

ADVANCE FORWARD COMMITTEE

The Advance FORWARD Committee met September 11 at 11:30 a.m. in the Mandan Room in the Memorial Union. Those in attendance were Angela Bachman, Canan Bilen-Green, Betsy Birmingham, Kevin Brooks, Ann Burnett, Sandy Holbrook, Kevin McCaul, Julie Nash, Christina Weber, Charlene Wolf-Hall, Evie Myers, Kalpana Katti, Christi McGeorge, Don Schwert, Kay Sizer, Rhonda Magel, and Gary Smith.

Announcements

- The fourth quarter report in on the FORWARD website under resources. Should send the link to the EAB and IAB.
- Summary of contributions – looking for reports
- Virginia Valian will be on campus September 25
- The FORWARD meeting scheduled for October 2 is the week of homecoming so the meeting is being changed to October 16. This will be a joint meeting with CSWF.
- NSF has released the second-year funding. Need to do a second year proposal transmittal form for sponsored programs which is a formality.

Project Activities

Climate/Gender Activities: Virginia Valian

We will have the events videotaped. The schedule was distributed. This is the first round of gender/climate training. The FORWARD committee is invited to the 5:30 debriefing to help us define what gender/climate training should look like on our campus. The goal was to have everyone within five years do a training. We will pick her up at the airport (Christi will pick her up) and provide her with a tour of the Psychology department. Will email Virginia to see what she is interested in and if she would like to go with someone to lunch. Betsy will send around a sheet/vita on Virginia for all those who will be doing intros for any of the sessions. Please encourage department chairs and male faculty to attend. Encourage chair sin the email to send someone else if they cannot make it. Will try to design several different models.

EAB

Sent out the letter from the EAB. Also had a lot of evaluations done during sessions. We'll come back to discuss that. Canan provided a summary of their suggestions. Regarding the recommendation of the President to chair the IAB instead of the EAB, it was NSF's requirement that the President chair the EAB so will need to run that type of change by Kelly Mack. Regarding composition of the executive committee, pulling research out makes sense because it wouldn't need to meet weekly. Noted way too much time on clerical tasks but have a lot of events going on right now. Need to get an evaluation plan in place ASAP. Faculty recruitment will be pulled into the Provost's office but afraid this will delay training further; need to move forward on this. University policies – FORWARD needs to keep a close eye on policy changes if we are going to be able to track change. Women in Associate rank – utilize mentors to get them promoted. Also recommended a one to two day off campus retreat to work on role and an implementation plan for the next year. On the bottom of page 3 of the EAB's letter, discussed being concerned about Christi's involvement and time as an Assistant Professor and others doing more service. Christi's Chair had her job description altered to reflect percentage of course buyout changed to

service. Discussed how this was more reflective of service versus research. Other noted concerns from FORWARD members conversations during the visit were:

- Laura Kramer was concerned about all the additional work load FORWARD members are taking on.
- One suggestion was having other people on campus review grant application; have one core FORWARD person but utilize other campus members instead of all FORWARD people again.
- There was concern expressed by one member that the three former NDSU employees seemed to have a vendetta against NDSU or issues. Concern was with their abilities to evaluate if they are still harboring issues.

Evaluation

- Evaluation plan - The pink evaluation forms from the EAB visit were distributed again to the committee and members were asked to please fill the form out and return it. Also distributed the proposed evaluation plan which needs to be prioritized. It has been discussed with Frances Lorenz but it still needs to be discussed with those that will be impacted. Activity, evaluation/methodology, timeline – have shared with the data center as well and are waiting for a response. If you have any feedback, please contact Christi. Dr. Lorenz has agreed to look at all the instruments.
- Administrative survey – Survey was distributed. Ramona Danielson helped create. Will be sending to Dr. Lorenz on Monday but wanted to get some of the committees reactions to it as well. Times about 12 – 15 minutes to take. Defining administrators as academic administrators – those who directly evaluate faculty. There was a recommendation to add “academic” to the title and in the text as well.
- Chairs/Heads training evaluations – Working on developing a format. A sample was distributed. Used for August 18 training. Examining flaws in the instrument. Will use a different instrument for Chairs/Heads in the future.

FORWARD Scholars and Office

- We will be creating a forms link on the website and will place a travel reimbursement form there for when you travel for ADVANCE FORWARD activities. Will add that you do not need a receipt for the meals since it is per diem and will also add a part to note which meals were included in fees paid for the trip.
- If you have any FORWARD related work, the scholars have time available to provide assistance. (Betsy noted she has a bibliography that needs to be formatted.)

Mentoring Programs

A lunch for mentors will be launched on September 21. Another lunch meeting will be held for mentors and mentees on September 28. This will replace/complement the university mentoring program.

Advocates/Allies

The Advocates have a document they are pilot testing with some of the Allies. Their first training will be September 30. They will try one more training in October before Chesler comes to campus. They hope to be ready to go in the Spring.

CSWF

CSWF met last Monday. They are still talking about set-up on the 16th. They are having a difficult time getting everyone together to meet. May need sub-committees to meet more often and then would not have to meet each month. Sub-committees could be policy changes, internal appointments, PTE and equity awards. Could give each sub-committee a charge and a timeline. The committee wants more data; they feel it is too antidotal. There is also an issue about practice versus policy. Also noted is there is the issue of knowing policy. PTE committees need to review Policy 352. One recommendation (from EAB or Kelly Mack) was to make the CSWF a standing committee of the university senate.

