

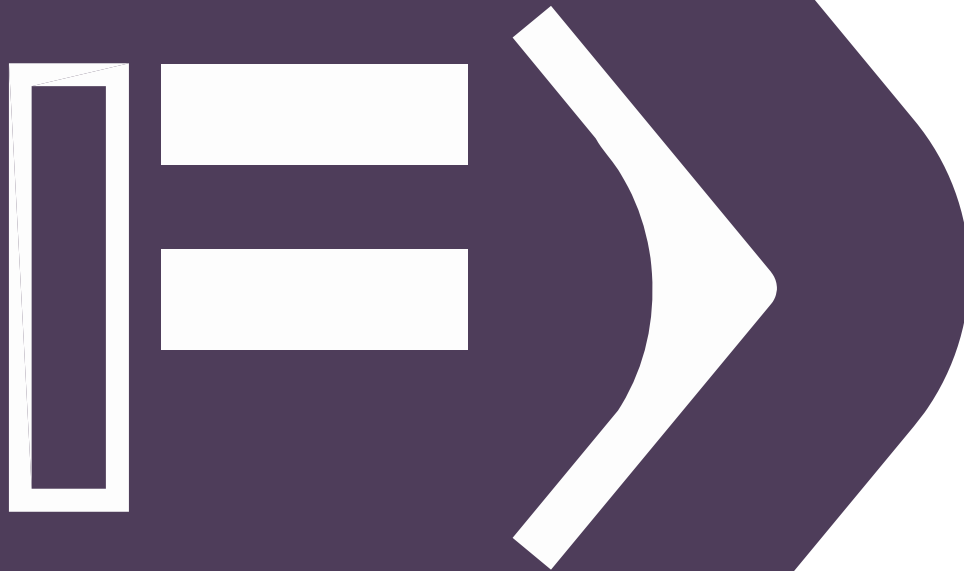
NDSU **ADVANCE** **FORWARD**➤

at North Dakota State University

## ANNUAL REPORT YEAR 5

September 1, 2012 — May 31, 2013

National Science Foundation  
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## SECTION I. Summary Overview

The achievements during Year 5 of the Advance FORWARD project continued to reflect the commitment and progress that was developed over the first four years of this project. The Year 5 achievements also demonstrate the continued progress toward the institutional transformation intended by the project's goals. These changes are evident in many of the activities and accomplishments that have been achieved in Year 5.

Some of the most notable developments and achievements during Year 5 include the following which reflect increased recognition, as well as numbers of women among senior faculty and in academic administrative roles and growth in the Advocates and Allies program:

- Election of the first woman from a STEM department as president of the Faculty Senate (Harlene Hatterman-Valenti, plant sciences) and the election of another woman from a STEM department as president-elect (Birgit Preuss, veterinary and microbiological sciences).
- Carol Archbold, associate professor of criminal justice and political science, received the Chamber of Commerce Distinguished Service Award for 2013.
- One of the six faculty promoted to full professor was a woman, Hatterman-Valenti, plant sciences.
- Seven of 27 faculty members promoted to associate professor and tenured for 2013-14 are women: Barrett, history, philosophy and religious studies; Do, computer science; Jia, agriculture and biosystems engineering; Simsek, plant sciences; Stastny, health, nutrition and exercise science; Troop-Gordon, psychology, and Vettern, school of education. In addition, Naughton, an associate professor in pharmacy practice, was awarded tenure.
- Increased the number of trained allies from 88 to 165 and increased the number of Advance FORWARD Advocates (current and emeriti) to 24.
- Continued success in hiring women faculty; 38% of all the tenure track hires and 44% of STEM tenure track hires since July 2012 have been women.
- Three women were recipients of prestigious university awards. JoAnn Miller, music, was awarded the Distinguished Faculty Lectureship; Birmingham, English, received the Odney teaching award and was inducted into the Tapestry of Diverse Talents; and Bilen-Green, industrial and manufacturing engineering, was recognized as the Blue Key Educator of the Year.
- Successful amendment to the Faculty Senate By-Laws to provide for a designated faculty member from the Commission on the Status of Women Faculty to serve on the Faculty Senate Executive Committee.
- Stephanie Day, assistant professor, and Jessie Rock, lecturer in Geosciences started a chapter of the Association of Women Geoscientists (AWG) at NDSU.

- Women's participation is noteworthy in many colleges especially in Agriculture, Food Systems and Natural Resources where
  - Jane Schuh, associate professor in veterinary and microbiological science, serves as the Assistant Dean in the College of Agriculture, Food Systems and Natural Resources, and Dr. Marcia McMullen, recently retired professor in plant pathology, is working on a part-time basis as Associate Director for the North Dakota Agricultural Experiment Station. Dr. Charlene Wolf-Hall is Head of the Department of Veterinary and Microbiological Sciences, and Dr. Sreekala Bajwa is Chair of the Department of Agricultural and Biosystems Engineering.
  - The Soil Sciences program ranks second in percentage of female faculty in the nation, and the Natural Resources Management program ranks fourth in that category.
- Another college where the increase in women's participation is notable is Engineering and Architecture where Cindy Urness serves as the interim chair of architecture and landscape architecture and Bilen-Green serves as the interim chair in industrial and manufacturing engineering.

One significant indicator of Advance FORWARD's success in institutionalizing the project's goals is the Provost's invitation for Advance FORWARD to develop a funding proposal to support continuation of several of the initiatives begun through the ADVANCE grant. In response to this invitation, the Advance FORWARD leadership prepared a proposal, and the Provost has agreed to fully fund it. The Provost continues to meet regularly with the PI/executive director of the Advance FORWARD project and has demonstrated his commitment and support publicly in a variety of ways including his attendance, as his schedule allows, at the monthly Advance FORWARD meetings.

The credibility of the ADVANCE FORWARD project and its programs is also demonstrated by the number of requests from other universities and a private company for members of Advance FORWARD to serve in various capacities as a result of project's accomplishments. These include:

- an invitation from Louisiana Technical University for the ADVANCE FORWARD Advocates to do training at that university;
- an invitation for Bilen-Green to give a presentation entitled "Engaging Male Colleagues in Institutional Transformation," at the Texas A&M Advance Scholar Symposium in October 2012;
- an invitation for Bilen-Green to participate in the external site for the ADVANCE program at West Virginia University; an invitation for Green to participate in the external site for the ADVANCE program at Lehigh University; and an invitation for Schwert to participate in the external site for the ADVANCE program at Texas A&M;
- an invitation from the West Virginia University ADVANCE program for Bilen-Green to serve on their external advisory board; an invitation for Birmingham and Brooks to serve as consultants at Drury University by leading sessions for a variety of audiences on climate.
- selection of Provost Rafert to attend COACHE's Annual Leaders 2013 Workshop to share initiatives developed and implemented through the ADVANCE FORWARD program for creating a more positive faculty workplace at NDSU.
- An invitation from a manager (a former NDSU business student) at a private company for members of FORWARD to visit their workplace in Minnesota to begin some

discussions about a project to enable women in the company to fulfill their professional potential, enhancing job performance and satisfaction.

## **SECTION II. NDSU Advance FORWARD Management**

### **A. Project Management and Structure**

#### **1. NDSU Advance FORWARD Leadership Group**

- Dr. Canan Bilen-Green, Industrial and Manufacturing Engineering, PI and executive director
- Dr. Ann Burnett, Women and Gender Studies, co-PI and associate project director
- Dr. Bruce Rafert, Provost
- Dr. Craig Schnell, Pharmaceutical Sciences, co-PI
- Dr. Gary Smith, Dean, College of Engineering and Architecture, co-PI
- Dr. Scott Wood, Dean, College of Science and Mathematics
- Dr. Rhonda Magel, Statistics, co-PI, data analyst for annual faculty salary survey and researcher
- Dr. Donald Schwert, Center for Science and Math Education, budget officer

#### **2. Advance FORWARD Steering Committee**

- Dr. Canan-Bilen Green, Industrial and Manufacturing Engineering
- Dr. Elizabeth Birmingham, English
- Dr. Ann Burnett, Women and Gender Studies
- Dr. Sean Sather-Wagstaff, Mathematics
- Dr. Karen Froelich, Business
- Dr. Christi McGeorge, Human Development and Family Sciences
- Dr. Wendy Reed, Biological Sciences
- Dr. Donald Schwert, Center for Science and Math Education
- Dr. Amy Rupiper-Taggart, English
- Dr. Christina Weber, Sociology and Anthropology
- Dr. Charlene Wolf-Hall, Veterinary and Microbiological Sciences

The Steering Committee meets bi-weekly to discuss all aspects of the grant and to ensure effective group decision making. In addition to the roles of those on the Leadership Team (described above), other members of the Steering Committee have specific functions in the Advance FORWARD project:

- Birmingham focuses on developing climate training materials;
- Burnett and Weber focus on research efforts;
- Froelich chairs the Commission on the Status of Women Faculty;
- McGeorge has responsibility for internal evaluation efforts and new faculty climate training;
- Reed, along with Schwert, coordinates the cohort mentoring groups for junior faculty;
- Rupiper Taggart serves on the Commission on the Status of Women Faculty;
- Sather-Wagstaff coordinates the Advocates program in which twenty faculty men (an increase of eight during Year 4), representing the academic colleges on campus, develop skills and insights--through specific training--to serve as Advocates for Advance FORWARD as well as for women faculty on campus; he also serves on the Women with Disabilities Task Force.
- Wolf-Hall coordinates the mid-career mentoring program and leadership development activities.

**3. Advance FORWARD Project Staff**

- Ms. Angela Bachman, assistant for faculty searches (now fully funded by NDSU)
- Dr. Dana Britton, Kansas State University, external evaluator
- Ms. Kendra Erickson-Dockter Advance FORWARD graduate fellow
- Ms. Ruthann Faulkner, office support
- Mr. Guy Hokanson, web support
- Dr. Sandra Holbrook, project consultant

**4. Additional Advance FORWARD Committee members** who participate in the monthly Advance FORWARD meetings when possible and work on components of the project where their expertise is relevant:

- Ms. Emily Berg, assistant director of institutional research and analysis
- Dr. Donna Grandbois, assistant professor of nursing
- Ms. Kara Gravley-Stack, director of diversity initiatives
- Dr. Kalpana Katti, distinguished professor of civil engineering
- Ms. Evie Myers, vice president for equity, diversity and global outreach
- Ms. Kay Sizer, manager of faculty development and special projects in research, creative activity, and technology transfer (RCATT).

**5. Other Personnel**

- Dr. Ineke Justitz, associate professor of history, serves on the Promotion to Professor Task Force and is giving leadership to the development of a training for promotion, tenure and evaluation committee members; this work was initially funded by the NSF ADVANCE funded PAID grant.
- Dr. Jane Schuh, associate professor of veterinary and microbiological sciences, serves on the Women with Disabilities Task Force and developed, in cooperation with Sather-Wagstaff, the faculty with the disabilities survey and a report of the survey results (now available on the Advance FORWARD web page).

**B. Budget**

Bilen-Green and Schwert continued to provide oversight of the Advance FORWARD budget in Year 5. A detailed budget update will be included with the fourth quarterly report at the end of August so that expenditures such as summer salaries, travel, and other summer disbursements can be included.

**SECTION III. Project Activities and Accomplishments**

**A. Commission on the Status of Women Faculty**

1. Policy development/revision efforts:

- Shepherded revision of Policy 103 through final stages of approval process; the revised policy became effective October 3, 2012. Revisions create distinctions between staff and faculty and clarify position announcement requirements for  $\leq .5$  FTE and/or interim administrative positions. Also, interviewed individuals involved with Policy 103 implementation; worked with Office of Diversity, Equity, and Global Outreach to communicate Policy 103 changes and compliance procedures. Met with External Advisory Board to discuss further changes needed in Policy 103 (opportunity hires, dual career hires, cluster hires), and institutionalization options. In the spring semester CSWF met with an ad hoc group from Provost's office who were

proposing further changes to Policy 103 for purposes of smoother implementation; CSWF supported one of the changes with regard to adjunct faculty, but did not support the proposal to change to reduce to five days the previously stipulated ten working-day announcement period for internal searches.

- Held extensive discussions over the course of the academic year regarding desired revisions to Policy 327 on administrator evaluations. Fall semester members of CSWF interviewed various faculty members, department chairs, and college deans for input. The input, along with information gathered from current processes, search of “best practices” and other institutions’ policies were reviewed and discussed in the context of our system and needs. CSWF members also met and coordinated with an ad hoc group working on survey evaluation instrument for administrator evaluation chaired by Wolf-Hall. These efforts have led to a clearer direction and general consensus of desired revisions and readiness for drafting the actual policy change proposal.

## 2. Institutionalization of the Commission

- Held discussions with External Advisory Board, FORWARD team, and within the Commission itself regarding institutionalization of the Commission and its work. The Commission and a CSWF task force produced a draft proposal which has been discussed with the Advance FORWARD Steering Committee.
- Achieved major accomplishment towards institutionalization with the amendment to Faculty Senate By-Laws to provide for a designated faculty member from CSWF on Senate Executive Committee and Senate Faculty Affairs Committee. Additional institutionalization mechanisms are still in process. This accomplishment followed a proposal initially developed by CSWF fall semester, then refined with input from Provost Rafert, the FORWARD group and Advance FORWARD Steering Committee.

## 3. Other significant Commission activities/efforts

- Participated in initial Promotion, Tenure and Evaluation Committee workshops in September. Broadened the work involving Promotion, Tenure, and Evaluation Committee training and additional revision ideas for NDSU Policy 352 by incorporating it into Faculty Senate subcommittee of Faculty Affairs Committee (with designated CSWF representation) for ongoing discussion and potential policy revision.
- Presented on current activities at Advance FORWARD monthly meeting in October 2012; discussion included progress on the Student Rating of Instruction. Followed up with task force working on revision of Student Rating of Instruction (SROI) which includes a CSWF representative. Rethinking has led the group to move away from a major policy revision; the group is proceeding with efforts to incorporate new SROI questions created by an Advance FORWARD group last year; the new questions are intended to reduce implicit bias.
- Finalized “new and improved” evaluation rubric for this year’s Advance FORWARD Department Award (see Appendix D). Received three nominations for this year’s Advance FORWARD Department Award; a selection committee will evaluate applications this summer and the recipient department will be announced at the beginning of the fall semester 2013.
- Initiated discussions to find pragmatic ways to facilitate dual career hires even if funding pool for dual career hire positions is not realized. In discussion with the Provost, he encouraged CSWF to strengthen spousal/partner hiring policy to more

seamlessly enable such hires. Bilen-Green and Froelich met with Erickson, the human resources director, regarding possibilities for a faculty recruiting facilitator, another step toward facilitating spousal/partner hires but broader to facilitate all faculty hires.

- Met with Hatterman-Valenti, newly elected President of Faculty Senate, for initial discussions of CSWF's anticipated initiatives including formation of subcommittee of Faculty Affairs Committee to discuss needed revisions to Policy 352 on promotion, tenure and evaluation.

## **B. Climate Project Activities**

1. Synthesized the best ideas from the many speakers the Advance FORWARD project has hosted over the course of this project into "tip sheets." These sheets are 1-2 pages featuring quick tips to help with climate issues in the users' units. Three tip sheets have been developed so far: one deals with department climate, another with recommendations related to service and a third addresses data collection related to climate (see Appendix F). These will be shared through mail and e-mail and posted on the "Resources" page of the Advance FORWARD website. Other tip sheets are being developed to provide tips relevant for new faculty, senior faculty, chairs and heads, and deans.
2. Continued lactation support for mothers returning to campus follow childbearing/family leave with monthly meetings, personal notes from active members, and a plan for broadening lactation support. Initiated additional lactation facilities with the prompting and support of the Provost to identify more lactation spaces across campus. A room is being custom built in the renovated Minard (building renovation scheduled for completion this summer), and a room is being refitted in the Criminal Justice Political Science building.
3. Provided consulting team to discuss climate at Drury University. Birmingham and Brooks undertook two full days of facilitating work at Drury University in Springfield, Missouri. They prepared and delivered: a talk to the campus on climate, a workshop for chairs and heads on climate, an ally training session, a session with administrators on data collection and policy, and a wrap-up session to strategize next steps.
4. Sponsored or co-sponsored a variety of workshops and luncheons including:
  - Two pedagogical luncheons:
    - a presentation by Dr. DeRionne Pollard, President of Montgomery College entitled *Recognizing and Embracing the Counter Narrative: Gender, Race, and Sexual Orientation in the Classroom and Work Environment* on October 25, 2012.
    - a presentation by Dr. Laurel Vermillion, President of Sitting Bull College, on *The Importance of Including Culture, Community, and Collaboration into Pedagogy* on November 5, 2012. Held "Enhancing Department Climate" session for new employees on January 7, 2013.
  - A four-hour anti-racism training for 17 department heads and administrators. Ten department chairs, 3 faculty and 2 deans completed the evaluation. All of the participants who completed the evaluation reported their knowledge of institutional racism had increased as a result of attending the training and that they had acquired new information or understanding about white privilege and systems of power and oppression.



