ADVANCE
EQUITY, DIVERSITY, EXCELLENCE
INITIATIVE (EDEI)

2016-2017 REPORT

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College of Science
Ivan Allen College
College of Engineering
College of Computing
College of Design
Scheller College of Business

CREATING THE NEXT®
Outline

Overview of ADVANCE program including 2016/17 highlights

Review of Hiring and Retention Data & Recommendations

Results from ADVANCE advisor-graduate student affinity study

Recommendations for 2017/18
ADVANCE Program

Network of professors to support the community and advancement of women and minorities in academia.

Goal: develop systemic and institutional approaches that increase the representation, full participation, and advancement of women and minorities in academic STEM careers.

Strategies
1. Advocate for diversity, equity, and inclusion.
2. Advise campus leadership on policy and structure.
3. Increase awareness and reduce the impact of implicit bias.
4. Make data-driven recommendations for faculty retention, advancement, and satisfaction.
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1. Advocate for diversity, equity, and inclusion.
2. Advise campus leadership on policy and structure.
3. Increase awareness and reduce the impact of implicit bias.
4. Make data-driven recommendations for faculty retention, advancement, and satisfaction.

Active Service: Modified Duties

Georgia Tech recognizes that a faculty member may need to construct a modified work schedule for a short time due to family commitments. These circumstances — which work assignments and not the ability to undertake a full-time workload — include the birth or adoption of a child or the illness of a parent, spouse, or child.

Grad Stud/Advisor Affinity Study

QUEERING STEM Career Development for LGBTQIA Scientists & Engineers

March 28, 5:00-6:00pm
Student Center, room 320

Join us for a new conversation series on the experiences of LGBTQIA graduate students, postdocs, researchers, and faculty in STEM fields. Allies are welcome.

Food and drink will be provided.

Panelists
Prof. Chloe Arson (CEE)
Prof. Anne Pollock (LMC)

For more info, contact Kim Cobb, kcobb@gatech.edu
Hussein Sayani, hsayani@gatech.edu

Brought to you by:
Georgia Tech ADVANCE Program
LGBTQIA Resource Center

Diversity Survey Results
August 2017

The Colors of Money

Social Media: Engaging for impact in STEM fields

Dr. Paige Jarreau
Science Communication Specialist, NASA

Graduate Students and Faculty Diversity and Inclusion Fellows Program

Welcome > Home > Diversity and Inclusion Fellows Program

Georgia Tech Diversity

Institute of Integrative Studies

Georgia Tech

Creating the Next
Overview of Hiring Data
Offers and hires by rank

Aggregate Offers in 2017

A. 
- Asst prof.:
  - URM Women: 3%
  - Non-URM Women: 3%
  - URM Men: 35%
  - Non-URM Men: 8%
- Assoc. prof.:
  - URM Women: 2%
  - Non-URM Women: 2%
  - URM Men: 6%
  - Non-URM Men: 8%
- Full prof.:
  - URM Women: 2%
  - Non-URM Women: 0%
  - URM Men: 2%
  - Non-URM Men: 8%

N=63

Aggregate Hires in 2017

B. 
- Asst prof.:
  - URM Women: 6%
  - Non-URM Women: 24%
  - URM Men: 30%
  - Non-URM Men: 9%
- Assoc. prof.:
  - URM Women: 3%
  - Non-URM Women: 3%
  - URM Men: 9%
  - Non-URM Men: 9%
- Full prof.:
  - URM Women: 3%
  - Non-URM Women: 3%
  - URM Men: 9%
  - Non-URM Men: 9%

N=33
Progress Last Three Years

% Female Offers all Colleges, 2015-17

<table>
<thead>
<tr>
<th>Year</th>
<th>Assistant Prof</th>
<th>Associate Prof</th>
<th>Full Prof</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>23%</td>
<td>4%</td>
<td>1%</td>
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<tr>
<td>2016</td>
<td>28%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>2017</td>
<td>33%</td>
<td>5%</td>
<td>2%</td>
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</table>

