



Climate



Recruitment



Retention



Advancement



Leadership

The Advance FORWARD Committee met on Friday, August 27 at 11:30a in the Mandan Room. In attendance were Angela Bachman, Kevin McCaul, Kay Sizer, Charlene Wolf-Hall, Ann Burnett, Christina Weber, Gary Smith, Sandy Holbrook, Canan Bilen-Green, Tom Stone Carlson, Christi McGeorge, Betsy Birmingham, Kara Gravely Stack, Becca Mellem, Evie Myers, and Wendy Reed.

### **Announcements**

Meeting with President (Ann): Ann, Canan, and the Provost met with President Bresciani. He had already read the FORWARD proposal and asked questions. He was invited to attend a FORWARD Committee meeting.

NSF Quarterly Report (Sandy): The report is almost finished and will be sent in next week.

Joann Moody Visit (Julie): Moody's visit with Academic Deans should be held at the Alumni Center with beer and wine served. Copies of Moody's articles should be sent to Deans and Chairs prior to the visit.

### **Climate Programs- Betsy**

Betsy presented a session on gender in the classroom at the Teaching and Learning Conference. The session was well-attended. (See handout: "10 Principles for Teaching All Students")

Kevin, Christi, and Ann presented a session on enhancing department climate at the new faculty orientation. There was a nice turnout, and the attendees were engaged in the small group activities. The data from the evaluations will be ready next month.

### **Allies Program- Tom**

The Advocates had their first meeting of the semester on Monday, August 23. There are 4 trainings, 2 per semester, planned for the 2010-2011 academic year. The announcement for those trainings has not been sent out yet, but the dates are October 13, November 9, February 9, and April 12. A list of potential Allies has been developed. Each Advocate is working on gender equity issues in their own department, including developing an action plan and assessing department climate.

### **Faculty Recruitment and Hiring- Angela**

At the August Chairs meeting, procedural aspects of faculty searches were discussed.

### **Committee on the Status of Women Faculty-Christina**

The committee's first meeting is September 8. Policy is in PPC committee. Amy Rupiper Taggart (Faculty Senate President) said it is a priority to get the policy pushed through. A group was informally tasked to work on family leave policy.



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(Ann) The spousal hiring policy is going back to the Faculty Senate so a task force can look at policies at other colleges. It would be good to have someone from CSWF on the task force.

(Evie) ND Ace Network is trying to get revitalized. There is a meeting on September 21 from 10-12. Following the meeting, the group will attend the Moody Pedagogical Luncheon. Virginia Clark-Johnson would like to be on the Advisory Board.

### **Next FORWARD Committee Meeting**

Each meeting will have a specific topic. Next month's topic is climate. The IAB has been invited to the September meeting. Table of Planned Activities for Year 3 was distributed. (See handout)

Evie attended a listening group on climate. The President wants to establish a blog for people to share their experiences and insights regarding campus climate.

### **Mid-Career Mentoring (Charlene)**

The RFA has been out for a while. The deadline is August 30. One application from English and Communication has been received.

### **Promotion to Professor Task Force**

Virginia Clark-Johnson is working on this. There will be an administrators' panel on October 12 called, "How Do You Know When You are Ready to Apply?"

In March, the PTE Panel will present on what to have prepared for your application.

Charlene mentioned they are working on having a ND Ace Workshop on campus.

### **Junior Faculty mentoring (Wendy)**

Over the summer, the planning was done for cohort mentoring across campus. Last year, there were approximately 60 new faculty members. This year, there are approximately 30, including 8 women. Last year, the mentoring groups included 4 junior faculty and 2 senior faculty in single gender groups that were STEM/non-STEM. Composition of the groups was based on research that was reviewed for the grant. Placing faculty from the same department in the same mentoring group was avoided. There are very few non-STEM faculty involved this year. The group wants to do more formal activities such as writing, formative assessments, and grants (See handout: early career mentoring program for fall 2010). Wendy passed out a handout on constructing a syllabus. She's looking for feedback on potential topics for discussion (see handout called "Potential Topics for Discussion")

(Christi) Mentees and mentors were evaluated. Christi discussed the highlights of the data. Christi will send results that reflect the gender-based analysis next week.