Grant Programs

Call is out for the Climate/Gender grant applications and they are due September 18.

Budget

A handout was distributed that shows what was spent in the first year but it does not show the commitments made.

Other business

If anyone is interested in attending the annual PI meeting in October, please let Canan know.

Upcoming Events

- October 29-30 NSF ADVANCE PI meeting
- November 2-6 Dana Britton PAID interviews
- November 5 Dana Britton presentation on PTE process
- November 19-20 Mark Chesler, Advocates Training

9-11-09

September 4, 2009

To: NDSU ADVANCE Project Directors
From: External Advisory Board (EAB)

Re: Summary of Visit and Recommendations

Dear Canan, Ann, and Craig,

We were delighted to have the opportunity to visit North Dakota State University on August 27-28 to learn more about the NDSU project, meet project directors, staff and participants, and to see the momentum and enthusiasm being generated for the ADVANCE project at NDSU *in action*. The luncheons were well-attended and the grantees at the reception Thursday night were highly enthusiastic. The faculty and staff participating in your project are excited, energized, and ready to make Institutional Transformation a reality at NDSU.

The support of the NDSU administration is highly visible and positive—both due to the time, attention, and knowledge of the issues provided by the high-level administrators we met with, as well as the impressive provision of resources such as contributions to the mini-grants and the beautiful space for the FORWARD offices. As the FORWARD project's External Advisory Board, we are privileged to be able to have a front-row seat to the exciting new changes happening at NDSU.

To that end, we want to convey a few points of advice and observation to you and your colleagues. Please understand that we provide this advice in the hopes that we are helping you to succeed in your project, and not as a form of criticism or review. No formal response is required, nor do we expect that you will be willing or able to act on all of the points we outline below. We believe that our role is to do what we can, as outsider observers, to help you succeed. That said, we also agree that you should feel free to use any part of this letter in your NSF reports; however, so that we may speak candidly, please do not post it on your website or other public outlet.

- **The Executive/Steering Committee:** The EAB noted that the “executive steering committee” seemed to be a vestige of the FORWARD program prior to receipt of the ADVANCE grant. While this large committee may have been appropriate for driving the FORWARD program, it really is much too big to drive the needs of the ADVANCE project as outlined in the grant proposal and cooperative agreement with NSF.
 - We advise that the ADVANCE team convene a much smaller executive/steering committee comprised of the people most intimately involved with the day-to-day administration of the grant. Following is a configuration for you to consider:

- Executive Steering Committee = Executive Directors (2), Project Specialist, Campus Climate Leader, Advancement/Leadership Leader, Evaluation Leader. That makes a committee of six, each over a major area of emphasis. Individuals over an area should have a sub-committee with whom they meet regularly about their area of responsibility and report back to the Executive Committee. The graduate student FORWARD scholars could also be invited to meetings as appropriate, but should not be regular attendees due to confidentiality issues. Executive Committee ideally would meet weekly or bi-weekly.
- Consider making the Research category a separate entity (reporting to Executive Committee) and sub-contract with individual researchers whom the Executive Committee invites to do specific research projects. [This model worked well for Utah State; USU ADVANCE sub-contracted with sociologists, ethnographers from the College of Education, faculty who did organizational change research, faculty who developed DVDs, etc.; they were able to approve sub-contracts to do the requisite studies with specific guidelines, budgets, and due-dates.]
- Other organizational changes to consider: The External Advisory Board should be external to NDSU. We suggest that President Chapman convene or chair the Internal Advisory Board instead. Everybody else currently on the Executive Steering Committee could be added to the Internal Advisory Board and/or to sub-committees for the areas of emphasis. The IAB should be invited to meet with the Executive Committee for updates at least once a semester. The Executive Committee would want to meet with the Provost for updates monthly or bi-monthly. Internal Advisory Board members should be invited to Executive Committee meetings as needed for discussion of specific issues.
- **The Roles for the Executive Steering Committee:** One of the first tasks for a smaller Executive Committee is to define the roles and responsibilities of each member of the executive team. How will Canan and Ann divide the co-PI responsibilities? What are the expectations for the leaders of each major area—Climate, Leadership, and Evaluation? What role will the Project Specialist/Coordinator (Julie) have? Clear expectations for leadership should help to distribute the work more evenly and utilize everybody's talents more effectively.
 - You might consider a one- or two-day off-campus retreat in which the Executive Committee sits down together to define roles and plan for the future.
- **The Project Specialist's Job Description:** The EAB did note that Julie's skills may be under-utilized. Many of the tasks that we observed her performing may be better done by an administrative assistant or student employee, allowing Julie to take on higher-level tasks that can better take some of the burden off the

project leaders. Although at the beginning of ADVANCE projects it often falls to the Project Coordinator (and the PIs) to do these kinds of clerical tasks, in the long run you will avoid burnout and turnover if you can spend your valuable time on the tasks that made you excited to write the grant in the first place—the real work of Institutional Transformation. We recommend that you find a way to add staff to do clerical tasks (setting up meetings, arranging catering, organizing events, typing up agendas, etc.) to the FORWARD office.

