



**ENGINEERING DEANS
GENDER EQUITY
INITIATIVE**

Guiding College Efforts to Promote Faculty Diversity: A Conceptual Model & Self Assessment Tool

Adapted by G. Leibnitz for the EDGE Initiative, from
“Guiding Institutional Efforts to Promote STEM Faculty Diversity”
by APLU K. Griffin & A. Mabe
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PRESENTATION GOALS

1. Provide an overview of an integrated framework focusing on college efforts to increase faculty gender diversity
2. Show how the model can be used to frame criteria against which a college dean can assess efforts to promote faculty gender diversity, equity, and inclusion (DEI)
3. Start a conversation about how these ideas can be used to engage in action planning to increase faculty gender diversity

I. FRAMEWORK FOUNDATION

Scholarship & Practice

- How do we increase and maintain faculty gender diversity at the college level?
- How do we shift attention to college challenges and efforts to increase faculty gender diversity?

Existing Challenges to Increasing Faculty Diversity

- “It’s a pipeline problem” – the number of people from underrepresented groups receiving Engineering PhDs is too small (Eagan et al., 2014; Knowles & Harleston, 1997; National Academies, 2016)
- “It’s a hiring problem” – implicit bias, a lack of effort and commitment, and structural racism keep colleges from hiring faculty from diverse backgrounds (Hill, Corbett, & Rose, 2010; Kulis, Shaw, & Chong, 2000; Reuben, Sapienza, & Zingales, 2014)
- “It’s a retention problem” – faculty from underrepresented groups are less likely to get tenure and more likely to leave their colleges and the professoriate (Jayakumar et al., 2009; Stanley, 2006; Turner et al., 2008)

Limitations of Our Current Conceptions and Diversity Efforts

- Conversations about why faculty gender diversity is so difficult usually identify and focus on one of the three challenges, leading to singular strategies to addressing a complex problem
- Challenges are often mistakenly seen as outside of a college's control, more often due to individual will and ability
- A lack of faculty gender diversity is a college problem *and* a STEM problem, which makes it hard to generate college level solutions, especially without collaboration

Reframing

- Increasing faculty gender diversity at the college level is a *multidimensional* process which requires attention to:
 - Recruitment – hiring a diverse pool of faculty
 - On-boarding/Orientation (Transition) – supporting new faculty as they enter the institution
 - Retention – providing resources and support which allow faculty to develop skills, feel a sense of belonging on campus, and navigate the tenure and promotion, and leadership advancement process.
- While actions can and must take place at the college level, progress requires:
 - Understanding that much of the work must take place at the institutional and departmental levels
 - Leveraging external networks, partnerships, and networks to generate and support a diverse faculty body

APLU's Faculty Diversity Model: Foundation for EDGE Self-Assessment

RECRUITMENT

(Bringing new faculty to the institution)

OUTREACH

(Long term efforts to build pool)

HIRING

(Process, selection, and short term pool development)

YIELD

(Getting applicants to accept offers)

TRANSITION

(Fostering smooth and welcoming entry into the institution and campus community)

RETENTION

(Keeping faculty at the institution)

PROFESSIONAL DEVELOPMENT

(Building skill and professional development in teaching, service, and research)

PROMOTION & ADVANCEMENT

[Successful navigation of tenure and promotion policies and processes, advancement (e.g., research/administrative leadership)]

SATISFACTION & SUPPORT

(Addressing sense of belonging and community, work-life balance, and satisfaction)

RECRUITMENT

(Bringing new faculty to the institution)

OUTREACH

(Long term efforts to build pool)

PROCESS (HIRING)

(Process, selection, and short term pool development)

HIRE (YIELD)

(Getting applicants to accept offers)

○ OUTREACH

- Emphasis on long term pool development strategies and initiatives
- Women and URM trainees report less interest in academic careers (Gibbs & Griffin, 2013; Gibbs et al., 2014), increasing diversity will require more individuals from URG to pursue and obtain faculty positions (Gibbs et al., 2016)

○ PROCESS (HIRING)

- Implicit bias and a lack of clarity about what affirmative action policy means in practice can diminish diversity efforts on search committees (Hill, Corbett & Rose, 2010; Muniz, 2012; Reuben, Sapienza, & Zigales, 2014)
- Strategies often focus on hiring, and little research has validated their success, but some suggestion that placing emphasis on diversity are a priority, implicit bias training, cluster hires, and strategic advertisement can increase diversity of applicant pool and hires (Collins & Johnson, 1988; Glass & Minnotte, 2010; Kayes, 2006; Smith, et al., 2004)

○ HIRE (YIELD)

- Offering does not mean individuals will actually accept the position
- Institutions send signals that diverse candidates are “hard to get” and too costly (Kulis, Shaw, & Chong, 2000; Tuitt, Sagaria & Turner, 2007)

ON-BOARDING/ORIENTATION (TRANSITION)

(Fostering smooth and welcoming entry into the institution and campus community)

- Less explored or discussed as part of the recruitment or retention process
- Can be a long period of time between hiring (as early as December or January) and first day on campus (August or September)
- Transitions can be stressful, even when positive (Evans et al., 2010)
- Ability to cope with transition is influenced by internal and external resources available (Schlossberg et al., 1995)

RETENTION

(Keeping faculty at the institution)

