**Dr. Margaret Bailey:** Yeah, that sounds good.

**Dr. Malar:** Good afternoon, Margaret.

**Dr. Margaret Bailey:** Hi. Nice to be here. Thank you for the invitation.

**Dr. Malar:** It is a pleasure and honor to have you here in the advance office talking to you about your journey within Rit and also about the efforts that you have taken for the cause of women within Rit. So before we get into that, let's start talking about your own personal journey at RIT. And before, could you tell us about your academic background, what got you to where you are here as a professor of physics, mechanical engineering, extension of physics.

**Dr. Margaret Bailey:** Before in the machine. Well, I went to Penn State as an undergrad and I majored in architectural engineering and always really was interested in architecture, but Washington enjoyed math and science quite a bit, and I liked drawing, but I wasn't an artist. So it seemed like architectural engineering would be a perfect fit for me. And I loved it. Five years at Penn State, great experience. But I did wonder along that five year period why I had no female professors. I mean, I had next to none. And I went, it was five solid years of coursework. I had like two women the whole time teach me. And many of the top students in architectural engineering were women. There were only 90 of us per class and it was disproportionately women in the top ten. So in my mind, it wasn't the ability like the academic ability, but I got out of, I graduated, needed a break from academe and worked for five years, worked in mechanical engineering. Even though my degree was in architectural engineering, I did a lot of work in building mechanical systems and got professionally registered. So I'm a PE and then decided to go back for a PhD. And I did that and graduated from University of Colorado at Boulder, again in architectural engineering. But I had specialized in building the canals systems and was pretty committed to being a professor. So the seed was planted as an undergrad. And then I went back and got the PhD and wanted to my first faculty role. I thought about do I want to go to a heavy research institution? And I decided I really wanted to learn more about teaching and students, so decided to take a position that was offered to me at West Point, the United States Military Academy. Very different for me. I had no military background, but when I went for the interview, it felt like a place where I could learn a lot. And I was there for five years, learned a ton about teaching and leadership and what it was like to be in an environment which was very male dominated. **Dr. Margaret Bailey:** Engineering is male dominated, military, very male dominated.

**Dr. Margaret Bailey:** At the time, West Point had a cap on its female enrollment of 16%, I think. So it was very. An environment that very much needed more attention towards equity, gender related issues, the climate. There were some troubling aspects to that environment, I found, from what I'd hear from women cadets and what I could observe. But it was the kind of place where I couldn't have, like, created a WE at RIT there. It was a hard place for a civilian to launch a new program. You really needed to be military, and I don't even know if a military person could have launched, like, a women in type program time at West Point. And I helped them start the first SWE student section. That's the Society of Women Engineers.

And we'd have to meet in the basement of the barracks, and the other cadets wouldn't see us. They wouldn't be comfortable seeing a group of women meeting.

**Dr. Malar:** How long ago was this, if I may ask?

**Dr. Margaret Bailey:** From 98 to 2003.

**Dr. Malar:** Not long ago?

**Dr. Margaret Bailey:** No. And that was the women who were cadets in the Society of Women Engineers student section. Felt like that they really wanted to be quiet about the enrollment, you know, their participation in SWE at the time. So I was thinking seriously around, like, I want to create things. I have an entrepreneurial spirit. I wanted to create new academic programs and maybe women in type programs, and it wasn't the environment

where I could do that in. So I started looking for other opportunities, and RIT was advertising for an endowed chair in engineering, the Kate Gleason endowed chair, the first one that they offered in engineering. And they were looking for either an associate or a full professor, which is somewhat unusual. Usually they're full professor positions, but I had just gotten promoted to associate and applied and really liked this environment a lot and decided to come here in 2003. And part of that position was half of my role would be working for the dean, working with the dean and others in the dean's office on gender related activities. It was pretty open ended. But at that point, our college of Engineering had about 8% women undergrads, which was lower than the national average. Yeah, we were named. We are named for a woman. So pretty embarrassing we’d be that low. And so I decided to take the role.

