

## **FORWARD Meeting Agenda – March 4, 2011, 11:30, Peace Garden Room**

### **Introductions**

#### **Quarterly Report & NSF Site Visit –**

#### **11:35 Faculty/Administrator Recruitment – Kevin, Charlene**

- Provost Search, AHSS Dean Search
- Search committee training – Evaluation ([Attachment 1](#))

#### **Chair's Forum and Faculty Climate Training – Betsy**

- March 9: Panel of faculty and experienced chairs (topic: best practices)
- April 6: Faculty Climate Training

#### **Faculty Awards – Craig**

- Nomination data by gender ([Attachment 2](#))

#### **Junior Faculty Cohort Mentoring – Don, Wendy**

- Valery Young Evaluations ([Attachment 3](#))

#### **12:00 Women with Disabilities – Cali Anicha ([Attachment 4](#))**

- Task Force to be chaired by Dean Peterson

#### **12:20 CSWF – Christina, Karen**

- Modified Duties Policy ([Attachment 5](#))

#### **Senate Spouse/Partner Hire Committee – Ann**

#### **Mid-career Mentoring – Charlene**

- May 3: Promotion to Professor Panel
- May 18: Leadership Development workshop

#### **Evaluation – Christi**

- Report on Focus Groups with Associate Professors ([Attachment 6](#))

#### **Allies Program – Tom**

- February 2 training evaluation ([Attachment 7](#))
- Spring training: April 12; follow-up coffee discussions.

#### **Grant Programs**

- Mentor travel awards and Leadership development grant applications
- March 30: Climate/Gender Research Grants; April 29: Leap Lab Renovation & Research Grants

#### **Other?**

**Next FORWARD Monthly Meeting:** April 8, 2011 Peace Garden Room (Research & Grant Programs)

**FORWARD Search Committee Member Training**  
*Searching for Excellence*  
**February 9<sup>th</sup> or 10<sup>th</sup>, 2011**

Attendance

Thirty individuals attended and 28 completed evaluations.

- Twenty individuals identified as faculty and three identified as staff, three identified as administrators and two identified as other.

Quantitative Results from the Evaluation Form

**I will be able to use the information that I learned today in my role on search committees.**

	Frequency	Percent	Cumulative Percent
Valid Agree	7	25.0	25.0
Strongly Agree	21	75.0	100.0
Total	28	100.0	

**The presentation was clear and well-organized**

	Frequency	Percent	Cumulative Percent
Valid Agree	8	28.6	28.6
3.50	1	3.6	32.1
Strongly Agree	19	67.9	100.0
Total	28	100.0	

**I feel that my knowledge of how to identify and recruit a diverse pool of applicants has increased after today's training**

	Frequency	Percent	Cumulative Percent
Valid Disagree	2	7.1	7.1
Agree	13	46.4	53.6
Strongly Agree	13	46.4	100.0
Total	28	100.0	

**I feel I have acquired new information or understanding about how to address gender inequity during the faculty search process.**

	Frequency	Percent	Cumulative Percent
Valid Disagree	1	3.6	3.6
Agree	15	53.6	57.1
Strongly Agree	12	42.9	100.0
Total	28	100.0	

**I will be able to implement new strategies to address unconscious bias during the faculty search process as a result of my participation in this training**

	Frequency	Percent	Cumulative Percent
Valid Disagree	1	3.6	3.6
Agree	11	39.3	42.9
Strongly Agree	16	57.1	100.0
Total	28	100.0	

**I would recommend this training to others**

	Frequency	Percent	Cumulative Percent
Valid Agree	6	21.4	22.2
Strongly Agree	21	75.0	100.0
Missing Data	1	3.6	
Total	28	100.0	

**How would you rate the overall quality of this training**

		Frequency	Percent	Cumulative Percent
Valid	Average	3	10.7	11.1
	Above Average	7	25.0	37.0
	4.50	1	3.6	40.7
	Excellent	16	57.1	100.0
	Missing Data	1	3.6	
	Total	28	100.0	

Qualitative Results from the Evaluation Form

1. What questions about unconscious bias do you still have after attending this training? Please list any areas of the training that you would like to receive additional information about or that need further clarification for you to be an effective search committee member.
  - I understand qualified candidates and diversified pool of candidates are not mutually exclusive yet I'm still unclear on balance of these. If we have two equally strong candidates—are we expected to hire the one from an underrepresented background? What if this one is the next most qualified, but still strong... what is the threshold and expectation?
  - Criteria for selection of search committee to ensure that the group is diverse.
  - Many—but so helpful!
  - There needs to be more concrete strategies (nuts and bolts) about developing interview questions without bias.
  - Bias in annual evaluation by the administrative.
  - Strategies to communicate the new-found knowledge to my colleagues.
  
2. What do you think were the most helpful or valuable aspects of the training you attended today?
  - The handouts- I can keep them with me as I work through the selection process.
  - Being consistent with the applicants and asking open ended, positive questions.
  - It was very beneficial to be reminded of how decisions are made and be careful of how a person is making theirs.
  - Unconscious bias hints and discussion.
  - Unconscious bias.
  - Sandy was excellent.
  - Mark and Sandy both did a great job.
  - Questions and answers.
  - The specific examples, often from experiences, illustrate how to apply the guidelines.
  - Examples of things that I can do to overcome bias.
  - Interaction and exchange of ideas. Experience of presenters.
  - Good suggestions for practice.
  - How to ask phone questions and be cognizant of unconscious bias.
  - Specific strategies to implement.
  - Identifying subconscious bias.
  - List of unconscious bias.
  
3. How could this training be improved to be more beneficial to you?
  - This was the first training I attended so everything seemed new and helpful.
  - Active discussion in groups- case studies and examples.
  - More time for discussion and questions.
  - Make it more broad.
  - Don't read a slide to me.
  - Too fast—needs to be at least 2 hours.
  - It was somewhat rushed—maybe plan for 2 hours.

- More specific examples; I thought the ones you had were definitely beneficial. It did run by fast... perhaps we need a bit more time.
  - A version slightly longer with more discussion (I can't believe I'm saying this) ☺
  - It's great. Keep as is.
  - Less time needs to be spent on the first half. I feel the 2<sup>nd</sup> half was really rushed through although this should have been a bigger focus with more in-depth strategies.
  - Examples of a search which should be recommendable and one process/procedure which would be discouraged.
  - Make a training program on NDSU web site to check at later time.
  - Timing was listed (I believe) as a 1-hour training.
  - Good as is!
  - More time for new personnel on a search committee.
4. Please provide any additional comments you have about today's training and/or the FORWARD program in general on the back of this page.
- I learned a lot and didn't feel talked down to—thank you!
  - It's a great effort to prepare search groups.
  - Good job.
  - Wow. Great job!
  - Require this training to all search committee members.

