



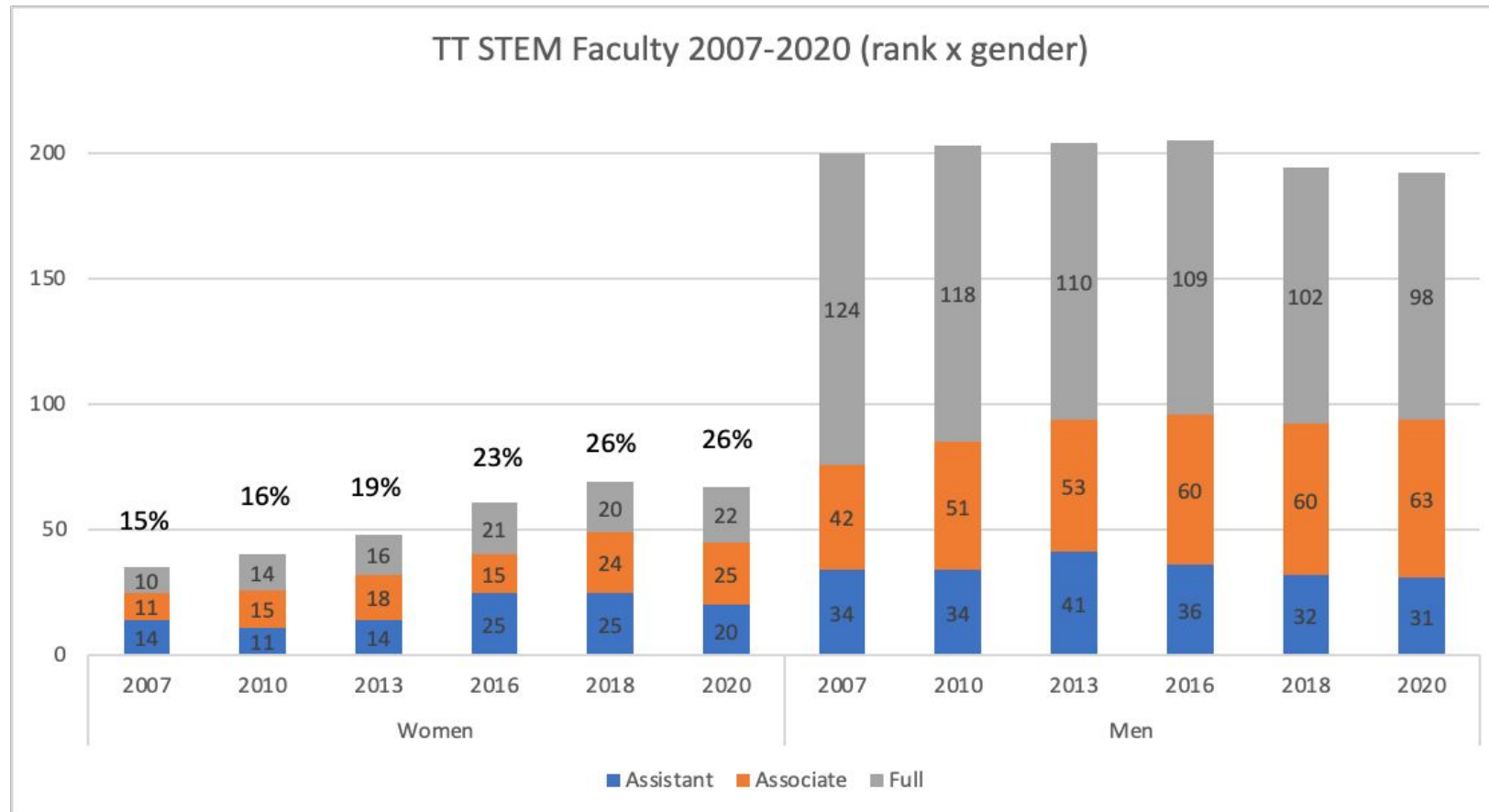
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advance | ADVANCING WOMEN IN
SCIENCE & ENGINEERING
AT LEHIGH UNIVERSITY

