

**NDSU ADVANCE Institutional Transformation Award, HRD-0811239
Quarterly Progress Report – December 1, 2009 – February 28, 2010**

Significant accomplishments:

Since the last quarterly progress report submitted for the period September 1 – November 30, 2009, members of the project team have initiated and/or completed these items:

List of activities/accomplishments for 2nd quarterly report:

- Continued various grant programs, accepting applications and/or making awards:
 - Travel grants
 - * Received a total of 28 applications including 16 from women in STEM departments. The reviewers recommended 14 to receive ADVANCE funding (\$20,380) and 11 to receive funding from NDSU funds (\$14,889).
 - * Made a decision to change the name of this grant program to “Mentoring Grants” and expect that future applicants will attend a mentee training session.
 - * Awardees for the 2010 travel grants (# indicates funding from ADVANCE; funding for the others was from NDSU):

From the College of Arts, Humanities and Social Sciences:

Assistant Professors (tenure track):

Tracy C. Barrett	(History)
Kristi Groberg	(Visual Arts)
Miriam O’Kane Mara	(English)
Carrie Anne Platt	(Communication)
Kelly Sassi	(English)
Courtney Waid	(Criminal Justice & Political Science)

Associate Professor (tenured):

Amy Rupiper Taggart	(English)
---------------------	-----------

From the College of Agriculture, Food Systems and Natural Resources

Assistant Professors (tenure track):

Kasey Maddock Carlin #	(Animal Science)
Xinhua Jia #	(Agricultural & Biosystems Engineering)
Brigid Pruess #	(Veterinary and Microbiological Sciences)
Jane Schuh #	(Veterinary and Microbiological Sciences)
Qi (Chee) Zhang #	(Plant Sciences)

From the College of Engineering and Architecture:

Assistant Professors (tenure track):

Stevie Famulari	(Architecture and Landscape Architecture)
Kaarin Piegaze Lindquist	(Architecture and Landscape Architecture)
Annie Tangpong #	(Mechanical Engineering)
Cindy Urness	(Architecture and Landscape Architecture)
Yechun Wang #	(Mechanical Engineering)

Associate Professor (tenure track):

Sumathy Krishnan #	(Mechanical Engineering)
--------------------	--------------------------

From the College of Human Development and Education:

Associate Professor (tenured):

Yeong Rhee	(Health, Nutrition and Exercise Science)
------------	--

From the College of Science and Mathematics

Assistant Professors (tenure track):

Peggy Biga #	(Biological Sciences)
Hyunsook Do #	(Computer Science)
Kendra J. Greenlee #	(Biological Sciences)
Qui Jin #	(Computer Science)
Juan Li #	(Computer Science)
Katie Reindl #	(Biological Sciences)

- Leap grants
 - * Announced a call for applications – due by May 17, 2010
 - * Held an information session on February 18; based the session on feedback from the earlier climate grant information session to improve this information session.
 - * Continued recording questions asked during the information session as well as having attendees fill out an evaluation form. Will develop and post a list of frequently asked questions on the project website.
- Course release grants
 - * Announced a call for applications – due March 1, 2010
 - * Announced awardees these awardees from the fall application process: Vicki Gelling (Coatings and Polymeric Materials) and Peggy Biga (Biological Sciences) for Spring 2010 and Cristina Popovici (Mathematics) for Fall 2010.
- Prepared for the mentoring workshops to be conducted by Mary Deane Sorcinelli, Associate Provost for Faculty Development, University of Massachusetts, Amherst, originally scheduled for February 11-12, 2010. Due to winter storms in the East, Dr. Sorcinelli was unable to travel and the mentoring workshops are being rescheduled for a later day.
- Continued development of faculty search committee training.
 - Bachman, Nash and Roger Green attended a WISELI training in Rapid City, South Dakota, on January 7, 2010.
 - Bachman and a small group including members of the FORWARD team and some of the Advocates continue to refine a faculty search committee training module for our use.
- Continued efforts of the Advocates/Allies:
 - Piloted two training programs in the fall for prospective Allies.
 - Worked on revising these training sessions based on feedback from Dr. Mark Chesler and the participants in the fall trainings.
 - Identified two Advocates (Green and Stone Carlson) to participate in the development and delivery of the faculty search training.
 - Initiated recruitment of a new group of Advocates through an article in *It's Happening at State* and a posting on the project web site.

