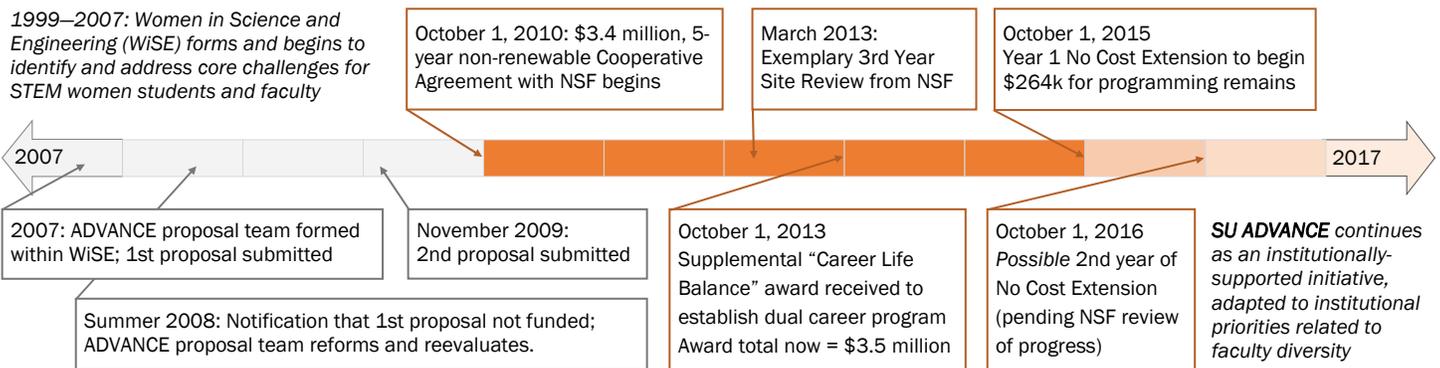


MISSION

- ◆ Of the NSF ADVANCE-IT PROGRAM: produce large-scale comprehensive change and serve as a locus for research on gender equity and institutional transformation for academic STEM.
- ◆ Of the SU ADVANCE INITIATIVE: to create a sustainable network of connections that support the recruitment, retention, and promotion of women in STEM and, ultimately, create an inclusive and equitable institution.

HISTORY / TIMELINE



GOALS

Recruitment

- ◆ Faculty take ownership for early stage and ongoing recruitment of (women) faculty for STEM positions.

Engagement

- ◆ (Women) faculty are connected to each other and to resources supporting continued career development.
- ◆ (Women) faculty excel in interdisciplinary and cross-sector research.

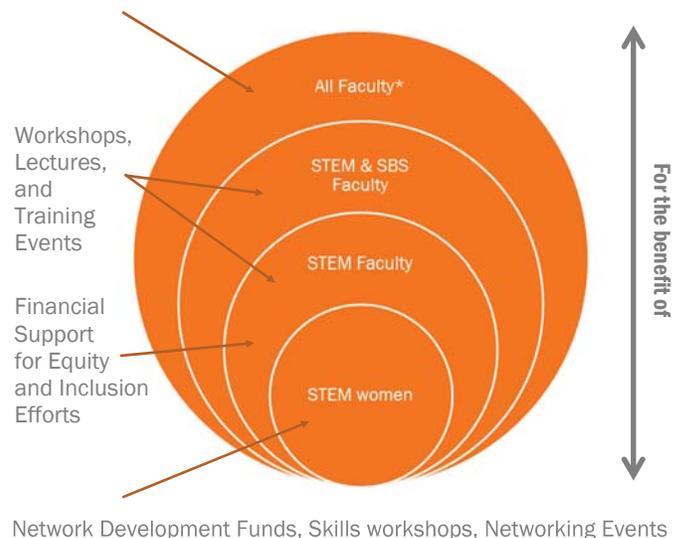
Inclusion and Equity

- ◆ Policies and practices that impact faculty careers create and sustain equity and inclusion.
- ◆ (Male) faculty are engaged in creating an inclusive campus.
- ◆ Diversity is a strategic priority of all organizational units, particularly academic departments.

STRATEGIES

Give faculty opportunities to learn and to do things differently.

