



Annual & Interim Documentation and Reporting Worksheet

The National Science Foundation ADVANCE IT program goals are to create systemic change at universities who receive these program grants. The grant requires CHARGE to report twice a year on progress to meet the program goals and outcomes for the Projects.

Reporting Period

Which of the following reporting periods does this worksheet cover?

X Fall 2016: May 16, 2016 – Nov. 13, 2016

Accomplishments

** What was accomplished during this reporting period for your project and how does it relate to your project's goals, outcomes and objectives (you must provide information for at least one of the 4 categories below)?*

Major Activities:

Goal 1: Department Climate

Advocates and Allies: The School of Engineering decided not to start the Advocates program this fall and instead is focusing on racial and gender issues with students. The accomplishments for the Advocates in the College (DDI) fall into four chief categories, all of which are part of the institutionalization process: 1) DDI meetings and trainings: Monthly meetings of all DDIs during the academic year starting late August 2016: **August 30, 2016:** A&S Dean Ian Baucom joined the DDIs, announced a \$200,000 allocation to the DDIs in AY 2016-2017 and presented the DDI "Embedding Diversity in A&S" proposal (written last reporting period) as the centerpiece of the diversity element of the A&S Third Century Campaign. DDIs discussed their views of priorities of the year, as moderated by DDI Steering Committee. **September 29, 2016:** "Building Inclusive Classrooms" workshop, two sessions offered, guest experts from other universities as workshop leaders; **November 2, 2016:** roundtable with senior University leaders on aspects of the student experience as related to diversity and inclusion: Vice Provost Archie Holmes; SEAS Associate Dean John Gates; Faculty Senate Chair Mimi Riley; Sarah Schultz Robinson, Institutional Assessment; ample Q&A followed the roundtable. (2) Steering Committee communications: The Steering Committee has exchanged emails at least once per week, often several times per week, which has enabled it to set the agenda for DDI meetings, engage in longer-term planning, field a survey of all DDIs in late September-early October; we also have held an in-person meeting in early August 2016, and met collectively with Dean Ian Baucom and Senior Associate Dean Adam Daniels. (3) A&S financial

commitments to, and plans for, the DDIS: Ian Baucom has committed an A&S budget allocation of \$200,000 to DDIs for AY2016-17; the Dean regards the DDI “Embedding Diversity in A&S” proposal as the centerpiece of the diversity element of the A&S Third Century Campaign; the survey fielded by the Steering Committee is informing priorities for expenditure of the \$200,000

P&T Audit: CHARGE brought KerryAnn O’Meara to Grounds to lead 2 workshops: 1 on Equity-Minded Reform and Change in Academic Reward Systems, especially P&T; and another on Interrupting Bias in How Faculty Work is Taken Up, Assigned and Rewarded. Dr. O’Meara is an expert in faculty reward systems and how to improve them; CHARGE engaged her for these workshops as the University, especially Engineering, is moving toward an interdisciplinary hiring model and research shows that P&T systems are not set up to reward faculty working in these models. The workshops took place on September 15 and were attended by faculty, P&T committee members at the department, school and Provost levels, as well as department chairs and Associate Deans. Many of the Advocates from the College also attended. The Vice Provost for Faculty Affairs and 6 school-level P&T committee members had a working lunch with Dr. O’Meara. These faculty members were in the process of auditing and revising their P&T policies and protocols. KerryAnn then consulted with the Engineering school’s P&T committee on its revised policy and criteria.

P&T Portal: this is a new project started by CHARGE in spring 2016 based on evaluations, feedback from faculty and our logic model. The same team that developed the Academic Search Portal is creating a portal for P&T that will include all P&T policies at the provost and school levels, best practices, how to mitigate bias in the process and in the letters, a section for candidates on preparing your portfolio, and a flow chart of the process and steps.

Training Chairs & Deans: the annual training took place September 27 and November 15 as part of the Faculty Search Seminar. The Seminars are in the process of transitioning to the Provost Office as part of institutionalization, and the Seminar Working Group comprised of faculty and HR professionals determined to hold 2 seminars this year, one in September and another in November. Department Chairs and Faculty Search Committee chairs engaged with the UNH Players in interactive theater to discuss interdisciplinary hiring, the new dual career program and best practices for working with dual career candidates and faculty, and managing diverse groups.

Goal 2: Recruitment

Academic Search Portal: Although the Search Portal was institutionalized in the Provost Office in April 2016, that office decided in September that the Portal was best institutionalized through the new HR redesign project called UFirst. CHARGE has met with the head of Talent Acquisition Management who is designing the processes for faculty and staff hiring. UFirst is very eager to partner with CHARGE and institutionalize the portal.

