**U.Va. CHARGE**
an NSF ADVANCE Program
Discovery. Innovation. Diversity

## *Annual & Interim Documentation and Reporting Worksheet*

## Reporting Period

Which of the following reporting periods does this worksheet cover? (please check only 1 box)

- ☐ Fall 2014: June 1, 2014 - Nov. 14, 2014
- ☐ Spring 2015:  Nov. 15, 2014 – May 15, 2015
- ☐ Fall 2015: May 16, 2015 – Nov. 13, 2015
- ☐ Spring 2016: Nov. 14, 2015 – May 14, 2016
- ☐ Fall 2016: May 15, 2016 – Nov. 12, 2016
- ☐ Spring 2017: Nov. 13, 2017 – May 13, 2017

## Accomplishments

*\* What are the major goals of the project?*

The current goals and supporting strategies/activities for CHARGE are:

**Goal 1, Departmental Diversity:** To strengthen and support departmental efforts to create a positive environment for all faculty with an emphasis on women

- Advocate and Allies project: pilot in the College 2015-2016, called Directors of Diversity & Inclusion (DDI)
- Training chairs and deans (SEAS Contribution)
- P&T audit & training (SEAS Contribution)

**Goal 2, Recruitment & Hiring:** To increase the gender diversity of STEM/SBE departments

- Academic Search Portal
- Faculty Search Seminar
- Faculty and Candidate Guide
- Recruitment grants
- Equity Advisors/Advocate & Allies
- Dual career solutions

**Goal 3, Voices & Visibility:** To increase the sense of belonging of STEM/SBE women faculty among their schools and departments

- Oral history project
- Photo project
- Enhancement grants
- Social Science Research: Safer Grounds

# Major Activities:

*What was accomplished for your project under the goals (please include what your project did and any institutionalization activities):*

The major activities this year included addressing the NSF recommendations from the 3rd year site visit in March 2015, and institutionalization and dissemination of CHARGE projects. In addition, we have taken on other responsibilities, such as working with the newly hired or appointed Assoc. Deans of Diversity by 5 of the 11 schools.

CHARGE has completed 7 out of 16 recommendations made by NSF during the 3rd year site visit, and is in the progress of completing 8 other recommendations. We have not started one recommendation: institutionalize the Joanne Cohoon Enhancement Grants and the recruitment grants, and instead have been working on other institutionalization efforts. In addition, we had an unintended outcome from the recommendation to institutionalize the Tournament of Ideas results: the Provost Office funded and hired a full time Director of Dual Career Programs who will work with all faculty on spouse/partner accommodations across the university. (See attached Recommendations Tracker for full details)

- **Goal 1:**
  - **DDI (Advocates and Allies):** In January, CHARGE and the Provost Office held a retreat for the DDI. Retreat focused on deeper training and exploration of faculty search process and ways to enable DDI to have positive impact on faculty searches and faculty hiring. Effectiveness of retreat evaluated by survey conducted by the CHARGE Internal Evaluator. The morning sessions included interactive workshops on writing gender neutral, clear job announcements, developing criteria to evaluate candidates based on the job announcement, how to interact with and intervene with a search committee when bias occurs, how to present candidates to departments to mitigate bias. In addition, we provided DDIs with research and resources to be part of their online discussions and establishment of a community of practice. A DDI governance poll for recommendations on best governance structure was conducted in February. Results were made advisory to the Dean in March. Dean approved creation of a DDI-Steering Committee (3 from among currently-serving DDI). Nomination process for steering conducted anonymously late March-early April. Election of 3 from slate of 7 nominees conducted in April, and 2016-17 Steering results were announced at May 5 meeting. This group will help to provide additional oversight and self-governance for the large DDI cohort, and includes the current CHARGE interim Program Director, Carol Mershon.  They are currently setting their priorities for the fall. In Engineering, CHARGE is working with the newly hired Assoc Dean of Diversity, John Gates, to begin an advocates program in the E-school.
  - **P&T audit:** To increase the retention of women faculty, the SEAS is restructuring certain policies and procedures. The Promotion and Tenure policy is being rewritten to make the process less prescriptive of what constitutes excellence in research, teaching, and service. Faculty contribution to interdisciplinary work will be considered as valuable as domain-centric work.  CHARGE provided the working group with resources and research on P&T audits, and best practices. We connected the Exec. Assoc. Dean for Academic Affairs with KerryAnn O'Meara of the Univ. of Maryland, who is an expert in faculty reward systems. She is consulting with the team and providing recommendations to their revised policy and criteria. The new P&T policy and criteria will support the Engineering school's shift to interdisciplinary research and teaching. In the next year, Engineering plans to overhaul the entire suite of school policies to align them with their philosophy of full inclusion and engagement of under-represented minorities, including women. CHARGE is currently working on a lit review of interdisciplinary research structures, their impact and lessons

learned in higher education. This will be provided to the Provost, as well, for use among the other schools as the entire university is moving toward this model.

