

What We Have Done So Far and Where Do We Go Next?

Presentation to the
Conference on Advancing Diversity at Virginia Tech
January 8, 2008

Mark G. McNamee, Provost and
Principal Investigator, *AdvanceVT*



What is the *AdvanceVT* Project?

(reminder...)

- 5-year NSF grant to promote institutional change with the goal of increasing the representation and advancement of women in academic science and engineering careers
- Challenges recipient institutions to help rethink academic careers, policies, and practices
- Change initiatives at Virginia Tech across all colleges

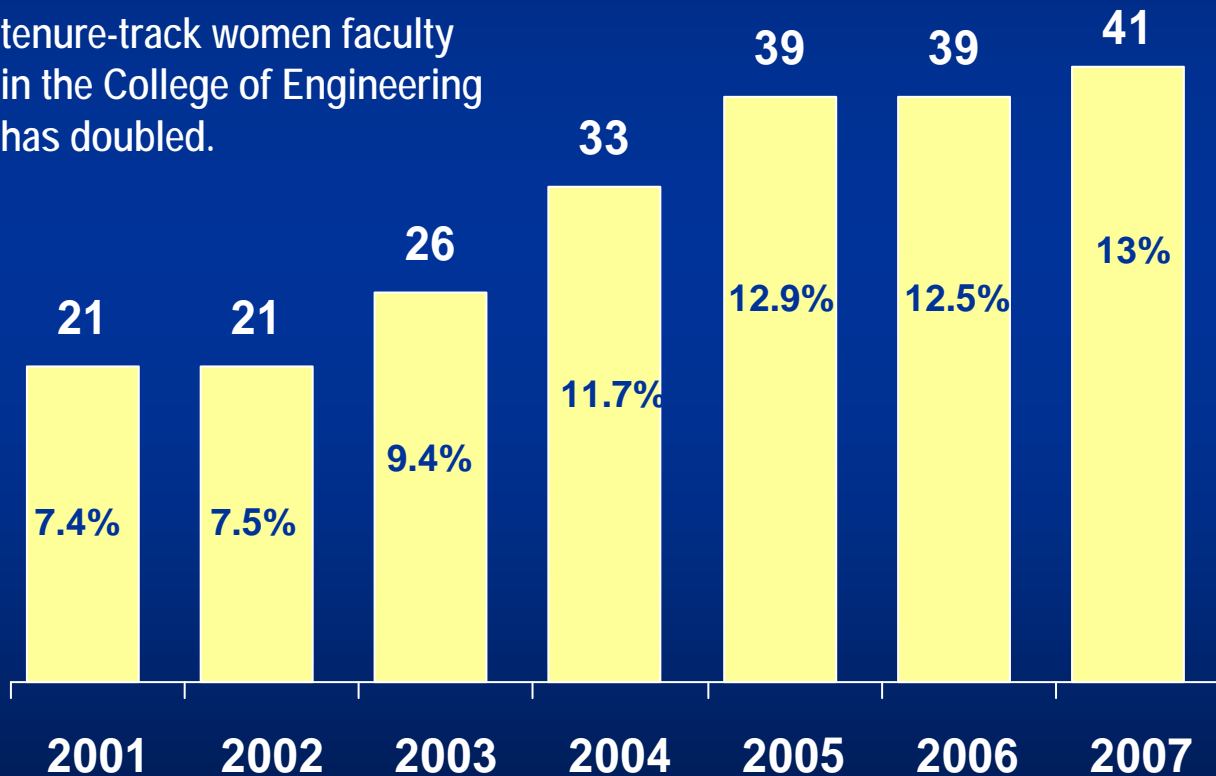
The logo for the AdvanceVT project, featuring the word "advance" in a red, cursive script font, followed by "VT" in a bold, red, sans-serif font.

AdvanceVT Major Initiatives

- Increasing the Representation of Women
- Advancing Women into Faculty Careers
- Empowering Women as Scholars and Leaders
- Updating Work-Life Policies
- Warming the Departmental Climate
- Conducting Research and Assessment

