

# NSF ADVANCE PI Meeting

## May 19-20, 2005

### Arlington, VA

**Panel 7: Working with Department Chairs**  
**Friday, May 20, 1:15 - 2:45**

#### **Moderators:**

Beth Montelone, Kansas State University  
Jo Handelsman, University of Wisconsin-Madison

#### **Panelists:**

Beth Montelone, Kansas State University  
[Executive Summary](#)

Lynn Singer, Case Western Reserve University  
[Executive Summary](#)

Ana Mari Cauce, University of Washington  
[Executive Summary](#)  
[Slides](#)

Vita Rabinowitz, Hunter College  
[Executive Summary](#)

Mary Ellen Jackson, University of Maryland-Baltimore County  
[Executive Summary](#)

Eve Fine, University of Wisconsin-Madison  
[Executive Summary](#)

**Beth Montelone and Ruth Dyer**  
**Kansas State University**

**Executive Summary for Panel 7: Working with Department Heads**

- Approach: identified six “partner departments”. Provided them with flexible funds to implement project initiatives (policy review and revision, website review and revision, Career MAPS development) in their units. Of this initial group of six department heads, only one was female. Response of the department heads has been mixed: some have been eager and enthusiastic with their support and others did not become engaged at the beginning. Two of the latter group have been replaced with new department heads within the last year. Coincidentally, both of these new department heads are female, and they are providing proactive leadership for the ADVANCE initiatives.
- Plan to extend the above initiatives to other SEM departments in future years of the project. We are currently working with all of the SEM department heads to ensure they are familiar with project initiatives and are encouraging participation by eligible women in their departments. They are actively engaged in helping us collect the NSF indicator data and are serving as members of our Internal Advisory Board. We are working with the IAB to (1) better define its role relative to project initiatives occurring in the partner departments, and (2) obtain their perspectives and ideas for addressing issues facing women faculty in SEM departments.
- Discovered the range of advocacy that department heads have for the project and its importance. Some have “allowed” change, others have “supported” the changes, and still others have “led” the changes. We hope to use this insight to enlist those department heads and senior faculty who are “leading the change” in their departments as allies to model and catalyze stronger advocacy by those in other departments. We are considering designing a workshop for such male allies on our own campus. This workshop could serve as a model for other institutions, professional societies, and national organizations.

ADVANCE DC Meeting May 19 –20, 2005  
Panel #7: Working with Department Chairs  
Lynn Singer, PI, NSF-ADVANCE ACES grant  
Case Western Reserve University

## SUMMARY

The Academic Careers in Engineering and Science objectives for working with Department Chairs are two fold; securing “buy-in” for institutional change, and raising awareness of the day-to-day difficulties facing women faculty and propose strategies for change. The four initiatives we are using with the department chairs are coaching, mentoring, networking, and training & development

The leadership coaching component consists of 10-12 sessions of 1.5 hours each over a one-year period with an executive coach focusing on, among other things, academic leadership effectiveness, vision and goals, emotionally intelligent leadership, and providing a 360-degree emotional competence inventory and data analysis.

Training and development includes search committee training and workshops created at the suggestion of the chair for the department. Networking for chairs consists of a monthly lunch with all current and past ACES department chairs, during which problems and concerns are raised. The lunch is hosted, on alternate months, by one or more of the ACES PI's, and Provost John Anderson.

The mentoring activities begin with the chair attending a workshop where the roles and responsibilities of mentors and mentees are discussed, as well as how to develop mentoring skills and overcoming obstacles. The chairs invite the participation of the mentoring committees for women faculty.

The University of Washington summer leadership workshop proved useful to two of our chairs. They have since demonstrated a greater confidence level, greater ability to articulate departmental and NSF Advance program goals, better communication skills and generalized skills in faculty searches and policy changes to benefit their faculty.

### **Working with Dept. chairs**

We will describe the impact of three strategies to work with department chairs: (1) quarterly leadership workshops, (2) cross-department cultural change program, and (3) one-on-one meetings with department chairs. After three-and-a-half years working with ADVANCE, we have noticed a huge shift in the attitudes of department chairs. They value the hand-on, practical, and strategy-focused nature of the programs which offer uninterrupted blocks of time to focus on improving their departments in consultation with other chairs and experts around campus. Our department chairs have become advocates for institutionalizing ADVANCE after the life of the grant.

