

Mentoring through ADVANCE: Speed Mentoring and ADEPT

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ORWH Workshop on Mentoring Women in
Biomedical Careers

NIH, November 27, 2007



ADVANCE Institutional Transformation

- National Science Foundation (NSF) funded program begun in 2001
- Goal is to facilitate advancement of women on academic tenure-track positions to senior and leadership positions
- Georgia Tech received a \$3.7 million, five-year award in 2001



2001 ADVANCE Institutional Transformation Awards

- The Georgia Institute of Technology
- Hunter College
- New Mexico State University
- University of California--Irvine
- University of Colorado—Boulder
- University of Michigan
- University of Washington
- University of Wisconsin—Madison
- University of Puerto Rico—Hamacao



2nd Round ADVANCE Awardee Institutions

- Virginia Tech
- University of Alabama at Birmingham
- Case Western Reserve
- Kansas State
- University of Maryland—Baltimore County
- University of Montana
- University of Rhode Island
- University of Texas—El Paso
- Utah State
- Columbia University



3rd Round ADVANCE Institutions

- Brown
- Cal Poly—Pomona
- Cornell
- Duke
- Iowa State
- Marshall University
- New Jersey Institute of Technology
- Rensselaer Polytechnic Institute
- Rice
- University of Arizona
- University of Illinois—Chicago
- University of Maryland—Eastern Shore
- University of North Carolina--Charlotte



GT's ADVANCE Project Goals

*A network of termed professorships established to mentor women faculty

A series of leadership retreats with women faculty and senior institutional leaders

A series of family-friendly policies

Data gathering and interviews to develop MIT-like Report to chart equity progress

A formal tenure and promotion training process to remove subtle gender, racial, and other biases



A Network of Termed Professors

- A tenured, full professor with a strong research record
- One for each college
- Focus on recruiting and mentoring junior faculty
- Funding received equivalent to endowed chair--\$60K/year



Speed Mentoring

- Provides quick feedback to candidates based upon their CV about readiness for promotion and tenure
- Consult for 15 minutes with faculty who have served on the P&T committee(s) previously but are not on them now
- Reviewers identify gaps and offer suggestions for strengthening the case



Speed Mentoring

- Very popular; men also requested access
- Used more by individuals seeking promotion to full professor than those for tenure and promotion to associate
- Allows candidates to see that reviewers may have “different takes” on same CV
- Does require some up-front organization and clear articulation of process



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Removing Bias in P&T

ADEPT (*Awareness of Decisions in Evaluating Promotion and Tenure*) provides case studies, activities, and various forms of reference material relevant to promotion and tenure evaluations.

One of the primary goals of the instrument is to assist users in identifying forms of bias in evaluation processes to achieve fair and objective evaluations.

The instrument is intended for use by:

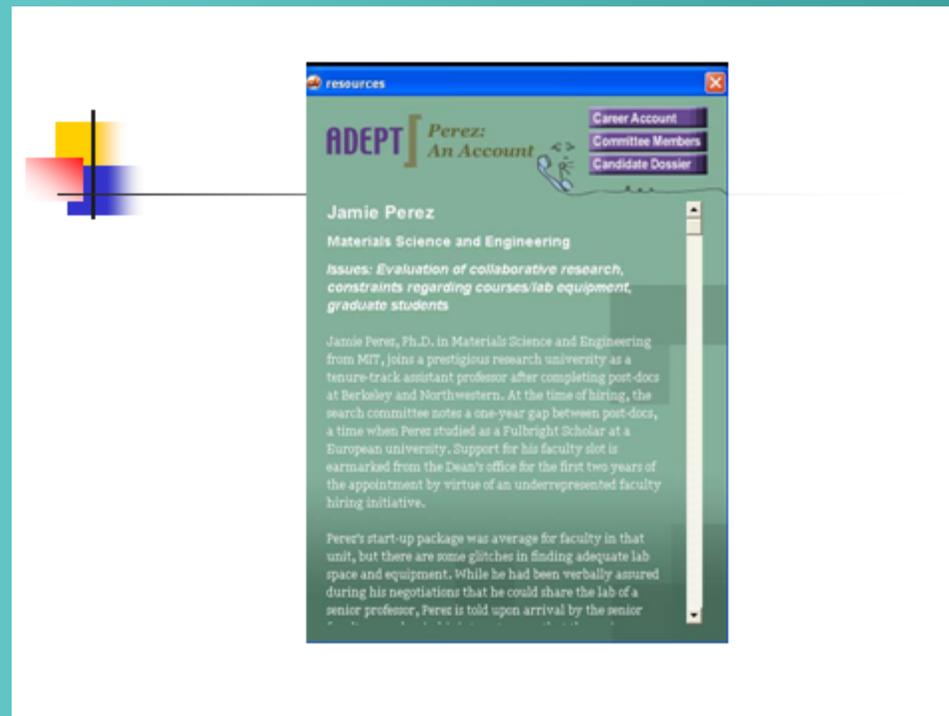
CANDIDATES coming up for promotion and tenure.

MEMBERS of unit-level committees evaluating promotion and tenure cases in U.S. universities and colleges.

CONTRIBUTORS: Carol Colatrella coordinates the design team. The chair and members of PTAC and the GT ADVANCE team members, along with other faculty, students, and consultants, have contributed to the ADEPT instrument. The alpha and beta versions of ADEPT can be viewed at <http://www.adept.gatech.edu>.