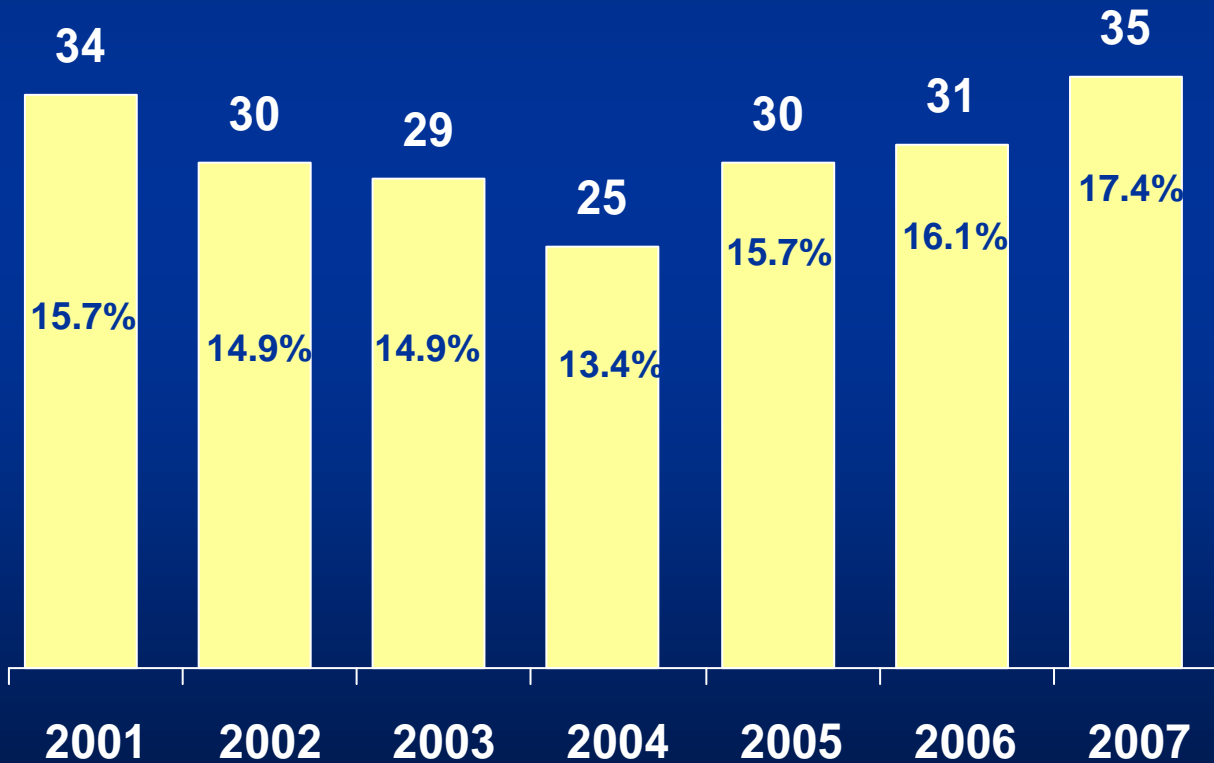
Increasing the Representation of Women

The number of tenured and tenure-track women faculty in the College of Engineering has doubled.