### **Grant Programs (Christi)**

There are still six reports on outcomes that need to be submitted by faculty members.

This fall EPSCOR requires information on their funds (LEAP). Their form will be used to collect information for LEAP and Climate/Gender grants.

Canan passed out a sheet on grant awards (see handout- boldface were funded by FORWARD, others were funded by the Provost/ND EPSCOR). There will be one grant session at the beginning of the semester instead of one for each grant.

### **Space Study (Julie)**

Julie passed out the results from the study on faculty office and lab space (See handout "Average office and lab space square footage for STEM tenure and tenure-track faculty"). Kevin M would like to see the data by rank.

### **Announcements:**

(Kay) On Wed. October 6, there will be a grant-writing workshop by Tom Taylor from Washington, D.C.

# FORWARD

## Ten Principles for Teaching All Students

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1. Find activities that allow quiet students, or those students needing more processing time, a chance to be heard by you and by classmates: Small group discussions, discussion boards, blog assignments, or assigning (even ungraded) reading responses to share in class. (Such assignments can also diffuse the impact of dominating students.)
2. Give students, men and women, equal attention in advising and mentoring. Keep track of time spent and topics covered, because our perceptions of these things often differ from reality.
3. Give students, men and women, equal attention and equally specific feedback. Have a colleague come to your classroom and count interactions and the time students speak. Help men and women improve the quality of their in-class responses.
4. Use formative assessments to solicit student feedback about the kinds of activities, assignments, and evaluations that work best for their learning.
5. Monitor classroom dynamics to ensure that discussion does not become dominated by more aggressive students, whether men or women.
6. Vary the classroom structure to include more than just competitive modes of learning. Offer opportunities for collaboration and teach both men and women how to collaborate effectively. Here's a start with some resources should you be interested in teaching collaboration strategies: <http://teaching.berkeley.edu/bgd/collaborative.html>.
7. Revise curricula if necessary to include both men's and women's experiences, and to include those experiences in more than just stereotypical ways. Make sure you use texts by men and women, people of color and whites. Augment your textbook with recent articles in the field, if necessary.
8. Increase wait time—the amount of time you allow for students to formulate an answer to a question in class. (Most of us wait fewer than 5 seconds before we begin to answer our own questions. Let silence be your friend . . . many students need that quiet moment to formulate a response.)
9. Avoid gendered language in classroom discussions, lectures, and in written materials that you distribute to the class. This includes the “universal” man, (words like mankind), and he, him, etc. when used for both women and men. (Research has shown that readers for many years have not interpreted these terms as inclusive, and contemporary readers, in fact, interpret them as specifically excluding.)
10. Do not ask female students to perform activities you would not request of male students or vice versa.

**Bonus:** You get lots of extra credit for this one: Learn and use the names of **all** your students, in so much as possible. Encourage students (and create opportunities) for them to learn and use each other's names.