- Note that this may mean an extra office is needed in the FORWARD space, as staff would best serve the project if located near the Project Coordinator/Julie.
- It is possible that the clerical work can be done by a couple of dedicated undergraduate students supervised by Julie. Or, it may mean a new part-time position or redefining the duties of the administrative assistant who is presently managing the budget.
- **Project Evaluation:** The EAB noted the extraordinary amount of time that was lost due to the issues with retaining Metis as the external evaluator. We concur with the ADVANCE team that removing the evaluation responsibilities from Metis was the right move, and we also concur with the ADVANCE team that getting an evaluation plan in place as soon as possible is probably the highest priority for the evaluation-related responsibilities of the project. Retaining Dr. Frances Lawrenz to perform outside evaluation of the project is a good idea, but it appears that most of the work will need to be performed internally to fully utilize her services.
 - Even before analyzing the evaluation form data or implementing any other surveys, we recommend that the ADVANCE team complete a detailed evaluation plan and work with both Dr. Christi McGeorge and the North Dakota Data Center to assign the data collection and analysis tasks as soon as possible.
 - The EAB was concerned at the amount of work that Dr. McGeorge has taken on for evaluating the ADVANCE program, as she is an Assistant Professor. We were happy to hear that Dr. McGeorge can use the data collected for the ADVANCE project to further her own research, and that the ADVANCE project is providing personnel support (graduate students/postdocs) and course buyout to help her balance the demands of this evaluation with her faculty position. We recommend that the ADVANCE PIs continually assess whether participation in this project is indeed furthering Dr. McGeorge's own career goals and if at any point they come in conflict, be prepared to adjust accordingly or intervene.

- Consider streamlining the paper surveys of every event in favor of more detailed surveys of key events. We were concerned that your constituents will become burned out if they are repeatedly asked to complete surveys for every event.
- **Faculty Searches.** The issue of training for faculty hiring committees came up repeatedly in different contexts throughout our visit. The consensus—from the EAB, ADVANCE project personnel, and NDSU administration—seems to be that such training should ideally happen for this year’s hiring cycle, as NDSU plans to hire many new faculty. Because some adjustments are being made to the duties of the new trainer (Angela), and the location of the personnel work for faculty hiring is also in flux, we hope that the commitment to have Dr. Sandy Holbrook become involved with Angela will help to accelerate the outreach to faculty search committees this fall.
 - NDSU has an unparalleled opportunity to hire this fall in a depressed job market when few other universities will be able to compete for top candidates. Consider setting aside a few open positions for opportunity hires that can push ahead the diversity agenda.
- **University Policies:** Another theme that arose repeatedly in different contexts throughout our visit was the need for more visible, consistent, and well-clarified policies at NDSU. Where is the dual career hiring policy on your website? Do new faculty understand the tenure requirements? Are these easy to find and well-defined? Does NDSU have a modified duties policy, and do all faculty know about it? While these questions might be best taken up by the Commission on the Status of Women Faculty, we recommend that the ADVANCE/FORWARD team keep a close eye on these questions and be sure to monitor the progress made.
- **Women in Associate Professor Rank:** There are few women at the rank of Full Professor at NDSU. This number has increased only slightly from 1992-93 to the present. There are also relatively few university-level administrative positions occupied by women and very few women department heads or chairs. The number of women faculty at the Associate level has grown, but many of these women have become burdened by excessive service work. One goal of the ADVANCE grant is to facilitate the promotion of these associate professors, partly by using mentors. Because there are few internal senior-level women mentors, we encourage the upper administration and FORWARD to employ on-campus male mentors as well as recruit women faculty members at upper academic ranks and use external female mentors. In addition, we encourage university administrators to be mindful of the administrative loads being placed on Associate Professors, so that these women have ample opportunities to pursue the research and teaching that will qualify them for promotion to Full Professor.

The EAB is very excited about this project and eager to keep in touch with the NDSU FORWARD team. Please feel free to send us updates and links to NSF reports (quarterly, annual). We also would be interested in setting up mid-year teleconference meetings between our annual visits to Fargo. We *all* have a vested interest in ensuring the transformation of NDSU. In five years, we hope there will be another *Chronicle* article proclaiming “NDSU’s Climate for Women is Transformed Thanks to ADVANCE and the FORWARD Team!”

Sincerely,

Susan Carlson
Christine Hult
Peggy Johnson
Laura Kramer
Ruth Maki
Jennifer Sheridan
Kathleen Slobin
Debra Tomanek