% Female Hires all Colleges, 2015-17

<table>
<thead>
<tr>
<th>Year</th>
<th>Assistant Prof</th>
<th>Associate Prof</th>
<th>Full Prof</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>21%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>2016</td>
<td>24%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>2017</td>
<td>30%</td>
<td>6%</td>
<td>6%</td>
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</table>

% URM Offers all Colleges, 2015-17

<table>
<thead>
<tr>
<th>Year</th>
<th>Assistant Prof</th>
<th>Associate Prof</th>
<th>Full Prof</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>2016</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>2017</td>
<td>2%</td>
<td>2%</td>
<td>11%</td>
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</table>

% URM Hires all Colleges, 2015-17

<table>
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<tr>
<th>Year</th>
<th>Assistant Prof</th>
<th>Associate Prof</th>
<th>Full Prof</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>2016</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>2017</td>
<td>15%</td>
<td>9%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Female and URM Progress in STEM

% Female Offers in STEM Colleges, 2015-17

- 2015: 22% (Assistant Prof), 3% (Associate Prof), 3% (Full Prof)
- 2016: 22% (Assistant Prof), 6% (Associate Prof), 2% (Full Prof)
- 2017: 30% (Assistant Prof), 20% (Associate Prof), 5% (Full Prof)

% Female Hires in STEM Colleges, 2015-17

- 2015: 22% (Assistant Prof), 6% (Associate Prof), 2% (Full Prof)
- 2016: 20% (Assistant Prof), 23% (Associate Prof), 5% (Full Prof)
- 2017: 23% (Assistant Prof), 14% (Associate Prof), 5% (Full Prof)

% URM Offers in STEM Colleges, 2015-17

- 2015: 5% (Assistant Prof), 2% (Associate Prof), 3% (Full Prof)
- 2016: 3% (Assistant Prof), 5% (Associate Prof), 2% (Full Prof)
- 2017: 9% (Assistant Prof), 6% (Associate Prof), 5% (Full Prof)

% URM Hires in STEM Colleges, 2015-17

- 2015: 3% (Assistant Prof), 6% (Associate Prof), 9% (Full Prof)
- 2016: 14% (Assistant Prof), 14% (Associate Prof), 5% (Full Prof)
- 2017: 9% (Assistant Prof), 14% (Associate Prof), 5% (Full Prof)

CREATING THE NEXT®
Overview of Retention Data
Retention Outcomes

Successful Retention Cases / College, 2015-17

A.

Unsuccessful Retention Cases / College, 2015-17

B.
Observations

- **Hiring**
  Notable progress for URM in hiring data
  Recruiting URM more successful than previous years
  Hiring data for women in STEM stagnant

- **Retention**
  Some units challenged to retain women, URM
  Women/URMs make up a greater % of unsuccessful retentions than successful retentions
Recommendations

- Interviews to understand recruitment success and failures
- Exit interviews to understand retention outcomes: positive and negative
Beyond the Averages:
1. EDEI Data Quality
ADVANCE profs uncovered data inaccuracies across multiple colleges (now fixed):

- One college under-reported offers by 50%
- One school had 100% of the 3 hires miscategorized

Reports are uneven. There were some inconsistencies between quantitative and non-quantitative responses.
Beyond the Averages:

2. Unit-level data
Question: Should 4 offers made to non-URM males in 1 year raise a red flag?
Question:
Even when we are mindful of diversity in hiring, is that true at all ranks?