- **Goal 2:**
  - **Portal: INSTITUTIONALIZED** We collaborated with the Provost Office to transfer the Academic Search Portal to the Provost Office server in March. CHARGE continues to make updates as needed but the Provost Office will maintain the site and expand it as part of the university human resources redesign project, UFirst, the reorganization of the Provost Office, and changes in HR policy. The UFirst team is considering how to integrate the Portal into the new streamlined recruitment processes and they are considering an "early service improvement" one of the first projects to be completed by the initiative to demonstrate effective change to faculty and staff.
  - **Faculty Search Seminar:** A working group of faculty and human resources professionals are institutionalizing the Faculty Search Seminar under the charge of the IAB. They developed a plan for expanding the seminar into a curriculum and will plan for 4 events instead of one: (1) a summer training on crafting criteria and job descriptions and developing a diverse applicant pool for social science departments, whose searches will launch in July or August; (2) a late-September search seminar, including a similar training on launching a search as well as an interactive, educational theatre experience on identifying bias; (3) a November repeat of search seminar for search committees that launch later; and (4) specialized training for target of opportunity and cluster searches. They will continue the second day for leaders training (search chairs, as well as advocates and allies identified by deans as leaders in their schools) on how to intervene effectively when bias occurs. CHARGE will shadow the working group members this summer to build their capacity and share lessons learned from 4 years of implementing the seminars. We hope that this will create a smooth transition from CHARGE to a permanent location within the university.
  - **Faculty & Candidate Guide:** All STEM departments were asked to share this link with their candidates, and the link is on the faculty home page of the university website, it is also on the Univ. HR website. See evaluation data below. We have recommended to the Provost Office that this website find a permanent home in the new Dual Career Programs Office on their website, and the Provost Office has recommended that the Guide included as part of the UFirst initiative as well. We will be working on institutionalization of this in the next year.
    http://uvacharge.virginia.edu/guide.html
  - **Recruitment Grants:** The following departments used the grants for multiple searches: Chemistry, Biology, Politics, Cyber Physical Security (cluster hire engineering), and Math. Each brought multiple female candidates on Grounds for interviews, see evaluation data for results.
  - **External Equity Consultants in Engineering:** The consultants worked with several engineering searches this year: Mechanical & Aerospace Engineering; Electrical and Mechanical cluster hire; Mechanical/Materials/Electrical and Computer Engineering (cluster hire), and Cyber Physical Security (cluster hire SD, ECE, Systems, MAE, CEE engineering), Risk Containment (cluster hire CS and Systems engineering), Cyber Security (computer science). We are not sure if they will continue in the fall, as we are talking with the Assoc Dean of Diversity in Engineering to begin an Advocates project in Engineering.
  - **Dual Careers: INSTITUTIONALIZED** CHARGE did not receive the Jefferson Trust Grant to start the telework center. However, the Provost Office partnered with the UVA Research Park and Licensing and Ventures Group to offer telecommuting office space to current partners of faculty and partners of faculty we are trying to recruit. The survey conducted by CHARGE and data collected by the Vice Provost for Faculty Affairs convinced the Provost to hire a full time Director of Dual Career Programs. CHARGE management team members participated in the interview and selection process of the candidates and the new Director will start May 23, 2016. The Director will establish a

network of local employers and work to match spouses and partners of faculty and potential faculty with employment that will be rewarding and meaningful to them. She will also work with the Vice Provost for Faculty Affairs to facilitate the hiring of spouses and partners into faculty and staff positions at UVA. The Executive Search Group (ESG) partnered with local recruiters and the chamber of commerce to create the Charlottesville Recruiting Network (CRN). Its first meet-and-greet reception was held in May; it will meet on a quarterly basis to better connect HR directors of local companies, recruiters, and University staff to facilitate workforce development and recruitment in the Charlottesville area. The CRN has created a private LinkedIn group that members can use to share resumes of faculty spouses and partners. Our new Director attended the first reception and will use this group as another avenue for assisting with Dual Career Issues.

The Provost Office has partnered with all the Schools to encourage them to develop their own Dual Career strategies. They shared CHARGE resources with them to help them understand that they need to have a proactive plan for accommodating dual-career faculty couples, rather than treating each case as an unwelcome surprise. Arts & Sciences and Engineering & Applied Sciences have each responded enthusiastically, developing their own internal methods for assessing priorities regarding dual career situations and ensuring that there is room in their budgets for these hires. Each School in the University was asked to include a plan for how they will budget for and assess dual career couples as part of the Schools' regular faculty hiring plans.

- **Goal 3:**
  - **Oral Histories:** the project lead, Gertrude Fraser, was on sabbatical this year and has been coding, analyzing and writing the oral histories into research and publications. The oral histories are now completely coded for both the exhibit and Dr. Fraser's own research.
  - **Photo Exhibit:** a small team coded the oral histories for the photo exhibit and developed narrative themes to frame the exhibit. The photographer completed taking portraits in May and the project team interviewed and selected a curator in May who will start in June. The curator is a PHD candidate at Virginia Commonwealth University's Curatorial Program in the Art History Department. She has a background in women's studies and experience producing exhibits and programming on issues of gender and race. We plan to launch the online exhibit in September and the physical exhibit in Spring 2017.
  - **Enhancement Grants:** Provide small grants to women STEM faculty for professional development. Fall grant cycle awards were announced in January; spring grant cycle awards were announced in May. See evaluation data for outputs and outcomes.
  - **Social Science Research Project: Safer Grounds:** conducting studies to understand how safety concerns *causally* impact sense of belonging. If/when we can experimentally manipulate safety concerns, the next step will be do develop and test interventions to boost sense of belonging. Conducted 3 experiments attempting to manipulate safety concerns. In the first study, the manipulation was quite subtle and had participants answer safety-related questions before (experimental condition) or after (control condition) completing a questionnaire about their sense of place at the University and a cognitive performance measure. Such subtle manipulations are common in social psychology and desirable because they are unlikely to elicit demand effects. Sadly, that manipulation failed. Our next manipulation was thus less subtle and randomly assigned participants to read information about safety at UVA (experimental condition) or financial aid at UVA (control condition); notably, both sets of information were negative (i.e., the information suggested that UVA was not very safe or that financial aid at UVA was not very generous). This manipulation too, however, failed; it did not increase safety concerns. Our last manipulation was