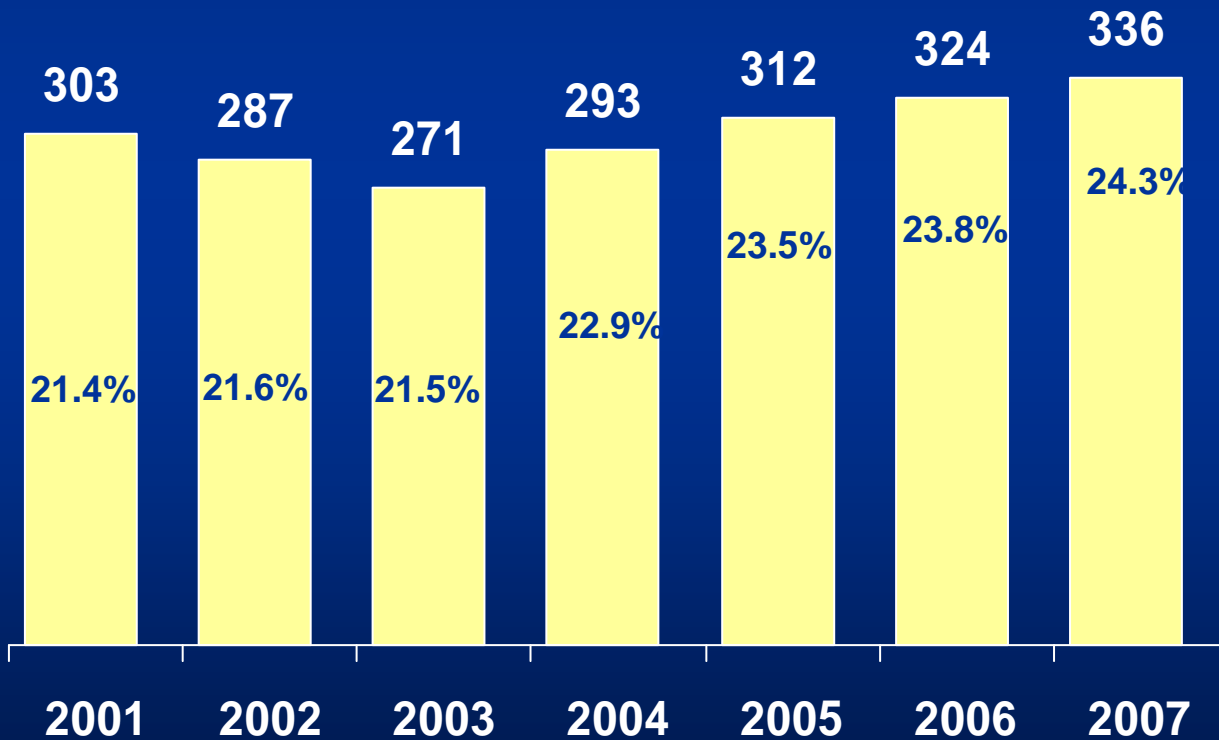
Increasing the Representation of Women

The number of tenured and tenure-track women faculty in the College of Science has now returned to pre-budget reduction levels, and increased in percentage of total.



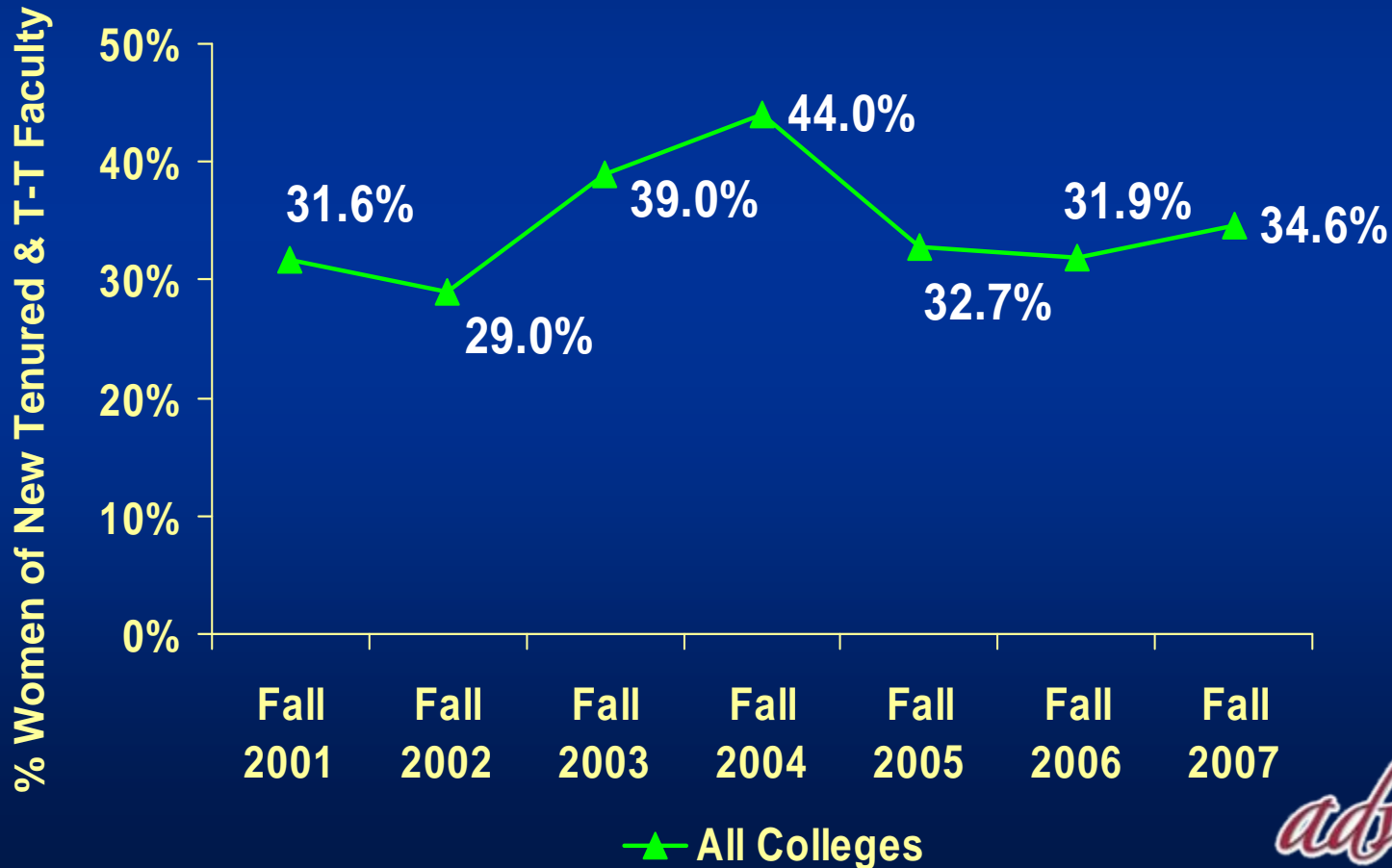
Increasing the Representation of Women

The number of women faculty university wide has increased 24% since budget reductions in 2002-03, but change in overall composition of faculty is slow.



