**Dean Self-Assessment Questionnaire**

* 1. ***Addressing issues of gender bias and discrimination experienced by women tenure-track faculty in my college is my highest priority.***
  + Strongly Agree
  + Agree
  + Somewhat Agree
  + Somewhat Disagree
  + Disagree
  + Strongly Disagree
  1. ***Overall, I would rate my level of awareness as to what is going well and what is going poorly regarding faculty gender equity in my college as***
  2. Very Aware
  3. Aware
  4. Somewhat aware
  5. Somewhat unaware
  6. Unaware
  7. Very Unaware

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| --- | --- | --- | --- | --- | --- | --- |
| * 1. ***I agree or disagree with the following statements*** | | | | | | |
| **Statements** | **Strongly Agree** | **Agree** | **Somewhat Agree** | **Somewhat Disagree** | **Disagree** | **Strongly disagree** |
| If I am honest with myself, I realize that I am more comfortable with a man as a department chair/head/center director than a woman. |  |  |  |  |  |  |
| Certain faculty policies and procedures are especially likely to foster support for, and thus greater success of, women tenure-track faculty |  |  |  |  |  |  |
| Letters of recommendation tend to under-value the competence and accomplishments of women compared to men. |  |  |  |  |  |  |
| When evaluating excellence in teaching, students evaluate men faculty more favorably than women faculty. |  |  |  |  |  |  |
| Women experience gender discrimination when applying for academic engineering jobs |  |  |  |  |  |  |
| I understand the concept of implicit bias. |  |  |  |  |  |  |

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| * 1. ***I engage in the following behaviors. (Please note that in statement below, “leaders of faculty” are defined as department chairs, department heads, and center leaders.)*** | | | | | |
| **Personal Actions** | **Almost always** (i.e., this is highly likely for me to do) | **Often** (i.e., most of the time I do this but not always) | **Sometimes (**i.e., sometimes I do and sometimes I don’t) | **Seldom** (i.e., only on very rare occasions do I do this) | **Almost Never** (i.e., I hardly ever do this) |
| I share with colleagues my commitment to creating a more equitable climate for diverse women faculty. |  |  |  |  |  |
| I speak up when I notice a woman colleague being interrupted. |  |  |  |  |  |
| I consider how women colleagues might experience a situation, conversation, action etc. |  |  |  |  |  |
| I read about gender bias and discrimination in engineering. |  |  |  |  |  |
| I ask women tenure-track faculty about their experiences of the climate within their department. |  |  |  |  |  |
| I talk to women tenure-track faculty about their research. |  |  |  |  |  |
| I nominate women tenure-track faculty for awards (internal and/or external to the college/university). |  |  |  |  |  |
| I encourage leaders of faculty.to nominate women tenure-track faculty for awards (internal and/or external). |  |  |  |  |  |
| I require college data to be analyzed by gender. |  |  |  |  |  |
| I share college data analyzed by gender with leaders of faculty. |  |  |  |  |  |
| I hold leaders of faculty accountable for hiring women. |  |  |  |  |  |
| I seek research-based strategies to address gender equity issues. |  |  |  |  |  |
| I hold leaders of faculty accountable for creating an inclusive climate for diverse women tenure-track faculty. |  |  |  |  |  |
| I hold leaders of faculty accountable for fair and equitable faculty teaching loads. |  |  |  |  |  |
| I hold leaders of faculty accountable for fair and equitable faculty service loads. |  |  |  |  |  |
| I hold leaders of faculty accountable for promoting women. |  |  |  |  |  |
| I talk with engineering deans from other institutions about work they are doing to address faculty gender equity. |  |  |  |  |  |
| I serve as an ally for women on issues of gender equity in engineering. |  |  |  |  |  |

* 1. ***If another dean asked me for ideas to improve gender equity in the following areas, “I would tell that dean… “ (Please write down the strategies or activities that come to mind most readily)***

**Recruitment of tenure-track women faculty**

**Retention of women tenure-track faculty**

**Advancement of women tenure-track faculty**

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| --- | --- | --- | --- | --- |
| * 1. ***My college tracks the following data annually by gender*** | | | | |
| **Information Tracked by my College** | **Yes** | **No** | **NA** | **Don’t Know** |
| Tenure-track faculty by gender |  |  |  |  |
| Tenure-track faculty rank by gender |  |  |  |  |
| Time-in-rank by gender |  |  |  |  |
| Salary by gender |  |  |  |  |
| Exits by gender |  |  |  |  |
| Offers to potential faculty by gender |  |  |  |  |
| Hires of faculty by gender |  |  |  |  |
| # of department chairs by gender |  |  |  |  |
| # of department heads by gender |  |  |  |  |
| # of center directors by gender |  |  |  |  |
| Teaching workload by gender |  |  |  |  |
| Service workload by gender |  |  |  |  |
| Nominations for awards by gender |  |  |  |  |

* 1. ***I know how information tracked by gender in my college compares with peer colleges.***
  2. Yes
  3. No

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| 1. ***In terms of planning and actions taken to address faculty gender equity, I am…*** | | | | | | |
| **Planning Process and Actions Taken** | **No action taken** (i.e., no intention or action initiated) | **Intention** (i.e., intention to but no action taken) | **Planning** (i.e., identifying resources, people, data. etc.) | **Action Initiated** (i.e., early stages of action) | **Mid-Process** (i.e., engaging in action) | **Completed** (i.e., action is finalized and results are publicly available) |
| …creating a diversity strategicplanthat, in whole or in part, includes faculty gender equity |  |  |  |  |  |  |
| …. forming a college self-assessment team to implement a formal college self-assessment process to address, in whole or in part, issues of gender equity |  |  |  |  |  |  |
| ...overseeing collection of ***quantitative*** benchmark data, in whole or in part, on the representation of diverse women tenure-track faculty (i.e., white women, US born women-of-color from historically disadvantaged populations, international women) |  |  |  |  |  |  |
| …overseeing collection of ***qualitative*** benchmark data to address, in whole or in part, gender equity within the college. |  |  |  |  |  |  |
| …using the EDGE 2-part (quantitative & qualitative data) Self-Assessment Tool to collect college benchmark data on the representation of diverse women tenure-track faculty. |  |  |  |  |  |  |
| …. identifying college gender equity concerns based on college self-assessment data |  |  |  |  |  |  |
| …. establishing a change-team to develop an action plan to address gender equity issues. |  |  |  |  |  |  |
| …. sharing evidence-based strategies to address gender equity with college change leaders |  |  |  |  |  |  |
| …sharing with college change leaders the EDGE Gender Equity Web-Index of evidence-based strategies to address gender equity |  |  |  |  |  |  |
| …initiating at least one new strategy this year to increase recruitment of women tenure-track faculty. |  |  |  |  |  |  |
| …initiating at least one new strategy this year to increase retention of women tenure-track faculty. |  |  |  |  |  |  |
| …initiating at least one new strategy this year to increase advancement of women tenure-track faculty. |  |  |  |  |  |  |
| …participating in EDGE Showcase of promising practices by engineering deans in promoting gender equity. |  |  |  |  |  |  |