

NDSU

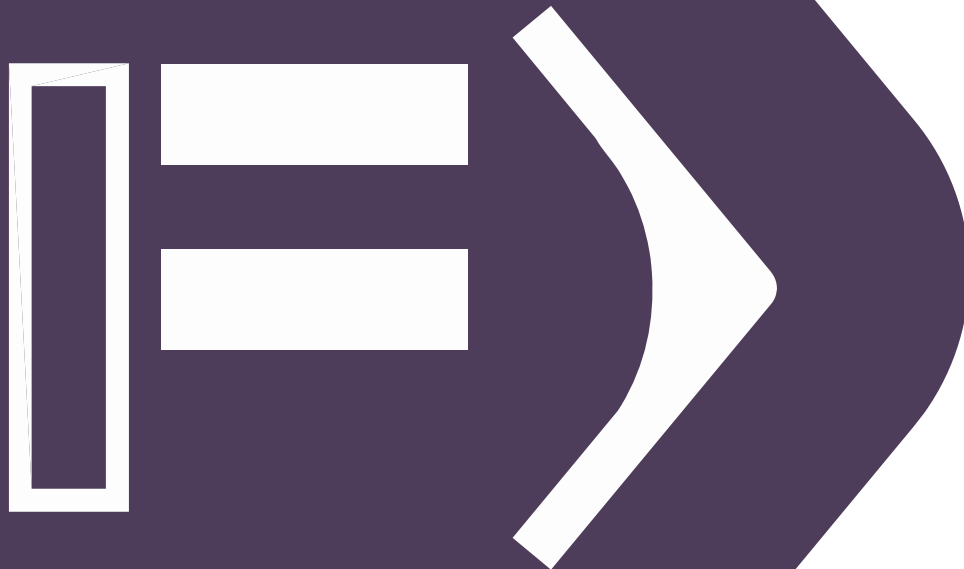
**ADVANCE | FORWARD**

at North Dakota State University

## ANNUAL REPORT YEAR 4

September 1, 2011 — May 1, 2012

National Science Foundation  
Grant HRD-0811239



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## SECTION I. Summary Overview

The achievements during Year 4 of the Advance FORWARD project continue to demonstrate the momentum that has developed over the first three years of this project. The Year 4 achievements also indicate the continued institutionalization of the project's goals. These changes are evident in many of the activities and accomplishments that have taken place during Year 4.

- Notable increase of women in academic administrative roles:
  - Three women selected as STEM department heads (Agricultural and Biosystems Engineering, Biological Sciences, and Veterinary and Microbiological Sciences)
  - Woman named as assistant dean for Academic Programs in the College of Agriculture, Food Systems, and Natural Resources
  - Two women named as associate deans in College of Arts, Humanities, and Social Sciences
- Three of the eight faculty members promoted to professor for 2012-13 are women: Garden-Robinson, health, nutrition, and exercise science; Klam, accounting & information systems; and Krishnan, mechanical engineering.
- Three of the 15 faculty members promoted to associate professor for 2012-13 are women: Groberg, visual arts; Knodel, entomology; and Montplaisir, biological sciences.
- Increase in the number of trained allies (currently 88) and Advocates (20 to date) and increase in the number of departments with at least one trained ally (currently 33 of 40 academic departments).
- Selection of an Advocate to be associate dean in the Graduate School.
- Creation of a new position – Vice Provost for the Advancement of Faculty; the selection process is underway, and the individual selected will begin service on a part time basis no later than July 1, 2012. Responsibilities for this position are largely focused on extending the Advance FORWARD goals beyond the NSF funding period and will extend beyond the Advance FORWARD funding as a significant step in the institutionalization of the Advance FORWARD goals.
- Initiative to address issues related to women faculty with disabilities expanded through the work of the Faculty with Disabilities Task Force.
- Continued success in hiring women faculty; 40% of the tenure track hires since July 2011 have been women.
- On-campus child care facility retained through efforts led by FORWARD.
- Election of the first woman from a STEM department as president-elect of the Faculty Senate.
- Two women were awarded prestigious university awards. Rhee, health, nutrition and exercise sciences, received the Odney teaching award. Sun, chemistry and biochemistry, was recognized with the Waldron research award. Sun is the first woman faculty to receive the Waldron research award.

There are a number of other indicators that reflect the ways in which Advance FORWARD is creating institutional change. The new Provost has offered strong support for the Advance FORWARD project and has met frequently over this year with the project executive director and other project faculty to become fully informed about the project and to identify meaningful and tangible ways to support it and assure the ongoing efforts to achieve the project's goals. For the coming year – the second in a row – the President of the Faculty Senate will be a faculty member who has been an Advocate. Having a key Faculty Senate leader who understands and

supports Advance FORWARD goals provides significant opportunities to influence institutional decision-making. Advance FORWARD goals continue to be addressed at the college level by offering college-wide training for allies and college-based workshops that address climate issues. The College of Science and Mathematics continued its emerging leadership series; from among the seven tenured women who participate, one was selected as chair of the Department of Biological Sciences.

While NDSU's institutional transformation is not yet complete, the achievements of Advance FORWARD during the first four years of the project demonstrate that institutionalization is underway. As the project enters Year 5, the work will focus even more intently on expanding that institutionalization and assuring its continuation beyond the project's NSF ADVANCE funding, drawing especially on the newly created position of Associate Vice Provost for the Advancement of Faculty and the Provost's support.

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

This section of the report provides a listing of grant personnel and their duties and indicates that the budget report for Year 4 will be submitted at the end of August. In addition to the project personnel, this section identifies others who have had significant involvement in the Advance FORWARD project during the past year.

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

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

- Dr. Craig Schnell, Provost, principal investigator
- Dr. Canan Bilen-Green, Industrial and Manufacturing Engineering, co-PI and project executive director
- Dr. Ann Burnett, Women and Gender Studies, co-PI and associate project director
- Dr. Gary Smith, Dean, College of Engineering and Architecture, co-PI
- Dr. Kevin McCaul, 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. Tom Stone Carlson, Human Development and Family Science
- 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 coordinates the development and implementation of the faculty climate training;
- Stone Carlson coordinates the Advocates and Allies 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;
- Froelich and Weber, using the theoretical frame of unstructured spaces outlined in the grant, co-chair the Commission on the Status of Women Faculty;
- Reed, along with Schwert, coordinates the cohort mentoring groups for junior faculty;
- McGeorge has responsibility for internal evaluation efforts;
- Rupiper Taggart serves on the Commission on the Status of Women Faculty;
- 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. Ruthann Faulkner, office support
- Mr. Guy Hokanson, web support
- Dr. Sandra Holbrook, project consultant
- Ms. Julie Nash, project specialist (resigned effective 11/30/11)
- Ms. Becca Hayes (formerly Mellum), Advance FORWARD Graduate Fellow

Effective July 1, 2011, the position formerly titled “Faculty Assistant for Recruitment” became fully funded by NDSU. The title was changed slightly to more accurately reflect the work that Bachman does in the Provost’s Office. She assists faculty search committees in identifying ways to increase applicant pools, including suggested recruitment sources. She also assists Advance FORWARD with some collection of data related to various issues of faculty status. Britton has visited campus, written a formal report, and has provided frequent informal advice. Faulkner assists with the grant budget and finances on a day-to-day basis, and Hokanson maintains and updates the Advance FORWARD website. Holbrook, Director Emerita of the NDSU Office for Equity and Diversity and a member of the Advance FORWARD Committee since its inception, works on an hourly basis to compile and edit quarterly and annual reports, and work with Human Resources to improve the accuracy of faculty data in the institutional database. She also serves as one of the two presenters for the Advance FORWARD search committee training. Nash served as project specialist assisting Bilen-Green with day-to-day project activities including office assistance and workshop coordination until her resignation at the end of November 2011 (she accepted another position on campus). The project specialist’s responsibilities have been distributed among other project staff. Faulkner and Hayes have been largely responsible for the day-to-day activities, office assistance and workshop coordination.

Five master’s level graduate students were hired to assist in the Advance FORWARD project during 2011-12: Becca Hayes who assisted Nash until Nash’s resignation and then

assumed some of the responsibilities for day-to-day project activities and coordination; Cali Anicha who assists Burnett with research and Bilen-Green with the faculty with disabilities project; Candice Maier who assists Christi McGeorge with evaluation; and Lindsay Bergenheier (fall semester) and Audrey Putz (spring semester) who assist Christina Weber with research.

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 & 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 is funded by the NSF ADVANCE PAID funded Promote project.
- Dr. Sean Sather-Wagstaff, assistant professor of mathematics, serves as an Advocate and assists with coordination of Advocate and Ally training and also serves on the Women with Disabilities Task Force and developed, in cooperation with Schuh, the faculty with disabilities survey; this work was institutionally funded.
- 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 disabilities survey; this work was institutionally funded.

## **B. Budget**

Bilen-Green and Schwert continued to provide oversight of the Advance FORWARD budget in Year 4. 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. Sponsored the kick-off event for the fourth year of the Advance FORWARD project on September 1. The event, held at President Bresciani's house, included the presentation of this year's Advance FORWARD Award (formerly the Gender Equity Award) to the Department of Veterinary and Microbiological Sciences.
2. Drafted proposed metrics to be used in the diversity section (retitled Faculty Advancement) of the Provost's template for the required annual reports from deans and

chairs/heads; these metrics are designed to raise the level of accountability for progress regarding the five Advance FORWARD goals. The new template includes the use of data about the specific reporting unit, and efforts to coordinate this new reporting approach with campus institutional data collection units are underway. The CSWF will be discussing the next steps for implementation with the Provost.

3. Worked with Promotion to Professor Task Force on the development of PTE committee training. The training focuses attention on appropriate evaluation criteria and process to reduce implicit bias and other obstacles to women's progress; such training, however, would benefit all faculty.
4. Continued to devote major time to policy development and revision work including additional redrafting of Policy 103 - Equal Opportunity/Affirmative Action Policy on the Announcement of Position Openings. The most recent revisions reduce the exceptions to announcing positions; even half time or less titled or benefitted positions will now require a local posting and review of applications.
5. Policy 320 - Faculty Obligations and Time Requirements was revised to add provisions for childbearing leave and for modified duties and was passed by the Faculty Senate during the spring semester 2012. The President has signed the policy and it is now posted in the University's on-line policy manual. This policy change represents a major accomplishment for the Commission and hence, the Advance FORWARD project in terms of its benefits – especially for women faculty at NDSU.
6. Called for nominations/applications for the annual departmental award; nominations/applications closed April 23. Developed a draft rubric for selection of the Advance FORWARD Department Award based on feedback from last year's Department Award selection committee. The draft rubric will be used to evaluate the departments nominated for the 2012 award. The recipient department will be announced at the fall kick-off on August 30.
7. Renewed the Commission's attention to dual career hiring and will be re-examining the information generated earlier by the Faculty Senate's Ad Hoc Committee on dual career best practices to determine if improvements in policy or practice that can be implemented.
8. Initiated work on the process by which to institutionalize the Commission on the Status of Women Faculty.

## **B. Climate Project Activities**

1. Sponsored FORWARD Lecture Series which featured the following distinguished speakers for campus presentations. All of these speakers have had sessions with several audiences during their visits to NDSU, and their sessions were designed for the specific audiences.
  - Hosted Dr. Margaret Price, Associate Professor of English, Spelman College, for sessions with administrators and various faculty groups as well as a pedagogical luncheon in December 2011. Dr. Price's sessions for administrators and for faculty addressed issues and concerns of each of those groups. Dr. Price expressed special appreciation and admiration for the degree to which she found NDSU

accessible and welcoming. Dr. Price's visit was organized by the Women with Disabilities Task Force.

- Hosted Dr. Joan Williams, J.D., Distinguished Professor of Law, Founder/Director of Center for Work Life Law, University of California, Hastings College of the Law in January 2012. Sessions included: a lecture for the entire campus community on work/life balance; a luncheon for women faculty on patterns of gender bias and strategies to counter them; and a workshop for academic administrators on the costs of losing women faculty. Williams also met with Advance FORWARD committee members, the Commission on the Status of Women Faculty, and academic deans and vice presidents.
  - Hosted Dr. Scott Page, Director of the Center for the Study of Complex Systems and Leonid Hurwicz Collegiate Professor of Complex Systems, Economics, and Political Science, University of Michigan, in February 2012. Sessions included a lecture for faculty, students, staff, Tri-College faculty and the community on "Leveraging Diversity: How We Can Use Our Differences to Improve our World"; a pedagogical luncheon for NDSU faculty; and a workshop for academic administrators and campus leaders on expanding diversity thinking within the academy. Page also met with Advance FORWARD committee members, the Internal Advisory Board members, and Advocates.
  - Hosted Dr. Mary Ann Mason, J.D, and Professor and Co-Director at the University of California, Berkeley Law CHEFS, on April 23, 2012. Her visit and presentations focused on policies and law as they apply to family formation and careers in academia. She met with deans and vice presidents, held a conversation with graduate students on "Should Graduate Students Become Parents?," presented "Do Babies Matter in Academia" at a pedagogical luncheon, and spoke to academic administrators and other campus leaders on the topic, "Best Practices to Change the Culture." She also met with members of the Commission on the Status of Women Faculty and a number of the Advance FORWARD team.
2. Continued work affecting work/life balance and equity
- Participated in the ad hoc committee, appointed by President Bresciani, to explore options for maintaining the child care center on campus. The ad hoc group was chaired by Dean McCaul and included, among the seven members, three other FORWARD team members. The ad hoc group completed a study of campus child care options and made long and short term recommendations to President Bresciani. As a result, the President announced in fall 2011 that the child care center would remain open, and he reiterated that commitment in a May 2, 2012, e-mail to the campus.
  - Compiled information and began draft of a brochure to provide information about NDSU policies related to work/life balance for current faculty and staff as well as for applicants as a recruitment tool.
  - Renewed effort in support of lactation facilities and programs. Prior to NSF Advance funding, FORWARD, working with campus Facilities Management, was instrumental in the creation of the first lactation room on campus. Although additional provision of lactation facilities was not initially part of the Advance FORWARD proposal, it has become clearly a matter of climate on our campus. Birmingham serves as FORWARD's liaison to this larger initiative, which is undertaking three tasks:
    - Support and welcome for new mothers returning to the workplace following childbearing leave, but especially support for breast feeding and pumping.



- Work to assure lactation facilities at NDSU are compliant with federal law, and placing women who have nursed or pumped on campus on facilities committees (there were previously no women on this committee).
  - Train a faculty member as a spokesperson for the group. (Natalie Smith-Carlson, English department, attended an international conference to gather information and become a spokesperson for the group. She has been placed on the Provost's committee on lactation issues, is a member of the support team, and has taken part in a panel presentation on the benefits to institutions of family friendly policies about nursing.) Birmingham is supervising a student research team writing a recommendation report about campus space for lactation facilities.
3. Developed and offered college-specific climate workshops
- Conducted a workshop for new faculty on *Enhancing Department Climate* in early January 2012. The workshop introduced new faculty to the Advance FORWARD project and provided them with tools and suggestions for promoting a positive department climate. Sixteen individuals attended. Evaluation results were positive and this mid-year workshop for new faculty will continue to be offered.
  - Developed and delivered an Advance FORWARD climate training for the Arts, Humanities and Social Sciences college meeting on December 1, 2011. Approximately 50 attended. A 20-minute PowerPoint presentation shared college-specific climate data and invited participation in two (non-consecutive) one and a half hour climate-related pilot workshops that were held in January 2012. Twenty people attended and developed lists of best practices in response to issues described in the data. The workshop with untenured faculty was more successful than the workshop with tenured faculty. Based on participant suggestions, we are revamping the workshops to present data on climate to the future college-based climate workshops.
  - Conducted follow-up to the fall climate training in the College of Arts, Humanities and Social Sciences. Birmingham and Dean Kent Sandstrom developed a handout on responses to specific climate issues. Based on information and needs identified by college members in the workshops, the dean sponsored a series of events in the college to create a more open and welcoming climate: a lunch for new faculty to discuss mentoring needs, a whole college coffee at a local coffee shop off campus that over 40 people attended for an opportunity to interact outside work, and meetings about mentoring and other needs with midcareer and pre-tenure faculty. The college is planning more programming based on the needs identified and the climate meetings.
  - Redesigned the college climate training based on feedback from the initial offering for the College of Arts, Humanities and Social Sciences in December (Birmingham working with Reed and McCaul). Three weaknesses identified in the feedback were
    - Junior faculty, especially women, were silenced in small groups of mixed rank.
    - Chairs and heads must be trained separately.
    - Trainers need to be aware and ready for the fact that no matter how objective they seem, some indicator data seem to cause defensiveness.
  - Delivered a 1-hour workshop on May 2, employing College of Science and Math (CSM) data from 12-indicators and the Work/Life Survey to chairs and heads in the College of Science and Math, soliciting for fall implementation, specific strategies and program ideas to improve departmental and college climate. The workshop focused on many of the work/life issues Mason introduced in her workshop on institutional solutions to climate issues in April.