PROFESSIONAL DEVELOPMENT

(Building skill and professional development in teaching, service, and research)

PROMOTION & ADVANCEMENT

[Successful navigation of tenure and promotion policies and processes, advancement (e.g., research/administrative leadership)]

SATISFACTION & SUPPORT

(Addressing sense of belonging and community, work-life balance, and satisfaction)

○ PROFESSIONAL DEVELOPMENT

- Challenges with access to mentors and senior scholars as collaborators (Hess, Gault, & Yi, 2013; Tuner & Myers, 1999; Zambrana et al., 2015)
- Women and faculty of color carry heavier teaching and service loads, potentially with a negative impact on productivity and advancement (Eagan & Garvey, 2015; Griffin, 2012; Porter, 2007)

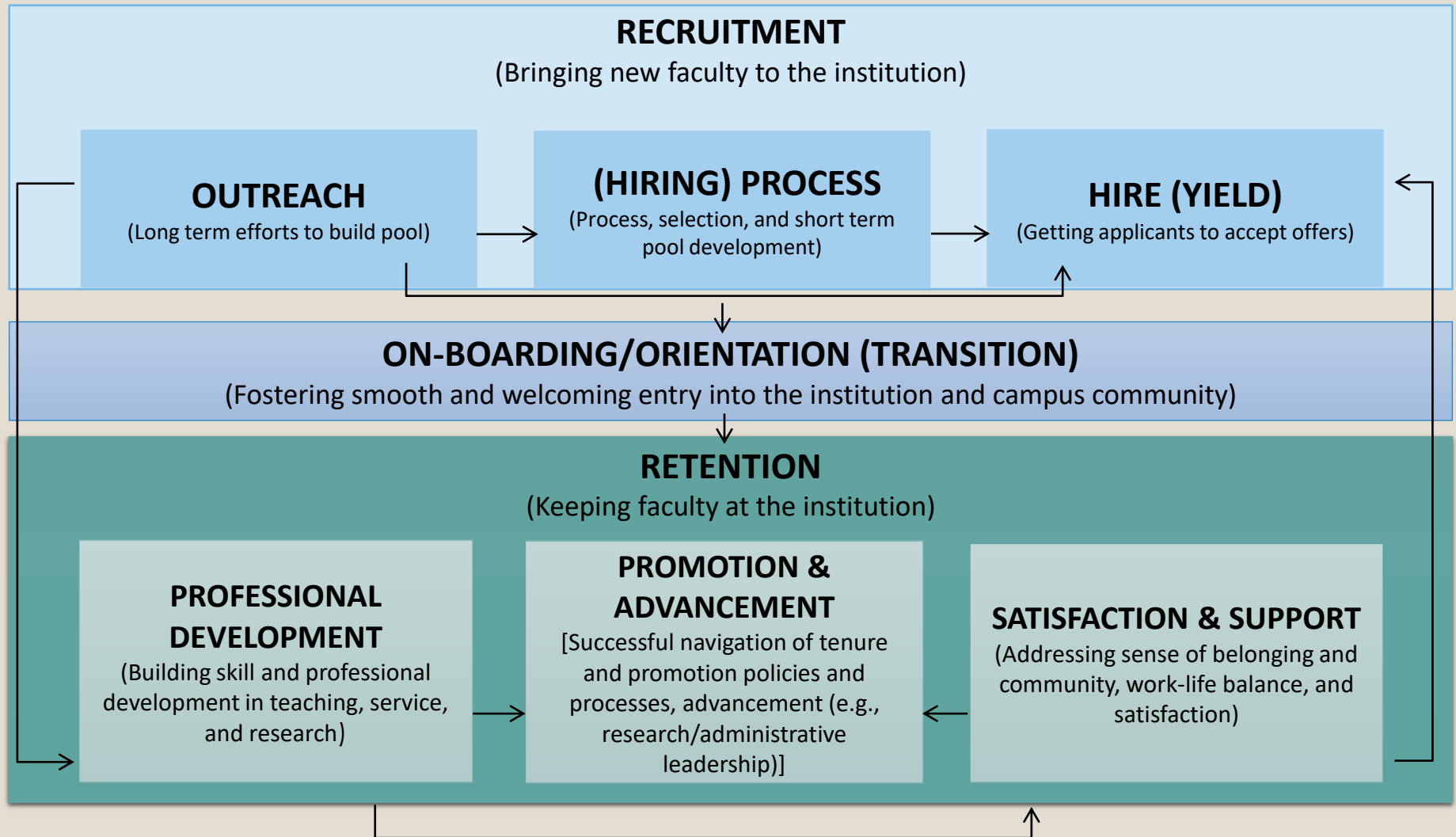
○ PROMOTION & ADVANCEMENT

- Specific to challenges navigating the tenure and advancement process (Fox & Colatrella, 2006; Tierney & Bensimon, 1996)
- Lack of clarity and consistency in policy (Fox & Colatrella, 2006; O'Meara, 2011; Piercy et al., 2005)
- Bias and challenges in consistent evaluation, with limited attention to service and teaching (Hess, Gault, & Yi, 2013; O'Meara, 2011)

