Co-Director: Penny Poplin Gosetti, Vice Provost for Assessment, Accreditation, and Program Review

1. Institutional Transformation Theme as Defined in the Proposal

Creating a climate for successful retention, tenure, and promotion. Identify climate and culture factors that contribute to low rates of retention and advancement for women and underrepresented minorities in engineering and the natural sciences and develop and implement transformation strategies to create a climate of support and success.

   a. Impact of change projects on the university over three years

   Change projects impacted the university at both the college and the university levels.

   • Previously located in the College of Arts and Sciences (A&S), the STEM areas of math and sciences are now located in their own college, the College of Natural Sciences and Mathematics (NSM). The first change team, comprised of members from these units, chose to conduct a campus climate survey. The IDEAL faculty climate survey was included as part of a campus-wide climate survey for faculty, students, and staff. The results were shared to multiple constituencies across campus. The IDEAL survey has been permanently incorporated into the campus-wide survey which is administered every two years.

   • The awareness generated from the year one change project in general, and the leadership development provided to two members specifically (one of whom is now dean of NSM and one of whom now chairs the department of environmental sciences in NSM), led to proactive advocacy by the new chair (Tim Fisher) for making two diversity offers in environmental sciences – two women, of which one was Hispanic. Although funding support was received, neither offer was accepted.

   • Awareness building, both on the part of the college and on the part of the year two change team leaders, lead to a “first-time-ever moment” when the college supported successfully two spousal hires.

   • Several team leaders from the change teams have become members of a grant-writing group that continues to submit proposals for an NSF ADVANCE grant that would advance the work that has begun with the IDEAL change teams.

   • Although not directly attributable to the promotion and retention aims of UT-IDEAL, but an illustration of an institutional impact for IDEAL, was establishing an office to be used for UT women's programming and for providing references for the library's "Women in Science" portal.

   b. Reception received from campus leaders and faculty to the change projects

   Campus leaders and faculty responded favorably to the change projects with respondents ranging from those who participated and benefitted directly from the change projects, to
those who became involved through provision of resources for the change projects. Examples include:

- Faculty from the College of Engineering participated in a mentoring program that created long-term peer advising teams consisting of untenured faculty, those preparing for promotion to professor, and senior faculty.
- Faculty from the College of Medicine and Life Sciences participated in a speed mentoring program that allowed untenured faculty and those preparing for promotion to meet with multiple former members of the APT committee. This initiative was prioritized based on data gathered from a meeting with target faculty. Immediate feedback was very positive, suggesting political support for this approach. The program will be housed in and sustained through the College Office of Diversity.
- Deans from the colleges involved in year 2 and 3 changes projects (engineering and medicine and life sciences) supported an additional team leader in years 2 and 3, funding the stipend from their college budgets.
- Drs. Gruden and Escobar from the year 2 change team organized a Diversity Forum for Engineering faculty and staff in February 2012. Over 80 people attended. As a result, all six departments in the College of Engineering repeated the program for all their first-year students through Professional Development classes, with total attendance over 600. This will become an ongoing activity.
- The College of Engineering, host of the year 2 change team, has established an Assistant Dean position that includes outreach.
- The Associate Vice-President for Equity, Diversity, and Community Engagement supported the year 1 change project by incorporating the proposed faculty climate survey into a larger institutional climate survey designed for students, faculty, and administrators. She included the data from the IDEAL portion of the survey into presentations she made across the campus, inviting team members to join her when possible.

c. Policies, practices implemented, in planning stages, etc.
Change projects from years 1 and 2 have started manifesting themselves in practices, only one of which has been systematized, with the other ones showing great potential for doing so.

- The campus climate survey, which began in spring 2010, was administered again in spring 2012, with a similar number of faculty respondents. The survey will be conducted every other year by the Office of Equity, Diversity, and Community Engagement.
- In addition to the examples of diversity and spousal hires described in section 1a, the College of Natural Sciences and Mathematics (NSM) has experienced in recent search committee meetings, conversations related to diversifying faculty hires.
- The mentoring program developed by the year 2 change team resulted in the creation of mentoring guidelines that have been shared with the College of NSM.

The year 3 change team from the College of Medicine and Life Sciences chose to address policies and practices of FMLA that relate to tenure and promotion.
Unlike the unionized Main Campus, which requires work-load related issues to be bargained, the Health Science Campus can create policies such as the one submitted by the change team to create an automatic extension of the promotion “clock,” when taking FMLA leaves above a certain length. The Dean has agreed, in principle, to support this policy.

In practice, the change team is currently working with the development officer from its college to attract a donor who will endow a fund to provide incentive awards for researchers (and separately for educators) who best maintain productivity despite having taken leave (one award each per year).

d. Impact of the plenary on the institutional progress
The plenary provided an opportunity for many of UT’s senior leaders to become familiar with the IDEAL grant and to see the regional impact of the work that was being done by the change teams.