**Dr. Malar:** That was kind of my next question. Engineering, being a very male, traditionally male dominated field. What unique challenges did you face as a woman in this discipline?

And how did these. How did these experiences shape you and your passion for advocating for women?

**Dr. Margaret Bailey:** Yeah, I think, you know, as an undergrad, it was more just wondering, why are there so few? I was in a great program, and I don't know if I just didn't notice things. They had just at Penn State, launched a SWE student section, and I did not participate. I didn't want to be tagged as. I just didn't. I don't think I needed it. You know, it was. I don't know. So it was brand new. I did not participate. When I worked in industry again, I was one of the only women, but I had fairly good experiences. Sometimes I'd be out in the field doing site view visits, and I'd have to deal with comments from contractors and whatnot. But it wasn't really until, I think, I went back to grad school that I encountered some challenges with my PhD advisor. When I first went, I started at Penn State again for a PhD and that, and I was married, I was pregnant with my first child, and I was the first student to go through that PhD program. I happened to be a woman. I happened to get pregnant. It was, it's an engineering. It didn't go that well. Luckily, I got an under self graduate fellowship, and I was able to take my funding to another program. I'm so fortunate that I was. And at University of Colorado at Boulder, it was amazing. So it was awesome. But, you know, the experiences as a grad student, it definitely got me thinking there needs to be some change in academia around when things are not going well for students and likely for faculty. So that was part of my impetus, I think. Then going to West Point and seeing how incredible those students are and how difficult it was for all of them, but especially for women in that environment, I felt from what I was observing, it definitely had a negative impact, in my opinion, on their development, on how much energy they had to put forth in their development. So I think those kinds of things.

**Dr. Malar:** Okay. So you. You have had an incredible career, both as an engineering faculty member and also as a champion of women faculty on campus. Could you share what inspired you to take on this dual role and kind of advocate for the cause of women faculty at RiT?

. It wasn't just me. It was a dean committed to doing something, and a whole group of people, an assistant dean at the time and other faculty really very interested in increasing the representation of women students. So that started this journey of, I think together we created a vision of what we had in mind around somewhat of an. It took maybe six months for us to name it. WE at RIT. And then I led it for about eight years. We did a ton of outreach and, you know, recruitment retention efforts with women students. And then as I'm doing that with this great group of individuals, I start really wondering, why are there not as many women faculty here as one would think? And my dean at the time, Harvey Palmer, was, I think, also curious. And NSF, the National Science foundation, just started their Advance program around that time, early, two thousands. And we put in a proposal, which was not trivial to do, but a group

of us, which meant we, a group, needed to get together. And some of those people, I think they were all from my college of engineering, it got us going like, could we put in a full institutional transformation proposal to try to address some of the barriers that might exist at RIT in regards to recruiting and retaining information faculty? We were not successful at getting that grant, but it got me into the network of Advance, and that meant I started getting invited on site visits to better understand the program. And then Advance offered a catalyst program. So the one we initially went was, say, $3 million, very competitive the catalyst grants were more like 200,000, and they were meant for schools like RIT that weren't quite sure the current status. So we wrote a proposal, we being myself and now other folks like myself from other colleges that were doing women in technology. And it helped a group of us start working together, and we put in this proposal, and we got funded. And, you know, that was 2008, and that really started us on the journey of self studying and trying to better understand and document.

**Dr. Malar:** Interesting. Your efforts and grants have kind of secured or have led to substantial changes on campus, including creation of the Advance RIT office, where we're sitting and talking now.

**Dr. Margaret Bailey:** Right.

**Dr. Malar:** So could you tell us more about the most significant changes or the changes you think have had the greatest impact?