○ SATISFACTION & SUPPORT

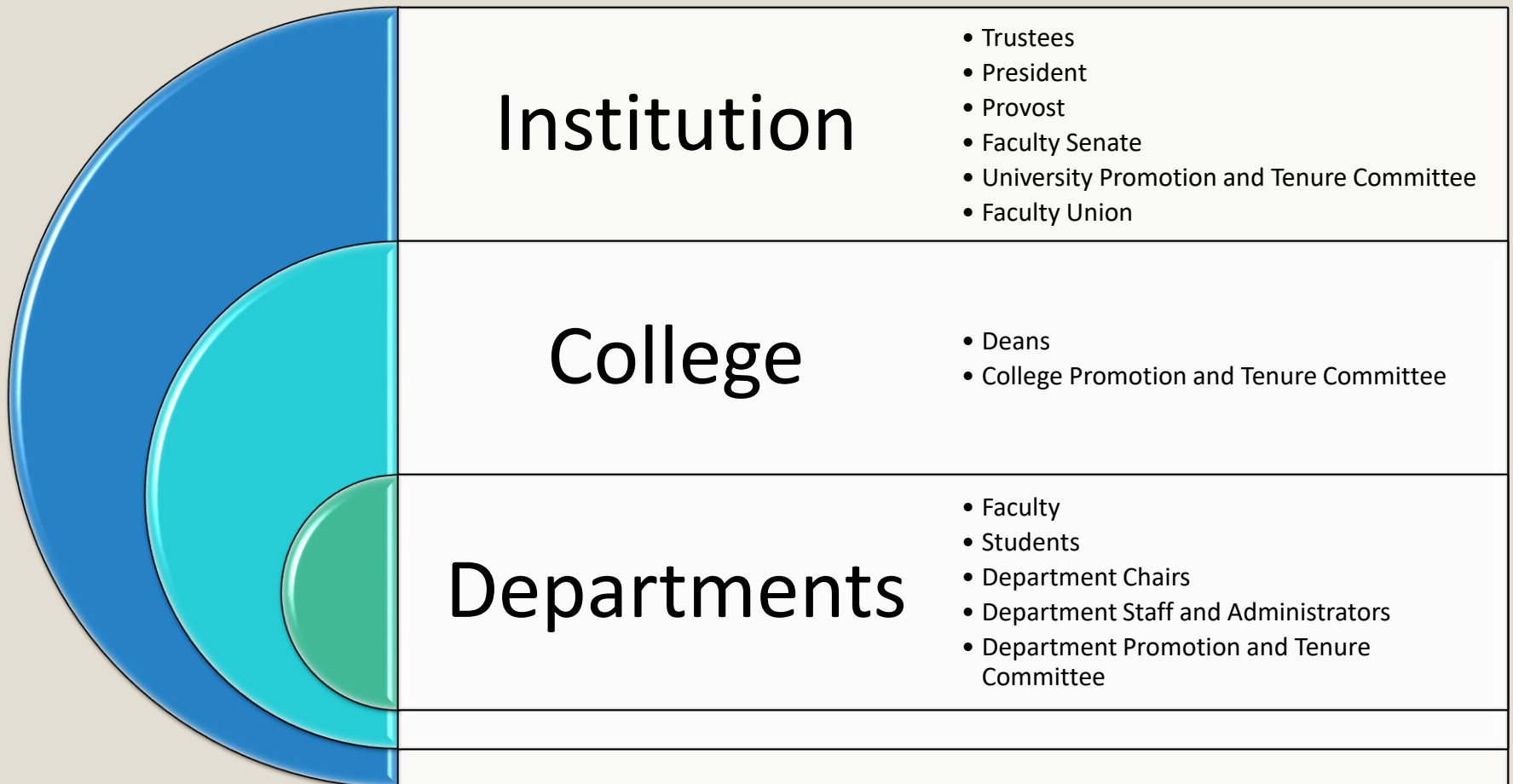
- Satisfaction with work-life is connected to intentions to leave (Rosser, 2004)
- Challenges with climate, stereotypes, bias, and discrimination can diminish sense of belonging and productivity (Blackwell, Snyder, & Mavriplis, 2009; Eagan & Garvey, 2015; Griffin et al., 2011; Jayakumar et al., 2009; Stanley, 2006; Turner et al., 2008)
- A lack of work-life balance and satisfaction with faculty life can push individuals from URG out of the academy and have negative implications for the tenure and promotion process (Perna, 2005)

EDGE Model: College Context



College Contexts are Nested

Different Actors Have Roles at Different Levels Which Influence and Shape Faculty Experiences and Strategies to Promote Diversity



II. EDGE COLLEGE SELF-ASSESSMENT Guided by Framework

- How can this model be used to guide college assessment of progress towards increasing faculty diversity?