<http://www.engr.washington.edu/advance/workshops/>

# **Working with Department Chairs at the University of Washington**

Ana Mari Cauce

Chair and Professor, Psychology

PI, UW ADVANCE

May 20, 2005

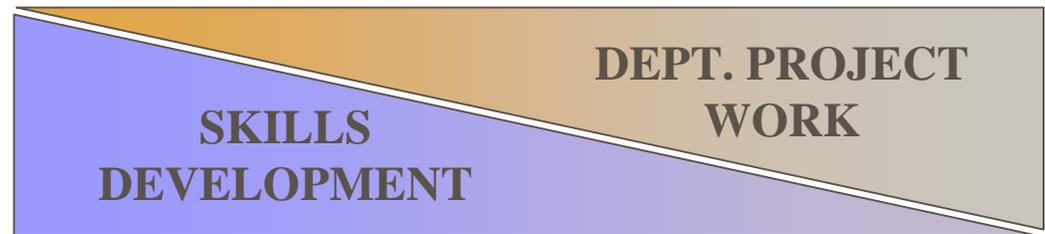
# Quarterly Leadership Workshop

- Community of peers
- Managing dual career opportunities no longer involves cold-calling other department chairs
- Timeliness of topics
- Cross college education – see how others units on campus operate
- High return for low time investment



# Cross-Department Cultural Change Program

- Provides coaching
- Time for strategic planning, big picture thinking
- Engages other faculty **WITH** department chair on culture change – builds department allies for chairs



# 1-1 visit to Department Chairs

- Identify department specific needs
- Encourage use of ADVANCE
  - Faculty candidates and search process
  - Transitional Support Program
  - Department Transformation Grants
- Changes in attitude and need since start of grant
- Identify advocates for institutionalization

**Vita Rabinowitz, Virginia Valian, and Annemarie Nicols-Grinenko**  
**Hunter College of the City University of New York**  
**Gender Equity Project**

**Executive Summary for Panel 7: Working with Department Chairs**

Almost three years into our award period, we increasingly find ourselves guided by seven insights or leading ideas:

- Gender is a window on institutional effectiveness
- A continuous thread links undergraduates, graduate students, post-docs, and faculty
- Women who receive direct benefits from the Sponsorship Program can become carriers of information and strategies to colleagues—“seeds of change”—in their departments
- A circle of advisors is superior to a single mentor
- Institutionalization and sustainability profit from patience, persistence, and shared ownership
- Measurements are interventions
- Attention to gender encourages distributed leadership

I will discuss how these insights emerged from, and informed, our attempts to meet two serious challenges we have faced in working with department chairs at Hunter College, one that required us to work across all chairs in the GEP departments, and one that presented entirely within a single, problematic department.

Case I. Working across departments: Building support among chairs for using efforts toward gender equity as one criterion for the assignment of faculty lines and space. Our cooperative agreement with NSF called for the institutionalization of this criterion, but our senior administration was concerned about imposing this criterion by fiat in an institution in which needs were so great and latitude so constrained. What followed were a protracted but ultimately successful series of negotiations with department chairs, and a fuller, better-explicated, more transparent set of criteria for line and space assignments throughout the college.

Case II. Working within a department: The department with the largest number (7) and percentage (100%) of women participating in our sponsorship program had a variety of gender-related problems, including non-responsive, even hostile “support” staff, misappropriation of start-up funds, and heavy and inequitable teaching loads. Women in general were underperforming and morale was low. Largely by coaching associates in our sponsorship program to ally with each other and become seeds of change, the GEP helped transform the department, and its chair, in ways that improved the department’s treatment of its women faculty and its standing in the college, and enhanced the careers of its women scientists.

## **Working with Department Chairs**

Mary Ellen Jackson  
ADVANCE Program Director  
University of Maryland, Baltimore County (UMBC)

The UMBC ADVANCE Team works in a number of different ways with chairs in order to help them recruit, retain, and advance the female faculty in the STEM departments, as well as to educate them on gender and climate issues. The most successful have been the following:

### ***Deans and Chairs Workshops***

These workshops, which are held once per semester, are focused on varying topics, including gender climate issues in STEM, maximizing the potential of faculty, and gender and institutional change. This venue, where the STEM chairs and deans meet with an outside speaker, provides a unique forum for the group to discuss the issues and address any concerns they may have. They are structured to maximize discussion and to empower chairs to consider new ways to improve gender equity.