**Resources:**

- Birmingham, Elizabeth. "Gender Differences in Grading Styles and Teacher Response to Student Papers." *In Our Own Voice*. Eds. Tina Good and Leanne B. Warshauer. Boston: Allyn and Bacon, 2000.
- Carr, J. Z., Schmidt, A. M., Ford, J. K., & DeShon, R. P. (2003). Climate perceptions matter: A meta-analytic path analysis relating molar climate, cognitive and affective states, and individual level work outcomes. *Journal of Applied Psychology*, 88(4), 605- 619.
- Chilly Collective (Eds.) (1995). *Breaking Anonymity: the chilly climate for women faculty*. Waterloo, Ontario: Wilfred Laurier University Press.
- Center for Teaching and Learning, University of North Carolina. *Teaching for Inclusion*. "Gender and Your Classroom." January 2001. <http://ctl.unc.edu/tfi3.html>. 14 April 2008.
- Desmet, Christy. "Equivalent Students, Equitable Classrooms." *Feminism and Composition Studies: In Other Words*. Ed. Susan C. Jarratt and Lynn Worsham. New York: Modern Language Association, 1998. 153-171.
- Frank, Francine Wattman and Paula A. Teichler, eds. *Language, Gender, and Professional Writing*. New York: MLA, 1989.
- Gabriel, Susan L. and Isaiah Smithson, eds. *Gender in the Classroom: Power and Pedagogy*. Urbana: U of Illinois P, 1990.
- Gore, Jennifer, and Carmen Luke, eds. *Feminisms and Critical Pedagogy*. New York: Routledge, 1992.
- Haswell, Richard H., and Janis Tedesco Haswell. "Gender Bias and Critique of Student Writing." *Assessing Writing* 3.1 (1996): 31-83.
- Kramarae, Cheri, and Paula A. Treichler. "Power Relationships in the Classroom." *Gender in the Classroom*. Ed. Susan L. Gabriel and Isaiah Smithson. Urbana: U of Illinois P, 1990. 41-59.
- Lakoff, Robin. *Language and Woman's Place: Text and Commentaries*. New York: Oxford UP, 2004.
- Rosenthal, Rae. "Male and Female Discourse: A Bilingual Approach to English 101." *Focuses* 3 (Fall 1990): 99-113. Rpt. *The Writing Teacher's Sourcebook*. Ed. Gary Tate, Edward P.J. Corbett, and Nancy Myers. 3<sup>rd</sup> ed. New York: Oxford UP, 1994. 119-131.
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- Sandler, B.R., & Hall, R. ( 1986). The campus climate revisited: Chilly for women faculty, administrators and graduate students. Washington, D.C.: Association of American Colleges and Universities. [See <http://www.aacu-edu.org/Initiatives/psew.html> for further information]
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly*, 30, 47-58.
- Settles, I. H., Cortina, L. M., Stewart, A. J., & Malley, J. (2007). Voice matters: Buffering the impact of a negative climate for women in science. *Psychology of Women Quarterly*, 31, 270-281.
- Stake, J. E. (2003). Understanding male bias against girls and women in science. *Journal of Applied Social Psychology*, 33, 667-682.
- Tannen, Deborah. *Gender and Conversational Interaction*. New York: Oxford UP, 1993.
- Weis, Lois, ed. *Class, Race, and Gender in American Education*. Albany: SUNY UP, 1988.

Table of Planned Activities/Events for Year 3 – Updated August 25

Event\Timeline	2010							2011				
	July	August	September	October	November	December	January	February	March	April	May	June
<b>FORWARD Celebration/kickoff</b>			Sept 2									
<b>Search Committee Training</b>			JoAnn Moody - 9/20-21									
<b>Junior Faculty Mentoring Program</b>			9/20-21	10/14				3/8			5/4	
<b>Senior Faculty Mentoring Program</b>		Applications Due										
<b>Promotion to Full Professor Panels</b>		Administrators Panel – October 12						PTE Panel—March 1				May, 3 - Faculty Panel
<b>Leadership Training/Panel</b>					11/18 2pm							
<b>Networking Program</b>		TBD										
<b>Networking Program</b>		Name tags, speed networking										
<b>Reverse Mentoring</b>		TBD										
<b>Pedagogical Luncheon</b>			JoAnn Moody - 9/20-21					Valerie Youngs – January 27				
<b>Allies Program</b>			10/13		11/9			2/9		4/12		
<b>Chair/Head Training</b>		Orientation	Moody - 9/21		11/29 Jenn Sheridan							
<b>Dean Training</b>			JoAnn Moody - 9/20-2							April 6		
<b>Faculty Climate Training</b>		August 17, 18										
<b>EAB Visit</b>					Nov 30							
<b>Third Year Site Visit</b>												
<b>Grant Programs and Information Sessions</b>				10/7				Week of February 21				
<b>ADVANCE PI Meeting</b>												
<b>IAB Meeting</b>		To attend one FORWARD meeting			November 7-9							
<b>CSWF</b>		To attend one FORWARD meeting										
<b>Advocates</b>		To attend one FORWARD meeting										
<b>Work/Life Balance Speaker</b>												
<b>Dual Career Panel</b>												
<b>Monthly FORWARD Meeting</b>	Faculty Search 7/29	Mentoring Programs 8/27	IAB – Climate 9/24	Advocates 10/22	EAB Visit Planning 11/19	Minority & Disabilities 12/10	Site Visit Planning 1/14	CSWF 2/4	Leadership 3/4	Grant Programs 4/8	Networking 5/6	

Welcome to the NDSU early-career mentoring program. This is a three-year mentoring program designed to help you establish your teaching and research careers at NDSU. Please try to attend as many of the sessions as you can and coordinate with your cohort group for monthly meetings through the academic year. Below is a schedule of events planned for fall semester 2010. The success of the mentoring program depends on your participation and input, please let us know if you have questions or concerns.