not at all subtle and randomly assigned participants to view excerpts from a documentary on physical safety; specifically, a documentary on sexual assault, which featured UVA (experimental condition). Or, we assigned them to view excerpts from a documentary on food safety; specifically, a documentary about the food industry (control condition). Incredibly, this manipulation too failed; it did not increase women's safety concerns. One possibility for these failures is that women's safety concerns are deeply ingrained and cannot be shifted very easily. Another (and not mutually exclusive) possibility is that students are quite reactant to negative information about UVA. Indeed, in our manipulation checks, we observed participants rationalizing/minimizing negative information about UVA. In the last study, participants actually reported feeling more at home at the University after watching a documentary about sexual assault featuring UVA. We also conducted an experiment in the last reporting period, and randomly assigned women to a self-defense class (experimental condition) or a body-positive exercise class (control condition), and then measured sense of belonging and cognitive performance. Like the other studies, this manipulation did not shift safety concerns. We continue to digitize maps and data on where men and women feel least/most safe.

o We obtained additional swipe access data from the ID card office. These data are useful because they will provide an important comparison for last year's data. Recall that, last year, we found that women's but not men's use of buildings afterhours decreased significantly following the murder of a female student. The new data will allow us to see whether this decrease was specific to last year—to that event—or whether it was general to time of year (we predict the decrease was specific to last year's event and not general to time of year). We also obtained updated gender data in order to analyze the new swipe access data. Finally, we submitted a report regarding our pre and post lighting projects assessment to the University (attached)

## Other activities implemented:

- **Institutionalization:**
  - CHARGE has already made a crucial change to adapt to the environment at UVA by electing not to create a free-standing Advance office. That approach has not worked well here because the center has so little direct control over what goes on in the schools.
  - **Metrics:** CHARGE is meeting with the HR redesign team and the Cornerstone strategic plan team to discuss institutionalizing several of CHARGEs metrics for continued use at the university. HR is looking into ways to produce the **Department Demographic Data** sheets each year for every department, STEM and non STEM. We are meeting with the strategic plan team to include data from the NSF Toolkit as metrics for the strategic plan, Pillar 4 on faculty and diversity.
  - **IAB:** met 3 times this semester and now includes the new Assoc. Deans of Diversity at the 5 schools that have hired for this position. Kelly Feltault, Program Manager, has been attending the meetings to provide them with information and has requested formalized plans for institutionalization of the Faculty Search Seminar, Faculty and Candidate Guide, and Enhancement Grants.
  - UVA is a decentralized university. That is both a strength and a weakness. It makes it more difficult to impose changes from the center. But it also means that if changes are embraced by the individual schools, they are more likely to endure regardless of personnel changes in our office. The process of institutionalization is probably taking longer than it would at a more centralized institution, but there is tremendous energy and enthusiasm in the schools, much of

it coming in "from the bottom up." The Vice Provost for Faculty Affairs reports her challenge is to harness this energy and to foster it without squelching it. Another challenge is tailoring the institutionalization to the structure, budget, priorities, and demographic challenges of each individual school. That requires meeting individually with the dean's offices and faculty in each school, developing ongoing relationships, and following up to keep track of their activities.

- **Meetings:** regular meetings with the Provost
- **Women in STEM Social:** End of the year gathering of women STEM TTT and non TT faculty; 20 women faculty attended.
- **Teaching Evaluations:** the engineering school began a process of redefining the way they assess teaching efficacy. In the past, teaching at SEAS has been judged based almost exclusively on student evaluations. These surveys have been shown to be biased against female teachers. We are in the process of developing a more comprehensive teaching assessment method that includes peer review, long-term student retention of material taught, as well as well-crafted student evaluations.
- **Award:** PI Pam Norris received the Zintl Leadership Award for 2016. The award honors women working across the University who exemplify the high degree of professionalism, creativity and commitment that characterized Elizabeth Zintl's contributions to UVA.
- **Proposal:** CHARGE Program Manager facilitated a group of DDI in creating a proposal for the Bicentennial Campaign that focused on embedding diversity across the College