- A Community of Respect Workshop for administrative assistants on January 2-3, 2013. Training conducted by Gravely-Stack, Director of the NDSU Equity and Diversity Center.
  - A workshop for women faculty entitled “The Power of Dead Even Rule” on February 19, 2013. The workshop, led by Marie Hvidsten, Rural Leadership Specialist and Rural Leadership North Dakota Program Director with NDSU Extension Service, addressed gender differences in behavioral and communication patterns and the internal “rules” women and men use to define appropriate adult behavior. Seventeen individuals participated. All of the evaluation respondents reported they had acquired new skills, information or understanding about how to improve their interactions with their female colleagues. Advance FORWARD also sponsored two additional sessions in March for women administrative assistants and staff who work directly with faculty.
5. Continued development of Advocates and Allies program with additional training and support activities:
- Conducted NDSU Ally trainings on September 27, November 16, February 5, March 4 and March 20; the trainings on February 5 and March 4 were college specific training for the Colleges Arts, Humanities and Social Sciences, Human Development and Education, and Science and Mathematics. Deans in these three colleges pledged to have 50-75% of their faculty men attend ally training. As a result the number of Allies increased from 88 reported in the Year 4 annual report to 165 (an increase of 77). There are now 36 of 42 departments with at least one Ally.
  - Held four discussion meetings during the fall and early spring semesters with the three new Advocates who were reading Virginia Valian's *Why so Slow?* As well as the original *Chronicle of Higher Education* article dealing with shortage of women faculty at NDSU, and the Advance FORWARD grant proposal; this training and transitional effort was led by two of the returning Advocates.
  - Developed case studies to be used in Ally follow-up sessions (coffee meetings); this work is being done by continuing Advocates.
  - Held five follow-up coffee meetings with Allies during the academic year where readings were discussed. Several Allies attended each of these sessions.
  - Held regular Advocate meetings throughout the academic year to discuss plans for the year as well as readings that are a part of the Advocates' commitment to ongoing education about gender issues and their impact on women faculty.
  - Announced that applications for new Advocates would be received (deadline was April 2); applications are currently being reviewed and new Advocates will be announced this summer.
  - Met as Advocates with the Advance FORWARD team for their monthly meeting on February 15; this provided an opportunity to update the FORWARD team on Advocate and Ally efforts, activities and challenges.
  - Drafted policy for college-specific ally training sessions.
  - Coordinated the nomination of Birmingham for the Tapestry of Diverse Talents (Sather-Wagstaff and Ulven).
  - Conducted Ally training at Louisiana Technical University on October 13, 2012, in the College of Engineering and Science. Trainers were Stone Carlson (human development & family science) and Ulven (mechanical engineering). Between 30 and 36 male faculty participated in the training across three sessions.

6. Continued work of Women with Disabilities Task Force
  - Reviewed NDSU policies relevant to faculty with disabilities in order to formulate recommendations for revisions. Recommendations for Policy 352 on promotion, tenure and evaluation included changes in tenure clock extension due to disability, procedures for maintaining confidentiality, and clarification that there would be no increase in expectations when extensions are granted.
  - Completed a final report on the results of the Faculty Disability Survey that has been posted on the Advance FORWARD website. The results were used to support recommendations for revision of NDSU's policy on faculty promotion, tenure and evaluation (Policy 352).
  - Finalized recommendations for revision of NDSU Policy 168 which provides guidelines for employee requests for reasonable accommodation on the basis of disability.
  - Followed up on recommendations received from faculty at the open forum on the disability survey results; Sather-Wagstaff, Schuh, and Bilien-Green will work over the summer to address these recommendations and bring them to the full task force in the fall to consider next steps.

### **C. Faculty Recruitment Efforts**

1. Collected and analyzed demographic data related to searches for tenure track faculty openings since July 1, 2012. The data indicate that progress continues in efforts to attract more diverse applicant pools. More significantly, the overall percentages of women interviewed and hired continue to be greater than their occurrence in the applicant pools (23.5% of the applicants, 31.4% of the interviewees and 36.7% of the hires). In STEM departments women were 19% of the applicants, 31.2% of the interviewees and 43.8% of the hires including one each in biological sciences and mathematics and two in psychology. This trend was also true for women of color in STEM department positions where they were 10.1% of the applicants, 13% of the interviewees, and 15.6% of the hires (see Tables 10A and 10B in Appendix B).
2. Conducted four sessions of the faculty search committee training, October 10 and 11, 2012, and February 6 and 7, 2013. A total of 62 individuals attended one of the four sessions bringing the total number of those who have participated in the faculty search training to 155. All but 4 academic departments have had at least one faculty member participate in the training, and 15 departments have four or more members (some as many as ten) trained. The training continues to revised slightly in response to evaluation feedback. The addition of a case study exercise has been well received. Plans for the coming year are to offer the four sessions at intervals across the academic year (September, November, February and April) to make them more accessible and timely in terms of search process initiation.
3. Continued to participate in the development and implementation of search training for committees involved in professional (non-faculty) staff searches and for administrative assistants who support searches for both faculty and professional staff. Observed the pilot and initial sessions of these search committee trainings. These trainings are "spin offs" from the faculty search trainings and closely mirror the content of those trainings with appropriate adaptations. These trainings are currently being adapted to make them available online.
4. Continued to have members of Advance FORWARD groups either serve on search committees, including faculty searches in Industrial & Manufacturing Engineering, Electrical and Computer Engineering Departments and for the Vice President for Research and Creative Activities, or as an interview element for all candidates.

Feedback and contributions as measured by departments in Engineering and Architecture have been excellent.

5. Requested and received funds to allow additional interviews with women candidates for a department chair position (requested by search committee chair who is also an Advocate).
6. Chaired the search for the vice president for research, creative activity and technology with a FORWARD member (Katti).
7. Collapsed a chair search process in the College of Engineering and Architecture after determination that pool lacked any form of diversity. Recent pool includes female candidate as a finalist.

#### **D. Advancement and Leadership Activities**

- Cohort Mentoring
  - Launched the Cohort Mentoring program for 2012-13 in early fall semester 2012, with a “meet-and-greet” session for the new cohort groups. This academic year’s program continued the cohort model but concentrated only on faculty (women and men) who arrived at campus during the past year. Fifteen cohorts were assembled. Each cohort consists of two senior faculty mentors, working with 3-4 new faculty. Each cohort was of the same gender. The cohorts were asked to meet approximately monthly, and a list of suggested topics to cover was provided.
  - Sponsored three presentations on mentoring by Dr. Mary Deane Sorcinelli, Associate Provost for Faculty Development at University of Massachusetts, Amherst, on November 8, 2012:
    - A workshop for faculty entitled *Mutual Mentoring: Moving Beyond One-Size-Fits-All Mentoring*; 21 individuals attended.
    - workshop for department heads entitled *Helping Faculty Build Effective Mentoring Networks: The Role of Chairs*; 15 individuals attended.
    - a third session for deans and vice presidents; 6 individuals attended.
  - An evaluation of this year’s program will be launched shortly; mentors and mentees will receive separate evaluation instruments.
- Midcareer Mentoring

The midcareer mentoring grant program remains open year round. One grant was awarded to Ardith Brunt, tenured associate professor, health, nutrition, and exercise science. The intention of this mid-career effort is to lead to additional publishing and grant writing among those on the team which includes, in addition to Brunt, Yeong Rhee and Bryan Christensen, both tenured associate professors in the department. Their goals are to collaborate and submit at least one grant proposal and to establish a formal time to strategize about how tenured faculty can prioritize time for writing research papers and grants while assuring best quality teaching.
- Promotion to Professor Task Force
  - Held the initial promotion, tenure and evaluation (PTE) committee workshops on September 4 and 5, 2012. A total of 78 individuals attended; most were members of departmental and college PTE committees.
  - Held PTE training for department chairs and other administrators on October 9, 2012; 25 individuals attended.
  - Continued Promotion to Professor (PTP) Task Force monthly meetings. Meetings addressed planning and evaluation of activities and included discussions about measures of quality, how to institutionalize PTE committee training, and changes to Policy 352 to include guidance for an advisory committee for the Provost level

- review. Task Force members also began efforts to develop a transition plan for institutionalizing this component of Advance FORWARD.
- Sponsored three Promotion to Professor panel luncheons:
    - a panel on September 25 featured four deans (Clark-Johnson, Human Development & Education; Johnson, Business; Peterson, Pharmacy, Nursing & Allied Sciences; Sandstrom, Arts, Humanities & Social Sciences); the panel was facilitated by former dean of Science and Mathematics McCaul; panelists shared tips for promotion from their administrative perspective. Fifty-eight individuals, primarily associate professors, attended this session.
    - a panel on November 14 was composed of three faculty and focused on mentoring. Panelists included Birmingham (English), Sheridan (biological sciences) and Wolf-Hall (veterinary and microbiological sciences). Twenty-nine individuals including administrators and faculty from all three ranks attended this session.
    - a panel on February 14, 2013, included PTE committee members from different colleges who shared perspectives about how to prepare a strong portfolio Malcolm Butler (biological sciences), Don Faulkner (architecture & landscape architecture), Jeffrey Clark (sociology and anthropology), and Marion Harris (entomology). Donna Terbizan (health, nutrition & exercise sciences) facilitated the panel discussion. Forty-three attended this luncheon.
  - Other leadership and advancement activities:
    - Organized a dinner for women administrators hosted by the President on September 14, 2012; 14 women - department chairs, assistant and associate deans, and one dean - attended, several attendees are active in Advance FORWARD. The President talked about leadership and shared insights from his own experience.
    - Sponsored a session on leadership and fundraising in October 2012, led by Peggy Johnson, Penn State, (External Advisory Board member).
    - Organized a discussion on academic leadership for women administrators hosted by the Provost on January 24, 2013; around 15 women - department chairs, assistant and associate deans, and one dean - attended.
    - Participated in a Women in Leadership Networking Reception, as Advance FORWARD members; the event was held in February as part of NDSU's annual Women's Week. The reception honored women in leadership roles at the university.
    - Sponsored a full-day leadership development workshop held on March 15. There were 31 participants. This leadership activity built upon last year's FORWARD sponsored leadership development workshop. Attendees for this year's workshop were nominated and sponsored by their college dean. The workshop addressed practical soft skill components of leading, managing, and working with others. Using interactive exercises based on adult learning theory, the workshop leaders also debriefed three instruments that illustrated their use in organizational settings.
    - Held a special short leadership workshop and dinner for deans and vice presidents on March 14 prior to the full-day workshop on March 15. The topic was "The Powerful Apology."
    - Held two follow-up sessions to the March 15 workshop on May 9 and May 16. Topics of discussion included "Group Think" and "Difficult Conversations."
    - Received nominations from deans for women to receive an Advance FORWARD Leadership Development grant to attend the ACE Regional Leadership Workshop. Of the 23 nominated, 17 applied for funding and were awarded grants (co-funded by the Provost) to attend this workshop in September 2013.

- The Leadership Development Listserv remains active. There are 53 participants of both genders on the listserv reflecting a modest but steady increase in participants.

#### **E. Grant Programs and Incentives**

Conducted grants information session on October 12, 2012. The session included information on all Advance FORWARD grant programs. Calls for applications for grant programs, information on the review process, and relevant forms are posted on the Advance FORWARD website. Applicant and awardee information for each of the Advance FORWARD grant and incentive programs is included in Appendix A.

#### **F. Networking Events**

Offered speed networking on Friday, October 26, 2012. Invitations were distributed to all NDSU faculty, as well as to University of North Dakota (UND, Grand Forks) faculty, to encourage inter-university networking opportunities. Although 22 faculty responded to the invitations, only 9 faculty actually attended including 2 from UND. Despite positive evaluations about the activity itself from those who attended, evaluations also indicated that the time for this event was problematic and recommended offering networking events the noon hour. No external networking events were scheduled during the second semester of this academic year due to low turnout at the fall event.

#### **G. Report on Baseline Data for NSF 12 Indicators**

The narrative below summarizes the NSF 12 Indicators data for the fifth year of grant activities (2012-2013). In the case of tenure and promotion decisions, data for the three academic years 2009-10, 2010-11, and 2011-12 are also reported. Eight sets of tables included as Appendix B illustrate more fully the data captured for the NSF 12 Indicators. These data continue to be analyzed for accuracy and any data tables that are revised will be included with our fourth quarterly report.

As part of the effort to institutionalize the 12 indicator data, Emily Berg, assistant director in the NDSU Office of Institutional Research and Analysis, prepared the tables found in Appendix B using the institutional human resources database and data from the Provost's Office.

1. Number and percent of women faculty in tenure-line positions by rank in science/engineering departments.
  - The Table 1 collection provides data on the number of men and women in tenure-line (tenure or tenure-track) positions at the full, associate, and assistant professor levels in STEM and non-STEM disciplines. More specifically, Table 1A provides the number of men and women in each of these positions by rank for the academic year 2012-2013 for STEM departments. Table 1B gives the number of men and women in each rank for non-STEM departments.
  - In year five, women faculty made up 37.7% (43) of the assistant professors, 21.3% (19) of the associate professors, and 7.7% (9) of the full professors in the STEM disciplines (Table 1A). In the non-STEM departments (Table 1B), these percentages are 57.7% (45), 39.4% (28), and 20.0% (13), respectively. In 2012-13 the percentage of women in STEM disciplines in all three ranks increased. The most notable increase between 2011-12 and 2012-13 is in the assistant professor rank where the percentage of women assistant professors increased from 34.4% (37) to 37.7% (43) in STEM disciplines. In the non-STEM disciplines, the most notable increase is in the percentage of women full professors: full professor women

- increased from 17.5% (11) to 20.0% (13). However, associate professor women decreased slightly from 42.3%(30) to 39.4% (28).
- In STEM departments, 22.2% (71) of the tenure-line faculty positions were held by women. In non-STEM, women held 40.2% (86) of the tenure-line faculty positions. Overall, 29.4% (157) of the tenure-line faculty were women. In all disciplines, 45.8% (88) of the assistant professors, 29.4% (47) of the associate professors, and 12.0% (22) of the full professors were women.
  - Tables 1C and 1D provide data on women faculty of color in tenure-line positions as well as the number in non-tenure track positions for the 2012-13 academic year. Because the numbers of women faculty of color are so small, we continue to report the data by college rather than department. Data for colleges with STEM departments are given in Table 1C. Overall, in the STEM departments, 20 women of color were in tenure-line positions. There were no women of color in non-tenure track positions. In the non-STEM departments, 13 women of color were in tenure-line positions, and no woman of color was in a non-tenure track position (Table 1D). Women of color in tenure-line positions increased from 28 in 2011-12 to 33 in 2012-13 in all disciplines.
2. Number of women in science/engineering who are in non-tenure-track positions.
- Tables 2A and 2B provide the total number of faculty for 2012-13 in tenure-line positions as well as the number in non-tenure track positions for each of the STEM departments (2A) and non-STEM departments (2B). In the STEM departments, women made up 22.2% of the tenure-line positions and 36.0% of the non-tenure track positions. Overall, in STEM departments, 11.3% of all women were in non-tenure track positions compared to 6.0% of all men in non-tenure track positions. In the non-STEM departments, women made up 40.2% of all tenure-line positions and 75.0% of all non-tenure track positions. In non-STEM departments, 27.7% of the women were in non-tenure track positions compared 7.9% of all the men in non-tenure track positions.
3. Tenure/promotion outcomes by gender.
- Tables 3A and 3B provide the number of men and women who were reviewed for tenure in the three academic years 2009-10, 2010-11, and 2011-12 as well as the number of tenure approvals, denials, and withdrawals for the STEM (3A) and non-STEM (3B) departments. These figures do not include non-renewals or the faculty whose departments recommended they not pursue tenure and promotion. During this time frame, 13 women and 35 men in the STEM departments were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 84.6% (11 of 13), and for the men, 82.9% (29 of 35). One woman and two men withdrew their applications. In the non-STEM disciplines, 12 women and 15 men were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 83.3% (10 of 12), and for the men, 86.7% (13 of 15). One woman and two men withdrew their applications.
  - Tables 3C and 3D provide the promotion review outcomes by gender from the assistant to the associate professor level for STEM (3C) and non-STEM (3D) departments for the three academic years. Twelve women and 32 men were reviewed for promotion during this time period in the STEM departments. The percentage of positive promotion decisions for women was 83.3% (10 of 12), and for men, 78.1% (25 of 32). Three men withdrew their applications. For the non-STEM departments the percentage of positive promotion decisions for women was 66.7%

(6 of 9), and for men, 81.8% (79 of 11). One woman and two men withdrew their applications.

- Tables 3E and 3F provide the promotion review outcomes by gender from the associate to the full professor level for STEM (3E) and non-STEM (3F) departments for the last three academic years. In the STEM departments, six women and eleven men came up for promotion from associate to full professor. The percentage of positive promotion decisions for women was 83.3% (5 of 6), and for men, 100% (11 of 11). One woman withdrew her application. In the non-STEM departments, eight women and nine men came up for promotion from associate to full professor; all were promoted. The percentage of positive promotion decisions for women was 87.5% (7 of 8) and 100% for men (9 of 9).

4. Years in rank by gender.

- Tables 4A (for STEM) and 4B (for non-STEM) provide the number of years in rank for both men and women assistant professors before promotion to associate professors for the same three academic years. Ten women were promoted in STEM departments; two were promoted after 3-5 years, five were promoted after 6-8 years, and three were promoted after 9 or more years (4A). Twenty-five men were promoted in STEM departments; three were promoted after 3-5 years, and twenty-two were promoted after 6-8 years (4A). Of the six women promoted in non-STEM departments, one was promoted after 3-5 years, five were promoted after 6-8 years. In the case of men, a total of nine men were promoted: two after 3-5 years, and seven after 6-8 years.
- Table 4C provides the number of years in rank for both men and women in the STEM disciplines at the associate professor level before being promoted to full professor. Of the five women promoted to full professor in these same three academic years, four were promoted after 3-5 years and one was promoted after 6-8 years. In those same years two men were promoted to full professor after 3-5 years, seven were promoted after 6-8 years, and two were promoted after nine or more years. The corresponding data for non-STEM departments is provided in Table 4D. Seven women were promoted over these three years: four were promoted after 6-8 years and three were promoted after 9 or more years. Nine men were promoted to full professor in these years: one was promoted after 3-5 years, three were promoted after 6-8 years, and five were promoted after 9 years or more.