4. Continued Advocate training of new allies and efforts to broaden the role and impact of Advocates:
  - Completed three Ally trainings during the fall and spring semesters; a total of 31 Allies attended these trainings. One of the trainings was specifically for the College of Engineering and Architecture and another was specifically for the College of Agriculture, Natural Resources and Food Systems (April 13, 2012).
  - Sponsored four Ally follow-up trainings, two each semester; a total of 40 allies attended these follow-up sessions. The most recent follow-up training (April 19) was dedicated to addressing work-life balance issues.
  - Conducted three trainings for the new Advocates.
  - Participated in a special training with Dr. Scott Page on February 22 to further Advocates' knowledge about key issues related to gender bias and equity and to develop additional strategies for their work as Advocates.
  - Increased the number of trained Allies to a total of 88. There is at least one ally in 33 of the 40 departments.
  - Worked on campus issues including the child care center and, most recently, NDSU weather-related cancellations and the strain that the lack of alignment with public school cancellations places on faculty, staff, and student parents (memo of concern sent by the Advocates to the University President).
  - Held a special meeting of the Advocates with the FORWARD project executive director to plan for the long term sustainability of the Advocate program.
  - Received an invitation to present about the Advocates program at Louisiana Tech University in the fall of 2012.
  
5. Expanded efforts to address issues of women faculty with disabilities
  - Continued to meet monthly as the Women with Disabilities Task Force to improve NSDU's support of faculty with disabilities. Proposed language for policy changes are being drafted for consideration by the Provost and Faculty Senate. Strategic alliances, including plans for consistent communication with the Facilities Management Committee and key individuals in the Department of Architecture are being developed.
  - Conducted a survey of all NDSU faculty, including those in administrative positions, regarding knowledge and perceptions of NDSU's policies, procedures, and climate regarding faculty with disability; 140 individuals took the survey. The Task Force prepared a report based on the survey results and shared the report with the campus community in an open forum held in January 2012.
  - Reviewed a number of university policies in order to propose revisions that will more closely align with an advocacy/equity approach to faculty with disabilities.
  - Continued, as Task Force members, to participate across a number of campus venues as a way to promote awareness and positive change around universal design, access, pedagogy, and campus climate.
  - Continued coordination with the Equity and Diversity ADA committee and subcommittees regarding disability policies, practices, and campus-wide awareness-raising events is ongoing.

**6. Other climate related activities:**

- Continued efforts to revise process for evaluation of teaching. Met with Faculty Senate (representatives of the ad hoc committee named to revise the teaching evaluation process at NDSU) in January 2012. The group presented a proposal to the Faculty Senate and subsequently the Faculty Senate Executive Committee referred the proposal to an ad hoc committee of the Faculty Senate, including members of the Commission on the Status of Women Faculty. That group was asked to review and propose changes to the policy including, but not limited to, the use of multiple measures of assessment of teaching effectiveness. The group has prepared guidelines which were presented to the Faculty Senate at its meeting on May 7; the committee will continue to work on the policy and is expected to have a proposal to present for vote by the Faculty Senate in the fall.
- Encouraged Dean Wittrock's initiative ("Family Medical Accommodations for Graduate Students") to provide appropriate medical accommodations for graduate students when their own or their family circumstances require such accommodation; this effort is in the early stages but is a signal of Advance FORWARD's progress in achieving institutional transformation.
- Sponsored Community of Respect training for academic support staff. The training was conducted over three lunch times during the week of May 14-18 with lunch provided by Advance FORWARD.
- Interactions with Native American groups
  - Hosted Dr. Cynthia Lindquist, president of Cankdeska Cikana Community College in Fort Totten, ND, for three FORWARD events in November 2011. The events included a meeting with the FORWARD Committee to discuss ways that NDSU FORWARD can engage with faculty at ND Tribal Colleges; a Pedagogical Luncheon (110 NDSU faculty pre-registered) during which Dr. Lindquist spoke on teaching and learning and ways that NDSU and the Tribal Colleges can ease the matriculation of Native American students into B.S. and graduate-level programs; and a session with NDSU administrators, where Dr. Lindquist discussed issues of concern or in common between NDSU and Tribal Colleges.
  - Initiated plans to invite Dr. Laurel Vermillion, president of Sitting Bull College, to NDSU for a visit similar to Dr. Lindquist's (see above). Provost, Rafert, Bilen-Green and Schwert will be visiting Dr. Vermillion to continue discussions and explore collaborations and efforts to advance and recruit Native American women faculty.

**C. Faculty Recruitment Efforts**

1. Sponsored four 2-hour search committee training sessions for faculty search committee members; two sessions were conducted in October 2011 and two more in February 2012. A total of 93 individuals participated in these training sessions. The 2-hour sessions in the spring were revised slightly to reflect feedback from the fall training sessions and to incorporate recruitment resources specific to individuals with disabilities as well as tips on appropriate considerations for unique situations involving internal candidates in a national search. This search training is now well established and will continue to be offered twice each semester. In addition, efforts are being made to share this training with other campuses through presentations at professional conferences and meetings such as the WEPAN conference in June 2012.

2. Participated in an ad hoc group initiated by the Vice President for Equity, Diversity, and Global Outreach to coordinate – and create where necessary – search training for a variety of other audiences who are involved in search processes including search committees for professional staff and for Extension field staff and those who have other roles in the search process: department administrative assistants, department/unit heads, search committee chairs, students who serve on search committees, and major administrators who approve recommendations for hiring. The ad hoc group includes representatives from Human Resources, Equity, Diversity and Global Outreach, and the Provost's Office; the group is coordinated by Holbrook. The group will identify search information needed by each audience and develop both in-person and on-line training options with information suited to each of the search training audiences. This effort builds on the faculty search committee training developed and conducted by the Advance FORWARD project and reflects an important step in institutional transformation as it relates to recruitment and hiring.
3. Continued to play a role in searches for major administrators. This year members of Advance FORWARD met with each of the candidates for the Vice President for Information Technology, the Dean of Science and Mathematics, and for the General Counsel to discuss campus climate issues and familiarize candidates with the Advance FORWARD project and its goals.
4. Worked regularly with search committee members, department support staff and applicants to clarify procedures and encourage recruitment methods that would enhance the diversity of applicant pools. The assistant for faculty searches also continued processing and monitoring paperwork and on-line transactions related to the hiring process and compiling demographic data on applicant pools and on those who are interviewed, and those who are hired.
5. Noted – and encouraged – active recruitment for faculty positions in Civil Engineering and in Geosciences departments. Advance FORWARD members met with candidates for the Geosciences position; that department – with exceptional enthusiasm – hired its first-ever woman faculty member. A woman was also hired in Civil Engineering after laudable recruitment efforts by the search committee chair.

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

1. Convened some those from the 2010-11 junior faculty mentoring cohorts to address requests for mixed gender groups, a few personality conflicts within some groups, and disinterest on the part of some participants. Several mentor cohorts from 2010-11 continued in 2011-12 with their original membership while some of the 2010-11 cohorts self-dissolved. Faculty recruited in Fall 2011 continued to be assigned into gender-specific cohorts. Developed an online form for polling mentors and mentees on their preference for gender make-up of their cohort and their preference for topics in order to be more responsive to the needs of the mentees. The data from this online feedback provided additional information as well as being an easy way to manage the large number of people involved in the program and to better address their comments and suggestions for change.
2. Promoted the Mid-Career Mentoring program at the grant information session in October 2011 and planned and offered a panel session featuring awardees to demonstrate to a

broader audience the benefits of the program in order to encourage applications and a better response to this project initiative.

### 3. Promotion to Professor (PTP)

- Sponsored a series of five luncheon sessions on promotion to professor during this academic year. The September 2011 a panel, composed of Distinguished Professors, focused their discussion on why one should aspire to be a professor and what lies beyond promotion; the October panel, composed of department heads, addressed how to know when one is ready for promotion. In January the luncheon series continued with a session focused on work/life balance and led by Dr. Harriette McCaul, former Dean of the NDSU College of Business. PTP Task Force members served as table facilitators. In February a panel of faculty members with experience as members of promotion, tenure and evaluation committees discussed the tenure/promotion review process and offered tips for preparing one's application. The final promotion to professor event for this academic year was held May 1, and the panel for this session was composed of faculty members newly promoted to professor who offered insights into the challenges they encountered in their promotion experiences. These events continue to be popular and well attended.
- Met monthly as the PTP Task Force and planned the PTP luncheon series and explored other potential efforts to support the promotion of women faculty members.
- Continued development of a workshop for faculty serving on PTE committees (led by Justitz). A series of fall meetings with former college PTE chairs, Provost Rafert, former Provost Schnell, the Promotion to Professor Task Force, an Advisory Workshop Committee, as well as participation in the Provost's Faculty Open Forum, informed the development of content and resources for the workshop. A number of resources and a PowerPoint have been developed and were reviewed by the Promotion to Professor Task Force in late April. A pilot of the training with a small group is planned for late May.

### 4. Leadership Development Activities

- Sponsored a leadership panel of previous awardees to promote the leadership development grants program in November 2011; the panel members shared information about their experiences.
- Continued the leadership listserv established after May 2011 leadership workshop.
- Sponsored a one-day leadership workshop, March 15, 2012, led by workshop facilitators Claudia Fernandez and Ruben Fernandez from Fast Track Leadership. There were 29 participants from 8 colleges (12 were women):
  - College of Agriculture, Food Systems and Natural Resources – 7
  - College of Arts, Humanities, and Social Sciences – 4
  - College of Business – 1
  - College of Engineering and Architecture – 4
  - College of Human Development and Education – 6
  - College of Pharmacy, Nursing and Allied Sciences – 4
  - College of Science and Mathematics – 2
  - College of Graduate and Interdisciplinary Studies – 1\*

*\*This individual is also a faculty member in the College of Science and Mathematics who has a split appointment.*

Of the 29 participants, 17 were nominated and sponsored by their college deans. The remaining participants were selected from the FORWARD committee,

the Commission on the Status of Women Faculty, Women in Research, and the Advocates and Allies. Participants were invited to join the FORWARD Leadership Development listserv. Interest in a reading group was expressed and will be explored.

- Submitted and received acceptance of a proposal to the Office of Women in Higher Education (OWHE) of the American Council on Education to host a fall regional conference at NDSU scheduled for September 19-21, 2011. Advance FORWARD will participate in the planning. Invitations will go to regional women leaders with special encouragement to those at ADVANCE institutions.
- Began planning campus leadership workshops for fall 2012.

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

Conducted grants information session on October 5. 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**

1. Sponsored a speed networking event in September 2011 for the NDSU Women in Research group. Approximately 50 women faculty from a wide variety of disciplines participated in this networking event. Evaluations for the event were positive with recommendations for more speed networking events hosted at the University including events that would be open to all new faculty, both male and female.
2. Held a Tri-College networking event in February 2012; 16 women faculty from Minnesota State University-Moorhead, Concordia, and NDSU came together for a breakfast opportunity to introduce themselves to colleagues from similar departments. The conversation was lively, and the event was well received. Participants all agreed they had formed a relationship that could foster professional collaboration.

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

The narrative below summarizes the NSF 12 Indicators data for the fourth year of grant activities (2011-2012). In the case of tenure and promotion decisions, data for the three academic years 2008-09, 2009-10 and 2010-11 are 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 2011-2012 for STEM departments. Table 1B gives the number of men and women in each rank for non-STEM departments.

- In year four, women faculty made up 34.3% (37) of the assistant professors, 20.0% (17) of the associate professors, and 6.9% (8) of the full professors in the STEM disciplines (Table 1A). In the non-STEM departments (Table 1B), these percentages are 56.0% (47), 42.3% (30), and 17.5% (11), respectively. The most notable increase between 2010-11 and 2011-12 is in the associate professor rank where the percentage of women associate professors increased from 16.7% (12) to 20.0% (17) in STEM disciplines. In the non-STEM disciplines, the most notable increase is in the percentage of women full professors: increased from 15.8% (9) to 17.5% (11) between 2010-11 and 2011-12.
  - In STEM departments, 20.1% (62) of the tenure-line faculty positions were held by women. In non-STEM, women held 40.4% (88) of the tenure-line faculty positions. Overall, 28.5% (150) of the tenure-line faculty were women. In all disciplines, 43.8% (84) of the assistant professors, 30.1% (47) of the associate professors, and 10.6% (19) 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 2011-12 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, 16 women of color were in tenure-line positions. There were no women of color in non-tenure track positions. In the non-STEM departments, 12 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 27 in 2010-11 to 28 in 2011-12 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 2011-12 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 20.1% of the tenure-line positions and 40.9% of the non-tenure track positions. Overall, in STEM departments, 12.7% of all women were in non-tenure track positions compared to 5.0% of all men in non-tenure track positions. In the non-STEM departments, women made up 40.4% of all tenure-line positions and 71.4% of all non-tenure track positions. In non-STEM departments, 25.4% of the women were in non-tenure track positions compared to 8.5% 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 2008-09, 2009-10, and 2010-11 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, 15 women and 29 men in the STEM departments were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 80.0% (12 of 15), and for the men, 86.2% (25 of 29). One woman and one man withdrew their applications. In the non-STEM disciplines, 15 women and 16 men

- were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 73.3% (11 of 15), and for the men, 75.0% (12 of 16). Three women 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. Thirteen women and 26 men were reviewed for promotion during this time period in the STEM departments. The percentage of positive promotion decisions for women was 92.3% (12 of 13), and for men, 88.4% (23 of 26). For the non-STEM departments the percentage of positive promotion decisions for women was 76.9% (10 of 13), and for men, 63.6% (7 of 11). Three women 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 sixteen 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, 93.8% (15 of 16). In the non-STEM departments, five women and eleven men came up for promotion from associate to full professor; all were promoted.
4. Years in rank by gender. *(Includes data for non-tenure track faculty, years in rank data for tenure-line faculty not complete).*
- 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. Twelve women were promoted in STEM departments; one was promoted after 3-5 years, ten were promoted after 6-8 years, and one was promoted after 9 or more years (4A). Twenty-three men were promoted in STEM departments; three were promoted after 3-5 years, and twenty were promoted after 6-8 years (4A). Of the 10 women promoted in non-STEM departments, three were promoted after 3-5 years, six were promoted after 6-8 years, and one after nine or more years. In the case of men, three were promoted after 3-5 years, and four were promoted 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 the years 2009-2011, three were promoted after 3-5 years and two were promoted after 6-8 years. In those same years five men were promoted to full professor after 3-5 years, nine were promoted after 6-8 years, and 1 was promoted after nine or more years. The corresponding data for non-STEM departments is provided in Table 4D. Five women were promoted to full professor in the years 2009-2011: two were promoted after 6-8 years and three were promoted after 9 or more years. Eleven men were promoted to full professor in the years 2009-2011: one was promoted after 3-5 years, five 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 2009-2011. Table 5A shows that 32.1% (9) of tenure-line faculty in the STEM departments who voluntarily left the University were women (*in STEM only 20.1% (62) of the tenure-line faculty positions are held by women*). The percentage of STEM faculty voluntarily leaving the



- University who were men was 67.9% (19), compared with 79.9% (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 64.3% (9) for women and 35.7% for men (5) (*in non-STEM only 40.4% (88) of the tenure-line faculty positions are held by women*).
- Overall, 42.8% (18) of tenure-line faculty who voluntarily left the University were women (*only 28.5% (150) of the tenure-line faculty are women*). Although more men (24 or 57.1%) voluntarily left the University, their attrition rate is much lower than their representation (377 or 71.5%).
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 2011. The percentage of new hires for tenure-line positions filled by women in the STEM departments was 23.1% (3 of 13) in fall 2011 (6A). The percentage of new hires for tenure-line positions filled by women in the non-STEM departments was 71.4% (5 of 7) in fall 2011 (6B).
  7. Number and percent of women in leadership positions.
    - Table 7 shows the number of men and women in leadership positions in fall 2011. The leadership positions include the president, vice presidents, assistant/associate vice presidents, the provost, directors, deans, associate deans, and department chairs/heads. Forty-four women and 88 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 29.1 in 2010 to 33.3% in 2011. Further, 10.6% (19) of full professors are women compared to 89.4% (160) who are men. However, women remain underrepresented in key administrator positions: only 6 (16.7%) of the academic departments are chaired by women.
  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 2005-2012. Overall, 8 women (26.7%) and 22 men (73.3%) 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 2011-12 varied between 0% and 67%. With the exception of the Business college, all college PTE committees had at least one women faculty member. Overall, 13 (34.2%) women and 25 (65.8%) men served in college level PTE committees during the 2011-12 academic year.
  10. Salary of science/engineering faculty by gender.
    - An annual faculty salary study was again completed for the 2011-2012 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, the p-value for gender was found to be 0.9758, indicating that gender was not significant. Race was also tested for in the model with market salary and rank to determine whether it was significant, and it was not. 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 has reviewed the results of the study recently and shared 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 year five of the grant.