Structure of EDGE Self-Assessment

Types of Information

- Integrates qualitative and quantitative data
- College data
 - Disaggregated by department, race, gender, rank, and status (tenure-track vs. non-tenure-track)
 - This should be done to the extent possible; however, where data are not available, it should be noted.
- Engagement in practices (yes/no and open ended responses)
- Assessments of progress and areas of improvement in implementing policies and practices

Sections of the Tool

- I. Data Collection Template
 - Quantitative data on college diversity and overarching descriptive data on faculty hiring and departures (up to 5 years)
- II. Promising Practices Questionnaire
 - Efforts to promote faculty diversity
 - Questions assessing engagement in specific activities
 - Evaluation information on effectiveness of Practices
 - Reflection on strategies
 - Open ended responses that allow institutional leaders to reflect on process, progress, and areas for continued growth and development

EDGE Self Assessment Overview: Data Collection Template

College of Engineering Tenure-Line Faculty Diversity

2020-2021 Academic Year

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	Gender	African American	American Indian	Asian American	Pacific Islander/ Native Hawaiian	Hispanic/ Latina/ o/x	White	Multiracial (i.e., 2 or more)	Unknown	International	Total
		Number	Number	Number	Number	Number	Number	Number	Number	Number	Number

Tenured and Tenure Track

Assistant	Women										
	Men										
	Gender non-binary										
Associate	Women										
	Men										
	Gender non-binary										
Full	Women										
	Men										
	Gender non-binary										

2019-2020 Academic Year

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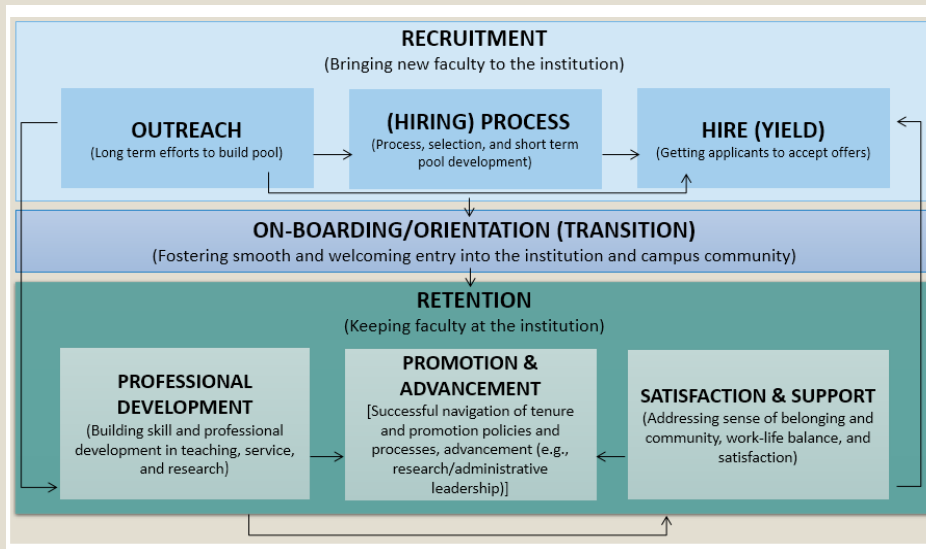
	Gender	African American	American Indian	Asian American	Pacific Islander/ Native Hawaiian	Hispanic/ Latina/ o/x	White	Multiracial (i.e., 2 or more)	Unknown	International	Total
		Number	Number	Number	Number	Number	Number	Number	Number	Number	Number

EDGE Self Assessment Overview: Promising Practices Questionnaire

COLLEGE CONTEXT					
Question	N/A	No	Yes	Evaluation Data on Effectiveness of Practice	Comments
1. Is diversity and/or equity mentioned in the university mission statement? (If yes, how has this statement been leveraged to explore gender diversity and equity?)					
2. Did/does the university have an National Science Foundation-funded ADVANCE program? (If yes, please comment on how active the college has been with the program and consider what ADVANCE resources might be useful for the faculty gender diversity, equity, and inclusion change work.)					
3. Has there been recent (last 3 years) public discussion in the college focused on faculty gender diversity?					
4. Has the College of Engineering Advisory Board clearly articulated a commitment to or goals related to faculty gender diversity, equity, and inclusion?					
5. Does the college have a diversity plan? (If yes, comment on whether the plan "articulates the definition and the vision of diversity and inclusiveness for the college; assesses its need or justification; provides a statement of priorities and goals; commits to equity, implicit bias and inclusion training across the school; defines accountability; and provides the means of assessing the plan through such ways as surveys" (2017 ASEE Deans Diversity Pledge)					
5a. If yes, the college does have a diversity plan, does the plan specifically address diversity, equity, and inclusion as pertains to all faculty women?					
5b. If yes, the college does have a diversity plan, did the Dean's Office solicit input from multiple entities in developing the college diversity plan? (e.g., Commission on the Status of Women? Faculty from historically disadvantaged groups?)					
6. Is/are there college-level committee(s), working group(s), or task force(s) charged with exploring and addressing, in whole or in part, gender diversity, equity, and inclusion issues?					
7. Do you have an associate dean, or senior level administrator reporting to the dean, tasked, in whole or in part, with developing and directing college-level faculty gender diversity, equity, and inclusion initiatives?					
8. Does the college require mandatory training, which includes in whole or in part, faculty gender diversity, equity, and inclusion related information? [If so, please					

Questionnaire Content

College Model for Increasing Faculty Diversity



- Each section of the College Promising Practices Questionnaire aligns with a dimension of the model
- 4 questionnaire sections:
 - College Context
 - Recruitment [Outreach, Hiring (Process), and Hire (Yield)]
 - On-boarding/Orientation (Transition)
 - Retention (Professional Development, Promotion & Advancement, and Satisfaction & Support)
- 1 reflection section documenting strengths, challenges, and next steps

