



UNIVERSITY *of* DELAWARE

# ADVANCE Women's Leadership at the University of Delaware

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2019 CoNECD



NSF ADVANCE-IT HRD 1409472

[www.udel.edu/advance](http://www.udel.edu/advance)

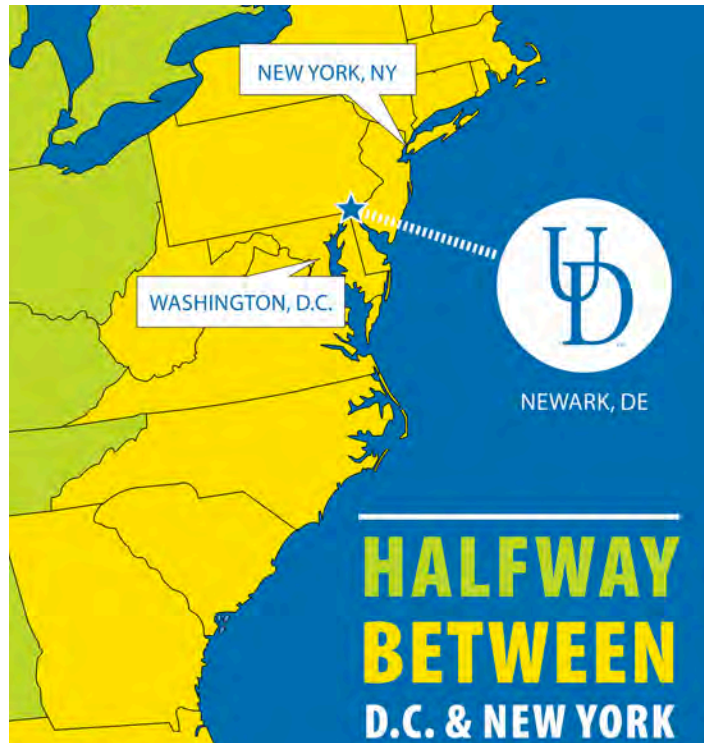


## Goals for Today

- Describe a successful program that we're proud of!
- Discuss ways that others might reproduce elements of the program at their own institutions



# Institutional Context



Data source: Fall 2017 UD Office of Institutional Research and Effectiveness

## University of Delaware

- Public/Private R1 in northern DE
- 1,276 full-time faculty and ~24,000 students
- No medical or law school
- Heavily invested in STEM, especially in health sciences
- Current leadership is diverse (but historically this has not been the case)
- ~ 1/3 of department chairs are women
- Among t/tt faculty, women make up:
  - 53% of assistant professors
  - 44% of associate professors
  - 27% of full professors (15% in COE)
- ~60% of full-time non-tt faculty are women



# UD NSF ADVANCE Institutional Transformation



- \$3.3 M, 5-year NSF grant, 2014-2019+
- Aims to recruit, retain, and advance faculty underrepresented in their fields. Example activities include:
  - Clarifying, enhancing, and disseminating policies related to faculty (e.g., stop the tenure clock, parental leave)
  - Annual workshops on faculty recruitment
  - Advocacy and support for formal mentoring for faculty
  - Networking lunches & external speakers
- Key goal is to increase the number of women faculty in leadership
  - External speakers and workshop presenters
  - Leadership mini-grants



## Women's Leadership Workshops

- Our mini-grants have funded (or partially funded) UD faculty to participate in external leadership workshops for women
  - HERS Institute
  - Drexel's ELATES
  - Cold Spring Harbor Laboratory's Workshop on Leadership in Bioscience
- Feedback has been very positive



## Challenges

- Expensive per person to fund tuition, travel, lodging, etc. (\$3,750 - \$6,000)
- Fewer opportunities for faculty in fields other than STEM
- Fewer opportunities for mid-level women (more for junior faculty starting labs and senior faculty interested in administrative roles)
- Travel to multi-day workshop might be a barrier for some people



# UD's Lerner Women's Leadership Initiative (WLI)

## WOMEN'S LEADERSHIP INITIATIVE



### DIVERSITY, EQUITY AND INCLUSION

Lerner Diversity Council

*Women's Leadership Initiative*

#### Upcoming WLI Events

**APR 18, 2019 6:30PM**

#### Salary Negotiation Workshop for Women

Inviting faculty, staff, graduate and senior undergraduate students to a FREE two-hour Salary Negotiation Workshop - Gain the skills and confidence to successfully negotiate...



## Women's Leadership Initiative Co-founders



Dr. Mandi Bullough  
Assoc. Professor of Management



Dr. Wendy Smith  
Professor of Management





## A Proposed Partnership (2017)

- Drs. Bullough and Smith had a history of success running leadership programs for women executives.
- Based on research, their workshops directly address the dynamics of gender in the workplace in a way that prepares women to take on the challenges of leading with purpose and authenticity
- Proposed to partner with ADVANCE to host a leadership workshop at UD for women *faculty*, run by WLI faculty.