Outcomes	Major Activities/Components	Evaluation/Methodology	Timeline Year in Grant
<p>Climate Change. Find no significant difference in the perception of the climate between genders or between under-represented groups and the majority, while improving the overall climate.</p>	<p>Overall Climate – overall impact the grant has had on the climate at NDSU</p>	<p>Surveys:</p> <ul style="list-style-type: none"> • Work/life (fall semester) • Administrator (spring semester) <p>Focus Groups on Climate (divided by gender and discipline or college):</p> <ul style="list-style-type: none"> • Assistant Professors • Associate Professors <p>Interviews:</p> <ul style="list-style-type: none"> • Administrators • Faculty who leave NDSU 	<p>1st, 3rd, 5th, 7th 2nd, 4th, 6th</p>
<p>Research Questions from Grant</p> <ul style="list-style-type: none"> • Allies program. How does using an Allies program involve the campus more widely in the processes of institutional transformation? What role do supportive members of the majority group play in changing a gendered institution, and how does training increase the effectiveness of such Allies? • Dean/Chair training. How does ongoing training for department chairs/heads combine with the reverse mentoring that occurs when these administrators regularly interact in structured settings with women faculty? What is the role of reverse mentoring in achieving institutional transformation? • Role of "critical mass" in climate. Is there a relationship between more women academic administrators and the effectiveness of recruitment and retention of women faculty? How/why do women academic administrators help recruit and retain women, if in fact they do? Do units need a "critical mass" of women/women of color before widespread effective recruitment and retention are possible, and if so, is this process speeded by the presence of women examining the organizational and individual factors associated with NDSU, our research will identify those that might have gender-based advantages and lead to gender-linked dissatisfaction. Previous work academic administrators? 	<p>FORWARD Lectures</p> <p>Advocate Program</p> <p>Trainings by Advocates - Allies</p> <p>Commission on the Status of Women</p> <p>LEAD Training</p> <p>Dean/Chair Training</p> <p>Climate/Equity Research Grants</p> <p>Grants to Departments to hire a consultant</p> <p>Work w/ Native American</p>	<p>12 Indicator Data Document Review</p> <ul style="list-style-type: none"> • Attendance materials @ events <p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> • Participants at each event <p>Interviews</p> <ul style="list-style-type: none"> • All Advocates <p>Focus Group</p> <p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> • Participants at each event <p>Interviews with Allies</p> <p>Review of minutes</p> <p>Identify policy that they have worked to change</p>	<p>Ongoing</p> <p>Fall 2009/Spring 2013</p> <p>Spring 2010/Spring 2012</p> <p>Ongoing</p> <p>Fall 2011/Fall 2012</p> <p>Ongoing (5 trainings each school year)</p> <p>Each September & each April</p> <p>Spring 2011</p>

	<p>Groups</p> <p>New Faculty Orientation</p> <p>Gender Climate Training</p> <p>Space and Research tools Allocation</p> <p>Special Events (e.g. Virginia Valian's Visit)</p>	<p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> • Participants at each event <p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> • Participants at each event <p>Surveys</p> <ul style="list-style-type: none"> • Work Life • Admin Survey <p>12 indicators</p> <p>Compare the perceptions from the two surveys with the reality of the 12 indicators</p> <p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> • Participants at each event 	<p>Each Fall Semester</p> <p>Ongoing</p> <p>Spring 2010 and repeat each spring</p> <p>Ongoing</p>
<p>Recruitment. Standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order to assure that all pools include a representative number of women and women from under-represented groups.</p>	<p>Overall Recruitment Efforts – the overall impact the grant has had on recruitment</p>	<p>Focus Groups:</p> <ul style="list-style-type: none"> • Search committee chairs • Search committee members • New Hires <p>Interviews</p> <ul style="list-style-type: none"> • Women who chose not to come to NDSU <p>12 Indicator Data</p>	<p>Spring 2010/Spring 2013 Fall 2010/fall 2014</p> <p>Fall 2010/Fall 2014</p> <p>Each Fall</p> <p>Annually</p>

	Search Committee Training	<p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> • Participants at each event <p>Interviews</p> <ul style="list-style-type: none"> • Search chairs about the effectiveness/helpfulness of the Assistant for Faculty Recruitment 	Fall 2009 Spring 2010 & Spring 2012
<p>Retention. Retain 90% of women through the tenure decision; increase numbers of associate women in STEM disciplines from 8 to 24 by the end of the grant period (tripling present numbers).</p> <p>Research Questions from Grant</p> <ul style="list-style-type: none"> • Mentoring. Since NDSU women faculty report significantly more dissatisfaction than men in present mentoring programs (2007), do our same gender mentoring cohorts solve these problems? And, if women begin to report more satisfaction with mentoring, does that lead to better recruitment, retention, and promotion of women faculty? If so, what mechanisms in our program lead to success? • Gender and productivity. How do we understand and respond to gender-based advantages in research processes in this institution? Women faculty at NDSU report less satisfaction with research-related issues: time for research, support for research endeavors, and expectations for research (2007). By indicates possible gendered differences in productivity in the short term and over an entire career (Cole & Cole, 1973; Reskin & Hargens, 1979; Slobin et al., 2002; Zuckerman, 1970). 	<p>Overall Retention – the overall impact the grant has had on retention at NDSU</p>	<p>Focus Groups (divided by gender and college)</p> <ul style="list-style-type: none"> • Assistant Professors • PTE committee members <p>Document Review</p> <ul style="list-style-type: none"> • Grant final reports • Funded projects + longitudinal CV collection for awardees for travel grants, funded projects • Attendance materials @ events <p>12 Indicator Data</p>	<p>Fall 2009/Fall 2013 Spring 2010/Spring 2014</p> <p>Annually Ongoing</p> <p>Ongoing</p> <p>Annually</p>
<p>Mentoring cohorts for junior faculty</p>	<p>Pre/Post-test Survey of Mentors</p> <p>Pre/Post-test Survey of Mentees</p>	<p>Focus Groups</p> <ul style="list-style-type: none"> • Mentors • Mentees <p>Formative Assessment</p>	<p>Fall/Spring</p> <p>Fall/Spring</p> <p>Spring 2010 Spring 2010</p> <p>September each year</p>
<p>Travel grants</p> <p>Course releases Grants</p>	<p>Two part formative evaluation surveys:</p> <ul style="list-style-type: none"> • Recipients of the grants 	<p>Attendance lists Survey</p> <ul style="list-style-type: none"> • All women about 	<p>Each September and each April</p> <p>Spring each year</p>
<p>Networking events</p>			<p>Spring each year</p>