Questionnaire: College Context

1. Is diversity and/or equity mentioned in the university mission statement (if yes, how has this statement been leveraged to explore gender diversity, equity, and inclusion at the college level?)
2. Did/does the university have an National Science Foundation-funded ADVANCE program? (If yes, please comment on how active the college has been with the program and consider what ADVANCE resources might be useful for the faculty gender diversity, equity, and inclusion change work.)
3. Has there been recent (last 3 years) public discussion in the college focused on faculty gender diversity?
4. Has the College of Engineering Advisory Board clearly articulated a commitment to or goals related to faculty gender diversity, equity, and inclusion?
5. Does the college have a diversity plan? (If yes, comment on whether the plan "articulates the definition and the vision of diversity and inclusiveness for the college; assesses its need or justification; provides a statement of priorities and goals; commits to equity, implicit bias and inclusion training across the school; defines accountability; and provides the means of assessing the plan through such ways as surveys" (2017 ASEE Deans Diversity Pledge)
 - a) If yes, does the plan specifically address diversity, equity, and inclusion as pertains to all faculty women?
 - b) If yes, did the Dean's Office solicit input from multiple entities in developing the college diversity plan? (e.g., Commission on the Status of Women? Faculty from historically disadvantaged groups?)
6. Is/are there college-level committee(s), working group(s), or task force(s) charged with exploring and addressing, in whole or in part, gender diversity, equity, and inclusion issues?
7. Do you have an associate dean, or senior level administrator reporting to the dean, tasked, in whole or in part, with developing and directing college-level faculty gender diversity, equity, and inclusion initiatives?
8. Does the college require mandatory training, which includes in whole or in part, faculty gender diversity, equity, and inclusion related information? [If yes, please comment on the intended audience(s) for the training (e.g., administrators, department heads/chairs, faculty, new hires, staff, students)]
9. Have you completed a college-wide assessment or survey that contains questions specific to experiences and satisfaction of faculty women in the past 3 years, OR reviewed college-level data specific to experiences and satisfaction of women faculty from a campus-wide climate assessment in the past 3 years?
10. Does the college record the number of women/women-of-color faculty who are invited to visit the College to give talks as distinguished lecturers or scholars?

Questionnaire:

Recruitment-Outreach

1. Are there formal relationships between the colleges (or departments) and other colleges (or departments) or organizations, creating opportunities to interact with and recruit diverse women faculty (e.g. postdoctoral programs, exchange programs, summer research appointments)?
2. Does the college/department actively support faculty networking at places where they will interact with or learn about diverse women candidates (e.g. travel funds, stipends to attend a conference for women or underrepresented engineers)?
3. Have specific departments or the college developed structured relationships with industry partners that have been leveraged to recruit prospective female applicants from diverse backgrounds for faculty positions?
4. Is the college participating, either alone or in collaboration with other colleges, in a structured postdoctoral program that aims to increase women (e.g., URG and white) in the professoriate?
5. Have you developed and implemented strategic initiatives to recruit recent female alumni that have not yet established their reputations at other institutions?
6. Is there a senior administrator at the college level responsible for coordinating outreach efforts or outreach programs, independent of individual searches?
7. Have you developed and implemented strategic initiatives to maintain relationships with alumni to recruit them or their students?

Questionnaire:

Recruitment—(Hiring) Process

1. Are search chairs explicitly required to participate in diversity and inclusion training (e.g., implicit bias, selection bias etc.) (If yes, please comment on whether the training explicitly addresses gender bias, and bias based on the intersectionality of gender and race.)
2. Does your college require mandatory diversity and inclusion training (e.g., implicit bias, selection bias etc.) for search committee members? (If yes, please comment on whether the training explicitly addresses gender bias, and bias based on the intersectionality of gender and race.)
3. Are search committees required to submit their recruitment plans and strategies to address diversity of the pool to the College or institution for approval?
4. Are search committees given guidance on how to assess candidates based on standard and non-standard metrics of success (e.g. contribution to campus diversity, community engagement, inclusive pedagogy)?
5. Have cluster hires been used as a strategy to increase gender diversity in the college?
6. Is there a centrally organized program that allows departments to engage in “target of opportunity hires,” or recruit scholars that can contribute to college and/or departmental diversity goals? (If yes, has this been used to support the hire of female faculty?)
7. Are there college level incentives offered by the Dean to increase diversity in faculty hiring? (If yes, has this been used to support the hire of female faculty?)

Questionnaire: Recruitment—Hire (Yield)

1. Do you track effectiveness of offers and hiring strategies through an assessment of yield data? (If yes, please comment on whether you analyze by gender? Intersectionality of gender and race?)
2. Is information formally collected on why offers are not accepted? (If yes, please comment on whether you analyze by gender? Intersectionality of gender and race?)
3. Is information formally collected on why offers are accepted? (If yes, please comment on whether you analyze by gender? Intersectionality of gender and race?)
4. Are opportunities to connect with affinity groups (e.g. women faculty, Black faculty, Hispanic, Native American, Lesbian associations) on campus and in the community offered to prospective hires and incorporated into the recruitment process?
5. Is there a website, office, or resource guide that offers information regarding the surrounding community that is widely shared with prospective hires?
6. Is there an administrator and/or employee responsible for assisting partners with job searches and securing employment?