**Odney, Waldron, Peltier Awards**

**Odney**

Year	Male Nominees	Female Nominees	Total Nominees	Winner	STEM Male Nominees	STEM Female Nominees	Total STEM Nominees	STEM Winners
2010-2011	19	8 (29.6%)	27	M	11	3 (21.4%)	14	M
2009-2010	6	1 (14.3%)	7	M	3	1 (25%)	4	NA
2008-2009	13	7 (35%)	20	F	6	2 (25%)	8	F
2007-2008	11	9 (45%)	20	M	8	1 (11.1)	9	M
2006-2007	2	1 (33.3%)	3	M	1	0	1	M
2005-2006	5	0	5	M	5	0	5	M
2004-2005	4	1 (20%)	5	M	3	0	3	NA
2003-2004	1	1 (50%)	2	M	0	0	0	NA
2002-2003	8	5 (38.5%)	13	M	6	2 (25%)	8	M

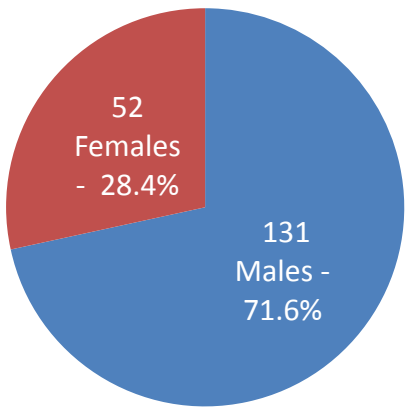
**Waldron**

Year	Male Nominees	Female Nominees	Total Nominees	Winner	STEM Male Nominees	STEM Female Nominees	Total STEM Nominees	STEM Winners
2010-2011	3	1 (25%)	4	M	3	1 (25%)	4	M
2009-2010	2	1 (33.3%)	3	M	2	1 (33.3%)	3	M
2008-2009	3	0	3	M	2	0	2	NA
2007-2008	4	1 (20%)	5	M	4	1 (20%)	5	M
2006-2007	7	0	7	?	6	0	6	?
2005-2006	3	1 (25%)	4	M	2	1 (33.3%)	3	M
2004-2005	4	1 (20%)	5	M	3	1 (25%)	4	M
2003-2004				M				M
2002-2003	11	1 (8.3%)	12	M	9	0	9	M

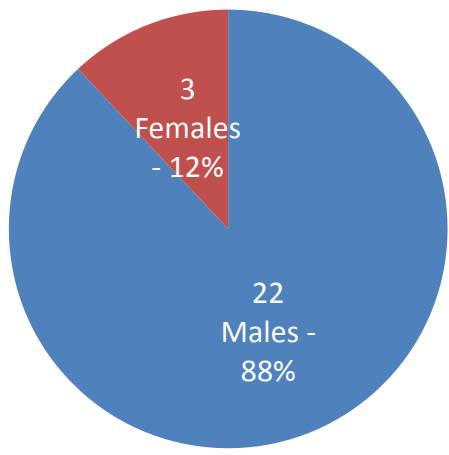
**Peltier**

Year	Male Nominees	Female Nominees	Total Nominees	Winner	STEM Male Nominees	STEM Female Nominees	Total STEM Nominees	STEM Winners
2010-2011	4	0	4	M	2	0	2	M
2009-2010	1	2 (66.7%)	3	F	1	1 (50%)	2	NA
2008-2009	2	2 (50%)	4	M	0	1 (100%)	1	NA
2007-2008	2	2 (50%)	4	F	1	1 (50%)	2	F
2006-2007	0	3 (100%)	3	?	0	1	1	?
2005-2006	1	1 (50%)	2	M	0	0	0	NA
2004-2005	2	1 (33.3%)	3	M	1	0	1	M
2003-2004	3	1 (25%)	3	M	2	0	2	M
2002-2003	11	3 (21.4%)	14	M	7	0	7	M

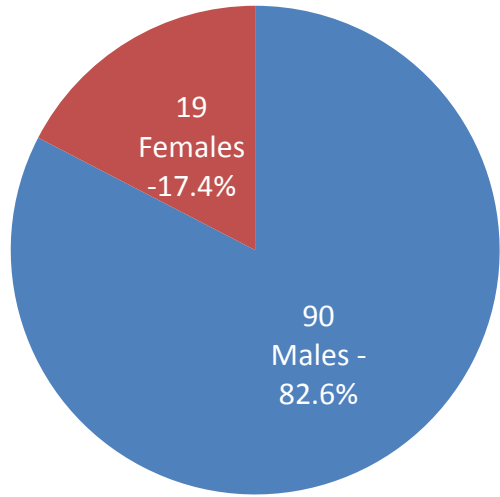
**Total Nominees for all Awards**



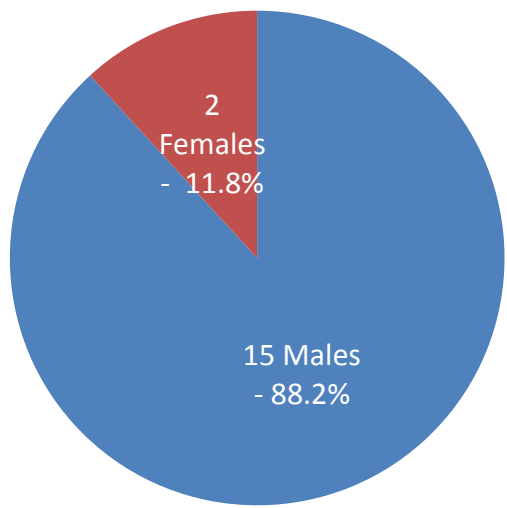
**All Winners**



**Total STEM Nominees**



**All STEM Winners**



## The FORWARD Lecture Series Evaluation

**Dr. Valerie Young**

*How to Feel as Bright as Everyone Thinks You Are: Why Smart Women (and Men) Suffer from the Impostor Syndrome and What to do About It*

**January 27, 2011**

### Attendance

140 individuals attended and 112 completed evaluations.

- Six individuals reported being staff members, 93 individuals reported being faculty, four individuals reported they were administrators, five reported they were “other,” and four did not report their role at NDSU.
- 104 Individuals found out about the lecture from an email, six heard about the lecture from It’s Happening, three reported they were told by a colleague, one reported hearing about it from the FORWARD Website, and one checked “other.”

### 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	Cumulative Percent
Valid Strongly Disagree	2	1.8	2.8
Disagree	2	1.8	4.6
2.50	1	.9	5.5
Agree	48	42.9	49.5
Strongly Agree	55	49.1	100.0
Missing Data	3	2.7	
Total	112	100.0	

#### **I feel I have acquired new skills, information or understanding about overcoming self-doubt.**

	Frequency	Percent	Cumulative Percent
Valid Strongly Disagree	4	3.6	4.6
Disagree	2	1.8	6.4
Agree	46	41.1	48.6
Strongly Agree	56	50.0	100.0
Missing Data	3	2.7	
Total	112	100.0	

#### **I will be able to implement new strategies for dealing with constructive criticism as a result of my attendance at this lecture.**

	Frequency	Percent	Cumulative Percent
Valid Strongly Disagree	2	1.8	2.8
Disagree	5	4.5	7.5
Agree	61	54.5	64.5
Strongly Agree	38	33.9	100.0
Missing Data	5	4.5	
Total	112	100.0	

**Participating in this lecture has had a positive impact on my perception of the climate here at NDSU**

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.7	4.0
	Disagree	10	8.9	14.0
	Agree	44	39.3	58.0
	Strongly Agree	42	37.5	100.0
	Missing Data	12	10.7	
	Total	112	100.0	

**I would recommend this lecture to others**

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.7	3.7
	Agree	36	32.1	36.7
	Strongly Agree	69	61.6	100.0
	Missing Data	3	2.7	
	Total	112	100.0	

**How would you rate the overall quality of this lecture?**

		Frequency	Percent	Cumulative Percent
Valid	Poor	1	.9	1.9
	2.50	1	.9	2.8
	Average	7	6.3	9.4
	3.50	1	.9	10.4
	Above Average	45	40.2	52.8
	Excellent	50	44.6	100.0
	Missing Data	6	5.4	
	Total	112	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.
  - Going to the workshop— none now!
  - Would like access to studies and powerpoint.
  - I would like more specifics on overcoming. Clarifying what impostor syndrome was clear, but the suggestions for overcoming it were vague.
  - If never feeling good enough is a driving force behind being successful should we still fight it? Some of it may be useful.
  - Can we have access to the powerpoint (especially the quote)?
  - How to get past the personalizations of negative comments.
  - Skills are required, group dynamic exercises.
  - More follow up on how to help individuals reframe their impostor syndrome, starts more generally. Unreasonable personal expectations.
  - Information about website.
  - None—anxious to look at her website.
  - Would like to have [illegible].
  - One of the last book mentioned reading list.
  - More of self-doubt and possible solutions how to work out this issue.
  - It would be very helpful to have her slides.
  - Solution to the listed questions.



