



From PAID to IT: University of Delaware ADVANCE Institute

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The PAID Grant

About the University of Delaware (UD)

- Mid-sized, suburban campus
- 22,680 students
- 1,200 full-time faculty
- Public institution with private charter
- No law or medical school
- 72% of doctoral programs are STEM
- Seven colleges: Agriculture & Natural Resources, Arts & Sciences, Business & Economics, Earth, Ocean, & Environment, Education & Human Development, Engineering, and Health Sciences.



UD ADVANCE-PAID Background

- 2008-2013: Awarded to the College of Engineering and the Natural Sciences portfolio of the College of Arts & Sciences.
- Focused on educating STEM faculty and administrators on best practices for faculty recruitment and mentoring.
- Adapted from the Universities of Michigan (STRIDE) and Wisconsin-Madison (WISEL).
- Fifteen senior faculty, balanced by gender and college, developed two workshops by faculty, for faculty:



- "Mentoring the Mentors" was aimed toward senior faculty mentoring junior colleagues.
- "Best Practices in Recruitment" was aimed toward faculty search committees.

The "Mentoring the Mentors" workshop accompanied a formal mentoring program for tenure-track assistant professors in the target departments:

- Chairs assigned senior mentors within the department to advise on policies, procedures, and opportunities.
- UD ADVANCE offered "mentoring the mentors" training workshops and resources to mentors, and separate workshops for mentees.



mentoring materials created under PAID Grant

The work under our PAID grant accomplished localized change in selected STEM departments.

- High retention rates: No pre-tenure women faculty left the ADVANCE-supported STEM departments during academic years '10-11 through '12-13.
- High promotion rates.
- The overall size of the full-time tenured/tenure track (T/TT) faculty in the targeted departments hasn't changed since 2006, but the percent women rose from 14.3% in 2006 to 19.3% in 2014.

www.udel.edu/advance

The Results

UD ADVANCE Climate Survey

The localized change from the PAID grant shows that education and attention paid to recruiting and mentoring at the assistant professor level can effect change in the percentage of women faculty hired and promoted. However, the PAID grant did not, and was not designed to, accomplish institutional transformation. In 2014, UD was awarded an ADVANCE-IT grant. That spring, we conducted a faculty climate survey to provide baseline data for our five-year IT grant.

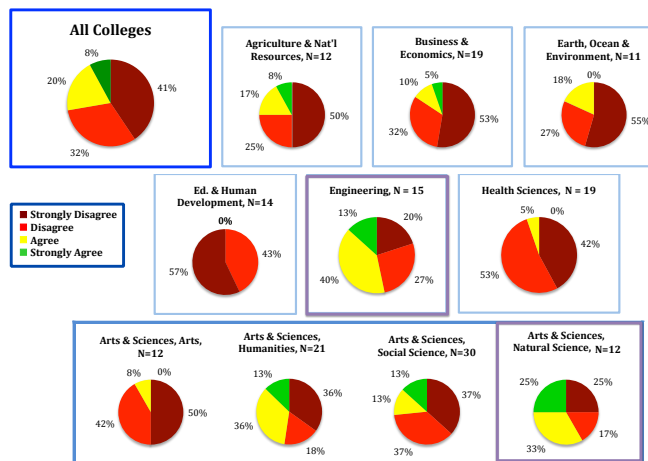
The graphs below shed light on the influence of the PAID grant. Faculty from departments that implemented the UD ADVANCE mentoring program and workshops indicated much higher rates of receiving formal mentoring (Engineering and Natural Sciences, highlighted in purple boxes).

Key details of the survey include:

- Bi-annual (first conducted spring 2014)
- Modified from other ADVANCE climate surveys
- Asks questions about promotion, tenure, evaluation, policies, procedures, mentoring, departmental climate, diversity climate
- Sent electronically to all full-time faculty (T/TT and continuing track)
- Signed by Provost and sent via Office of Institutional Research and Effectiveness
- 644 faculty responded (53% response rate)
- 472 completed all sections (39% completion rate)
- Sample closely represented population, with a few exceptions such as a small over-representation of women and a small under-representation of faculty of color.
- Faculty interviews as follow up
- Results from the climate survey point toward the effectiveness of our PAID work on faculty mentoring.

"I receive formal mentoring within my department."

T/TT Assistant & Associate Professors, 2014 Faculty Work-Life Satisfaction Survey



The IT Grant

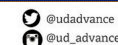
Under our NSF ADVANCE IT grant we established the UD ADVANCE Institute, which supports institutional leaders as change agents at UD. Our work is research and data driven. Climate survey results, together with data from our Office of Institutional Research and Effectiveness, influence many of our IT grant activities. A key element of our program is the development of "talking points," which are easily digestible, customized facts and figures on the status of women faculty and faculty of color at UD. We present talking points to the provost, deans, department chairs, and faculty to inform them on issues. The climate survey provides us with data to create talking points. For example, we presented the mentoring circle graphs shown in the previous column to the deans to motivate the development of mentoring programs in more departments. We brand our talking points with the UD ADVANCE Institute's logo so that as they are shared across campus, the initiative is maintained within the grant. The following box includes a list of many other ways the climate survey influences our IT initiatives.

UD ADVANCE Institute Initiatives Informed by Climate Survey Results:

- Talking Points (e.g., faculty mentoring, family leave policies, dual-career hiring policies, faculty recruitment)
- Mentoring programs for associate professors and faculty of color
- Promotion and Tenure Workshops for assistant and associate professors
- Leadership workshops for full professors
- Department chair workshops and networking opportunities
- Creation of data dashboards in OIRE
- UD ADVANCE social media campaign
- ➔ Address awareness of ADVANCE initiatives and presence on campus

Activities toward our goals and objectives are ongoing, and are much more extensive than those listed above. For example, other events include a Roundtable event with national experts and our top administrators to discuss the provost's and deans' diversity goals; the establishment of a canvassing committee to address female and URM award nominations; hosting a national research conference, *Women Faculty of Color in the Academy: What's Next?*; and engagement in social science research. **Ask us** about these initiatives – any member of our team would be happy to discuss them with you!

Connect with us!



Meet the Team

PI: Pam Cook, Unidel Professor of Mathematical Sciences; Associate Dean of Engineering Co-PIs:

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