Questionnaire:

On-Boarding/New Faculty Orientation

1. Is there a college-level new faculty orientation? (If yes, please comment on any opportunity for affinity groups to gather--e.g., women, people of color...)
2. Are new faculty provided with access to mentors prior to beginning their academic appointment?
3. Are there opportunities for new faculty to apply for institutional funding or seed grants prior to beginning their academic appointment? (If so, have the data on the recipients been analyzed by gender? Intersectionality of gender and race?)?
4. Are there centrally organized opportunities for new faculty to participate in professional development activities and/or workshops prior to beginning their academic appointment? (If yes, are there any professional development opportunities/programs specific to women?)
5. Is there a website, resource guide, or office which addresses common concerns for new faculty? (e.g. housing, spousal employment, schools, childcare, work-life policies)
7. Is there a website, resource guide, or office which addresses common concerns for new faculty?

Questionnaire: Retention—Professional Development

1. Does the college offer college-wide formal mentoring programs/policies/guidelines and/or other career development supports for faculty women, with special considerations for intersectionality issues (e.g., race/ethnicity, class, disability etc.) (*Note: examples may include leadership training programs for women/women of color faculty, tenure and promotion preparation programs, University-sponsored opportunities for networking, or opportunities to showcase research.*)
2. Does the college offer college-wide mentoring programs/policies/ guidelines and/or other career development supports for associate professor women, with special consideration for intersectionality issues (i.e., race/ethnicity, class, disability, etc.)
3. Does the college offer mentors centrally organized opportunities to participate in training or get access to resources to improve their practice? Does the training specifically address issues related to identity (e.g., women, women of color, class, disability, etc.)
4. Does the college evaluate, who mentors are mentoring, and whether the burden of mentoring is equitable across diverse faculty members?
5. Are there incentives offered to senior faculty to serve as mentors? (If yes, is the information analyzed by gender to see who is receiving support for mentoring, and by whom?)
6. Does the college offer centrally organized opportunities and/or incentives for senior faculty to support and collaborate with junior faculty on writing and research? (If yes, is the information analyzed by gender to see who is receiving support for mentoring?)
7. Are there college-level opportunities to apply for and receive:
 - a) pre-tenure leave/sabbatical? (If yes, has recipient data been analyzed by gender? Intersectionality of gender and race?)
 - b) small grants/seed funding? (If yes, has recipient data been analyzed by gender? Intersectionality of gender and race?)
 - c) summer research awards and stipends? (If yes, has recipient data been analyzed by gender? Intersectionality of gender and race?)
8. Are there centrally organized opportunities and resources available which address the unique challenges that disproportionately affect:
 - a) Women faculty (e.g., underrepresented minority status, dual-career partners. Dependent care support, etc.)
 - b) Women faculty from historically marginalized groups (i.e., Black, American Indian, Latina, or Native Hawaiian/Pacific Islander?) (e.g., isolation, biases, incivility etc.)
9. Do you collect data on faculty use of support services and professional development resources (e.g., scholarly writing, grant writing, teaching, mentoring and advising, engagement in institutional, professional, and community service, navigating institutional policies and culture, balancing teaching, research, and service obligations)? (If yes, has the data been analyzed by gender? Intersectionality of gender and race?)small grants/seed funding?
10. Do you collect data on faculty satisfaction with availability and quality of support services and professional development resources (e.g., scholarly writing, grant writing, teaching, mentoring and advising, engagement in institutional, professional, and community service, navigating institutional policies and culture, balancing teaching, research, and service obligations)? (If yes, has the data been analyzed by gender? Intersectionality of gender and race?)

Questionnaire: Retention—Promotion

1. Is there a centrally organized yearly review process, where faculty discuss their progress towards promotion and/or tenure with their department chair or dean?
2. Are there published guidelines that clearly communicate the criteria and necessary benchmarks candidates must achieve to receive tenure and/or promotion?
3. Are there centrally organized measures in place to ensure that all faculty have access to:
 - a) specific departmental guidance and support in navigating the guidelines for tenure and promotion?
 - b) Workshops and information sessions?
 - c) Online resources and manuals?
 - d) Sample tenure and promotion materials?
4. Is there a formal way to evaluate and incorporate a professor's contribution to college diversity goals and initiatives in their promotion and tenure review?
5. Are promotion and tenure committees required to participate in diversity and inclusion training (e.g., implicit bias, selection bias etc.) (If yes, please comment on whether the training explicitly addresses gender bias; and bias based on the intersectionality of gender and race.)
6. Are promotion and tenure committees required to submit written summaries of their meetings and deliberations?
7. Are tenure and promotion committees provided with information and guidance about:
 - a) how to balance feedback from student evaluations, peer evaluations, and other indicators in assessing teaching quality (especially given research on gender and race/ethnicity bias in student and other evaluations)?
 - b) criteria that can be used in assessing scholarly productivity and impact, possible gendered implications of those measures, and how those criteria should be weighted in the process?
 - c) the value of and how to consistently assess engagement in service and community action?
 - d) the unique challenges faced by women and other underrepresented faculty and issues related to campus climate (e.g., classroom incivility, isolation, micro/macro-aggressions, “chilly” and unwelcoming climate)?