### ***Research Assistantship Program for newly hired female faculty***

STEM chairs may request funding from the ADVANCE Research Assistantship (RA) Program for female candidates who are being offered tenure-track faculty positions in the STEM fields at UMBC. In providing the RA award, which is a one year research assistantship, including tuition and health insurance, ADVANCE is providing *additional* benefits to:

- Assist the chair in successfully recruiting the candidate.
- Ensure that the new faculty member will have resources necessary to establish a successful research program.

One further benefit is that, in making the request, the chairs must commit to working with the new faculty member to create a *Faculty Development Plan* and to identify a UMBC faculty/peer mentor to mentor her. The Faculty Development Plan includes the chair's commitment to collaborate with the faculty member to set short- and long-term goals, to clarify departmental expectations for promotion and tenure, to develop career strategies, and meet regularly to discuss progress. At the end of the funding period, the chair supplies ADVANCE with the Faculty Development Plan, evaluates the progress on the plan and identifies the peer mentor for the new faculty member. This activity has assisted chairs in actively mentoring their new faculty and has established a positive and proactive relationship between faculty and chairs – even in departments where there has been no history of this type of engagement in the past. In addition, it helps chairs to see ADVANCE as a benefit to them in recruiting new faculty to their departments.

### ***Individual Meetings***

At the end of the first year of the ADVANCE program at UMBC, the ADVANCE team met individually with every STEM chair to discuss the advancement of the female faculty in their department, to learn about challenges, to remind them of opportunities and activities provided by ADVANCE and to offer support. This has been, perhaps, the most (unexpectedly) beneficial activity in working with chairs. In considering the needs of their individual faculty,

and concentrating the discussion on how those needs can best be met, chairs are focusing in a much more positive and deliberate way on faculty advancement in general. Whether discussing a new assistant professor who is challenged with teaching for the first time or a highly accomplished researcher who is poised to become a leader in her field, ADVANCE provides suggestions and advice to the chairs and encourages them to consider how each career can be maximized. In every case, the conversations have been positive and have resulted in chairs taking a much more active and individual approach to faculty development; in one case, this led to jumpstarting a mid-level faculty member's career. Some chairs have requested return visits and regularly seek advice from ADVANCE. This has established an active collaboration between chairs and ADVANCE, has helped two new chairs to develop strategies for advancing all their faculty and has stimulated discussion among the chairs on effective practices in faculty advancement.

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Arlington, Virginia

Panel 7: Working with Department Chairs

EXECUTIVE SUMMARY

WISELI - The Women in Science and Engineering Leadership Institute at the  
University of Wisconsin-Madison

Eve Fine

WISELI, the ADVANCE program and UW-Madison, has several initiatives designed to improve the culture/climate for women faculty in the sciences and engineering at the University of Wisconsin-Madison.

Though it is vitally important to pay attention to and work on campus-wide efforts to promote the success and achievement of women faculty, most individuals' experience climate, good and bad, in their immediate workplace --- in their home department.

In an effort to study and improve departmental climate, WISELI consequently developed a series of three [climate workshops for department chairs](#).

During this panel presentation we will describe our workshop series, provide some data on participation in these workshops, and discuss some of our findings from both evaluation of the workshops and from the departmental surveys that are a key element of the workshops. During the discussion following our presentation, we hope to address the following issues:

- Why focus on department chairs?
- What factors contribute to our success in gaining chairs participation?
- What are the benefits and challenges of departmental surveys such as the one we use in our climate workshops and how does this process differ from campus-wide surveys and climate initiatives?

**Description of workshop series:**

WISELI offers a series of three climate workshops to department chair on the UW-Madison campus. Based on the concepts of discovery-based learning, these workshops engage groups of three to eight department chairs in discussions about climate in their own departments and provide them with the opportunity to learn from one another's experiences and ideas. During the first workshop, chairs provide a brief description of their departments and participate in a general discussion of climate and the importance of fostering positive climates. Chairs are also introduced to a brief [departmental climate survey](#) that is administered between the first and second workshops. This survey allows chairs to identify specific issues of concern for their departments. Chairs receive their survey results during the second workshop. They share some results with each other and rely upon their shared experiences and provided resources to discuss possible actions they can take to address issues raised by the survey. Chairs typically request two or three months between the second and third workshop sessions. During this time, they share survey results with their departments, decide upon what actions to take, and endeavor to

implement changes. At the third session, chairs report on how they shared results, how their departments responded, and what changes they have implemented.