## Context Changes

- **Diversity as Priority:** there has been a visible shift to emphasizing diversity which includes creating the policies, practices, and systems to support these efforts. 5 schools hired Assoc. Deans of Diversity (Medicine, Nursing, Engineering, Darden, McIntire). CHARGE is working with the Assoc Deans to provide resources, research, training, project ideas, and other support. The Office of Diversity and Equity partnered with other stakeholders to produce the Diversity Dialogues in the fall and spring. This two-day series of workshops provided participants with experiential learning opportunities related to diversity. In addition, President Sullivan requested that each school create a diversity strategic plan that would align with hiring goals. Those plans are due in late May. CHARGE has worked with several schools on their diversity plans. Further, the changes in the Engineering school are systemic and at the policy level; they believe it will lead to higher retention rates and more women candidates saying yes to offers.
- **Reorganization of Engineering School:** the new Dean established several working groups to re-organize the school around a multi-disciplinary research and work approach. This will involve merging some departments, re-organizing admin functions, and refurbishing spaces.
- **Reorganization of the Provost Office:** several Vice Provosts will retire this spring and other positions have been brought under the Provost Office. Archie Holmes (CHARGE team member), is now the Vice Provost for Academic Affairs and retains his duties as Vice Provost for Educational Innovation and Interdisciplinary Studies. Kerry Abrams, Vice Provost for Faculty Affairs, absorbed all faculty development activities formerly overseen by 2 other Vice Provosts, in addition to her current focus on faculty recruitment and retention and oversight of promotion and tenure. She will keep her current title. In addition, the Vice President for Research will become the Senior Vice Provost for Research and will now report to the provost. The Director of Institutional Assessment and Studies will retire and this position will be Assoc Provost and Director of Institutional Assessment and Studies. This office will be charged not only with activities related to student assessment and institutional data collection, but also with the strategic use of data so important to the future planning of the University.

## Internal Evaluation Activities

The major thrust of the internal evaluation team was creating the Program Evaluation Matrix and updating the logic model per the recommendations in the NSF 3<sup>rd</sup> year site visit. This was completed in April 2016 (see attached).

## Indicator Results

- **Goal 1: Advocate and Allies:** conducted assessment for the retreat in January and launched an end of the year assessment. On January 19, 2016, Directors of Diversity and Inclusion (DDI) attended a retreat on University Grounds. The retreat was organized by a leadership team that included the Director of Assessment and Special Assistant to the Dean, the Director of Human Resources, the Vice Provost for Faculty Affairs, the Vice Provost for Educational Innovation and Interdisciplinary Studies, and leadership from the UVa CHARGE program, including its Program Manager and two professors involved with the Advocates and Allies Program (similar to the DDI). The retreat's goals included a) clarifying the role of the DDI for the attendees, b) providing attendees with knowledge and skills to perform their roles in search committee work, c) giving attendees an opportunity and space to raise questions and comments among themselves – creating a sense of community, and d) providing attendees with the opportunity to ask questions to the appropriate administration representatives (i.e., Dean of the College and his office, Human Resources, and Equal Opportunity Programs). Attendees of the retreat were requested to complete an online survey via email a few days after the event. On May 9, we launched an end of the year assessment for the DDI to determine their roles, reflections on the process this year, and specific changes they made after the retreat.
  - **Outputs:** 29 faculty were appointed DDI; a total of 15 attendees of the retreat completed the evaluation form. Not all respondents answered all questions. 60% of the respondents were working with a search committee this academic year
  - **Retreat Outcomes:** 88% intended to pay more attention to their own bias and were able to recognize bias in others. 91% said the retreat met their expectations (see attached report).
  - **Results DDI:** according to the College's preliminary results for searches this year, the DDI assisted in increasing the diversity of candidate pools and candidates hired. 57% of all hires in the college this year were women and 39% were URM women or men.
  - **School of Medicine Advocates:** unconscious bias training for medical faculty and staff; AAMC Diversity Engagement Survey to all medical employees, diversity and inclusion training for every department, development and roll out of health disparities curriculum for Dept. of Medicine staff
- **Goal 1: Training Chairs and Deans:** in a follow-up survey administered in January, attendees of the September training indicated that they had worked toward building a commons sense of purpose in their departments (100%), had provided opportunities for all faculty to have an equal voice (89%) and communicated goals (89%). The challenge seems to be in creating clear policies and procedures.
- **Goal 2: Faculty Search Seminar follow up survey**
  - **Outputs:** 26 attendees from the September Faculty Search Seminar completed a survey about how they used the skills they gained during the September workshop with 90% of the respondents currently working on a search committee. 59% were in the final stages of the search when the survey was administered.
  - **Outcomes:** just following the faculty search seminar, 93% of attendees said they intended to pay more attention to their own biases and this survey showed that 86% had done that. More importantly, 82% said they would use criteria to evaluate a candidate and the survey showed that 86% actually had used criteria. The survey results showed a future area for CHARGE to address: we

have raised the faculty's awareness of bias and ability to recognize it but they are still reluctant to intervene. Only 36% did intervene as compared to the 86% who said they would intervene.