**12. Start-up packages of newly hired science/engineering faculty by gender**

- Deans McCaul and Smith reviewed data on start-up packages for all incoming faculty during 2011. Overall, we hired very few faculty during this year, and most new hires were women, making it impossible to do any sort of gender comparisons of start-up.

**H. Research Project Activities**

1. Utilized aspects of structured and unstructured spaces to guide the development of an institutional ethnography (Dorothy Smith, *Institutional Ethnography*, 2005) that is focused on policy change efforts and the work of the Commission on the Status of Women Faculty (CSWF). This research (led by Weber) seeks to understand how individuals on campus understand and use policy to initiate institutional (specifically gender climate) change. The research is a qualitative study that draws on interviews with both faculty and staff on campus (divided between both faculty and staff who work on policy and climate issues and faculty and staff who are not involved in policy and climate issues) as well as meeting minutes of the CSWF, policy change documents, policy handbooks on campus, and participant observational notes with the CSWF. To date Weber has conducted 31 interviews and will continue to collect another 19 (the goal is a *minimum* of 50 interviews). She has begun analysis of the interviews and will continue analysis throughout the summer. In addition, she is also collecting the policy change documents and will integrate the analysis of those documents with the analysis of the interviews.
2. Attended November 2011 ADVANCE PI Meeting (Schnell, Bilen-Green, Burnett, Reed and Schwert):
  - Presented poster “Advancing Women Faculty at North Dakota State University”
  - Participated by invitation (Bilen-Green) in a panel discussion titled “Selling ADVANCE to Male Colleagues” (other panelists; Anthony DePass, Assistant Vice President for Research and Development at Long Island University; Douglas Haynes, Director of the University of California, Irvine ADVANCE Program and Associate Professor of History.)

3. Magel, R. Does work environment affect faculty health scores? Paper submitted to *Research in Higher Education*.
4. Burnett, A. & Anicha, C. Thematic analysis of minutes and documents from the Advocates program, to be sent to the Advocates for their review and response in May 2012.
5. Magel, R. A study of the relationship between gender, salary, and student ratings of instruction at a research university. *Journal of Higher Education*. This manuscript was recently returned for revisions recommended by the editor and reviewers; changes are being made, and the manuscript will be resubmitted.

## I. Evaluation Project Activities

### 1. Internal Evaluation Activities

The summary of internal evaluation activities for Year 4 is organized around the five goals set out in the FORWARD NSF Advance grant proposal.

- *Climate*

To evaluate the progress on the Advance FORWARD goal of enhancing the climate at NDSU, as well as to provide formative evaluation data to improve the programs aimed at enhancing the climate, 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 have been the Faculty Work/Life 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 feel less respected and integrated into their departments than men faculty.
- Women faculty are more likely to feel isolated, excluded from informal networks, and feel they have encountered unwritten rules than men faculty.
- Academic administrators are, in almost all respects, more positive about the campus climate for men than for women.
- Women academic administrators perceive 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 experience greater levels of work/life balance struggles compared with men faculty.

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

- 51.7% of the mentees completing our survey in the summer of 2011 agreed to some extent that being in the cohort mentoring program increased their sense of connection with other faculty on campus (10.3% Strongly Agreed; 24.1% Agreed; and 17.2% Somewhat Agreed).
- 78.9% of the mentors completing our survey in the summer of 2011 agreed to some extent that being in the cohort mentoring program allowed them to form significant relationships with other faculty (5.3% Strongly Agreed; 36.8% Agreed; and 36.8% Somewhat Agreed).
- 41.4% of the mentees who responded in the summer of 2011 identified that participating in the cohort mentoring program had a positive impact on their own experience of the NDSU climate.
- 47.4% of the mentors who responded in the summer of 2011 identified that participating in the cohort mentoring program had a positive impact on their own experience of the NDSU climate.
- 92.7% of male faculty attending the ally trainings agreed 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 (36.4% Strongly Agreed; and 56.4% Agreed).
- 92.1% of the women faculty who responded in the summer of 2011 who received a grant or award from Advance FORWARD agreed to some extent that their participation in the Advance FORWARD award/grant program(s) enhanced their experience of the NDSU campus climate (28.6% Strongly Agreed; 36.5% Agreed; and 25.4% Somewhat Agreed).
- 66.7% of the faculty members who responded in the summer of 2011 who participated in the Advance FORWARD mid-career mentoring program agreed to some extent that their participation in the Advance FORWARD award/grant program(s) enhanced their experience of the NDSU campus climate (11.1% Strongly Agreed; and 55.6% Agreed).

In addition to addressing the climate for women faculty as a group, the Advance FORWARD efforts have also focused on addressing the specific needs of women faculty members living with a disability and women of color. For example, in November 2011, Dr. Cynthia Lindquist, President of Cankdeska Cikana Community College, spoke to both faculty members and administrators about opportunities to collaborate with Tribal Colleges as well as the unique needs and challenges experienced by Native American faculty and students. One of the key findings from the evaluations of the programs lead by Dr. Lindquist was:

- 78.4% of the participants completing the evaluation reported that 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. Lindquist's lecture.

Additionally, in December 2011, Dr. Margaret Price, Associate Professor at Spelman College, spoke to both faculty members and administrators about how to support students and faculty members living with disabilities. Some of the key findings from the evaluations of the programs lead by Dr. Margaret Price were:

- 87.5% of the participants completing the evaluation reported that they will be able to implement new strategies to support the advancement of faculty members including those with disabilities as a result of attending a workshop led by Dr. Price.

- 95.8% of the participants completing the evaluation reported that they have acquired new information or understanding about the barriers experienced by faculty members including those with disabilities as a result of attending a workshop led by Dr. Price.
- In order to assess the overall progress that Advance FORWARD has made in enhancing the climate at NDSU, both the Faculty Work/Life Survey and the Survey of Academic Administrators will be administered again in the final year of the grant.
- *Recruitment*

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

  - 91.5% 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 46.8% Agreed).
  - 93.7% of those attending the Advance FORWARD search committee member training felt that they have acquired new information or understanding about how to address gender inequity during the faculty search process (42.1% Strongly Agreed and 51.6% Agreed).
  - 94.8% 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 (49.5% Strongly Agreed and 45.3% Agreed).
- *Retention*

To evaluate the progress on the Advance FORWARD goal of retaining women faculty at NDSU, we have collected both baseline data and data from participants in our Advance FORWARD programs that are focused on retaining women through the tenure decision. The baseline data collected through the Faculty Work/Life Survey (2008-2009) suggested that while women faculty reported relatively high levels of satisfaction with their job, 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. Below are examples of evaluation results from our cohort mentoring, mid-career mentoring, and our grant/awards programs, respectively:

  - 24.1% mentees completing our survey in the summer of 2011 felt that participating in the cohort mentoring program had an impact on their decision to remain at NDSU.
  - 66.6% of the faculty completing our survey in the summer of 2011 reported that their participation in the Advance FORWARD mid-career mentoring program had a positive impact on their decision to remain at NDSU (33.3% Agreed; and 33.3% Somewhat Agreed).

- 90.5% of the women faculty surveyed in the summer of 2011 who received a grant or award from Advance FORWARD agreed to some extent that their participation in the Advance FORWARD award/grant program(s) had a positive impact on their decision to remain at NDSU (27.0% Strongly Agreed; 41.3% Agreed; and 22.2% Somewhat Agreed).

Advance FORWARD has also provided lectures and workshops focused on retaining women faculty. For example, in January 2012, Dr. Joan Williams, Distinguished Professor of Law at University of California, presented a series of lectures and workshops focused on retaining women faculty members, struggles related to work life balance, and patterns of gender bias that can negatively impact institutional climate for women. Some of the key findings from the evaluations of the programs led by Dr. Joan Williams were:

- 66.6% of the administrators completing the evaluation reported that they will be able to implement new strategies in an effort to retain the women faculty members in their unit as a result of their participation in the workshop led by Dr. Williams.
- 84.9% of the participants completing the evaluation reported that as a result of their participation in Dr. Williams' lecture, they will be able to implement new strategies in their own process of balancing work and life commitments.
- 100% of the women completing the evaluation of the session that Dr. Williams led for women faculty reported that they have acquired new skills, information or understanding about successfully managing their academic career.

Additionally, the baseline climate data suggested that women faculty members feel isolated on campus significantly more than men, and this isolation appears to be the reason why some women choose to leave NDSU. To address this concern, the Advance FORWARD team offered networking events for women faculty. For example, in September 2011 the Advance FORWARD team sponsored a "speed networking" event and 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; 82.1% agreed that they had (46.4% Strongly Agreed and 35.7% Agreed). In February 2012 the Advance FORWARD team sponsored a Tri-College Women Faculty Networking Breakfast (for women faculty at NDSU, Concordia College, and Minnesota State University Moorhead), and as part of the formative evaluation for that event women were asked if they formed a relationship that could lead to a professional collaboration; 100% agreed that they had (66.7% Strongly Agreed and 33.3% Agreed).

Moreover, participants (mentees and mentors) in our cohort mentoring program were asked about the impact that participating in the mentoring program had on their own experience of isolation and their evaluations showed the following:

- 40.9% of the mentees completing our survey in the summer of 2011 agreed to some extent that being in the cohort mentoring program decreased their sense of isolation on the NDSU campus (9.1% Strongly Agreed; 18.2% Agreed; and 13.7% Somewhat Agreed).
- 47.4% of the mentors completing our survey in the summer of 2011 agreed to some extent that being in the cohort mentoring program decreased their sense of isolation on the NDSU campus (21.1% Agreed; and 26.3% Somewhat Agreed).

- *Promotion*

The internal evaluation of the Advance 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 to achieving 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, mid-career mentoring grant program, and promotion to full professor panels. The evaluations of these programs have been encouraging, as illustrated by these findings:

- 52.2% of the mentees completing our survey in the summer of 2011 agreed to some extent that being in the cohort mentoring program increased their comfort level with the promotion and/or tenure process at NDSU (17.4% Strongly Agreed; 17.4% Agreed; and 17.4% Somewhat Agreed).
- 38.9% of the mentors completing our survey in the summer of 2010 somewhat agreed that being in the cohort mentoring program increased their comfort level with the promotion process at NDSU.
- 89.7% 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 (16.1% Strongly Agreed and 73.6% Agreed).
- 76.9% of the participants attending a promotion to full professor panel agreed or strongly agreed that they acquired new skills and/or information about determining when they are ready to apply for promotion to full professor at NDSU (9.6% Strongly Agreed and 67.3% Agreed).
- 77.8% of the faculty completing our survey in the summer of 2011 reported they will be able to implement new strategies in preparing for promotion to full professor as a result of their participation in the Advance FORWARD mid-career mentoring program (22.2% Strongly Agreed and 55.6% Agreed).
- 66.6% of the faculty completing our survey in the summer of 2011 reported that their participation in the Advance FORWARD mid-career mentoring program led to them acquiring new skills and/or information about determining when they are ready to apply for promotion to full professor at NDSU (33.3% Strongly Agreed and 33.3% Agreed).
- 88.9% of the women faculty surveyed in the summer of 2011 who received a grant or award from Advance FORWARD agreed to some extent that their participation in the Advance FORWARD award/grant program(s) had a positive impact on their tenure and/or promotion process (49.2% Strongly Agreed; 22.2% Agreed; and 17.5% Somewhat Agreed).

- *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 Work/Life Survey and interviews with women full professors) and evaluated the Advance FORWARD programs that are 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 are 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 as a woman
- feeling that outspoken women are penalized

To begin to address some of the trends identified in the baseline data, Advance FORWARD developed a leadership award program that allows women faculty to attend national leadership programs. To engage more women in this award program, Advance FORWARD again this year (November 2011) offered a leadership development panel and the internal evaluation data showed that 82.2% of those attending the panel agreed that they acquired new information about leadership workshops that could be beneficial to their careers (39.3% Strongly Agreed and 42.9% Agreed). Also, in September 2011 Advance FORWARD sponsored a panel on advancing to academic leadership positions, and the internal evaluation data from that event found that 100% of respondents felt better equipped to continue with their current leadership role or to pursue a new leadership role after participating in the workshop (18.2% Strongly Agreed and 81.8% Agreed). In March 2012 Advance FORWARD offered a leadership training event at NDSU entitled *Fast Track Leadership Workshop*. The internal evaluation data from that event found that 100% of those responding felt that this training had helped them develop leadership skills that would assist in their career advancement (72.2% Strongly Agreed and 27.8% Agreed).

Additionally, the Advance FORWARD internal evaluation data shows that several of our programs are having a positive impact on women faculty's leadership skill development. For example, 80.9% of the women faculty who responded in the summer of 2011 agreed to some extent that their participation in the Advance FORWARD award/grant program(s) helped them develop leadership skills that will assist them in their career advancement (15.9% Strongly Agreed, 31.7% Agreed, and 33.3% Somewhat Agreed). Of the faculty responding to a survey about their participation in the Advance FORWARD mid-career mentoring program, 66.7% 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).

For details of attendance for the Advance FORWARD workshops and events, see Appendix D.

## 2. Internal Advisory Board

- Expanded the membership of the Internal Advisory Board to include the Director of Human Resources and the Assistant Vice President for University Relations.
- Undertook discussions to define the role and function of the Internal Advisory Board more clearly with attention on the potential for this group to educate the broader campus community about the purpose and benefits of the Advance FORWARD as one aspect of institutionalization.



- Made presentation (Dean Wittrock) about the Advance FORWARD project to the Staff Senate on March 7, 2012, to familiarize staff leaders with the FORWARD project and its broader implications for the campus.
- Met with Scott Page during his February 2012 visit to NDSU to discuss alternative ways to talk about the value of diversity with different campus constituencies.

### 3. External Advisory Board

- Hosted the third External Advisory Board (EAB) visit in September 2011. EAB members Susan Carlson, Christine Hult, Peggy Johnson, Laura Kramer and Jennifer Sheridan, attended. Activities included a presentation by Advance FORWARD members to the Board and University President Bresciani and Provost Rafert; a meeting with the new Dean of Arts, Humanities, and Social Science (Kramer); a meeting with engineering chairs (Johnson); discussion with the evaluation team (Kramer and Sheridan); a climate workshop for heads/chairs (Kramer); meeting with external evaluator and FORWARD leadership; a meeting with Advance FORWARD Internal Advisory Board including President Bresciani and Provost Rafert on campus engagement; a meeting with Women Faculty with Disabilities Taskforce; and a leadership panel presentation (Carlson, Hult, Johnson, Kramer).

### 4. External Evaluation Activities

- External evaluator Britton visited the campus during the External Advisory Board visit in fall 2011. She participated in the meetings with the EAB and also conducted interviews and focus groups as part of her external evaluation of the project. She is preparing a report of her external evaluation activities during the 2011-12 year, and that report will be included with our 4<sup>th</sup> quarterly report submitted at the end of August.

### 5. Site visit and the Vice Provost position

- Hosted the NSF third-year site visit on October 18 and 19. Seven visitors – Margaret Bailey, Bonnie Bowen, Catherine Duckett, Gail Gasparich, Rachelle Heller, Kelly Mack, and Anne MacLachan – participated. The two-day visit included a presentation by Advance FORWARD members to the site visitors, meetings with the PIs, the University President and Provost, Advance FORWARD leadership, mentoring program participants, male and female STEM faculty, FORWARD grant awardees, a number of the institutional partners, deans and chairs, Advocates and Allies, and the Internal Advisory Board. Advance FORWARD received a report from the site visitors and prepared and submitted response to that report in February 2012 (see Appendix F).
- The Provost announced the position opening for the vice provost for the advancement of faculty on April 24, 2012 and the position will be filled on a one-third time basis beginning no later than July 1, 2012. The person appointed to this position will have major responsibility for implementation of many of the items included in the site visit response. Accomplishments regarding the commitments made in the site visit response will be described in future quarterly and annual reports.

## J. Dissemination Project Activities

### 1. External Dissemination

- Presented – along with four other ADVANCE institutions – at the 15th International Conference of Women Engineers and Scientists Conference in Adelaide, Australia, July 2011. Representatives of Case Western Reserve University; University of Illinois, Chicago; North Dakota State University; Purdue University; and Washington State University presented oral and poster sessions about the impact of ADVANCE in academic institution and best practices that have been identified through the ADVANCE projects.
- Invited to present about Advocates and Allies program at Louisiana Tech University and scheduled for October 2012.

### 2. Internal Dissemination

- Continued, throughout the 2011-12 year, to write and submit articles related to the Advance FORWARD project and its efforts to *It's Happening at State*, the bi-weekly, electronic faculty/staff newsletter. Articles covered Advance FORWARD events and calls for proposals as well as recognition of individual Advance FORWARD team members. A list of Advance FORWARD-related articles in *It's Happening* and their publications dates is included as Appendix E.
- Continued to update regularly the Advance FORWARD web site with current information about grant and incentive opportunities related to Advance FORWARD, special speakers and events, and other project relevant information including videos of FORWARD Lecture Series presentations and Power Point presentations, handouts, and reports. The web site also continues to be used to register participants for Advance FORWARD events that require advance notice for planning purposes.
- Presented results of the Faculty with Disabilities survey and led a discussion about them at an open forum in January 2012. Presentation power points and hand-outs from the open forum along with preliminary results of the *Faculty with Disabilities Survey* were posted on the FORWARD website.
- Shared information about Advance FORWARD and its goals at the January Staff Senate meeting (Wittrock).
- Worked closely with Publications Services on campus to promote Advance FORWARD events more broadly in the community with articles in *The Forum* and the *High Plains Reader*.