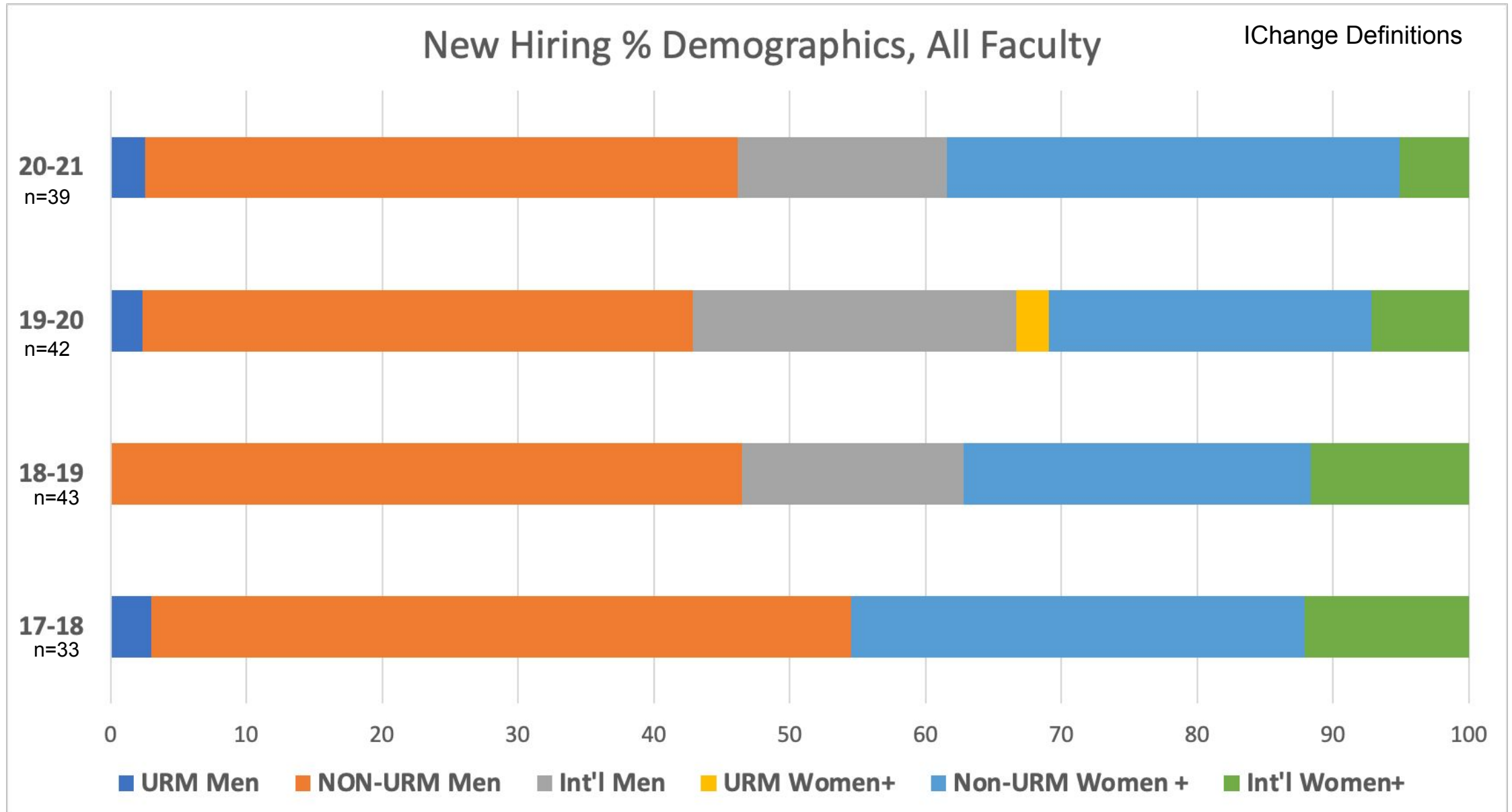
Mission and Progress

Mission

- Improve recruitment and retention of women and underrepresented STEM faculty
- Support career advancement of women and underrepresented STEM faculty
- Advocate for institutionalization of successful and evidence-based policies and programs
- Engage national dialogue on faculty equity