**Dr. Margaret Bailey:** Yeah, well, I can go back to the. Even WE at RIT that had. It's had huge impact over the years.

**Dr. Malar:** So can you tell us more about the program itself?

**Dr. Margaret Bailey:** They still do some outreach. They do a lot of community building. Our college now some years is 30% women. So, I mean, we're well above national average now. So over the years, I mean, we created it to be an entity. My vision was this. Hopefully this will be here for however long it takes for us to get to the representation that we want, you know, ideally of women. And that could be 20 years, five years. I don't know. It's been 20 years about. Not. Not quite, but a long time, but that still exists. So women who come into the college, they can choose to get involved in it some may not choose to, but a lot do. They get to know other women within our college.

**Dr. Malar:** Women engineers, mainly.

**Dr. Margaret Bailey:** Yeah. Women in engineering and other things have branched off. SWE has always been very active as well. So there's that student aspect. And then on the faculty side, after we got the self study, that catalyst grant, and then we got the big one, the

$3.5 million one. That was in 2012.

**Dr. Malar:** What was that about?

**Dr. Margaret Bailey:** That was the institutional transformation one. And at the time that we got that, it was like the second largest grant RIT had ever had. It's big at that time at RIT, and it was one that was across the university. And that grant, it's like a cooperative agreement that you sign with NSF, not me signing it. It's like our president. So they're agreeing with the strategy that we proposed. And that strategy was a great deal of systemic change, change in systems, change in processes within the university. So things like COACHE, now we do a climate survey every three years, and we wrote that into the proposal. We had a provost at the time, very committed to coach. Whether we got funded or not, he was going to do COACHE, but through our funding, we could work with him. So we, being a team of just phenomenal women faculty, you know, we were all kind of instructional faculty, other than Maureen Valentine at the time was an associate dean. So she was like our administrative. The rest of us were faculty. We worked with him closely to help Deans with messaging what they learned from coach. So we had never. Well, during our self study, we did a climate survey. We created it and launched it and have very good, very high participation in it. And we did a lot

of analysis on that. Carol Marchetti and statistics did a ton of work, and we did a lot of dissemination on it. But something that. That didn't allow us was it didn't allow us to compare ourselves with other schools. So that's what COACHE did. And it allowed Deans to be able to look at how are their colleges doing. Okay.

**Dr. Malar:** And benchmarking.

**Dr. Margaret Bailey:** Yeah, it allowed RIT to have the chance to see how are we stacking against other schools, our peers who are our peers, and having to deal with, like, you know, if there's red, they do use different colors, how you're different doing. And, you know, the first time that we needed to see, wow, there's a lot of opportunity here for improvement. But those things, in time, they have such impact to an institution that it was painful at the beginning, I'm sure, for that provost to be able to swallow the ego and be able to show how we're doing and whatever. And all those deans who had to pick the three areas where they're going to work, what are they going to do about it? That opened the door to us, I think being more open to benchmarking, more open and honest to how do we fall. Before that? We just, I didn't see that anymore with faculty. We weren't even doing climate survey for that. So you don't even know what you don't know. Not asking. Huge impact. I think other things along the way, the work that we do at salary, and we have some really good people in HR that work in compensation, and we did back then, too, people who wanted to communicate and educate faculty and paid decision makers more about how all of this works. What is it that makes up someone's salary? What is the benchmark? How do we keep determining benchmark? So a lot of the things that we have now for faculty in RIT, like where we can see benchmarks and maybe committees decide on the benchmark schools. Other schools don't have them so much. We do a lot that many other schools don't do. Advance, I think helped us with that. I'm not saying my guess is it wouldn't all have happened without advance. We have good people, but there's some things that can happen when you have faculty and administrators working together in some of these areas so we can educate each other about the gaps that might exist. Our knowledge or the administrator's knowledge? Knowledge. So that's another area.

**Dr. Malar:** I'm kind of curious. What was the representation like at that time, representation of women faculty at that time when you were doing all this work? 2008/2010.

