



NSF ADVANCE grant: SBE-0619159

Program Summary

With funding from an NSF ADVANCE PAID grant, the UW ADVANCE Center for Institutional Change developed a two-day national LEAD: Leadership Excellence for Academic Diversity workshop for Science, Engineering, and Mathematics (SEM) department chairs and faculty leaders. The goals of LEAD include:

1. Learn practical strategies and tools to improve department culture and climate
2. Explore unintended and unconscious biases that disproportionately impact women and under-represented faculty
3. Address important issues such as the recruitment and selection of faculty, the evaluation of faculty performance, conflict resolution, and leadership
4. Discuss case studies on faculty and departmental life.

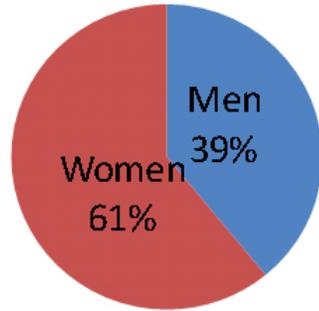
The first two LEAD workshops were held in Seattle, WA. A Request-for-Proposals was issued for identifying an alternate host site for the third LEAD workshop. A total of eight proposals were submitted. Following phone conversations with selected finalists, UW ADVANCE chose the University of Arkansas, Fayetteville and Dr. Kimberly Smith, biology chair, to host the third LEAD workshop.

WORKSHOP PARTICIPANTS

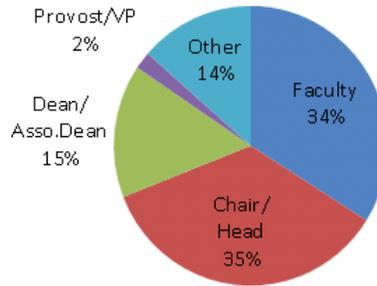
LEAD workshops attracted a diverse array of participants and speakers.

LEAD Workshops At a Glance		
July 9-10, 2007 Seattle, WA 55 Participants from 36 institutions 9 Speakers from 6 institutions 16 people waitlisted	July 21 - 22, 2008 Seattle, WA 64 Participants 40 institutions 12 Speakers from 7 institutions 13 people waitlisted	June 22-23, 2009 Fayetteville, AR 66 Partipants from 21 instiutions 16 Speakers from 9 institutions

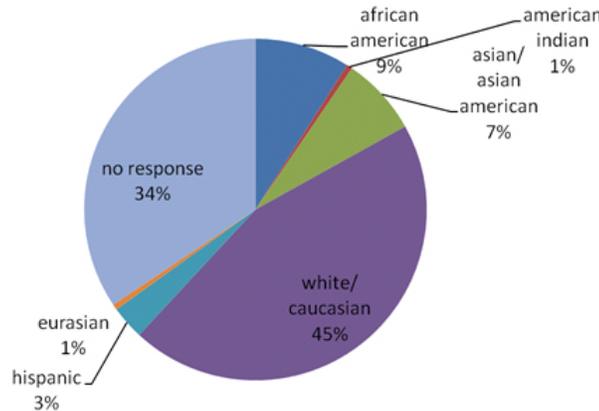
Participant demographics across the three LEAD workshops were as follows:



LEAD Participants by Gender



LEAD Participants by Position



LEAD Participants/Speakers by Race/Ethnicity

WORKSHOP DESIGN

LEAD workshops were kicked off with a pre-workshop “Mentoring-for-Leadership” event held the night before the first day. The Mentoring-for-Leadership events featured a woman faculty leader who shared leadership insights and lessons learned. This pre-workshop event was offered to women attendees and UW women faculty.

Pre-workshop Mentoring-for-Leadership Speakers		
<p>2007</p> <p>Dr. Terri Fiez, Professor and Director of the School of Electrical Engineering and Computer Science, Oregon State University</p>	<p>2008</p> <p>Dr. Mary Rezac, Professor and Department Head of Chemical Engineering, Kansas State University</p>	<p>2009</p> <p>Dr. Patricia R. Koski, Associate Dean of the Graduate School, University of Arkansas, Fayetteville</p>

For each LEAD workshop, seven formal topics were addressed. The general workshop format featured 10-15 minutes of formal presentation per speaker followed by large group discussion. Each workshop also included discussion of case studies developed specifically for the LEAD workshops by UW ADVANCE graduate assistant Coleen Carrigan. While set in SEM departments, the case studies have themes

relevant to many disciplines, and are readily adaptable to other disciplines. In 2009, a sketch depicting a faculty recruitment case study was made into a film, and UW ADVANCE was awarded a grant from the Henry Luce Foundation to create and disseminate a facilitation guide and kit for the case study film. Workshop agendas, presentations, case studies, and additional resources for each year can be found on the workshop website (www.engr.washington.edu/lead).

WORKSHOP EVALUATION HIGHLIGHTS

Evaluation of all 3 workshops were conducted in the following ways:

- LEAD workshop participants received a paper evaluation survey in their workshop packet to complete at the close of the workshop.
- Six months past the workshop, participants were contacted to complete an online retrospective survey.

Participants report that the LEAD workshop provided them more information on communication skills, diversity and bias issues, recruitment and retention issues, and strategic planning. Generally, both the quality and relevance ratings of all the workshop sessions were in the “above average” to “excellent” range (scale of 1 – 5). Many respondents indicated that they valued the opportunity to interact and discuss issues with their peers. Particular areas of praise included coverage of on-the-job issues, sharing of new information and resources, and peer learning and networking.

To ascertain the longer term impact of LEAD, the evaluation team asked a series of questions regarding the participants' *intent to use the various hands-on tools and strategies* acquired at LEAD and, on the six-month follow-up survey, these participants were asked the extent to which they *actually do use the tools and strategies* learned. All of the strategies evaluated had an overall increase in the mean response from immediately following the workshop to six months after, suggesting that most participants used the strategies and tools presented in LEAD more than they originally intended. Statistically significant changes (increase from post- to follow-up surveys) were noted for the following:

- Strategies for creating fair evaluation committees
- Strategies for implementing flexible work policies
- Strategies for recruiting
- Strategies for retaining diverse faculty

For more information, contact advbic@uw.edu.