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
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<tbody>
<tr>
<td></td>
<td>URM</td>
<td>Non-URM</td>
<td>URM</td>
<td>Non-URM</td>
</tr>
<tr>
<td><strong>(optional) # of candidates interviewed via skype or at a conference, if this is a formal stage of the search process</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td>0/0/0/1</td>
<td>0/0/0/2</td>
<td>0/0/0/2</td>
<td>0/0/0/2</td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/2</td>
</tr>
<tr>
<td>Full Prof.</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/2</td>
</tr>
<tr>
<td><strong># of candidates interviewed on campus for</strong></td>
<td></td>
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<tr>
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<td>3/0/0/2</td>
<td>7/6/0/2</td>
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<tr>
<td>Assoc. Prof.</td>
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<td>0/0/0/0</td>
<td>1/0/0/0</td>
<td>0/0/0/2</td>
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<tr>
<td>Full Prof.</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/2</td>
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<tr>
<td><strong># of offers given</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>2/0/0/2</td>
<td>1/0/0/1</td>
<td>3/4/0/1</td>
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<td>Assoc. Prof.</td>
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<tr>
<td>Full Prof.</td>
<td>0/0/0/0</td>
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<td>0/0/0/0</td>
<td>0/0/0/2</td>
</tr>
<tr>
<td><strong># of offers accepted</strong></td>
<td></td>
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<tr>
<td>Asst. Prof.</td>
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<td>0/0/0/0</td>
<td>0/0/0/1</td>
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<tr>
<td>Assoc. Prof.</td>
<td>1/0/0/0</td>
<td>0/0/0/0</td>
<td>1/0/0/0</td>
<td>0/0/0/0</td>
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<tr>
<td>Full Prof.</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/0</td>
<td>0/0/0/1</td>
</tr>
</tbody>
</table>
Recommendations

2. Faculty

- Focus on “bringing up the bottom” in each college; include school-level data in EDEI report

- Empower Deans to provide “check & balance” on faculty hires (e.g. greater diversity on short lists; flag >2 non-URM male hires/yr in any unit)

- Address diversity at all ranks and all positions, especially at senior rank & leadership posts

- Improve EDEI data quality
Last year’s discussion: PhD Student Demographics
“Dynamic Duos”
Alumni Magazine, Summer 2017
PhD student - Advisor Affinity Study

**MALE ADVISORS**

**FEMALE ADVISORS**

**COS**

- **Male URM**
- **Female URM**
- **Female non-URM**
- **Male non-URM**

PhD Recipients AY 2008 – AY 2017
PhD student - Advisor Affinity Study

**MALE ADVISORS**

- COS
- COE
- COC

**FEMALE ADVISORS**

- COS
- COE
- COC

PhD Recipients AY 2008 – AY 2017
Observations

- **Female faculty advise a larger % of female** graduate students and larger % of **URM** graduate students in STEM units

- **Hiring more female faculty**, while encouraging male faculty to **diversify groups** would improve climate for female and URM graduate students
Conclusions and Recommendations
Recommendations

1. Graduate Students

- Monitor **graduate student diversity** offers centrally

- **Create incentives** for faculty who advise diverse groups, including fellowships for minority students

- **State clear aspirational goals** for graduate student and faculty diversity and report on progress at Inst. address, as currently done for UG students
  
  Ex: “work towards gender parity by 2030”

- Encourage creation of **Graduate Student Diversity Councils** (COS beginning in Fall 2017)
Recommendations

2. Faculty

- Focus on “bringing up the bottom” in each college; include school-level data in EDEI report

- Empower Deans to provide “check & balance” on faculty hires (e.g. greater diversity on short lists; flag >2 non-URM male hires/yr in any unit)

- Address diversity at all ranks and all positions, especially at senior rank & leadership posts

- Improve EDEI data quality
Recommendations

2. Faculty (cont.)

- Include **diversity** (and a **diversity statement**) as an evaluation criterion in:
  1. academic faculty applications
  2. RPT package
  3. senior leadership applications
  4. annual evaluations

- **Clarify** process / timeline for “**Target of Opportunity**” hires; prioritize excellent diversity candidates whenever possible
Recommendations

3. Institution

- Create “Diversity Scorecard” for Colleges to track progress towards implementation of specific recommendations
  (Also for Institution to track campus diversity/inclusion)

- Require IRIs and Centers to incorporate diversity into their leadership, program activities, strategic planning

- Feedback on diversity and discussions of goals from Provost → Dean, Dean → Chair, Chair → Faculty would accelerate best practices across all levels
Questions & Discussion