Faculty Search Seminar: Took place September 26 & 27 and November 14 & 15. CHARGE and the Provost office partnered to co-sponsor the event this year as part of the transition of the Seminars to the Provost Office to institutionalize them. CHARGE provided the logistical, marketing, and evaluation work and the Program Manager worked with the Seminar Program Subcommittee of faculty and HR professionals to develop the program content, and pass on the relationships with UNH and other speakers/trainers. UNH produced several new sessions based on feedback and requests from the faculty and Provost office, including a session on dual careers featuring the new Director of Dual Career Programs who started in June, and a session on interdisciplinary hiring and how bias enters into that process. Evaluation data from the September seminars was used to make adjustments to the November seminars. The Provost Office will take over the production and development of the seminars starting in January 2017.

Recruitment Grants: to date, the Politics and Psychology departments have requested funds to bring candidates on Grounds.

Dual Career: the Dual Career Program Director began work in June. She has been featured in the Faculty Search Seminars and partnered with CHARGE to provide search committees with resources. She is building the program based on the survey findings CHARGE conducted in the fall of 2015 with the UVA faculty.

Faculty & Candidate Guide: The guide is advertised through the Faculty Search Seminars; through communications with administrators at the various schools; is posted on the UVA faculty home page; and featured on the UVA Higher Ed hiring portal. All search chairs and departments receiving a recruitment grant have been given the link and instructed to share the link with candidates. This will be institutionalized through the UFirst project. Here is the link:

<http://uvacharge.virginia.edu/guide.html>

Goal 3: Voices & Visibility

Oral Histories: were coded for the exhibit and grouped in to three meta themes. This analysis will become part of the photo exhibit.

Photo Exhibit: The photography project team carried out a number of activities. We hired a curator in June who is in the PhD curatorial program at VCU in Richmond, one of the top art schools in the country. The curator will translate the exhibit concept into a visual reality and develop all the exhibit materials and work on the design for the online and gallery exhibits. We partnered with the College and two STEM departments to secure locations for the gallery exhibits in the Chemistry building and in the Mural Room of Clark Hall/Brown Science and Engineering library. The project lead and the communications manager worked with engineering advancement office to create a gift account and crowdfunding platform to support the development and installation of the gallery exhibit. The communications manager developed marketing materials to inform alumni about the exhibit and solicit support. Several team members wrote grants to small organizations within UVA to support the development of the gallery exhibit and public programming. CHARGE partnered with the Women's Center, McIntire School, and the Virginia Center for the Book to bring Margot Lee Shetterly to Grounds to talk about her book and film *Hidden Figures* as part of the public programs for the exhibit. CHARGE reached out to Wendy Cieslak and Jill Hruby of Sandia Labs to have them speak on Grounds as part of public programming for the exhibit. The online exhibit will launch in December 2016.

Enhancement Grants: CHARGE is not awarding any enhancement grants this year. We have asked all of the current awardees to complete their projects by May 2017 so that we can finalize the evaluation and make recommendations about institutionalization to the IAB.

Safer Grounds: We conducted 2 more experiments attempting to manipulate safety concerns. We now have a manipulation of safety concerns that we believe works; i.e., it increases safety concerns. This means we can now test the causal impact of safety concerns on outcomes of interest (willingness to work in lab spaces, office spaces, and libraries afterhours, sense of belonging, cognitive performance). We conducted a replication of our survey study at another institution. Specifically, we partnered with Adrienne Carter-Sowell at Texas A&M University who has collected data on students' safety concerns, sense of belonging, and use of space afterhours. Her research assistants are currently entering those data for analysis. We obtained gender data from the UVA Registrar's Office and HR to get updated gender data in order to analyze the new batch of swipe access data we received during the last period. We are continuing to digitize maps and data (e.g., women's and men's reported locations where they feel least and most safe, and their sense of belonging at the University). This process has been incredibly time-consuming for our lab manager but initial evidence is promising.

Other activities implemented:

External Advisory Board: the EAB met on October 17 virtually after interviewing faculty, evaluators and senior administrators. They provided advice on working in the changing HR and Provost environment for institutionalization.