<p>Promotion. Increase number of STEM women full professors from 4 to 10 in the next five years.</p>	<p>Overall Promotion – the overall impact the grant has had on promotion at NDSU</p>	<p>networking event done by FORWARD and other groups on campus</p>	
<p>Leadership. Promote or hire women in at least 2 more dean positions (for a total of 3 women Deans) over the next 5 years; increase women heads and chairs/heads in the STEM disciplines to 5 of 28.</p> <p>Research Questions from Grant</p> <ul style="list-style-type: none"> • Leadership. Are leadership programs effective in encouraging women faculty to undertake academic leadership roles? If so, how/why? 	<p>Peer mentoring for senior faculty</p> <p>LEAP research grants</p> <p>Overall Leadership- the overall impact the grant has had on promotion at NDSU</p> <p>Leadership development grants</p>	<p>Focus Groups</p> <ul style="list-style-type: none"> • PTE Committee members • Women Associate Professors • Women Full Professors <p>12 Indicator Data</p> <p>Survey of participants</p> <p>Focus groups</p> <p>Two part formative evaluation surveys:</p> <ul style="list-style-type: none"> • Recipients of the grants <p>Focus Group</p> <ul style="list-style-type: none"> • Administrators • Women Full Professors <p>Formative Assessment</p>	<p>Each September and each April</p> <p>September each year</p>

9-11-09

Survey of NDSU Administrators

1. Default Section

NDSU Advance FORWARD
NDSU Dept. 2780
314 Family Life Center
P.O. Box 6050
Fargo, ND 58108-6050
Tel: (701) 231-6357; Fax: (701) 231-5924

This survey seeks to explore the thoughts of NDSU administrators who work directly with faculty regarding campus climate, recruitment, retention, promotion, and leadership. The survey is sponsored by NDSU Advance FORWARD (Focus on Resources for Women's Advancement, Recruitment/Retention, and Development), which is funded by a grant from the National Science Foundation (NSF). While NSF focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has expanded the focus of NDSU's Advance FORWARD efforts to the entire campus.

You are invited to participate in this web-based research survey. The survey consists of 19 questions and should take about 15 minutes to complete. Your participation is voluntary and you can quit the survey at any time. You may also choose to bypass or skip questions that you do not wish to answer. It is important to note that the information shared in this survey will be kept confidential, and only group comparisons will be made. The results will be made available in a report posted on NDSU's Advance FORWARD web site.

If you have any questions about this survey, please contact Ramona Danielson at (701) 231-9496 or ramona.danielson@ndsu.edu. If you have questions about the rights of human participants in research, or to report a problem, you can contact the NDSU IRB office at (701) 231-8908.

Click the "Next" button to start the survey.

2.

Survey of NDSU Administrators

1. With respect to the overall NDSU community, please indicate your level of agreement with each statement on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

	1=Strongly disagree	2	3	4	5=Strongly agree	Don't know/ Prefer not to answer
a. Administrators at NDSU are equally accessible to faculty who are men and faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The process for solving workplace problems is equally effective for NDSU faculty who are men and faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communication of roles and responsibilities at NDSU is equally clear to faculty who are men and faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. NDSU has an equitable process for nominating faculty who are men and faculty who are women for awards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Policies are applied equitably to faculty who are men and faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Search committees at NDSU receive sufficient resources for gathering a gender diverse faculty candidate pool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. NDSU effectively utilizes candidate pool expansion in the faculty search process to achieve a gender diverse pool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The tenure process is applied equitably to NDSU faculty who are men and faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The promotion process from associate to full professor status is applied equitably to NDSU faculty who are men and faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey of NDSU Administrators

2. With respect to the overall NDSU community, please indicate your level of agreement with each statement on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

	1=Strongly disagree	2	3	4	5=Strongly agree	Don't know/ Prefer not to answer
a. Faculty at NDSU (men and women) respect individual and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Faculty at NDSU (men and women) have a shared sense of mission for the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. NDSU has a transparent process for allocating resources to faculty (men and women), such as space, equipment, and graduate assistant support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Faculty at NDSU (men and women) are empowered to resolve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Faculty at NDSU (men and women) are aware of procedures for making a formal complaint or grievance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Faculty at NDSU (men and women) are encouraged to provide suggestions on how to improve the work flow in their unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Faculty at NDSU (men and women) feel a part of the NDSU community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Faculty at NDSU (men and women) feel a part of the Fargo/Moorhead community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. NDSU should have a comprehensive family leave policy (e.g., maternity leave, paternity leave, elder care, dependent care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.