- Attendance at the first plenary by the Associate Vice President for Equity, Diversity, and Community Engagement, led to her becoming a strong supporter of and contributor to the change team projects each year.
- The Chair of Women and Gender Studies, who is now the Dean of Languages, Literature, and Social Sciences (LLSS), has led university efforts to obtain an NSF Advance Grant. As a result of attending the plenary sessions, and her ongoing relationships with the co-director and several of the change team members, she has included the work of the IDEAL change teams as a foundation for elements in the grant proposals.
- The Deans of Engineering; Medicine and Life Sciences; and NSM have all attended the plenary sessions and are working together to support the sustainability of the change team initiatives as well as other opportunities that arise, such as the workshop, To Tenure and Beyond, sponsored by Case Western scheduled for August.

2. Leadership Development Program
a. Leadership movement of participants over three years
Two-thirds of the IDEAL participants moved into positions with greater responsibility and authority during the three years of the grant.

Change team 1
- Tim Fisher – from professor in Environmental Sciences to professor and Department Chair of Environmental Sciences.
- Karen Bjorkman – from Department Chair of Physics and Astronomy to inaugural Dean of the College of NSM.
- Nancy Collins – See Forward to Professorship Workshop under Cyndee Gruden below.

Change team 2
- Maria Coleman – moved from professor of Chemical Engineering to professor and Co-Director, Institute for Sustainable Engineering Materials
- Brian Randolph – from professor and Associate Dean of Undergraduate Education to professor and Senior Associate Dean of undergraduate studies. Brian Randolph, Professor of Civil Engineering and Senior Associate Dean for
Undergraduate Studies); was asked to take a leadership position in one of the five NCA-HLC criterion teams (early 2011) during preparations for the 2012 accreditation site visit. Joined steering committee meetings for the final year of preparations (2011-12).

- Isabel Escobar - Professor of Chemical Engineering and Interim Assistant Dean for Research Development and Outreach, was asked to serve as the Director for the Catharine S. Eberly Center for Women for AY2010-11, and was asked to co-chair the President’s Lecture Series on Diversity leading to the Women’s Empowerment Summit (in partnership with Patricia Hogue, Year 3 Change Team) in March 2012. Over 100 faculty, staff and community women attended.

- Cyndee Gruden - Associate Professor of Civil Engineering and Director of Civil Engineering Undergraduate Program organized a Forward to Professorship Workshop (in partnership with Isabel Escobar and Nancy Collins, Year 1 Change Team) for 24 underrepresented minority women assistant professors and post-docs in STEM fields. Funding was obtained from George Washington University's NSF FORWARD-PAID grant for the August 2011 event.

Change Team 3

- Bina Joe – from professor of Physiology and Pharmacology to professor and Director, Center for Hypertension and Personalized Medicine
- Sheryl Milz – from interim to permanent Chair and Co-Director of the Northwest Ohio Consortium for Public Health
- Pat Hogue – see Isabel Escobar above

Co-Director

- Penny Poplin Gosetti – from Interim Vice Provost for Academic Innovation to Vice Provost for Assessment, Accreditation, and Program Review

b. Annual Change Projects

The leadership development opportunities provided by the annual change projects grew over the three years as the participants (particularly the Co-Director) gained a better understanding of the grant, processes associated with the grant, and the potential outcomes for the grant.

- Instituted a process for rotating the leadership of each meeting among change team leaders, which included preparing the meeting, sending out appropriate materials, facilitating the meeting and providing follow-up to the action items of the meeting.
- In addition to group interaction, members selected elements of the change project to address individually allowing them opportunities to meet with their Dean and other University leaders, communicate with faculty and staff in a leadership capacity, and apply principles learned from the IDEAL leadership development workshops.


Several promising practices have the potential to become promising practices in the future:

- Attention to spousal hires
- Attention to diversity hires
- Adjustment of FMLA policies to address tenure and promotion guidelines
• Mentoring for untenured faculty and faculty seeking promotion by senior faculty and faculty members of promotion and tenure committees

4. Intellectual Products

• Grants
  o Karen Bjorkman was co-Investigator on the UT ADVANCE grant submission to NSF

• Talks
  o Karen Bjorkman presented at the University Women's Commission’s 2011 annual luncheon and to the AWIS spring semester meeting 2012. Both were related to her experiences as a woman scientist.

• Other
  o Relationships established by the year 2 change team mentoring program (PAWS) have had unintentional positive outcomes beyond career mentoring. For example Cora Lind, Associate Professor of Chemistry and Rashmi Jha, Assistant Professor of Electrical Engineering met through the PAWS kickoff workshop, but also discovered an unlikely synergy in their research areas. They have now identified a mutual research project and will submit a funding proposal fall 2012.
  o Nancy Collins assisted the UT Women's Leadership Forum Council, which works with the administration for the benefit of women faculty, staff, and students. Specifically, she obtained funding from the Dean of the College of Medicine and Life Sciences for an information-gathering visit to OSU by a WLF/C committee to explore more effective ways to interact with the administration and to produce a "Status of Women" report at UT similar to that done at OSU.
  o Nancy Collins was on the organizing committee for and presented a workshop at "Creating Your Professional Network," a program that speaks directly to the UT IDEAL aims. It was a great success, and like IDEAL, was funded by an ADVANCE grant to another institution, which greatly benefited women at UT and around the country.
  o As an example of expanding the impact of IDEAL to non-IDEAL institutions, Nancy Collins, since her return to New York, has started working with Dr. Laura Liberman, head of the Memorial Sloan-Kettering Cancer Center Program for Women Faculty Affairs. Dr. Liberman is greatly interested in what was done at UT. Nancy helped her present a workshop for MD/PhD students on CV writing. She was also was a panel member for "Hiring a Nanny." This is the best attended workshop the PWFA presents.