### 3. Presentations

- Bilen-Green, C., Burnett, A., Froelich, K., and Hayes, R. (2012) 'ADVANCE: Advancing Women Faculty at North Dakota State University,' *Getting to the Heart of it All: Connecting Gender Research, WIE Programs, Faculty & Corporate Partners*, WEPAN conference, Columbus, OH, June 2012. (poster)
- Bilen-Green, C., Froelich, K., and Holbrook, S. (2012) 'Searching for excellence,' *Getting to the Heart of it All: Connecting Gender Research, WIE Programs, Faculty & Corporate Partners*, WEPAN conference, Columbus, OH, June 2012. (paper)
- Froelich, K.A. and Bilen-Green, C. (2012) 'Institutional Transformation: Changing Shared Values to Change Behavior, or Changing Behavior to Change Shared Values?', *Getting to the Heart of it All: Connecting Gender Research, WIE Programs,*

Faculty & Corporate Partners, WEPAN conference, Columbus, OH, June 2012.  
(paper)

#### 4. Meetings with the University President

- Meetings with the President during Year 4 focused on specific events or issues. President Bresciani hosted the fall Advance FORWARD kick-off event at his home. The Child Care Center Task Force met with him during fall semester to present their findings and recommendations.
- In addition, the executive director met with the President prior to the External Advisory Board meeting and again prior to the Site Review. The President attended the initial presentations for both of those visits as well as meeting personally with the visitors. In his State of the University address last September, the President – then into the second year of his presidency at NDSU – acknowledged the significance of Advance FORWARD to the university's efforts to become a welcoming and inclusive organization.

#### 5. Publications

- Burnett A., Bilen-Green, C., McGeorge, C., and Anicha, C. Examining the complexities of faculty attrition: an analysis of STEM and Non-STEM faculty who remain and faculty who leave the institution. *The Journal of Women and Minorities in Science and Engineering* 18(1), 1–19.
- Bilen-Green, C., Burnett, A., Froelich, K., and Hayes, R. (2012) 'ADVANCE: Advancing Women Faculty at North Dakota State University,' *Getting to the Heart of it All: Connecting Gender Research, WIE Programs, Faculty & Corporate Partners*, WEPAN conference, Columbus, OH, June 2012. (poster)
- Bilen-Green, C., Froelich, K., and Holbrook, S. (2012) 'Searching for excellence,' *Getting to the Heart of it All: Connecting Gender Research, WIE Programs, Faculty & Corporate Partners*, WEPAN conference, Columbus, OH, June 2012. (paper)
- Froelich, K.A. and Bilen-Green, C. (2012) 'Institutional Transformation: Changing Shared Values to Change Behavior, or Changing Behavior to Change Shared Values?', *Getting to the Heart of it All: Connecting Gender Research, WIE Programs, Faculty & Corporate Partners*, WEPAN conference, Columbus, OH, June 2012. (paper)

## SECTION IV. Challenges and Opportunities

### A. Institutional

#### 1. Challenges

- While there is growing evidence that climate change is underway in the University, enhancing and further facilitating climate change continues to be an institutional challenge. While the climate is notably “warmer” in many academic departments and colleges, that is not the case throughout all academic units. Pockets of resistance and outright animosity are reported from time to time, evidenced both by individual comments and by decisions. Achieving climate change more broadly in the organization is a comparable institutional challenge although many efforts beyond the Advance FORWARD project are underway, and these often create opportunities for collaboration and partnerships not only across the campus but beyond.

- A second institutional challenge is accountability with regard to policy compliance. While the Commission on the Status of Women Faculty has made progress in terms of initiating and achieving policy change reflecting Advance FORWARD goals, adherence to policy is sometimes an issue, one way by which the ultimate goal of institutional transformation can be undermined.

## 2. Opportunities

- The creation of a new position – vice provost for the advancement of faculty – in the Provost's Office. This position is a significant step in the process of institutionalizing the Advance FORWARD goals and efforts. The individual selected for this position will be well situated to influence ongoing institutional transformation and help assure continuation of the achievements and changes that have been the result of Advance FORWARD.
- The appointment of the new dean for Science and Mathematics who will lead a college that has provided a variety of leaders in the Advance Project including the retiring dean who will continue as a faculty member in the college and be able to encourage and support Advance FORWARD efforts and goals.
- The CSWF's achievement in successfully spearheading the adoption of a policy that provides for childbearing leave and for modified duties will encourage the CSWF in their efforts to make other important and needed policy changes.
- The appointment of two members of the FORWARD steering committee (Birmingham and Burnett) as associate deans in the College of Arts, Humanities and Social Sciences (AHSS). Their work is focused on mentoring and climate in their college including the creation of a college diversity and equity committee and efforts to address climate issues in individual departments. Although this is not a STEM college, these appointments will contribute to enhancing the institutional climate (one of FORWARD goals) and will serve as a model for other colleges.

## B. Project

### 1. Challenges

- One of the challenges in the project continues to be defining a realistic role for the Internal Advisory Board. In the past year the project invited Dr. Wittrock, Dean of the Graduate and Interdisciplinary Studies, to assume the role of chair for the group which he did. In addition, the membership in the group was expanded to include some additional key personnel. Under Dean Wittrock's leadership, the group has had several discussions about specifically what role it can play in institutional transformation. While those discussions have been helpful, the group has found it difficult to pinpoint actions that they can legitimately undertake to support institutional transformation but there are some results from the discussions: Wittrock's initiative to provide accommodations for graduate students with their own or family medical situations, the offering of Community of Respect training for administrative support staff, and the involvement of Erickson and other Human Resources personnel in the effort to develop search related training for all those who have a role in the search process.
- The Mid-Career Mentoring grant program is also a challenge for the project. Although this program was included in the fall information session about Advance FORWARD grant programs, no applications were received. Past applications for these mid-career mentoring grants have been the product of active recruitment and

one-on-one encouragement. More of this approach will be needed in the coming year in order for women faculty to benefit from this opportunity.

## 2. Opportunities

- As a result of Dr. Margaret Price's visit in December 2011 (see above – Forward Lecture Series) and her experience at NDSU, there have been discussions with her about potential collaboration regarding faculty with disability. While these discussions are in an exploratory stage, we expect that some type of collaboration will develop and that it will significantly enhance the project efforts to address issues faced by faculty with disabilities and lead to further dissemination of the Advance FORWARD's work.
- The initiative to provide family medical accommodations for graduate students and the initiative to expand lactation support both signal the intention as well as the desire to further the work/life balance efforts that have become increasingly critical to institutional transformation intended through Advance FORWARD.
- To capitalize on the growing number of participants in Advance FORWARD events and activities who have participated in earlier offerings, we have revised our evaluation forms, email event announcements, and speaker introductions to include how participants, who may have heard the message previously, might take the material back to their units in a fresh way.

## C. Personnel Changes

There was one major personnel change during the past year. Nash who served as the project specialist resigned effective November 30, 2011, to accept another position on campus. Because her departure took place in midstream of the academic year, the executive director consulted with the steering committee and with other current project staff people. The outcome of those discussions was to ask Faulkner and Hayes to assume some of the day-to-day office support and coordination responsibilities related to scheduling and ongoing project efforts. The transition to this arrangement was smooth, and it has worked well.

**SECTION V. Appendices****Appendix A. List of Awardees and Grant Recipients**

**Advance FORWARD Project Award Recipients 2011-12  
Awards Funded by NSF ADVANCE Grant**

<b>Department</b>	<b>Award Recipient</b>	<b>Type of Award</b>	<b>Amount Awarded</b>
Animal Sciences	Berg, Erika	Course Release	\$4,100
Animal Sciences	Vonnahme, Kim	Mentor Travel Award	\$1,500
Biological Sciences	Biga, Peggy	Leap Research	\$30,000
Biological Sciences	Gillam, Erin	Course Release	\$6,500
Biological Sciences	Momsen, Jennifer	Climate/Gender	\$9,960
Chemistry and Biochemistry	Sinha Sangita	Course Release	\$8,500
Computer Science	Do, Hyunsook	Mentor Travel Award	\$1,500
Computer Science	Li, Juan	Course Release	\$5,000
Computer Science	Li, Juan	Mentor Travel Award	\$1,450
Computer Science	Ludwig, Simone	Mentor Travel Award	\$1,420
English	Birmingham, Elizabeth	Mentor Travel Award	\$1,500
English	Taggart, Amy Rupiper	Mentor Travel Award	\$1,500
Health, Nutrition and Exercise Sciences	Rhee, Yeong	Leadership Development	\$4,475
Human Development & Family Science	McGeorge, Christi	Mentor Travel Award	\$1,250
Human Development & Family Science	Randall, Brandy	Course Release	\$5,000
Human Development & Family Science	Woods, Rebecca	Leap Research	\$26,870
Mechanical Engineering	Krishnan, Sumathy	Mentor Travel Award	\$1,500
Mechanical Engineering	Tangpong, Annie	Course Release	\$7,000
Mechanical Engineering	Tangpong, Annie	Mentor Travel Award	\$1,500
Mechanical Engineering	Wang, Yechun	Mentor Travel Award	\$1,500
Nursing	Grandbois, Donna	Mentor Travel Award	\$1,465
Plant Sciences	Simsek, Senay	Mentor Travel Award	\$1,500
Psychology	Gordon, Kathryn	Course Release	\$6,000
Sociology, Anthropology	Samuels, Kathryn	Mentor Travel Award	\$1,500
Sociology, Anthropology	Sather-Wagstaff, Joy	Course Release	\$5,000
Sociology, Anthropology	Weber, Christina	Mentor Travel Award	\$1,210
Theater	Varland, Rooth	Leadership Development	\$4,000
<b>TOTAL AWARDED</b>			<b>\$142,700</b>

**Appendix A. List of Awardees and Grant Recipients****Advance FORWARD Project Award Recipients 2011-12  
Awards Funded by NDSU**

<b>Department</b>	<b>Award Recipient</b>	<b>Type of Award</b>	<b>Amount Awarded</b>
Animal Sciences	Vonnahme, Kim	Leap Lab Renovation	\$16,600
Apparel, Design & Hospitality	Ha, Jooyeon	Mentor Travel Award	\$620
Architecture & Landscape Architecture	Famulari, Stevie	Mentor Travel Award	\$1,500
Architecture & Landscape Architecture	Vorderbruggen, Joan	Mentor Travel Award	\$1,500
Chemistry and Biochemistry	Kilina, Svetlana	Leap Lab Renovation	\$27,200
Chemistry and Biochemistry	Offerdahl, Erika	Leap Lab Renovation	\$6,900
Communication	O'Connor, Amy	Mentor Travel Award	\$750
Criminal Justice & Political Science	Nelson, Kjersten	Mentor Travel Award	\$1,318
Criminal Justice & Political Science	Waid-Lindberg, Courtney	Mentor Travel Award	\$1,865
Education	Erichsen, Elizabeth	Mentor Travel Award	\$1,500
Health, Nutrition and Exercise Sciences	Rhee, Yeong	Leadership Development	\$3,000
Health, Nutrition and Exercise Sciences	Stastny, Sherri	Mentor Travel Award	\$800
Human Development & Family Science	Benson, Kristen	Mentor Travel Award	\$1,384
Management, Marketing & Finance	Pillai, Rajani	Mentor Travel Award	\$1,500
Mechanical Engineering	Krishnan, Sumathy	Leap Research	\$27,760
Plant Sciences	Simsek, Senay	Leap Lab Renovation	\$47,985
Theater	Varland, Rooth	Leadership Development	\$2,800
<b>TOTAL AWARDED</b>			<b>\$144,982</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 2011-2012.

**Table 1B.** Number and percent of tenured and tenure-track faculty in Non-STEM by gender, rank, and department. Academic year 2011-2012.

**Table 1C.** Number of tenured, tenure-track and non-tenure track women faculty of color by college in STEM. Academic year 2011-2012.

**Table 1D.** Number of tenured, tenure-track, and non-tenure track women faculty of color by college in Non-STEM. Academic year 2011-2012.

**Table 2A.** Number and percent of tenured, tenure-track, and non-tenure track faculty in STEM by gender. Academic year 2011-2012.

**Table 2B.** Number and percent of tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender. Academic year 2011-2012.

**Table 3A.** Tenure review outcomes in STEM by college and gender for 2009-2011.

**Table 3B.** Tenure review outcomes in Non-STEM by college and gender for 2009-2011.

**Table 3C.** Promotion review outcomes: Tenure-line Assistant to Associate Professor in STEM by college and gender for 2009-2011.

**Table 3D.** Promotion review outcomes: Tenure-line Assistant to Associate Professor in Non-STEM by college and gender for 2009-2011.

**Table 3E.** Promotion review outcomes: Tenure-line Associate to Full Professor in STEM by college and gender for 2009-2011.

**Table 3F.** Promotion review outcomes: Tenure-line Associate to Full Professor in Non-STEM by college and gender for 2009-2011.

**Table 4A.** Years in rank as Assistant Professor before promotion to Associate Professor in STEM by gender for years 2009-2011.

**Table 4B.** Years in rank as Assistant Professor before promotion to Associate Professor in Non-STEM by gender for years 2009-2011.

**Table 4C.** Years in rank as Associate Professor before promotion to Professor in STEM by gender for years 2009-2011.



## 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 2009-2011.

**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 2009-2011.

**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 2009-2011.

**Table 6A.** Number and percent of new faculty hires tenured or on tenure-track in STEM by gender starting Fall 2011.

**Table 6B.** Number and percent of new faculty hires tenured or on tenure-track in Non-STEM by gender starting Fall 2011.

**Table 7.** Leadership positions by gender as of Fall 2011.

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

**Table 9.** Promotion and tenure committees by college and gender for 2011-12.

**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 2011-2012.

	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	2	2	4	0%	0%	20%
Animal and Range Science	1	3	2	8	9	3	11%	25%	40%
Plant Pathology	1		1	5	1	4	17%	0%	20%
Plant Science		3	3	20	9	3	0%	25%	50%
School of Food Systems			1	2	1		0%	0%	100%
School of Nat Res Sciences	1		3	9	3	5	10%	0%	38%
Vet & Micro Science	1	4		1	2	1	50%	67%	0%
<b>College of AHSS</b>									
Sociology/Anthropology		1	4	3		1	0%	100%	80%
<b>College of Engineering &amp; Arch</b>									
Civil Engineering	1			4	4	5	20%	0%	0%
Construction Mgmt & Eng				1	1	4	0%	0%	0%
Electrical & Computer Eng				5	6	4	0%	0%	0%
Industrial & Manufacturing Eng	1		1	2	5		33%	0%	100%
Mechanical Engineering		1	2	5	4	5	0%	20%	29%
<b>College of Pharmacy, Nurs, AS</b>									
Pharmaceutical Sciences			1	5	1	4	0%	0%	20%
<b>College of Science and Math</b>									
Biological Sciences		1	7	5	3	1	0%	25%	88%
Chemistry & Molecular Biology	1		3	6	5	6	14%	0%	33%
Coatings & Polymeric Materials		1		3		1	0%	100%	0%
Computer Science		2	3	5		5	0%	100%	38%
Geosciences				2	3	1	0%	0%	0%
Mathematics			1	5	4	5	0%	0%	17%
Physics			1	2	4	2	0%	0%	33%
Psychology		1	3	8	1	4	0%	50%	43%
Statistics	1					3	100%	N/A	0%
<b>Total STEM faculty</b>	<b>8</b>	<b>17</b>	<b>37</b>	<b>108</b>	<b>68</b>	<b>71</b>	<b>6.9%</b>	<b>20.0%</b>	<b>34.3%</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 2011-2012.