5. Attrition by gender.

- Tables 5A and 5B show the numbers of women and men voluntarily leaving the University (non-retirement) for both tenure-line positions and for the non-tenure track professor and instructor positions between years 2010-2012. Table 5A shows that 27.6% (8) of tenure-line faculty in the STEM departments who voluntarily left the University were women (in STEM only 22.2% [71] of the tenure-line faculty positions are held by women). The percentage of STEM faculty voluntarily leaving the University who were men was 72.4% (21), compared with 77.8% (247) of the tenure-line faculty positions held by men in these departments. In non-STEM disciplines (Table 5B) the percentage of faculty voluntarily leaving was 40.0% (8) for women and 60.0% for men (12). In non-STEM departments 40.2% (86) of the tenure-line faculty positions are held by women.
- Overall, 32.7% (16) of tenure-line faculty who voluntarily left the University were women (only 29.4% (157) of the tenure-line faculty are women). Although more men

- (33 or 67.3%) voluntarily felt the University, their attrition rate is much lower than their representation (377 or 70.15%).
6. Number and percent of women in science/engineering in new tenure-track hires.
    - Table 6 data shows the number of new hires for tenure-line positions by gender for fall 2012. The percentage of new hires for tenure-line positions filled by women in the STEM departments was 50% (11 of 22) in fall 2012 (6A). The percentage of new hires for tenure-line positions filled by women in the non-STEM departments was 25.0% (3 of 12) in fall 2012 (6B).
  7. Number and percent of women in leadership positions.
    - Table 7 shows the number of men and women in leadership positions in fall 2012. The leadership positions include the president, vice presidents, assistant/associate vice presidents, the provost, directors, deans, associate deans, and department chairs/heads. Forty-eight women and 86 men held these types of leadership positions in the University. Therefore, the percentage of leadership positions being held by women within the University has increased from 33.3% in 2011 to 35.8% in 2012. Further, 12.1% (22) of full professors are women compared to 87.9% (160) who are men. Although the number of departments chaired by women has increased from 6 in 2011 to 9 in 2012, women remain underrepresented in key administrator positions: chairing only 22.5% of the academic departments.
  8. University distinguished and endowed professorships and awards.
    - There are no fully endowed chair positions in STEM. However, in addition to the University and Chamber Distinguished Professorships there are three endowed chair awards, and a number of faculty excellence awards. Table 8 provides the number of men and women who received these awards and professorships by college in the years 2005-2013. Overall, 9 women (29.0%) and 22 men (71.0%) received an award or professorship.
  9. Number and percent of women faculty in science/engineering on promotion and tenure committees.
    - Table 9 provides the number of women and men who served in college promotion and tenure committees by college. Representation of women in college level promotion and tenure evaluation (PTE) committees for 2012-13 varied between 0% and 67%. With the exception of the Business college, all college PTE committees had at least one woman faculty member. Overall, 13 (34.2%) women and 25 (65.8%) men served in college level PTE committees during the 2012-13 academic year.
  10. Salary of science/engineering faculty by gender.
    - An annual faculty salary study was again completed for the 2012-2013 academic year. A regression analysis was conducted with the NDSU faculty salary as the dependent variable and with market salary and rank placed in the model as independent variables. A market salary is obtained for each individual faculty member on campus by averaging faculty salaries of the same rank and same discipline using data from the Oklahoma Salary Study. When the market salaries for all faculty members were obtained from the Oklahoma data set and when market salary and rank were in the model. Neither race nor gender was found to be significant in predicting NDSU faculty salaries when market salary and rank were taken into consideration in the model. The Provost reviews the results of the study



and shares them with the academic deans who each use the results relevant to his/her college as one source of information in reviewing salaries for fairness and equity.

11. Space allocation of science/engineering faculty by gender.
  - Baseline data for the NDSU space study were collected in year two of the grant. Square footage of office and lab space occupied by STEM tenure-line faculty was collected and compiled by gender, department, and college. The space study will be repeated in fall 2013.
12. Start-up packages of newly hired science/engineering faculty by gender
  - A review of start-up packages for both STEM and non-STEM faculty who began their employment during the 2012-13 academic year shows that, as expected, the start-ups vary widely by discipline and type. In terms of support for equipment; those differences are based on specific needs for anticipated research endeavors, and women in STEM colleges received among some of the most generous equipment support. Variations by in start-ups by gender are not unique to one gender or the other. In some cases women received larger start-ups than men and in other cases men received larger start-ups than women. In short, no disparities based on gender in either STEM or non-STEM departments are apparent from the data.

#### **H. Research Project Activities**

1. Continued revisions on paper submitted earlier entitled, "Male Faculty as Gender-Equity Advocates: A Qualitative Analysis of Theory and Praxis" to Men and Masculinities" (Burnett, Anicha and Bilen-Green). Revisions incorporate initial reviewers' recommendations to examine additional research; paper will be resubmitted.
2. Continued to await notice about the latest revision of a manuscript, "A Study of the Relationship between Gender, Salary, and Student Ratings of Instruction at a Research University." Paper has been revised based on comments of reviewers and was resubmitted to *NASPA Journal for Women in Higher Education* in March 2013 (Magel).
3. Continue to await notice about a manuscript entitled, "Does Work Environment Affect Faculty Health Scores?" This manuscript was submitted to the *Journal of the Professoriate* in January 2012 and despite numerous contacts by the author, there has been no response from the editor (Magel).
4. Worked with an undergraduate student to examine the relationship between student ratings of instruction and the gender of the instructor versus the percentages of male and female students in the class; the research was based on the SROI ratings from 2011-12. This research controlled for other factors such as class size, time of day, semester, whether the class is in STEM or non-STEM. Preliminary analysis appears to indicate that if there is any interaction, it only makes a very small difference. While the percentage of male students in the class is known, the identity of students who filled out the evaluation is not (Magel).
5. Submitted draft of article entitled, "Doing Institutional Ethnography in the University: A Case Study on Institutional Change" to *Qualitative Inquiry* for review (Weber).
6. Developed policy report "Faculty Responses to Policy" for submission to FORWARD committee (Weber).
7. Submitted papers for ASEE and WEPAN 2013 conferences (all accepted):
  - "Recruitment, Retention, and Advancement of Women Faculty," Canan Bilen-Green, Elizabeth Birmingham, Sandra Holbrook, Craig Schnell, WEPAN Conference, Atlanta, GA, June 2013.

- “Activating Advocates and Allies for Gender Equity: Engaging with Male Colleagues,” Cali Anicha, Canan Bilen-Green, Ann Burnett, Christi McGeorge, WEPAN Conference, Atlanta, GA, June 2013.
- “Engaging Male Faculty in Institutional Transformation,” Canan Bilen-Green, Roger A. Green, Christi McGeorge, Cali L. Anicha, and Ann Burnett, ASEE Conference, Atlanta, GA, June 2013.
- “Mentoring Programs Supporting Junior Faculty,” Canan Bilen-Green, Roger A. Green, Christi McGeorge, Elizabeth J. Birmingham, and Ann Burnett, ASEE Conference, Atlanta, GA, June 2013.

## I. Evaluation Project Activities

### 1. Internal Evaluation Activities

This summary is organized around the five goals established in the Advance FORWARD NSF grant.

#### A. Climate

To evaluate the progress toward the Advance FORWARD goal of enhancing the climate at NDSU, as well as to provide formative evaluation data to improve the climate-oriented programs, data were gathered in a number of different ways and from a number of different sources. In particular, the sources of summative (i.e., baseline) data related to climate are the Faculty Worklife Survey (2008-2009), the Survey of Academic Administrators (2010), focus groups with associate professors (organized by gender and STEM status, 2009), and interviews with women full professors (2009). Information about sample sizes and responses rates can be found in Appendix C. Examples of some of the salient baseline findings related to climate are:

- Women faculty felt less respected and integrated into their departments than men faculty.
- Women faculty were more likely to feel isolated, excluded from informal networks, and feel they have encountered unwritten rules than men faculty.
- Academic administrators were, in almost all respects, more positive about the campus climate for men than for women.
- Women academic administrators perceived less gender equity in the campus climate than men academic administrators.
- Both women and men administrators were supportive of university policies that addressed work/life balance.
- Women faculty experienced greater levels of work/life balance struggles compared with men faculty.

In addition to the baseline data, we collected formative data on the following programs: Advance FORWARD grants/awards, cohort mentoring program, Advance FORWARD ally trainings, new faculty orientation presentation, and climate workshops. These data have assisted in enhancing the Advance FORWARD programming as well as giving the Advance FORWARD team a clearer understanding of the impact that the climate programs are having on the NDSU climate. Examples of these findings include:

- 60% of the *mentees* completing a survey in the summer of 2012 agreed to some extent that being in the cohort mentoring program increased their sense of connection with other faculty on campus (10% Strongly Agreed; 20% Agreed; and 30% Somewhat Agreed).

- 92.3% of the *mentors* completing the survey in the summer of 2012 agreed to some extent that being in the cohort mentoring program allowed them to form significant relationships with other faculty (23.1% Strongly Agreed; 46.1% Agreed; and 23.1% Somewhat Agreed).
- 60% of the *mentees* who responded in the summer of 2012 identified that participating in the cohort mentoring program had a positive impact on their own experience of the NDSU climate.
- 46.1% of the *mentors* who responded in the summer of 2012 identified that participating in the cohort mentoring program had a positive impact on their own experience of the NDSU climate.
- 85.5% of male faculty attending the ally trainings performed during the 2012-2013 school year agreed to some extent that they would be able to implement new strategies to promote a more equitable climate for women faculty at NDSU as a result of participating in the ally training (18.8% Strongly Agreed and 66.7% Agreed).
- 81.6% of the women faculty who received a grant or award from FORWARD and responded in the summer of 2012 agreed to some extent that their participation in the FORWARD award/grant program enhanced their experience of the NDSU campus climate (23.7% Strongly Agreed; 35.5% Agreed; and 22.4% Somewhat Agreed).

At the beginning of the fall and spring semesters, Advance FORWARD also offered a workshop for faculty members new to NDSU; the workshop has the dual purpose of introducing new faculty members to the Advance FORWARD project and providing them with ideas for how to promote positive department climate. The results of the formative assessments found that:

- 88.2% of the participants completing the evaluation reported they will be able to implement new strategies to promote a more positive climate at NDSU as a result of their participation in this workshop (37.2% Strongly Agreed and 51% Agreed).

In addition to addressing the climate for women faculty as a group, in Year 5 of the Advance FORWARD project, some efforts focused more specifically on women faculty members who identify as LGBT and women of color. For example, in November 2012, Dr. Laurel Vermillion, President of Sitting Bull College, spoke to faculty members about the importance of including culture, community, and collaboration into their pedagogy when working with Native American students. Dr. Vermillion also spoke with administrators about the unique needs and challenges experienced by Native American faculty and students. One of the key findings from the evaluations of the programs led by Dr. Vermillion was that:

- 72.5% of the participants completing the evaluation reported they will be able to implement new strategies for collaborating with Native American faculty and working with Native American students as a result of their attendance at Dr. Vermillion's lecture (32.8% Strongly Agreed and 39.7% Agreed).

Additionally, in October 2012, Dr. DeRionne Pollard, President of Montgomery College, spoke to both faculty members about how to recognize and embrace diversity related to gender, race, and sexual orientation. One of the key findings from the evaluations of the session led by Dr. Pollard was:

- 88.6% of the participants completing the evaluation reported that their understanding of the differences related to gender, race, and/or sexual orientation increased as a result of attending a workshop led by Dr. Pollard (35.8% Strongly Agreed and 52.8% Agreed).

In January 2013, Advance FORWARD sponsored anti-racism training for department heads and chairs led by two NDSU faculty members who have received specialized training to lead anti-racism workshops. FORWARD Advocates Drs. Gene Berry and Tom Stone Carlson led the four-hour training; some of the key findings from the evaluations of this session were:

- 100% of the participants completing the evaluation reported that their knowledge of institutional racism increased after attending the workshop (33.3% Strongly Agreed and 66.7% Agreed).
- 100% of the participants completing the evaluation reported that they acquired new information or understanding about white privilege and systems of power and oppression (66.7% Strongly Agreed and 33.3% Agreed).
- 93.3% of the participants completing the evaluation reported they will be able to implement new strategies to promote a more equitable climate for people of color at NDSU as a result of their participation in this workshop (20% Strongly Agreed and 73.3% Agreed).

In order to assess the overall progress that Advance FORWARD has made in enhancing the climate at NDSU, both the Faculty Worklife Survey and the Survey of Academic Administrators will be administered again in the sixth year of the grant (2013-2014 academic year) as one aspect of institutionalization of this project.

#### B. Recruitment

The internal evaluation of the Advance FORWARD goal to improve recruitment of women in applicant pools has focused on evaluating the Advance FORWARD search committee member training. These formative assessments have found the following:

- 92.9% of those attending the Advance FORWARD search committee member training felt that their knowledge of how to identify and recruit a diverse pool of applicants had increased due to the workshop (44.7% Strongly Agreed and 47.5% Agreed).
- 95.0% of those attending the Advance FORWARD search committee member training felt that they had acquired new information or understanding about how to address gender inequity during the faculty search process (45.4% Strongly Agreed and 49.6% Agreed).
- 95.7% of those attending the Advance FORWARD search committee member training felt that they will be able to implement new strategies to address unconscious bias during the faculty search process as a result of participating in this training (48.9% Strongly Agreed and 46.8% Agreed).

#### C. Retention

To evaluate the progress toward the Advance FORWARD goal of retaining women faculty at NDSU, both baseline data and data from participants in the Advance FORWARD programs that are focused on retaining women through the tenure decision have been collected. The baseline data collected through the Faculty Worklife Survey (2008-2009) suggested that while women faculty reported relatively

high levels of satisfaction with their jobs, a significant portion had considered leaving NDSU. The most frequently reported reasons for considering leaving NDSU include: campus and departmental climate, salary, lack of resources for research, feeling overworked or overloaded, experiencing isolation on campus and in the Fargo-Moorhead community, and dissatisfaction with administration.

The data from participants in Advance FORWARD programs is encouraging as the programs appear to be influencing participants' decisions to remain at NDSU. The statements below are three such examples from the cohort mentoring, mid-career mentoring, and grant/awards programs:

- 60% of the mentees completing a survey in the summer of 2012 felt that participating in the cohort mentoring program had an impact on their decision to remain at NDSU.
- 66.6% of the faculty completing the survey in the summer of 2011 reported that their participation in the mid-career mentoring program had a positive impact on their decision to remain at NDSU (33.3% Agreed and 33.3% Somewhat Agreed).
- 80.3% of the women faculty who received a grant or award from Advance FORWARD and responded to the survey in the summer of 2012 agreed to some extent that their participation in the Advance FORWARD award/grant program had a positive impact on their decision to remain at NDSU (27.6% Strongly Agreed; 30.3% Agreed; and 22.4% Somewhat Agreed).

Advance FORWARD also provided lectures and workshops focused on retaining women faculty. For example, some of the key findings from the evaluations of the presentations given by Sorcinelli in November 2012 and focused on mentoring were:

- 100% of the administrators completing the evaluation reported that they will be able to implement new strategies to encourage effective mentoring in their unit as a result of their participation in the workshop led by Dr. Sorcinelli (40% Strongly Agreed and 60% Agreed).
- 92.8% of the faculty members completing the evaluation reported that as a result of their participation in Dr. Sorcinelli's lecture they will be able to implement new strategies to identify possible mentors (57.1% Strongly Agreed and 35.7% Agreed).
- 91.7% of the department heads and chairs completing the evaluation reported that they gained greater understanding of potential roadblocks to success that faculty in their unit could experience (66.7% Strongly Agreed and 25% Agreed).

Additionally, the baseline climate data suggested that women faculty members felt isolated on campus significantly more than men, and this isolation appears to be the reason why some women would choose to leave NDSU. To address this concern, the Advance FORWARD team has offered networking events for women faculty sponsored by Advance FORWARD. In October 2012, the Advance FORWARD team sponsored a "speed networking" event with women faculty members from the University of North Dakota. As part of the internal evaluation for that event, women were asked if they had formed a relationship that could lead to a professional collaboration and 100% agreed that they had (33.3% Strongly Agreed and 66.7% Agreed).

Moreover, participants, both mentees and mentors, in our cohort mentoring program were asked about the impact that participating in the Advance FORWARD cohort mentoring program had on their own experience of isolation; participants reported the following:

- 60% of the *mentees* completing a survey in the summer of 2012 agreed to some extent that being in the cohort mentoring program decreased their sense of isolation on the NDSU campus (5% Strongly Agreed; 20% Agreed; and 35% Somewhat Agreed).
- 84.6% of the *mentors* completing the survey in the summer of 2012 agreed to some extent that being in the cohort mentoring program decreased their sense of isolation on the NDSU campus (15.4% Strongly Agreed; 23.1% Agreed; and 46.1% Somewhat Agreed).

#### D. Promotion/Advancement

The internal evaluation of the FORWARD goal of increasing the number of women full professors at NDSU has involved gathering baseline data (e.g., focus groups with associate professors) about the barriers women experience obtaining full professor status as well as evaluating the effectiveness of the Advance FORWARD programs aimed at accomplishing this goal. The programs that have been evaluated so far are: the cohort mentoring program, Advance FORWARD grants and awards, the mid-career mentoring grant program, and promotion to full professor panels. The evaluations of these programs have been encouraging, as illustrated by these findings:

- 45% of the mentees completing a survey in the summer of 2012 agreed to some extent that being in the cohort mentoring program increased their comfort level with the promotion and/or tenure process at NDSU (5% Strongly Agreed; 20% Agreed; and 20% Somewhat Agreed).
- 23.1% of the mentors completing the survey in the summer of 2012 agreed to some extent that being in the cohort mentoring program had a positive impact on their own promotion process at NDSU (7.7% Agreed and 15.4% Somewhat Agreed).
- 90.6% of the participants attending a promotion to full professor panel agreed or strongly agreed that their understanding of the process and criteria for promotion to full professor improved (24.5% Strongly Agreed and 66.0% Agreed).
- 92.3% of the participants attending a promotion to full professor panel agreed or strongly agreed that they acquired new skills and/or information about preparing materials for applying for promotion to full professor at NDSU (34.9% Strongly Agreed and 57.4% Agreed).
- 85.6% of the women faculty surveyed in the summer of 2012 who received a grant or award from Advance FORWARD agreed to some extent that their participation in the Advance FORWARD award/grant program had a positive impact on their tenure and/or promotion process (39.5% Strongly Agreed; 30.3% Agreed; and 15.8% Somewhat Agreed).