## Enthusiasm Mixed With Skepticism

- Among our team, there was some initial enthusiasm—good sales pitch from the Lerner team
- But also some hesitation
  - Would the concept translate from executive education to faculty development?
  - The program would be a lot of work. Was it worth it?
- Many questions needed to be answered before we would commit to the program.



## Initial Questions

- Was there demand?
  - We thought so but we needed to be sure.
- Who would be the target audience?
  - Only UD faculty or invite others?
  - All ranks or select certain career stages?
  - All disciplines or focus on STEM/SBS?
  - Only T/TT faculty?
- What would be the cost and how would we pay for it?
  - How much should participants pay?
- How would we recruit and select attendees?



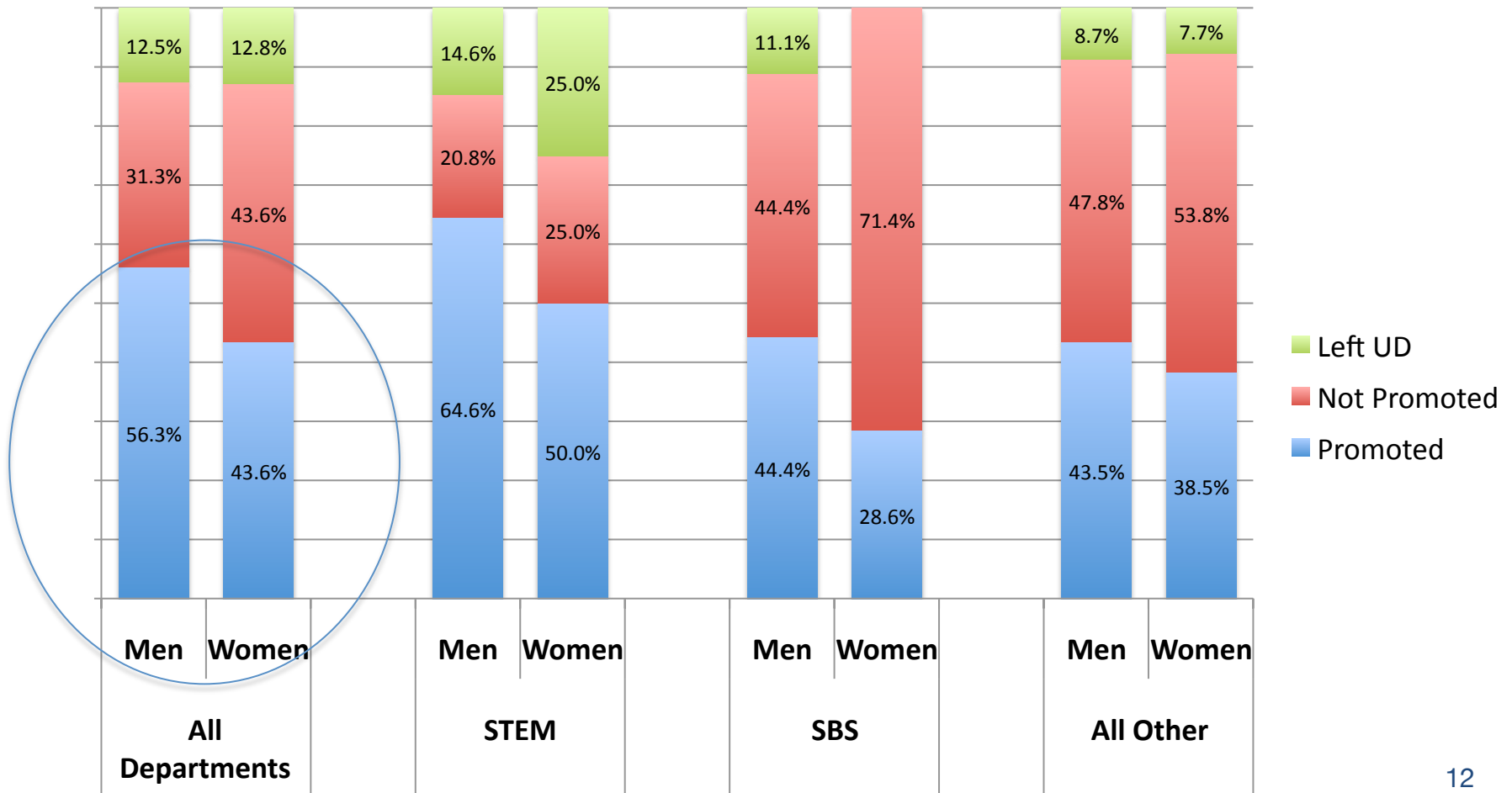
## Institutional Data Offers Context

- UD ADVANCE conducts a faculty climate survey on our campus every two years
- Relevant results (2016):
  - Compared to others, **associate professors** had low levels of satisfaction with salary, service load, support for professional development, and career advancement
  - Perception of isolation—especially among **women** and **associate professors**
  - Insufficient mentoring **within UD**