Survey of NDSU Administrators

3. With respect to the overall NDSU community, please indicate your level of agreement with each of the following statements relating to faculty who are WOMEN, on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

	1=Strongly disagree	2	3	4	5=Strongly agree	Don't know/ Prefer not to answer
a. Communication between administrators and faculty who are women is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Workloads for faculty who are women are realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service expectations after tenure are reasonable for faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The types of networking opportunities for faculty who are women at NDSU are good (e.g., variety, availability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The types of mentoring opportunities for faculty who are women at NDSU are good (e.g., variety, availability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Resource allocation to faculty who are women is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Annual evaluations of faculty who are women help them advance their careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. With respect to the overall NDSU community, please indicate your level of agreement with each of the following statements relating to faculty who are MEN, on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

	1=Strongly disagree	2	3	4	5=Strongly agree	Don't know/ Prefer not to answer
a. Communication between administrators and faculty who are men is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Workloads for faculty who are men are realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service expectations after tenure are reasonable for faculty who are men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The types of networking opportunities for faculty who are men at NDSU are good (e.g., variety, availability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The types of mentoring opportunities for faculty who are men at NDSU are good (e.g., variety, availability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Resource allocation to faculty who are men is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Annual evaluations of faculty who are men help them advance their careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey of NDSU Administrators

5. What position do you hold at NDSU?

- Department Head/Chair
- Academic Dean
- Associate/Assistant Department Head/Chair or Associate/Assistant Dean
- Vice President; Associate Vice President
- Prefer not to answer
- Other (please specify)

Many of the following questions ask you to consider your "UNIT" – when answering, please refer to the entity that is most applicable to you (e.g., a head/chair would refer to his/her department, a dean would refer to his/her college, a vice president would refer to his/her division or the university as a whole).

Survey of NDSU Administrators

6. With respect to campus climate, recruitment, retention, promotion, and leadership, please rate your level of agreement with the following statements relating to faculty who are women in your UNIT, on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

	1=Strongly disagree	2	3	4	5=Strongly agree	Don't know/ Prefer not to answer
a. There are too few women in the pipeline for faculty positions in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There are too few candidates who are women in applicant pools for openings in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My unit has actively recruited faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The climate for faculty who are women in my unit is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My unit has taken steps to enhance the climate for faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My unit has too few faculty who are women in leadership positions (e.g., program coordinators, PTE or search committee chairs, department heads/chairs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My unit has made an effort to move faculty who are women into leadership positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My unit has made an effort to retain faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My unit has made an effort to mentor faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My unit has made an effort to promote faculty who are women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I would do more for faculty who are women in my unit, but I am concerned about the reactions from faculty who are men in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My unit acknowledges responsibility when faculty members (men and women) do not receive tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please describe any strategies you have used in your unit with respect to improving campus climate, recruitment, retention, promotion, and leadership relating to faculty who are women, and successes and barriers associated with these strategies.

Survey of NDSU Administrators

8. Statements with respect to the personal lives of faculty in your UNIT:

FIRST, please indicate your level of agreement with each statement on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

THEN, please indicate whether you perceive a difference on each statement for NDSU faculty who are women compared to faculty who are men.

	Level of Agreement	Is there a difference for faculty who are women compared to faculty who are men?
a. Faculty who wish to balance their personal and career lives are supported by colleagues in my unit.	<input type="text"/>	<input type="text"/>
b. It is difficult for faculty in my unit to adjust their work schedules to care for children or other family members.	<input type="text"/>	<input type="text"/>
c. It is difficult for faculty in my unit to attend meetings held early in the morning or late in the afternoon due to family obligations.	<input type="text"/>	<input type="text"/>
d. My unit is supportive of faculty with a new baby.	<input type="text"/>	<input type="text"/>
e. My unit is supportive of faculty with dependent care responsibilities.	<input type="text"/>	<input type="text"/>
f. My unit is supportive of new faculty hires who need to utilize spousal/partner hiring.	<input type="text"/>	<input type="text"/>
g. Faculty in my unit who have children are considered by their peers to be less committed to their careers.	<input type="text"/>	<input type="text"/>
h. Pace and pressure in my unit have a negative influence on the personal lives of faculty.	<input type="text"/>	<input type="text"/>

Survey of NDSU Administrators

9. Existing NDSU programs for campus climate, recruitment, retention, promotion, and leadership as they relate to faculty in your UNIT:

FIRST, please rate your perception of the value of each program to your UNIT on a scale from 1 to 5, where 1=not at all valuable and 5=very valuable.

THEN, please indicate whether you perceive that the program promotes institutional transformation at NDSU with regard to gender.

	Value of Program	In your opinion, does the program contribute to institutional transformation at NDSU with regard to gender?
a. Extension of the tenure clock	<input type="text"/>	<input type="text"/>
b. Spousal/partner hiring	<input type="text"/>	<input type="text"/>
c. Required training for search committee chairs	<input type="text"/>	<input type="text"/>
d. On-line training for search committee chairs	<input type="text"/>	<input type="text"/>
e. New faculty orientation	<input type="text"/>	<input type="text"/>
f. New faculty mentoring program	<input type="text"/>	<input type="text"/>
g. Pedagogical luncheons/workshops	<input type="text"/>	<input type="text"/>
h. Gear Up for Grants workshops	<input type="text"/>	<input type="text"/>
i. Anti-racism training/TOCAR	<input type="text"/>	<input type="text"/>
j. Safe Zone training	<input type="text"/>	<input type="text"/>
k. Required on-line sexual harassment training	<input type="text"/>	<input type="text"/>
l. Women in Science, Mathematics, Engineering, and Technology (WISMET)	<input type="text"/>	<input type="text"/>
m. On-campus child care services	<input type="text"/>	<input type="text"/>
n. Advance FORWARD Programs	<input type="text"/>	<input type="text"/>

6.