Date and Time	Topic	Location
<b>SEPTEMBER</b>		
Monday, 20 <sup>th</sup> 2:00-3:30 Mentees only  3:30-5:00 Mentors only	JoAnn Moody: Ways to increase job satisfaction and success  Mentor training	
Tuesday, 21 <sup>st</sup> 11:45-1:00	Pedagogical Luncheon: JoAnn Moody, working with students	
	Cohort meeting	
<b>OCTOBER</b>		
??	Scholarship: establishing good writing habits	
Friday, 8 <sup>th</sup> 12:00-1:00	Pedagogical luncheon: Social Media conference	
	Cohort meeting	
<b>NOVEMBER</b>		
Tuesday, 9 <sup>th</sup> 12:00-1:00	Pedagogical Luncheon: Larry Peterson et al.	
	Cohort meeting	
<b>DECEMBER</b>		
	Cohort meeting	

## Constructing an effective syllabus: Getting the semester off to a good start

### General Advice

There are 4 critical components to an effective syllabus:

1. Clearly articulate Aims and Objectives:
  - a. Aims are broad statements identifying general educational outcomes
  - b. Objectives are concrete measures of how aims will be attained.
  - c. Word bank to help construct objectives: analyze, compare, demonstrate, discuss, identify, justify, outline, state, appreciate, compute, direct, display, infer, list report, synthesize, classify, contrast, derive, evaluate, integrate, name, respond, define, collaborate, designate, explain, interpret, organize, solicit.
2. Content and sequencing:
  - a. Establish direct relationships between the objectives and the course content
  - b. Think of your course like a flowchart and decide what information and skills students need to meet the aims and objectives by the end of the course. Let this be your guide for the semester.
  - c. You don't have to cover everything; a course is not a textbook.
3. Assessment and evaluation:
  - a. The purpose of assessment is to establish to what extent have students achieved course objectives.
  - b. Set firm deadlines, provide feedback in a timely manner, carefully consider class size when determining frequency and depth of assignments.
4. Administration and presentation:
  - a. See practical advice below
  - b. Try to keep syllabi to about one page in length

### Practical Advice

The Academic Affairs committee has a set of guidelines for the minimum information that must be included in syllabi for courses taught at NDSU

(<http://senate.ndsu.edu/acadaffairs/syllabi/>). If your course is a General Education course there are additional requirements for the syllabus (and course content), which are detailed here (<http://senate.ndsu.edu/gened/syllabi/>). Some additional practical information to keep in mind as you develop your syllabus:

- We have a 17-week semester (16 with classes and a final exam week). Many faculty schedule tests either every 4<sup>th</sup> week or every 5<sup>th</sup> week of the semester for either 4 or 3 tests plus a final exam. These are busy weeks in the semester for the students.
- If you have an attendance policy, you will need to include that in your syllabus, as well as a policy for missed assignments (also a policy for make-up tests). One strategy is to schedule a single make-up exam day near the end of the semester.



- We do have a dead week policy: only one exam can be scheduled in the last two weeks of the semester (including exam week). This means that if you schedule an exam finals week, you may not schedule a test for the last week of classes.
- Most classes start Tuesday, the 24<sup>th</sup> of August (the exception are evening classes that start on Monday the 23<sup>rd</sup>)
- NDSU Holidays (no classes scheduled) include:
  - Labor Day, September 6
  - Veteran's Day, November 11
  - Thanksgiving, November 25 and 26
  - See this link for the academic calendar:  
(<http://www.ndsu.edu/bisonconnection/dates/2011/>)
- Talk with your colleagues about teaching and syllabus development.

References:

M. J. V. Woolcock. Constructing a Syllabus: A handbook for faculty teaching assistants and teaching fellows. The Harriet W. Sheridan Center for Teaching and Learning, Brown University: [http://brown.edu/Administration/Sheridan\\_Center/](http://brown.edu/Administration/Sheridan_Center/) This handbook is helpful and includes workbook-style exercises to help you as you think about a syllabus. Much of the general advice presented here was gleaned from this handbook.