Increasing the Representation of Women

Fall 2004 was a hiring standout, but hiring remains about 33% women while availability of women among Ph.D.s is 45% (all fields) and 40% in science & engineering disciplines.



***AdvanceVT* supports faculty recruitment through:**

- Visiting scholar program
 - 3 visitors are now on tenure-track appointments
- Brochure and presentations on unintended bias
- Brochure on family friendly policies
- Website for prospective faculty
- College liaisons meet with S&E candidates
 - Eileen Van Aken, College of Engineering
 - Nancy Ross, College of Science
- Collaboration with EO on creation of database and recruitment fairs for prospective minority faculty



Leadership Development



Carola Haas
Natural Resources

Eighteen tenured women faculty members from seven colleges have participated in the *AdvanceVT* leadership development program in 2005, 2006, and 2007 under the coaching of Roseanne Foti.



Laura Jensen
CAUS



Ann Stevens
Science



Virginia
Buechner-Maxwell
Vet Medicine



Kimberly Ellis
Engineering



Beth Grabau
CALs



Shannon Jarrott
CLAHS



Quotes from leadership development program participants:

- *“I feel like I am coming from a place of strength in pursuing a leadership position.”*
- *“The program was instrumental in my success here. I knew I could learn more professionally by participating in the program.”*
- *“My department has seen changes in me. My leadership skills have benefited the department as a whole.”*

Leadership Fellowships



Six senior women faculty members have received fellowships from *AdvanceVT* to complete self-designed leadership development experiences.



Research Seed Grants to Help Women Launch their Scholarly Careers



Twenty-two junior faculty members from five colleges received competitively reviewed seed grants to jump start their research programs in 2004, 2005, 2006 and 2007.

Advancing Women into Faculty Careers



AdvanceVT hosted the *Transforming the Professoriate Conference* for 68 graduate students and post-doctoral researchers from across the U.S. preparing for faculty careers July 20-22, 2006.



Tonya Smith-Jackson
Conference Planning
Committee Chair

Participants attended workshops on interviewing, negotiating, networking, proposal writing, pedagogy, and work/life balance.



Advancing Women into Faculty Careers

AdvanceVT has awarded a total of 18 PhD and Post-doctoral Fellowships in 2004, 2005, 2006, and 2007 to outstanding graduate students and recent PhD recipients preparing for faculty careers.



advanceVT

Work-Life Initiatives – Accomplishments to Date

Dual Career Assistance

- Guidelines developed & posted
- Dual Career Coordinator hired fall 2005
- Central funding increased

Stop-the-Clock

- Policy revised 2005
- Language adopted for external letters

Modified Duties adopted 2006

Part-time Tenure Track adopted 2007

Childcare

- Converted lab school to daycare Jan 2005
- Expansion of available slots in community
in progress

Dual Career Assistance Program

2005

- Dual Career Assistance Office Opened

2005-06

- 66 Cases
 - 49 new hires
 - 7 retention cases
 - 10 subsequently declined offer

2006-07

- 67 Cases
 - 39 new hires
 - 19 retention cases
 - 9 subsequently declined offer