Survey of NDSU Administrators

10. Please rate your perception of the value to your UNIT of each of the following existing NDSU Advance FORWARD programs for campus climate, recruitment, retention, promotion, and leadership as they relate to faculty, on a scale from 1 to 5, where 1=not at all valuable and 5=very valuable.

	1=Not at all valuable	2	3	4	5=Very valuable	I have not heard of this program	Don't know/ Prefer not to answer
a. Allies/advocates program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Course release program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Leap grant program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Climate research grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Travel grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Leadership development grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey of NDSU Administrators

11. Of the following factors, please rank the FIVE you believe most contribute to the decision to leave your unit by faculty who are WOMEN and by faculty who are MEN.

	Top five factors for	
	WOMEN	MEN
Unable to meet expectations for teaching.	<input type="checkbox"/>	<input type="checkbox"/>
Unable to meet expectations for research.	<input type="checkbox"/>	<input type="checkbox"/>
Not having enough resources to conduct research.	<input type="checkbox"/>	<input type="checkbox"/>
Too many service obligations.	<input type="checkbox"/>	<input type="checkbox"/>
Receiving an offer for another job.	<input type="checkbox"/>	<input type="checkbox"/>
Conflict within the unit.	<input type="checkbox"/>	<input type="checkbox"/>
Not compatible with direction of unit.	<input type="checkbox"/>	<input type="checkbox"/>
Subtle or overt discrimination.	<input type="checkbox"/>	<input type="checkbox"/>
Subtle or overt harassment.	<input type="checkbox"/>	<input type="checkbox"/>
Frustration with informal systems at NDSU (e.g., cliques, unwritten rules).	<input type="checkbox"/>	<input type="checkbox"/>
A partner/spouse with an academic career not being accommodated at NDSU.	<input type="checkbox"/>	<input type="checkbox"/>
Lack of supportive family leave policy/options (e.g., maternity/paternity leave, dependent care, domestic partner benefits).	<input type="checkbox"/>	<input type="checkbox"/>
Need/desire to live closer to family.	<input type="checkbox"/>	<input type="checkbox"/>
Not liking the weather.	<input type="checkbox"/>	<input type="checkbox"/>
Not liking the community.	<input type="checkbox"/>	<input type="checkbox"/>
Negative perception of NDSU's prestige as an institution.	<input type="checkbox"/>	<input type="checkbox"/>
Other reason (please specify below).	<input type="checkbox"/>	<input type="checkbox"/>
Don't know/Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>

Please describe any other factors that contribute to the decision of faculty to leave your unit:

12. Please rate your level of agreement with the following statements, on a scale from 1 to 5, where 1=strongly disagree and 5=strongly agree.

	1=Strongly disagree	2	3	4	5=Strongly agree	Don't know/ Prefer not to answer
a. I am familiar with NDSU's Advance FORWARD program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is a need for institutional transformation at NDSU with regard to gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey of NDSU Administrators

13. How long have you been at NDSU?

- 3 years or less
- 4 to 10 years
- 11 or more years
- Don't know/Prefer not to answer

14. How long have you been in your current ADMINISTRATIVE position at NDSU?

- 3 years or less
- 4 to 10 years
- 11 or more years
- Don't know/Prefer not to answer

15. What percentage of your current appointment at NDSU is administrative?

- 25 percent or less
- 26 to 50 percent
- 51 to 75 percent
- More than 75 percent
- Don't know/Prefer not to answer

Survey of NDSU Administrators

16. In which college/category does your administrative appointment fall?

- College of Agriculture, Food Systems, and Natural Resources
- College of Arts, Humanities, and Social Sciences
- College of Business
- College of Engineering and Architecture
- College of Human Development and Education
- College of Pharmacy, Nursing, and Allied Sciences
- College of Science and Mathematics
- College of University Studies
- General NDSU administration (e.g., Academic Affairs; Agriculture and University Extension; Equity, Diversity, and Global Outreach; Finance and Administration; Information Technology; Research, Creative Activities, and Tech. Transfer; Student Affairs; University Relations; Libraries; Graduate School and Interdisciplinary Studies)
- Don't know/Prefer not to answer

8.

17. What is your gender?

- Male
- Female
- Transgender
- Prefer not to answer

18. What is your race/ethnicity? (Choose all that apply)

- Asian/Pacific Islander
- Black/African American
- American Indian/Alaskan Native
- White
- Hispanic
- Prefer not to answer

19. Additional comments:

Survey of NDSU Administrators

Thank you for completing our survey. Click "Done" to finish the survey.

Agenda: September 25, 2009

- Goals for this workshop
- What have we learned today about climate and our roles in building, changing, and maintaining it?
- What do we, as a group, feel are the things we would most want to share with our faculty peers as we work on warming climate at NDSU?
- What strategies and approaches might FORWARD use to develop and share effective climate training with NDSU faculty? Can we recommend resources, materials, or additions?