Policy and Practice: Change and Transparency

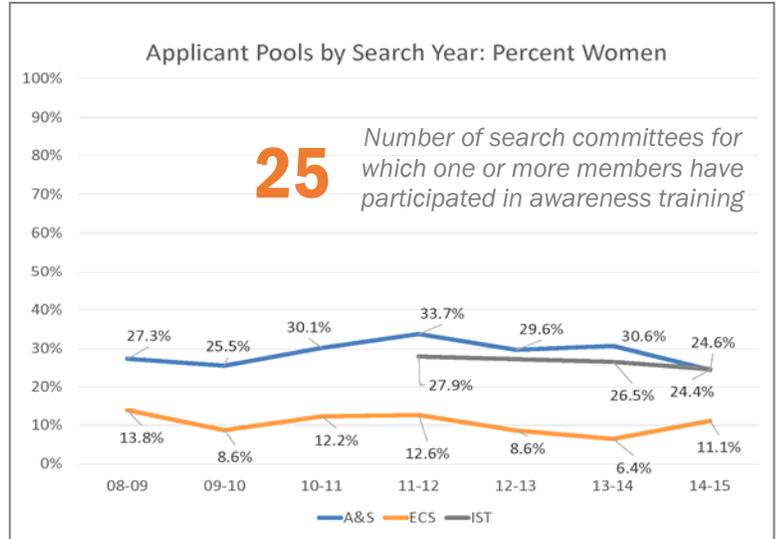


RECRUITMENT

Support for recruitment includes

- ◆ Workshops and financial support to encourage outreach (prior to recruitment/posting)
- ◆ Discussions of implicit bias with search committees and financial support to ensure women have a chance to interview
- ◆ Engagement with women faculty from departments besides the host during finalist visits

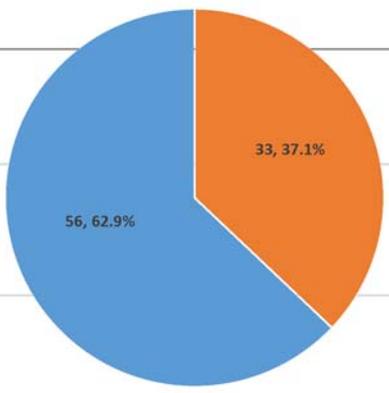
With SU ADVANCE support, **24** Promising Researchers have visited campus at an average cost of **\$875** per visit. In addition, SU ADVANCE has ensured that **17** women have had a chance to interview for positions (average **\$1,100**/visit).



Since the 2010-2011 search year, women have represented, on average, **23.4%** of the applicant pools for STEM positions, but have received **37.1%** of all offers and constitute **36.6%** of all new hires.