In addition to these Advance FORWARD programs, this academic year a training for faculty members on department and college level promotion, tenure and evaluation (PTE) committees was implemented. Two separate trainings occurred in September 2012, and the formative evaluation data revealed the following:

- 85.8% of the faculty members completing the evaluation reported that, as a result of their participation in the PTE training, they have acquired new information or understanding about how to arrive at a more equitable PTE process (32.7% Strongly Agreed and 53.1% Agreed).
- 81.6% of the faculty members completing the evaluation reported that, as a result of their participation in the PTE training, they will be able to implement new

strategies to address unconscious bias during the PTE process (22.4% Strongly Agreed and 59.2% Agreed).

In October 2012, a version of the Advance FORWARD PTE training was presented to academic administrators; formative evaluations from this session revealed that:

- 100% of the academic administrators completing the evaluation reported that, as a result of their participation in the PTE training, they have acquired new information or understanding about how to arrive at a more equitable PTE process (31.6% Strongly Agreed and 68.4% Agreed).
- 84.2% of the academic administrators completing the evaluation reported that, as a result of their participation in the PTE training, they will be able to implement new strategies to address unconscious bias during the PTE process (36.8% Strongly Agreed and 47.4% Agreed).

#### E. Leadership

To evaluate the progress on the Advance FORWARD goal of promoting more women into leadership positions, we collected both baseline data (e.g., Faculty Worklife Survey and interviews with women full professors) and evaluated the Advance FORWARD programs aimed at encouraging and helping women develop the skills to undertake academic leadership roles. In terms of the baseline data, 34% of women surveyed reported an interest in taking a formal leadership position at NDSU, and among those interested, 51% of the women felt there were barriers preventing them from taking formal leadership positions. The barriers identified by women faculty members included the following:

- Lack of proper connections, lack of mentorship, conflict with upper administration, positions being granted to men without a formal search process, lack of transparency in how people receive appointments, too few female role models, being perceived as less qualified because of gender, and feeling that outspoken women are penalized.

To begin addressing some of the trends identified in the baseline data, Advance FORWARD developed leadership programs aimed at providing educational opportunities to enhance women faculty members' leadership skills. In October 2012 Dr. Peggy Johnson, Professor and department head at Penn State University, presented a workshop on leadership and fundraising and the internal evaluation data from that event found that:

- 83.9% of the respondents felt better equipped to continue with their current leadership role or to pursue a new leadership role after attending this workshop (25.8% Strongly Agreed and 58.1% Agreed).
- 87.1% of the respondents felt that this workshop had helped them develop leadership skills that will assist in their career advancement (32.3% Strongly Agreed and 54.8% Agreed).

In March 2013 a one-day leadership training was offered by Advance FORWARD at NDSU. The internal evaluation data from that event found that 100% of those responding felt that this training helped them develop leadership skills that will assist in their career advancement (55.2% Strongly Agreed and 44.8% Agreed).

In addition to these programs specifically designed to enhance leadership skills, the Advance FORWARD internal evaluation data shows that several of the other programs are having a positive impact on women faculty's leadership skill development. For

example, 80.2% of the women faculty who received a grant or award from Advance FORWARD and who responded in the summer survey of 2012 agreed that to some extent that their participation in the Advance FORWARD award/grant program helped them develop leadership skills that will assist them in their career advancement (19.7% Strongly Agreed; 32.9% Agreed; and 27.6% Somewhat Agreed). Additionally, 66.7% of the faculty responding to a survey about their participation in the Advance FORWARD mid-career mentoring program reported that participating in this program helped them develop leadership skills that will assist them in their career advancement (55.6% Agreed and 11.1% Somewhat Agreed).

2. External Evaluation Activities

Britton's report as the Advance FORWARD external evaluator is included as Appendix H.

**J. Dissemination Project Activities**

1. External Dissemination

- Conducted Ally training at Louisiana Technical University on October 13, 2012, in the College of Engineering and Science. Trainers were Stone Carlson (human development & family science) and Ulven (mechanical engineering). Between 30 and 36 male faculty took the training in three sessions.
- Served on ADVANCE external site visit teams to Texas A&M (Schwert), and Lehigh University (Green).
- Invited to serve as external evaluator for ADVANCE project at West Virginia University (Bilen-Green)
- Invited as consultants to provide two days of presentations about climate at Drury University (Birmingham and Brooks).
- Invited members of FORWARD to visit a private company in Minnesota to discuss ways that Advance FORWARD efforts to advance women in leadership at NDSU might be used/adapted to advance women in management at this company.

2. Internal Dissemination

- Participated in NDSU Women's Club Winter Event with a presentation on February 9, entitled "Retaining and Advancing Women Faculty" by Bilen-Green.
- Continued to make the campus aware of Advance FORWARD events, activities and accomplishments through regular articles in the online campus newspaper, *It's Happening at State* (see Appendix E).
- Continued to maintain the Advance FORWARD web site, updating it with current information about grant and incentive opportunities related to Advance FORWARD, special speakers and events, and other project relevant information. Added a video dealing with unconscious bias for use by search committees and other materials related to special Advance FORWARD programs, events, and reports. The web site also continued to be used to register participants for Advance FORWARD events that require advance notice for planning purposes.
- Held an event on May 9, 2013, to celebrate five years of accomplishments and change produced by the NSF funded Advance FORWARD project. All those who have been involved with the Advance FORWARD efforts were invited to attend. A short program reviewed the work of the project and its accomplishments.



### 3. Presentations

- Gave panel presentation entitled “FORWARD After 5” during NDSU’s annual Women’s Week in February 2013. Burnett, Schwert, and Weber reflected on the NDSU climate for women after nearly 5 years of targeted efforts through the Advance FORWARD project.
- Gave an invited talk entitled, “Engaging Male Colleagues in Institutional Transformation,” at the Texas A&M Advance Scholar Symposium in October 2012 (Bilen-Green).
- Presented results of the 2011-12 Advance FORWARD Gender & Equity Research grant: “*Stereotyped: The Myth of Simple Classroom Fixes*” at a pedagogical luncheon in February 2013. The researcher-panelists explored stereotype threat, including ways in which faculty activate and ameliorate stereotype threat in our undergraduate classrooms. Using evidence from NDSU and across the nation, they presented results from their investigations of the complexities of assessing student learning in light of readily activated stereotype threat (Jennifer Momsen, assistant professor of biological sciences; Mila Kryjevskaja, assistant professor of physics; Lisa Montplaisir, assistant professor of biological sciences; Erika Offerdahl, assistant professor of chemistry and biochemistry; Warren Christensen, assistant professor of physics; and Shanda Lauer, graduate student in biological sciences). Over 90 NDSU faculty attended the luncheon.
- Presented “Doing Institutional Ethnography in the University: A Case Study on Institutional Change” at Conference of Qualitative Inquiry, May 18, 2013, University of Illinois—Urbana-Champaign: (Weber).

### 4. Publications

Distributed copies of the new brochure “Resources at NDSU for Work-Life Satisfaction” to deans and department chairs/heads; a pdf version of the brochure is available on both the Advance FORWARD and Human Resources web sites. This brochure, developed in partnership with the Office of Human Resources, will be used with interviewees for faculty and professional positions at NDSU, for new faculty and staff in orientation sessions, and as a resource for all employees who may not be aware of all of the NDSU efforts to support work-life satisfaction and balance.

### 5. External Advisory Board

- Hosted a visit by the five External Advisory Board (EAB) members, October 2-3, 2012. EAB members heard a presentation by members of the FORWARD team and met with the following groups: the Promotion to Professor Task Force, the Women with Disabilities Task Force, the Commission on the Status of Women Faculty (CSWF), the FORWARD Steering Committee, and the group developing search training for other institutional audiences; EAB members also met with a group of women department chairs.
- The planning process for the External Advisory Board's visit next school year has begun. Currently, EAB members, Susan Carlson, Christine Hult, Peggy Johnson, Laura Kramer and Jennifer Sheridan, are scheduled to visit NDSU on October 2-3, 2013.

### 2. Internal Advisory Board

The Internal Advisory Board met several times over the course of the year. In February the group met with the Provost to talk about the group’s role in relation to other efforts to institutionalize the Advance FORWARD components. As a result of that meeting and

discussion, the group suggested that the team leaders who will guide the institutionalized FORWARD project should explore the need for an internal advisory group and identify specifically how such a group could best support the ongoing FORWARD goals and efforts to achieve those goals.

## **SECTION IV. Challenges and Opportunities**

### **A. Institutional**

#### 1. Challenges

- Being alert and prepared for opportunities to operationalize Advance FORWARD goals within relevant institutional programs and initiatives.

#### 2. Opportunities

- Additional legislatively allocated funding for NDSU and the Provost's support for using some of these funds to further institutionalize Advance FORWARD initiatives.

### **B. Project**

#### 1. Challenges

- Maintaining momentum for the Advance FORWARD work and identifying "new blood" with commitment and energy, avoiding further burn out of those who have worked on this effort for many years.
- Low participation in Ally follow-up training sessions and of Advocates (new and old) in Advocate training/reading/meetings and lack of preparation in terms of readings.

#### 2. Opportunities

- Continued collaborative work with the Faculty Senate in light of the most recent cooperation and openness reflected in having two by-law changes passed on their first two readings.

### **C. Personnel Changes**

Bilen-Green assumed the role of PI for the project during Year 5. The initial PI, former Provost Schnell continues to participate on the Advance FORWARD committee, attend events and share his perspectives and suggestions.

### **D. Other College-Based Initiatives**

The following are activities and accomplishments as reported by deans of four colleges. While there is overlap with some of the information reported above, these reports are important for the way in which they reflect a level of awareness and commitment among the deans. That commitment is a significant indicator of the degree to which Advance FORWARD goals have become institutionalized and embraced by significant institutional leaders:

- Established a college-based diversity committee which developed several initiatives, including drafting language for job ads and recommending that "experience with and/or commitment to diversity" be a preferred qualification for faculty hires (Arts, Humanities and Social Sciences; a recommendation made as part of our search committee training).
- Asked chairs/heads to include nominations activity and diversity activities on their annual reports (Arts, Humanities and Social Sciences.)
- Created a program similar to the FORWARD course buy-out grant program to assist probationary faculty with time to prepare proposals, papers and work on research. If the FORWARD grants are fully funded as a permanent part of NDSU, the concept will be revisited. It is expected to have a first competition in Fall 2013 for course release in Spring or Fall 2014 (Engineering and Architecture).

- Experimented with a novel approach to sabbaticals. A female faculty member had a sabbatical that allowed her to stay in Fargo during much of the sabbatical period so that it did not disrupt the work responsibilities of the spouse, and allowed for her to continue to care for her children (Agriculture, Food Systems and Natural Resources).

**SECTION V. Appendices****Appendix A. List of Awardees and Grant Recipients****Advance FORWARD Project Award Recipients 2012-13  
Awards Funded by NSF ADVANCE Grant**

<b>Department</b>	<b>Award Recipient</b>	<b>Type of Award</b>	<b>Amount Awarded</b>
Ag&Biosystems Engineering	Bajwa, Sreekala	Leadership Development	\$1,500
Animal Sciences	Berg, Erika	Mentor Travel Award	\$1,500
Architecture/Landscape Architecture	Urness, Cindy	Leadership Development	\$1,500
Biological Sciences	Bowsher, Julia	Course Release	\$7,000
Biological Sciences	Momsen, Jennifer	Course Release	\$7,000
Biological Sciences	Reed, Wendy	Leadership Development	\$1,500
Biological Sciences	Reed, Wendy	Leap Lab Renovation	\$60,000
Chemistry and Biochemistry	Offerdahl, Erika	Course Release	\$7,000
Communication	Burnett, Ann	Leadership Development	\$1,500
Computer Science	Do, Hyunsook	Mentor Travel Award	\$1,500
Computer Science	Jin, Wei	Mentor Travel Award	\$1,500
Computer Science	Li, Jen Juan	Mentor Travel Award	\$1,450
Criminal Justice & Political Science	Archbold, Carol	Leadership Development	\$1,500
Education	Duffield, Stacy	Leadership Development	\$1,500
Education	Hall, Brenda	Leadership Development	\$1,500
Education	Nelson, Jill	Leadership Development	\$1,500
English	Birmingham, Elizabeth	Leadership Development	\$1,500
English	Taggart, Amy Rupiper	Leadership Development	\$1,500
Entomology	Prischmann-Voldset, D.	Course Release	\$6,500
Entomology	Prischmann-Voldset, D.	Mentor Travel Award	\$1,450
Geosciences	Day, Stephanie	Mentor Travel Award	\$1,265
Health, Nutrition and Exercise Scie.	Fitzgerald, Margaret	Leadership Development	\$1,500
Human Development & Family Scie.	Randall, Brandy	Leadership Development	\$1,500
Management, Marketing & Finance	Pillai, Rajani	Course Release	\$5,500
Mechanical Engineering	Tangpong, Annie	Mentor Travel Award	\$1,500
Mechanical Engineering	Wang, Yechun	Course Release	\$7,000
Modern Languages	Hageman, Jeanne	Leadership Development	\$1,500
Modern Languages	Stickney, Gwen	Leadership Development	\$1,500
Pharmacy Practice	Naughton, Cynthia	Leadership Development	\$1,500
Plant Sciences	Simsek, Senay	Mentor Travel Award	\$1,500

**Appendix A.** List of Awardees and Grant Recipients

**Advance FORWARD Project Award Recipients 2012-13  
Awards Funded by NSF ADVANCE Grant, continued**

<b>Department</b>	<b>Award Recipient</b>	<b>Type of Award</b>	<b>Amount Awarded</b>
Sociology, Anthropology	Weber, Christina	Leadership Development	\$1,500
Sociology, Anthropology	Weber, Christina	Mentor Travel Award	\$1,010
Soil Science	Wick, Abbey	Mentor Travel Award	\$1,373
Veterinary & Microbiological Sciences	Ramamoorthy, Sheela	Mentor Travel Award	\$1,500
Veterinary & Microbiological Sciences	Schuh, Jane	Leadership Development	\$1,500
<b>TOTAL AWARDED</b>			<b>\$141,048</b>

**Appendix A. List of Awardees and Grant Recipients****Advance FORWARD Project Award Recipients 2012-13  
Awards Funded by NDSU**

<b>Department</b>	<b>Award Recipient</b>	<b>Type of Award</b>	<b>Amount Awarded</b>
Animal Sciences	Berg, Erika	Mentor Travel Award	\$1,500
Apparel, Design & Hospitality	Phillips, WooMi	Mentor Travel Award	\$1,036
Architecture/Landscape Architecture	Famulari, Stevie	Mentor Travel Award	\$1,500
Biological Sciences	Bowsher, Julia	Course Release	\$7,000
Biological Sciences	Bowsher, Julia	Leap Research	\$29,850
Biological Sciences	Momsen, Jennifer	Course Release	\$7,000
Biological Sciences	Reed, Wendy	Leap Lab Renovation	\$60,000
Biological Sciences	Reindl, Katie	Leap Research	\$30,000
Chemistry and Biochemistry	Offerdahl, Erika	Course Release	\$7,000
Chemistry and Biochemistry	Offerdahl, Erika	Leap Research	\$28,296
Chemistry and Biochemistry	Sinha, Sangita	Leap Research	\$30,000
Computer Science	Do, Hyunsook	Mentor Travel Award	\$1,500
Computer Science	Jin, Wei	Mentor Travel Award	\$1,500
Computer Science	Li, Jen Juan	Mentor Travel Award	\$1,450
Computer Science	Ludwig, Simone	Leap Research	\$30,000
Education	Erichsen, Elizabeth	Mentor Travel Award	\$1,500
English	Sassi, Kelly	Mentor Travel Award	\$1,500
English	Taggart, Amy Rupiper	Mentor Travel Award	\$1,324
Entomology	Prischmann-Voldset, D.	Course Release	\$6,500
Entomology	Prischmann-Voldset, D.	Mentor Travel Award	\$1,450
Geosciences	Day, Stephanie	Mentor Travel Award	\$1,265
Health, Nutrition and Exercise Scie.	Larson, Mary	Mentor Travel Award	\$1,438
Human Development & Family Scie.	Benson, Kristen	Mentor Travel Award	\$1,000
Human Development & Family Scie.	O'Connor, Melissa	Mentor Travel Award	\$1,280
Management, Marketing & Finance	Pillai, Rajani	Course Release	\$5,500
Mechanical Engineering	Tangpong, Annie	Mentor Travel Award	\$1,500
Mechanical Engineering	Wang, Yechun	Course Release	\$7,000
Music	Kang, Joohee	Mentor Travel Award	\$1,050
Plant Sciences	Simsek, Senay	Mentor Travel Award	\$1,500
Sociology, Anthropology	Weber, Christina	Mentor Travel Award	\$1,010
Soil Sciences	Wick, Abbey	Mentor Travel Award	\$1,373
Veterinary & Microbiological Sciences	Ramamoorthy, Sheela	Mentor Travel Award	\$1,500
<b>TOTAL AWARDED</b>			<b>\$277,322</b>

## Appendix B. NSF 12 Indicator Tables

**Table 1A.** Number and percent of tenured and tenure-track faculty in STEM by gender, rank, and department. Academic year 2012-2013.

**Table 1B.** Number and percent of tenured and tenure-track faculty in Non-STEM by gender, rank, and department. Academic year 2013-2013.

**Table 1C.** Number of tenured, tenure-track and non-tenure track women faculty of color by college in STEM. Academic year 2012-2013.

**Table 1D.** Number of tenured, tenure-track, and non-tenure track women faculty of color by college in Non-STEM. Academic year 2012-2013.

**Table 2A.** Number and percent of tenured, tenure-track, and non-tenure track faculty in STEM by gender. Academic year 2012-2013.

**Table 2B.** Number and percent of tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender. Academic year 2012-2013.

**Table 3A.** Tenure review outcomes in STEM by college and gender for 2009-12,.

**Table 3B.** Tenure review outcomes in Non-STEM by college and gender for 2009-2012.

**Table 3C.** Promotion review outcomes: Assistant to Associate Professor in STEM by college and gender for 2009-2012.

**Table 3D.** Promotion review outcomes: Assistant to Associate Professor in Non-STEM by college and gender for 2009-2012.