- Other project activities:
 - Hosted a coffee meeting in the FORWARD meeting room with a visiting scientist from the National Center for Science Education, Dr. Eugenie Scott, who was invited to campus by the Biological Sciences Department as part of the Darwin Day celebration the week of February 8.
 - Actively sought to identify and recruit women as applicants for the NDSU presidency.
 - Began recruitment for 2010-2011 FORWARD Scholars; discussion is underway regarding the possibility of hiring one scholar specifically to work on the evaluation portion of the project.
 - Continued data collection (FORWARD Scholars) on the gender composition of STEM and Non-STEM thesis and dissertation committees. Data is being collected beginning with committees formed during the fall semester 2006 through the fall semester 2009. If gender-based patterns are found, data collection will continue throughout the course of the grant.
 - Finalized data collection for both academic and nonacademic administrators over the period for 1992 to 2010 and began data analyses of gender patterns. Some of the initial analyses were incorporated into a paper submitted (Bilen-Green) in early February 2010. Additional analyses are underway.
 - Continued collection of data on faculty search committee composition since 2006.
 - Sponsored WIR (WISMET) Women Professor Panel on February 19; panelists were Anna Grazul-Bilska (Animal Sciences), Kalpana Katti (Civil Engineering), and Marion Harris (Entomology).
 - Submitted proposed policy revision (CSWF) related to internal posting of administrative positions (including those that are partial appointments) that represent promotional opportunities for women faculty. The proposal is currently in the institutional policy revision process.
 - Invited deans to nominate a department for the equity award (invitation by the Commission on the Status of Faculty Women). Deans were asked to describe how their department nominee has worked toward gender equity in one or more of the five areas/goals established in the NSF Advance Grant: improving climate, enhancing recruitment, increasing retention, promoting and advancing women, and creating leadership opportunities for women. Two nominations have been received during February (original February 15 deadline was extended due to the disruption caused by partial collapse of a campus building). The award will be made later this spring.
 - Supported the participation of Dean Virginia Clark Johnson (Human Development and Education) in the ACE/OWHE Eastern Michigan Regional Leadership Forum to be held April 28-30, 2010, in Ypsilanti, Michigan. Based on her participation in this leadership development program, Clark Johnson will work with the FORWARD project to develop mentoring/leadership program for senior faculty.
 - Held open house January 28, 2010 to introduce campus to FORWARD space.

Areas of difficulty/resistance:

- Change in institutional leadership (appointment of an interim president).
- Potential impact of budget constraints on new faculty hires and the possibility of reduced or eliminated institutional funding of leap grants for Non-STEM applicants.
- Changes in planned project activities due to unpredictable events: bad weather eliminating travel, illnesses, etc.
- Ongoing miscommunication, unfulfilled expectations, delayed completion of tasks (things slipping into cracks) due to multiple demands on FORWARD team members especially those with project leadership responsibilities.
- Continuing refinement and redefinition of responsibilities for the FORWARD staff and need for their additional acclimation to institutional culture and processes.

Best idea yet:

Several good ideas have surfaced during the past quarter. They include:

- Improve programs/documents through ongoing review and modification (most notably the Leap grants, but also exploring improvements for other grant programs).
- Develop a check list for event organization (efficiency, quality, improvement).
- Use grant information sessions as a way to provide tips on writing grants, creating budgets, seeking external funding, building tenure/promotion portfolio.
- Develop backup plan in case a speaker is unable to fulfill commitment (mentoring events were all canceled because Sorcinelli couldn't travel due to winter storm).
- Plan an information session with women who have recently attended national leadership development program to increase awareness/interest in this program.