Race, Nationality, Gender of Recently Hired Lehigh Faculty



- [ADVANCE input for Senate re: COVID-19 Response and Recovery](#)
- [ADVANCE Affirms Black Lives Matter](#)
- [ADVANCE Compiled Resources for faculty to learn about Anti-Racism and Racism in STEM](#)
- [Caregiving and Work in the Age of COVID-19](#)
- [Provost hosts: Equitable Evaluation of Faculty Workshop for P&T Leaders](#)
- [Lehigh joins ICHANGE Network of NSF ASPIRE ALLIANCE](#)
- [New Resource! Check-List for Search Committee Chairs](#)
- [Promotion & Tenure Committee Chair Check-List](#)
- [Faculty COVID-19 Caregiving Support \(just completed the second round\)](#)
- [Speaking Up: How Bystanders Can Change the Conversation about Social Bias](#)
- [Understanding Expectations for Full Professor](#)
- [Lehigh ADVANCE part of NSF project to study external review letters used in promotion & ten](#)
- [Reemergence Grants](#)
- [Rossin College Diversity Plan](#)
- [Streamlining Associate Professor Triennial Review](#)
- [Sponsoring Pre-Tenure Faculty to NCFDD Faculty Success Program](#)





Why focus on department chair capacity building?

- Faculty “live” in their departments
- Department chairs are leaders of the department, advocates for the faculty as they experience the culture, climate, policies, and norms

Culture: the norms, goals, values, symbols, interpersonal relationships, teaching and learning practices, and organizational structures.

Climate: combined subjective experiences of academic & work-life for students, staff, faculty (the entire community); the attitudes, beliefs, behaviors, and perceptions of community members

Norms follow power: the idea that the expectations and standards and tone set by the persons with authority (real or perceived) create (or erode) norms of behavior

Climate: What Chairs Should Know (PDF)

- Experiences of negative climate & acts relate to disrespect/stereotypes or explicit racism, sexism
 - Doubting expertise, discrediting, eroding authority, exclusion from opportunities, maternal stereotypes, feminist killjoy/having a 'diversity agenda'
- Work harder to be respected' because of
 - gender, race, nationality, sexual orientation
 - ≥12% faculty not sure about harassment/discrimination policies
- Gender, role, age, and race are most often named as the root of bias incidents
 - people described bullying/intimidation,
 - derogatory remarks,
 - exclusion (mostly other faculty, sometimes reported students, chairs/administrators.)

37% “My chair understands how to create a good and equitable departmental climate and is effective at doing so”