Institutionalization Advisory Board: Gertrude Fraser, CHARGE PI, is now a member of the IAB and working closely with Kerry Abrams, Vice Provost for Faculty Affairs and chair of the IAB. They have reorganized the IAB to include additional associate deans and vice presidents for diversity, as well as the new VP for HR. The new mission statement for the reorganized IAB explains its role as stewards of CHARGE's foundational work and changes produced by the program. The role of the IAB is to: Identify which UVA office will receive each of the CHARGE projects, work with that office to develop the sustainability plan and formalized mechanism for transitioning and institutionalizing the project, and ensure coordination across the schools throughout the institutionalization process. During their initial meeting, Kerry requested that CHARGE provide the IAB with very specific information on NSF expectations for institutionalization. CHARGE responded by creating the Institutionalization Map and the Institutionalization Guidebook. The Map is a graphic representing CHARGE projects and which offices (at school, provost or vice-presidential level) would be most suited to institutionalize, sustain and implement accountability plans for each initiative. The Guidebook outlines the expectations of NSF and CHARGE regarding sustainability, provides an MOU template, and outlines all of the projects that need to be institutionalized. The outline includes a summary of the project, expected outcomes and metrics, resources needed, and timelines for maintaining and implementing. Each project now has an institutionalization protocol with a timeline for

accomplishing each of the following steps: Identify new steward, develop a sustainability plan, Draft an MOU(template provided for reach initiative) to include expected outcomes and measurements of progress.

Interdisciplinary Hiring Annotated Bibliography: CHARGE produced an annotated bibliography on impacts, challenges, and lessons learned on interdisciplinary hiring. The report provided an outline of the challenges faced by other institutions and looked at evaluation data and research on whether or not this form of hiring created a more diverse faculty. Provided to the Provost, Deans, and STEM department chairs.

Institutionalization: The College began requiring all search chairs and Advocates to attend a half day training on writing the job announcement and creating candidate evaluation criteria. These are best practices often taught at the faculty search seminars. CHARGE met with the Diversity Strategic Plan working group from the School of Continuing Education and Professional Studies and advised them on creating a strategic plan, and on diversity initiatives and best practices based on ADVANCE institutions and evaluation data. PI Gertrude Fraser has been meeting with Vice Provost for Faculty Affairs Kerry Abrams. CHARGE met with the leader for the UFirst Talent Acquisition Management (TAM) to update him on the Academic Search Portal and Faculty Guide and begin talking about institutionalizing these resources in their new faculty hiring process.

Context Changes: PI, Gertrude Fraser, returned from sabbatical: she is focusing on strategic planning and institutionalization; **Increased explicit bias/hate speech acts on Grounds:** since September and especially after the election, the campus has witnessed an increase in the number of racially motivated hate speech and crimes. The university is asking CHARGE to assist with locating training for faculty to intervene when they see/hear bias in their classrooms or outside their classes, as students are making this request.

Progress on Meeting NSF Recommendations: During the third year site visit, NSF made 17 recommendations. To date, CHARGE has completed 12 of those recommendations and 3 are in progress. One recommendation we will not implement because the project was cancelled while another recommendation has not been started—institutionalizing the enhancement and recruitment grants. CHARGE is working with the reconfigured IAB, who will decide if these grants should be institutionalized, how, and in what form.

Synergies: supported a proposal for a Pan University Institute of Global Infectious Diseases because the interdisciplinary hiring literature review revealed these areas attract more diverse candidates; supported and helped to write a grant to Luce Foundation for a woman in engineering faculty position; led a session of the Engineering School's new faculty orientation; advised two schools at UVA on their Diversity Strategic Plans.

Evaluation Activities

Internal Evaluation Activities & Indicator Results

Goal 1: Department Climate

Advocates & Allies/DDI: conducted an end of the year evaluation for the DDI. A link to the online survey was sent to all 29 DDI members of the College of Arts and Sciences via email in May 2016. Of the 29 DDI, 23 responded representing a 79% response rate. Of the 19 of 22 respondents who reported their gender and race, 61% were female and 39% male; 83% reported their race as White and 17% as Asian. The work of the DDI this year focused on their roles supporting faculty searches for the College. As a result, the survey collected the DDI feedback on this work, the searches they participated in, and their reflections about their work throughout the year, including suggestions for the coming year. 20 DDI worked with search committees and 19 reported their work as effective. A strong majority of DDIs felt that they were able to recognize their own use of bias, as well as the use of bias in others. They also overwhelmingly indicated that they could intervene when committee members were using bias, and facilitated their committees' use of clear and objective criteria in evaluating candidates. However, they were less likely to use and be successful in using existing CHARGE resources and consulting with other DDIs. DDI respondents were asked whether DDI meetings, the DDI retreat, UVA Collab and CHARGE resources, or search committee work had influenced several aspects of their work. DDI meetings and the DDI retreat seemed to influence their confidence in serving as DDIs, their understanding of the role of

the DDI in faculty searches, their knowledge on how to support the work of the search committee, and their comfort in doing so. Notably, the DDI meetings had the strongest positive influence (on 48% of the respondents) on their own understanding of their role working with search committees. At the same time, the work of the search committee itself was rated as being less of an influence on the DDIs' understanding their roles. In general, the search committee work and resources seem to have less of a positive influence on all aspects of the DDI work. DDI respondents were asked to provide written feedback on how their roles and training could be improved for future years. Thirty-one percent mentioned paying attention to campus climate issues for faculty and students, especially under-represented and marginalized groups. Other suggestions included presentations on empirical research that demonstrate effective ways to increase diversity, learning about best practices at other institutions (case studies) and for graduate programs, cross-departmental collaborations, learning more about legal aspects of hiring, and considering some type of compensation for the DDI. As a result of the end-of-year assessment, the DDI respondents raised several issues that may be useful in discussing how the role of the DDI can become further clarified and embedded within the College:

- Some of the DDIs hold non-tenure-track appointments in their departments. As a result, they are not eligible to serve on search committees for a tenure-track hire. Although this has no bearing on their ability to serve as consultants to search committees for tenure-track positions, the use of DDIs with non-tenure track appointments may, over the long-term, prove to be challenging. In order to address this issue, the College might consider whether faculty serving as DDIs should be exclusively from tenure-track appointments, or if the policy regarding who may serve on searches for tenure-track hires should be amended to include DDIs, regardless of tenure appointment.
- A few of the DDIs expressed the desire for further clarification on DDI authority and governance. For example, the College may consider formalizing reporting structures (such as who is the DDI advocate in the Dean's Office), as well as possibly requiring the consultation of DDIs before departments can make key faculty hiring decisions, such as opportunity hires.
- Despite the presence of the DDI as either full members of the search committees or as consultants, several DDI respondents to the survey felt it was important to require that **all** faculty on search committees receive training on hiring procedures and Human Resources requirements/policies.

Finally, it will be important for the next iteration of the DDIs' work, as well as in its assessment, to tease out the reasons behind the minority perception that the DDI role was ineffective in the search process. Although only one or two DDI respondents felt this way, including in one situation where the search had a successful outcome, it is critical to understand why these DDI felt the way that they did, and how the role itself might be further developed to address these shortcomings

P&T Audit: The internal evaluation team conducted a formative assessment of two workshops led by Dr. KerryAnn O'Meara on "Reforming Academic Reward Systems for Faculty." Both sessions were held on September 15, 2016, with one session offered in the morning and another session offered in the afternoon. The morning session focused on "Equity-Minded Reform in Academic Reward Systems," while the afternoon session focused on "Interrupting Bias in Assigning and Rewarding Faculty Work." A total of 45 faculty and administrators attended the workshops, and at the end of each session, attendees were asked to complete a paper evaluation form. After the event, attendees were invited by email to complete an online survey if they had not completed the paper form. A total of 30 attendees from the morning session completed an evaluation form, while 12 attendees of the afternoon session completed a separate evaluation form. The overwhelming majority of respondents indicated they were better able to identify examples of how UVa can reform its academic reward system (93%). In addition, 82% agreed they could see challenges in evaluating interdisciplinary appointments with traditional academic reward systems. Furthermore, 75% stated they increased their awareness of how academic reward systems disadvantage new forms of scholarship, interdisciplinary faculty, and diverse faculty. A strong majority of respondents also intended to make changes in their academic reward policies, and planned to work with their departments to create more equitable promotion and tenure policies (84%-88%). Slightly fewer respondents planned to share information they learned and work with their departments regarding changes needing to be made with respect to evaluating interdisciplinary appointments (74-77%). 91% indicated that they learned how implicit bias can affect the assignment of faculty workloads and identified one strategy to mitigate it. 82% of respondents also agreed they will share with their departments what they learned about workload inequity, and 80% agreed they will work with their departments to change how workloads are rewarded, and 80% reported they will work

with their department to change how workload assignments are made. Respondents were split in their agreement with the statement “I have identified aspects of workload inequity that I would like to change.” Fifty percent indicated that they had identified aspects, while 20 percent did not identify aspects and 30 percent indicated that they were “unsure.” After attending the September 15 workshops and reviewing participants’ responses, the formative evaluation team offered the following recommendations:

- Respondents identified several concrete strategies to improve academic reward systems at UVa. Future workshops may further explore how P&T processes might be more transparent, provide clearer criteria for evaluating service, and offer more understanding of non-traditional timelines or career trajectories. Similarly, future efforts to improve academic reward systems at UVa should identify strategies to diminish bias and increase support and understanding for interdisciplinary faculty.
- Efforts to reform academic reward systems at UVa should incorporate Memoranda of Understanding (MOUs) in the P&T process. Participants in the workshop expressed interest in using MOUs to increase clarity and transparency in the review process, and requested examples of MOUs as models for future efforts.
- Respondents indicate that they would benefit from more information and training about inequity in academic reward systems. Although most respondents demonstrated that they understood how academic reward systems can be inequitable, fewer participants responded affirmatively to statements about understanding inequity than to statements related to other learning outcomes. Specifically, respondents would benefit from more training on the disadvantages of traditional academic reward systems for new scholarship, diverse faculty, and interdisciplinary faculty appointments.
- Respondents might benefit from additional training on how traditional reward systems are not conducive to interdisciplinary appointments. In indicating prospective changes that respondents would make after attending the workshop, a greater proportion of respondents did not agree that they would make changes to P&T policies to be more conducive in evaluating interdisciplinary appointments and diverse forms of scholarship than disagreed with any other statement.
- Future initiatives that address workload inequity should consider strategies to increase transparency in the assignment of work. Particularly, participants observed inequity in the assignment of service. To address inequitable service loads, participants proposed creating a dashboard that publicly displays data on service assignments.