- **Goal 2: Faculty and Candidate Guide**
  - o **Outputs:** the FCG continues to be the most popular aspect of the CHARGE website. Between Nov. 20 2015 and May 16 2017 the Guide had 1761 pageviews representing 28% of all traffic on the website. 76% of the users were new, suggesting they were Candidates. 51% of the users are female but men spend more time on the page than women (3:16 vs 1:54); 26% of all users are between the ages of 25 and 34. 69% of all users are in the US.
  - o **Outcomes:** because so many users access the site on their mobile devices, we made this part of the website mobile friendly and have developed an app that will launch soon.
- **Goal 2: Equity Consultants:**
  - o **Outputs:** 5 searches, including 3 cluster hires, across 9 departments;
  - o **Outcomes:** Consultants report an increase in bias literacy among the search committees, the use of at least 4 best practices by each committee they worked with; all searches established clear evaluation criteria for candidates prior to reviewing resumes, and reviewing job announcements for gender neutral language. Consultants report that committees openly discussed gender bias and found ways to mitigate it; not all committees used the search portal, and 2 adapted several of the candidate evaluation tools on the Portal.
- **Goal 2: Recruitment Grants:**
  - o **Output**: 10 grants to 7 departments; total of 10 candidates brought on Grounds
  - o **Outcomes:** some departments still had offers out at the time of the report. However, the following searches submitted their results: of the 8 candidates brought on grounds (for reporting departments) 5 received and accepted offers and 1 offer is pending.
    - ▪ **Math:** brought in 3 female candidates and 5 male candidates; 3 female candidates received offers, 2 accepted. 1 declined due to better offer for spouse from another university.
    - ▪ **Politics:** brought in 1 female candidate, made offer and accepted.
    - ▪ **Chemistry:** brought in 4 female candidates and 9 male candidates, 2 of the women received CHARGE grants, but 0 received an offer. The department noted the following challenges: increasing the number of women in the applicant pool; dual career support; lack of women role models; lack of continuous active recruitment of women candidates.
    - ▪ **Computer Science:** brought in 7 female candidates, 2 of whom received CHARGE recruitment grants and 19 male candidates; both women candidates received offers and 1 accepted with 1 pending. The department noted the following challenges: dual career options and the declining number of women in the computer science pipeline.
- **Goal 3: Enhancement Grants:**
  - o **Outputs:** we received 6 applications this semester and awarded 2 grants. To date, 57% of all applicants have been from the SBE departments and 52% of awardees have been from the SBE departments, notably psychology (16%) and anthropology (12%). 52% of all awardees are at the Ass't Professor level and 36% are at the Assoc Professor level indicating we are reaching the target audience.
  - o **Outcomes**: we are awaiting final reports from several grantees and will aggregate this data with the previous submissions. We are collecting data on time in rank for grantees as compared to non grantees.
- **Goal 3: Photo Exhibit:**
  - o **Outputs:** 23 photos completed; curator hired.
- **Goal 3: Oral Histories:**

- o **Outputs:** all oral histories coded; outputs are publications and book proposals, see that section of the report

## External Evaluation Activities

- Conducted spring external evaluation visit in May. 3 focus groups: women faculty and DDI were conducted. Interviews with chair of the IAB, Kerry Abrams. Meeting with organizational psychologist from Darden to share methods on measuring diversity climates as part of summative evaluation.

## Other evaluation achievements:

In response to the NSF request to add data sources, the unit of analysis, methodologies and frequencies to the logic model, CHARGE developed an Evaluation Matrix. This was submitted to the Implementation Team in April and approved. It follows the color coding outlined in the Logic Models. The original Logic Model was revised by the internal evaluation team to reflect changes suggested after the 3$^{rd}$ year site visit and recommendations therein. Two different logic models were created, one (Historic) to capture the work completed from the beginning of the CHARGE project until now, including eliminated goals and completed or modified initiatives; and a second logic model (Current Projects) to guide only the current work of the program. These logic models were presented in April to the UVa CHARGE Implementation Team for review and feedback. They follow the same color coding developed with the Evaluation Matrix (see more below), with Goal 1 in blue, Goal 2 in salmon, and Goal 3 in green. Both models show the Context, Assumptions, Theory of Change, and Campus Climate Model that supports and guides UVa CHARGE efforts. The Historic Logic Model shows in red ink goals or projects that have been completed, while green ink shows goals or projects modified or moved after the third year visit. No changes were made to the outputs and outcomes in this model. (See attached). The Program Manager developed an Indicator Dashboard to track progress against indicator targets and evaluation efforts (attached).

*\* What opportunities for training and professional development has the project provided?*
## Opportunities for Training

- **DDI:** attend a daylong DDI Retreat in January which presented 4 sessions on topics from across the faculty search and hiring process, designed to provide a lot of training on best practices.
- **Social Science Research:** lab manager, Lindsay Palmer, has been trained on GIS technology. 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

- **DDI:** Each monthly meeting and training activity has contributed to the professional development of DDI. We have no other formal departmental leadership role dedicated to "changing the culture." In this new sphere of work, many different opportunities and challenges will be faced, and many different skills or perspectives will be needed. DDI have been encouraged to share thoughts, resources, and questions both in meetings and on a daily basis through the private collaboration site and list-serv created to foster a community of practice. They have used this actively, to help support and educate one another. As an additional professional development opportunity, 2 of the DDI will receive full support to attend the NCORE conference in SF, CA in early June with Vice Provost Archie Holmes.