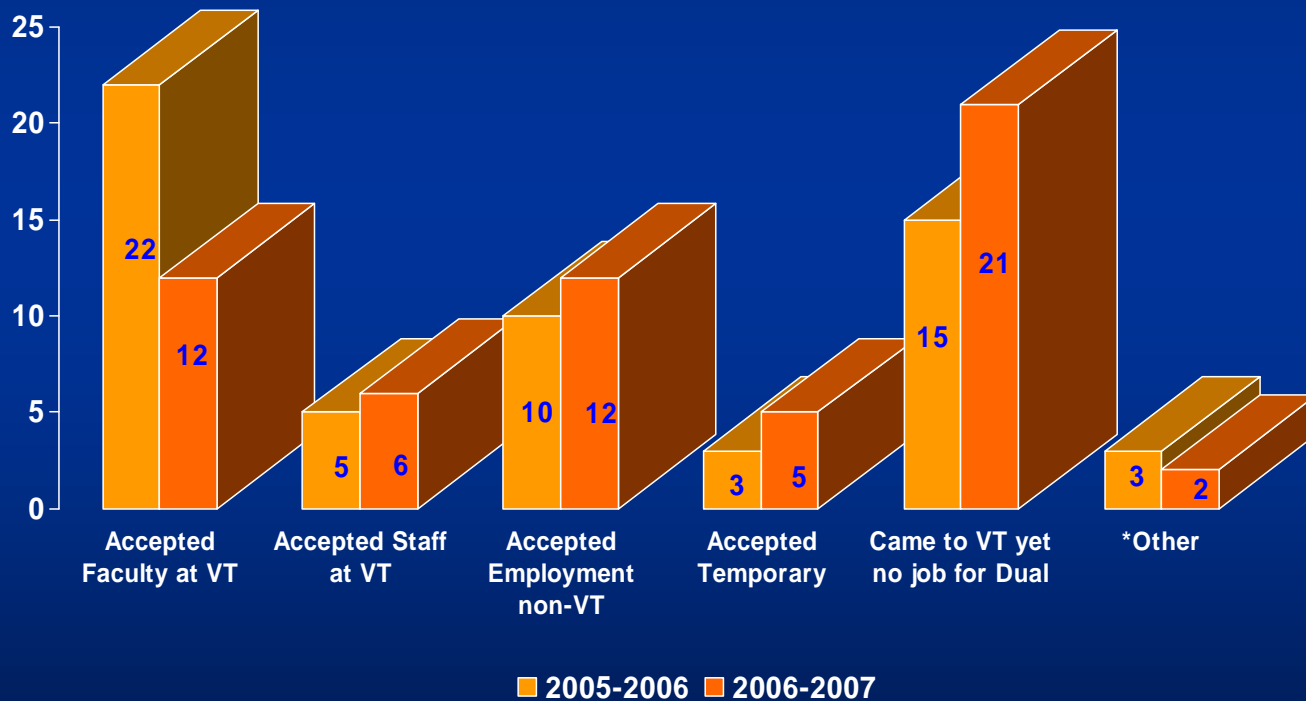
Primary Hire Positions
(2 yrs):

- 89 T&R
- 31 A/P Faculty
- 9 Research Faculty
- 4 Staff



Employment Outcomes for Dual Career Hires

Cases Where Primary Hire Accepted Offer or is Currently Employed



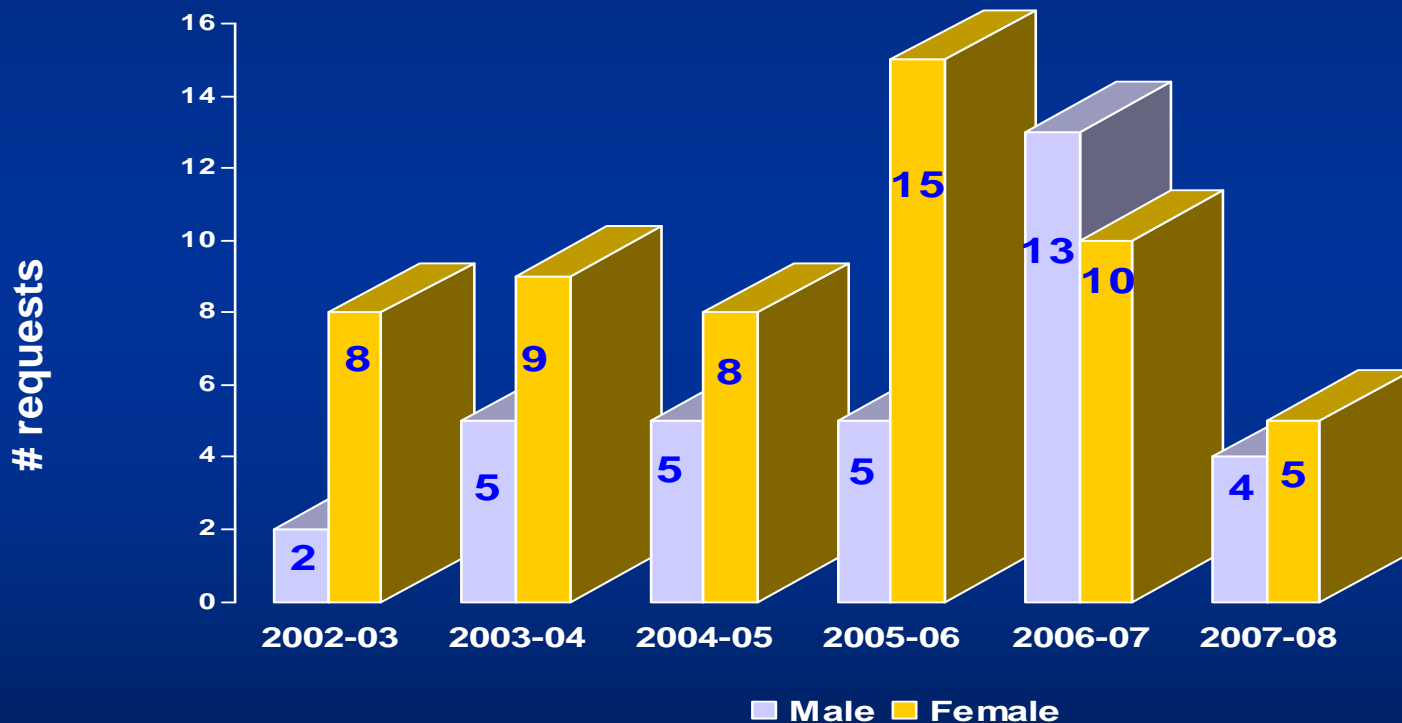
Notes: *Other = Partner accepted GA position, or not seeking employment