This website has all sorts of gems and tips for effective teaching (including developing a syllabus)

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

Carnegie Mellon's site has practical advice:

<http://www.cmu.edu/teaching/designteach/design/syllabus/index.html>

## POTENTIAL TOPICS FOR DISCUSSION

### RESEARCH

- Establishing a research focus early
  - Do you have a 3-minute elevator speech?
  - How to mix long-term goals with short term research that will result in publications?
- Writing: grants and manuscripts
  - What are strategies to establish routine writing habits?
  - What are strategies to navigate through grants administration on campus?
- Mentoring graduate students
  - Tips for recruiting graduate students.
  - What are the on-campus resources for graduate fellowships?
  - Tips on motivating graduate students.
  - How to meet graduate student needs; recognizing needy and non-needy students
  - Personality conflicts, what to do...
- Collaborations
  - Is it a good idea to participate in collaborations pre-tenure?
    - With whom? (grad/post-doc advisors? Departmental colleagues?)
- Talking with the media about your research
  - Practice giving a summary of your research to the general public
  - Provide a sound-bite for reporters (don't let them do it for you).

### TEACHING

- Formative and summative assessments in the classroom.
  - SROIs, what are they and how are they used?
  - Formative assessments are required on an annual basis...
- Managing difficult situations in the classroom.
  - How to handle disruptive students
  - What happens if a student seems to need medical attention?
- To tech or not to tech? How to use technology effectively
- Engaging students in active learning
- Testing and evaluating students
- Advising undergraduate students

### SERVICE

- What service assignments should be avoided pre-tenure?
  - What assignments can increase visibility or work best to establish good citizenry in your department, college and university?
  - What about service to your profession (Reviewer? Officer? Editor?)?
- How to say NO.... thank you.
  - How to recognize when you can't say NO versus when you can?
  - Being a student advisor for a club....is this a good assignment?

### THE INTANGIBLES

- Politics at the institution, college, department

- Recognize that politics do matter....learn what they are and how to play the game
- How to recognize and deal with bullies.
- Who can you talk to about frustrations; recognizing allies and friends vs false intentions.
- Who is who at NDSU? Who are the administrators at NDSU and what are they responsible for?
- Work:Life balance, or how to avoid chronic imbalance
- The tenure "package".
  - How to package your accomplishments in a way the highlights your success? It is not just a list....

**FORWARD Grant Programs:**

- 68 women faculty received at least one FORWARD award/grant
- Awarded \$633,114

(\$341,651 from ADVANCE funds; \$291,463 from NDSU/EPSCoR)

**Leap Research Grant:**

	# of Applications	# Awarded	Amount Awarded
Round 1	6	3	\$60,181
Round 2	22	6	\$50,000 + \$100,000
Round 3	11	4	\$60,000+\$60,000

**Leap Lab Renovation Grant:**

	# of Applications	# Awarded	Amount Awarded
Round 1	9	4	\$89,500

**Climate Research Grant:**

	# of Applications	# Awarded	Amount Awarded
Round 1	2	1	\$9,955
Round 2	4	2	\$20,000
Round 3	0	-	-

**Equity Award:**

	# of Applications	# Awarded	Amount Awarded
Round 1	2	1	\$5,000

**Mentor Travel Grants:**

	# of Applications	# Awarded	Amount Awarded
Round 1	37	37	\$26,380+\$22,064
Round 2	28	25	\$20,380+\$14,899

**Course Release Grant:**

	# of Applications	# Awarded	Amount Awarded
Spring 2009	1	1	\$6,000
Fall 2009	6	6	\$42,000
Spring 2010	4	3	\$18,500
Fall 2010 -Spring 2011	3	1	\$6,000

**Leadership Development Grant:**

	# of Applications	# Awarded	Amount Awarded
Round 1	3	2	\$12,255
Round 2	1	1	\$10,000

**Schedule for 2010-2011 FORWARD Awards/Grants**

- FORWARD Grants Information Session on October 7 (All RFAs will be posted on or before October 7)