2. What do you think were the most helpful or valuable aspects of the lecture you attended today?
- The strategies for each type of impostor syndrome.
  - A language and terms to be self-reflective.
  - Making NDSU aware of the issue.
  - Anecdotes.
  - Examples of imposters; address student concerns.
  - Reframe/rename fear as excitement; advice for advising graduate students.
  - Realize the problem with perfectionism.
  - Nothing.
  - So actually knowing there's a term for it and that it is pretty common.
  - Examples used in the presentation.
  - Relating to others and giving concrete ways to talk about it
  - Humor, putting things in perspective.
  - Understanding that others share the impostor syndrome. Understanding what causes the syndrome.
  - Gain confidence!
  - That others feel that way also.
  - Dr. Young's enthusiasm and apparent expertise on impostor syndrome.
  - Relating the topic to helping grad students. Labeling the different personality types.
  - Real life scenarios.
  - Personal examples, sympathetic speaker.
  - Normalization of feeling like an imposter.
  - The examples and meeting colleagues.
  - Where is it coming from? Symptoms.
  - Applications for us/faculty, graduate students, and our undergraduates.
  - Lots of examples.
  - Realize that most people feel like me.
  - The last slide—fools have certainty wise doubt.
  - The topic itself! I had no idea about this syndrome!
  - Recognizing the impostor syndrome in myself.
  - Interesting and applicable.
  - Putting self perception in new frame/perspective.
  - Know the overall commonality of these feelings reaches a wide group of people.
  - I liked how the speaker kept us engaged. Did not talk over the crowd.
  - Providing tips for mentoring grad students of faculty.
  - Speaker helped normalize the imposter syndrome.
  - Mindset list and refocus to failure teaching us.
  - Known the "impostor syndrome."
  - We are not alone with those problems.
3. How could the FORWARD lecture series be improved to be more beneficial to you? What recommendations do you have for future lectures?
- Great as is.
  - More like this, less an advancement.
  - I don't know. Keep trying.
  - The sound was a little difficult to hear from the back—have a technician available.
  - It's excellent.
  - Good.
  - More about really overcoming the symptoms.
  - Not on Thursday—try Tues.
  - Smaller group can have some exercise.
  - More speakers like this one 😊
  - Keep them coming... great topic. Keep the open large forum. Great fit in the lectures.
  - It is very helpful to have the lecture slides!

- So far so good.
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
- This was good. The grad school session was really excellent more inter-active, smaller crowd.
  - Dynamic speaker!
  - This was absolutely the most helpful and best lecture I've been part of.
  - Nice format, timing is good.
  - The email made me feel that staff was not welcome to attend. At the last minute, someone learned of my desire to attend and encouraged me to come.
  - Thank you very much.
  - Thank you for scheduling this presentations.
  - First lecture in years worth attending. Good job!
  - Excellent.
  - Very good speaker.
  - Loved the humor involved in speech!
  - Very enjoyable with great information. Thank you for inviting her!
  - Great lecture... the BEST I have been to at NDSU.
  - Slides and information!

**Dr. Valerie Young**  
***Impostor Syndrome Workshop***  
**January 27, 2011**

Attendance

21 individuals attended and 21 completed evaluations.

- 21 individuals reported being faculty members.
- 21 individuals learned about the lecture from an email announcement.

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	Cumulative Percent
Valid Agree	4	19.0	19.0
Strongly Agree	17	81.0	100.0
Total	21	100.0	

**I feel I have acquired new skills, information or understanding about the effects of "impostor syndrome."**

	Frequency	Percent	Cumulative Percent
Valid Disagree	1	4.8	4.8
Agree	5	23.8	28.6
Strongly Agree	15	71.4	100.0
Total	21	100.0	

**I will be able to implement new strategies for dealing with my own feelings of being an "impostor" as a result of my attendance at this workshop.**

	Frequency	Percent	Cumulative Percent
Valid Agree	5	23.8	23.8
Strongly Agree	16	76.2	100.0
Total	21	100.0	

**Participating in this workshop has had a positive impact on my perception of the climate here at NDSU.**

	Frequency	Percent	Cumulative Percent
Valid Agree	10	47.6	47.6
Strongly Agree	11	52.4	100.0
Total	21	100.0	

**I would recommend this workshop to others.**

	Frequency	Percent	Cumulative Percent
Valid 2.50	1	4.8	4.8
Agree	2	9.5	14.3
Strongly Agree	18	85.7	100.0
Total	21	100.0	

**How would you rate the overall quality of this workshop?**

	Frequency	Percent	Cumulative Percent
Valid Average	1	4.8	4.8
Above Average	4	19.0	23.8
Excellent	16	76.2	100.0
Total	21	100.0	

Qualitative Results from the Evaluation Form

1. What questions do you still have after attending this workshop? Please list any areas that you would like to receive additional information about or that need further clarification.
  - Many—I will look for more from this author/speaker.
  - None—well done for goals!
  
2. What do you think were the most helpful or valuable aspects of the workshop you attended today?
  - Dr. Young’s professional but casual demeanor.
  - A plan (trumpet).
  - Great examples.
  - Writing about our personal experience/challenge. It’s different when you have to commit and actually write it down.
  - The practical ways to address imposter feelings.
  - Trumpet process activity/ chatting with other colleagues.
  - Realize the price of being a role model.
  - Trumpet strategy is helpful for self-reflection.
  
3. How could this workshop be improved to be more beneficial to you?
  - All day!
  - Have a handout that I could share with others about how to do the “trumpet exercise.”
  - More chatter & group input.
  - Content was great! Coffee would have been nice (room was cold).
  
4. Please provide any additional comments you have about today’s workshop and/or the FORWARD program in general below or on the back of this page.
  - Excellent!
  - Well done!

Draft – February 15, 2011

## **Women with Disabilities – In STEM Disciplines**

In 2008, The FORWARD – Advancing Women Faculty Initiative was funded by the National Science Foundation (NSF) “to address and study issues of recruitment, retention and advancement of women faculty, including women of color and women with disabilities within the science, technology, engineering and mathematics fields” (It’s Happening at State, 9/17/08). In order to further the goal of supporting women faculty with disabilities, this document 1) reviews historic and current trends regarding women and people with disability (PWD) in the Science, Technology, Engineering, and Mathematics (STEM) disciplines, 2) describes NDSU’s efforts to date addressing disability equity/parity, 3) explores what other academic institutions have done to address the unique needs of faculty with disability, and 4) offers possible avenues for NDSU to continue to proactively address disability equity/parity.

