2012)	Final (2015)
91.4%	92%	92.6%
Perception of hiring process is fair.		
87.6%	87.3%	88.9%
Perception department took steps to hire women.		

Representation of Women throughout the Recruitment Process



ADVANCE Impact on the University and Roadmap to Sustainability

Lehigh ADVANCE interventions addressed one or more of the steps in the *Pathway to Change*. The active grant period has created momentum that must be continued. Perceptions of the Work Environment still need attention.



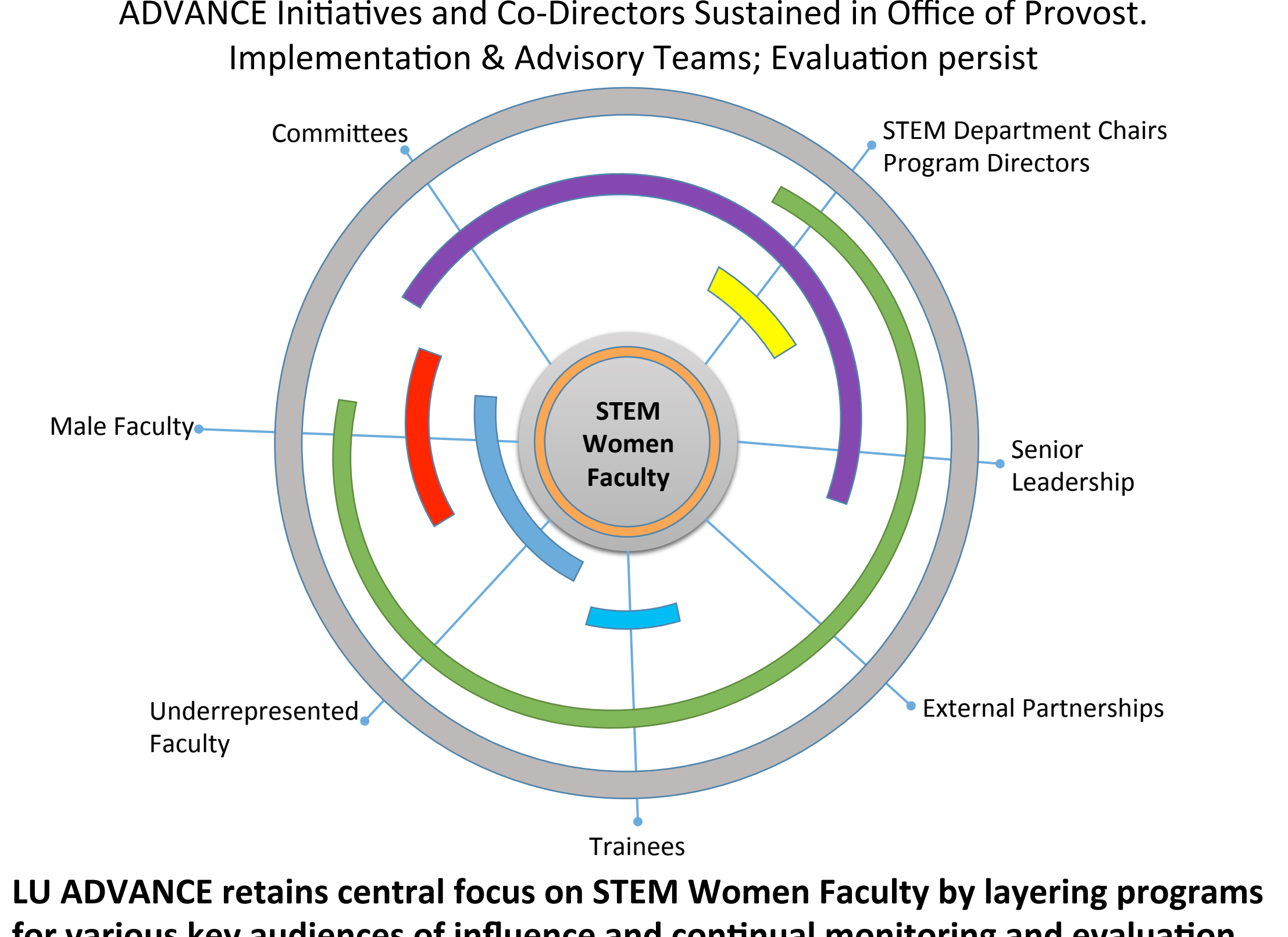
Men and Women STEM Faculty by Rank 2007-2015



Other Final Lehigh ADVANCE Survey Results

	Men	Women
Aware of Lehigh ADVANCE (agree)	83%	100%
Lehigh ADVANCE had impact (agree)	77%	82%
IMPACT of Lehigh ADVANCE		
MEN: Majority of responses from men faculty state ADVANCE helps support the recruitment and hiring of women and increased awareness of the issues facing women faculty members.		
"I think people have been made aware at least of the "perception" that there is a fundamental imbalance reflected in the gender demographics in STEM. I am not sure all my male colleagues agree that is accurate, although many certainly due."		
WOMEN: The most common response was ADVANCE increased awareness of the issues surrounding women faculty members.		
A number of women also felt ADVANCE created a community of support for women faculty; several mentioned hiring practices were impacted.		
Suggestions for ADVANCE		
MEN: "Look for variety of opportunities to keep discussions going."		
"We should have some sort of anonymous reporting system for when we think someone's interfering with our diversity and inclusion goals."		
We need more; Continued Focus.		
WOMEN: It will be important for the University to continue its investment in ADVANCE programs like LU-WISE, mentoring committees, recruitment workshops and male advocates.		
Please work more with departments on climate. The message has been heard at the upper levels of Lehigh, but it hasn't impacted department climate as much.		

Vision for Sustaining



LU ADVANCE retains central focus on STEM Women Faculty by layering programs for various key audiences of influence and continual monitoring and evaluation.