**Dr. Margaret Bailey:** There were, I remember in 2008, we went before Senate to tell them we got this grant, and I think there were at that time maybe 88 stem women faculty on campus. Now there would be well over 200. We've grown since 2008, but we got the grant because we were able to show that RIT was well below national average with other comparable schools. And, yeah, we talked to Senate and here there were like seven of those women working on this grant that was intended to investigate how our culture and our university was retaining and advancing women like ourselves.

**Dr. Malar:** I'm sure you have had your share of challenges in getting things, in changing things and making things happen on campus. What were the kind of challenges that you had to overcome or engage with in the process of establishing, at least working towards gender equity on campus?

**Dr. Margaret Bailey:** Right. Well, I think back when we first started on, say, 2008, and we did three years of study and then did a detailed report so early, say 2010, 2011, when we're disseminating that report, there were, I don't know how safe it really was on campus, and I say safe in quotes here, like politically safe to really talk about these kinds of issues.

**Dr. Malar:** I can imagine, yeah.

**Dr. Margaret Bailey:** There wasn't the platform so much. We would talk about it. I would talk as the PI about different issues. And sometimes people would prefer not to hear, not to listen. And some of the results, like when we did our climate survey, say 2009/2010, we had open forum questions, responses, and some of those were really disturbing glimpses into departmental culture. Yeah. And if people had not really asked those kinds of questions

before, and now we had. And so that's an example of just a level. There was some uncomfortableness. Probably nothing like hearing that, but also perhaps not really knowing, what do we do about it?

**Dr. Malar:** Yeah. Processing it and into converting it into action.

**Dr. Margaret Bailey:** Right. It seems like such an unfortunate thing and maybe. How do you even address it? So I think, like the data talking about, that's an example of qualitative data, but even the quantitative data, there was pushback on that, on how we were counting women or how we were looking at length and rank at associate professor. So I think that back then there wasn't really the space that there is now to talk about these issues. We really had a legitimize and it was painful along the way. When you get, especially the self study was one thing, when we got the big grant that invited outside people into RIT to see how we were doing. So not only the NSF program officers, but like the third year review, which was like eight people from other universities came in and asked many people, dozens of people. There might have been a, like, say 60 or 70 people from RIT involved in that site visit, and they were asked difficult questions, some hard questions about how we were changing what evidence there was, or the impediments to change. So, yeah, there were a lot of bumps along the way.

**Dr. Malar:** Yeah, I can imagine. Hats off to you for doing all of this. You know, despite all the challenges.

**Dr. Margaret Bailey: I w**as the PI, so it was the, you know, that was sort of my job was to lead that grant and do what we said we were going to do and work with the upper administration to try to do that.

**Dr. Malar:** Talking about grants, if I understand right, you currently have a grant funded project like RIT, NSF advanced Partnership. It's about. Let's talk about money project.

**Dr. Margaret Bailey:** Yeah.

**Dr. Malar:** Could you tell us more about that?

**Dr. Margaret Bailey:** Yeah, that's the one that grew out of all the work we did with HR on salary. So Carol Marchetti and I worked, and she led that. I was the PI, so always with her. Salary is a very political topic. So we were brave as an institution to delve into that as much as we did. But when we would go and present what we had worked on, what HR was doing here at RIT, around faculty compensation, we'd find that other schools just couldn't believe what we were doing. And we were translating the journey that not only Carol and I were on, but it had started ten years before we started. So we realized that RIT was kind of a best practice institution,

**Dr. Malar:** Kind of a trendsetter.

**Dr. Margaret Bailey:** It was around compensation. So there's a grant in NSF advanced portfolio of Partnership grant, where a school like RIT that has had the big institutional transformation grant, it allows us to work with partners and help translate that knowledge to them. So that's what we did. We wrote the grant. Carol's the PI on that grant. We started with three schools that are all private institutions, and now we've moved to a cohort of seven public institutions. And that's what that grant is. It's like maybe 1.25 million. It's a large grant over five years.