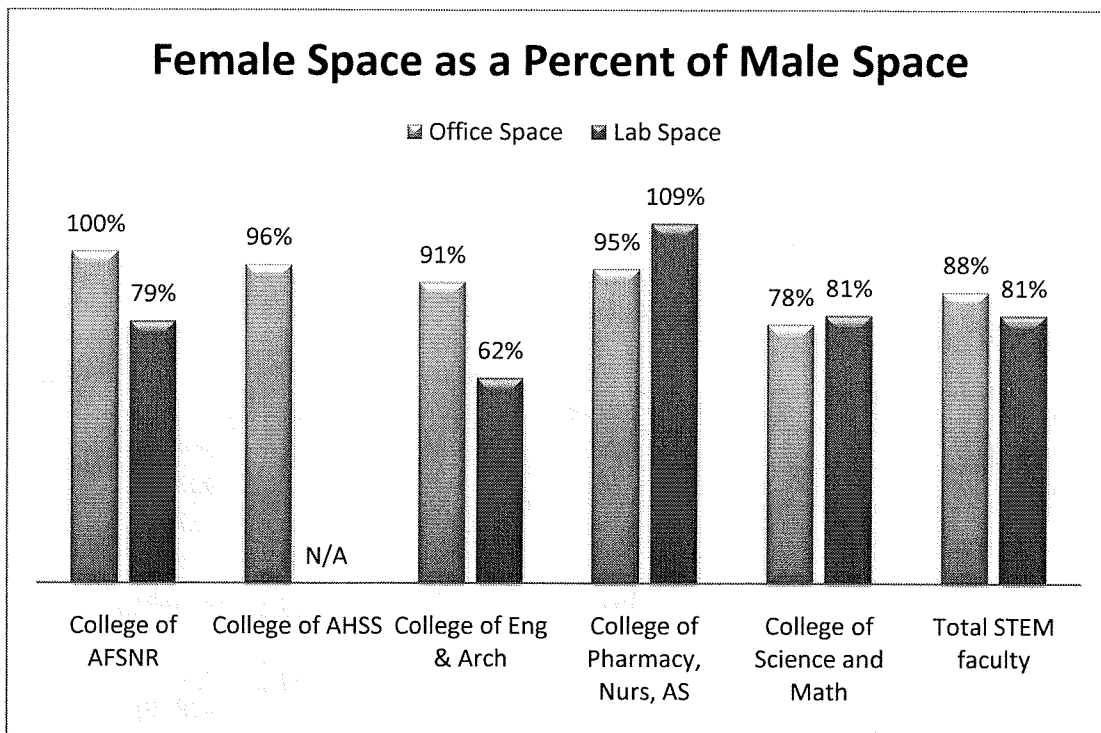
Program	Application Due Date
Course Release Grants	November 1, 2011 (March 1, 2010)
Mentor Travel Grants	January 15, 2011 (January 15, 2010)
Leadership Development Grants	February 15, 2011 (February 19, 2010)
Climate Research Grant	March 30, 2011 (July 15, 2010)
Leap Research Grant	April 29, 2011 (May 17, 2010)
Leap Lab Renovation Grants	
Department Equity Award	
Mid Career Mentoring Grants	(August 30, 2010)
Advocates	(February 19, 2010)
FORWARD Scholar	

## NSF 12 Indicators Table

Average office and lab space square footage for STEM tenure and tenure-track faculty\*