Project evaluation:

During this reporting period the following evaluation efforts have been undertaken and/or completed:

- Received a full report on the Faculty Worklife Survey from Danielson; report includes all of the analyses for this survey. Danielson presented the results of the worklife survey to the NDSU campus community on January 27, 2010. Currently the FORWARD team is reviewing the report, and McGeorge is gathering feedback from team members to use for revisions prior to posting on the project website.
- Currently administering the Academic Administrative Survey to all academic administrators on campus; electronic data collection continues until March 24, 2010.
- Continue evaluation of each of the FORWARD climate programs. These evaluations have provided information for structuring future programs as well as topics for future presentations.
- Developed (McGeorge) a one-page survey to distribute at the conclusion of each of information session for faculty members who are interested in applying for a FORWARD grant/award (i.e.,

Travel Awards, Course Release Awards, Leap Research Grants, Climate-Gender Research Grants, and Leadership Development Award). Also, implemented a process to have each of the information sessions observed by an evaluator; qualitative notes are taken on these sessions and provided to the FORWARD leadership in an effort to improve the information provided to faculty members interested in applying for FORWARD grants.

- Delayed administration of the first self-report survey for recipients grant and award programs (i.e., Travel Award, Leap Research Grant, Course Release Award, Climate Gender Research Grant, and Leadership Development Award) based on pending IRB approval. Plan to administer the first survey starting March 1 if IRB approval is received by that date.
- Developing (McGeorge) two surveys (one for the mentors and one for the mentees) to explore the effectiveness of the cohort mentoring program.
- Our new evaluation plan, designed in consultation with our external evaluator Dr. Frances Lawrenz, is attached to this report.

Personnel update:

No personnel changes this quarter.

Outcomes	Major Activities/Components	Evaluation/Methodology	Timeline Year in Grant
<p>Climate Change. Find no significant difference in the perception of the climate between genders or between under-represented groups and the majority, while improving the overall climate.</p> <p>Research Questions from Grant</p> <ul style="list-style-type: none"> Allies program. How does using an Allies program involve the campus more widely in the processes of institutional transformation? What role do supportive members of the majority group play in changing a gendered institution, and how does training increase the effectiveness of such Allies? Dean/Chair training. How does ongoing training for department chairs/heads combine with the reverse mentoring that occurs when these administrators regularly interact in structured settings with women faculty? What is the role of reverse mentoring in achieving institutional transformation? Role of “critical mass” in climate. Is there a relationship between more women academic administrators and the effectiveness of recruitment and retention of women faculty? How/why do women academic administrators help recruit and retain women, if in fact they do? Do units need a “critical mass” of women/women of color b Before widespread effective recruitment and retention are possible, and if so, is this process speeded by the presence of women examining the organizational and individual factors associated with NDSU, our research will identify those that might have gender-based advantages and lead to gender-linked dissatisfaction. Previous work academic administrators? Commission on the Status of Women 	<p>Overall Climate – overall impact the grant has had on the climate at NDSU</p>	<p>Surveys:</p> <ul style="list-style-type: none"> Work/life (fall semester) Administrator (spring semester) <p>Focus Groups on Climate (divided by gender and STEM/Non-STEM):</p> <ul style="list-style-type: none"> Assistant Professors (4 groups) Associate Professors (4 groups) <p>Interviews:</p> <ul style="list-style-type: none"> Administrators Faculty who leave NDSU <p>12 Indicator Data</p> <p>Document Review</p> <ul style="list-style-type: none"> Attendance materials @ events 	<p>1st, 3rd, 5th, 7th 2nd, 4th, 6th</p> <p>Spring 2010/2014</p> <p>Fall 2009/2013</p> <p>Spring 2010/2014 Each Fall</p> <p>Ongoing</p> <p>Ongoing</p>
	FORWARD Lectures	<p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> Participants at each event 	Ongoing
	Advocate Program	<p>Interviews</p> <ul style="list-style-type: none"> All Advocates <p>Focus Group</p>	<p>Fall 2010/Spring 2013</p> <p>Spring 2011/Spring 2013</p>
	Trainings by Advocates - Allies	<p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> Participants at each event <p>Interviews with Allies</p>	<p>Ongoing</p> <p>Fall 2011/Fall 2013</p>
	Commission on the Status of Women	<p>Review of minutes</p> <p>Identify existing policies that they have worked to change and new policies they have created</p>	<p>Ongoing</p> <p>Ongoing</p>
	LEAD Training		
	Dean/Chair Training	<p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> Participants at each event 	Ongoing (5 trainings each school year)
	Climate/Equity Research Grants	<p>Two part formative evaluation surveys:</p>	Each September & each April