**Dr. Malar:** Wonderful, wonderful.

**Dr. Margaret Bailey:** It's not like within RIT It's more outside.

**Dr. Malar:** It's about taking out best practices and sharing it with the community, with other schools and colleges, so they can also, you know, learn and, you know, transform their own practices. I want to take a quick step back and kind of talk about where did all the salary project even start? Why did you start looking at salaries?

**Dr. Margaret Bailey:** That's a great question. Well, when we got the self study grant in 2008, there were, like, four questions that they asked us to answer, and we wrote the proposal

around them, things like, what's the representation of women? And how about their career progression? So we worked with HR on defining the length and rank number that was so critical. So we could see sometimes associates get stuck there; were their gender differences? One of the questions was on resource allocation. What are your patterns? Are there any evidence of inequities? And many schools did not answer that question for a variety of reasons. RIT, we are a striving institution. We're pretty dynamic as an institution, and I don't know the people in HR. I went and talked to them about it. What could we do? They were wonderful. We got a great specialist from HR to work with us on all of this data. Gina Williams is her name. She's no longer at RIT. She was phenomenal. And her manager, Patty Spinelli, was just incredible. When I went to talk to them about doing a salary equity study, could we do one? And they were so willing, and they did it in house. And Patty, I remembered her saying, we've never done one of these before, a detailed one. We probably are going to see something like the national data. And we didn't know, but then they, being institutional research and human resource, did a study in house and showed us the results.

They showed us not individual results, but by college, they show like a little scatter plot with on the diagonal was the predicted salary. And they used pink dots to indicate women's salaries and blue dots to indicate men's salaries. And you can graphically see the clusters of blue dots above the line and pink dots below the line. And that was graph after graph. It was by rank, it was many. I mean, they didn't show us what colleges we were seeing, but many colleges, there were these patterns. So back then, HR was not very engaged on setting starting salary for faculty. You know, there weren't that many checks and balances in the system, and there's.

**Dr. Malar:** More left to the colleges.

**Dr. Margaret Bailey:** It was into the certain department. So there wasn't, you know, like the system was sort of like the wild west a little bit. Okay. So I think that realization, and these are conscientious administrators, they see that they want to do something about. So that started them on doing salary equity studies every year for years. And many of us on the grant team got raises, we got letters. You're doing a great job. Here's a bump. I mean, I don't recall the letter saying gender equity related, but I'm pretty sure it had to do with the fact that the administration was looking at that data more closely

**Dr. Margaret Bailey:** So we were able to see those scatter plots, and the administration started working on the inequities. President Dessler, I think, and Jim Waters, our CFO, secured some money out of the budget to start addressing them. And I think they started addressing them.

**Dr. Malar:** Wonderful.

**Dr. Margaret Bailey:** To the point when we wrote the large grant and thought that we were pretty confident by then, like, say, doing this for four or five years as an institution, that when we would do gender equity studies, we'd start seeing there weren't unexplained differences anymore. And we were able to see that at the system level. And RIT goes outside now to get that study done. But even in this kind of work, many other schools do not do this, and they don't have Advance. That project allowed us to work really closely with the administration on the model. What are the factors that should go in a model to predict someone's salary? And then we worked closely with them on disseminating the results. They didn't only want the administration to run these. I mean, that's important. They run them behind the scenes.

They're making sure. But it's also important to talk about it so that faculty who are interested can learn about, like, what does make up my salary? What are the factors? How do they study that? So a lot of work, there's a lot that we share with other schools on what RIT does.

**Dr. Malar:** So this large grant, the transformational grant, when was that? Which year did we get it?

**Dr. Margaret Bailey:** 2012, August

**Dr. Malar:** Great. So you seem to be a rainmaker. You bring in a lot of grants, lot of money.

**Dr. Margaret Bailey:** I have in the past.

**Dr. Malar:** Given your success with grants, what advice would you give faculty members interested in securing funding for projects that aim to create social change or any kind of change within the academic community? What would your suggestion or advice be.

