Lehigh ADVANCE Center

- Data Collection and Assessment
- LU-WISE Community
- Small Grants
- Campus Partnerships
- Retention Best Practices
- Recruitment Best Practices
- Gender Equity Research
- Mentoring & Leadership Development
- Department Chair Capacity Building
- Policy Advocate

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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

New Hiring % Demographics, All Faculty

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<th>Year</th>
<th>URM Men</th>
<th>NON-URM Men</th>
<th>Int'l Men</th>
<th>URM Women+</th>
<th>Non-URM Women+</th>
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Impacts during a Pandemic and Racial Unrest

- 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 & tenure
- 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

- 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

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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](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

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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

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IChange Network

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

Year 2:
Look for “RoadShow” to understand and shape priorities, build action plans