



Compare How Your Workshop Aligns with the Core Values of LEAD Workshops

LEAD-it-Yourself! (LiY!) is an online toolkit to help individuals host their own Leadership Excellence for Academic Diversity (LEAD)-inspired workshops. LEAD was a series of national leadership workshops for department chairs, deans, and emerging leaders in science, technology, engineering, and mathematics (STEM) to advance faculty diversity and inclusion. These workshops were organized by the University of Washington ADVANCE Center for Institutional Change and addressed departmental and university culture and faculty professional development. Participants learned practical strategies and tools for improving department culture and climate, explored the impact of unintended and unconscious bias on women and underrepresented minority faculty, and addressed issues such as faculty recruitment and retention, evaluation, mentoring, conflict resolution, and leadership. While UW ADVANCE no longer offers LEAD workshops, the LiY! online toolkit (www.advance.uw.edu/liy) can assist others in creating their own LEAD-like workshop.

This document will help you assess how well your workshop practices align with LEAD core values. Core programmatic values of LEAD workshops included maximizing participant engagement, learning from peers, and weaving diversity and inclusion into all topics and sessions.

Alignment of Your Workshop Practices with LEAD Core Values			
Instructions			
<ul style="list-style-type: none"> ▷ Note the Workshop Characteristics in the left-hand column. ▷ Then determine how closely your workshop practices align with the LEAD Core Values by examining the three columns to the right. ▷ Decide whether you would like to revise future workshops based on best practices described below. 			
Workshop Characteristics	Alignment with LEAD Core Values		
	Limited	Moderate	Optimal
Participants/Attendees	<ul style="list-style-type: none"> ▷ Chairs, Deans, Faculty, Postdocs, and graduate students. ▷ Participants from a wide array of positions, and with different challenges and concerns, making it difficult to focus the conversation on actionable ideas. 	<ul style="list-style-type: none"> ▷ Chairs and Deans ▷ Limited to one school or college within the institutions. ▷ Participants with much in common, limiting the variety of viewpoints. 	<ul style="list-style-type: none"> ▷ Chairs, Deans, and emerging faculty leaders. ▷ Participants from similar disciplines but from multiple colleges, providing a wide variety of viewpoints. ▷ Participants who are faculty leaders identified by Chairs, helping ensure leadership succession.
Attendance	<ul style="list-style-type: none"> ▷ When less than 15% of the target audience attends (e.g., < 15 or > 100 participants), participants will have <i>limited</i> exposure to people with different experiences and advice. 	<ul style="list-style-type: none"> ▷ When 16 - 49% of the target audience attends (e.g., 15 - 30 participants), participants will have <i>some</i> exposure to people with different experiences and advice. 	<ul style="list-style-type: none"> ▷ When more than 50% of the target audience attends (e.g., 30 - 60 participants), participants will have <i>extensive</i> exposure to people with different experiences and advice.

Workshop Characteristics	Alignment with LEAD Core Values		
	Limited	Moderate	Optimal
Discipline of Participants	<ul style="list-style-type: none"> ▷ Open to all disciplines on campus. Potential conflicts over disciplinary differences in finances, budgets, norms, etc. may divert attention away from the topics of diversity and inclusion. 	<ul style="list-style-type: none"> ▷ Open to mostly STEM-focused also to other disciplines. ▷ Disciplinary differences for STEM versus non-STEM faculty may limit the applicability of shared ideas. 	<ul style="list-style-type: none"> ▷ Open to multiple STEM-focused disciplines. ▷ Near-disciplines allow shared ideas due to similar challenges among participants (e.g., low percentages of female faculty, start-up packages).
Facilitator	<ul style="list-style-type: none"> ▷ Facilitator with interest in diversity topics but may have limited diversity content knowledge. ▷ Has some facilitation experience. 	<ul style="list-style-type: none"> ▷ Facilitator with a background in diversity and inclusion, giving her or him credibility to speak to the topics at hand; the ability to draw on prior research. ▷ Has some facilitation experience. 	<ul style="list-style-type: none"> ▷ Facilitator with extensive background in diversity and inclusion, and who draws upon that knowledge when facilitating. ▷ Has facilitation experience and an ability to synthesize information. ▷ Knows the context of higher education, the campus climate, and the fields of the participants.
Workshop Timing	<ul style="list-style-type: none"> ▷ Offered over summer or vacation weeks. ▷ Fewer individuals are on campus. 	<ul style="list-style-type: none"> ▷ Offered near the end of the academic term. ▷ Participants are distracted by increasing workloads. 	<ul style="list-style-type: none"> ▷ Offered early in the academic term. ▷ Participants can fit the workshop into their schedules.
Room set up	<ul style="list-style-type: none"> ▷ Fixed furniture <i>limits</i> interaction and discussion. 	<ul style="list-style-type: none"> ▷ Some fixed and some movable furniture <i>increases</i> interactions. 	<ul style="list-style-type: none"> ▷ Movable furniture <i>maximizes</i> interactions and ability to regroup.
Incorporation of diversity	<ul style="list-style-type: none"> ▷ Mentions diversity only at the beginning of the workshop or does not connect it to the content of the workshop. 	<ul style="list-style-type: none"> ▷ Weaves diversity into all topics (e.g., faculty recruitment, mentoring, work/life balance). 	<ul style="list-style-type: none"> ▷ Weaves diversity into all topics and sessions. ▷ Includes diversity in a specific session explicitly addressing bias and diversity to create a shared vocabulary and understanding of the concepts (could be an opening session of either a workshop series or a longer workshop).
Selection of topics and speakers	<ul style="list-style-type: none"> ▷ Topics and speakers selected without consulting individuals who understand the target audience and their interests. 	<ul style="list-style-type: none"> ▷ Topics and speakers selected by consulting with a few colleagues on campus to get a sense of what participants may be interested in. 	<ul style="list-style-type: none"> ▷ Topics and speakers selected by consulting with leadership team, including Chairs and Deans to learn about effective past topics and speakers.
Speaker presentations	<ul style="list-style-type: none"> ▷ Speakers give no relevant context for their advice. ▷ Speakers present mostly in a lecture format. 	<ul style="list-style-type: none"> ▷ Speakers use a pre-made case study from the LiY! toolkit, but do not connect it to participants' own contexts. ▷ Speakers incorporate limited group discussion. 	<ul style="list-style-type: none"> ▷ Speakers share a case study based on their own experience. ▷ Speakers spend the majority of time on Q&A and discussion to create opportunities for participants to learn from each other. ▷ Speakers explicitly incorporate diversity issues into their remarks.
Speaker management	<ul style="list-style-type: none"> ▷ Speakers are allowed to present information however they choose. 	<ul style="list-style-type: none"> ▷ Speakers are sent a checklist of best practices from the LiY! toolkit. ▷ Speakers are reminded to keep their presentations short. 	<ul style="list-style-type: none"> ▷ Expectations and session format are explicitly described to speakers. ▷ Slides and information from the speakers are requested early enough to give them feedback and for them to make revisions. ▷ Presentations are limited to 3 slides.