**Dr. Margaret Bailey:** For faculty who maybe just want to create change within their own research area? You know, more technical change. It helps so much learning about the program that you're trying to give funding from. And at least NSF, their major programs, they'll sometimes have conferences or you'll have the ability to, I mean, program officers, part of their job is to, like, talk to you on the phone. If you'd like to, you can go visit them. It definitely helped me a great deal to learn about the program and to learn who the program's officers were, what other people were doing to that kind of gets to the social change aspect. In this particular scenario we're talking about, I'm an engineer. I'm not an organizational behavior person. So this is not in my disciplinary area. So I needed to learn from others in the Advance community what was working at different schools, what theoretical models they were using to explain change or try to understand it. So I learned a great deal from what other people were doing in that, because it's funded, nationally funded, NSF people are very much encouraged to publish and to disseminate.. But writing grants, I mean, the dissecting, the request for proposal, making sure, you know you're covering everything they ask, because serving on review panels, that's how you can definitely, if you have some people on those review panels who are nitpicky about, well, they didn't do this, you know, it can be very helpful to dive into what is it exactly you're supposed to be putting in each section of the proposal, and it tells you in the RFP. So those kinds of things help tremendously

**Dr. Malar:** Interesting. So looks like you have done a lot of work within the RIT community. Could you share some of the most rewarding moments of your work advocating for women faculty, particularly when you realized your efforts were making a real difference, what would be your, if you look back, what were your most special or rewarding moments?

**Dr. Margaret Bailey:** Theres been a lot of them. I smile every time I walk by the WE at RIT office. I'm like, that's so cool that it's still there and thriving. I think the salary related efforts, I don't think without our grant we'd be where we are with salary, with, you know, the care that is. I don't want to say we have some, we have some great administrative units in this university, and I happen to think compensation is one of them. They're really good. But faculty wouldn't understand it as much if we didn't get involved in that. I think the data being more data driven when it comes to faculty, I think that was something that the grant team could be very proud of because we really worked with the administration on that. Another one was, I worked closely with a scientist from College of science, Jeff Peltz, and he and I led the rewrite of our university's tenure policy. That was a huge effort. And I mean, that was like at least ten, maybe 15 years ago, but that policy now is much more understandable.

Would have helped countless faculty navigate the tenure process. It's still not crystal clear, the tenure process, but the old policy would have given you a nightmare if you tried to read it. And I tried to, and I tried editing it, because another one is the tenure clock extension. We got another area that has helped people so. And anytime I walk by the Advance office, it's like, wow, you know, without these committed people, this wouldn't be here. And these programs that you offer, you know, we wouldn't. I mean, RIT is committed. We have a DEI. You know, we have diversity and inclusion division. Not all. But they can only do so much, women part of things. I think having an Advance office is just really very helpful for a university like RIT. So there's many things that I'm good.

**Dr. Malar:** Wonderful, wonderful. What do you think the future holds for women in STEM, particularly within academia? And what additional steps do you think institutions like ours need to take to further support women, faculty and students?

**Dr. Margaret Bailey:** Well, I'm really optimistic about the future for women in STEM as I see more and more of my colleagues or people I know on my network rise to the level of provost, dean, president at different universities. I think a school like RIT, our school, would benefit from doing more to help all faculty, especially perhaps those underrepresented, like women and underrepresented minorities, with building research centers with that acumen of taking their exceptional work and taking it to the next level of writing competitive center proposals and. And starting to invest even more in faculty and leadership programs that are really focused on, I see, interdisciplinary research pushing that. But also the how do you write center proposals? How can you get competitive in those areas? So, as RIT keeps trying to get to R1, you need faculty that get better and better, more and more competitive in getting that level of funding. While, I mean, we're fortunate to be in an institution that is very still committed to students, committed to co op, committed to all these undergraduate and graduate students, but I think that all faculty would benefit from that, and certainly women would benefit from that.