Survey of Dual Career Partners Using Services during 2005-06

- 41% had a very positive experience with dual career hiring at VT;
- 38% had a somewhat positive experience;
- several had negative experiences
 - “...the availability of dual career hiring guidelines and the existence of the Dual Career Office at VT made us feel more secure about accepting VT as an employer for my husband. It is a good indication that VT cares for the employee and their family, which is one of the most important factors to consider while looking for a job.”
 - “Absolutely yes. Had we both not been able to find suitable jobs for us before relocating, we would not have come to Virginia Tech. Both of us have successful careers, and being able to remain in our careers was very important to both of us.”

Stop the Clock Requests by Gender

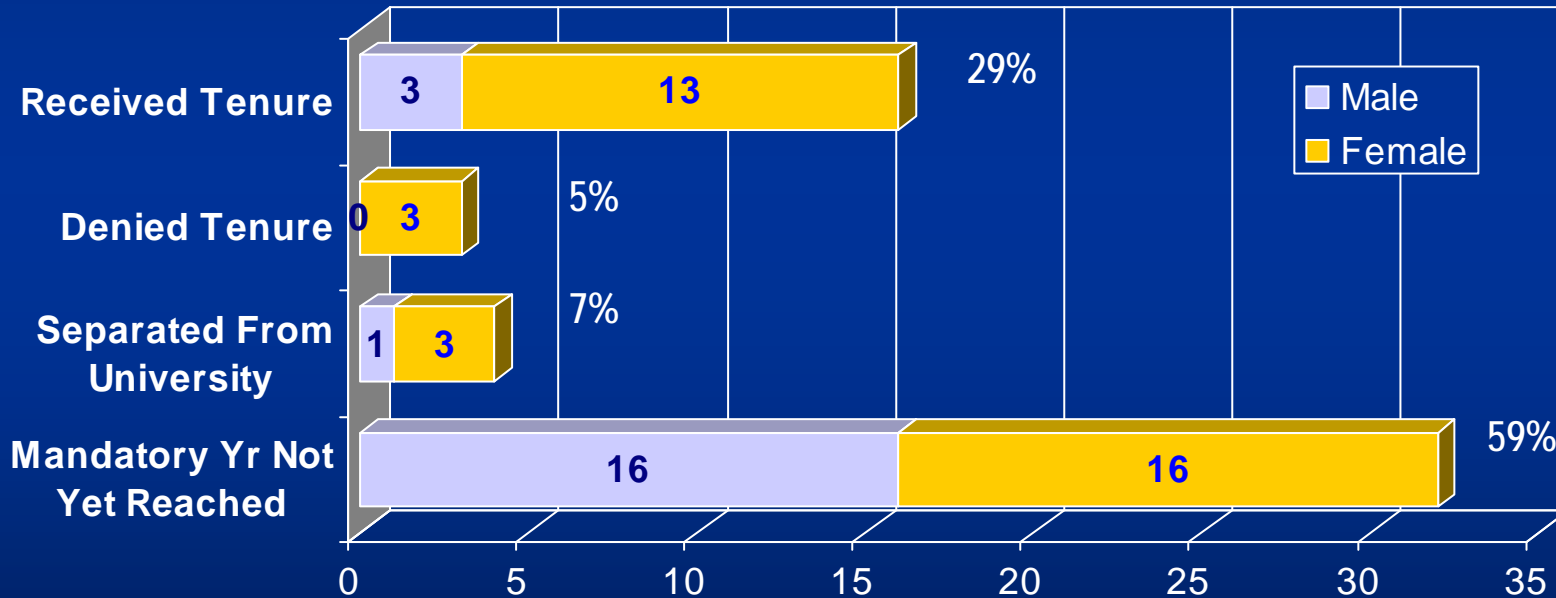
Academic Years 2002-2003 through 2007-2008