The data was shared with KerryAnn O’Meara, CHARGE leadership, the Vice Provost for Faculty Affairs.

Goal 2: Recruitment

Faculty Search Seminar & Training Chairs & Deans: Uva CHARGE held two seminars for faculty search committee members and departmental/school leaders on September 26 and 27th, and on Nov. 14 and 15, 2016. The internal evaluation team conducted a formative assessment of the Faculty Search Seminars held on September 26 and September 27, 2016. On September 26, two sessions were held that focused on Search Committee Dynamics and Dual Career Resources. On September 27, a session was held on Department Chair and Search Chair leadership. At the end of each session, attendees were asked to complete a paper evaluation form. After the event, attendees were invited by email to complete an online survey if they had not completed the paper form. A total of 41 participants attended one of the September 26 seminars, and 31 participants completed an evaluation form. A total of 30 participants attended the September 27 session, and 19 participants completed an evaluation form. 90% of respondents stated they increased their understanding of search committee dynamics and 79% increased their understanding of equitable search practices. However, fewer respondents indicated that they could better recognize gender biases affecting candidate evaluations (69%) or reduce gender biases that affect candidate evaluations (57%). On a more positive note, 100% of respondents indicated that they could identify relevant dual career resources for candidates and knew how to refer someone to the Dual Career Office. However, only 75% of respondents supported a need for change in hiring and interviewing dual career partners. Similarly, respondents overwhelmingly affirmed that they would work with their departments to reduce gender biases in hiring practices, but only 46% indicated that they had identified specific search committee practices that they would like to change. Meanwhile, on their evaluation forms, high proportions of department and search chairs stated that they understood the importance of assessing hiring processes with Human Resources and/or their

Associate Deans. There were, however, a sizeable minority of department and search chairs who disagreed with the following statements:

- They can connect job qualifications to evaluation criteria (12% cannot)
- They are aware of strategies to improve diversity among search committees (13%)
- They are aware of strategies to address implicit bias in search processes (12%)
- They are able to identify strategies to address implicit bias in interdisciplinary hires (19%).

Similarly, department and search chairs also indicated that they were willing to work with their departments to address gender bias and bias in interdisciplinary hires, but they were less likely to identify specific practices in search processes that they wished to change. Based on the responses to the two Faculty Search Seminars, the internal evaluation team recommended the following regarding search committee equity and leadership:

- Have more faculty complete training on implicit bias, particularly in schools/colleges where few faculty have participated in prior training, including the School of Engineering & Applied Sciences, the School of Medicine, and the School of Continuing & Professional Studies.
- Spend more time in training sessions having faculty reflect on specific changes they can make to create more equitable search processes.
- Provide more training on concrete strategies to use when intervening during moments of implicit bias. (It is important to note that UVa CHARGE has already scheduled a workshop on bystander interventions on January 27, 2017.)

Goal 3: Voices & Visibility

Photo Project: the Evaluation Specialists contacted several experts on evaluating exhibits, including colleagues from the Program Manager who work at the Smithsonian and the National Endowment for the Arts.

Other Internal Evaluation Activities

Toolkit Revisions: We hired a data analyst to re-collect all of the data from baseline to present year for the toolkits, clean and validate the data, create a data warehouse, and run all of the annual toolkits again. Now that the data is accurate, we will use the data warehouse to create longitudinal analysis. During the process we documented the data quality challenges and gaps in the faculty and other data, areas where the university is not systematically collecting data, limitations in current data management systems, and highly variable data sets of the same data from different offices. We will be sharing this with the UFirst team creating the data systems for the university.

Department Demographic Pipeline Data: Provided all STEM and SBE department chairs with their department demographic data sheets. Sent copies to the Vice Provost for Faculty Affairs, Deans, and Assoc. Deans. Created summary aggregate data for administrators. Hired a data analyst to develop a data warehouse and to create longitudinal analysis of the data in the worksheets.

External Evaluation Activities & Indicator Results

** What opportunities for training and professional development has the project provided?*

Opportunities for Training

Photo Exhibit: The curator hired by the photo project is a PhD student at Virginia Commonwealth University's curatorial program, and she is using this curation project as training to get practical experience with online exhibition and expand her resume for gallery exhibits.