Questionnaire: Retention—Advancement

1. Does your college offer a formal, college-wide leadership development program for faculty who seek to be promoted to department chairs or deans? (If yes, is engagement data analyzed by gender?)
2. Does your college offer a formal, college-wide orientation/training/professional development for chairs and deans on issues of gender diversity, equity, and inclusion?
3. Does your college offer a formal, college-wide program for training department chairs and deans regarding family leave policies (e.g., dual career hiring practices, stop-the-tenure clock, moderated duties, dependent-care support)?

Questionnaire:

Retention—Satisfaction & Support

1. Have faculty had the opportunity to participate in surveys or assessments assessing climate, satisfaction, and/or workload? (If so, has the data been analyzed by gender, race/ethnicity etc.?)
2. Have data collected through surveys of faculty climate, satisfaction, or workload been used to develop new policies, procedures and/or programs to promote faculty satisfaction, especially those who are underrepresented such as women, and/or people of color?
3. Does your college offer policies and/or procedures for:
 - a) paid parental or family leave?
 - b) stopping or slowing the tenure clock?
 - c) faculty to have modified duties (e.g., teaching relief) to take care of dependents (e.g., child/ren, relatives, elders...)?
 - d) faculty to have research support while taking care of dependents (e.g., child/ren, relatives, elders)?
 - e) locating child or elder care services?
 - f) on-campus childcare resources?
 - g) grants to cover dependent care costs when faculty must travel for scholarly reasons?