Note: 2007-2008 requests as of December 14, 2007

Outcomes for Faculty who Stopped the Tenure Clock

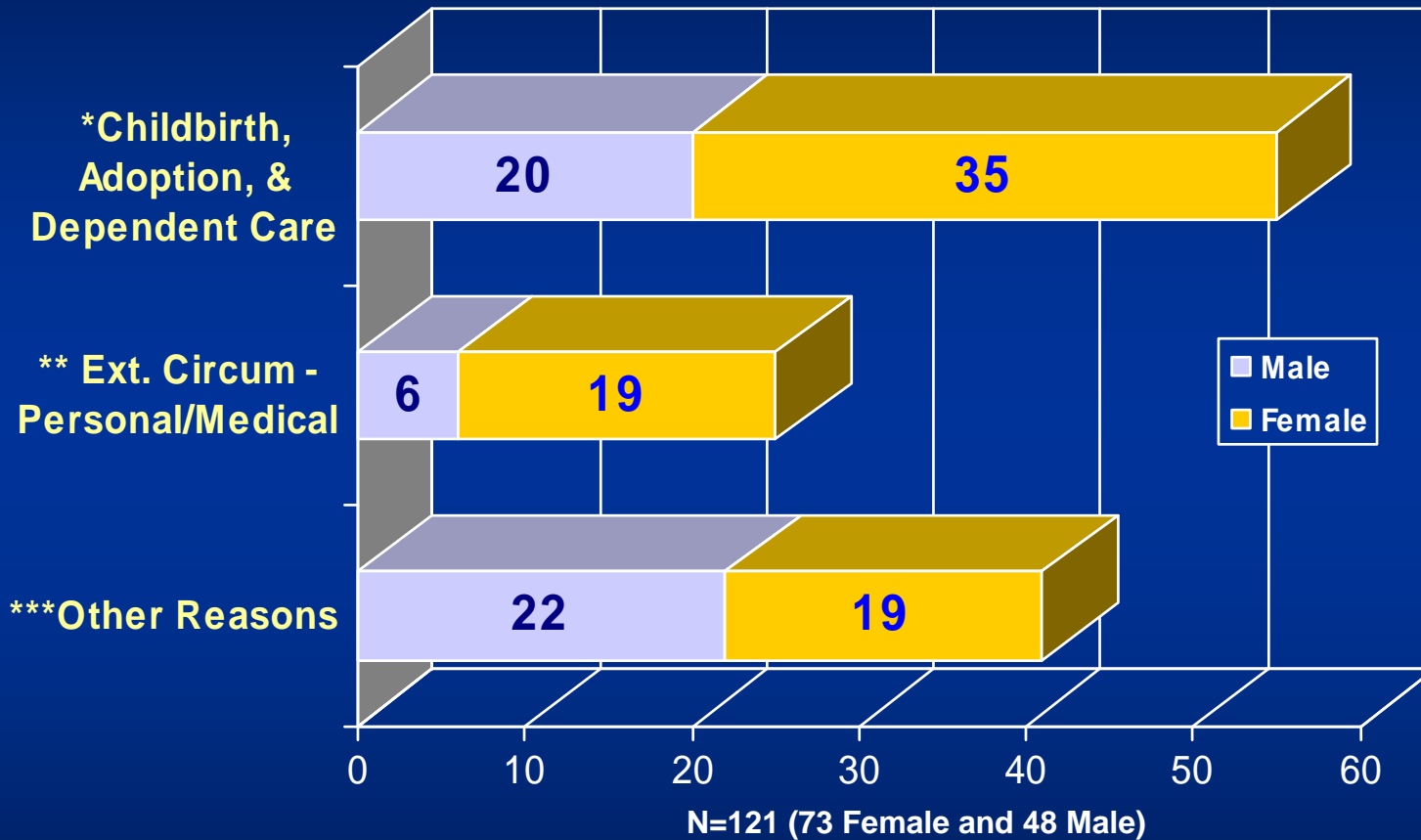
For Childbirth and Dependent Care Cases Only
(Academic Years 1996-1997 through 2007-2008)



N = 55 (35 Females and 20 Males)

Reasons for Tenure Clock Extension by Gender

(Academic Years 1996-1997 through 2007-2008)



Notes: *Childbirth, Adoption & Dependent Care (i.e. ill family member, adoption of special needs children, paternity leave). As of 2006-2007, childbirth applies to both women and men; originally coded as dependent care for men.