	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		2	8	3	6	11%	0%	25%
<b>College of AHSS</b>									
Communication	2	1	4	4	1	2	33%	50%	67%
Criminal Justice & Political S		1	4	2	2	1	0%	33%	80%
Emergency Mgmt			2	2		1	0%	N/A	67%
English		5	2	5	2		0%	71%	100%
Fine Art	2	2	1	5	10	4	29%	17%	20%
History, Philosophy & Rel Stud		1	1	5	1		0%	50%	100%
Modern Languages		3			2		N/A	60%	N/A
<b>College of Business</b>									
Accounting & Info Systems		2	3	2	2	2	0%	50%	60%
Management and Marketing	1		1	6	6	5	14%	0%	17%
<b>College of Engineering &amp; Arch</b>									
Architecture & Landscape Arch		1	4	2	5	4	0%	17%	50%
<b>College of HDE</b>									
Apparel, Design & Hosp Mgmt	1	3	6				100%	100%	100%
Health, Nutrition & Exercise	1	4	4	2	2	4	33%	67%	50%
Human Dev & Family Science	2	3	4	2	3		50%	50%	100%
School of Education		2	7	2	2	7	0%	50%	50%
<b>College of Pharmacy, Nurs, AS</b>									
Nursing	1	1	2				100%	100%	100%
Pharmacy Practice		1		5		1	0%	100%	0%
<b>Total Non-STEM Faculty</b>	<b>11</b>	<b>30</b>	<b>47</b>	<b>52</b>	<b>41</b>	<b>37</b>	<b>17.5%</b>	<b>42.3%</b>	<b>56.0%</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 2011-2012.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian			4			
	Black		1				
	Hispanic			1			
	White	4	9	6	1		2
Arts, Humanities, and Social	White		1	4			
Engineering and Architecture	Asian	1	1	3			
	White	1					
Pharmacy, Nursing and AS	American Indian			1			
	White			1			
Science and Mathematics	Asian	1		4			
	White	1	5	14			7
<b>Total Women Faculty of Color</b>		<b>2</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>

**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 2011-2012.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian			1			
	White	1		1			
Arts, Humanities, and Social Sciences	Asian			1			
	White	4	13	13			
Business	Asian			3			
	White	1	2	1		1	
Engineering and Architecture	White		1	4			
Human Development and Education	American Indian			1			
	Asian		1	5			
	White	4	11	15		2	7
Pharmacy, Nursing and AS	White	1	2	2		4	16
<b>Total Women Faculty of Color</b>		<b>0</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>

**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 2011-2012.

	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	9	1	11%	1		0%	0%
Animal and Range Science	26	6	23%			N/A	0%
Plant Pathology	12	2	17%			N/A	0%
Plant Science	38	6	16%	1	1	100%	14%
School of Food Systems	4	1	25%			N/A	0%
School of Nat Res Sciences	21	4	19%	1	1	100%	20%
Vet & Micro Science	9	5	56%	1	1	100%	17%
<b>College of AHSS</b>							
Sociology/Anthropology	9	5	56%			N/A	0%
<b>College of Engineering &amp; Arch</b>							
Civil Engineering	14	1	7%			N/A	0%
Construction Mgmt & Eng	6	0	0%	1		0%	N/A
Electrical & Computer Eng	15	0	0%	1		0%	N/A
Industrial & Manufacturing Eng	9	2	22%			N/A	0%
Mechanical Engineering	17	3	18%	1		0%	0%
<b>College of Pharmacy, Nurs, AS</b>							
Pharmaceutical Sciences	11	1	9%			N/A	0%
<b>College of Science and Math</b>							
Biological Sciences	17	8	47%	2	2	100%	20%
Chemistry & Molecular Biology	21	4	19%	1	1	100%	20%
Coatings & Polymeric Materials	5	1	20%			N/A	0%
Computer Science	15	5	33%	2		0%	0%
Geosciences	6	0	0%	1		0%	N/A
Mathematics	15	1	7%	2	1	50%	50%
Physics	9	1	11%	3		0%	0%
Psychology	17	4	24%	3	2	67%	33%
Statistics	4	1	25%	1		0%	0%
<b>Total STEM faculty</b>	<b>309</b>	<b>62</b>	<b>20.1%</b>	<b>22</b>	<b>9</b>	<b>40.9%</b>	<b>12.7%</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 2011-2012.

	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	20	3	15%	1		0%	0%
<b>College of AHSS</b>							
Communication	14	7	50%			N/A	0%
Criminal Justice & Political S	10	5	50%			N/A	0%
Emergency Mgt	5	2	40%			N/A	0%
English	14	7	50%	1		0%	0%
Fine Art	24	5	21%			N/A	0%
History, Philosophy & Rel Stud	8	2	25%			N/A	0%
Modern Languages	5	3	60%			N/A	0%
<b>College of Business</b>							
Accounting & Info Systems	11	5	45%	2	1	50%	17%
Management and Marketing	19	2	11%	2		0%	0%
<b>College of Engineering &amp; Arch</b>							
Architecture & Landscape Arch	16	5	31%	1		0%	0%
<b>College of HDE</b>							
Apparel, Design & Hosp Mgmt	10	10	100%	2	2	100%	17%
Health, Nutrition & Exercise	17	9	53%	2	2	100%	18%
Human Dev & Family Science	14	9	64%	1	1	100%	10%
School of Education	20	9	45%	4	4	100%	31%
<b>College of Pharmacy, Nurs, AS</b>							
Nursing	4	4	100%	11	10	91%	71%
Pharmacy Practice	7	1	14%	15	10	67%	91%
<b>Total Non-STEM Faculty</b>	<b>218</b>	<b>88</b>	<b>40%</b>	<b>42</b>	<b>30</b>	<b>71.4%</b>	<b>25.4%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 3A.** Tenure review outcomes in STEM by college and gender for 2009-2011.

Tenure Reviews Reaching Final Decision 2009-2011	# 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>8</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Ag & Biosystem Engineering								
Animal & Range Science	3	3	3	2				1
Plant Pathology								
Plant Science		2		2				
School of Food Systems		1		1				
School of Natural Resources	1	1		1			1	
Vet & Micro Science	4	1	4	1				
<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		1					
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Civil Engineering		1		1				
Construction Mgmt & Eng								
Electrical & Computer Eng		2		2				
Industrial & Manufacturing Eng		3		2		1		
Mechanical Engineering		3		3				
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Pharmaceutical Sciences		2		1		1		
<b>College of Science &amp; Math</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>
Biological Sciences	1	1	1	1				
Chemistry & Molecular Biology		1		1				
Coatings & Polymeric Materials	1		1					
Computer Science	1	1	1	1				
Geosciences		2		2				
Mathematics		3		2		1		
Physics		1		1				
Psychology	3	1	1	1	2			
Statistics								
<b>Total</b>	<b>15</b>	<b>29</b>	<b>12</b>	<b>25</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>



**Appendix B. NSF 12 Indicator Tables**

**Table 3B.** Tenure review outcomes in Non-STEM by college and gender for 2009-2011.

Tenure Reviews Reaching Final Decision 2009-2011	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	1	0	0	0	0	0	1	0
Agribusiness & Applied Econ	1						1	
<b>College of AHSS</b>	7	3	7	3	0	0	0	0
Communication	1		1					
Criminal Justice & Political Sci	1	1	1	1				
Emergency Mgmt								
English	2	2	2	2				
Fine Art	2		2					
History, Philosophy & Rel Stud								
Modern Languages	1		1					
<b>College of Business</b>	1	6	0	5	0	1	1	0
Accounting & Info Systems	1	3		2		1	1	
Mgmt, Marketing, & Finance		3		3				
<b>College of Engineering &amp; Arch</b>	2	1	1	0	1	0	0	1
Architecture & Landscape Arch	2	1	1		1			1
<b>College of HDE</b>	4	4	3	2	0	1	1	1
Apparel, Design, Facility & HM								
Health, Nutrition & Exercise		1		1				
Human Dev & Family Science	2		2					
School of Education	2	3	1	1		1	1	1
<b>College of Pharmacy, Nurs, AS</b>	0	2	0	2	0	0	0	0
Nursing								
Pharmacy Practice		2		2				
<b>Total</b>	<b>15</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>3</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 2009-2011.

Promotion reviews reaching final decision 2009-2011	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Ag & Biosystem Engineering								
Animal & Range Science	3	1	3					1
Plant Pathology								
Plant Science		1		1				
School of Food Systems		1		1				
School of Nat Res Sciences		1		1				
Vet & Micro Science	4	1	4	1				
<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		1					
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Civil Engineering		2		1				1
Construction Mgmt & Eng								
Electrical & Computer Eng		2		2				
Industrial & Manufacturing Eng		2		2				
Mechanical Engineering		3		3				
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Pharmaceutical Sciences		2		1		1		
<b>College of Science &amp; Math</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Biological Sciences	1	1	1	1				
Chemistry & Molecular Biology		2		2				
Coatings & Polymeric Materials	1		1					
Computer Science	1	1	1	1				
Geosciences		2		2				
Mathematics		2		2				
Physics		1		1				
Psychology	2	1	1	1	1			
Statistics								
<b>Total</b>	<b>13</b>	<b>26</b>	<b>12</b>	<b>23</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</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 2009-2011.

Promotion reviews reaching final decision 2009-2011	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Agribusiness & Applied Econ	1						1	
<b>College of AHSS</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Communication	1		1					
Criminal Justice & Political Sci	1	1	1	1				
Emergency Mgmt								
English	2	1	2	1				
Fine Art								
History, Philosophy & Rel Stud								
Modern Languages	1		1					
<b>College of Business</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>
Accounting & Info Systems	1	2		1		1	1	
Mgmt, Marketing, & Finance		3		3				
<b>College of Engineering &amp; Arch</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Architecture & Landscape Arch	1	1	1					1
<b>College of HDE</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
Apparel, Design, Facility & HM								
Health, Nutrition & Exercise		1		1				
Human Dev & Family Science	2		2					
School of Education	2	2	1			1	1	1
<b>College of Pharmacy, Nurs, AS</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>
Nursing								
Pharmacy Practice	1		1					
<b>Total</b>	<b>13</b>	<b>11</b>	<b>10</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>3</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 2009-2011.

Promotion reviews reaching final decision 2009-2011	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
<b>College of AFSNR</b>	<b>4</b>	<b>12</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>
Ag & Biosystem Engineering								
Animal & Range Science	1	3	1	2		1		
Plant Pathology		1		1				
Plant Science		5		5				
School of Food Systems								
School of Nat Res Sciences	1	2		2			1	
Vet & Micro Science	2	1	2	1				
<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								
<b>College of Engineering &amp; Arch</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Civil Engineering		1		1				
Construction Mgmt & Eng								
Electrical & Computer Engineer								
Industrial & Manufacturing Eng	1		1					
Mechanical Engineering								
<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		2		2				
<b>College of Science &amp; Math</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Biological Sciences								
Chemistry & Molecular Biology	1		1					
Coatings & Polymeric Materials								
Computer Science								
Geosciences								
Mathematics								
Physics								
Psychology		1		1				
Statistics								
<b>Total</b>	<b>6</b>	<b>16</b>	<b>5</b>	<b>15</b>	<b>0</b>	<b>1</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 2009-2011.

Promotion reviews reaching final decision 2009-2011	# 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		1					
<b>College of AHSS</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Communication	1	1	1	1				
Criminal Justice & Political Sci								
Emergency Mgmt								
English		1		1				
Fine Art	1	2	1	2				
History, Philosophy & Rel Stud		1		1				
Modern Languages								
<b>College of Business</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>
Accounting & Info Systems		1		1				
Mgmt, Marketing, & Finance	1	1	1	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>	<b>0</b>	<b>0</b>
Architecture & Landscape Arch								
<b>College of HDE</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Apparel, Design, Facility & HM								
Health, Nutrition & Exercise								
Human Dev & Family Science	1		1					
School of Education		1		1				
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Nursing								
Pharmacy Practice		3		3				
<b>Total</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>0</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 2009-2011.

	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>7</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>
Ag & Biosystem Engineering						
Animal & Range Science		3				
Plant Pathology						
Plant Science					1	
School of Food Systems				1		
School of Nat Res Sciences				1		
Vet & Micro Science		4			1	
<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		1				
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>
Civil Engineering					1	
Construction Management & Eng						
Electrical & Computer Eng					2	
Industrial & Manufacturing Eng					2	
Mechanical Engineering					3	
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Pharmaceutical Sciences					1	
<b>College of Science &amp; Math</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>0</b>
Biological Sciences		1			1	
Chemistry & Molecular Biology				1	1	
Coatings & Polymeric Materials			1			
Computer Science	1				1	
Geosciences					2	
Mathematics					2	
Physics					1	
Psychology		1			1	
Statistics						
<b>Total</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>3</b>	<b>20</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 2009-2011.

	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>0</b>	<b>0</b>
Agribusiness & Applied Econ						
<b>College of AHSS</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>
Communication		1				
Criminal Justice & Political Sci	1				1	
Emergency Mgmt						
English	2			1		
Fine Art						
History, Philosophy & Rel Stud						
Modern Languages		1				
<b>College of Business</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>
Accounting & Info Systems					1	
Mgmt, Marketing, & Finance				1	2	
<b>College of Engineering &amp; Arch</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Architecture & Landscape Arch		1				
<b>College of HDE</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Apparel, Design, Facility & HM						
Health, Nutrition & Exercise				1		
Human Dev & Family Science		2				
School of Education		1				
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Nursing						
Pharmacy Practice			1			
<b>Total</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>4</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 2009-2011.

	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>2</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>0</b>
Ag & Biosystem Engineering						
Animal & Range Science		1		1	1	
Plant Pathology					1	
Plant Science				1	4	
School of Food Systems						
School of Nat Res Sciences				1	1	
Vet & Micro Science	1	1			1	
<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						
<b>College of Engineering &amp; Arch</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Civil Engineering				1		
Construction Management & Eng						
Electrical & Computer Eng						
Industrial & Manufacturing Eng	1					
Mechanical Engineering						
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Pharmaceutical Sciences					1	1
<b>College of Science &amp; Math</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
Biological Sciences						
Chemistry & Molecular Biology	1					
Coatings & Polymeric Materials						
Computer Science						
Geosciences						
Mathematics						
Physics						
Psychology				1		
Statistics						
<b>Total</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>1</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 2009-2011.

	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		1				
<b>College of AHSS</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>
Communication			1			1
Criminal Justice & Political Sci						
Emergency Mgmt						
English						1
Fine Art		1			1	1
History, Philosophy & Rel Stud					1	
Modern Languages						
<b>College of Business</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>
Accounting & Info Systems					1	
Mgmt, Marketing, & Finance			1			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						
<b>College of HDE</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
Apparel, Design, Facility & HM						
Health, Nutrition & Exercise						
Human Dev & Family Science			1			
School of Education					1	
<b>College of Pharmacy, Nurs, AS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
Nursing						
Pharmacy Practice				1	1	1
<b>Total</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>5</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 2009-2011.

	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>3</b>	<b>6</b>	<b>33%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Ag & Biosystem Engineering		1	0%			N/A	N/A
Animal & Range Science			N/A			N/A	N/A
Plant Pathology	1	1	50%			N/A	0%
Plant Science		2	0%			N/A	N/A
School of Food Systems			N/A			N/A	N/A
School of Nat Res Sciences	1	1	50%			N/A	0%
Vet & Micro Science	1	1	50%			N/A	0%
<b>College of AHSS</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Sociology/Anthropology	1		100%			N/A	0%
<b>College of Engineering &amp; Arch</b>	<b>1</b>	<b>4</b>	<b>20%</b>	<b>0</b>	<b>2</b>	<b>0%</b>	<b>0%</b>
Civil Engineering		1	0%		1	0%	N/A
Construction Mgmt & Eng	1	2	33%			N/A	0%
Electrical & Computer Eng		1	0%		1	0%	N/A
Industrial & Manufacturing Eng			N/A			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>1</b>	<b>2</b>	<b>33%</b>	<b>20%</b>
Biological Sciences			N/A			N/A	N/A
Chemistry & Molecular Biology			N/A			N/A	N/A
Coatings & Polymeric Materials			N/A		2	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%	1		100%	50%
Statistics	1	2	33%			N/A	0%
<b>Total STEM Faculty</b>	<b>9</b>	<b>19</b>	<b>32.1%</b>	<b>1</b>	<b>4</b>	<b>20.0%</b>	<b>10.0%</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 2009-2011.

	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>0</b>	<b>0</b>	<b>N/A</b>	<b>0</b>	<b>2</b>	<b>0%</b>	<b>N/A</b>
Agribusiness & Applied Econ			N/A		2	0%	N/A
<b>College of AHSS</b>	<b>1</b>	<b>1</b>	<b>50%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Communication			N/A			N/A	N/A
Criminal Justice & Political Sci			N/A			N/A	N/A
Emergency Mgmt			N/A			N/A	N/A
English			N/A			N/A	N/A
Fine Art	1		100%			N/A	0%
History, Philosophy & Rel Stud		1	0%			N/A	N/A
Modern Languages			N/A			N/A	N/A
<b>College of Business</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>0</b>	<b>0</b>	<b>N/A</b>	<b>0%</b>
Accounting & Info Systems	1		100%			N/A	0%
Mgmt, Marketing, & Finance			N/A			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%			N/A	0%
<b>College of HDE</b>	<b>5</b>	<b>3</b>	<b>63%</b>	<b>1</b>	<b>1</b>	<b>50%</b>	<b>17%</b>
Apparel, Design, Facility & HM	2	1	67%			N/A	0%
Health, Nutrition & Exercise	1		100%	1	1	50%	50%
Human Dev & Family Science	1		100%			N/A	0%
School of Education	1	2	33%			N/A	0%
<b>College of Pharmacy, Nurs, AS</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>50%</b>
Nursing			N/A	1		100%	100%
Pharmacy Practice	1		100%			N/A	0%
<b>Total Non-STEM Faculty</b>	<b>9</b>	<b>5</b>	<b>64.3%</b>	<b>2</b>	<b>3</b>	<b>40.0%</b>	<b>18.2%</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 2011.