**Table 3E.** Promotion review outcomes: Associate to Full Professor in STEM by college and gender for 2009-2012.

**Table 3F.** Promotion review outcomes: Associate to Full Professor in Non-STEM by college and gender for 2009-2012.

**Table 4A.** Years in rank as Assistant Professor before promotion to Associate Professor in STEM by gender for years 2009-2012.

**Table 4B.** Years in rank as Assistant Professor before promotion to Associate Professor in Non-STEM by gender for years 2009-2012.

**Table 4C.** Years in rank as Associate Professor before promotion to Professor in STEM by gender for years 2009-2012.

**Table 4D.** Years in rank as Associate Professor before promotion to Professor in Non-STEM by gender for years 2009-2012.

## Appendix B. NSF 12 Indicator Tables

**Table 5A.** Number of voluntary, non-retirement (and non-death) departures by tenured, tenure-track, and non-tenure track faculty in STEM by gender (and percent of women) for years 2009-2012.

**Table 5B.** Number of voluntary, non-retirement (and non-death) departures by tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender (and percent of women) for years 2009-2012.

**Table 6A.** Number and percent of new faculty hires tenured or on tenure-track in STEM by gender starting Fall 2012.

**Table 6B.** Number and percent of new faculty hires tenured or on tenure-track in Non-STEM by gender starting Fall 2012.

**Table 7.** Leadership positions by gender as of Fall 2012.

**Table 8.** University distinguished and endowed professorships and awards by gender.

**Table 9.** Promotion and tenure committees by college and gender for 2012-2013.

**Table 10A.** Percentage of women of color applicants, interviewees and hires for tenure-line positions in STEM. Academic year 2012-2013\*.

**Table 10B.** Percentage of women of color applicants, interviewees and hires for tenure-line positions in non-STEM. Academic year 2012-2013\*.



**Appendix B. NSF 12 Indicator Tables**

**Table 1A.** Number and percent of tenured and tenure-track faculty in STEM by gender, rank, and department. Academic year 2012-2013.

	Number of Women			Number of Men			Percent Women		
	Full	Asso	Asst	Full	Asso	Asst	Full	Asso	Asst
<b>College of AFSNR</b>									
Ag & Biosystems Engineering	1	0	1	2	3	3	33%	0%	25%
Animal and Range Science	1	3	2	10	7	3	9%	30%	40%
Plant Pathology	0	1	2	5	1	5	0%	50%	29%
Plant Science	0	3	3	20	9	5	0%	25%	38%
School of Food Systems	0	0	1	1	1	0	0%	0%	100%
School of Nat Res Sciences	1	0	3	7	3	5	13%	0%	38%
Vet & Micro Science	1	4	2	0	2	1	100%	67%	67%
<b>College of AHSS</b>									
Sociology/Anthropology	0	1	4	4	0	1	0%	100%	80%
<b>College of Engineering &amp; Arch</b>									
Civil Engineering	1	0	1	4	4	3	20%	0%	25%
Construction Mgmt & Eng	0	0	0	2	3	2	0%	0%	0%
Electrical & Computer Eng	0	0	0	4	6	5	0%	0%	0%
Industrial & Manufacturing Eng	1	0	1	2	3	0	33%	0%	100%
Mechanical Engineering	1	0	2	5	5	5	17%	0%	29%
<b>College of Pharmacy, Nurs, AS</b>									
Pharmaceutical Sciences	0	1	1	4	2	4	0%	33%	20%
<b>College of Science and Math</b>									
Biological Sciences	0	2	5	5	3	2	0%	40%	71%
Chemistry & Molecular Biology	1	0	3	7	4	6	13%	0%	33%
Coatings & Polymeric Materials	0	1	0	3	0	1	0%	100%	0%
Computer Science	0	2	4	5	1	3	0%	67%	57%
Geosciences	0	0	1	3	3	1	0%	0%	50%
Mathematics	0	0	1	5	5	7	0%	0%	13%
Physics	0	0	1	2	4	2	0%	0%	33%
Psychology	0	1	3	8	1	5	0%	50%	38%
Statistics	1	0	2	0	0	2	100%	N/A	50%
<b>Total STEM faculty</b>	<b>9</b>	<b>19</b>	<b>43</b>	<b>108</b>	<b>70</b>	<b>71</b>	<b>7.7%</b>	<b>21.3%</b>	<b>37.7%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 1B.** Number and percent of tenured and tenure-track faculty in Non-STEM by gender, rank, and department. Academic year 2012-2013.

	Number of Women			Number of Men			Percent Women		
	Full	Asso	Asst	Full	Asso	Asst	Full	Asso	Asst
<b>College of AFSNR</b>									
Agribusiness & Applied Econ	1	0	1	6	4	5	14%	0%	17%
<b>College of AHSS</b>									
Communication	2	1	3	4	1	2	33%	50%	60%
Criminal Justice & Political S	0	1	3	2	2	1	0%	33%	75%
Emergency Mgmt	0	0	2	2	0	0	0%	N/A	100%
English	0	5	2	5	2	0	0%	71%	100%
Fine Art	2	3	2	6	9	2	25%	25%	50%
History, Philosophy & Rel Stud	0	1	2	6	0	1	0%	100%	67%
Modern Languages	0	3	0	0	2	0	N/A	60%	N/A
<b>College of Business</b>									
Accounting & Info Systems	1	1	3	2	3	3	33%	25%	50%
Management and Marketing	1	0	1	6	5	6	14%	0%	14%
<b>College of Engineering &amp; Arch</b>									
Architecture & Landscape Arch	0	1	3	2	6	3	0%	14%	50%
<b>College of HDE</b>									
Apparel, Design & Hosp Mgmt	1	2	5	0	0	0	100%	100%	100%
Health, Nutrition & Exercise	2	3	4	2	1	2	50%	75%	67%
Human Dev & Family Science	2	3	5	2	3	0	50%	50%	100%
School of Education	0	2	7	2	4	8	0%	33%	47%
<b>College of Pharmacy, Nurs, AS</b>									
Nursing	1	1	2	0	0	0	100%	100%	100%
Pharmacy Practice	0	1	0	5	1	0	0%	50%	N/A
<b>Total Non-STEM Faculty</b>	<b>13</b>	<b>28</b>	<b>45</b>	<b>52</b>	<b>43</b>	<b>33</b>	<b>20.0%</b>	<b>39.4%</b>	<b>57.7%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 1C.** Number of tenured, tenure-track and non-tenure track women faculty of color by college in STEM. Academic year 2012-2013\*.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian	1		4			
	Black		1				
	Hispanic			1			
	White	3	10	9	1		2
Arts, Humanities, and Social	White		1	4			
Engineering and Architecture	Asian	2		4			
	White	1					
	White		1	1			
Science and Mathematics	Asian	1		6			
	White	1	6	14			6
<b>Total Women Faculty of Color</b>		<b>4</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>

*\*Includes 5 Asian tenure track assistant professors who are not US Citizens or Permanent Residents (2 in AFSNR, 1 in Engineering, and 2 in Science and Math).*

**Appendix B. NSF 12 Indicator Tables**

**Table 1D.** Number of tenured, tenure-track, and non-tenure track women faculty of color by college in Non-STEM. Academic year 2012-2013\*.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian			1			
	White	1		0			
Arts, Humanities, and Social Sciences	Asian			2			
	White	4	14	12			3
Business	Asian			3			
	White	2	1	1			
Engineering and Architecture	White		1	3			
Human Development and Education	American Indian			1			
	Black						1
	Asian		1	4			
	White	5	9	16		1	8
Pharmacy, Nursing and AS	American Indian			1			
	White	1	2	1		5	15
<b>Total Women Faculty of Color</b>		<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>1</b>

*\*Includes 2 Asian tenure track assistant professors who are not US Citizens or Permanent Residents (1 in AHSS and 1 in HDE).*

**Appendix B. NSF 12 Indicator Tables**

**Table 2A.** Number and percent of tenured, tenure-track, and non-tenure track faculty in STEM by gender. Academic year 2012-2013.

	Tenured and Tenure Track			Non-Tenure Track			Non-Tenure Track as % of all Women
	Total #	Women #	% Women	Total #	Women #	% Women	
<b>College of AFSNR</b>							
Ag & Bioystems Engineering	10	2	20%	1	0	0%	0%
Animal and Range Science	26	6	23%	1	1	100%	14%
Plant Pathology	14	3	21%	0	0	N/A	0%
Plant Science	40	6	15%	1	0	0%	0%
School of Food Systems	3	1	33%	1	0	0%	0%
School of Nat Res Sciences	19	4	21%	1	1	100%	20%
Vet & Micro Science	10	7	70%	1	1	100%	13%
<b>College of AHSS</b>							
Sociology/Anthropology	10	5	50%	0	0	N/A	0%
<b>College of Engineering &amp; Arch</b>							
Civil Engineering	13	2	15%	0	0	N/A	0%
Construction Mgmt & Eng	7	0	0%	1	0	0%	N/A
Electrical & Computer Eng	15	0	0%	1	0	0%	N/A
Industrial & Manufacturing Eng	7	2	29%	0	0	N/A	0%
Mechanical Engineering	18	3	17%	1	0	0%	0%
<b>College of Pharmacy, Nurs, AS</b>							
Pharmaceutical Sciences	12	2	17%	0	0	N/A	0%
<b>College of Science and Math</b>							
Biological Sciences	17	7	41%	3	2	67%	22%
Chemistry & Molecular Biology	21	4	19%	1	1	100%	20%
Coatings & Polymeric Materials	5	1	20%	0	0	N/A	0%
Computer Science	15	6	40%	3	1	33%	14%
Geosciences	8	1	13%	0	0	N/A	0%
Mathematics	18	1	6%	1	0	0%	0%
Physics	9	1	11%	3	0	0%	0%
Psychology	18	4	22%	4	2	50%	33%
Statistics	5	3	60%	1	0	0%	0%
<b>Total STEM faculty</b>	<b>320</b>	<b>71</b>	<b>22.2%</b>	<b>25</b>	<b>9</b>	<b>36.0%</b>	<b>11.3%</b>

**Appendix B. NSF 12 Indicator Tables****Table 2B.** Number and percent of tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender. Academic year 2012-2013.

	Tenured and Tenure Track			Non-Tenure Track			Non-Tenure Track as % of all Women
	Total #	Women #	% Women	Total #	Women #	% Women	
<b>College of AFSNR</b>							
Agribusiness & Applied Econ	17	2	12%	0	0	N/A	0%
<b>College of AHSS</b>							
Communication	13	6	46%	1	0	0%	0%
Criminal Justice & Political S	9	4	44%	0	0	N/A	0%
Emergency Mgt	4	2	50%	0	0	N/A	0%
English	14	7	50%	2	1	50%	13%
Fine Art	24	7	29%	2	2	100%	22%
History, Philosophy & Rel Stud	10	3	30%	0	0	N/A	0%
Modern Languages	5	3	60%	0	0	N/A	0%
<b>College of Business</b>							
Accounting & Info Systems	13	5	38%	1	0	0%	0%
Management and Marketing	19	2	11%	0	0	N/A	0%
<b>College of Engineering &amp; Arch</b>							
Architecture & Landscape Arch	15	4	27%	1		0%	0%
<b>College of HDE</b>							
Apparel, Design & Hosp Mgmt	8	8	100%	2	2	100%	20%
Health, Nutrition & Exercise	14	9	64%	2	2	100%	18%
Human Dev & Family Science	15	10	67%	1	1	100%	9%
School of Education	23	9	39%	5	5	100%	36%
<b>College of Pharmacy, Nurs, AS</b>							
Nursing	4	4	100%	12	11	92%	73%
Pharmacy Practice	7	1	14%	15	9	60%	90%
<b>Total Non-STEM Faculty</b>	<b>214</b>	<b>86</b>	<b>40.2%</b>	<b>44</b>	<b>33</b>	<b>75.0%</b>	<b>27.7%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 3A.** Tenure review outcomes in STEM by college and gender for 2010-2012.

Tenure Reviews Reaching Final Decision 2010-2012	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Ag & Biosystem Engineering	0	1	0	1	0	0	0	0
Animal & Range Science	3	3	3	2	0	0	0	1
Plant Pathology	0	0	0	0	0	0	0	0
Plant Science	0	0	0	0	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Natural Resources	2	1	1	1	0	0	1	0
Vet & Micro Science	3	1	3	1	0	0	0	0
<b>College of AHSS</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Sociology/Anthropology	1	0	1	0	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>1</b>	<b>13</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
Civil Engineering	0	2	0	2	0	0	0	0
Construction Mgmt & Eng	0	2	0	2	0	0	0	0
Electrical & Computer Eng	0	2	0	2	0	0	0	0
Industrial & Manufacturing Eng	0	3	0	2	0	1	0	0
Mechanical Engineering	1	4	1	3	0	1	0	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pharmaceutical Sciences	0	2	0	2	0	0	0	0
<b>College of Science &amp; Math</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>
Biological Sciences	1	1	1	1	0	0	0	0
Chemistry & Molecular Biology	0	2	0	1	0	0	0	1
Coatings & Polymeric Materials	1	0	1	0	0	0	0	0
Computer Science	0	1	0	1	0	0	0	0
Geosciences	0	1	0	1	0	0	0	0
Mathematics	0	5	0	3	0	2	0	0
Physics	0	2	0	2	0	0	0	0
Psychology	1	2	0	2	1	0	0	0
Statistics	0	0	0	0	0	0	0	0
<b>Total</b>	<b>13</b>	<b>35</b>	<b>11</b>	<b>29</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 3B.** Tenure review outcomes in Non-STEM by college and gender for 2010-2012.

Tenure Reviews Reaching Final Decision 2010-2012	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Agribusiness & Applied Econ	1	1	0	1	0	0	1	0
<b>College of AHSS</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Communication	1	0	1	0	0	0	0	0
Criminal Justice & Political Sci	0	1	0	1	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0	0	0
English	1	2	1	2	0	0	0	0
Fine Art	2	1	2	1	0	0	0	0
History, Philosophy & Rel Stud	0	0	0	0	0	0	0	0
Modern Languages	1	0	1	0	0	0	0	0
<b>College of Business</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Accounting & Info Systems	1	2	1	2	0	0	0	0
Mgmt, Marketing, & Finance	0	1	0	1	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Architecture & Landscape Arch	2	2	1	1	1	0	0	1
<b>College of HDE</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	0	0	0	0	0	0	0	0
Human Dev & Family Science	1	0	1	0	0	0	0	0
School of Education	2	4	2	3	0	0	0	1
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	0	1	0	1	0	0	0	0
<b>Total</b>	<b>12</b>	<b>15</b>	<b>10</b>	<b>13</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>



**Appendix B. NSF 12 Indicator Tables**

**Table 3C.** Promotion review outcomes: Tenure-line Assistant to Associate Professor in STEM by college and gender for 2010-2012.

Promotion reviews reaching final decision 2010-2012	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Ag & Biosystem Engineering	0	1	0	1	0	0	0	0
Animal & Range Science	3	1	3	0	0	0	0	1
Plant Pathology	0	0	0	0	0	0	0	0
Plant Science	0	0	0	0	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Nat Res Sciences	1	1	1	1	0	0	0	0
Vet & Micro Science	3	1	3	1	0	0	0	0
<b>College of AHSS</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Sociology/Anthropology	1	0	1	0	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
Civil Engineering	0	3	0	2	0	0	0	1
Construction Mgmt & Eng	0	2	0	2	0	0	0	0
Electrical & Computer Eng	0	2	0	2	0	0	0	0
Industrial & Manufacturing Eng	0	2	0	2	0	0	0	0
Mechanical Engineering	0	4	0	3	0	1	0	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pharmaceutical Sciences	0	2	0	2	0	0	0	0
<b>College of Science &amp; Math</b>	<b>4</b>	<b>13</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>
Biological Sciences	1	1	1	1	0	0	0	0
Chemistry & Molecular Biology	0	2	0	1	0	0	0	1
Coatings & Polymeric Materials	1	0	1	0	0	0	0	0
Computer Science	0	1	0	1	0	0	0	0
Geosciences	0	1	0	1	0	0	0	0
Mathematics	0	5	0	3	0	2	0	0
Physics	0	1	0	1	0	0	0	0
Psychology	2	2	0	1	2	1	0	0
Statistics	0	0	0	0	0	0	0	0
<b>Total</b>	<b>12</b>	<b>32</b>	<b>10</b>	<b>25</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>3</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 3D.** Promotion review outcomes: Tenure-line Assistant to Associate Professor in Non-STEM by college and gender for 2010-2012.

Promotion reviews reaching final decision 2010-2012	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Agribusiness & Applied Econ	1	1	0	1	0	0	1	0
<b>College of AHSS</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Communication	1	0	1	0	0	0	0	0
Criminal Justice & Political Sci	0	1	0	1	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0	0	0
English	1	1	1	1	0	0	0	0
Fine Art	1	0	1	0	0	0	0	0
History, Philosophy & Rel Stud	0	0	0	0	0	0	0	0
Modern Languages	1	0	1	0	0	0	0	0
<b>College of Business</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Accounting & Info Systems	0	1	0	1	0	0	0	0
Mgmt, Marketing, & Finance	0	1	0	1	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
Architecture & Landscape Arch	2	2	0	1	2	0	0	1
<b>College of HDE</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	0	1	0	1	0	0	0	0
Human Dev & Family Science	1	0	1	0	0	0	0	0
School of Education	1	3	1	2	0	0	0	1
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	0	0	0	0	0	0	0	0
<b>Total</b>	<b>9</b>	<b>11</b>	<b>6</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 3E.** Promotion review outcomes: Tenure-line Associate to Full Professor in STEM by college and gender for 2010-2012.