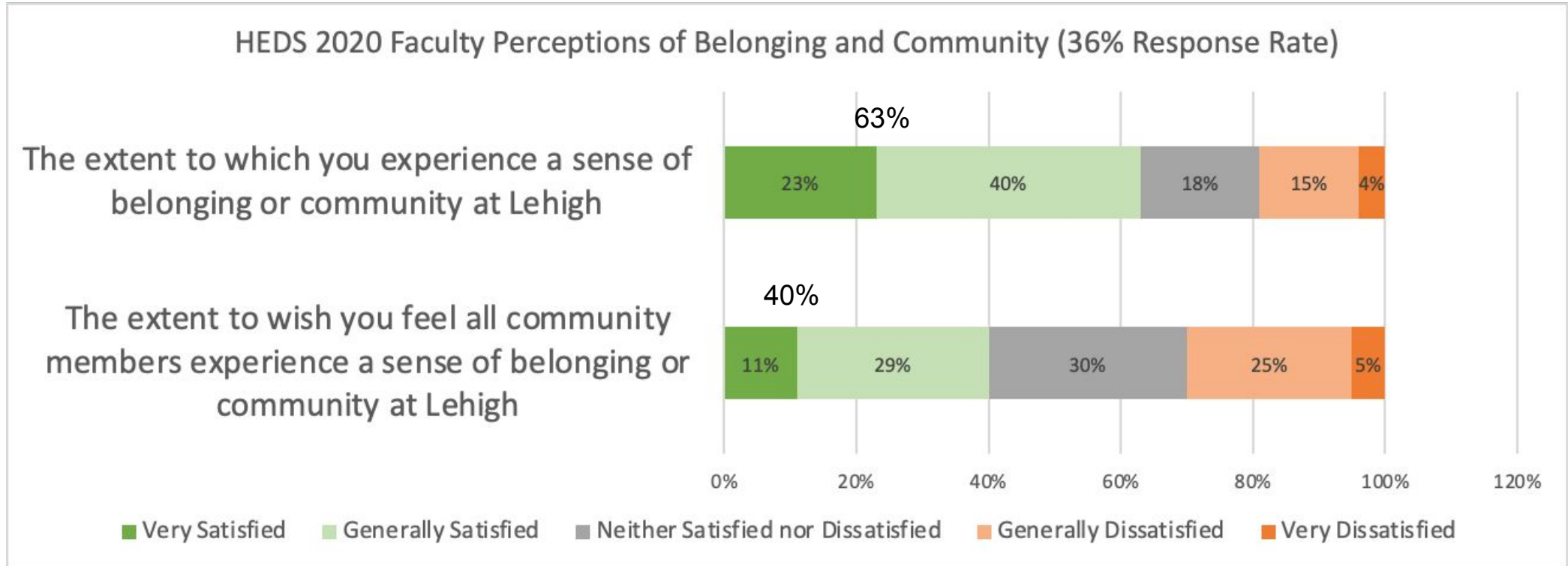
43% “I am confident that a significant number of my colleagues in my department understand my experience, support my career, and facilitate my full participation in the department”

→What does it look like when all faculty agree with these statements about their chairs and colleagues? Can we get there? How?

Sources: 2017 Campus Climate Survey, Kardia Evaluation, 2019, ADVANCE LU-WISE 2019, national research



HEDS Climate Survey May 2020



What does it look like when all faculty fully belong and agree with statements about members of the community understanding their experience and how to improve the climate? Can we get there? How?

HEDS Diversity & Equity Campus Climate Survey Reports- May 2020

- [2020 Campus Climate Survey Summary](#)
- [HEDS Diversity & Equity Campus Climate Survey 2020 Comparison Report](#)

resources to help you lead equitable, transparent, supportive departments

- Support your personal learning about biases, inequities, pinch-points
- Frameworks and guidance to assess and inventory your department's climate and culture across domains (hiring, retention, students, staff, curriculum, research, etc.)
- Recommendations to Retain & Promote Faculty Equitably
 - Understanding and documenting COVID-19 Impacts
 - Attention to mentoring, giving feedback, and faculty development throughout career
 - Use of teaching evaluations
 - Support research collaborations, pivots, etc.
 - Explore and make transparent service and faculty workloads
 - Know resources (campus, professional societies, etc.) available to faculty with historically excluded identities (women, Black, LGBTQ, with disabilities, etc.)
- Collaborate on strategies to move department forward <https://advance.cc.lehigh.edu/department-climate>
 - Strong, inclusive management & decision-making principles
 - Department meetings & dealing with conflict
 - DI&E planning resources
 - Recruitment and onboarding




Opportunities 2021-2022

Programs for and with Department Chairs

- Managing conflict [Crucial Conversations, HR]
- Best Practices for Equity in Promotion and Tenure [TBF Oct. 4 or 8]
- Giving Feedback for faculty evaluation [Triennials, TBD]
- Year 2 Aspire IChange Network - Action Planning [all year]
- Faculty Allies & Advocates [active year round]

Programs for faculty:

- National Center for Faculty Development & Diversity 
- **INC** mentoring for new faculty
- Supporting Mid-Career
 - Promotion Plan: Associate professors workshop [triennials, Sept 10]
 - Writing Effective Personal Statements [TBD]
 - Panel of Recently Promoted full professors [TBD]
- Best Practices for Recruiting an Excellent and Diverse Faculty [Sept 1, 2, 27, 29]
- Inclusive Excellence in Teaching [January]
- STEM Women: LU-WISE & Writing Accountability Groups [monthly]

Explore with ADVANCE:

- ❖ Customized consulting
- ❖ Equitable awards & recognition
- ❖ Reading and Writing Letters of Recommendation
- ❖ Recognizing and Encourage Diverse Leadership
- ❖ Departmental meeting: effective and purposeful meetings



IChange Network



ASPIRE
INSTITUTIONAL CHANGE INITIATIVE

NSF INCLUDES National Network
Broadening Participation, Expanding Opportunities in STEM

Three Years: Self Assessment → Action Planning → Implementation

Year 1:

Quantitative Indicators (demographics, promotion trends, hiring trends)

Narrative Policy/Practice Audit: *Departments & Colleges Surveyed for Yes/No, Explain

- Institutional Context (plans, infrastructure)
- Recruitment*
 - Outreach
 - Hiring
 - Yield
- Transition (onboarding)*
- Retention*
 - Professional Development
 - Advancement
 - Satisfaction & Support

RECRUITMENT: Outreach	LU	CAS	COB	COE	COH	RCEAS	Colleges	CAS Dept (14)	COB Dept (6)	A&H (8)	STEM (8)	Bus (4)
1. Are there formal relationships between your unit and other institutions or organizations, creating opportunities to interact with and recruit future faculty from diverse backgrounds (e.g. postdoctoral programs, exchange programs, summer research appointments)?	YES	No	YES	NO	YES	NO	2	1	0	0	1	0
2. Does your unit actively support faculty networking at places where they will interact with or learn about diverse candidates (e.g. travel funds, stipends to attend a conference for women or underrepresented scientists)?	YES	NO	YES	NO	YES	NO	2	11	2	6	5	2
3. Has your unit developed structured relationships with industry partners that have been leveraged to recruit prospective applicants from diverse backgrounds?	NO	NO	YES	NO	YES	NO	2	n/a	1	0	0	1
4. Are you participating, either alone or in collaboration with other institutions, in a structured postdoctoral program that aims to increase diversity in the professoriate?	NO	NO	YES	NO	NO	NO	1	0	0	0	0	0
5. Have you developed and implemented strategic initiatives to recruit recent alumni that have not yet established their reputations at other institutions or initiated "grow your own" programs where recent alumni are hired into faculty positions?	NO	NO	NO	NO	NO	NO	0	1	0	1	0	0
6. Have you developed and implemented strategic initiatives to recruit non-tenure track faculty to open tenure-track positions?	NO	NO	YES	NO	YES	NO	2	1	0	2	0	0
7. Have you developed and implemented strategic initiatives to maintain relationships with alumni to recruit them or their students?	NO	NO	NO	NO	YES	NO	1	5	1	3	2	1

Transition/Onboarding	LU	CAS	COB	COE	COH	RCEAS	Colleges	CAS Dept (14)	COB Dept (6)	A&H (8)	STEM (8)	Bus (4)
1. Is there a website, resource guide, or office which offers housing information and resources?	YES											
2. Is there an institutional-level new faculty orientation?	YES											
3. Is there a specialized orientation for new STEM faculty?	NO											
4. Are new faculty provided with access to mentors prior to beginning their academic appointment?	NO	No	Yes	No	No	Yes	2	10	2	5	6	1
5. Are there organized opportunities for new faculty to participate in professional development activities and/or workshops prior to beginning their academic appointment?	NO	Yes	Yes	No	Yes	No	3	4	1	2	2	1
6. Are there opportunities for new faculty to apply for institutional funding or seed grants prior to beginning their academic appointment?	NO											
7. Is there a website, resource guide, or office which addresses common concerns for new faculty?	YES											

Year 2:

Look for "RoadShow" to understand and shape priorities, build action plans