	Tenured and Tenure Track		
	Women	Men	% Women
<b>College of AFSNR</b>			
Ag & Biosystem Engineering			N/A
Animal & Range Science			N/A
Plant Pathology			N/A
Plant Science		2	0%
School of Food Systems			N/A
School of Natural Resource Science		1	0%
Vet & Micro Science			N/A
<b>College of AHSS</b>			
Sociology/Anthropology	2		100%
<b>College of Engineering &amp; Arch</b>			
Civil Engineering		1	0%
Construction Mgmt & Eng		1	0%
Electrical & Computer Eng		1	0%
Industrial & Manufacturing Eng			N/A
Mechanical Engineering			N/A
<b>College of Pharmacy, Nurs, AS</b>			
Pharmaceutical Sciences		1	0%
<b>College of Science &amp; Math</b>			
Biological Sciences			N/A
Chemistry & Molecular Biology			N/A
Coatings & Polymeric Materials			N/A
Computer Science			N/A
Geosciences			N/A
Mathematics		1	0%
Physics		1	0%
Psychology	1	1	50%
Statistics			N/A
<b>Total STEM Faculty</b>	<b>3</b>	<b>10</b>	<b>23.1%</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 2011.

	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			N/A
Emergency Mgmt	1		100%
English			N/A
Fine Art			N/A
History, Philosophy & Rel Stud			N/A
Modern Languages			N/A
<b>College of Business</b>			
Accounting & Info Systems	1		100%
Mgmt, Marketing, & Finance			N/A
<b>College of Engineering &amp; Arch</b>			
Architecture & Landscape Arch			N/A
<b>College of HDE</b>			
Apparel, Design, Facility & HM	1		100%
Health, Nutrition & Exercise	2		100%
Human Dev & Family Science			N/A
School of Education		1	0%
<b>College of Pharmacy, Nurs, AS</b>			
Nursing			N/A
Pharmacy Practice		1	0%
<b>Total Non-STEM Faculty</b>	<b>5</b>	<b>2</b>	<b>71.4%</b>

**Appendix B. NSF 12 Indicator Tables**

**Table 7.** Leadership positions by gender as of Fall 2011\*.

<b>Central Administration</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
President		1	0%
Vice Presidents	2	5	29%
Associate Vice Presidents	3	2	60%
Assistant Vice Presidents	4	1	80%
Provosts		1	0%
Dean/Assoc Dean (not affiliated with an academic college)	4	1	80%
Director	22	38	37%
<b>College of AFSNR</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	5	55	8%
Department Heads/Chairs	1	5	17%
Dean		1	0%
Associate Deans	1		100%
<b>College of AHSS</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	4	23	15%
Department Heads/Chairs	1	6	14%
Dean		1	0%
Associate Deans			N/A
<b>College of Business</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	1	8	11%
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	2	19	10%
Department Heads/Chairs		5	0%
Dean		1	0%
Associate Deans			N/A
<b>College of HDE</b>	<b>Women</b>	<b>Men</b>	<b>% of Women</b>
Tenured Full Professors	4	6	40%
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	10	9%
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	36	5%
Department Heads/Chairs	1	8	11%
Dean		1	0%
Associate Deans			N/A

\*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*		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		3						1			1					
College of AHSS	1	1		2										1		1
College of Business				1		1										
College of Engineering & Arch	1														1	
College of HDE					1											
College of Pharmacy, Nurs, AS									1							
College of Science & Math		3				1	1	1		2		2	1	1		1
<b>Total</b>	<b>2</b>	<b>7</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>	<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 2010, 2011, 2012)

\*\*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 2011-2012.

	<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		3	0%
College of Engineering & Arch	2	5	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 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 Cohort Mentoring Mentees (2010)	31	53.4%
Survey of Cohort Mentoring Mentors (2010)	16	69.6%
Survey of FORWARD Grant and Award Recipients (2010)	41	87.2%
Survey of FORWARD Grant and Award Recipients (2011)	63	94.1%
Survey of Cohort Mentoring Mentees (2011)	29	35.8%
Survey of Cohort Mentoring Mentors (2011)	19	50.0%
Survey of participants in the Mid-Career Mentoring Program (2011)	9	64.3%
Evaluations from Ally Trainings (2010-2012) – Eight Sessions	74	68.5%
Evaluations from Promotion to Full Professor Events (2010-2012) – Nine Sessions	218	62.5%
Evaluations from FORWARD Search Committee Member Training (2011-2012) – Six Sessions	95	84.1%
Evaluations from FORWARD Leadership Events (2010 – 2012) – Five Sessions	135	69.9%
Evaluations from FORWARD Lecture Series (2011 – 2012 academic year) – Six Events	390	**

\*\*A response rate is not listed for the Evaluations from FORWARD Lecture Series as attendance was not taken at the FORWARD Lecture that Dr. Joan Williams presented. We know that 53 individuals completed the evaluation but we do not know how many individuals attended the lecture. If the evaluations from Dr. Williams lecture are removed we have a total of 337 evaluations with a response rate of 78.5%.

**Appendix D. Program and Event Participation Data**

**Table 1.** Program and Event Schedule. Academic year 2011-2012.

<b>Event #</b>	<b>Program/Event Date</b>	<b>Program/Event</b>
	<b>2012</b>	
1	April 23	Dr. Mary Ann Mason, Do Babies Matter in Academia?
2	April 23	Dr. Mary Ann Mason, Best Practices to Change the Culture
3	April 13	Ally Training
4	March 15	Leadership Development Workshop
5	February 28	Promotion to Profession Luncheon
6	February 23	Expanding Diversity Thinking In Academy, Dr. Scott Page
7	February 23	Speaking Math to Metaphor: The Emerging Sciences of Diversity, Dr. Scott Page
8	February 14	Search Committee Training
9	February 9	Ally Training
10	February 2	Tri-College Women Faculty Networking Breakfast
11	January 20	It's Cheaper to Keep Her: How Losing Women Weakens a Dept. Dr. Williams
12	January 20	Four Patterns of Gender Bias and how to Make Sure It Does Not Derail Your Career Dr. Williams
13	January 17	Promotion to Professor Luncheon on Work/Life Balance
14	January 9	New Faculty Orientation
	<b>2011</b>	
15	December 8	Design for Universal Success- Dr. Price
16	December 8	Working with Faculty with Disabilities- Dr. Price, Chairs/Heads and Deans FORWARD event
17	November 22	Indian Higher Education Pedagogical Luncheon November
18	November 22	Collaborating with Native American Faculty and Advancing Native American Students
19	November 9	Ally Training: College of Engineering and Architecture
20	November 1	Opportunities for Leadership Development
21	October 25	Promotion to Full Professor: Department Heads
22	October 12&13	Search Committee Training
23	October 11	Ally Training
24	October 5	Information Session on FORWARD Grants and Awards
25	September 20	Promotion to Professor Panel: Distinguished Professors
26	September 16	Advancing to Academic Leadership Positions
27	September 15	Workshop for Department Chair/Heads with Laura Kramer
28	September 12	Speed Networking
29	August 16	New Faculty Orientation: Enhancing Dept. Climate

**Appendix D. Program and Event Participation Data**

**Table 2.** Number of Women and Men tenure-line faculty participated in at least one Advance FORWARD event. Academic year 2011-2012.

College	Women Faculty			Men Faculty			All Faculty		
	Participated	Total	Percent Women Participated	Participated	Total	Percent Men Participated	Participated	Total	Percent Faculty Participated
AFSNR	22	28	78.6%	38	111	34.2%	60	139	43.2%
AHSS	28	36	77.8%	16	53	30.2%	44	89	49.4%
Business	2	7	28.6%	5	23	21.7%	7	30	23.3%
Eng & Arch	7	11	63.6%	36	66	54.5%	43	77	55.8%
HD & E	32	38	84.2%	18	24	75.0%	50	62	80.6%
Pharmacy, Nurs, AS	5	5	100.0%	9	17	52.9%	15	22	68.2%
Sci and Math	22	25	88.0%	45	81	55.5%	67	106	63.2%

**Appendix D. Program and Event Participation Data**

**Table 3.** Number of Women and Men tenure-line faculty participated in Advance FORWARD event. Academic year 2011-2012.

Event # from Table 1, Appx. D	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	68	32	100	7	6	13	17	5	22	0	2	2	4	5	9	16	4	20	4	1	5	14	7	21
2	19	16	35	3	2	5	8	4	12	1	3	4	1	1	2	4	1	5	1	0	1	1	5	6
3	0	11	11	0	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	13	16	29	3	4	7	3	1	4	0	1	1	1	3	4	3	3	6	1	3	4	2	1	3
5	14	15	29	2	4	6	1	2	3	0	0	0	2	3	5	7	1	8	2	2	4	0	2	2
6	15	21	36	1	3	4	4	5	9	1	1	2	2	6	8	3	1	4	2	1	3	0	4	4
7	35	46	82	3	6	9	7	6	13	1	0	1	4	11	15	5	7	12	4	3	7	6	10	16
8	12	8	20	3	3	6	0	0	0	0	0	0	0	1	1	6	1	7	2	0	2	0	1	1
9	0	8	8	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	1	1	0	5	5
10	6	0	6	1	0	1	2	0	2	0	0	0	1	0	1	0	0	0	0	0	0	2	0	2
11	9	14	24	1	1	2	2	3	5	0	2	2	0	3	3	2	1	3	2	1	3	2	3	5
12	47	0	47	7	0	7	11	0	11	1	0	1	1	0	1	9	0	9	6	0	6	9	0	9
13	36	10	46	6	1	7	6	2	8	1	1	2	4	2	6	7	3	10	4	0	4	7	1	8
14	8	8	16	2	3	5	1	2	3	0	0	0	0	1	1	2	0	2	0	0	0	2	2	4
15	46	48	94	5	8	13	6	4	10	2	1	3	6	13	19	14	5	19	5	4	9	3	7	10
16	13	19	32	3	1	4	2	2	4	1	2	3	1	5	6	2	2	4	2	1	3	1	5	6
17	30	31	61	4	7	11	9	2	11	1	0	1	0	6	6	9	5	14	4	2	6	3	9	12
18	7	17	24	1	3	4	2	3	5	0	1	1	0	3	3	2	2	4	1	2	3	1	2	3
19	0	12	12	0	0	0	0	0	0	0	0	0	0	12	12	0	0	0	0	0	0	0	0	0
20	24	14	39	3	1	4	4	1	5	1	0	1	4	2	6	2	3	5	0	1	1	2	3	5
21	20	12	32	7	2	9	3	4	7	0	1	1	2	0	2	5	4	9	2	0	2	1	1	2
22	29	34	63	4	7	11	1	2	3	0	0	0	3	3	6	3	1	4	2	1	3	7	16	23
23	0	7	7	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	5	0	5
24	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	4	0	4
25	16	10	26	3	4	7	4	0	4	0	1	1	3	0	3	5	0	5	1	1	2	1	3	4
26	20	10	30	4	0	4	5	0	5	1	1	2	1	1	2	5	1	6	0	2	2	3	3	6
27	13	35	48	2	6	8	4	7	11	0	1	1	1	8	9	3	3	6	1	2	3	3	6	9
28	32	0	33	8	0	8	7	0	7	1	0	1	5	0	5	6	0	6	2	0	2	3	0	3
29	12	13	25	0	4	4	2	4	6	0	0	0	0	1	1	4	1	5	1	0	1	4	4	8

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

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

<b>Date</b>	<b>Headline</b>
30 April 2012	FORWARD Awards and Workshops Promote Leadership
30 April 2012	Promotion to Professor Panel Scheduled
15 March 2012	CSWF Invites Nominees for Award
15 March 2012	CSWF Invites Nominees for Award
15 March 2012	FORWARD Ally training scheduled for male faculty
29 February 2012	FORWARD announces mentor travel grant awards
15 February 2012	FORWARD Schedules Complexity and Diversity Presentations
15 February 2012	FORWARD to host leadership workshop
15 February 2012	Promotion to Professor Luncheon scheduled
31 January 2012	FORWARD Ally Trainings Set for Spring Semester
31 January 2012	FORWARD to Offer Search Committee Training
13 January 2012	AHSS names associate deans
13 January 2012	FORWARD Announces Course Release Awards
13 January 2012	FORWARD announces promotion-to-professor events
13 January 2012	Greenlee Featured on FORWARD Website
13 January 2012	Open forum on disability survey results scheduled for Dec 31
13 January 2012	Tri-College Women Networking Breakfast Scheduled
15 December 2011	FORWARD announces new faculty workshop and future events
30 November 2011	FORWARD Pedagogical Luncheon Scheduled
30 November 2011	Cankdeska Cikana Community College President
7 November 2011	FORWARD sponsors Mathematics' Sonia Kovalevsky High School Day
14 October 2011	Promotion-to-professor luncheon scheduled by FORWARD
14 October 2011	Third Year Site Visit Scheduled for FORWARD Project
30 September 2011	FORWARD Offers Search Committee Member Training
30 September 2011	FORWARD sets grant information session and announces awards
30 September 2011	Thiele conducts research, attends Shakespeare Congress
29 September 2011	FORWARD in the 2011 State of the University Address
15 September 2011	Department Receives Advance FORWARD Award
15 September 2011	Event Scheduled To Inspire Young Women to Pursue Math
15 September 2011	Tri-College Networking Event Scheduled for STEM Women Faculty
31 August 2011	Entomology Professor Featured on FORWARD Website
31 August 2011	Women in Research to host networking event
31 August 2011	FORWARD Announces Appointment of Advocates
31 August 2011	FORWARD Kick-Off Event Scheduled
31 August 2011	FORWARD Hosts External Advisory Board
15 August 2011	Promotion to Professor Lunches Scheduled for Academic Year
15 August 2011	FORWARD announces events
29 July 2011	Faculty Present at Australian Conference
29 July 2011	FORWARD names climate and gender research grant recipient

## Appendix F. Response to Site Visit Report

**NDSU**

**NORTH DAKOTA STATE UNIVERSITY**

701.231.7131

Fax 701.231.1013

*Office of the Provost/Vice President for Academic Affairs*

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*P.O. Box 6050*

*Fargo, ND 58108-6050*

February 15, 2012

Kelly Mack, Ph.D.  
ADVANCE Program Director  
National Science Foundation

Dear Dr. Mack:

Enclosed is NDSU's response to the report of the October 2011 site visit for our NSF ADVANCE grant. This response was developed by the FORWARD leadership team, but I endorse it fully.

Although – as you know – I became NDSU's Provost less than a year ago, I quickly learned about the NDSU Advance FORWARD project and its goals. I know that the proposal includes NDSU's commitment to sustain and institutionalize the NDSU Advance FORWARD programs (the FORWARD Center including its space and facilities, and staff; the Commission on the Status of Women Faculty; the Advocates/Allies program; the mentoring programs; and the competitive grant programs). I assure you that NDSU's commitment will be fulfilled.

As a major step in institutionalization of the NDSU Advance FORWARD programs and goals, I have created and will fund the position of vice provost for faculty advancement. The process to fill that position beginning in year 5 of the ADVANCE grant is already underway. I have also made a commitment to develop dual career and targeted diversity & excellence funding as another means to support the NDSU Advance FORWARD goals.

These commitments, and the more detailed plans described in the attached response, position NDSU well to continue the institutional transformation first supported by the ADVANCE grant. I look forward to our continued progress toward the achievement of the NDSU Advance FORWARD goals.

Sincerely,



J. Bruce Rafert, Ph.D.  
Provost

NDSU is an equal opportunity institution.

## **Appendix F. Response to Site Visit Report**

February 15, 2012

Kelly Mack, Ph.D.  
ADVANCE Program Director  
National Science Foundation

RE: North Dakota State University NSF ADVANCE Site Visit Report

Dear Dr. Mack:

The NDSU Advance FORWARD leadership and team members have read the report of the site visit in October with interest and with satisfaction at its assessment of our efforts over the past several years, efforts. It has been helpful to us to have the external perspective of our project work, and we first wish to express our gratitude to you and to all of the site visit team for their dedicated work.

Members of the FORWARD leadership along with the new Provost and other institutional leaders also have given much thought to the recommendations provided at the conclusion of the site visit report.

Our initial consideration and planning focused primarily on those items identified in the report as immediate priorities. The following commitments and plans constitute our responses to those priorities and also address the longer term recommendations.

We take seriously the need to develop an action plan to assure sustainability of the NDSU Advance FORWARD program and efforts. Knowing that program leadership, leadership transition, and administrative institutionalization are key to sustainability, the Provost has committed to create and fund a Vice Provost for faculty Advancement position (see Attachment A). The timeline for the implementation of this position is set to coincide with Year Five of the NSF ADVANCE grant, so that the leadership transition can be made smoothly and the FORWARD programs continued without interruption. The Vice Provost's position description has been reviewed by key FORWARD leaders and team members, and their perspectives have been carefully considered and incorporated.

