

The FORWARD Lecture Series Evaluation

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Low Cost High Impact: Suggesting for Warming the Campus Climate for Women

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Attendance

78 individuals registered for the lecture and 67 individuals signed in on the day of the lecture

- 55 evaluations were completed by 38 faculty members, 14 administrators, 2 Staff members, and one individual who did not identify her/his role at NDSU

Suggestions for Improvement/Action Items

- Continue to focus lectures on providing actions or solutions that can be tried at NDSU
 - For example, there was a lot of interest expressed in evaluations about the idea of having an ombudsperson at PTE meetings and improving NDSU's dual career hiring policy
- Address the needs of Non-STEM Faculty and work to ensure the presentations are relevant to STEM and Non-STEM Faculty
- Target administrators for attendance at the FORWARD lecture series events

Quantitative Results from the Evaluation Form

I will be able to use the information that I learned today in my work at NDSU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	31	56.4	60.8	60.8
Strongly Agree	20	36.4	39.2	100.0
Missing Data	4	7.3		
Total	55	100.0		

The lecture/presentation was clear and well-organized

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.8	1.9	1.9
Agree	23	41.8	43.4	45.3
3.50	1	1.8	1.9	47.2
Strongly Agree	28	50.9	52.8	100.0
Missing Data	2	3.6		
Total	55	100.0		

I feel I have acquired new skills, information, or understanding about gender and climate at NDSU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	9.1	10.2	10.2
Agree	35	63.6	71.4	81.6
3.50	1	1.8	2.0	83.7
Strongly Agree	8	14.5	16.3	100.0
Missing Data	6	10.9		
Total	55	100.0		

I will be able to implement new strategies and knowledge as a result of my participation in this lecture/discussion/training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	9.1	10.9	10.9
	Agree	32	58.2	69.6	80.4
	Strongly Agree	9	16.4	19.6	100.0
	Missing Data	9	16.4		
	Total	55	100.0		

I would recommend this lecture series to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	49.1	50.9	50.9
	Strongly Agree	26	47.3	49.1	100.0
	Missing Data	2	3.6		
	Total	55	100.0		

Rate the overall quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	11	20.0	20.8	20.8
	Above Average	28	50.9	52.8	73.6
	Excellent	14	25.5	26.4	100.0
	Missing Data	2	3.6		
	Total	55	100.0		

Qualitative Results from the Evaluation Form

1. What questions do you still have after attending this lecture? Please list any areas that you would like to receive additional information about or that need further clarification.
 - Do faculty have a maternity leave policy? How is data being “cleaned” at NDSU? What are some of the problems with data being discovered on our campus? Historically men have been disproportionately supported, so I struggle with supporting all faculty equally when women still need to catch up?
 - Wow, will NDSU use this info?
 - Where does comparison data come from? For example: hiring vs availability. What does “availability” mean?
 - Explain the history of how things were initiated and evolved a little more in detail.
 - What changes were made in hiring practices?
 - The scale on some graphs (i.e., % of Interview Concerns 0.7.?)
 - I wonder how the numbers at NDSU compare to USU.
 - Leadership and follow through (and money) needed at level of deans and provost.
 - How to keep women not in STEM to feel valued.
 - How can this information be used for non-STEM faculty?
 - What are the numerical goals for NDSU? How many female faculty in total, by rank? What are appropriate national numbers?
 - Work-life balance policies seem critical to me, but were almost glazed over. How did the University allocate funds to these issues? How were they finally convinced?
 - Logistics for promotions/tenure of part time faculty.
 - What specific steps has NDSU FORWARD taken so far and what is in the near future?
 - What were the sample sizes? Were differences statistically significant?
 - What is the involvement of NDSU’s VPR and CA in this? He should hear this!!
 - Why doesn’t NDSU have more uniform promotion and tenure? No one wants to write down what is required for the next step-makes it feel like it is a secret of “good old boys” politics.