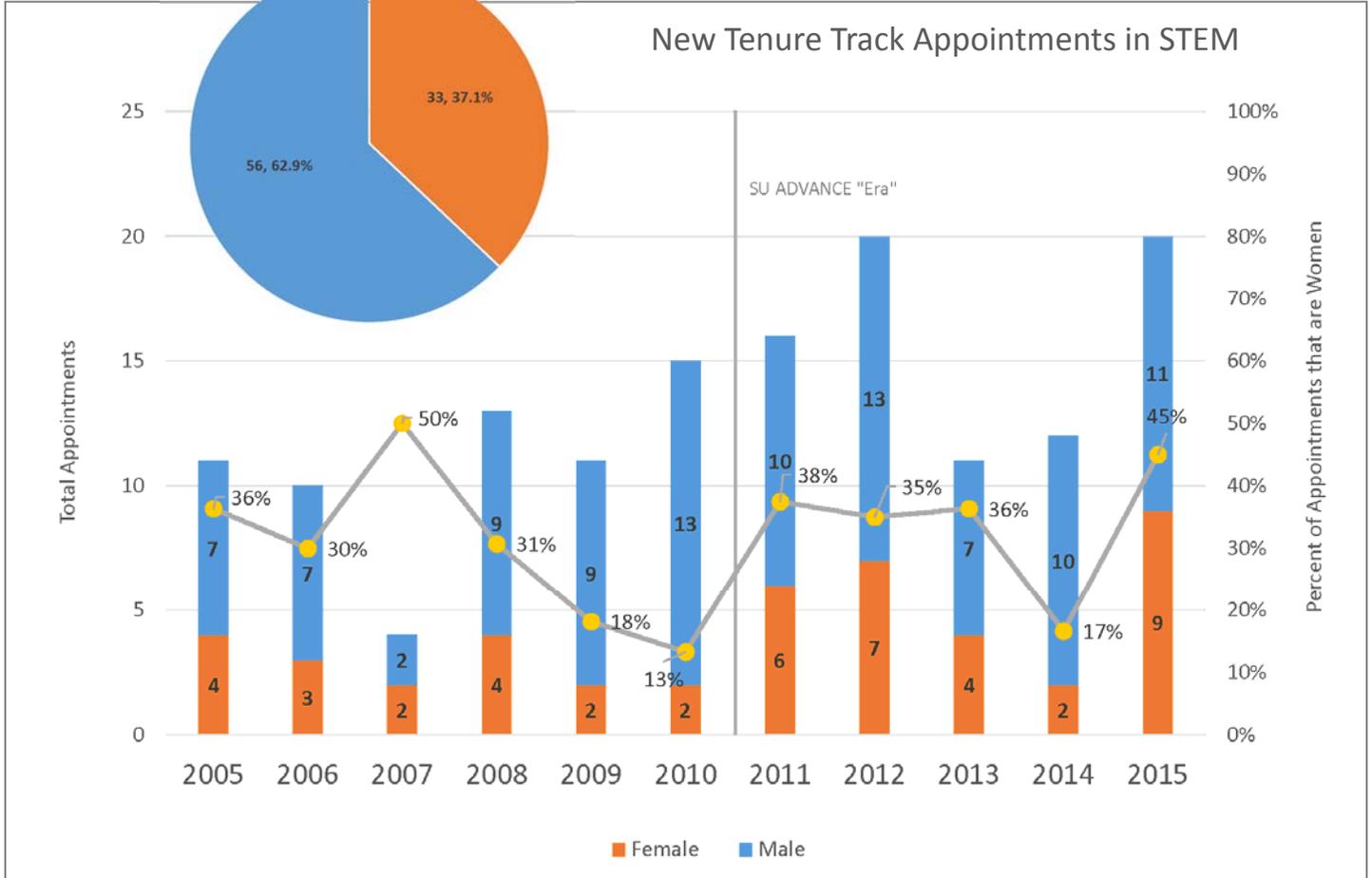
Underrepresented minority candidates comprise, on average, 5.2% of applicant pools. URM women are just 1.5% of applicants for all STEM positions.

Faculty Offers: 2010 - 2015



The offer "accept" rate among women and among men is virtually equal since 2010-2011: **67%** and **68%** respectively.

New Tenure Track Appointments in STEM



SU ADVANCE provides women faculty with opportunities to pursue their professional goals together and network with others across campus, starting with their first campus visit. All female faculty (and new male faculty) receive a printed copy of our “mentoring toolkit” which provides suggestions for how to structure and use a developmental network.

To date, **65** full time female faculty in STEM have taken advantage of at least one of **22** opportunities for direct support (grants or learning opportunities) in addition to attending events solely for the purposes of network building.

Sample Workshop and Luncheon topics:

- ◆ Writing Good Science
- ◆ Working with Journalists
- ◆ Social Media
- ◆ Conflict & Negotiation
- ◆ International Collaboration
- ◆ Understanding Your Impact Factor
- ◆ Responding to Student Feedback
- ◆ Leading Multidisciplinary Teams
- ◆ Establishing Priorities
- ◆ Managing Stress
- ◆ The Family-Friendly University
- ◆ Coaching & Sponsorship
- ◆ Mentor Networks

\$136,600

Direct awards in support of faculty initiatives and STEM women (includes fees for executive coaching)

New campus-wide initiatives developed by SU ADVANCE include:

- ◆ **Mentoring and Coaching for Associate Professors**
- ◆ **Dual Career Network**
- ◆ **Dependent Care Travel Fund Pilot Program**

20

Average number of active Dual Career Network clients at any given time since 2014.

\$750

Available annually to offset additional dependent care costs resulting from travel.