Safer Grounds: As noted in our previous report, our lab manager, Lindsay Palmer, has been trained on GIS technology. She is now in the process of applying to graduate schools to obtain her Ph.D. in Psychology. I trust that her experience in our lab will make her competitive. In addition, our research assistants have been trained to run experiments on safety concerns. Their experience in our lab will be valuable as they apply to graduate schools and internships.

Opportunities for Professional Development

Contributed to the third year review of Ass't Professor Daniel Weller who is an Implementation Team member. Wrote section of his review regarding his contributions to CHARGE and the UVA community.

** How have the results been disseminated to communities of interest?*

UC LEAF Sustainability Conference: Program Manager attended the institutionalization conference for ADVANCE grantees sponsored by Univ. of Cincinnati's LEAF ADVANCE grant. Participants were 2012 ADVANCE cohort program managers, and presenters were program managers from the earlier ADVANCE cohorts. The group began to see commonalities in challenges and institutionalization results, regardless of program structure. Lessons learned: most institutions have adopted a "hybrid" institutionalization approach in which they did not sustain an ADVANCE center or office, projects were relocated to different units and offices, project staff were hired to run faculty development programs and PIs were given advisory roles beyond the grant; most are defining institutionalization beyond the projects to include roles for PIs and project staff, and integrating the knowledge gained from the grant into the institution; many are still struggling to define institutionalization; the main challenge is holding people accountable after the money is gone; small grant programs were only sustained if linked to faculty development like mentoring; policies are sustained after the grant.

Dept Data Sheets: In 2015 shared the template for the Dept. Demographic Data Sheets via the AIM network webinar. CHARGE heard from three schools that these reports were incredible helpful and useful for faculty and administrators. Several are looking at institutionalizing these reports.

Safer Grounds: Our Co-PI Sophie Trawalter is working with Texas A&M to replicate her research there and generalize beyond UVA.

Conferences & Publications (what conferences and publications have you presented/published)

Carol Mershon. "Advancing Women's Research in Higher Education." Invited lecture at the School of Human and Social Sciences, University of Venda, South Africa, June 2016. Carol gave a four-part lecture on the broad contours of the Advocates and Allies programs developed by universities with NSF ADVANCE grants in the US, and also referred to the strides in recruitment and hiring of diverse women faculty made by UVA CHARGE. She cited these programs as examples of the sorts of ways that university colleagues in South Africa might seek to enhance women's presence and advance women's research in higher education.

Communications

CHARGE Listserv: 894

CHARGE Facebook has 181 page likes. 772 post likes (reach)

Web page: Sessions 3,096

Users 2,128

Pageviews 5,750

Pages / Session 1.86

Avg. Session Duration 00:01:28

% New Sessions 65.47%
41.4% Men, 58.6% Women
Guide, Omeara Workshop, and Seminar top 3 visited pages

For your Project, what do you plan to do during the next reporting period to accomplish your project's goals and make progress toward your outcomes?

Goal 1: Department Climate

Advocates: CHARGE will provide Advocates and other faculty with training on how to intervene when you witness bias. We are bringing in Stephanie Goodwin of Wright State and the UNH PowerPlay group who have developed an interactive training based on the Bystander Intervention model. They demonstrated this training at the May NSF meetings with great success and CHARGE immediately booked them for January 2017.

Goal 2: Recruitment

Faculty Search Seminar: the Working group will begin planning for the next seminar (September 2017) in January 2017. The Vice Provost for Faculty Affairs is hiring an Assistant Vice Provost for Faculty Development and this person will take over the management and production of the seminars

Goal 3: Voices & Visibility

Photo Project – We will launch the online and gallery exhibits. The online exhibit will open in December 2016 and the gallery exhibit will open in March and run through May 15 just before graduation. We will finalize the public programs.

Safer Grounds: We plan on writing a manuscript of the work as soon as we have data from our experiments in which we *successfully* manipulate safety concerns. We will analyze the latest batch of swipe access data now that we have gender data from the Registrar's Office and HR. We will analyze the survey data from Texas A&M University. Assuming we replicate our general findings, this would provide some evidence for the generalizability of our findings here at UVA. We will write a first manuscript after wrapping up data collection and analysis on experiments using our safety concerns manipulation.

Institutionalization

Continue meeting with the IAB and begin contacting possible project stewards and negotiating the MOU. The Program Manager will work with the UFirst team to institutionalize the Academic Search Portal and the Faculty and Candidate Guide.

For evaluation, what do you plan to do during the next reporting period to measure and report outcomes?