### **STEM Talent Pool: Historic and Current Contexts**

STEM workers comprise only 5% of the national workforce; however, these fields yield significant impacts on our standard of living and national security. They also play key roles in solving “some of society’s most pressing problems” (Hira, 2007). Concern regarding our nation’s ability to supply the highly educated workforce needed for STEM occupations emerged over two decades ago and is well-known. In the late 1980’s the *Task Force on Women, Minorities, and the Handicapped in Science and Technology* published an urgent call to action. The report urged the nation to respond to “the looming crisis in the science and engineering workforce” and asserted that we could “meet these shortfalls only by utilizing all our talent”, namely, the unleveraged talent available in “women, minorities and people with disabilities” (O’Brien, 1993; Oaxaca & Reynolds, 1989).

How far have we come? Unfortunately, progress has been minimal and slow. A recent NSF publication, *Science and Engineering Indicators:2010* (National Science Board, 2010) reported, “Many researchers indicate that women, underrepresented minorities, and people with disabilities represent a largely untapped talent pool... we cannot afford to overlook...”

In general, employment for PWD has improved slightly since 1990 when the American with Disabilities Act (ADA) became federal law. Over the past 20+ years employment (full or

part time) rates have hovered around 30% for PWD and about 80% for people without disability, though the gap has slowly been narrowing (from about 50% points to 38% points). In the early 1990's no nation-wide statistics were yet available on PWD in the sciences. A recent employment survey (Schneider, 2010) of work-age adults indicates that among respondents with disability, only 21% were currently working while 59% of respondents without disability indicated they were employed.

Current US Department of Labor Statistics show that 10% of 18-65 year olds in the national workforce report a disability<sup>1</sup>. In terms of the current science and engineering workforce PWD comprise 5%. Women represent 27%, (21% for women in the STEM disciplines, not including the social sciences); women with disability comprise 1.1% of the current science and engineering workforce. Estimates regarding the numbers of PWD in the STEM pipeline vary. Using data from multiple sources, the Commission on Professionals in Science and Technology reported that the following percentages of PWD are in the STEM pipeline: 11% of high School students and undergraduates, 1.1% of STEM doctoral recipients, 8% of STEM doctoral faculty (CPST Comments, 2008).

### **Why We Care - No Excellence Without Diversity**

Diversity and excellence are more and more becoming understood to be synonymous. Diversity of viewpoint is a defining feature of excellence. In terms of the financial bottom line, companies with more women executives, as well as individuals from other underrepresented backgrounds, demonstrate better financial performance; increased gender parity could improve the GDP by 9% (Devillard, Desvaux, & Sancier-Sultan, 2010; Lawson, 2008). An academic bottom line supports the proposition that the creation and transmission of knowledge which is justifiably excellent arises by definition from diverse perspectives (Maher & Thompson-Tetreault, 2007). PWD represent a large under-represented pool of talent and diverse perspectives. The academic integrity and real-world performance of NDSU rests, in large part, on recruitment and retention of talented faculty with backgrounds presently underrepresented at NDSU – women and men of color, white women, and PWD.

### **Current Context at NDSU**

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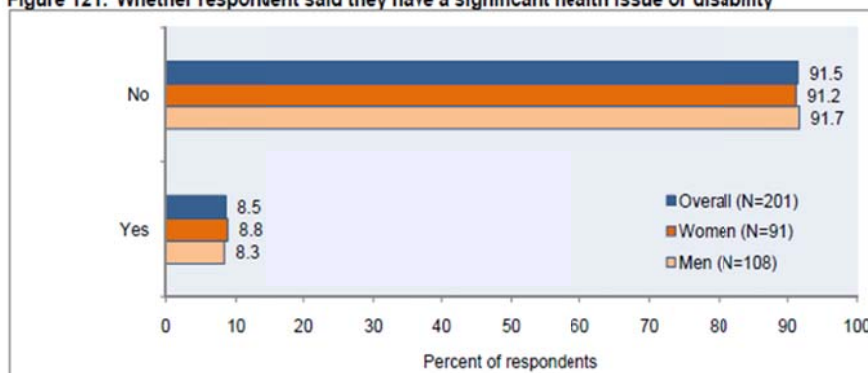
<sup>1</sup> Accessed 2/14/11 from <http://www.bls.gov/news.release/empsit.t06.htm>

A Faculty Worklife survey completed in 2007-2008 asked NDSU faculty to indicate whether or not they had a “significant health issue or disability” and if so, how accommodating their primary department and NDSU (i.e. their workplace climates) were in that regard (response options ranged from 1= Not at all to 4= Very). Close to 10% (8.5%) of survey respondents indicated that they did have a significant health issue or a disability and about 80% of those individuals also responded to the workplace climate question. Men and women were fairly similarly represented (8.3% and 8.8% respectively). Nearly 40% of respondents with disability found their primary department to be very accommodating; less than 15% found NDSU overall to be very accommodating. Faculty who did not identify as having a significant health issue or disability were not invited to opine regarding workplace climate with regard to disability. About 8% of respondents on the 2003 campus climate survey indicated that they were a PWD; just under 4% of faculty respondents on a 2009 campus climate survey reported that they had a disability. The figures and text below are taken from the *Study of Faculty Worklife at North Dakota State University* report prepared by Danielson (2008).

“Nearly one-tenth of respondents indicated that they had a significant health issue or disability... Among respondents with a significant health issue or disability, more than one-third indicated that their primary department was very accommodating in dealing with this health issue or disability (35.7 percent) while 14.3 percent said NDSU was very accommodating... Caution should be exercised when using these data due to the small number of respondents. The number of respondents was too small to test for significant differences in responses based on gender or the other five characteristics explored for significance. Note: Data by gender are not presented.”

Nearly one-tenth of respondents indicated they have a significant health issue or disability (8.5 percent) (see Figure 121).

**Figure 121. Whether respondent said they have a significant health issue or disability**



**Appendix Table 165. Among respondents with a significant health issue or disability, respondent's feelings regarding accommodations by their primary department and NDSU in dealing with their health issue or disability**

**Appendix Table 165. Among respondents with a significant health issue or disability, respondent's feelings regarding accommodations by their primary department and NDSU in dealing with their health issue or disability**

Entity	Percent of Respondents				Total
	How accommodating entity is				
	Not at all	Somewhat	Quite	Very	
Respondent's primary department (N=14*)	0.0	42.9	21.4	35.7	100.0
NDSU (N=14*)	7.1	57.1	21.4	14.3	99.9

\*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

An exploration of disability-related documentation available from NDSU's homepage (completed in December 2010 through February 2011) indicates that:

- The following non-discrimination statement appears on a number of webpage linked with NDSU's homepage: "North Dakota State University does not discriminate on the basis of age, color, disability, gender identity, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran."