Promotion reviews reaching final decision 2010-2012	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Ag & Biosystem Engineering	0	0	0	0	0	0	0	0
Animal & Range Science	0	2	0	2	0	0	0	0
Plant Pathology	0	1	0	1	0	0	0	0
Plant Science	0	3	0	3	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Nat Res Sciences	1	2	0	2	0	0	1	0
Vet & Micro Science	2	0	2	0	0	0	0	0
<b>College of AHSS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Sociology/Anthropology	0	0	0	0	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Civil Engineering	0	0	0	0	0	0	0	0
Construction Mgmt & Eng	0	0	0	0	0	0	0	0
Electrical & Computer Engineer	0	0	0	0	0	0	0	0
Industrial & Manufacturing Eng	1	0	1	0	0	0	0	0
Mechanical Engineering	1	0	1	0	0	0	0	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pharmaceutical Sciences	0	1	0	1	0	0	0	0
<b>College of Science &amp; Math</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Biological Sciences	0	0	0	0	0	0	0	0
Chemistry & Molecular Biology	1	1	1	1	0	0	0	0
Coatings & Polymeric Materials	0	0	0	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0
Geosciences	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0
Psychology	0	1	0	1	0	0	0	0
Statistics	0	0	0	0	0	0	0	0
<b>Total</b>	<b>6</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 3F.** Promotion review outcomes: Tenure-line Associate to Full Professor in Non-STEM by college and gender for 2010-2012.

Promotion reviews reaching final decision 2010-2012	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Agribusiness & Applied Econ	1	0	1	0	0	0	0	0
<b>College of AHSS</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Communication	1	0	1	0	0	0	0	0
Criminal Justice & Political Sci	0	0	0	0	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0	0	0
English	0	1	0	1	0	0	0	0
Fine Art	1	2	1	2	0	0	0	0
History, Philosophy & Rel Stud	0	1	0	1	0	0	0	0
Modern Languages	0	0	0	0	0	0	0	0
<b>College of Business</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Accounting & Info Systems	1	1	1	1	0	0	0	0
Mgmt, Marketing, & Finance	1	1	1	1	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Architecture & Landscape Arch	0	0	0	0	0	0	0	0
<b>College of HDE</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	1	0	1	0	0	0	0	0
Human Dev & Family Science	1	0	1	0	0	0	0	0
School of Education	1	1	0	1	1	0	0	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	0	2	0	2	0	0	0	0
<b>Total</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Appendix B. NSF 12 Indicator Tables****Table 4A.** Years in rank as Assistant Professor before promotion to Associate Professor in STEM by gender for years 2010-2012.

	Women			Men		
	3-5 years	6-8 years	9 or more years	3-5 years	6-8 years	9 or more years
<b>College of AFSNR</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>
Ag & Biosystem Engineering	0	0	0	0	1	0
Animal & Range Science	2	1	0	0	0	0
Plant Pathology	0	1	0	0	0	0
Plant Science	0	0	0	0	0	0
School of Food Systems	0	0	0	0	0	0
School of Nat Res Sciences	0	0	0	1	0	0
Vet & Micro Science	0	2	1	0	1	0
<b>College of AHSS</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Sociology/Anthropology	0	1	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>
Civil Engineering	0	0	0	0	2	0
Construction Management & Eng	0	0	0	0	1	0
Electrical & Computer Eng	0	0	0	0	2	0
Industrial & Manufacturing Eng	0	0	0	0	2	0
Mechanical Engineering	0	0	0	0	3	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>
Pharmaceutical Sciences	0	0	0	0	2	0
<b>College of Science &amp; Math</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>0</b>
Biological Sciences	0	0	1	0	1	0
Chemistry & Molecular Biology	0	0	0	1	0	0
Coatings & Polymeric Materials	0	0	1	0	0	0
Computer Science	0	0	0	0	1	0
Geosciences	0	0	0	0	1	0
Mathematics	0	0	0	1	2	0
Physics	0	0	0	0	1	0
Psychology	0	0	0	0	2	0
Statistics	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>22</b>	<b>0</b>

**Appendix B. NSF 12 Indicator Tables****Table 4B.** Years in rank as Assistant Professor before promotion to Associate Professor in Non-STEM by gender for years 2010-2012.

	Women			Men		
	3-5 years	6-8 years	9 or more years	3-5 years	6-8 years	9 or more years
<b>College of AFSNR</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Agribusiness & Applied Econ	0	0	0	0	1	0
<b>College of AHSS</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>
Communication	0	1	0	0	0	0
Criminal Justice & Political Sci	0	0	0	0	1	0
Emergency Mgmt	0	0	0	0	0	0
English	1	0	0	0	1	0
Fine Art	0	1	0	0	0	0
History, Philosophy & Rel Stud	0	0	0	0	0	0
Modern Languages	0	1	0	0	0	0
<b>College of Business</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
Accounting & Info Systems	0	0	0	1	0	0
Mgmt, Marketing, & Finance	0	0	0	1	0	0
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Architecture & Landscape Arch	0	0	0	0	1	0
<b>College of HDE</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>
Apparel, Design, Facility & HM	0	0	0	0	0	0
Health, Nutrition & Exercise	0	0	0	0	1	0
Human Dev & Family Science	0	1	0	0	0	0
School of Education	0	1	0	0	2	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Nursing	0	0	0	0	0	0
Pharmacy Practice	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>0</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 4C.** Years in rank as Associate Professor before promotion to Professor in STEM by gender for years 2010-2012.

	Women			Men		
	3-5 years	6-8 years	9 or more years	3-5 years	6-8 years	9 or more years
<b>College of AFSNR</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>1</b>
Ag & Biosystem Engineering	0	0	0	0	0	0
Animal & Range Science	0	0	0	1	0	1
Plant Pathology	0	0	0	0	1	0
Plant Science	0	0	0	0	3	0
School of Food Systems	0	0	0	0	0	0
School of Nat Res Sciences	0	0	0	0	2	0
Vet & Micro Science	1	1	0	0	0	0
<b>College of AHSS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Sociology/Anthropology	0	0	0	0	0	0
<b>College of Engineering &amp; Arch</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Civil Engineering	0	0	0	0	0	0
Construction Management & Eng	0	0	0	0	0	0
Electrical & Computer Eng	0	0	0	0	0	0
Industrial & Manufacturing Eng	1	0	0	0	0	0
Mechanical Engineering	1	0	0	0	0	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Pharmaceutical Sciences	0	0	0	0	0	1
<b>College of Science &amp; Math</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>
Biological Sciences	0	0	0	0	0	0
Chemistry & Molecular Biology	1	0	0	0	1	0
Coatings & Polymeric Materials	0	0	0	0	0	0
Computer Science	0	0	0	0	0	0
Geosciences	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Physics	0	0	0	0	0	0
Psychology	0	0	0	1	0	0
Statistics	0	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>2</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 4D.** Years in rank as Associate Professor before promotion to Professor in Non-STEM by gender for years 2010-2012.

	Women			Men		
	3-5 years	6-8 years	9 or more years	3-5 years	6-8 years	9 or more years
<b>College of AFSNR</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Agribusiness & Applied Econ	0	1	0	0	0	0
<b>College of AHSS</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>
Communication	0	0	1	0	0	0
Criminal Justice & Political Sci	0	0	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0
English	0	0	0	0	0	1
Fine Art	0	1	0	0	0	2
History, Philosophy & Rel Stud	0	0	0	0	1	0
Modern Languages	0	0	0	0	0	0
<b>College of Business</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>
Accounting & Info Systems	0	1	0	0	1	0
Mgmt, Marketing, & Finance	0	0	1	0	0	1
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Architecture & Landscape Arch	0	0	0	0	0	0
<b>College of HDE</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
Apparel, Design, Facility & HM	0	0	0	0	0	0
Health, Nutrition & Exercise	0	0	0	0	0	0
Human Dev & Family Science	0	0	1	0	0	0
School of Education	0	1	0	0	1	0
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
Nursing	0	0	0	0	0	0
Pharmacy Practice	0	0	0	1	0	1
<b>Total</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>5</b>



**Appendix B. NSF 12 Indicator Tables**

**Table 5A.** Number of voluntary, non-retirement (and non-death) departures by tenured, tenure-track, and non-tenure track faculty in STEM by gender (and percent of women) for years 2010-2012.

	Tenured and Tenure Track			Research Prof. or Instructor (Non-Tenure Track)			Non-Tenure Track as % of all Women
	Women #	Men #	% Women	Women #	Men #	% Women	
<b>College of AFSNR</b>	<b>4</b>	<b>7</b>	<b>36%</b>	<b>1</b>		<b>100%</b>	<b>20%</b>
Ag & Biosystem Engineering			N/A			N/A	N/A
Animal & Range Science			N/A			N/A	N/A
Plant Pathology	1	1	50%			N/A	0%
Plant Science		3	0%	1		100%	100%
School of Food Systems		2	0%			N/A	N/A
School of Nat Res Sciences	2	1	67%			N/A	0%
Vet & Micro Science	1		100%			N/A	0%
<b>College of AHSS</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>
Sociology/Anthropology			N/A			N/A	N/A
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>5</b>	<b>0%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>
Civil Engineering		2	0%			N/A	N/A
Construction Mgmt & Eng			N/A			N/A	N/A
Electrical & Computer Eng		2	0%			N/A	N/A
Industrial & Manufacturing Eng		1	0%			N/A	N/A
Mechanical Engineering			N/A			N/A	N/A
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>
Pharmaceutical Sciences		1	0%			N/A	N/A
<b>College of Science &amp; Math</b>	<b>4</b>	<b>8</b>	<b>33%</b>	<b>0</b>	<b>1</b>	<b>0%</b>	<b>0%</b>
Biological Sciences	1		100%			N/A	0%
Chemistry & Molecular Biology			N/A			N/A	N/A
Coatings & Polymeric Materials			N/A		1	0%	N/A
Computer Science		2	0%			N/A	N/A
Geosciences			N/A			N/A	N/A
Mathematics	2	1	67%			N/A	0%
Physics			N/A			N/A	N/A
Psychology	1	3	25%			N/A	0%
Statistics		2	0%			N/A	N/A
<b>Total STEM Faculty</b>	<b>8</b>	<b>21</b>	<b>27.6%</b>	<b>1</b>	<b>1</b>	<b>50.0%</b>	<b>11.0%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 5B.** Number of voluntary, non-retirement (and non-death) departures by tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender (and percent of women) for years 2010-2012.

	Tenured and Tenure Track			Research Prof. or Instructor (Non-Tenure Track)			Non-Tenure Track as % of all Women
	Women #	Men #	% Women	Women #	Men #	% Women	
<b>College of AFSNR</b>	<b>1</b>	<b>1</b>	<b>50%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Agribusiness & Applied Econ	1	1	50%	0	0	N/A	0%
<b>College of AHSS</b>	<b>2</b>	<b>4</b>	<b>33%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Communication	1	0	100%	0	0	N/A	0%
Criminal Justice & Political Sci	1	1	50%	0	0	N/A	0%
Emergency Mgmt	0	1	0%	0	0	N/A	N/A
English	0	0	N/A	0	0	N/A	N/A
Fine Art	0	1	0%	0	0	N/A	N/A
History, Philosophy & Rel Stud	0	1	0%	0	0	N/A	N/A
Modern Languages	0	0	N/A	0	0	N/A	N/A
<b>College of Business</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>
Accounting & Info Systems	0	0	N/A	0	0	N/A	N/A
Mgmt, Marketing, & Finance	0	0	N/A	0	0	N/A	N/A
<b>College of Engineering &amp; Arch</b>	<b>1</b>	<b>1</b>	<b>50%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Architecture & Landscape Arch	1	1	50%	0	0	N/A	0%
<b>College of HDE</b>	<b>4</b>	<b>5</b>	<b>44%</b>	<b>1</b>	<b>2</b>	<b>33%</b>	<b>20%</b>
Apparel, Design, Facility & HM	2	0	100%	0	1	0%	0%
Health, Nutrition & Exercise	0	3	0%	1	1	50%	100%
Human Dev & Family Science	1	0	100%	0	0	N/A	0%
School of Education	1	2	33%	0	0	N/A	0%
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>1</b>	<b>0%</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>100%</b>
Nursing	0	0	N/A	0	0	N/A	N/A
Pharmacy Practice	0	1	0%	1	0	100%	100%
<b>Total Non-STEM Faculty</b>	<b>8</b>	<b>12</b>	<b>40.0%</b>	<b>2</b>	<b>2</b>	<b>50.0%</b>	<b>20.0%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 6A.** Number and percent of new faculty hires tenured or on tenure-track in STEM by gender starting Fall 2012.

	Tenured and Tenure Track		
	Women	Men	% Women
<b>College of AFSNR</b>			
Ag & Biosystem Engineering			N/A
Animal & Range Science			N/A
Plant Pathology	1	1	50%
Plant Science			N/A
School of Food Systems			N/A
School of Natural Resource Science	2		100%
Vet & Micro Science	2	1	67%
<b>College of AHSS</b>			
Sociology/Anthropology			N/A
<b>College of Engineering &amp; Arch</b>			
Civil Engineering	1	0	100%
Construction Mgmt & Eng		1	0%
Electrical & Computer Eng	0	2	0%
Industrial & Manufacturing Eng			N/A
Mechanical Engineering			N/A
<b>College of Pharmacy, Nurs, AS</b>			
Pharmaceutical Sciences	1		100%
<b>College of Science &amp; Math</b>			
Biological Sciences		1	0%
Chemistry & Molecular Biology			N/A
Coatings & Polymeric Materials			N/A
Computer Science	1	0	100%
Geosciences	1	0	100%
Mathematics	0	3	0%
Physics			N/A
Psychology	0	2	0%
Statistics	2	0	100%
<b>Total STEM Faculty</b>	<b>11</b>	<b>11</b>	<b>50.0%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 6B.** Number and percent of new faculty hires tenured or on tenure-track in Non-STEM by gender starting Fall 2012.

	Tenured and Tenure Track		
	Women	Men	% Women
<b>College of AFSNR</b>			
Agribusiness & Applied Econ			N/A
<b>College of AHSS</b>			
Communication			N/A
Criminal Justice & Political Sci		1	0%
Emergency Mgmt			N/A
English			N/A
Fine Art	2		100%
History, Philosophy & Rel Stud		1	0%
Modern Languages			N/A
<b>College of Business</b>			
Accounting & Info Systems		2	0%
Mgmt, Marketing, & Finance		1	0%
<b>College of Engineering &amp; Arch</b>			
Architecture & Landscape Arch			N/A
<b>College of HDE</b>			
Apparel, Design, Facility & HM			N/A
Health, Nutrition & Exercise			N/A
Human Dev & Family Science	1		100%
School of Education		3	0%
<b>College of Pharmacy, Nurs, AS</b>			
Nursing			N/A
Pharmacy Practice		1	0%
<b>Total Non-STEM Faculty</b>	<b>3</b>	<b>9</b>	<b>25.0%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 7.** Leadership positions by gender as of Fall 2012\*.

<b>Central Administration</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
President		1	0%
Provost		1	0%
Vice Presidents/Vice Provost	1	7	13%
Associate Vice Presidents	3	2	60%
Assistant Vice Presidents	4		100%
Dean/Assoc Dean (not affiliated with an academic college)	4	1	80%
Director	24	33	42%
<b>College of AFSNR</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	5	51	9%
Department Heads/Chairs	2	6	25%
Dean		1	0%
Associate/Assistant Deans	1	1	50%
<b>College of AHSS</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	4	29	12%
Department Heads/Chairs	1	7	13%
Dean		1	0%
Associate Deans			NA
<b>College of Business</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	2	8	20%
Department Heads/Chairs		2	0%
Dean		1	0%
Associate Deans		1	0%
<b>College of Engineering &amp; Arch</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	3	19	14%
Department Heads/Chairs	1	5	17%
Dean		1	0%
Associate Deans			NA
<b>College of HDE</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	5	6	45%
Department Heads/Chairs	2	2	50%
Dean	1		100%
Associate Deans		1	0%
<b>College of Pharmacy, Nurs, AS</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	1	9	10%
Department Heads/Chairs	1	2	33%
Dean		1	0%
Associate Deans	1	1	50%
<b>College of Science &amp; Math</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	2	38	5%
Department Heads/Chairs	2	7	22%
Dean		1	0%
Associate Deans			NA

\*At least half-time appointments

**Appendix B. NFS 12 Indicator Tables**

**Table 8.** University distinguished and endowed professorships and awards by gender.

	University Distinguished Professor (ALL)		Chamber Distinguished Professor*		Odney Award*		Waldron Award*		Peltier Award*		Engberg Endowed Professor**		Gehrts Endowed Professor**		Hogoboom Endowed Professor**	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
College of AFSNR		4									1					
College of AHSS	1	1	1	1	1					1				1		1
College of Business				1												
College of Engineering & Arch	1							1							1	
College of HDE					1											
College of Pharmacy, Nurs, AS																
College of Science & Math		3				1	1	1		2		2	1	1		1
<b>Total</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

\*Awarded mostly every year (reported for years 2011, 2012, 2013)

\*\*Awarded mostly every other year (reported for years 2007, 2009, 2011)

**Appendix B. NSF 12 Indicator Tables**

**Table 9.** Promotion and tenure committees by college and gender for 2012-2013.

	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
College of AFSNR	1	6	14%
College of AHSS	4	2	67%
College of Business	1	3	0%
College of Engineering & Arch	0	7	29%
College of HDE	4	3	57%
College of Pharmacy, Nurs, AS	1	2	33%
College of Science & Math	1	4	20%
<b>TOTAL</b>	<b>13</b>	<b>25</b>	<b>34.2%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 10A.** Percentage of women applicants, interviewees and hires by race/ethnicity for tenure-line positions in STEM. Academic year 2012-2013\*.

Ethnicity	% Applicants			%Interviewed			%Hired		
	Women	Men	Overall	Women	Men	Overall	Women	Men	Overall
White	9%	31%	<b>40.4%</b>	18%	33%	<b>50.7%</b>	28%	31%	<b>59.4%</b>
Asian	9%	41%	<b>49.8%</b>	11%	32%	<b>42.8%</b>	13%	22%	<b>34.4%</b>
Black	0%	4%	<b>4.6%</b>	0%	1%	<b>1.4%</b>	0%	3%	<b>3.1%</b>
Hispanic	1%	3%	<b>4.1%</b>	1%	3%	<b>3.6%</b>	0%	0%	<b>0.0%</b>
American Indian	0%	0%	<b>0.1%</b>	0%	0%	<b>0.0%</b>	0%	0%	<b>0.0%</b>
Two or more	0%	1%	<b>1.1%</b>	1%	0%	<b>1.4%</b>	3%	0%	<b>3.1%</b>
<b>Overall</b>	<b>19.0%</b>	<b>81.0%</b>	<b>100.0%</b>	<b>31.2%</b>	<b>68.8%</b>	<b>100.0%</b>	<b>43.8%</b>	<b>56.3%</b>	<b>100.0%</b>

\*For 32 positions hired 7/2012 through 5/2013.