- How does STEM define a science? Departments around the country vary as to what college they are placed in.
 - More details about the dual career policy and care giving leave.
 - P and T ombudsmen. Spousal hiring.
 - More details about the programs/policies they implemented.
 - What new policies would NDSU have to retain women faculty?
 - Will this progress be sustained after the project is done?
 - What is the situation at NDSU? I'd like to know more about ourselves.
 - Did Utah State give advance funds to all? Or targeted to women faculty.
2. What do you think were the most helpful or valuable aspects of the lecture you attended today?
- Promotion and tenure ombudsmen in meetings. Dual-career hires.
 - Specific examples for helping change the campus climate-simpler easy-to-do examples.
 - Seeing that other places have similar issues.
 - Simple strategies can make big improvements.
 - The emphasis on making plans/decisions on data gathered.
 - Ideas that may apply at NDSU.
 - Concrete strategies for improving gender equity. Supporting both female and male faculty members.
 - Ombudsperson for TPE committees! Retention \$!
 - That insurance is available to pay for family leave.
 - Tips about what worked and data to show it did.
 - Meeting people from across campus and hearing solutions from other universities.
 - Small steps to reach goals.
 - Stats.
 - Similar ties between two institutions.
 - I learned a great deal about issues dealing with faculty.
 - The suggestion to provide (or require) ombudspersons at PTE meetings seems crucial to avoid inappropriate conversations.
 - Data driven change. Ombudsperson. Seed grants for multidisciplinary research. Life-work balance ideal.
 - Presenting data on the impact of ADANCE funds.
 - Demonstration that these efforts can work/help us to see how FORWARD can have a real impact and methods for doing this.
 - Reinvigorate efforts.
 - The information on practices that have worked elsewhere.
 - Discussion of low cost ideas.
 - Data is always the best but what were the sample sizes? Were differences statistically significant?
 - Ombudsperson model.
 - Ombudsperson conversation-desperately needed here. Policy language that extensions are not counted in productivity year.
 - 1. Ombudsperson in PTE. 2. Need to promote/publicize dual-career policy. 3. Small grants to women transitioning from associate to full.
 - Shows success of Advance at Utah. Seems like NDSU spends more on recruitment than retention-ask people what they need to "make it."
 - "Do-able" and reasonably priced ways to improve situations for all. Seeing that Utah State has similar situations and challenges.
 - Good ideas/clarity of presentation.
 - It was based on somebody else's experience that seemed to be successful.
 - All of it.
 - Great low cost ideas.
 - Low cost initiatives, feasible action.
 - Mentors/coaching all faculty towards promotion. Improve family support.
 - Great comparison to NDSU.
 - To hear that an institution includes an "ombudsperson" in all P and T meetings -- something that I have advocated for.
 - All the "low-cost" suggestions. The suggestion that I'd really like to see discussed is a "dual career" policy that isn't just at the time of hire. I've heard this mentioned as an issue frequently.
 - Be more familiar with the policies.

- Data!
3. How could the FORWARD lecture series be improved to be more beneficial to you? What recommendations do you have for future lectures?
- Department heads/chairs should attend. They most need this information but are less likely to attend if they do not value Forward/Advance. Please don't schedule events the first week of classes. This was really difficult to get to!
 - Keep bringing such individuals so that our faculty and administration can be informed about similar efforts taking place elsewhere.
 - OK without suggestions for improvement.
 - Series is great as is. I'm always happy to see the large turnout.
 - Include women not in STEM.
 - Address the needs of female non-STEM faculty who may work with STEM colleagues as well.
 - As individual faculty members we have little ability to implement policies.
 - Good!
 - Often conflicts with teaching schedule.
 - Deans should require all chairs to attend.
 - Maybe discuss policies changes that have happened or are in process of conversation at NDSU.
 - 1. Pressure all VP's and deans to attend. 2. Invite media!
 - Present case studies of success? Show variety of disciplines.
 - More non-STEM information.
 - Relevance of topics --- like today -- pragmatic rather than theoretical or dissertation material.
 - Get the ones who need to hear the message there.
 - Continue with lectures highlighting specific measures taken to improve the advancement of women along with evidence of effectiveness.
 - This was a good lecture, which gave specific recommendations for action-more like this!
4. Please provide any additional comments you have about today's lecture and/or the FORWARD program in general below or on the back of this page.
- I struggled with the idea that women at Utah weren't aware of how helpful networking is, it seems that women historically have not had access to informal networking opportunities-boys club.
 - Individual sensitivity training of faculty.
 - The slides actually raised more questions!
 - Keep the chocolate/caramel cake ☺
 - I feel the provost is engaged in ADVANCE at NDSU but not the Deans.
 - Why are resources focused on associate-full vs. associate-associate? Seems like an increase in associate would increase odds of full.
 - Taping lectures and having them available to others would be great.
 - Great Job!