[http://www.ndsu.edu/diversity/equity/non\\_discrimination\\_statement/](http://www.ndsu.edu/diversity/equity/non_discrimination_statement/)



- The Applicant Portal found on the NDSU Human Resources employment webpage asserts that “NDSU is an equal opportunity/affirmative action employer. Women and traditionally underrepresented groups are encouraged to apply.” <https://jobs.ndsu.edu/>
- The NDSU Division of Student Affairs hosts a Disability Services program Disability Services works primarily with enrolled students and serves as a resource for faculty and staff in implementing approved reasonable academic accommodations for those students. <http://www.ndsu.edu/disabilityservices/>
- NDSU employees who need accommodations work with their department supervisor and/or the Human Resources office. Policy 168 provides the employee with the process for requesting work accommodations. <http://www.ndsu.edu/policy/168.htm>
- NDSU’s Diversity Resources webpage and an ADA (American with Disabilities)/Disabilities Resources webpage are cross-linked on the Division of Equity, Diversity and Global Outreach website; “mental and physical abilities” are identified as dimensions of diversity that are of interest to the President’s Diversity Council. [http://www.ndsu.edu/diversity/diversityatndsu/diversity\\_council/](http://www.ndsu.edu/diversity/diversityatndsu/diversity_council/)
- Campus Climate Surveys completed in 2003 and 2009 did ask student, staff, faculty and administrator respondents for disability-related demographics (individuals who self-identified as having a physical or learning disability). Results (2003) showed that 54% of respondents agreed that campus climate in regard to disability would be improved by provision of “awareness/sensitivity workshops.” Results of the 2009 survey were reported by student and faculty aggregates and a small percentage of faculty, less than 4%, did identify as having a physical, learning, or mental health (“psychological condition”) disability, however, other faculty survey results were not reported by disability status. General recommendations following that survey included that campus diversity initiatives more intentionally include disability concerns. <http://www.ndsu.edu/diversity/diversityatndsu/>
- The ADA Resources webpage provides a link to a resource with comprehensive listings of possible accommodations categorized by both disability and by topic including a section on education and educators [JAN- Job Accommodation Network: A to Z of Disabilities and Accommodations](#), as well as a link for a recently formed Disability

## Council

[http://www.ndsu.edu/diversity/diversityatndsu/disability\\_resources/disability\\_council/](http://www.ndsu.edu/diversity/diversityatndsu/disability_resources/disability_council/)

NDSU does not currently have policy specifically addressing procedures and adjustments/accommodations for *faculty* with disabilities (i.e. differentiated from basic employee procedures). In the 2005-2010 NDSU Strategic Plan for Diversity, Equity, and Community (DEC) disability is included, though only in reference to the student body.

## What Other Institutions are Doing

Internet searches using the keywords “faculty with disability, faculty and staff with disabilities, academic appointees, nondiscrimination policy” revealed that the majority of university disability policy available via web access typically includes two essential declarations: 1) A statement of commitment to comply with federal law (504 and ADA) regarding non-discrimination and 2) Statements that appear to protect the institution from frivolous or prohibitively costly accommodation requests. Most frequently, disability services are directed toward students’ needs. When university employees are the focus of policy, most policy language appears to address *potential* disability-related needs (e.g. references to paid medical leave and disability benefits associated with health insurance programs) rather than policies or programs established for individual faculty or staff who “show up” with disability and a need for adjustments/accommodations.

A small number of academic institutions were identified that recognize faculty with disability as a group with unique accommodation needs, distinct from the policies and programs in place for students and other types of employees. While all university websites reviewed for this report did display statements regarding the institution’s express intent for non-discrimination in hiring of faculty and staff with regard to disability only a few followed up with detailed documentation of procedures for accessing needed accommodations. In some cases, examples of potentially appropriate adjustments/accommodations are offered, though for the most part those examples were generalizable across occupations and did not specifically address needs unique to only faculty positions (e.g. tenure). The following three universities are offered as examples of institutions that have moved beyond a bare-bones approach to fulfilling the federal requirements of the ADA:

The Cornell University, Ithaca, NY, *Disability Accommodation Process for Faculty and Staff* policy begins with a matrix of procedures to be followed and who is responsible for implementation of each of the identified steps. Following that overview, each of the terms are clearly defined, then the procedures for determining appropriate accommodations are explicitly outlined and described.

<http://www.dfa.cornell.edu/dfa/treasurer/policyoffice/policies/volumes/humanresources/disabilityaccommodation.cfm>

The University of California *Academic Personnel Manual* contains a section on BENEFITS AND PRIVILEGES that include procedures specifically geared toward *academic appointees*. The UC Davis campus Office of Human Resources hosts a Disability Management Services program that identifies its goal as “Retention through Reasonable Accommodation” and offers an expanded *Guide To Reasonable Accommodation* in which definitions, examples, processes, and responsible parties are clearly delineated.

[http://www.hr.ucdavis.edu/worklife-wellness/Disability\\_Management/disability\\_pubs](http://www.hr.ucdavis.edu/worklife-wellness/Disability_Management/disability_pubs)

Wright State University of Dayton, OH, takes a “grow our own” approach. WSU recruits high school and community college students with disabilities and then strategically provides ongoing in-house support for those students in the STEM disciplines through the doctoral level in order to increase the number of potential faculty candidates with disability in the STEM pipeline. These efforts are supported in part by the NSF Research in Disabilities Education (RDE) program. Approximately a dozen other universities are also working with similar initiatives.

<http://www.portal.advance.vt.edu/index.php/institutions/wright-state-university>

### **What NDSU and the FORWARD Initiative Could Do**

Based on the few models and survey data described above, approaches that NDSU might adopt to improve on current workplace and campus climate with regard to faculty with disability could include:

- Proactively creating policy that specifically addresses the unique concerns of faculty with disability
- Identifying and funding departments/officers accountable for implementing policy which addresses the unique concerns of faculty with disability

- Developing clear procedures and guidelines/manuals for implementing policy which addresses the unique concerns of faculty with disability
- Including disability concerns more prominently in campus climate improvement efforts, such as the Strategic Plan for Diversity, Equity, and Community
- Engaging in university-wide collaborative endeavors such as those modeled by Wright State University in order to increase the numbers of women with disability entering the STEM academic pipeline.

Other considerations that may warrant attention:

- Intentional inclusion of considerations relative to faculty with disability in regard to recruitment practices
- Intentional inclusion of considerations relative to faculty with disability in regard to tenure processes (e.g. how tenure clock extensions, student evaluations, and the need for accommodations/adjustments etc. may impact the tenure process)
- Expanded inclusion of disability concerns as part of campus climate and workplace climate assessments, differentiating among students, staff, and faculty.
- Taking care not to conflate health issues and disability status
- Re-frame language from “accommodations” to “adjustments”<sup>2</sup>

### **Resource Needs**

- Funding for institutional programs designed to meet the needs of faculty with disability
- Plans for funding accommodations provided on an as- needed basis

### **Summary**

According to the recent Faculty Worklife survey (2008) about 8.5% of current NDSU faculty self-identify as having a significant health issue or a disability, a percentage that is

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<sup>2</sup> Ernst and Young redefine accommodation: Throughout this handbook, the term “reasonable adjustment” is often used instead of “reasonable accommodation.” While “accommodation” is an accurate legal term, the word itself suggests doing a favor for the person who has a disability. An accommodation is a workplace or work-process modification made to enable an employee to be more productive. It is necessary, and not a personal preference or privilege. We think that the term “adjustment” captures this idea without suggesting a favor or special treatment. <http://www.ey.com/US/en/About-us/Our-people/About-Us-Our-people-disabilities>

not far from the 10% of work-age adults in the US. Ratings of departmental and institutional climate with regard to that health issue or disability, however, indicate that the majority of those faculty respondents experience an only modestly welcoming climate. While NDSU may have kept pace with most of the nation in regards to disability policies and practices, there is clearly room for national and local improvement. A few institutions have expanded upon the fundamental requirements of the ADA by creating policy manuals that clearly chart out procedures and responsibilities for adjustments/accommodations. Others have adopted proactive “retention through accommodation” programs. The FORWARD Initiative can work collaboratively with other departments and programs to guide NDSU in taking important next steps toward equity/parity for PWD who work and study on our campuses.