**Appendix B. NSF 12 Indicator Tables**

**Table 10B.** Percentage of women applicants, interviewees and hires by race/ethnicity for tenure-line positions in Non-STEM. Academic year 2012-2013\*.

Ethnicity	% Applicants			%Interviewed			%Hired		
	Women	Men	Overall	Women	Men	Overall	Women	Men	Overall
White	20%	40%	60.0%	23%	45%	68.1%	24%	53%	76.5%
Asian	11%	14%	24.9%	9%	18%	26.4%	0%	6%	5.9%
Black	2%	5%	6.6%	0%	3%	3.3%	0%	18%	17.6%
Hispanic	1%	5%	6.8%	0%	2%	2.2%	0%	0%	0.0%
American Indian	0%	0%	0.2%	0%	0%	0.0%	0%	0%	0.0%
Two or more	1%	1%	1.4%	0%	0%	0.0%	0%	0%	0.0%
<b>Overall</b>	<b>34.9%</b>	<b>65.1%</b>	<b>100.0%</b>	<b>31.9%</b>	<b>68.1%</b>	<b>100.0%</b>	<b>23.5%</b>	<b>76.5%</b>	<b>100.0%</b>

\*For 19 positions hired 7/2012 through 5/2013.

## Appendix C. Sample Sizes and Response Rates

<b>Data Sources</b>	<b>Sample Size</b>	<b>Response Rate</b>
Faculty Worklife Survey (2008-2009)	224	45.9%
Focus Groups with Associate Professors (organized by gender and STEM status; 2009)	20	----
Interviews with Women Full Professors (2009)	7	58.3%
Survey of Academic Administrators (2010)	42	56.0%
Survey of participants in the Mid-Career Mentoring Program (2011)	9	64.3%
Survey of Cohort Mentoring – Mentees (2010)	31	53.4%
Survey of Cohort Mentoring – Mentees (2011)	29	35.8%
Survey of Cohort Mentoring – Mentees (2012)	43	42.2%.
Survey of Cohort Mentoring – Mentors (2010)	16	69.6%
Survey of Cohort Mentoring – Mentors (2011)	19	50.0%
Survey of Cohort Mentoring – Mentors (2012)	17	48.5%
Survey of FORWARD Grant and Award Recipients (2010)	41	87.2%
Survey of FORWARD Grant and Award Recipients (2011)	63	94.1%
Survey of FORWARD Grant and Award Recipients (2012)	76	92.7%
Evaluations from Ally Trainings (2010-2013) – Thirteen Sessions	144 (190)*	75.8%
Evaluations from Promotion to Full Professor Events (2010-2013) – Twelve Sessions	312 (479)	65.1%
Evaluations from FORWARD Search Committee Member Training (2011-2013) – Ten Sessions	141 (175)	80.6%
Evaluation from FORWARD Promotion and Tenure Committee Member Trainings (Fall 2012) – Two Sessions	49 (77)	63.6%
Evaluation from FORWARD Promotion and Tenure Training for Academic Administrators (Fall 2012) – One Session	19 (25)	76.0%
Anti-Racism training for academic administrators (Spring 2013) – One Session	15 (17)	88.2%
Evaluations from FORWARD Leadership Events (2010 – 2013) – Six Sessions	195 (265)	73.6%
Evaluations from FORWARD Lecture Series (2011 – 2012 academic year) – Six Events	390	**
Evaluations from FORWARD Lecture Series (2012 – 2013 academic year) – Four Events	190 (248)	76.6%

## Appendix D. CSWF FORWARD Department Award Rubric

### CSWF FORWARD Department Award Rubric

Proposal: \_\_\_\_\_

Reviewer: \_\_\_\_\_

**Directions:** Please read each departmental submission and evaluate the proposal using the rubric provided below. Each of the five initiatives have three rubric items: the first indicates presence of strategies, the second that those strategies have been successful, and the third is potential for sustaining the improvement. For each of the items, please rate the proposal on a 1 to 3 scale, where 1 indicates Minimal (or just meets expectations), 2 indicates Good (or slightly exceeds expectations) and 3 indicates Excellent (dramatically exceeds expectations).

For the “Degree of Significance” column, please indicate a weighting for each of the five Roman numeral categories (climate, recruitment, retention, promotion/advancement, and leadership from 1-3 with 1 (low significance), 2 (moderate significance), and 3 (high significance). By significance, we mean both the difficulty of the initiatives within the departmental context and the potential for long-term positive impact.

Item	Criteria	Minimal	Good	Excellent	Degree of Significance
		1	2	3	1-3
I.	<i>Climate Initiatives</i>				
1.	Evidence of departmental strategies to improve climate and to narrow men’s and women’s perceptions of the climate				
2.	Evidence that the departmental climate has improved and perceptions of men and women have narrowed				
3.	Evidence of the department’s potential to sustain (if currently high) or further improve its climate in the near future				
II.	<i>Recruitment Initiatives</i>				
4.	Evidence of effective strategies used to recruit women and diverse women				
5.	Evidence that the department’s rate of female faculty hired has increased in recent years				
6.	Evidence of the department’s potential to recruit women and diverse women in the near future				

**Appendix D. CSWF FORWARD Department Award Rubric**

**CSWF FORWARD Department Award Rubric (cont'd.)**

Item	Criteria	Minimal	Good	Excellent	Degree of significance
		1	2	3	1-3
<b>III. Retention Initiatives</b>					
7.	Evidence of departmental strategies to retain women through the promotion/tenure process				
8.	Evidence that the number of female faculty who are tenured associate professors has increased in recent years				
9.	Evidence of the department's potential to promote and tenure women faculty in the near future				
<b>IV. Promotion and Advancement Initiatives</b>					
10.	Evidence of the departmental strategies to support women associate professors as they move to full professors				
11.	Evidence that the number of female faculty who are full professors has increased in recent years.				
12.	Evidence of the department's potential to further advance women faculty to full professors in the near future				
<b>V. Leadership Initiatives</b>					
13.	Evidence of departmental strategies to promote women faculty to leadership positions				
14.	Evidence that the number of female faculty in the department who hold leadership positions has increased in recent years				
15.	Evidence of the department's potential to foster additional leadership opportunities for women in the near future				

**Appendix E. Titles and Dates of Advance FORWARD-Related Articles in *It's Happening at State 2012-2013***

<b>Date</b>	<b>Headline</b>
1 May 2013	FORWARD hosts leadership workshops
1 May 2013	FORWARD announces mentor travel grant awards
28 March 2013	Advance FORWARD project seeks Advocates
28 March 2013	FORWARD offers women staff 'Power of Dead Even Rule' workshop
28 February 2013	FORWARD offers the last Ally training of the semester
28 February 2013	Workshop aims to strengthen workplace communication
31 January 2013	FORWARD announces upcoming events
31 January 2013	FORWARD announces course release award recipients
15 January 2013	FORWARD announces upcoming events
14 December 2012	FORWARD announces new faculty workshop and future events
31 October 2012	Faculty mentoring expert to present at NDSU
31 October 2012	FORWARD offers ally training
31 October 2012	Promotion to professor luncheon scheduled
31 October 2012	Sitting Bull College president to present at NDSU
15 October 2012	NDSU hosts mathematics event for female high school students
15 October 2012	NDSU UND faculty speed networking event scheduled
28 September 2012	Animal sciences receives Advance FORWARD award
28 September 2012	FORWARD sets grant information session and announces awards
28 September 2012	Faculty policy revised to include childbearing leave
28 September 2012	FORWARD offers training sessions
14 September 2012	FORWARD to host external advisory board
14 September 2012	FORWARD schedules promotion-to-professor luncheons
14 September 2012	FORWARD announces advocates and fall ally training
5 September 2012	FORWARD awards women faculty at NDSU
31 August 2012	FORWARD committee training workshops scheduled
15 August 2012	FORWARD announces upcoming events
31 July 2012	FORWARD Faculty Present at National Conference
29 June 2012	NDSU Provost Names Vice Provost for Faculty Advancement
31 May 2012	FORWARD program looking for graduate assistant
15 May 2012	Advance FORWARD seeks advisory board members

## Appendix F. Tip sheets for use by departments and colleges

### Tip Sheet #1

#### **Department Climate: Hints for More Effective and Inclusive Meetings**

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Some simple strategies described in this handout may help meeting participants feel heard and will assure that meeting time is productive. These strategies may seem awkward at first, but once they become your group's practice, most of these ideas, with tweaking to meet your group's needs, will help your meetings better meet their objectives, start and finish on time, and satisfy those participating.

#### **Deciding to meet:**

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Generally, people are happier to attend meetings that are purposeful: those meetings that genuinely solicit feedback, that attempt to accomplish real work, or that share information that is so complex or controversial that it should not be shared in another way. Make sure that there are objectives for the meeting.

#### **Setting agendas**

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- Set a clear agenda and distribute the agenda and any important supporting materials well in advance of a meeting.
- Invite participants to add to the agenda, to help order items, or to clarify items well in advance of the meeting. (This can cut down on procedural conflict at a meeting.)
- Make sure agenda items are clear and descriptive so that all attending know what will be discussed and can prepare for that discussion.
- Let people know if they will be asked to report information so they can prepare.
- Design a good agenda format. A good design should include space to record the agenda items, discussion, action taken. Action taken could include votes, implementation plans, tabling items for more research, etc. Action items should have name or names of responsible parties, as well as when the group expects those actions to be completed. (Sample on back.)

#### **Running the meeting: practices and procedures to consider**

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- Develop practices that allow the full participation of all present. These practices can be as simple as a chair who encourages those who have shared to step back, and encourages participation from those silent. Some groups need a timer and a two-minute rule for speaking. Others may ask that each person speak no more than twice on an issue. Articulating your group's culture on sharing/not sharing to newcomers is a welcoming practice.
- If there are especially tense or contentious issues, invite anonymous written feedback before the meeting, compile it and share all of it, as written, with the group. Make sure the group's chair does not attempt to paraphrase or interpret for the group.
- Ask each reporting subcommittee for clear and accurate minutes of their meetings.
- Close all meetings by clarifying who has responsibilities for action items.

**Appendix F.** Tip sheets for use by departments and colleges

**Tip Sheet #1, continued**

**Voting and related procedures**

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- Have an agreed upon procedure for voting, introducing motions, framing discussion, amending a motion, calling the question, and other meeting functions. Your group doesn't need a parliamentarian, only clear procedures and shared practices. If these are written down, they can be shared with new members, inviting their participation because they have been told the group's shared values.
- Secret paper ballots on all votes assure that every person is heard. Consensus can actually feel terrible to those group members being forced to conform their opinion.
- Give everyone time to consider ideas before a vote. Wait until the next meeting to vote on important issues.

**After the meeting:**

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- Distribute clear and accurate minutes after every meeting.
- Hold individuals accountable for action on items assigned at previous meetings.

**Sample Agenda:**

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**Agenda: Committee Name**

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**Date:** Date, Time, Place of meeting

**Members:** Names of expected participants

Agenda Item	Discussion - Conclusion	Recommendations or Action Taken, what will happen, who will do it, by what time
Approve minutes of previous meeting		
<b>Old Business</b> <ul style="list-style-type: none"> <li>▪ Item 1</li> <li>▪ Item 2</li> <li>▪ Item 3</li> </ul>		
<b>New Business:</b> <ul style="list-style-type: none"> <li>▪ Item 1</li> <li>▪ Item 2</li> <li>▪ Item 3</li> </ul>		
Any other agenda items?		
Review action Items		

**Next meeting:** Date Time Place of next meeting

**Topic:**

## Appendix F. Tip sheets for use by departments and colleges

### Tip Sheet #2. Collecting Climate Data

#### Collecting data for climate change

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Because we live in our departments, we are sometimes too close to them to see patterns related to gender in our departmental activity. One way to make patterns of equity and fairness visible is to collect regular unit data by gender and rank (with other variables as needed).

**Types of Data:** What department chairs need to know

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There are a variety of data to which department chairs and deans may want access to help them understand real workloads. For examples, we often collect data on teaching load, but not student load; some teachers teach mainly first year students, and hence, larger class sizes. The goal is to think about how labor is distributed in each unit. Collect data by faculty member. Share with department in aggregate so individuals can know if their workload is above or below average values. Chairs and heads can make assignment changes based on workloads.

1. Fourth week enrollment numbers in all classes.
2. Number of grades given.
3. Number of courses taught at each level.
4. Number of advisees.
5. Number of senior projects.
6. Number of master's theses directed.
7. Number of doctoral dissertations directed.
8. Number of graduate committees total.
9. Number of service committees, department, college, university, and professional.
10. Type and prestige of faculty committees. (And if you think all service is equal, study the path to leadership. What committees do almost all department chairs or other administrators have service on? You could also ask in a quick survey faculty to rank the prestige of service obligations.)
11. Awards, department, college, university, and national/international.
12. Award nominations.
13. Award nominators. (Awards are important because they often are the first step to compiling nominations for regional or national awards.)
14. Other categories of interest to your department.

Unit leaders should know these numbers and look for patterns of inequity based on rank or gender (or and intersection of both.)



**Appendix F.** Tip sheets for use by departments and colleges

**Tip Sheet #3**

**Service Load Recommendations**

Colleges and departments need to define excellence in service in promotion and tenure documents to assure that service work, so necessary to the function of the university, is appropriately valued. But given that much research (both nationally and at NDSU) suggests that service is a gendered activity, that women often do more than men, and that its undervalue reflected that gendered dimension, this sheet attempts to help departments think about varied service loads for men and women. The goal should be to set both minimum and maximum levels of annual service by rank. This sheet makes suggestions; individual departments must set their own values, within the guidelines set by colleges, and with the leadership of their chair. This chart simply attempts to reflect the kinds of service obligations a member of a department might be asked to undertake.

<b>Type of service activity: First three years</b>	<b>Minimum suggested</b>	<b>Minimum</b>	<b>Maximum suggested</b>	<b>Maximum</b>
Department Committee	1		1	
College or University Committee	0		1	
Community service obligation: board membership, organization leadership	0		1	
Community or campus presentations	0		3	
Graduate thesis directing (new commitments per year) master's level	1		2	
Graduate committee membership (new commitments per year, including graduate school appointee) master's level	0		1	
Graduate dissertation directing (new commitments per year) doctoral	0-1		1	
Graduate committee membership (new commitments per year, including graduate school appointee) doctoral	0		1	
Departments might wish to find a mechanism through which requests for the service of new faculty go through the department head, who, in consultation with the new faculty member, might choose appropriate service. Telling faculty that they must say no to service does not work, because sometimes requests come from people to whom junior faculty do not feel empowered to say no. Having departmental guidelines can help new faculty understand more clearly what normal and agreed upon expectations look like.				

**Appendix F.** Tip sheets for use by departments and colleges

**Tip Sheet #3, continued**

<b>Type of service activity:</b> Second three years	<b>Minimum suggested</b>	<b>Minimum</b>	<b>Maximum suggested</b>	<b>Maximum</b>
Department Committee	1		2	
College Committee	1		1	
University Committee	0		1	
Community service obligation: board membership, organization leadership	0		2	
Community or campus presentations	1		5	
Graduate thesis directing (new commitments per year) master's level	1		3	
Graduate committee membership (new commitments per year, including graduate school appointee) master's level	1		3	
Graduate dissertation directing (new commitments per year) doctoral	0-1		3	
Graduate committee membership (new commitments per year, including graduate school appointee) doctoral	0-1		3	
<b>Please note:</b> Be clear about the maximum number of total graduate committees a faculty member should serve on before tenure. A number will help the faculty member know what is considered over-commitment.				

<b>Type of service activity:</b> Post tenure	<b>Minimum suggested</b>	<b>Minimum</b>	<b>Maximum suggested</b>	<b>Maximum</b>
Department Committee	2		2	
College Committee	1		1	
University Committee	1		1	
Community service obligation: board membership, organization leadership	1		2	
Community or campus presentations	1		5	
Professional organization leadership, editorial boards, peer reviewer	1		3	
Graduate thesis directing (new commitments per year) master's level	1		3	
Graduate committee membership (new commitments per year, including graduate school appointee) master's level	1		3	
Graduate dissertation directing (new commitments per year) doctoral	1		3	
Graduate committee membership (new commitments per year, including graduate school appointee) doctoral	1		3	

The requirements of promotion to full in most departments require the development of a national reputation. Some of this involves service to the profession, in addition to a research profile. It is very important that departments commit to promoting those they have tenured, and not sacrificing their associate professors to good of tenuring assistants.

Full professors need to continue to meet minimum service obligations to ensure that those not yet tenured and promoted are not forced to do more than their appropriate share of service.