**Dr. Malar:** True. Absolutely. As someone who's had a. Had such a profound influence on the campus and the culture for women within the campus, what do you hope your legacy would be?

**Dr. Margaret Bailey:** Well, you know, I'm thrilled when I walk by and see this office, and WE at RIT, and that was always my hope, was to help work with others, have a shared vision, keep working it, build, create. And I knew that I would not retire doing WE at RIT. I would not retire doing Advance. It was meant to create and get.

**Dr. Malar:** On, solve systems, create systems that thrive and, you know, sustainable.

**Dr. Margaret Bailey:** You know, like, I didn't. I didn't want to be the necessary entity in these organizations, so it's hard to step away, but it's just wonderful to be able to see different ways people take them and they're different. So I think that's sort of like, legacy is like, what you leave behind as far as these organizations and. And watch them thrive and continue.

**Dr. Malar:** Yeah. Wonderful. So for younger women, faculty, or those just starting their careers, what advice would you give them about navigating academia and finding their voice in male dominated fields?

**Dr. Margaret Bailey:** Yeah. To keep asking questions, get up the courage to speak, even if you might be one of the only ones in your department, one of the only women. Or maybe you're in just a quiet department where only a couple people speak and they speak all the time. I know it's hard, but there are some departments like that where it helps to open up your mouth and talk and try to find people who have been around for a while that you trust to grow your network, including them. Like, your research area is so important in teaching, but so is politics. So is understanding the organizational, behind the scenes kind of how things work.

Yeah. And with our work, we work hard at trying to shed light on those things. You don't have to work real hard to try to figure out the unspoken rules, but there's still unspoken rules. True.

**Dr. Malar:** True.

**Dr. Margaret Bailey:** In academia. So it just. It can be so helpful whether and if it's a young woman in this area or anyone in, say, a stem area, being engaged in even affinity groups in your professional organization, you know, getting to know people outside of our it as well.

Big time.

**Dr. Malar:** True. You know, standing up and speaking up and supporting each other and asking questions makes a lot of difference. That's how we grow as an institution. That's how we kind of take people along with us and move forward. Right.

**Dr. Margaret Bailey:** Yeah. And sometimes if things are, you know, sometimes things go maybe not as we'd hope, you know? And I know it can be hard thinking that maybe you're the problem. So sometimes it helps to try to step away and be more objective about, you know,

what's the culture is this artifact of the culture that might have existed for a long time before you ever came. It might have nothing to do with you. I know in my work, I probably wouldn't be doing a very good job at transformation if there were some people who didn't put up a fight, as if you're trying to change things and there's some resistance, it might mean you're changing. So sometimes that unfortunately they can feel not very good.

**Dr. Malar:** Thats part of the process. Right. So its very natural for people to resist any kind of change because thats what theyre used to. Finally, what keeps you motivated and passionate about this work after so many years of fighting for change?

**Dr. Margaret Bailey:** Oh theres just so many more opportunities. I think it must just be, im always looking for ways that systems can be improved and, yeah.

**Dr. Malar:** Wonderful. Thank you. Thank you for taking time to talk to us today and thank you for all the work that you have done for women on campus and what you continue to do for the RIT community and beyond.

**Dr. Margaret Bailey:** Well thank you and thank you for inviting me and for leading RIT, Advanced RIT. It's wonderful to watch.

**Dr. Malar:** It's not easy to fill big shoes like yours. Yeah.

**Dr. Margaret Bailey:** We are trying to keep in mind the grant funding helped a great deal. Yes.

**Dr. Malar:** Good. Thank you. Wonderful talking to you, Margaret. Thank you very much.

**Dr. Margaret Bailey:** Thank you.