Photo Exhibit: we will track visits to the online exhibit via Google Analytics; we are working with the internal evaluation team to create evaluations for the gallery exhibit based on best practices from the Smithsonian and National Endowment for the Arts that they collected.

Dept Data Sheets: We will be running a longitudinal analysis on each department to assess any improvements in demographics (department and applicant pools) during CHARGE.

Toolkits: we will be running a longitudinal analysis on all of the NSF toolkit tables to see change over time.

External Impacts

What impact does your project have on the development of the principal discipline(s) of the Program?

Photo exhibit: The photo project will add to the national conversation about women's experiences in STEM/SBE fields, complementing recent public social media efforts with a more targeted, structured exhibition. Sharing the approach to the exhibit with other ADVANCE institutions will enable a broader discussion and help influence the STEM/SBE disciplines more widely.

Safer Grounds: As noted in our last report, our data have made us mindful of how important safety concerns are. We cannot deal with women's sense of isolation without dealing with their safety concerns.

What is the impact on other disciplines from your project?

Photo exhibit: The photo exhibit, while concentrating on the stories and experiences of women in STEM/SBE, will be displayed publicly to engage and enrich the wider UVA community. Thus, we expect faculty in other disciplines to benefit from the broader recognition and acceptance of women faculty in the sciences that this exhibit could help initiate.

What is the impact on society beyond science and technology?

Photo exhibit: Inequality in the workplace is an issue for women across nearly all domains of society, not just science and technology. By addressing issues of recognition and acceptance in academic STEM/SBE fields, this project will also bring visibility to similar issues that exist for women in the workplace more broadly. Additionally, given the election results we believe that more emphasis needs to be placed on gender discrimination, implicit (and explicit) gender bias, and understanding the world from another's perspective.

Safer Grounds: The work is providing converging evidence that safety concerns are associated with women's academic engagement. We are currently testing the notion that safety concerns *lead to* disengagement.

Internal Impacts

What is the impact on the development of human resources in departments or stakeholder offices?

Dual Career: the survey CHARGE conducted last fall on faculty experiences and needs for dual career support provided the new Director of Dual Careers with a direction for the program and a framework for policy and services. This has yielded a more flexible dual career program that supports faculty spouses and partners at all phases of their careers, including faculty who have been at UVA for many years. We believe this will lead to increased retention of current and new faculty.

Photo exhibit: we believe that this exhibit will speak to students and to faculty about the hidden challenges women and other minorities face in academia. We hope that this will have an effect on the increased hiring and diversity of the candidate pools.

Safer Grounds: the swipe access data analyses will reveal conditions under which women are more or less likely to use buildings afterhours, and will give us some hints as to what conditions promote women's engagement, more generally, and what conditions hinder women's productivity.

What is the impact on physical resources (space, lighting, buildings, labs, equipment etc) that form infrastructure?

Photo exhibit: we are using 2 spaces that are rarely used by the university community except to pass through. However, the spaces are quite large, very bright, and highly trafficked. The College is looking at the exhibit as a test to see how they might be able to use the spaces more creatively. The department chairs, long-time allies of CHARGE, are eager to have the spaces used in new ways related to STEM. The exhibit spaces will portray a much more diverse, heterogeneous collection of portraits to contrast with the strongly masculine appearance of many portraits that already adorn our school. Upon returning the portraits to their respective faculty member subjects, these faculty members will be encouraged to keep them in an appropriately public space (such as near their office or lab) to extend this impact beyond the life of the project.

What is the impact on institutional resources (personnel, funding, etc) that form infrastructure?

What is the impact on information resources (data systems, computer systems, websites etc) that form infrastructure?

Safer Grounds: We are continuing to work with the new VP of IT. His goal is to get us useful data to do this important research—and to change existing data systems if that is necessary.

Toolkits and Demographic Sheets: CHARGE has identified several areas where the university data is not valid or reliable, has gaps, or is not systematically tracked. We have also identified data management systems that are not able to provide the business analytics now required by the university. We are working with the UFirst group to ensure the new data systems have better data quality, and are capable of the analytics the university needs.

What is the impact on technology transfer?

Changes/Problems

What problems or challenges did your project or activity experience; why are these a problem?

Goal 1: Department Climate

Advocates and Allies: The DDIs in Year 2 of the program are making multiple transitions. Some DDIs from Year 1 had to rotate out of their positions, due to, e.g., moving into responsibilities as departmental chairs, and so new DDIs had to enter into the program as newcomers. In Summer 2016, the Steering Committee collaborated with Juliet Trail, Assistant to the Dean for Special A&S Director of Assessment and Special Assistant to the Dean, to navigate this transition. In the Steering Committee's view, the transition has gone well. Nonetheless, we lack any staff support at the moment, which creates difficulties. Simply put, full-time faculty members on the Steering Committee require assistance to plan the DDI programs in various ways. At the November meeting with Ian Baucom and Adam Daniels, staffing possibilities were considered.