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Draft - February 13, 2011

## **Modified Duties**

*Who is eligible:* An academic appointee who becomes a parent through childbirth or adoption of a child(as defined by the FMLA), has a health condition that makes them unable to perform their regular duties but does not necessitate a reduction in workload, or who will be caring for a spouse/partner, child, or parent who has a serious health condition. . *Benefit:* Modified duties without reduction of salary. A person taking modified duties will still be at a 100% workload and 100% salary; however the nature of the responsibilities for this time period will be adjusted. Modified duties will be negotiated with the department head and approved by the dean. Modified duties can include, but are not limited to, a revision of work load for up to the equivalent of a semester (e.g, relief from teaching courses, committee assignments, advising, or alteration of research duties).

*Limits:* The individual requesting modified duties, the department chair/head and the dean must agree upon the semester. Modified duties must conclude within 12 months of the birth or adoption. A period of modified duties is not a necessary condition for an extension of the tenure probationary period. A period of modified duties also does not require that the individual extend the tenure probationary period.

### **Note for those individuals utilizing both Childbearing Leave and Modified Duties**

When a period of modified duties immediately follows childbearing leave, that period may be extended to the end of a semester to accommodate teaching schedules as necessary.

### **Annual Evaluation of Academic Appointees using the Modified Duties Policy**

Faculty members who utilize the mechanism for modification of duties should still submit an annual report when it is due in their department. The time period in which duties were modified, as well as the specific modifications in place, should be included in the annual report. The report should also include the agreed upon goals and a statement about how those goals were accomplished. Those reviewing and evaluating the document should take this into account and adjust expectations accordingly. Acceptance of Modified duties does not change the candidate's responsibility for meeting the department's PTE standards by the end of the probationary period, whether that period has been extended or not.

## **Report on Focus Group with Associate Professors: Promotion to Full Professor**

### **Methods**

The data that appears in this report is from four focus groups conducted by Dr. Dana Britton in November 2009 with tenured associate professors. The four groups were 1) STEM women faculty, 2) Non-STEM women faculty, 3) STEM men faculty, and 4) Non-STEM men faculty. The groups lasted between 60 and 90 minutes and the questions that guided the focus groups were on the promotion process from associate to full professor and the climate at NDSU. This report summarizes the major themes and sub-themes related to the promotion process.

### **Key for the Symbols Used in this Report**

NSW: Non-STEM Women  
 SW: STEM Women  
 NSM: Non-STEM Men  
 SM: STEM men

### **Theme One: Lack of Clarity in the Requirements to Become a Full Professor**

There is a general agreement among STEM women, STEM men, non-STEM women and non-STEM men that the process of promotion to full professor is subjective, despite there being some benchmarks that must be reached. The agreement among the participants seems to be that though there are some set standards, there is still enough space for someone on the committee to hold a bias and decide that they do not want you to be promoted to full professor. Some participants made comparisons between tenure and promotion to full professor processes and noted that tenure process seemed to be more concrete and easier to achieve as compared to promotion to full, which appeared to them to be more subjective.

- NSM: [guidelines] tend to describe a minimum so I don't know what that means usually. You know it's okay if they can say "Well look, he's got the minimum." If they don't like you they can say, "Well, he's only got the minimum."
- SMP: Well this is, I guess, vague because we hear things like "more is better," "as many as you can," and "do the best that you can."
- SMP: No it's not real clear. But you know at least for promotion and tenure there's always been some number of journal articles that have been kind of batted around. So you know that three is not enough and nine is plenty. And so you kind of you know there's some brackets and things like that people go by.
- SW: It depends, but my feeling is when we come to that fifth year and it is still opinion based. It's not as transparent as your tenureship.
- NSW: The other woman in my department who has had tenure for longer and who would like to go up for full had a conversation with our department head and he basically said well you're probably not ready yet. And her administrative appointment she's had he counts as service and kind of discounts those. The grants that she's gotten haven't been big federal grants. And even though our criteria don't say you have to have a big federal grant, there's a little bit maybe undercurrent that perhaps you do.
- NSM: Part of this also in our colleges we have this new designation called professor of practice. Which is a non-tenured position but they can still go through the ranks. From assistant to associate to full. So then the question is by what criteria are they evaluated. And so there is some concern there because in the [name of department] a lot of those professors of practice are women. So that may be an issue for them. You know what kind of criteria it's just really not clear how they progress through the ranks.



### **Sub-Theme: Frustration among STEM Women with the Promotion Process**

Some STEM women expressed particular frustration around the lack of clarity in the promotion policies and evaluation processes.

- SW: The feedback is minimal at best. And what does it set you up for? It doesn't tell you you should really go further or you should consider this. You don't get that.
- SW: To me frustration comes from unclear expectations. And that's where my frustration lies.
- SW: It comes back to a clear line of instruction almost. I think that would be the fairest way to say it. Sometimes it's just so annoying and we go round and round and round to get to the same point. I don't have time for that anymore. I've gotten to the point where that just drives me nuts.

### **Sub-Theme: Lack of Support for Women Seeking to be Promoted to Full Professor**

Some participants discussed how there appeared to be a lack of support on the department level for women faculty who apply to be a full professor.

- NSM: I sit on the college PT&E committee we have two females going up for full professor and both got lukewarm, if not, any support from their department.
- NSM: We had a case where an associate dean in our college who holds faculty status in our department sent an e-mail to a female faculty member saying "I think you're going to be ready to go up for full." So, she put together her stuff. She put together her document for promotion and the department unanimously rejected recommending her for full. And the same person who invited her to apply [the associate dean] also did not support her, which gets to a lot of interesting things.
- NSW: When I hear about women having challenges being promoted to full their challenges always come from within their department. I have never heard of the college PT&E committees kind of saying no you don't meet the standards. And it seems like departments aren't necessarily good about following their own document.

### **Theme Two: Why Become a Full Professor?**

There seemed to be a general agreement among all the participants that pursuing promotion to full professor would be extremely difficult, and in many ways, not worth the time and effort.

- NSM: And it's even more of an argument from associate to full. Our dean has meetings twice a year with the professors and the different ranks. And so recently the dean met with the associates in the college and had to lay out an argument for why you would want to go up for full professor. Any other place people would want to go... I mean they would not have to be persuaded up to full professor. Here there are people who feel there's no need to book for full professor. So the dean needed to lay out an explicit argument to us for why we should be working toward full professor. You know, it's kind of sad.
- NSM: The problem is the way this place is set up. Every college has to have representatives on all the university committees. So the college of [college name] isn't particularly large. So most of us sit on many more committees than others, you know than any I mean. Your department is probably bigger than our school is. So the problem with being a full professor is that it exposes you to more service because some things have to have full professors. It's like my god you know I spent 8 hours a week now this week [on service].
- NSW: I think it also depends on where you want to go with your life. I am [age]. I like my teaching. I do a ton of service. It's okay. If I publish more, good. Will I apply for full? No. I'm just not going to bother. I will do I will work very very very hard on all kinds of other things. But I'm not interested. So it's fine with me.

- SM: The expectations are greater for new faculty to get more grants, publish more papers and attract more students and do everything. You know 25 or 30 years ago the chairman would send a letter to some administrator to promote this fellow. And now it takes from October to July till you find out if you made it.
- SW: There's a lot of males that are sort of stuck at associate across campus as well so I'm not sure that there's a big gender difference there. I think a lot of it is with the you know faculty a lot of them don't make it to the point where they would go up to apply for full. Many of them are gone.