5. Foundations for Future Progress

Foundations have developed over that past three years that will contribute to the sustainability of the progress. In addition, suggestions have been made for structures that will strengthen the foundations for future progress.

• The Office of Equity, Diversity, and Community Engagement, as mentioned several times above, has been a strong supporter of the change team projects. This relationship has strengthened with a restructuring that involved the Associate Vice-
President who oversees this office, assuming the directorship of the Eberly Center for Women.

- The Provost, who has supported the development and implementation of the IDEAL grant at UT (and the continuing efforts to obtain and ADVANCE grant), has recently reorganized his office so that a greater emphasis is being placed on faculty development. The Vice Provost responsible for this area is creating a structure to support faculty development efforts such as the mentoring programs begun by years 2 and 3 change teams.

- The group of writers who have been working on the submission of ADVANCE grant proposals consists of two deans, two vice provosts, the director of the Center for Women, a college assistant Dean, and faculty members from the Colleges of Engineering and of NSM (three of which have been involved directly with the IDEAL grant). While not systematized, this group has worked diligently to develop funded initiatives that not only build on but sustain the work of the IDEAL teams.

- The year 3 change team has suggested the creation of an Advisory Committee for Faculty Development. The focus of this committee, which will meet twice per year, will be on faculty development strategies, not tactics.

6. Key Three Year Accomplishment

Three accomplishments from the three years of the IDEAL grant intertwine to become the key accomplishment.

- Climate survey – The climate survey that was conducted by the year 1 change team has provided not only a foundation for continued data collection, but, more importantly, a foundation for the use of data in determining new projects. The data collected from the 2010 administration for the survey served as a spring board for the year 2 change project. The data from the survey were fresh at the time the team was choosing its change project and the need for mentoring was clear across campus, but especially in engineering. The year 3 change team reviewed the data from the 2010 administration and, noting that the data were one year old and the respondent distribution was not a fair representation of the population being served by the grant, decided to conduct a focused conversation over lunch with College of Medicine and Life Science faculty either to confirm the data or to make adjustments based on the needs that emerged. Mentoring continued to be an expressed need in addition to concerns about the impact of FMLA leaves on tenure, promotion, and research activity.

- Mentoring – Mentoring initiatives became the focus for the years 2 and 3 change projects. Developed for the specific needs of their college faculties, Engineering’s mentoring connected untenured faculty and those seeking promotion to professor with senior-level mentors in long-term peer advising groups, while Medicine and Life Science’s mentoring connected its faculty with “alumni faculty” from the Advancement, Promotion, and Tenure committee in a speed mentoring format. The year 1 change team, which was comprised from A&S faculty (now College of NSM), did not benefit immediately from the climate survey for a change project; however, the College of Engineering has shared its mentoring guidelines as a precursor for the development of a mentoring program in the College of NSM.
• **Involvement of Deans from IDEAL colleges** – Through the change projects, attendance at the plenary sessions, and meetings with change team members, the deans from the IDEAL colleges are showing resource support for the change team projects as well as for addressing our transformation theme – creating a climate for successful retention, tenure, and promotion.
  
  o The Deans from the Colleges of Engineering and of Medicine and Life Sciences funded an additional change team member in years 3 and 4.
  o The Deans from the all three IDEAL colleges are partially funding the *To Tenure and Beyond* workshop sponsored by Case Western Reserve University in August, 2012.
  o The Dean from the College of Medicine and Life Sciences has provided verbal approval of a policy that addresses the promotion and tenure ramifications of using FMLA and has offered a permanent home for the year 3 change project on mentoring.

7. **Sustainability Plans for Institutionalizing Activities**

The current Provost is retiring effective July 1, 2012. A new Provost is being sought with an anticipated start date prior to the beginning of fall semester. The Chancellor of the Health Science Campus/Dean of the College of Medicine and Life Sciences has offered to brief the new Provost on the activities and outcomes of the IDEAL grant and discuss sustainability.

Many sustainability practices have been mentioned earlier in the report. To summarize:

• **Campus Climate Survey** – Two year cycles of administration, housed in the Office of Equity, Diversity, and Community Engagement.

• **Office of Equity, Diversity, and Community Engagement** – Addition of the Eberly Center for Women into the portfolio of the office’s Associate Vice President.

• **Faculty Development** – (a) Provost office reorganization places renewed emphasis on faculty development, (b) Create a strategically-focused Advisory Committee on Faculty Development.

• **Web Site** – Continued development of the UT-IDEAL Web site to provide links to important resources, campus climate findings and recommendations, and leadership development opportunities.

• **Communication Among Deans** – Continued conversations among IDEAL deans on ways to fund and otherwise support IDEAL initiatives.