**Resources:**

Park, Shelley M. "Research, Teaching, and Service: Why Shouldn't Women's Work Count?" *The Journal of Higher Education* 67.1 (1996): 46-84. JSTOR

## Appendix G. Program/Event Participation Data

**Table 1.** Program and Event Schedule. Academic year 2012-2013.

<b>Event #</b>	<b>Program/Event Date</b>	<b>Program/Event</b>
	<b>2012</b>	
1	August 13	New Faculty Orientation
2	September 4&5	PTE Workshop
3	September 25	Promotion to Professor Panel: Tips from Academic Deans
4	September 27	Ally Training
5	October 2	Leadership and Fundraising: A Workshop for Department Chairs and Senior Faculty Interested in Department Leadership- Dr. Peggy Johnson
6	October 9	Promotion, Tenure, and Evaluation Training for Administrators
7	October 10&11	Search Committee Member Training
8	October 12	Information Session on FORWARD Grants and Awards
9	October 25	Pedagogical Luncheon: Gender, Race, and Sexual Orientation Dr. DeRionne Pollard
10	October 26	Speed Networking with UND Faculty
11	November 5	The Importance of Including Culture, Community, and Collaboration into Pedagogy, Dr. Vermillion
12	November 5	Follow-up Session with Administrators Dr. Vermillion
13	November 8	Mary Deane Sorcinelli Rethinking Mentoring: The Role of Administrators
14	November 8	Mary Deane Sorcinelli Mutual Mentoring: Moving Beyond One-Size-Fits-All Mentoring
15	November 8	Marry Deane Sorcinelli Helping Faculty Build Effective Mentoring Networks: The Role of Chairs
16	November 14	Promotion to Professor Panel
17	November 16	Ally Training
	<b>2013</b>	
18	January 7	Enhancing Department Climate
19	February 5	Ally Training
20	February 6&7	Search Committee Training
21	February 12	Pedagogical Luncheon
22	February 14	Promotion to Professor Panel
23	February 19	Power Dead Even Rule Workshop
24	March 4	Ally Training
25	March 14	Power of Apology
26	March 15	Fast Track Leadership Workshop
27	March 20	Ally Training

**Appendix G. Program/Event Participation Data**

**Table 2.** Number of Women and Men tenure-line faculty participated in Advance FORWARD event. Academic year 2012-2013.

Event # from Table 1, Appx. G	Overall Attendance			Attendance by College																				
				AFSNR			AHSS			Business			Eng & Arch			HD & E			Pharmacy, Nursing, AS			Sci & Math		
	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T
1	19	21	40	8	1	9	2	3	5	1	2	3	1	6	7	1	2	3	2	1	3	4	6	10
2	22	55	77	5	13	18	1	0	1	0	0	0	2	16	18	9	6	15	1	3	4	4	17	21
3	27	31	58	3	4	7	3	2	5	0	2	2	4	11	15	8	4	12	5	3	8	3	4	7
4	0	11	11	0	2	2	0	2	2	0	0	0	0	1	1	0	1	1	0	0	0	0	4	4
5	13	29	42	1	5	6	4	7	11	0	2	2	0	5	5	3	1	4	4	1	5	1	8	9
6	4	21	25	1	3	4	0	3	3	0	3	3	0	5	5	1	1	2	1	0	1	0	6	6
7	17	19	36	2	2	4	4	5	9	0	0	0	0	3	3	4	0	4	1	0	1	6	9	15
8	4	1	5	2	0	2	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1
9	39	26	65	5	5	10	5	2	7	0	1	1	4	8	12	11	5	16	4	0	4	4	5	9
10	6	0	6	0	0	0	2	0	2	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0
11	34	26	77	4	4	8	3	5	8	0	2	2	4	5	9	14	4	18	8	3	11	1	3	4
12	11	5	16	1	1	2	2	4	6	0	0	0	0	0	0	1	1	2	1	1	2	0	4	4
13	2	4	6	0	0	0	0	1	1	0	0	0	0	0	0	1	1	2	0	0	0	0	2	2
14	13	8	21	0	1	1	3	0	3	0	1	1	0	4	4	5	0	5	0	0	0	3	3	6
15	5	10	15	0	2	2	1	1	2	0	1	1	0	2	2	2	1	3	1	0	1	1	3	4
16	13	15	29	0	3	3	2	1	3	0	0	0	2	3	5	5	2	7	1	3	4	3	3	6
17	0	16	16	0	2	2	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	12	12
18	4	4	8	1	3	4	0	0	0	0	0	0	0	1	1	2	0	2	1	0	1	0	0	0
19	0	29	29	0	0	0	0	22	22	0	0	0	0	0	0	0	7	7	0	0	0	0	0	0
20	12	5	17	1	1	2	0	1	1	1	0	1	1	1	2	4	0	4	5	0	5	0	2	2
21	38	42	80	6	8	14	10	6	16	0	0	0	3	9	12	10	8	18	3	3	6	6	8	14
22	17	24	41	4	2	6	2	3	5	0	1	1	2	4	6	4	4	8	4	4	8	1	6	7
23	19	0	19	6	0	6	4	0	4	0	0	0	3	0	3	0	3	3	2	0	2	1	0	1
24	0	17	17	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	16	16
25	15	15	30	2	2	4	5	0	5	0	2	2	3	7	10	2	1	3	2	2	4	1	1	2
26	3	3	6	1	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	1	0	1	1
27	0	10	10	0	1	1	0	1	1	0	0	0	0	3	3	0	3	3	0	0	0	0	2	2

Key: W, number of Women faculty; M, number of Men faculty; T, total number of Women and Men faculty

## Appendix H. Report of the External Evaluator

External Evaluation Report

31 May 2013

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Professor of Labor Studies and Employment Relations  
Rutgers University

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### A) Contacts and responsibilities:

During the academic year 2012 – 2013 I did not visit the NDSU campus. This was due in part to the fact that I was in transition from a position at Kansas State University to my new post at Rutgers University., and in part to events on both campuses that made a visit difficult. I have however remained in contact with the FORWARD team during this year, and have reviewed the posted quarterly reports as well as the report of internal evaluation data prepared by Christi McGeorge. My report will compare last year's findings to developments during the last program year.

### B) Program summary

The NDSU ADVANCE FORWARD program was funded in 2008, and has the following five goals:

Improving the campus **climate** around issues of gender equity

Opening and increasing **leadership** opportunities for women faculty

Improve the **advancement** of women faculty, with a particular focus on the transition between associate and full professor.

Enhance the **recruitment** of women faculty.

Increase **retention** of women faculty.

For each of these there are specific initiatives and evaluation plans.

### C) Summary assessment

Things continue to go well. In fact the overall impression I get from these reports is that much about the original program that I thought was too ambitious and might fall by the wayside has been implemented in the last year. The disability task force has continued to move forward. FORWARD has sponsored and an anti-racism workshop as well as lectures focusing on Native American and LGBT issues. At the same time, the original initiatives are still operating. The grant programs have been well received, and awards continue to be

## Appendix H. Report of the External Evaluator

made. Essentially, the program of initiatives described in the initial grant application has now been fully implemented.

The focus should now shift to institutionalization. I see that there has been some discussion with the Provost about continuing FORWARD initiatives into the future, and that is encouraging. The details of the degree of support for and the form of institutionalization are not clear at this stage, however.

### D) Specific comments on successes and concerns

I will organize these in terms of program goals as stated in the ADVANCE FORWARD proposal.

- 1) Climate – the specific goal of the FORWARD program is to find no difference in perceptions of climate between men and women by the end of the award period, or between majority and minority groups.

There have been two climate surveys conducted on campus, one of faculty and one of administrators. Plans are now underway to repeat these surveys as NSF funding comes to an end. I would be very surprised if the surveys revealed no differences between these groups – climate surveys rarely do – but at the same time I would also be surprised if the level of awareness of issues of gender and other kinds of bias has not increased dramatically. One of the paradoxes of increasing awareness is that people may become *less* satisfied with climate, rather than more. So I would caution the team to interpret differences with care.

The team lists several initiatives as connected to their climate change goal – as there is overlap across initiatives I will deal with each as they seem most relevant:

- a) Advocates and Allies program – The Advocates and Allies program – a unique component of this ADVANCE-IT grant - continues to grow. There were four Ally training sessions held on campus during the academic year 2012-2013, and the Advocates have begun college-specific training. Deans have now also committed to targets for the number of men who will be trained as Allies. One interesting development this year is that two of the Advocates conducted a training session at Louisiana Tech University. This suggests that this very unique component of the program is beginning to be disseminated. As I noted last year, this program is relatively inexpensive (there are \$500 stipends provided to Advocates, but not Allies), so it is clearly a strong candidate for institutionalization.

On behalf of the FORWARD team, I interviewed Advocates and Allies during my visit in 2011, analysis of these data is being conducted by Christi McGeorge.

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- b) FORWARD lectures/gender equity awareness workshops – there have been a number of these on campus, and the speakers have met with administrators, team members, and others privately during their visits. One example this year was Peggy Johnson, of Pennsylvania State University, who met with chairs, senior faculty, and development staff. The lectures are being evaluated on an ongoing basis.
- c) Commission on the Status of Women Faculty – This group has had some considerable success over the past year, gaining passage of a policy broadening access to junior administrative positions in departments. They have now begun to focus on implementation issues with the policy. They are also primarily responsible for childbearing leave and modified duties policies in effect at NDSU, and have, at the invitation of the Provost, redesigned the unit annual report template to include a section in the document that requires information about efforts to increase diversity. This is a Commission that seems to have found its role as the grant has developed. Their recent success bodes well for ties between the CSWF and top University administration once NSF funding for FORWARD ends.
- d) Dean/chair training (administrator workshops) – these continue, and have been positively evaluated. College and department search and PTE committee training is now up and running as well, with six total sessions in 2012-2013. The evaluation results for the latter are particularly positive; administrators overwhelmingly agree that they have a better understanding of bias in the PTE process and have strategies for addressing it.
- e) Climate/equity research grants – none were awarded during this period. As an outsider, my sense is that the campus lacks strength in social science researchers interested in gender; indeed most of these are already on the FORWARD team. Hence it may be that this initiative has reached its saturation point.
- f) Department climate grants – Funding for this initiative has been redirected to other programming due to the difficulty in recruiting departments to participate.
- g) Gender equity award – this is an award of \$5,000 to an academic department that makes the greatest effort in support and advancing gender equity in one of the five FORWARD goal areas. This year the award went to Animal Science. It appears that there is a newly designed evaluation rubric that allows a department with significant progress in only one area to win the award. On a campus of this size, that might make sense, as I can imagine this award might reach its saturation point fairly quickly. It's not clear to me whether this award encourages departments to change or has the effect of recognizing those that have.

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- h) Faculty with disabilities – This initiative has developed significantly during the 2012-2013 academic year. The report of the task force has been completed, and the committee drafted a template for use by departments as a tool for developing a list of essential functions and competencies for faculty positions.
- 2) Leadership – the specific goal as stated in the original proposal is increase women's access to leadership positions at NDSU, specifically promote or hire women in at least two more dean positions (for a total of three women deans) over the five years of the grant; increase women heads and chairs/heads in the STEM disciplines to five of 28. At the time of my visits in both 2010 and 2011 there was one woman Dean (in Human Development and Education). Two women have recently been named as associate deans in the College of Arts, Humanities, and Social Sciences. There are now nine tenure-line women department heads on campus, five in STEM departments, and four in non-STEM departments. Four of the former are the first ever women department heads in their departments: Agricultural and Biosystems Engineering, Biological Sciences, Industrial and Manufacturing Engineering (interim) and Veterinary and Microbiological Sciences. These are welcome developments, though one woman is also a relatively recently tenured associate professor and another is an interim chair. There are now 19 women full professors on the NDSU campus. Though they make up only 3.5% of the faculty, the rate of change over the course of the FORWARD program has been dramatic.

There are a number of initiatives aimed at increasing women's access to leadership positions, though some are targeted more at advancing women through the ranks, particularly from associate to full (see below). The initiative most directly related to leadership is the Leadership Development program provides funds to send tenured women faculty each year to a national leadership development program of their choice. There were thirteen applications for these funds in 2012-2013. Deans were also encouraged to nominate women to attend the ACE Regional Leadership Workshop for Women in Higher Education, and 24 women were ultimately nominated. During 2011-2012, only two Leadership Development grants were awarded, both to non-STEM women. The recent increase perhaps suggests a revitalization of interest in this program area.

- 3) Advancement/Retention – these are closely allied goals. In terms of advancement, the specific goal as written in the proposal is to increase the number of STEM women full professors to 10 in the next five years. In terms of retention, the specific goal in the project is to retain 90% of women through the tenure decision, and increase numbers of associate women in STEM disciplines from eight to 24 by the end of the grant period.



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- a) Grant-based initiatives – there are a number in this category. Though I did not discuss these specific programs with recipients, discussions with the team suggest they have been well received (not surprisingly, given the funding attached).
  - i. Mentor Relationship Travel grants to offset the costs of meeting with mentors outside NDSU – these are clearly one of the most popular FORWARD initiatives; 20 were awarded in 2012-2013 alone. The previous Provost provided expanded funding for women not in STEM disciplines; the range of departments for the current group of awardees suggests this practice has continued. This is an encouraging sign of institutional support for FORWARD goals.
  - ii. LEAP Lab renovation grant program funded by VP of Research – targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Two awards were made during 2012-2013.
  - iii. LEAP Research grant - targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Leap Grants are seed or bridging research grants intended to increase the potential for STEM women faculty at NDSU to acquire external funding, thereby increasing their research productivity and potential for promotion and/or tenure. These are intended for faculty with great ideas who need some extra support to become competitive, and are not intended for those who have already demonstrated success at obtaining external funding. Each grant awards up to \$30,000 for a twelve month (typically September through August) project, and requires additional application(s) to external sources as an outcome of the project. Twenty applications were received in 2012-2013 and two were funded. This is one of the most expensive of the FORWARD initiatives, but also clearly one of the most popular.
  - iv. Course release grants – targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Provide a one semester release from teaching responsibilities. Six awards were given in 2012-2013.
- b) There are two mentoring programs aimed at achieving the goals of retention and advancement.

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- i. Junior faculty mentoring cohorts program – On my last visit, I noted that the single-sex group approach, while well intentioned, might have the unintended effect of placing an undue burden on a few senior women. It appears that the program has continued with a single sex design, however. Mentors and (to a somewhat lesser degree) mentees continue to evaluate the program positively, however. The FORWARD team is invited Mary Deane Sorcinelli, who is a recognized expert on mentoring, to campus during Fall 2012 to work with mentoring groups.
- ii. Mid-career mentoring cohorts/Promotion to full task force - tenured women can apply for funds to create their own peer, mid-career mentoring teams. These teams can have a variety of goals. One group received funding during 2012-2013. This has been one of the less active initiatives. As I noted in my last report, my sense is that the FORWARD team is finding what other ADVANCE-funded teams have also found, which is that mid-career mentoring is difficult to implement. Mid-career faculty have different needs than early career faculty, and it is difficult to attract them to mentoring groups. I have no solution to this problem; I only note that this has been an issue on other campuses as well.

On the other hand, programming on promotion to full professor is one of the most active areas for the FORWARD team. There were three seminars presented by internal speakers during 2012-2013. Given where NDSU started before FORWARD, I (again) encourage the team to collect systematic data on their efforts, successes, and what they have learned in the process about how to get more women to the rank of full professor. Such a study would make a valuable contribution to the literature.

- 4) Recruitment – The goal as stated in the original ADVANCE-IT proposal is to standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order assure that all pool is include a representative number of women and women from underrepresented groups. Budget concerns have meant that there has been little hiring, however. It is still not clear to me that the FORWARD team been successful in monitoring the pool relative to availability. I do note that a member of the FORWARD team was invited to sit on a faculty search committee in Electrical and Computer Engineering; 50% of the six finalists in that applicant pool were women. The Dean of Engineering and Architecture also provided additional funds to allow interviews with women candidates for a department chair positions. One of the Advocates requested these funds.

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- a) Faculty recruitment assistant – I noted in my last report that there had been some problems with this position as originally planned. There has been some progress in the creation of a new position – a Vice Provost for the Advancement of Faculty. This is a 0.25 time position held by Canan Bilen-Green, who currently leads the FORWARD team and has become FORWARD PI. Having Dr. Bilen-Green in this position will certainly facilitate access to data and accountability to recruitment goals. Though the creation of the position is positive in itself, in my opinion, a 0.25 time administrative appointment is in no way adequate to institutionalize FORWARD initiatives and monitor campus efforts toward increasing faculty diversity.
  - b) Search committee training – this was institutionalized during 2011-2012 and is conducted by the FORWARD team twice each semester. Evaluations suggest that search committee members view the sessions positively and learn strategies they feel they will be able to implement.
- 5) Evaluation and dissemination
- a) Data infrastructure – The FORWARD team has faced ongoing problems with getting clear and consistent administrative data. The problem extends all the way from basic data on hiring and recruitment and faculty positions to monitoring of policies like tenure clock extensions. Consistent data on hiring, promotion, and attrition will be key in documenting the FORWARD team's progress. Since my last visit, one of the FORWARD team members, Sandy Holbrook, has begun to work with the campus HR department to compile more accurate personnel data. It is not clear from the information I have available whether this situation improved during 2012-2013.
  - b) Research production – One article based on research conducted on the FORWARD project appeared in 2012 in *The Journal of Women and Minorities in Science and Engineering*; I know others are in progress and at least some have been submitted or presented. One paper in the former category focuses on the Advocates and Allies model; my hope is that the qualitative data from the program are ultimately disseminated as well. Though I know this has been a concern for some FORWARD team members, I think this rate of production is reasonable. I will say again (as I did in my last external report) that my opinion and experience is that these programs are not really designed to produce publications in refereed journals. The problem is that the programs are designed to produce institutional data, rarely have a clear theoretical connection to the literature, and it is difficult to know how the results at one institution would translate to another. Hence traditional refereed academic publication is difficult. On the other hand, the team continues to produce and disseminate its knowledge to stakeholders on

## Appendix H. Report of the External Evaluator

campus. The idea for “tip sheets” that would bring together the most important ideas from campus speakers is a good one. Once NSF funding ends, there are often few comprehensive efforts to bring together what has been learned from the dozens of expert speakers who have visited campus.

- c) Internal evaluation – As always, the quality of internal evaluation is high, but the all of the work of evaluation is also falling on one person, who is a recently promoted associate professor. It seems unlikely that things will change at this point. As FORWARD initiatives are institutionalized it will be important to create a more sustainable evaluation structure. FORWARD team members will need data if they are secure and sustain internal funding for FORWARD programs.
  
- E) Closing comments – As I noted in my last report, the FORWARD team has accomplished a lot in a short period of time, and they have done so in a campus environment in which women faculty have been severely underrepresented at every level. During the last year, the team has built on previous efforts and expanded into new areas. Essentially, the original plan of the grant has now been fully implemented. It will be interesting to see the comparisons of the final data collections with the baseline (though see my cautions about this above). My sense from visiting NDSU over the years is that the conversation on campus about these issues has shifted dramatically. It remains to be seen whether this change is sustainable – clearly institutionalization is the next challenge to be met.