ADVANCE at University of Michigan

NSF-funded grant, 2001-2006
For tenured and tenure-track women faculty in science and engineering, improve:

- Institutional climate
- Recruitment
- Retention
- Promotion
- Visibility and authority in leadership positions
After NSF grant, institutional support (Provost’s Office) through 2016, expanded mission: all disciplines, all types of diversity

– Recruitment
– Retention
– Climate
– Leadership
Recruitment
  • STRIDE Faculty Recruitment Workshops
Retention
  • LAUNCH Committees, LIFT
Climate
  • STEP: 3-day faculty change workshops
  • Network dinners
Leadership
  • Training in negotiation, running meetings, handling conflict, etc.
Recruitment
  • Evidence of hiring success, increased awareness and endorsement

Retention
  • Data collection and analysis

Climate
  • Collect and evaluate data on faculty demographics in various units
  • Perform climate surveys
Launch Committees

• Provide support and guidance to new junior faculty as they begin their careers at Michigan.

• Committees meet with new faculty member from time of hire until end of first academic year.

• Idea inspired by program at Case Western Reserve University

• 4 departments participated in pilot year: committees for 8 new faculty
Launch Committee Makeup

1. Newly hired faculty member
2. Advocate: faculty member in same department with related research interests
3. Department chair
4. Senior faculty member in related field from another department
5. ADVANCE faculty member (convener)
Launch Committee Meetings

• 1-2 meetings before hire arrives on campus

• “Monthly” thereafter, ~8-9 total, June-April

• Agenda, minutes, scheduling organized by convener

• Topics: lab space/equipment, personnel, funding, teaching, service, collaborations, integration into the university
Launch Committee Questions

1. Questions the new faculty member doesn’t know to ask:
   • Should I be collaborating with my former mentor? Senior colleague?
   • Should I ask for feedback on an early draft of a proposal?
   • What are the safety/conflict of interest/travel regulations training courses I need to take?
   • When are there departmental or programmatic retreats I should attend?
   • What orientations should I attend?
   • What are the training programs here that I might be a part of?
2. Questions the new faculty member can’t/is afraid to ask:
   • Why isn’t my lab space ready?
   • Why have I been assigned to teach this particular class?
   • What are modified duties, and is really OK to apply?
   • Are there ever adjustments to the tenure clock?
   • How/when do I say “no”?
3. Questions that move things along

- Should I order equipment, even though the lab isn’t ready?
- How many proposals should I write this year? Which ones?
- Who can I get previous year’s course notes from?
- How should I recruit students?
- Should I take on a student who isn’t doing well in another group?
- How should I give feedback to my graduate students?
- Is there funding for summer students? For students to attend conferences?
Lessons from First Launch

• Important questions are addressed
• Team approach – no one has all the answers!
• Many connections are made quickly
• Proposal review is offered (and expected)
• Short-term effort to get the new faculty member off the ground
• Chairs, launchees, committee members all find it very useful
• Possible recruiting tool?
Questions?