Institutionalization: A continuing challenge are the changes in systems and leadership. Currently, the university has undertaken a total transformation of Human Resources Offices under the aegis of a new Vice President for Human Resources with an emphasis on centralization. The planning group (UFIRST) has several project leads and CHARGE is working with 2 of them: the Talent and Acquisitions Management and Business Analytics. TAM is developing the processes and systems for recruitment of all university employees, including faculty. Currently, faculty recruitment does not sit with the central HR office, and only some schools involve their school level HR office. The BA team is leading the development of all new data systems and data integration. CHARGE will be working with them to address the data quality issues we identified while working with faculty and other data, and the gaps/needs in the data. The challenge will be to work closely, in collaboration with the Office of the Provost, with the UFIRST process to infuse CHARGE expertise and initiatives related to these two areas.

Internal Evaluation: In preparing the 2015-2016 Toolkit data, the internal evaluation team noted continued inconsistencies in how data was reported, particularly in the areas of search processes and leadership positions held by women. Thus, a part-time staff member, Chip Morton, was hired to compile the best information the University holds on the Toolkit data from baseline to current year, show longitudinal changes over time, and create a data warehouse for future individuals seeking to continue to report the Toolkit data.

What changes did you make in your approach and reason for change as a result of the problem or as a result of evaluation data?

Advocates/DDI: DDIs voiced an interest in the student experience, and programming this year reflects that interest. DDIs displayed a need for more training on intervening to interrupt implicit bias, and a January 2017 session on bystander intervention for implicit bias is planned as a result.

Safer Grounds: We have used increasingly less-subtle, more heavy-handed manipulations of safety concerns. In our current study, we are randomly assigning women to a condition in which they watch excerpts from the documentary Food Inc. (about food safety) vs. The Hunting Ground (about sexual assault in higher education).

Institutionalization: Invited the UFIRST Executive Director to join the IAB. CHARGE met with the TAM leader to begin the process of institutionalizing the Academic Search Portal and Faculty Guide, providing him with those portions of the Institutionalization Advisory Board Guidebook and Institutionalization Map.

What actual or anticipated problems or delays do you foresee for your project or activity, and what actions or plans do you have to resolve them?

Photo Project : No additional delays are expected, but the fundraising challenge will continue to limit our ability to construct a physical exhibit of the scale that was initially intended. We have undertaken a multi-pronged effort to fundraise and have consulted with development offices and likeminded organizations across UVA to locate new funding opportunities.

What changes had a significant impact on expenditures for your project?

Photo Project: The inclusion of invited speakers has increased the cost of the project. Also, due to the nature of the gallery exhibit spaces, we cannot hang anything on the walls. We will be using free-standing exhibit walls, which were not budgeted.

What personnel changes has the project or evaluation had? How did they affect the project?

Evaluation: The internal evaluation team had one personnel change. Postdoctoral research associate Karla Loya took a tenure-track faculty position at the University of Hartford. The postdoctoral research associate position was re-classified as a Research Specialist-Intermediate position, and UVA CHARGE was pleased to hire Ms. Callie Uffman, a recent M.Ed graduate from the University of Virginia Curry School of Education. In addition to her master's coursework, Ms. Uffman has previous experience with assessments from her former position at the Hanover Research Corporation.

CHARGE team: Gertrude Fraser returned as the PI after her sabbatical

CHARGE team: Carol Mershon stepped down as the interim Program Director for CHARGE and has become an Implementation Team member

Photo Project: The photo project has hired a curator, Kimberly Jacobs, who is a PhD student at Virginia Commonwealth University, and brings varied curatorial experience and a lot of enthusiasm for exhibit planning. She has helped organize and shape the portraits and the outputs of the oral histories into a coherent and exciting photo exhibit. Gertrude Fraser has also resumed her role in CHARGE, including with the oral histories and photo exhibit.

Allie/Stakeholder: Juliet Trail, who was instrumental in setting up and managing the DDI in year 1 accepted another position within UVA. The Steering Committee of the DDI have taken over some of the activities that Juliet carried out. However, they need staff assistance.

Products

Within the Products section, you can list any products resulting from your project during the specified reporting period, such as:

Journals:

Books:

Book Chapters:

Thesis/Dissertations:

Conference Papers and Presentations:

Other Publications:

Technologies or Techniques:

Patents:

Inventions:

Licenses:

Websites:

- (Re)Imagining Women in STEM online exhibit

Other Products:

- Institutionalization Map and Guidebook
- Institutionalization Gantt Chart
- Revised Toolkit Data, Baseline to 2015/2016
- Evaluation reports