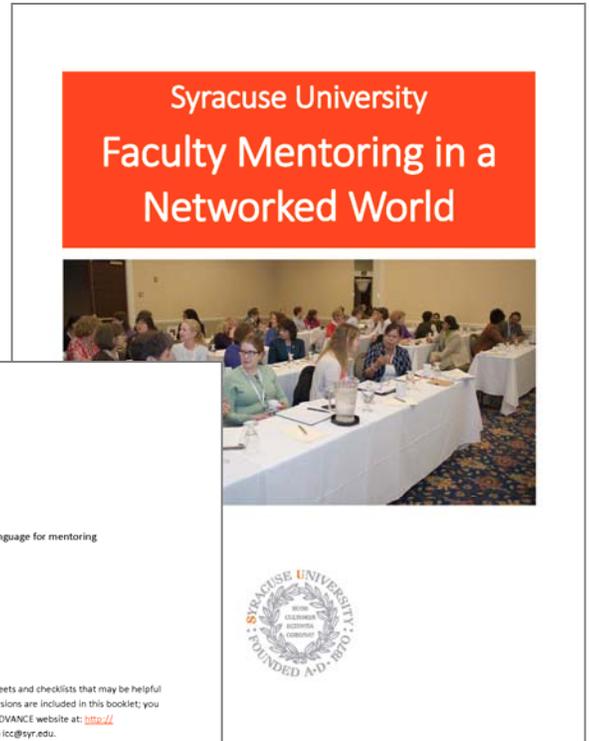


Table of Contents

Introduction: Project Background

Section 1: Developmental Networks - A shared model and language for mentoring

Section 2: Developing: Getting the Mentoring You Need

Section 3: Supporting as a Mentor

Section 4: Mentoring Leadership

Section 5: Sensitivity to Differences

Section 6: Social Network Theory and Mentoring

Addendum: Resources, Links and References

Tools for Developing, Supporting, and Leading is a portfolio of worksheets and checklists that may be helpful to use to guide thinking and conversation about mentoring. Sample versions are included in this booklet; you can download and print additional copies via the Syracuse University ADVANCE website at: <http://suadvance.syr.edu/> or request additional copies by sending an email to icc@syr.edu.

How to Use this Manual:

This manual is designed to be used as a resource, as needed. Users are encouraged to choose what to attend to based on their current interests. Sections may or may not apply at any given moment.

Interested in being mentored? Read Sections 1, 2, and Tools for Developing, Supporting, and Leading.

Want to support others as an effective mentor? Read Sections 1, 3, 5, and Tools.

Thinking about creating a mentoring program? Read Sections 1, 4, 5, and Resources, Links and References.

Want to make sure their mentoring is sensitive to differences? Read Sections 3 and 5.

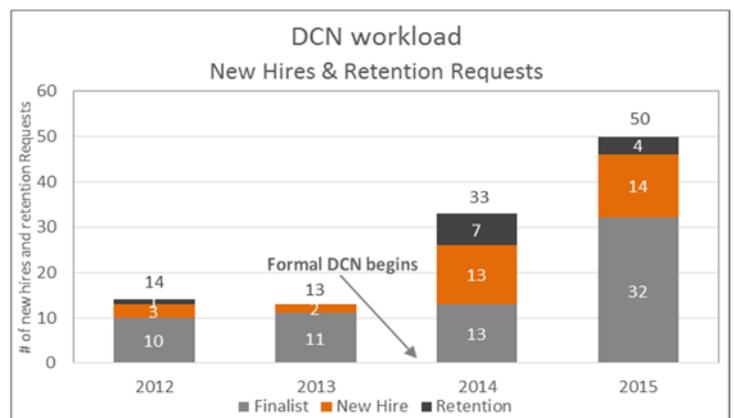
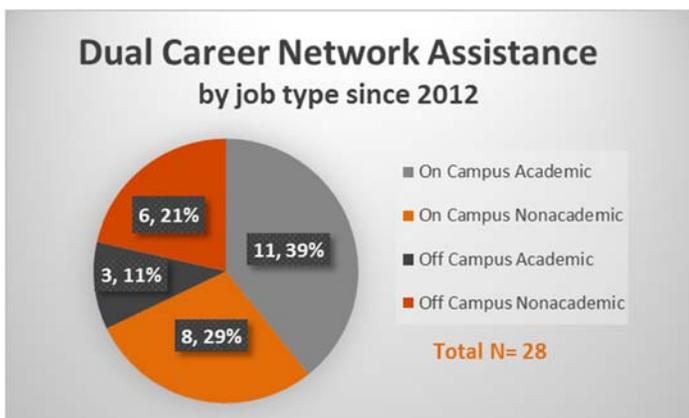
Want to learn more about social network theory? Read Section 6 and Resources, Links and References.