	Office Space			Lab Space		
	Average Square Footage Females	Average Square Footage Males	Female Square Footage as a Percent of Male	Average Square Footage Females	Average Square Footage Males	Female Square Footage as a Percent of Male
<b>College of AFSNR</b>	<b>138 (27)</b>	<b>138 (84)</b>	<b>100%</b>	<b>963 (21)</b>	<b>1218 (62)</b>	<b>79%</b>
Ag & Biosystem Eng**	134 (1)	139 (8)	96%	721 (1)	3064 (4)	24%
Animal Sciences	113 (6)	114 (14)	99%	2651 (3)	2902 (6)	91%
Entomology	284 (3)	269 (4)	106%	720 (2)	917 (4)	79%
Plant Pathology	115 (2)	115 (9)	100%	634 (2)	639 (9)	99%
Plant Sciences	150 (6)	149 (30)	101%	828 (6)	937 (25)	88%
Range Science	97 (2)	147 (4)	66%	- (0)	- (0)	- (0)
School of Food Systems	- (0)	167 (3)	N/A	- (0)	2693 (3)	N/A
Soil Science	117 (1)	114 (8)	103%	426 (1)	428 (8)	100%
Vet & Micro Sci	102 (6)	97 (4)	105%	576 (6)	496 (3)	116%
<b>College of AHSS</b>	<b>105 (3)</b>	<b>109 (5)</b>	<b>96%</b>	<b>- (0)</b>	<b>705 (1)</b>	<b>N/A</b>
Sociology/Anthropology**	105 (3)	109 (5)	96%	- (0)	705 (1)	N/A
<b>College of Eng &amp; Arch</b>	<b>126 (7)</b>	<b>139 (54)</b>	<b>91%</b>	<b>457 (3)</b>	<b>742 (35)</b>	<b>62%</b>
Civil Engineering	130 (1)	131 (12)	99%	635 (1)	391 (9)	162%
Construction Management & Eng	142 (1)	163 (7)	87%	- (0)	- (0)	N/A
Electrical & Computer Engineer	- (0)	125 (17)	N/A	- (0)	523 (17)	N/A
Industrial & Manufacturing Eng	130 (2)	157 (6)	83%	- (0)	1946 (3)	N/A
Mechanical Engineering	118 (3)	144 (12)	82%	368 (2)	1288 (6)	29%
<b>College of PNAS</b>	<b>231 (1)</b>	<b>244 (7)</b>	<b>95%</b>	<b>810 (1)</b>	<b>746 (7)</b>	<b>109%</b>
Pharmaceutical Sciences	231 (1)	244 (7)	95%	810 (1)	746 (7)	109%
<b>College of Science and Math</b>	<b>122 (25)</b>	<b>156 (76)</b>	<b>78%</b>	<b>473 (16)</b>	<b>584 (41)</b>	<b>81%</b>
Biological Sciences	139 (7)	157 (8)	89%	393 (6)	605 (8)	65%
Chemistry & Molecular Biology	119 (5)	167 (13)	71%	909 (4)	785 (9)	116%
Coatings & Polymeric Materials	153 (1)	253 (3)	60%	602 (1)	2039 (3)	35%
Computer Science	104 (4)	136 (10)	76%	133 (4)	210 (8)	63%
Geosciences	- (0)	132 (5)	N/A	- (0)	359 (5)	N/A
Mathematics	106 (3)	122 (13)	87%	- (0)	- (0)	N/A
Physics	- (0)	194 (10)	N/A	- (0)	146 (1)	N/A
Psychology	119 (5)	153 (12)	78%	444 (1)	328 (7)	135%
Statistics***	- (0)	146 (2)	N/A	- (0)	- (0)	N/A
<b>Total</b>	<b>130 (63)</b>	<b>147 (226)</b>	<b>88%</b>	<b>731 (41)</b>	<b>900 (146)</b>	<b>81%</b>

- \*Data as of Fall 2009. Faculty who held chair/head appointments were not included in these data. Lab space averages are based on faculty who actually have designated lab space. Number of faculty identified as occupying space is identified in paranthesis.
- \*\*One male anthropology faculty member has lab space; the rest of faculty(m/f),at this point in time do not have any lab space. Fall 2009 their space in Minard was already being remodeled.
- \*\*\*The only female faculty member is also the chair so the datum was not included.



Baseline data for the NDSU space study were collected this past year. Fall 2009 data were used for the baseline. Square footage of office and lab space occupied by STEM tenured and tenure-track faculty was collected and compiled by gender, department, college and total. Female square footage as a percent of male square footage was calculated to facilitate comparison of data between departments. Some departments did have lab space either out of a lack of need or a lack of available space. The adequacy of space was not evaluated. The data reflects actual assigned and occupied space. Faculty that did not have assigned lab space were not included in the average as this collection of data was not sufficient to identify whether or not there should have been an assignment of space.

Baseline data show that office space for female faculty as a percent of male faculty range from 78% to 100% across colleges. Lab space data was more varied. The percentage of female faculty to male faculty who has assigned lab space ranged from 62% in the College of Engineering and Architecture to 109% in the College of Pharmacy, Nursing and Allied Sciences. The College of Arts, Humanities and Social Sciences had no lab space assigned to faculty.