### **Sub-Theme: Lack of Financial Compensation for Full Professors**

Non-STEM men had a conversation about how the monetary benefits were not worth it in comparison to the difficulty and time it might take to receive a promotion whether from assistant to associate or associate to full.

- NSM: I think salary structure is part of the problem too because we go recruiting and we can offer pretty competitive opening salaries. So we get women to come at least in our college and take our positions at the beginning, but then the salary doesn't improve. So they come in and they think "oh I you know this isn't too bad." And yes, you can compete nationally with or at least regionally, usually, for its size of institution you know. But then making the transition from assistant to associate is like a big deal. Why would I want to be an associate? If it's \$1,000 [pay raise]?
- NSM: It's actually worse even for us because the market has exploded for [discipline] professors in the last eight or nine years. And there is actually I won't say a lot of bad blood, there is some bad blood, and it's like my god you know why shouldn't I be rewarded for having stayed here for [number] years. Well and I often point out you can get a higher salary, all you have to do is pull up stakes and move.
- NSM: What I mean is that NDSU is a great place to live. The salaries are initially pretty good to get you in. As you pointed out earlier they don't tell you that it [promotion] won't raise your salary.

### **Theme Three: Service as a Barrier to Promotion to Full Professor for Women**

One concern that each of the groups besides STEM women expressed was that service to the university, whether in administrative positions or participation on committees did not seem to impact promotion to full professor discussions, despite it taking up quite a bit of the participants' time. STEM women did touch on the concept of service but only mentioned it in passing. Non-STEM women also expressed concerns that the time they spent teaching was not factored into the promotion decision and only publications, grants, and research mattered for the promotion process to full professor.

- NSM: My department has no interest in service. This year I serve as [administrative position] which is a lot of service. The provost asked me to. I did... I was elected. It won't count [toward promotion to full professor].
- NSW: I think that when you publish you have the best chance of raises. When you do a lot of service that doesn't count. I shouldn't say never but sometimes it does but the best raises are if you publish I would say.
- SM: Well for instance a few of us worked together trying to develop an interdisciplinary program. And so after I was tenured people said "Well now you're tenured, you can be the director." So I became the director. I saw that got some resources for myself for my further development. But it was taking away from me. And so I was left alone to do the administrative work and all those things. Then a few years I realized I've been left behind.
- NSW: A few years ago our University Senate president did what he called a survey of service loads. What he did really was he asked department heads and deans to say how much service

their faculty were doing. And my department head has no idea what I do. I'm convinced of this in terms of service. Well and then he said look there are no gender differences. And I'm like this is wrong. I know that's wrong. But nobody has data to prove it.

#### **Theme Four: Mentoring to Improve the Promotion Process**

STEM women were unique in that they were the only group to discuss the possibility of mentoring to help with the promotion process to full professor. This was the only time during the focus groups where the participants discussed what might be done in order to improve the promotion to full professor process.

- SW: I think mentorship at that level would have stopped some of [the confusion]. Because you know I can't understand why you would just get all the way to associate and just kind of sit and grind there for the rest of your career. To me you should have the chance to be able to go all the way. And I think some level of mentorship or guidance would help with that. And I would like to see that.
- SW: You can get burned by that. Yeah it is true that some people feel so burned by the time they've gone through the first phase [tenure] it's like hell no I will never go through this again [to become a full professor]. And I know of a case where there's no way this person would ever consider further. But I mean maybe that's a person that could have been saved or helped. You know you need some guidance and let's get you all the way there. Why stop halfway up the ladder? Why not go all the way? And again good mentorship or good guidance could've probably solved that.
- SW: You know you need to work hard all the time. Should not just stop there. I'll agree with you better mentorship could probably help. I think it depends on the person.
- SW: My guess would be that when the people who are fairly convinced as they come through tenure that they are exhausted and they don't want to go any further. I think those people would really benefit from the mentoring.

#### **Theme Five: Lack of Women Full Professors at NDSU**

Much of the conversations focused on differing treatment of women during the promotion to full professor process. All four groups discussed the topic at length; however, only one STEM man expressed a concern about gender bias or the lack of women full professors on campus. Non-STEM men, non-STEM women and STEM women all had concerns about gender discrimination.

- SM: You can swing many dead cats and not hit a woman. That's a horrible expression but it's the same on our campus. There are departments that have no women faculty at all or you know maybe you can maybe have one or in some cases there are women administrators who are still getting counted in departments of [discipline].
- NSW: I think it would be valuable for us to have more female full professors on campus. I was quite surprised to find that the number was as small as it is. And I mean in my department we have I think we have a 12 person department of whom only two are women. Only two of the tenure-track people are women. We have a couple of adjuncts and we've had two searches for faculty members since I came and in both cases we filled them with men. And you know I think it could be nice to have you know more full professors who are women and just more women in general in some of these departments. And I mean you know the people we fill those positions with are fine professors. I'm not saying anything against them. But I'm just simply making that statement. There was one new position which we filled with a man and then one, two positions actually it's three isn't it, so we filled three positions since I came here one of which was a new position and two that were from men who left. And all three were filled with men.

- NSW: I think all things being equal then you need to hire a female. What I find in departments where the majority is male, when push comes to shove and you have a female and a male and they're both equal you now have 75% males and they are going to gravitate towards the male candidate. And then you have to really give it a hard push back. And sometimes that isn't easy.

### **Sub-theme: Lack of Women Administrators**

While several participants reflected on the lack of women faculty members, one participant discussed the impact of having few women administrators.

- NSM: I'm a [non-STEM] professor. Let's say a student has a problem with me. He can go to my White department head or over his head to my White dean or over his head to our White provost or over his head to the White president or to the all-White board of education. Well, it's the same for women. How far do you think somewhere in this hierarchy I've got to go to hit a woman? No. No, there's a very good chance you may never get a woman, right? We're not exactly a diverse place. I mean, my very first class here I gave my father a call after I taught it and he says, I know what you're going to say. Your class was all white. And I said, dad, they were all blond.

### **Theme Six: Gender Bias and Discrimination in the Promotion Process**

Women, whether STEM or non-STEM related stories of gender bias during the focus groups that were related to the promotion to full professor process.

- NSW: Well hostile is a strong word. I would just say there's a lack of understanding about gender differences. I sat in with the department chairperson and the dean and he went "what do you mean? I love women. I have daughters." So do I. You know and it's kind of like okay my dad had girls and he loved us all but that didn't match with how you were treated. I guess the one thing that comes to my mind is I'm aware that there have been grievances.
- SW: I think historically some colleges are male-dominated. And I think a woman in that line it's a tough position. And I've been a woman in [name of college] for a long time. My favorite line was to quote years ago a senior guy came to me and he's given out about such and such "Well she's a woman in [college]" And I looked at him and I said I am a woman in [college], how dare you? And I just can't like my head almost imploded but I thought this was like you know kind of a stupid thing to say and of course it was a guy who said it to me. And I thought you know it's just a mindset I think.
- SW: No they are jealous of whatever you get from FORWARD. Because you are female and then they can and they try to imply you should not be proud of this and you are not because you are female. And you know my colleague who said this to me two times that it was not a competitive research grant. It was just for females. But he kind of tried to just probably he was jealous. You got it, you know, you are female.
- NSW: An administrator said to me shortly after I became an associate he said, because they're all men, he said "Well I'll tell you how you become full professor. This is what I did after I became an associate professor. I would work all day, then I'd go home and I'd go into my office and I'd work until dinner. And then I'd come out and after dinner I go back into my office." And I did have the never at that point to say "And who made you dinner?" And who made sure, because I know this person has children, made sure your children's homework was done? And that they had clothes to wear? And that I think is really the attitude here: is you can do it.