At the present time, there is no formal University Diversity Strategic Plan. The Vice President for Equity, Diversity & Global Outreach has just recently implemented a restructuring of diversity efforts that were formerly coordinated through a Diversity Council. Three components constitute the new structure which includes an Equity & Diversity Advisory Council, Equity & Diversity Liaisons and Equity & Diversity Student Ambassadors. Three key individuals from the NDSU Advance FORWARD project serve on the Advisory Council and will have significant and strategic opportunities to assure that the FORWARD program is formally recognized and integrated into the university's diversity efforts. In addition, the Vice President for Equity,

## **Appendix F. Response to Site Visit Report**

Diversity & Global Outreach has participated in FORWARD team meetings and events, and she is committed to FORWARD goals.

In addition, the Provost and the Deans have agreed to develop a strategic plan for academic affairs to integrate the NDSU Advance FORWARD program. Dean McCaul (College of Science & Mathematics) has already begun in that college with an initiative to have at least three FORWARD allies trained in each of his college's departments. The Provost has also agreed to establish dual career and targeted diversity & excellence funds as part of his commitment to the creation of the Vice Provost for Faculty Advancement position.

A logic model to integrate items identified for action in Section IV of the site visit report is attached (Attachment B). Since some of those items are already underway or in place, the logic model focuses primarily on those inputs and outputs that will be needed to create the intended outcomes that have not yet been addressed by NDSU Advance FORWARD efforts.

A number of strategies have been identified and are being implemented as a means to engage programs and departments that have, so far, shown minimal progress toward achieving gender equity. These strategies include:

- Incorporating a data component that addresses the NSF 12 indicators into the format for departmental annual reports. This strategy underscores the importance of data to measure a department's gender equity achievements – or the lack of such achievement.
- The Commission on the Status of Women Faculty is drafting an award rubric which will give departments a means to recognize their efforts and accomplishments with regard to gender equity and faculty advancement (Attachment C).
- The development of a way to formally recognize male faculty who serve as Advocates and Allies and also those who serve as mentors in the junior faculty cohort mentoring program.
- Refinement of the monitoring of applicant pools for expected levels of diversity and a requirement for such diversity before a search can move to the interviewing phase of the search (see the position description for the Vice Provost for Faculty Advancement– Attachment A).
- College level training regarding climate and related gender equity concerns to be held in each college (this effort has already begun to be implemented with Ally trainings in Colleges of Engineering & Architecture and Science & Mathematics).
- Creation of an advisory board of faculty from departments that have not yet been involved in the NDSU Advance FORWARD program and activities.
- Requirement that the annual evaluation process for department chairs solicits faculty input. An ad-hoc committee will be formed to bring consistency and uniformity to the annual evaluation of department chairs. The ad-hoc committee will develop an annual evaluation process including a faculty rating of leadership (AFRoL) instrument which will incorporate the FORWARD goals as one component.

The site visit report also includes recommendations for the next 18 months of the NDSU Advance FORWARD, and the following efforts are planned to address those longer term recommendations.



## **Appendix F. Response to Site Visit Report**

Part of the new Vice Provost for Faculty Advancement's responsibility will be to oversee the collection, analysis, and distribution of data about faculty at NDSU including recruitment and retention of faculty. A part of that oversight will include assuring that the data are standardized for presentation in various reports and in departmental, college, and institutional settings. The vice provost will also be responsible for identifying appropriate ways for such data to be shared and used by faculty.

We have successfully identified a way by which faculty of color (both women and men) can be defined and distinguished from international faculty. That distinction will be evidenced in fourth year of our annual report's NSF 12 indicators data.

Dissemination of FORWARD's Advocates & Allies Program as potential model system for other universities has already begun in conversations with South Dakota State University and with an invitation from Louisiana Tech University to do a presentation there about the Advocates & Allies component of NDSU Advance FORWARD. Research about the impact of the Advocates & Allies Program will provide data which we can use to further disseminate information about that program. In addition, we will continue to seek out opportunities in our various professional associations where formal presentations about the Advocates & Allies Program might be made as well as occasions where FORWARD team member may engage informally with colleagues about it.

We continue to alert our University Relations Office to NDSU Advance FORWARD's accomplishments in institutional transformation and will work with them to identify appropriate opportunities to share the successes of our project in national/international venues like *The Chronicle of Higher Education*.

If you need further information, clarification, or documentation, please do not hesitate to ask.

Sincerely,

R. Craig Schnell  
Canan Bilen-Green  
Ann Burnett  
Rhonda Magel  
Kevin McCaul  
Don Schwert  
Gary Smith

## **Appendix F. Response to Site Visit Report**

### **Attachment A. Vice Provost for Faculty Advancement (VPFA) (Draft)**

*(Adapted from The Office of Faculty Development and Diversity, Harvard University created in 2005 following the recommendations of Task Forces on Women Faculty and Women in Science and Engineering)*

Oversees and guides institutional policies and practices in all areas of faculty affairs, providing intellectual leadership and coordination across the academic colleges with the goals of increasing accountability and fostering measurable progress in faculty advancement. In all its activities, the FA office places a special emphasis on junior and mid-career faculty and on women faculty, faculty with disabilities, and faculty of color at all academic ranks.

Working closely with FORWARD, the Colleges and the Provost, and, as appropriate, with the Offices of General Counsel, Human Resources and Equity, Diversity & Global Outreach, VPFA oversees:

- 1) Initial faculty appointments, from search authorization to accepted offer.  
Areas of focus include institutional policies, ongoing monitoring of search and appointments processes, review of prospective faculty appointments, and constructive feedback to the Colleges to ensure both excellence and increasing diversity. Facilitate programs:
  - Search chair training for faculty and academic administrators
  - Search committee member training
  - Search pool quality assurance program (*to be developed*)
  - Dual career fund and assistance program (*to be developed – 10% of new positions*)
  - Targeted diversity & excellence hiring fund program (*to be developed – 10% of new positions*)
  
- 2) The quality of faculty members' experiences at the University.  
Areas of focus include faculty mentoring, support for teaching and research, work/life balance, and institutional climate. Facilitate programs:
  - Academic administrator training program
  - New faculty orientation
  - Junior faculty mentoring program
  - Mid-career mentoring program
  - Leadership development program
  - New faculty climate training program
  - Faculty advancement lectures, promotion to professor panels
  - Faculty advancement grant programs
  - Teaching programs (pedagogical luncheons, peer review of teaching program, teaching & learning conference)
  - Research programs (gear up for grants seminars and other research programs)

## **Appendix F. Response to Site Visit Report**

### **Attachment A. Vice Provost for Faculty Advancement (VPFA) (Draft) (*cont'd.*)**

- 3) Faculty review, retention, and promotion.  
Areas of focus include institutional policies, ongoing monitoring of processes, review of prospective promotions, and constructive feedback to the Colleges to ensure both excellence and increased diversity. Facilitate programs:
  - PTE Training
  - Annual Faculty Rating of Leadership (*administrator evaluation process to be developed*)
- 4) University policies and processes impacting the advancement of faculty such as PTE and work-life.
  - Commission on the Status of Women Faculty advises and counsels VPFA
- 5) Systematic collection, analysis, and dissemination of data on faculty affairs and advancement.
  - NSF 12 Indicator Data (working closely with Institutional Research and Analysis)
  - Monitors Annual Reports – Section H on Faculty Advancement

#### Faculty and Staff Support–

- Assistant for faculty searches
- Coordinator for faculty mentoring programs
- Coordinator for search training
- Institutional Research and Analysis – faculty data coordinator
- RCATT – manager of faculty development/special research projects
- FORWARD staff

**Appendix F. Response to Site Visit Report**

**Attachment B. Logic Model**

The logic behind project interventions

This model describes the situation at NDSU (inputs) to which FORWARD’s grant proposal was a response. The proposed program (outputs) are listed below each input in a regular typeface. Programs that were considered, but which were not included in our proposal are listed in *italics*. These programs are included here because 1. they have been implemented as no-cost responses to inputs or 2. they were abandoned initially, but may be important ideas as we begin project institutionalization.

Summary of input and projected overall outcome for each FORWARD goal

<p><b><u>Climate</u></b></p> <ul style="list-style-type: none"> <li>• <b>Input:</b> Climate issues for women faculty as described in the 2007 Chronicle of Higher Education article: “At North Dakota State, Women Are Few and Far Between” by R. Wilson (<a href="http://chronicle.com/weekly/v54/i10/10a00601.htm">http://chronicle.com/weekly/v54/i10/10a00601.htm</a>).</li> <li>• <b>Projected Overall Outcome:</b> Find no significant difference in the perception of the climate between genders or between underrepresented groups and the majority, while improving the overall climate.</li> </ul> <p><b><u>Recruitment</u></b></p> <ul style="list-style-type: none"> <li>• <b>Input:</b> Limited efforts recruiting women, women of color, and women with disabilities for STEM academic positions.</li> <li>• <b>Projected Overall Outcome:</b> Standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order to assure that all pools include a representative number of women and women from underrepresented groups.</li> </ul> <p><b><u>Retention</u></b></p> <ul style="list-style-type: none"> <li>• <b>Input:</b> Difficulty retaining women faculty although the geographic location of Fargo, ND was <b>not</b> an issue in terms of retention for women; women who left cited better jobs (not locations), subtle or overt discrimination, and feelings of isolation within departments as reasons for leaving.</li> <li>• <b>Projected Overall Outcome:</b> Retain 90% of women through the tenure decision.</li> </ul> <p><b><u>Advancement</u></b></p> <ul style="list-style-type: none"> <li>• <b>Input:</b> Advancement, particularly to professor, in a timely way is not occurring.</li> <li>• <b>Projected Overall Outcome:</b> Increase number of STEM women professors from 4 to 10 in the next five years.</li> </ul> <p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>• <b>Input:</b> Women do not advance to academic leadership positions and do not feel opportunities for advancement are available to them.</li> <li>• <b>Projected Overall Outcome:</b> Promote or hire women in at least 2 more dean positions (for a total of 3 women Deans) over the next 5 years; increase women heads and chairs/heads in the STEM disciplines to 5 of 28. Ten-year goal: 35% of all newly hired academic leadership positions will be filled by women and women of color. By the end of the grant, NDSU will be half way to this goal (17%) and pools will reflect and be supportive of this goal.</li> </ul>
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The table below describes what the FORWARD team and the institution have done, as well as how success is being or will be, evaluated. This table should help us see which programs are presently well established, and whether they have been effective in transforming the institution around issues of gender.

**Appendix F. Response to Site Visit Report**

**1. Climate (Input)**

Climate issues for women faculty as described in the 2007 Chronicle of Higher Education article: “At North Dakota State, Women Are Few and Far Between” by R. Wilson (<http://chronicle.com/weekly/v54/i10/10a00601.htm>).

<b>Program (Output)</b>	<b>Progress</b>	<b>Evaluation/ Instruments</b>
<b>Overall Climate</b>	The number of interventions into climate (below) and current, open discussion about climate suggest at least that there is less fear of repercussion at the institutional level, although there are still units in which the climate is not good.	Worklife survey (2009; 2013), administrator survey (2010), focus groups (2010), climate survey (2003, 2008).
<b>FORWARD Lectures and Special Events</b>	FORWARD’s many invited speakers, workshops, and special events are listed on our website: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/">http://www.ndsu.edu/forward/advance_forward_initiatives/</a> These activities were chosen to train our campus, to raise awareness of climate issues, develop a sustained conversation about the causes of gender inequity in our institution, and to engage as many participants as possible. Combining many lectures with other popular events such as pedagogical lunches helped ensure campus wide participation.	Forward has evaluated nearly every event and has kept records of faculty attendance. Evaluation data are available by event: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/gender_equity_awareness_workshops/">http://www.ndsu.edu/forward/advance_forward_initiatives/gender_equity_awareness_workshops/</a> and <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/climate_workshops/">http://www.ndsu.edu/forward/advance_forward_initiatives/climate_workshops/</a>
<b>Advocate Program Ally Training</b>	The Advocate program and related ally training share the goal of inviting male faculty to lead institutional change through raising awareness of issues of gender inequity, male privilege, strategies for engaging the campus in change. Nearly every department now has at least one ally.	Events sponsored by the advocates have been successful and well-attended. Evaluation data may be found here: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/forward_advocates_and_allies/">http://www.ndsu.edu/forward/advance_forward_initiatives/forward_advocates_and_allies/</a>
<b>Commission on the Status of Women Faculty</b>	The commission is tasked with implementing policy change in support of FORWARD goals. Examples of successful policy interventions have been Policy 103, which requires the announcement of any position with a monetary, time (teaching reduction), administrative experience or title advantage attached. This policy alone may have caused the biggest direct impact on women in leadership roles on campus (see leadership). In addition, the commission is working on childbearing leave and modified duties policies to facilitate work/life balance.	Although there is no easy evaluation for policy changes, the number of women in administrative positions has risen since changes to Policy 103, with more women in interim positions where they might gain administrative and leadership positions, and far more women in associate and assistant dean positions.
<b>Dean/Chair Training</b>	Because data demonstrate that faculty feel climate issues most acutely in departments, we developed both in-house training for chairs and heads and brought in external speakers. Both were well attended. The combination of strategies for changing climate and turnover among chairs and heads maybe bringing some change to departments.	The next worklife survey will help document change in department climate over time. Results of evaluation of individual sessions is available: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/academic_administrator_workshops/">http://www.ndsu.edu/forward/advance_forward_initiatives/academic_administrator_workshops/</a>

**Appendix F. Response to Site Visit Report**

**1. Climate (Input) *cont'd.***

<b>Program (Output)</b>	<b>Outcome (Progress)</b>	<b>Evaluation/ Instruments</b>
<b>Climate Equity Research Grants</b>	The goal of the climate equity research grants was twofold: 1. to raise awareness of and respect for gender research on campus; and 2. to sponsor gender research into issues of climate at NDSU or other research sites. While FORWARD has sponsored some excellent research related to gender, we do not have a program evaluation separate from our larger grants programs to evaluate success.	Final reports from participating faculty as well as grant program evaluations have been used to assess this program.
<b>Native Initiatives</b>	Forward’s activities around recruiting and retaining Native women include co-sponsoring the “Know Your Tribal Partners” series on campus, inviting women native leaders for campus, growing our own Native women faculty over the time of the grant, arranging networking activities with tribal college leaders, and inviting Donna Grandbois, one of our native faculty members, to be a part of the FORWARD team.	Worklife Survey (2009) collected first baseline data; (2014) Worklife survey will test for change. The campus climate survey (2009) collected baseline data: <a href="http://www.ndsu.edu/diversity/diversityatndsu/campus_climate/">http://www.ndsu.edu/diversity/diversityatndsu/campus_climate/</a>
<b>College Climate Training</b>	In response to understanding that we needed to disseminate climate data by college, and respond to those data with specific plans, we began sharing climate specific data at college meetings and following up with workshops for interested faculty to discuss best practices related to interventions in climate.	The next worklife survey and campus climate survey will offer insight into whether climate is really changing; at the workshop sessions, faculty point to a variety of recent policy changes as positively impacting their perceptions of climate.
<b>Women with Disabilities</b>	The taskforce on women with disabilities has worked to identify barriers in the university to recruiting and retaining women with disabilities. The taskforce has been very effective in administering a survey for baseline data about faculty with disabilities, and has also sponsored two outside speakers who were exceptionally well received.	Faculty with Disabilities Survey (2011); Worklife Survey (2009) collected first baseline data; (2014) Worklife survey will test for change.

**Projected Overall Outcome: Climate.** Find no significant difference in the perception of the climate between genders or between underrepresented groups and the majority, while improving the overall climate.

<b>Program (Output)</b>	<b>Progress</b>
<i>Assist department heads in creation of strategic plans and goal assessment</i>	After receiving funding for the grant, the Forward team abandoned this plan when it could not find units interested in participating.

**Appendix F. Response to Site Visit Report**

**2. Recruitment (Input)**

Limited efforts recruiting women, women of color, and women with disabilities for STEM academic positions.

Program (Output)	Outcome (Progress)	Evaluation/ Instruments
<p><b>Overall impact of FORWARD on recruitment</b></p>	<p>Forward’s efforts have both provided departments with resources and effective strategies for recruiting, and have made recruiting members of diverse groups the norm.</p>	<p>The 12-indicator data reveal steady growth of women as a percentage of faculty, most strongly represented in the assistant professor ranks:  <a href="http://www.ndsu.edu/fileadmin/forward/site_visits/NDSU12IndicatorTablesOctober2011.docx.pdf">http://www.ndsu.edu/fileadmin/forward/site_visits/NDSU12IndicatorTablesOctober2011.docx.pdf</a></p>
<p><b>Search Committee Training</b></p>	<p>Search committee training and materials respond to issues from how to recruit, to legal issues, to unconscious bias. The training has been well received and effective.</p>	<p>Program evaluation information, as well as open-ended questions can be found here:  <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/faculty_recruitment_program/">http://www.ndsu.edu/forward/advance_forward_initiatives/faculty_recruitment_program/</a></p>

**Projected Overall Outcome: Recruitment.** Standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order to assure that all pools include a representative number of women and women from underrepresented groups.