# Cohort Study—Assoc. Prof. women promoted at lower rate than men

2015 Career Outcomes for 2003-2007 Cohort of Associate Professors





## Some answers

- We would focus on associate professors, all fields and tenure status
- We would limit it to UD faculty
  - Build a cohort of women who would continue to see each other on campus

We decided to do it



## Next Steps

- Focus groups
  - Information gathering and early advertising/recruitment
- Finances
  - Lerner College WLI team offered two financial options
    1. Turn-key: Lerner staff would do everything except advertise and screen participants
    2. Lerner would provide materials and instructors and we would do the rest.
  - We did not have the staff or the time to go with option 2, so we chose option 1.



## The Cost



- Maximum cohort size was 18 (set by WLI faculty)
- Turn-key model: \$1,200 per participant, plus hotel
  - Comparisons
    - Up to \$6,000 per person for external workshops
    - WLI executive leadership forum: \$3,500 per corporate participant
- How to pay?
  - We thought about asking provost/deans/chairs to cost share, but in the end decided to pay it all through our grant. (Short-term solution, obviously)





## The Program

- Cohort of 18 was diverse in many ways, roughly half from STEM departments
- Two sessions
  - Full day plus overnight at the UD Lewes campus
  - One day a month later on main campus
  - Homework between sessions
- Instructors were Profs. Bullough and Smith





## Session 1: Overnight Residency

- Intended to forge bonds among participants
- Mealtimes and coffee breaks between classroom sessions allowed participants to get to know each other
- Participants explored their own core values and leadership vision
- Topics included:
  - Networking skills
  - Motivating others
  - Managing difficult conversations



Mandi Bullough instructing



## Homework: Reflected Best Self

- Participants identified 10-15 people in their personal and/or professional lives and asked them to tell a story about a time when the participant was at their best.
- Participants examined patterns in the stories to identify their best characteristics, or areas of strength, upon which to build their leadership capabilities.
- Linked to the core values participants previously identified, pushing participants to develop an authentic leadership style.
- Participants were paired as accountability partners. These pairs had meetings throughout the break, further strengthening relationships among the cohort.



## Session 2: Main Campus (a month later)





## Session 2: Program Overview

- Report out on homework exercise
- Leading with power and authenticity
- Panel of UD leaders
- Managing your professional brand and social media
- Negotiation
- Reflection on ten-year goals, and steps to take immediately, within the next several months, and over the next year



L-R: Dean Kathy Matt, Dean Estella Atekwana, Vice Provost Carol Henderson



## 100% of participants agreed or strongly agreed that the program:

- addressed important topics
- included a good mix of topics
- presented information that was relevant
- was engaging and kept their attention
- covered content that was new to them
- was worth their time
- met expectations
- overnight session encouraged meaningful collaboration with colleagues





## Participant Comments

“Thank you for doing this for us -- the knowledge I gained is invaluable and the people I’ve met (instructors and participants) are wonderful.”



“Thank you very much! This was very helpful, both for learning [and] for building a community. I hope there will be an even more extended version of this offering. Thanks also for paying attention to making it such a positive experience. This is the most valuable initiative I have seen from ADVANCE so far. It is really wonderful.”



“What do you plan to do differently as a result of attending this conference?”



- “...I will seek help and support from other women faculty who I met in this workshop. Reaching out to them when they need me for help [and] support.”
- “...spend time listening to others. Our discussions have helped me to see how spending time to listen to others is a gift to the other person as well as to the listener that allows me to gain different perspectives. ...”
- “I will approach my leadership position with higher level of confidence and will value myself higher.”
- “Prioritizing my daily activities. Delegating more. Create a plan for the next 10 years. Purposefully plan my work, rather than doing reactively.”





## Follow-Up Activities

- It's been one year since the program.
- During this year ADVANCE arranged one reunion event and participants self-assembled another.
- Follow-up evaluation will help us understand whether participants have used their new skills and how much of an impact the program has made (and will make) on their careers.



## Future Plans

- One more opportunity to run a second program funded by the ADVANCE grant (we have a waitlist of interested women faculty)
- After that, to continue the program we will have to solicit funding from the administration
- We can cut costs by handling more of the logistics ourselves now that we know how to do it (but this takes a lot of staff time)
- Suggestions from participants include covering fewer topics but in more depth, inviting men to participate



## Discussion

- How could a program like ADVANCE Women's Leadership be modified to work at other institutions?
- How could it be made more affordable?
- How could costs be split?
- How much would participants be willing to pay?