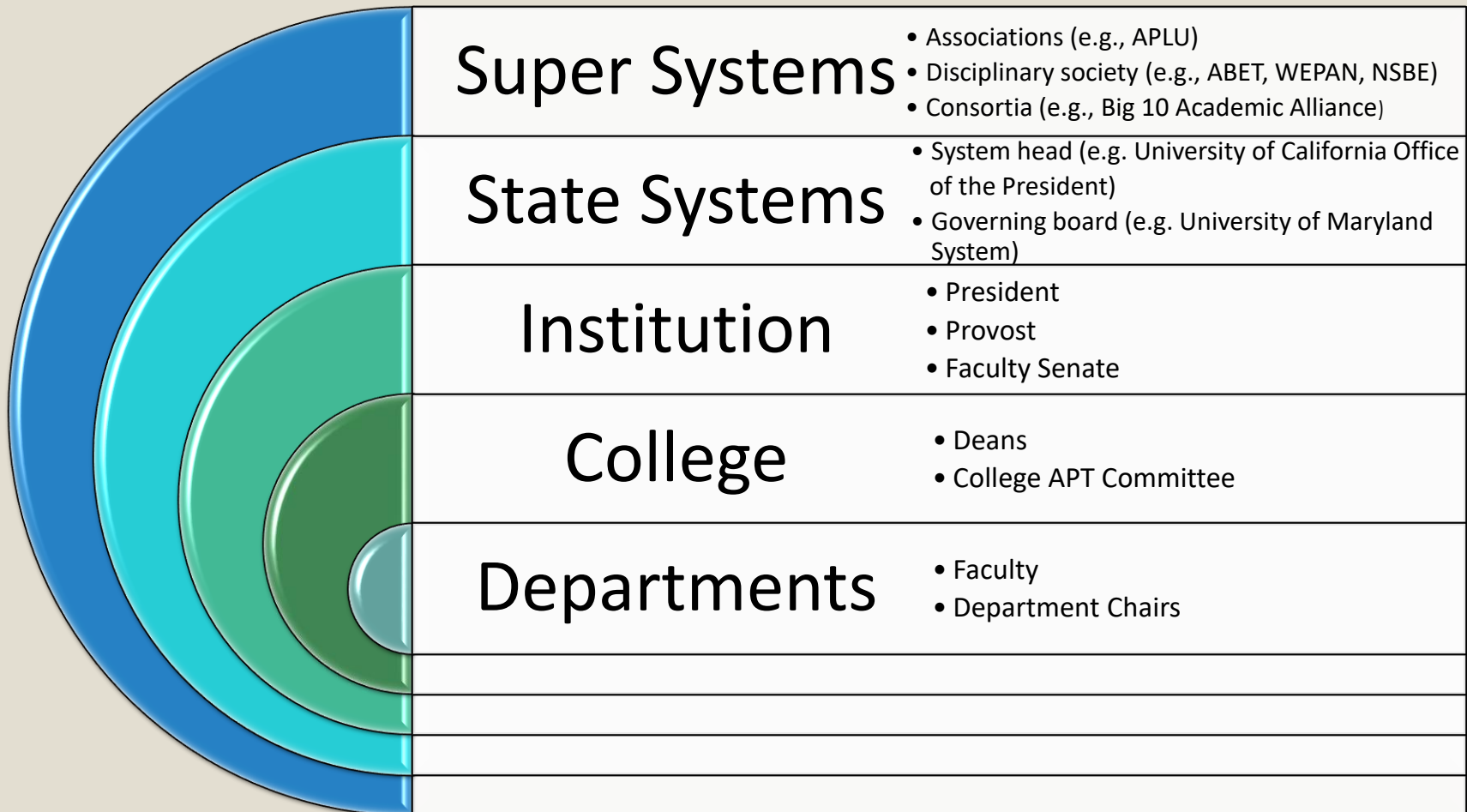
Reflection on Strategies

1. What are the strongest/most effective strategies, policies, and programs that you have instituted in regards to faculty gender diversity, equity, and inclusion (DEI) in:
 - Recruitment (at the institutional, college, and departmental levels)
 - Onboarding/New Faculty Orientation (Transition) (at the institutional, college, and departmental levels)
 - Retention (at the institutional, college, and departmental levels)
2. Where has your institution struggled, missed opportunities, or faced challenges in regards to faculty gender DEI in :
 - Recruitment (at the institutional, college, and departmental levels)
 - Transition (at the institutional, college, and departmental levels)
 - Retention (at the institutional, college, and departmental levels)
3. Based on your self assessment, what steps will you take to address the faculty gender DEI challenges you've uncovered?
 - Recruitment (at the institutional, college, and departmental levels)
 - Transition (at the institutional, college, and departmental levels)
 - Retention (at the institutional, college, and departmental levels)
4. What additional data or information do you need to collect to better understand the state of faculty gender DEI on your campus?
 - Recruitment (at the institutional, college, and departmental levels)
 - Transition (at the institutional, college, and departmental levels)
 - Retention (at the institutional, college, and departmental levels)

III. Engaging in Collective Impact

- How can organizations outside of the college/institution support college-level efforts to increase faculty diversity?

Colleges Are Nested in a Larger Framework of Organizations



Engagement of State and Super Systems to Promote Gender DEI

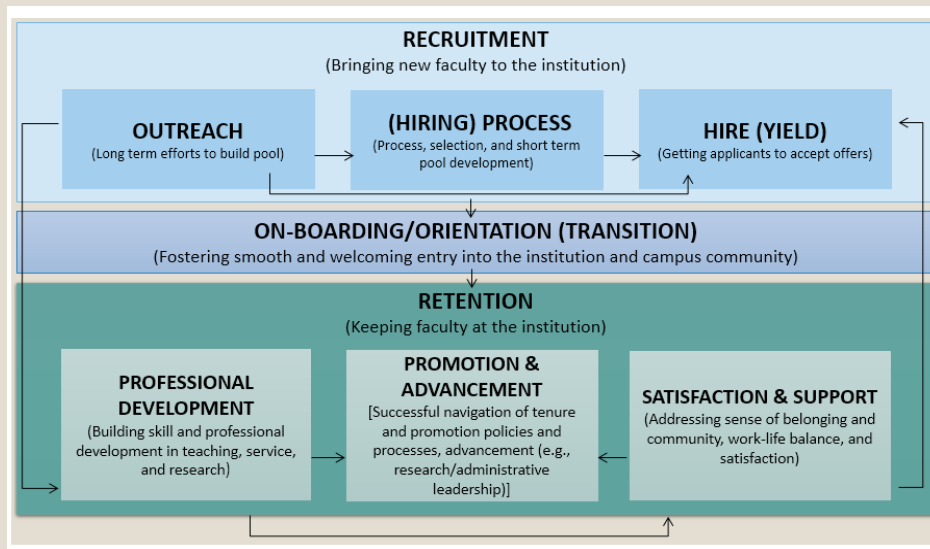
- Several aspects of the model may be hard to shape directly at the Super System level (e.g., hiring decisions, APT decisions, transition activities)
- However, there are areas that larger systems external to campuses may have greater success (e.g., outreach, skill development)
- Our tool highlights potential levers, as well as areas of college responsibility in the process
 - It is important to assess current practice and aggregation for a resource guide.
 - We also encourage creative thinking about the unique strengths and scope of these organizations and how they can play a role in institutional success.

Super Systems: Opportunities for Influence

1. Outreach
 - Develop large postdoctoral programs serving multiple institutions in a super system or network
2. Satisfaction and Support
 - Build formal networks for faculty to connect and support each other (e.g., Kerry Ann Rockquemore's National Center for Faculty Development & Diversity)
3. Skill Development
 - Funding opportunities to support seed grants
 - Larger conferences and meetings to support teaching skills
4. Hiring, Yield, Transition, and Advancement
 - Super systems can provide tools and resources to guide best practice

State Systems: Opportunities for Influence

College Model for Increasing Faculty Diversity



1. Outreach
 - Maintain a database of system doctoral alumni, area of study, productivity, and area of employment
2. Satisfaction and Support
 - Host summer conferences and retreats that allow faculty system-wide to connect
3. Skill Development
 - Create programs that foster collaboration between junior and senior scholars within the larger system
4. Hiring, Yield, Transition, and Advancement
 - System level policies that promote consistency across institutions within the group
 - APT processes
 - Implicit bias training



Other EDGE Resources

- ✓ Sign the [ASEE Engineering Dean's Diversity Pledge](#) (contact Geraldine Gooding, G.Gooding@asee.org)
- ✓ Review the EDGE Website: <https://edge.asee.org/>
 - Try the EDGE Graphic Explorer APPs (20 years of ASEE Profiles data)
 - Women Engineering Faculty shinyapps.asee.org/apps/EDGE/
 - URM Women Engineering Faculty shinyapps.asee.org/apps/EDGE%20URM/
 - Check out the EDGE Toolkit & Resources
 - Use the EDGE College Self-Assessment Tool
 - Review the EDGE Workshops & Webinars
 - For example, learn more about the [Faculty Workload and Rewards Project](#)
- ✓ Review the 2021 EDGE Deans Survey Results
- ✓ Consider applying for the [ASEE Deans Recognition Program](#)

EDGE Questions?



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Thank YOU!