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

**Communications & Media (how have you communicated results to anyone?)**

- **Communications**
  - Opt-in List-serve: **over 800** people, mostly faculty.
- **Web Traffic**
  - Since June 1 2015, the website has had 14,741 total page views, and 20% increase compared to last year (June 1 2014 to May 31 2015). Between June 1 2015 and Nov. 20 2015 the website had 8,389 pageviews. Between Nov. 21 2015 and May 16, 2016 we had 6352 pageviews, a 24% decrease in Web traffic.
  - 57% of all users are women. 22% of the users are new users, indicating that CHARGE has a consistent and loyal audience using the website. January was the busiest month and 47% of users access the site via their iPhone
- **Facebook**
  - Facebook: https://www.facebook.com/U.Vacharge used to post CHARGE news and events, as well as general women in STEM/SBE news and events at U.VA, nationally and globally. Ran a successful Women's History Month campaign this year
    - Continued organic growth (people find out about the page via their FB friends, UVA CHARGE emails, and the UVA CHARGE website).
    - Employing a breadth-and-width post strategy. The number of people searching for relevant posts and posting them to the FB page was changed from one administrator to four, thus increasing the variety and number of posts. This increase in breadth and width of information attracted and sustained more followers.
    - A Women's History Month campaign in the month of March. For each day in March, a different woman in STEM was highlighted, with an unsung hero type of theme. The FB campaign was coordinated with UVA CHARGE email campaign and website notices. Top posts included:
      - Doris Kuhlmann-Wilsdorf – a pioneering engineering professor of the University of Virginia
      - Mae Carol Jemison - the first African American woman to orbit the earth
      - Michelle Obama, the first, first lady to attend an Ivy League University for undergrad, (and the second one to attend an Ivy League at all)
    - The total page number of "likes" has increased from 123 to 162, a change of 33% over this 6 month reporting period.
    - Post reach (how many people saw a post) increased, hitting a consistent mark of 50 to a 100 people reached for various posts. During the women's history month campaign, the post reach increased to a consistent and more frequent mark of 100 to 200 people reached. This is a 50l% increase from last year.
    - Post engagement, how many people reacted to the post, also increased, with higher numbers of followers engaged (as seen by the height of the spikes) and more frequently (the number of spikes), especially during the Women's History Month campaign.
- **Presentations**
  - **Women's Leadership Council:** presentation on CHARGE program and results to date; plans for the next year. Council has a large staff membership, who wants to see CHARGE institutionalized to staff.
  - **Faculty Senate:** presentation on CHARGE program and results to date; plans for the next year.
  - **Diversity Council:** presentation on CHARGE program and results to date; plans for the next year.
  - **AIM Network:** 2 webinars on evaluation for program managers

- **Future Forum:** PI Pam Norris spoke about innovation, research and diversity at the Future Forum during the Tom Tom Festival

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

- Trawalter, S. (2016, May). Safety concerns and women's academic engagement. In G. Leibnitz (Chair), Working from the Outside In: How Structural Transformation Improves STEM Climate. Talk to be given at the National Science Foundation ADVANCE/GSE Program Workshop on Broadening Participation: Research, Interventions, Impact, Baltimore, MD.
- Trawalter, S. (2015, September). On the importance of public space for perpetuating (and reducing) social inequity. In R. Chow and D. Lewin (Chairs), Groups Pre-conference. Pre-conference conducted at the Society for Experimental Social Psychology, Boulder, CO.
- Gertrude Fraser: will present her oral history findings at the AWIS ADVANCE/GSE conference, Baltimore 2016.
- Kelly Feltault was part of a panel on institutionalizing evaluation efforts at the 2016 Baltimore NSF AWIS ADVANCE/GSE conference.

*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:**
  - **Advocates and Allies:** In 2016-17, we plan to work closely with DDI-Steering Committee to develop monthly meeting agendas. The DDI have requested to select one major area for investigation and improving common practice per semester. We will use a 3-meeting sequence that semester: meeting 1 to explore the problem or topic at hand and identify key questions or goals for the group, research to be conducted by all DDI and each person will share 2-3 useful resources on the topic digitally before meeting 2, meeting 2 to select the best available models and resources and to select an outside guest speaker to invite for a Skype consult session with us, meeting 3 to conduct the guest consult session, then online communication or a fourth meeting as needed to decide on how the DDI cohort will respond to lessons learned in order to improve common practice.

    DDI will be encouraged to attend the Fall Faculty Search Seminar training. Their work with faculty search committees will continue. The college will continue to consult with CHARGE and Provost Office on training both needed and upcoming, and how to make it maximally effective to DDI. CHARGE will partner with the College and the Provost office to bring in the UNH Power Players and Stephanie Goodwin of Wright State Univ. to deliver their new training on intervening when bias occurs based on the Bystander Intervention model. We will do this in a joint training session between the DDI and School of Medicine Diversity Facilitators (parallel program). DDI have requested additional training on Building Inclusive Classrooms. Juliet Trail has partnered with Sr. Associate Dean for Diversity at Darden, Melissa Thomas-Hunt, to develop over the summer a customized training session on this topic for (1) DDI and (2) all faculty who teach the MBA Core Curriculum courses at Darden. Target is delivery of the sessions in early fall. Faculty leaders on this topic from James Madison University (Ed Brantmeier and Andreas Broscheid) will join us on June 1 for a half-day planning session to get the project in motion. The day before classes begin in January remains one of the only academic calendar year dates when we can fairly request that DDI attend a daylong training. It