A Note About Terminology:

Throughout this resource, we use the term “mentor” to refer to anyone who provides developmental assistance, and “mentoring” to describe the developmental relationship. Types of mentors can include: navigators, coaches, sponsors, confidants, and developmental network coaches. Where we mean to refer to these specific kinds of mentors, this more specific terminology is used.

95

Percentage of STEM tenured and tenure track female faculty who are participants in SU ADVANCE events



INCLUSION & EQUITY

The STEM Partnership Program (SPP)

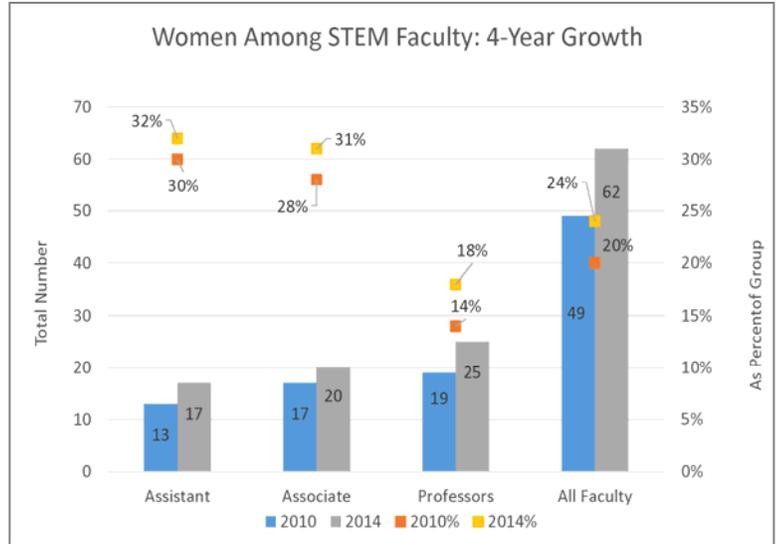
provides a conversational approach to increasing understanding about the many ways that unconscious bias impacts the careers of female faculty in STEM. Eleven male leaders met over six weeks to complete a curriculum designed to increase their capacity for action as allies and advocates. SPP participants have become voices of equity and inclusion in their departments.

52

Percentage of male tenured and tenure track STEM faculty who have participated in SU ADVANCE activities

69

Number of T/TT women in STEM as of January 2016 (an increase of 41%)



A December 2014 survey of STEM T/TT faculty (many but not all of whom are also program participants) revealed that faculty believed that SU ADVANCE has:

Percent choosing "Strongly Agree" or "Agree"

	Men (participants)	Women
helped improve their department's ability to recruit female faculty	43.5 (60)	68.4
helped improve their departments ability to retain female faculty	31.8 (42)	59.4
helped improve advancement opportunities for female faculty within their dept.	41.6 (54)	76.4
helped faculty members in their department be proactive in identifying candidates for faculty positions	49.4 (66)	57.9
engaged male faculty in creating an inclusive climate	36.5 (48)	60.6
effectively advocated for policies and practices regarding equity and inclusion	41.2 (58)	81.6

NEAR-TERM PRIORITIES

- 1 Continue to enhance faculty recruitment efforts, especially through support of outreach and continued engagement activities. Reconstitute a **Faculty Fellows** program to increase the number of underrepresented faculty on campus.
- 2 Create an inclusive leadership "lab" for future faculty leaders, drawing on strengths of mentoring work, the partnership program, and faculty coaching program. Incorporate data from SU ADVANCE climate survey, COACHE, and future data collection activities.
- 3 Expand and enhance support for work-life quality among faculty through the continuation of the dual career network and dependent care travel awards, and continually examine policies and practices that impact work-life quality.
- 4 Ensure continued leadership in pursuit of campus inclusion priorities through creation of an effective and sustainable model of supporting faculty diversity.

125

Percentage increase in the number of Assistant Professors with dependents (2004 v. 2014) according to SU Benefit Plan Data

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August 2015

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Syracuse University ADVANCE

Syracuse University NSF ADVANCE Project