### **Theme Seven: No Awareness of Gender Discrimination**

STEM men expressed that they felt that women were treated fairly at NDSU and that they did not believe that gender discrimination existed at NDSU.

- SM: It doesn't bother me at my level. I mean there is a lot of things going on up here but I don't I guess I'm just not as aware you know we talk about diversity we talk about racism we talk about gender bias and that kind of stuff and maybe I don't get out of my office enough but I just don't see that it's rampant or around here. I don't know, maybe.
- SM: I guess it's always something [gender discrimination] to be aware of and be working on and things in that kind of thing but you know we've had some speakers come in. A lady that was here awhile ago did a great job of some of the things she talked about were on some campuses men won't talk to women faculty and they put them down or you know don't let them associate with them and stuff. I don't know if that goes on informally here or not. I just don't see that a lot of those things happening.
- SM: But I don't have a very big database because they see the people in our department and the few women that we've had there that worked there over the years. I think they've been treated fairly and I don't think they were ever, you know, set aside and said you can't do what the men do and stuff.
- SM: I would say in our department there isn't a gender bias either way. Everybody is accepted for the kind of person they are and the research they do and what they contribute. And, you know, how they get along with everybody. And I think everybody makes an effort. You know to help one another as much as we can and still get done what they need to do for themselves. Because we all need to collaborate. We can't be an island unto ourselves. You need people to be successful.
- SM: Yeah I don't see a [gender] difference. I think, you know a lot of those things happening on other campuses we haven't had here. Maybe because we don't have that many women to start with.
- SM: I know they've [FORWARD] had some speakers in on you know some gender issues and stuff and maybe a couple of them now. I heard one of them speak and she did a very good job. I mean it was an eye-opening thing. I don't think we have all the problems that she was mentioning but you know some good things to think about least and the fact that I guess some places men won't look at women when they talk to them. I always look at women when I talk to them you know but I guess there are some cultures where men will be in a group and they just won't. I don't mean a cultural that way I just mean the men and women don't. You know in our department at our university we get together and we do things. A little bit of Minnesota nice I guess. You always kind of talk to people and that kind of thing and include them in conversations and stuff.
- SM: With the four other female faculty members and our... the college or our department I've conversed with them. I collaborate with them like I do any other person.

### **Theme Eight: Age Discrimination in the Promotion Process**

STEM women were the only group to discuss age discrimination and agreed that the age of a person should not matter in the promotion to full professor process. However, they reported examples of age discrimination in the promotion process.

- SW: Yes, I'm trying but I know there will be some difficulties. First thing I think I don't know if I should talk about it or not. I think it's the age and also the year. That's one of many things I figure will be in people's minds regardless of how you do. I think if they think you're young and you are in the rank not long enough. They probably will find all kinds of reasons and will not promote you. So that's what I figured. But I want to tell you that I think I'm good enough.

- SW: Because actually our own college policy says it is the five years. And early promotion is possible you know in exceptional cases. So I'm in a college committee of PTE right now. I can sense that. You know because even the committee members and this year there was one early promotion and he was exceptional. He was really good. But even that you know even that I heard somebody talking about you know he's in his early 40s. He such a young age promoted to full professor whether he will continue doing this.
- SW: They should not bring age into picture at all. They should not. If the person has provided this much and they have shown consistency for ten years, seven years, eight years. They're not going to lose their track. So why don't they encourage the person that gives the other group to follow it. So you have a minimum I'm not telling like after six give it in two years three years. Okay extremely do that... put that sort of feelings into your mind.

### **Theme Nine: Work-Life Balance**

Both STEM and Non-STEM women expressed concerns about work-life balance. Interestingly, STEM men did not discuss their families at all. The non-STEM men group also discussed family but not in the context of balance.

- NSW: When I went up for tenure I remember my brother asking my son, well he must've been about eight then, he says "Well what does that mean your mom's going up for tenure?" And my son said, "Well I hope it means she won't have to go to work every weekend."
- NSW: My grad student was lecturing me on work life balance. And she said "I don't want your life."
- SW: How can you do the two jobs at the given time? We are also having the same 24 hours you are also having. How are you able to attend to the family plus the work at the same time? So you have to forgo it someplace. But they never know that we are forgoing our sleep. We are forgoing our recreation stuff. I was asking my daughter also "[name] did you ever see me holding the phone for hours at any point of time?" because right now I'm running as kind of a single mom life because my husband is in some other place. But so you're sacrificing [inaudible]. In other words for us to achieve whatever we are doing right now is the sacrifice of the kids elsewhere. I leave them at the back of the home at eight o'clock and then come here.



**Ally Training  
February 2<sup>nd</sup>, 2011**

Attendance

11 individuals attended and 6 completed evaluations.

- 6 individuals reported being faculty members.
- 6 individuals learned about the lecture from an email announcement, 3 were encouraged to attend by colleagues, 2 reported encouraging themselves to attend and 2 reported that others had encouraged them to attend.

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	Cumulative Percent
Valid Agree	1	16.7	16.7
Strongly agree	5	83.3	100.0
Total	6	100.0	

**I feel that my knowledge of unconscious gender bias and its impact on our climate at NDSU has increased after today's training**

	Frequency	Percent	Cumulative Percent
Valid Agree	2	33.3	33.3
Strongly Agree	4	66.7	100.0
Total	6	100.0	

**I will be able to implement new strategies to promote a more equitable climate for women faculty at NDSU as a result of my participation in this training**

	Frequency	Percent	Cumulative Percent
Valid Agree	3	50.0	50.0
Strongly Agree	3	50.0	100.0
Total	6	100.0	

**The training was clear and well-organized**

	Frequency	Percent	Cumulative Percent
Valid Agree	2	33.3	33.3
Strongly Agree	4	66.7	100.0
Total	6	100.0	

**I would recommend this training to others**

	Frequency	Percent	Cumulative Percent
Valid Agree	1	16.7	16.7
Strongly Agree	5	83.3	100.0
Total	6	100.0	

**I am personally committed to addressing issues of gender bias and discrimination experienced by women faculty at NDSU**

	Frequency	Percent	Cumulative Percent
Valid Agree	1	16.7	16.7
Strongly Disagree	5	83.3	100.0
Total	6	100.0	

**Rate the overall quality**

	Frequency	Percent	Cumulative Percent
Valid			
Above	2	33.3	50.0
Average			
Excellent	2	33.3	100.0
Missing Data	2	33.3	
Total	6	100.0	

Qualitative Results from the Evaluation Form

1. What questions do you still have about being an ally for gender equity after attending this training? Please list any areas of the training that you would like to receive additional information about or that need further clarification. Your suggestions will be used to structure follow-up meetings for Allies.
  - The extent to which to raise the issues. Supporting without trying save someone.
  - Pipeline issues --- what and when turns off women?
2. What do you think were the most helpful or valuable aspects of the training you attended today?
  - Identifying ways in which males are privileged & what to do.
  - Suggestions, data about actual situation.
3. How could this training be improved to be more beneficial to you?
  - More about young women leaving science.