**Appendix F. Response to Site Visit Report**

**2. Recruitment (Input) *cont'd.***

Program (Output)	Progress
<b>Extend search committee training to include training on developing pools and targeted recruiting</b>	New search committee training has this information.
<b>Hire a person to consult with search chairs concerning recruitment strategies and to train individual committees about running an effective search</b>	Forward hired Angela Bachman to work in the Provost's office as assistant for faculty searches. This position is now fully funded by the institution.
<i>Develop recruiting materials geared toward women and people of color, highlighting diversity programs, community</i>	Although this idea was not included in FORWARD's funded proposal, that is because some materials fitting this description were created or being developed by the Human Resources.
<i>Institutionally value the work of running an effective search—offer release time, support services, or professional development funds etc. for those running searches</i>	This idea was not included in FORWARD's proposal.
<i>Send recruiters to recruit from pipeline institutions to allow women faculty to meet with doctoral students and talk to them about NDSU</i>	This idea was not included in FORWARD's funded proposal.
<ul style="list-style-type: none"> <li>• <i>Require a diverse pool before a search may progress</i></li> <li>• <i>Tie departmental rewards to inventive hiring practices</i></li> <li>• <i>Move to on-line application</i></li> <li>• <i>During the interview process invite families, partners, children, etc. for on-campus interviews</i></li> </ul>	This group of ideas was not included in FORWARD's funded proposal.



**Appendix F. Response to Site Visit Report**

**3. Retention (Input)**

Difficulty retaining women faculty although the geographic location of Fargo, ND was **not** an issue in terms of retention for women; women who left cited better jobs (not locations), subtle or overt discrimination, and feelings of isolation within departments as reasons for leaving.

Program (Output)	Outcome (Progress)	Evaluation/ Instruments
<p><b>Overall impact of ADVANCE FORWARD grant on retention at NDSU</b></p>	<p>Overall outcomes for retention-related programs include retaining women to the tenure decision, through improving climate, making policy changes, offering mentoring, providing networking opportunities, and a range of funding programs to ease the challenges of research production.</p>	<p>The 12 indicator data best demonstrates change in retention:  <a href="http://www.ndsu.edu/fileadmin/forward/site_visits/NDSU12IndicatorTablesOctober2011.docx.pdf">http://www.ndsu.edu/fileadmin/forward/site_visits/NDSU12IndicatorTablesOctober2011.docx.pdf</a>;                      but the climate, administrator and worklife survey will better explain why we have been able to retain women during the funding period and beyond.</p>
<p><b>Mentoring Cohorts for Junior Faculty</b></p>	<p>Mentoring cohorts for junior faculty are designed to respond to several of those issues research suggested impacted women’s desire to stay at NDSU through the tenure decision: isolation in departments and feelings of discrimination. Single gender cohorts put women in touch with other women on campus—tenured and untenured. Not surprisingly, the senior women mentors also responded that they felt less isolated and more inclined to stay at NDSU when the program was evaluated.</p>	<p>Evaluation for this program is available here:  <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/junior_faculty_mentoring_cohorts_program/surveys_of_mentees/">http://www.ndsu.edu/forward/advance_forward_initiatives/junior_faculty_mentoring_cohorts_program/surveys_of_mentees/</a>                      Evaluation of individual events or programming for the mentoring program is available here:  <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/junior_faculty_mentoring_cohorts_program/junior_mentoring_workshops/">http://www.ndsu.edu/forward/advance_forward_initiatives/junior_faculty_mentoring_cohorts_program/junior_mentoring_workshops/</a></p>
<p><b>Travel Grants</b></p>	<p>Although the geographic location of Fargo hasn’t been demonstrated to be a reason for women leaving, it may be a reason women feel isolation from their broader disciplines. The travel grants offer women across campus the opportunity to meet with disciplinary colleagues for mentoring. Women in the program have found these grants an effective in aiding career progression.</p>	<p>Information on the grants may be found here:  <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/travel_grants/">http://www.ndsu.edu/forward/advance_forward_initiatives/travel_grants/</a>                      An annual evaluation of this program happens each summer and a report is generated that documents the impact of these grants:  <a href="http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/">http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/</a></p>
<p><b>Course Release Grants</b></p>	<p>Course release grants are intended to give STEM women faculty time to undertake the research needed to get tenured.</p>	<p>An annual evaluation of this program happens each summer and a report is generated that documents the impact of these grants:  <a href="http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/">http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/</a></p>

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**3. Retention (Input) *cont'd.***

Program (Output)	Outcome (Progress)	Evaluation/ Instruments
<p><b>Networking Events</b></p>	<p>Networking events, including speed networking, tri-college networking activities, invited speakers and FORWARD’s joint programming with WIR (Women in Research), the Equity and Diversity Center, and the pedagogical lunch events have received excellent evaluations, and are typically well-attended. These events are intended to respond directly to women faculty’s feeling of isolation described in focus group data, the worklife survey, and other climate data.</p>	<p>We conducted a survey of the women faculty on campus to assess the networking opportunities that they seek and have used the results of this evaluation to structure our networking events. Each event is evaluated individually:  <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/general_advancement_and_leadership_workshops/">http://www.ndsu.edu/forward/advance_forward_initiatives/general_advancement_and_leadership_workshops/</a></p> <p>We hope the 2013 worklife survey will show fewer feelings of isolation and that these programs, because we have tied them to already institutionalized campus groups, will continue to help women faculty feel more in contact with others on the campus.</p>

**Projected Overall Outcome: Retention.** Retain 90% of women through the tenure decision.

Program (Output)	Outcomes
<ul style="list-style-type: none"> <li>• <i>Ombudsperson</i></li> <li>• <i>Follow up on all incidents and patterns of discrimination, and do not reward those with documented patterns of bullying and discrimination</i></li> <li>• <i>Develop clear channels for safely reporting incidents and patterns of discrimination and develop a climate of zero tolerance</i></li> </ul>	<p>Although none of these programs were proposed or funded, some of these tasks will be part of the job description of the new Vice-Provost for Faculty Advancement, created by Provost Rafert.</p>

**Appendix F. Response to Site Visit Report**

**4. Advancement (Input)**

Advancement, particularly to professor, in a timely way is not occurring.

<b>Program (Output)</b>	<b>Outcome (Progress)</b>	<b>Evaluation/ Instruments</b>
<b>Overall impact of ADVANCE FORWARD grant on promotion at NDSU</b>	Two funded programs have had some successes in helping faculty advance to professor ranks: mid-career mentoring, and LEAP research grants. Two additional programs not funded directly by the IT grant have become equally important: The Promotion to Professor Taskforce, funded by PAID grant through Utah State University, and lab renovation grants funded by NDSU EPSCoR. The programs are all run by and associated with FORWARD, and are showing success in getting women to apply for promotion; one of our greatest successes is in more than doubling the number of women full professors on campus in the first three years of the grant.	The 12 indicator data best demonstrates changes in advancement to professor times: <a href="http://www.ndsu.edu/fileadmin/forward/site_visits/NDSU12IndicatorTablesOctober2011.docx.pdf">http://www.ndsu.edu/fileadmin/forward/site_visits/NDSU12IndicatorTablesOctober2011.docx.pdf</a> ; but the climate, administrator and worklife survey will better explain why we have been able to retain women during the funding period and beyond.
<b>Mid-Career Mentoring Grant Program</b>	The midcareer mentoring attempts to respond to specific disciplinary or departmental issues by encouraging faculty to develop their own mentoring teams to support each other through the promotion to professor process.	This program is evaluated each year to assess the impact it is having on the participants. Evaluation of mid-career activities, including promotion to professor panels, can be found here: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/mid_career_peer_mentoring_program/">http://www.ndsu.edu/forward/advance_forward_initiatives/mid_career_peer_mentoring_program/</a>
<b>LEAP Research Grants</b>	Leap Grants are seed grants intended to increase the potential for STEM women faculty to acquire external funding, thereby increasing their research productivity and potential for promotion. These are intended for faculty with great ideas who need some extra support to become competitive. Each grant awards up to \$30,000 for a twelve month (typically September through August) project, and will require additional application(s) to external sources as an outcome of the project.	An annual evaluation of this program happens each summer and a report is generated that documents the impact of these grants: <a href="http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/">http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/</a>

**Projected Overall Outcome: Advancement.** Increase number of STEM women professors from 4 to 10 in the next five years.

**Appendix F. Response to Site Visit Report**

**4. Advancement (Input) *cont'd.***

<b>Program (Output)</b>	<b>Outcomes</b>
<i>Appoint a vice provost for diversity, equity, and faculty development to focus on the issues of recruiting, retaining, and advancing women, faculty of color, and faculty with disabilities. Such a person could be the equivalent of the project manager of the ADVANCE grant, and could be first grant funded, and later, institutionalized</i>	Although this was not proposed or funded as part of the initial grant, it has been an interest for FORWARD and is being created by Provost Rafert as an important piece in institutionalizing the ADVANCE funded initiatives.
<i>Hire at the associate professor and professor levels. Be willing to hire with tenure or expedite the tenure process in order to recruit women/women of color</i>	Although this was not part of a funded program, it was a hopeful expectation. NDSU has not been able to do this, in part because of economic and funding challenges, but in part because of a pervasive culture of concern about bringing in faculty with tenure.
<ul style="list-style-type: none"> <li>• <i>Cultivate donations for three endowed chair positions for women and hire someone through the ADVANCE FORWARD office to run a campaign</i></li> <li>• <i>President meets each semester with senior women faculty</i></li> <li>• <i>Appoint women to academic administrative positions on campus</i></li> <li>• <i>Require diverse pools for head/chair searches</i></li> <li>• <i>Design in-house programs to involve women in administrative work (and reward them for participation)</i></li> <li>• <i>Offer professional development opportunities that will help women be change agents within departments and the university</i></li> </ul>	These programs were part of our brainstorming, and though not proposed or funded through the grant, have become a part of our thinking about institutionalization and best practices.

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**5. Leadership (Input)**

Women do not advance to academic leadership positions and do not feel opportunities for advancement are available to them.

<b>Program (Output)</b>	<b>Outcome (Progress)</b>	<b>Evaluation/ Instruments</b>
<p><b>Overall impact of ADVANCE FORWARD grant on leadership promotion at NDSU</b></p>	<p>Although leadership workshops have been well attended, and leadership development grants have been successful in targeting women for future success, the most impactful work has perhaps been policy related. Policy 103, which requires the posting of open positions, has provided women with opportunities to apply for positions that were once appointed through a tap on the shoulder—through the established networks of power. Once applications have been opened, women are moving into a variety of leadership positions (associate dean positions, for example) that prepare them for jobs as department heads.</p>	<p>Although we have not had enough retirements or resignations to meet our goals for hiring deans, and we continue to struggle with pool development in these positions, we have moved from 1 to 4 women heads in STEM disciplines, and 3 to 5 women heads in non-STEM disciplines. See the 12-indicator data for more detailed accounts of this information.</p>
<p><b>Leadership Workshops</b></p>	<p>Although FORWARD’s leadership development program, as proposed, consisted of sending a small number of senior women outside the institution for training, two issues became clear: 1. this was a very expensive way to train people (though the opportunities for networking made it a good option, nonetheless); and 2. some women faced family-care challenges to attend lengthy on-site trainings. We responded to these issues by offering two kinds of trainings: 1. in house panels, to discuss leadership issues and 2. bringing in trainers to offer men and women opportunities to explore leadership options. The outside trainers have been well received, well attended, and offered professional development opportunities to more people for a similar cost.</p>	<p>Workshop information and evaluation data: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/leadership_development_program/">http://www.ndsu.edu/forward/advance_forward_initiatives/leadership_development_program/</a></p>

**Appendix F. Response to Site Visit Report**

**5. Leadership (Input) *cont'd.***

Program (Output)	Outcome (Progress)	Evaluation/ Instruments
<p><b>Leadership Development Grants and other supported activities</b></p>	<p>Leadership development opportunities have been very successful. Although only a small number of leadership grants have been awarded, the funded women are now leading initiatives or leading programs or departments. Of the 5 women who attended the LEAD training in 2008, all four have moved into positions of academic leadership, though none of them was in such a position before the training: Birmingham, Wolf-Hall, Burnett, and Reed are all department heads, or associate deans, several have been or are both.</p>	<p>Evaluation for various leadership development opportunities is available: <a href="http://www.ndsu.edu/forward/advance_forward_initiatives/leadership_development_program/">http://www.ndsu.edu/forward/advance_forward_initiatives/leadership_development_program/</a></p> <p>An annual evaluation of this program happens each summer and a report is generated that documents the impact of these grants. Evaluation of the program is available at <a href="http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/">http://www.ndsu.edu/forward/resources/ndsu_forward_reports_and_data/</a></p>

**Projected Overall Outcome: Leadership.** Promote or hire women in at least 2 more dean positions (for a total of 3 women Deans) over the next 5 years; increase women heads and chairs/heads in the STEM disciplines to 5 of 28. Ten-year goal: 35% of all newly hired academic leadership positions will be filled by women and women of color. By the end of the grant, NDSU will be half way to this goal (17%) and pools will reflect and be supportive of this goal.

**Appendix F. Response to Site Visit Report**

**Attachment C. CSWF FORWARD Department Award Rubric (Draft)**

**2012 Advance FORWARD Award  
Commission on the Status of Women Faculty  
Scoring Rubric**

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

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

**Directions:** Please read each departmental submission and evaluate the proposal using the rubric provided below. For each of the items, please rate the proposal on a 1 to 5 scale, where 1 indicates Poor (or unacceptable), 2 indicates Marginally Acceptable (or needs substantial improvement), 3 indicates Acceptable (or meets expectations), 4 indicates Good (or slightly exceeds expectations) and 5 indicates Excellent (dramatically exceeds expectations).

Item	Criteria	Poor	Marginally Acceptable	Acceptable	Good	Excellent
		1	2	3	4	5
<i>Departmental Climate Initiatives</i>						
1.	The department's efforts to improve the climate in the department over the past five years					
2.	Evidence to support a positive climate in the department at the present time					
3.	Evidence suggesting that perceptions of the departmental climate are similar across female and male faculty					
4.	Evidence supporting the department's potential to maintain or enhance its climate over the next five years					
<i>Recruitment Initiatives</i>						
5.	The department's documented efforts to systematically recruit women faculty over the past five years					
6.	The department's rate of female faculty hires compared to the University's rate over the past five years					
7.	The number of female faculty in the department who are tenure-track assistant professors compared to five years ago					

**Appendix F. Response to Site Visit Report**

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

Item	Criteria	Poor	Marginally Acceptable	Acceptable	Good	Excellent
		1	2	3	4	5
<i>Recruitment Initiatives (cont'd.)</i>						
8.	The department's current strategic plan or other, equivalent documentation recognizes the need to recruit female faculty					
9.	The department's strategic plan or other, equivalent document contains appropriate tactics or objectives to facilitate female faculty recruitment					
10.	Evidence that the department has consistently and successfully implemented tactics or objectives to recruit female faculty					
11.	Evidence that the department regularly assesses its recruitment initiatives and ensures accountability for achieving those objectives					
<i>Retention Initiatives</i>						
12.	The department's documented efforts to systematically retain women faculty over the past five years					
13.	The department's rate of female faculty retention compared to the University's rate over the past five years					
14.	The number of female faculty in the department who are tenured, associate professors compared to five years ago					
15.	The department's current strategic plan or other, equivalent documentation recognizes the need to retain female faculty					
16.	The department's strategic plan or other, equivalent document contains appropriate tactics or objectives to retain female faculty					
17.	Evidence that the department has consistently and successfully implemented tactics or objectives to retain female faculty					
18.	Evidence that the department regularly assesses its retention initiatives and ensures accountability for achieving those objectives					



**Appendix F. Response to Site Visit Report**

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

Item	Criteria	Poor	Marginally Acceptable	Acceptable	Good	Excellent
		1	2	3	4	5
<i>Sustained Faculty Development and Leadership</i>						
19.	The department's financial and procedural commitment to support female associate professors level as they pursue promotion to full professor					
20.	The number of female faculty in the department who hold the rank of full professor compared to five years ago					
21.	The department's financial and procedural commitment to support female faculty as they pursue leadership positions within their profession (i.e., journal editorships, etc.) and the University (i.e., chairs, directors, etc.)					
22.	The number of female faculty in the department who hold leadership positions within their profession and the University compared to five years ago					
23.	The department's financial and procedural commitment to ensure equitable and transparent expectations for all faculty currently pursuing promotion to full professor					
<i>Statement Structure and Context</i>						
24.	The accuracy, clarity and conciseness of the department's statement					
25.	The comprehensiveness with which the department's statement addresses the award criteria					
26.	The appropriateness (i.e., lack of bias) with which the department's statement interprets empirical evidence					
27.	The department's cumulative understanding of, and commitment to, Advance FORWARD's mission and goals					
<i>Total Score</i>						