is likely that we will utilize part or all of that date again this coming year for more in-depth work. Topics for this will be determined through the "DDI End of the Year Survey" currently in the field (being conducted by the CHARGE Internal Evaluators) and consultation with them throughout fall semester. Chemistry will form an advocacy team in the Chemistry Department. It will be small but proactive. We will connect with every member of the department, to learn more about what their goals, interests, and areas they might like to strengthen and explore. Then we will figure out how we, as a department, can do a better job of encouraging, celebrating and promoting faculty accomplishments.  We also envision a more streamlined and constructive approach to peer assessment. These two efforts will be related.  We will likely be involved in nominating faculty for awards and helping to disseminate news about their accomplishments. Additionally, we intend to revamp the departmental website to better showcase our department and everyone's contributions. We aim to improve and modernize departmental communication with our various communities. Our efforts will also extend to students, faculty and staff, to create a more broadly integrated and inclusive community. Strengthening community in our department, gaining a greater appreciation for the diversity we already possess, the issues that people face at stages of their careers, that are particular to their goals and priorities, will put us in a better position to welcome new new diverse faculty. Generally, people are more open to accepting difference in others, when they feel appreciated and valued themselves. This is important for the Chemistry Department, because only recently have we been emerging from a very lengthy difficult period. New leadership, more transparent policies and procedures, and hiring many new faculty in recent years are a big part of this change. Many of us are excited by what the junior faculty bring and we are eager to encourage and help them to succeed. We don't want them to experience the isolation and lack of support and advocacy that some of the more senior members of the department encountered.

- o **P&T Audit & Training:** CHARGE will host KerryAnn O'Meara in the fall to conduct a lecture and workshop on faculty reward systems. The workshop will use her new assessment tool and have each school and department assess their current P&T and other reward systems. She will also meet with the Vice Provost for Faculty Affairs to address the Provost level P&T system. CHARGE identified a gap and need in the P&T process: P&T committees are not required to take any implicit bias training or other training similar to that required for search committees. We are developing a proposal to the Provost Office to create a training for P&T committees.

- **Goal 2:**
  - o **Faculty Search Seminar:** work with the sub groups of the faculty search seminar working group to deliver the new seminar programs in the fall.
  - o **Dual Career:** we will support the new Director of Dual Career Programs in meeting the needs of current faculty and candidates.
- **Goal 3:**
  - o **Social Science Research:**  analyzing swipe data; expand research to other ADVANCE universities to test methods and hypothesis in order to generalize the findings beyond UVA; writing a first manuscript depending on data and other testing
  - o **Oral histories:** submit a book proposal based on the oral histories
  - o **Photo exhibit:** launch the online exhibit in the fall
  - o **Enhancement Grants:** work with the provost office and IAB to institutionalize these.

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

# Products

Attach or list Journals, books, book chapters, thesis/dissertations, conference papers & presentations, other publications, technologies or techniques, patents, inventions, licenses, websites, other
Attached:
Site Visit Recommendations Tracker
Evaluation Matrix
Revised Logic Model & Historical Logic Model
Indicator Dashboard
DDI Retreat Evaluation Report
Faculty Search Seminar Follow-up Report
Trawalter paper

# Participants

Attach a list of individuals who worked on the project, attended events, organizations that are partners, collaborators and contacts

# External Impacts

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

**The DDI** are embedded in every department and major academic program of the College, including humanities, so this has institutionalized impact beyond the target programs of CHARGE. DDI are helping to consult on or serve on search committees, which allows us to free up over-burdened women or minority faculty who were previously required by EOP to serve on every search committee. They are empowered to introduce best practices, ask questions to call attention or raise consciousness of their peers around issues, advise their chairs/directors and the dean, and impact both structural and interpersonal dynamic changes to the processes, structures, and culture of the institution.

**Dual Careers:** We hope to see an increase in acceptances by women candidates who are given offers, expanding the number of women in STEM departments.

### *What is the impact on other disciplines from your project?*

**Social Science Research:** The work is increasingly multidisciplinary.

### *What is the impact on society beyond science and technology?*

**DDI:** This program is impacting the arts and humanities, social sciences, and sciences of the largest school at an elite public research university. We plan to share this model across the university and disseminate findings, results, and lessons learned on the national level via publications and conference. It could prove a new embedded approach to diversity and inclusion work with potential to influence many other higher education institutions across the country or the world. So there is excellent potential for impact here.

**Dual Careers:** We will see if this becomes a model for other universities.

**Social Science Research:** The work is providing converging evidence that safety concerns are associated with women's academic engagement. We just need experimental evidence to determine whether safety concerns *lead to* academic disengagement or vice versa, or whether there is a third variable—related to safety concerns—that is causally linked to academic engagement.

# Internal Impacts

### *What is the impact on the development of human resources in departments or stakeholder offices?*
**DDI** are helping to consult on or serve on search committees, which allows us to free up over-burdened women or minority faculty who were previously required by EOP to serve on every search committee.
DDI are being trained to bring additional intellectual and social capital around diversity and inclusion to bear in every aspect of academic life of their departments. The rotating term-based appointments are intentional to share this role across as many faculty as possible over time, in order to institutionalize this as "everbody's work," and not just the work of marginalized or under-represented persons to carry alone.
**P&T audit & Engineering Restructuring:** The goal of these activities is to promote fairness, transparency, and equity among faculty. These traits will empower all faculty, including women faculty, by giving them tools to succeed at UVa. Removing many of the sources of implicit bias will create a friendlier climate for women and will increase our retention rate.

