

Mentoring through ADVANCE: Speed Mentoring and ADEPT

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Georgia Tech

ORWH Workshop on Mentoring Women in
Biomedical Careers

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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:

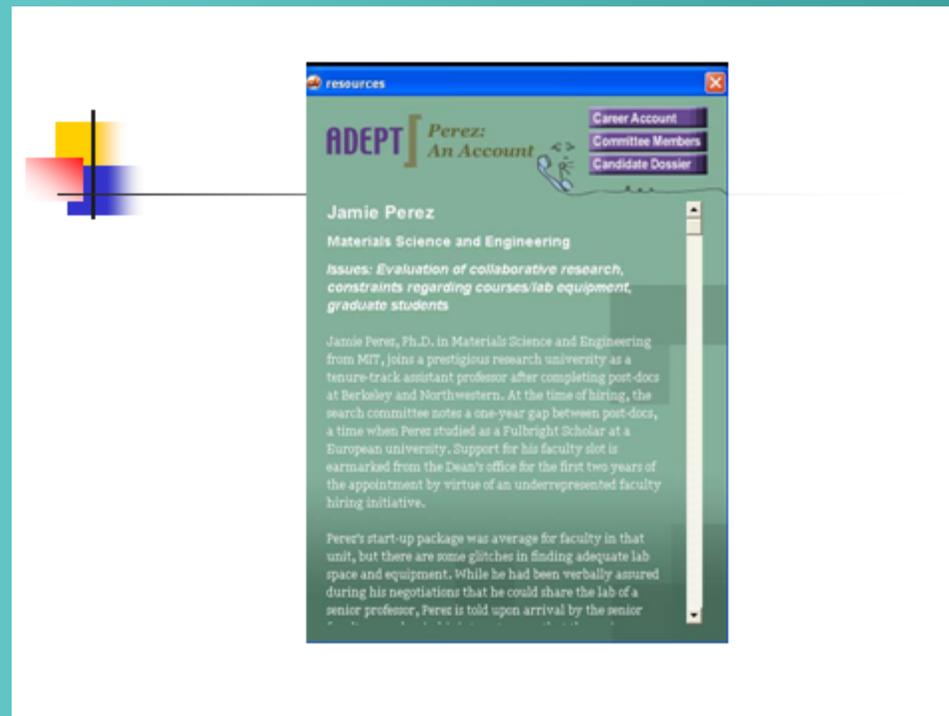
CANDIDATES coming up for promotion and tenure.

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 displays a web browser window titled "resources" with a close button. The main content area is titled "ADEPT Perez: An Account" and includes three navigation links: "Career Account", "Committee Members", and "Candidate Dossier". Below the title, the profile for "Jamie Perez" is shown, identifying him as a "Materials Science and Engineering" professor. A section titled "Issues:" lists "Evaluation of collaborative research, constraints regarding courses/lab equipment, graduate students". The main text describes his background, including his Ph.D. from MIT, his tenure-track position at a research university, and his experience as a Fullbright Scholar. It also mentions a one-year gap between post-docs and support for his faculty slot. A final paragraph notes that his start-up package was average but that there were some issues with lab space and equipment during his negotiations.



Case Example from CD

Projector

ADEPT

- Perez
- Mansour
- Shen
- Anders
- Richards
- Savel
- Stevens
- Lee
- Clemens

CASE INFO
QUIT

ADVANCE

He's been told several times to get grants in core areas. I see too little substance in materials science-oriented research.

I choose to remain silent at this point in the conversation.

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.

Are we discussing scholarship or funding?

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.

[Your turn Pick a statement to say to the committee.]

Karen Auter
Jason Dayan
Al Smith



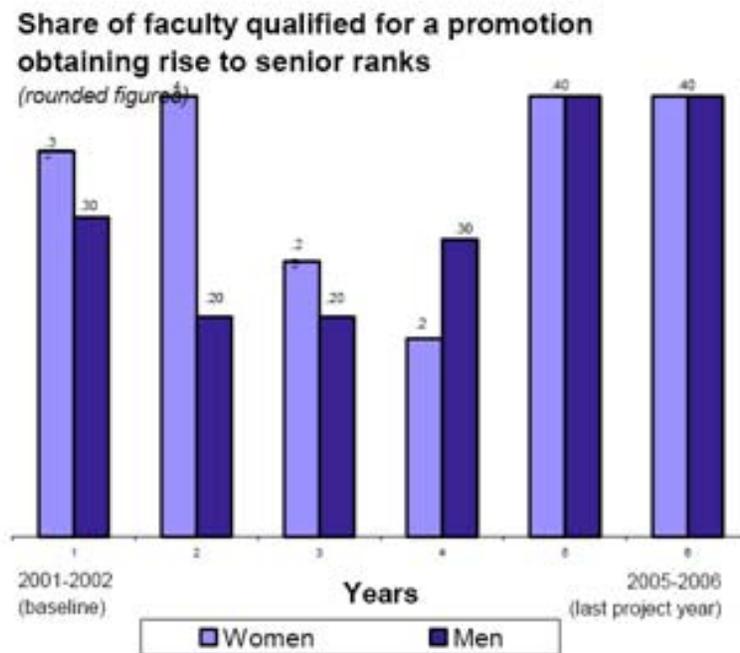
ADEPT

The screenshot shows a software window titled "Projector" with the "ADEPT Case Analysis" interface. The interface is divided into several sections:

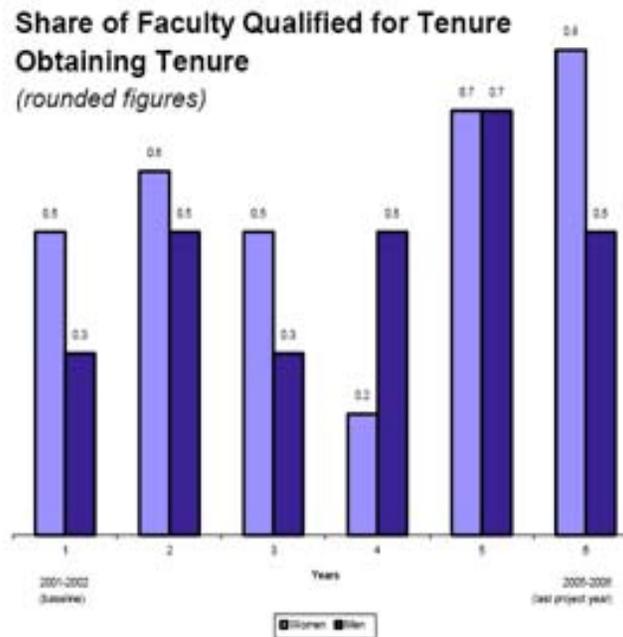
- Left Panel:** A vertical list of names: Pence, Mansour, Shah, Anders, Richards, Reed, Stevens, Lee, and Clemens. Below this is a "CASE INFO" section with an "OUT" button and an "ADVANCE" button at the bottom.
- Top Center:** A heading "ADEPT Case Analysis" and the Georgia Institute of Technology logo.
- Main Text Area:**
 - Introductory text: "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."
 - Instructional text: "In this column, you highlight each statement made by committee members. Your choices appear in red."
 - Text boxes for "Transcript" and "Supporting Research" containing sample text and a citation from the American Political Science Association (APSA).
- Bottom Right:** A text input field labeled "Enter the analysis..."



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