ADEPT



The screenshot shows a web browser window titled "resources" displaying the ADEPT interface. The main heading is "ADEPT Perez: An Account". To the right of the heading are three buttons: "Career Account", "Committee Members", and "Candidate Dossier". Below the heading, the name "Jamie Perez" is displayed, followed by "Materials Science and Engineering". A sub-heading reads "Issues: Evaluation of collaborative research, constraints regarding courses/lab equipment, graduate students". The main text describes Jamie Perez's background, including his Ph.D. from MIT, his position as a tenure-track assistant professor, and details about his hiring process and start-up package. A vertical scrollbar is visible on the right side of the text area.



Case Example from CD

The screenshot shows a software window titled "Projector" with a blue title bar. On the left side, there is a vertical menu with the word "ADEPT" at the top. Below it is a list of names, each next to a small purple square icon: Perez, Mansour, Shen, Anders, Richards, Savel, Stevens, Lee, and Clemens. At the bottom of this menu are the options "CASE INFO" and "QUIT". Below the menu is a logo for "ADVANCE" with a small globe icon.

The main area of the window displays a simulation of a meeting. At the top, there are four white rectangular text boxes containing the following text:

- Box 1: "He's been told several times to get grants in core areas. I see too little substance in materials science-oriented research."
- Box 2: "I choose to remain silent at this point in the conversation."
- Box 3: "Forming bridges to other disciplines is as important as bringing money into our department. The number of interdisciplinary grants confirms the value of his research."
- Box 4: "Are we discussing scholarship or funding?"

Below these boxes is a large yellow sticky note with a hand-drawn border. It contains the text: "He has raised funding, but not for our unit. This is important now because we're coming up for outside evaluation, and we need faculty to bring major funding to us." To the right of this text is a large empty rectangular box with the instruction: "[Your turn Pick a statement to say to the committee.]".

At the bottom of the sticky note is a cartoon illustration of three people sitting at a table. On the left is a woman with blonde hair wearing a purple top, labeled "Karen Autler". In the middle is a man with dark hair wearing a green shirt and tie, labeled "Jason Dayan". On the right is a man with glasses wearing a yellow shirt and tie, labeled "Al Smith".



ADEPT

The screenshot shows a software window titled "Projector" with the "ADEPT Case Analysis" interface. On the left is a vertical navigation menu with names: Pence, Mansour, Shah, Anders, Richards, Reed, Stevens, Lee, and Clemens. Below the menu are "CASE INFO" and "QUIT" buttons. The main area contains introductory text and two columns of analysis options. The "Transcript" column lists statements from a fictional meeting, such as "Al Javits: Let's start with Pence. Remember what we say is confidential." The "Supporting Research" column includes a citation from the American Political Science Association (APSA) website regarding the use of the word "confidential". At the bottom right, there is a text input field labeled "Enter the analysis..." and an "ADVANCE" button.

ADEPT Case Analysis

Now you can see information related to the fictional meeting in which you just participated. Statements from the fictional meeting are connected via comments and citations to actual practices, procedures, and related information in Georgia Tech documents and other publications.

In this column, you highlight each statement raised by committee members. Your choices appear in red.

Commentary on each statement appears in this column. Citations are also included. You can bookmark these to copy later. Each citation is linked to the bibliography of resources on bias in evaluation, or to full text.

Transcript (Click on a statement)

Al Javits: Let's start with Pence. Remember what we say is confidential.

Karen Fisher: This will be an interesting case.

Joan Dupon: Let's just get through this and see.

Al Javits: Let's start with scholarship. All his current grants are interdisciplinary.

Supporting Research (Click to bookmark)

Depending on the context and relationship of individuals involved, the word "confidential" could strike an intimidating tone.

American Political Science Association (APSA) website (2011) indicates that departments should choose fair-minded reviewers.

www.apsanet.org/publications/dm

Enter the analysis...

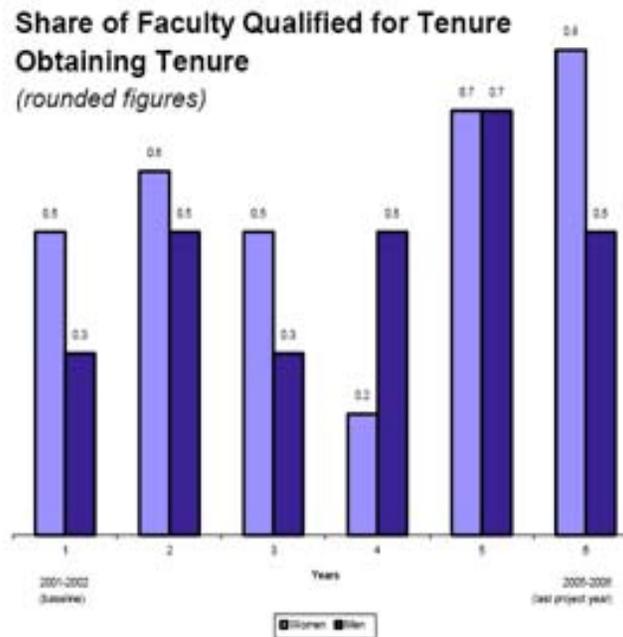
ADVANCE



Promotions of Women



Percentages Obtaining Tenure



Lessons Learned

- Candidates are eager for insights into the tenure and promotion process and for feedback on their CVs
- Criteria for promotion to full professor may be less transparent than those for tenure and promotion to associate professor
- Clear need for institution-wide conversations about gender, race/ethnicity, disability, and interdisciplinary issues in tenure and promotion