### *What is the impact on physical resources (space, lighting, buildings, labs, equipment etc) that form infrastructure?*
**Social Science Research:** lights have been installed across grounds.

### *What is the impact on institutional resources (personnel, funding, etc) that form infrastructure?*
**DDI** are compensated with recognition for service in a departmental leadership role. The issue of other compensation (research funds, salary increase, or course release) remains an open discussion and could change in the future.

### *What is the impact on information resources (data systems, computer systems, websites etc) that form infrastructure?*
**DDI** are being trained to bring additional intellectual and social capital around diversity and inclusion to bear in every aspect of academic life of their departments. DDI are helping to research and collate resources on the Collab site, which will help build up the institutional knowledge and resources available. We will build an A&S Diversity webpage soon, and use elements from the Collab site on the public web page to improve the web offerings of the school for the public.
**Social Science Research:** We have been working 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.
**University data systems:** we are partnering with several offices and committees to address the data entry, validation, and other issues in the university data systems related to faculty demographics, and applicant demographics.

### *What is the impact on technology transfer?*
**Social Science Research:** We are increasingly optimistic that this work will make a perceptible change in students', faculty members', and staff's felt safety. We know from a lot of research that sense of belonging matters. Students, faculty, and staff who feel like they belong at the University do better and stay longer. We would argue that feeling safe at the University has to be a prerequisite for sense of belonging. It is a first and necessary step. We believe the work we are doing and the impact it will have may promote felt safety and, accordingly, make it possible for women (and men) to feel like they belong at the University.

# Changes/Problems

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

**Context:** UVa is situated within a traditional southern environment, with many faculty boasting 40+ years of service. Changing the perspective of the more senior faculty can be a challenge, while harnessing the energy of the junior faculty towards our mission has been easy. The university is facing several challenges simultaneously: an ambivalence among faculty; being a research-focused university versus primarily emphasizing undergraduate education; equitable attention to tenure-track and non-tenure track faculty. Addressing the additional question of gender and racial equitability does place a strain on the fragile culture in the STEM departments.

**DDI:** This is a new program, and "we are building this plane while we are flying it." We have engaged the DDI explicitly in a participatory design process, to be improved iteratively and in an ongoing basis. Some DDI feel that their chairs or departments do not yet support this role or find it valuable. Some had some difficulties with their work on search committees. This is to be expected in such a space. Our End of Year Survey should help us to capture this information and better assess the challenges that they have experienced and their recommendations for next steps.

**Social science research**: It has been incredibly difficult to manipulate safety concerns in the lab. As noted, we need experimental evidence in order to make causal claims. It took a long time to get the swipe access data for this past year but we have the data now so can move on with data analysis.

*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?*

**Social Science Research:** We have used increasingly less-subtle, more heavy-handed manipulations of safety concerns; unfortunately, none of our manipulations to date have worked; none has decreased or increased safety concerns.

*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?*

**DDI:** Culture change is long and difficult work. Change-agent or activist fatigue and burnout are a big risk. We are trying to celebrate progress with the DDI to keep morale and motivation high, and to make sure that we capture their impacts to reaffirm their good work. We are also positioning them as champions of best practices rather than police officers of bad behavior. This is important, to keep faculty from having to inappropriately adopt a "compliance officer" role. They are empowered to notify all compliance officers or members of the A&S leadership team of any arising issues, however, so that such officers of the university can step in to perform those also-necessary tasks. We have asked that DDI be associate or full professor, or more senior members of the general faculty whose duties also include clear service expectations. This is to help make sure that junior faculty or general faculty without service responsibilities are not unfairly burdened by this role, or put in jeopardy with regards to their actions with peers in the department. Power dynamics are at play, and every effort is being made to make sure that DDI are not put at risk in terms of negative or retaliatory behavior from more senior or powerful members of departments. Close and ongoing consultation with them will be necessary. The Associate Deans for each of our 3 academic divisions has agreed to step in to stop searches if they "go off the rails," or to otherwise intervene in departments with chairs or problematic situations or faculty as needed. They have the authority to do this, and it further protects DDI from jeopardy. We do not anticipate delays on this project, it is rolling smoothly along.

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

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

- **Internal Evaluator:** Karla Loya, the evaluation post doc, accepted a full time position at the University of Hartford and will be leaving in June. CHARGE is looking internally for a full-time, temporary replacement to work through the end of the grant.

- **New Members:** Caitlin Wylie, Ass't Professor of STS in Engineering. Caitlin has been working on the oral histories for the photo project and the P&T training
- **Graduate Research Assistant:** CHARGEs GRA Kassie Grimes received an NSF GRFP grant and will leave CHARGE in August. We have hired Courtney Hill as the new GRA.
- **Return of the PI:** Gertrude Fraser will return to the PI role of CHARGE in August 2016. Pam Norris will return to her role as Program Director and Carol Mershon will continue to advise CHARGE in her role as DDI Steering Committee member.