** Extenuating Circumstances Personal/Medical Reasons (i.e. death of spouse or family member, divorce, stroke, cancer)

***Other Reasons (i.e. completed degree late, delays in setting up research/lap equipment change in college, change from extension appointment, late initial appointment, leave without pay, reduction in prior service credit)

Modified Duties

Year 1, 2006-07:

- 4 participants, \$15,000

Year 2, 2007-08 (to date):

- 15 participants, \$117,500

Most involve childbirth;
several related to 4/16



Policy Impact on Recruitment and Retention

Feedback from new recruits and search committees tells us that the new policies have been a notable factor in decisions to accept an offer from Virginia Tech.

“These new policies are helping us retain outstanding faculty who now feel that they can work at the institution they love and still take care of the people they love.”

- Jessica Folkart, Associate Professor, Foreign Languages



Childcare – Progress to Date

- **Converted lab school to daycare**
 - 40 slots
- **Background work completed to support expansion**
 - Conducted needs assessment
 - Investigated other campus models
 - Explored funding options
 - Performed utilization analysis
 - if it's built, will they come?
 - Obtained commitment from college deans and VTF for support from unrestricted foundation funds
- **RFI (request for information)**
 - “Here’s our idea, does it make sense to a vendor?”
- **RFP (request for proposal)**
 - 6 respondents; chose most responsive vendor; negotiating letter of intent



Warming the Departmental Climate

- Institutionalized 2-day workshop for new department heads and emerging academic leaders (4 yrs)
- Institutionalized annual promotion and tenure workshop for heads and P&T chairs (2 yrs)
 - Jack Finney leads the committee completing a compendium of successful departmental practices and offering workshops to disseminate ideas



Research and Assessment

- NSF indicators monitored annually
- Climate survey 2005 – will be repeated in fall 2008 to measure change
- COACHE survey of pre-tenure faculty
- Annual interviews with new S&E cohort beginning fall 2003



Elizabeth Creamer
Assessment Director

Interviews with Cohort of New Science & Engineering Faculty

- Conducted one-on-one interviews each of 4 years with 13 members of the 2003 cohort of new faculty in science and engineering
- 7 men; 6 women
- From AERO, CE, CS, EE, ISE, ME and one department in the sciences

Content of the Interviews

- **Year 1: Questions about experiences with the hiring process and expectations of a faculty role.**
- **Year 2: Experiences in the second year, opportunities for collegiality and mentoring in the department, and clarity of expectations.**
- **Year 3: Key aspects of teaching, research, and service that different from previous years.**

Key Conclusions from Analysis of Years 1 - 3

- **Tenure & Promotion:**
 - Concrete feedback about performance eases concerns about the ambiguity of T & P process.
- **Work-Life:**
 - Concerns about the employment satisfaction of a partner detract from work and remain unresolved.

Key Conclusions from Analysis of Years 1 - 3

- **Teaching:**
 - Focus for most is learning strategies that reduce time demands.
- **Research:**
 - Resources, particularly, space remain an on-going concern.
 - Focus shifts from getting to managing grants.
 - Faculty feel unprepared for managing a research team.

Time Constraints Presented by Team-Based Research

*“A paper with a student means the student does the technical work. That means proofing a lot of equations and how to display them. I get them through it and make them do it. Working with students takes a lot of time. It takes a huge amount of time to help them improve a paper. It takes a lot of effort the first time. By the second or third paper, it gets a lot better. It is very gratifying to see them learn.”
(Male, engineer, third year interview)*

Current *AdvanceVT* and Institutional Initiatives

- Partnership with OMA on Inclusive Excellence
- Using effective strategies from *AdvanceVT* to address issues of race, for example, Visiting Scholar program for recruitment and attention to unintended bias in searches; looking for points of connection with Race Task Force recommendations
- Departmental climate, especially for pre-tenure faculty
- Recruitment and support for searches through college liaisons and collaboration with EO
- Submission of PAID grant to disseminate leadership development model across entire state – in collaboration with the Virginia Network and 5 partner institutions
- Continued institutionalization of *AdvanceVT*



AdvanceVT, Inclusive Excellence, and the Race Task Force

Important common ground:

- Increasing the numbers is good, but not enough. Transformation affects policies, practices, norms – entire fabric of the institution
- Merger of institutional priorities and commitments to *excellence* and *diversity* (not one at the expense of the other)
- Use data to drive decision making and assessment