Transforming Undergraduate Education in Engineering
Phase III: Voices on Women's Participation and Retention

June 12-13, 2015 | The W Seattle Hotel, Seattle, WA

Breakout Session II: Incentives

Incentives

- Universities
    - Deans
    - Faculty
    - Donors
    - Stuff
- State/regional/local
    - Local industries
    - Students
    - Parents
- National
    - Federal agencies
- Units of change?
    - Recognition
    - Policies (209) is negative/NFL Rosell rule is +
    - Funding
    - Drivers of change (title IX)
- Global workforce & Economy
- Theory of motivation of players may(faulty) need to be more explicit

Pre-requisites for Incentives

- Internal/external levers for recognition
- Safety to learn/fail
- Leaders' impact within their ecosystem
- Time element impacts incentive structures

What are incentives for?

- Incentives for people to become champions of changes

- Incentivizing organizations does purity achieve this?
  - Reward structure impacts this
  - What is the tipping point for an organization?
- 3-D space need to address all 3
  - Critical times to do this?
  - Asst. to associate professor
- What are incentives for universities as a whole?
  - Research funding $
  - Prestige
  - Students
  - Discovery
- Acknowledge that each university has a different business model
- Integration of diversity into the institution's business model is often a successful strategy
- Context and Missions matter (RI Model)
- Unequal weight of research, teaching and service dis –incentives exist
- Difference in disciplines/institutions
- Motivation is to change people
- Incentives are different in various parts of an institution
- Incentives for faculty
  - Recognition
  - Stipends
  - Extra grad students
- Example give at an institution where diversity was embedded in the curriculum
- Strategy and messaging of incentives
- How do the source of funding impact incentives/
- Notion of recognition external to institutions of higher education. (faculty & administrators)
  - Prof. societies
  - Strategic partners to universities (federal/state; parent/student; industries)
- What is the driver of change?
  - E.g.; tuition $
- Impact of focus/targeted federal funding for specific disciplines.
- Incentives for different levels of diversity?
  - Numerical(#s)
  - Engagement/interactions
- How to inform/share knowledge and development(do not call it training) Beyond their field
- Concern at failure/ lack of skill and lack of knowledge about where they can learn them
- Teaching; classroom knowledge/ and lack of understanding cognitive science
- Less gender/ racial positions in the academy (chief diversity officers as white males)