Workshop goals:

- Share what we (individually) have learned today about climate and the many roles we playing improving/maintaining it
- Understand the factors/challenges/good practices that most influence climate here at NDSU
- Develop strategies for climate training based on issues we have identified and ideas we gathered today
- Brainstorm content and potentially delivery for 3-5 training sessions for various audiences and purposes

Ground rules:

- Appoint a speaker and a secretary for your table (secretary writes, speaker reports out)
- Take individual notes on the back of this sheet; but group notes on the large Post-it notes; be ready to present to the larger group
- Avoid department names when reporting out about practices or concerns

Activities:

1. Use matrix on back to take individual notes. (20 minutes)
 - What did we learn today? What was most interesting, useful, helpful? (This is just some debriefing.)
 - What do we most want others to learn or think would be most helpful in warming the campus climate?
 - As a large group, lets list these and then do some prioritizing.
2. Each table is assigned one of our potential training topics. (20 minutes)
 - Using the large Post-its, sketch out a training session for your topic.
 - Provide: Name of topic, what you want learners to take away, the info we should provide, some ideas for delivery (case studies, group activities, etc.) List any useful resources you know of for this topic. (Separate pages, please.)
3. If we have time: trade with another group for them to add some ideas to your session; share with group. If less time, share with group after step 2. ☺
4. Ask Dr. Valian for further ideas and resources to support these topics.

<p>What did we learn? What did we learn today? What was most interesting, useful, helpful?</p>	<p>Teaching others: What do we most want others (faculty peers) to learn or what do we think would be most helpful in warming the campus climate?</p>	<p>Prioritize Top Five: Of your ideas or those from other groups, which do you think is the most important, we you providing a 50 minute training session?</p>
		<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>

9-11-09

Report ID: SFRNDU101PC

North Dakota State University
 PI Report
 Sponsor Funding Report
 As of September 03, 2009.

Page No. 1
 Run Date 09/03/2009
 Run Time 09:33:10

AWARD: FAR0013719 PROJECT: FAR0013719
 AWARD NAME: NDSU ADVANCE FORWARD: Transforming a Gendered Institut PROJECT NAME: NDSU FORWARD: Transforming
 AWARD DEPT: 2780 Center for Science & Math Edu PROJECT DEPT: 2780 Center for Science & Math Edu
 AGENCY: National Science Foundation F&A RATE: 29.300
 AWARD PI: Schnell, R Craig PROJECT PI: Schnell, R Craig
 AWARD START DATE: 09/01/2008 PROJ START DATE: 09/01/2008
 AWARD END DATE: 08/31/2009 PROJ END DATE: 08/31/2009
 FUND CODE: 43300 Public Service-level 3

EXPENSE DESCRIPTION	BUDGET	CURRENT MO EXPENSES	CUMULATIVE EXPENSES	OUTSTANDING PRE-ENCUMB	OUTSTANDING ENCUMBRANCE	AVAILABLE BUDGET	PERCENT AVAILABLE
Salaries-Reglr	65,500.00	3,169.17	31,270.59	0.00	0.00	34,229.41	52.26
Salaries-Other	0.00	404.00	1,994.00	0.00	0.00	(1,994.00)	0.00
Salaries-Temp	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries-OT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries-Fac	98,479.00	19,301.73	147,826.44	0.00	0.00	(49,347.44)	0.00
Salaries-Grad Asst	48,000.00	4,001.65	11,801.80	0.00	0.00	36,198.20	75.41
Benefits	53,429.00	4,922.17	40,173.68	0.00	0.00	13,255.32	24.81
TOTAL PERSONNEL EXPENSE	265,408.00	31,798.72	233,066.51	0.00	0.00	32,341.49	12.19
Travel	82,000.00	0.00	52,599.48	0.00	0.00	29,400.52	35.85
Supplies	14,500.00	0.00	2,097.83	0.00	0.00	12,402.17	85.53
Food and Clothing	0.00	678.13	2,989.35	0.00	0.00	(2,989.35)	0.00
Bldg, Grounds, Vehicle Supply	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Supplies	0.00	0.00	15,743.81	0.00	0.00	(15,743.81)	0.00
Office Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Postage	0.00	0.00	398.65	0.00	0.00	(398.65)	0.00
Printing	0.00	0.00	10,597.61	0.00	0.00	(10,597.61)	0.00
Minor Equipment	0.00	0.00	694.33	0.00	0.00	(694.33)	0.00
Utilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rents & Leases	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Repairs	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IT Communications	0.00	0.00	36.60	0.00	0.00	(36.60)	0.00
Professional Development	0.00	0.00	25,500.00	0.00	0.00	(25,500.00)	0.00
Operating Fees and Services	57,500.00	0.00	984.24	0.00	0.00	56,515.76	98.29
Professional Fee & Services	98,081.00	275.00	12,943.86	0.00	0.00	85,137.14	86.80
Medical, Dental, & Optical	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subcontracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cost of Goods Sold	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL OPERATING EXPENSE	252,081.00	953.13	124,585.76	0.00	0.00	127,495.24	50.58
Waivers, Scholar & Fellow	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL WAIVERS, SCH & FELLOW	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Asset Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL EQUIPMENT EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DIRECT COST	517,489.00	32,751.85	357,652.27	0.00	0.00	159,836.73	30.89
F&A	151,624.00	9,596.29	104,792.26	0.00	0.00	46,831.74	30.89
TOTAL F&A EXPENSE	151,624.00	9,596.29	104,792.26	0.00	0.00	46,831.74	30.89
GRAND TOTAL	669,113.00	42,348.14	462,444.53	0.00	0.00	206,668.47	30.89

End of Report