<p>Faculty (CSWF). How effective has the CSWF been in supporting the transition of women’s status from authorized and unrecognized to authorized and recognized members of NDSU? [Particularly during the granting period, but also beyond that period]?</p> <p>1) Mixed methods, longitudinal analysis. Ethnographic study of CSWF that relies on my meeting notes, meeting minutes, policies reviewed for change, policies successfully and unsuccessfully changed, and interviews with members of the commission. There will also need to be statistical data on the 12 indicators to contrast with the work of the CSWF [and data collected in 2a, 2b, 3a, and 3b].</p> <p>2) This research will also include how well the CSWF becomes a structured space through which it can function as an ongoing support for women’s permanent status in recognized and authorized members of NDSU.</p>		<ul style="list-style-type: none"> Recipients of the grants <p>Evaluations of Information sessions for awards/grants</p> <ul style="list-style-type: none"> Formative evaluation Qualitative observations 	
	Grants to Departments to hire a consultant	Interviews with members of the departments	Spring 2011
	Work w/ Native American Groups		
	New Faculty Orientation	Formative evaluation surveys:	Each Fall Semester
	Gender Climate Training	Formative evaluation surveys:	Ongoing
	Space and Research tools Allocation	<p>Surveys</p> <ul style="list-style-type: none"> Work Life Admin Survey <p>12 indicators</p> <p>Compare the perceptions from the two surveys with the reality of the 12 indicators</p>	Spring 2010 and repeat each spring
Special Events (e.g. Virginia Valian's Visit)	Formative evaluation surveys:	Ongoing	
<p>Recruitment. Standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order to assure that all pools include a representative number of women and women from under-represented groups.</p>	Overall Recruitment Efforts – the overall impact the grant has had on recruitment	<p>Focus Groups:</p> <ul style="list-style-type: none"> Search committee chairs Search committee members New Hires <p>Interviews</p> <ul style="list-style-type: none"> Women who chose not to come to NDSU <ul style="list-style-type: none"> assess why some women choose not to accept positions at NDSU 	<p>Fall 2010/Spring 2013</p> <p>Fall 2010/fall 2014</p> <p>Fall 2010/Fall 2014</p> <p>Each Fall</p>

		<p>Assess the quality of the search pools and the quality of the hire</p> <p>12 Indicator Data</p>	<p>Annually</p> <p>Annually</p>
	<p>Search Committee Training</p>	<p>Formative evaluation surveys:</p> <ul style="list-style-type: none"> Participants at each event <p>Interviews</p> <ul style="list-style-type: none"> Search chairs about the effectiveness/helpfulness of the Assistant for Faculty Recruitment <p>Evidence of the quality and diversity of the pools and how the candidates heard about the jobs</p>	<p>Fall 2010 & Spring 2012</p>
<p>Retention. Retain 90% of women through the tenure decision; increase numbers of associate women in STEM disciplines from 8 to 24 by the end of the grant period (tripling present numbers).</p> <p>Research Questions from Grant</p> <ul style="list-style-type: none"> Mentoring. Since NDSU women faculty report significantly more dissatisfaction than men in present mentoring programs (2007), do our same gender mentoring cohorts solve these problems? And, if women begin to report more satisfaction with mentoring, does that lead to better recruitment, retention, and promotion of women faculty? If so, what mechanisms in our program lead to success? Gender and productivity. How do we understand and respond to gender-based 	<p>Overall Retention – the overall impact the grant has had on retention at NDSU</p> <p>Mentoring cohorts for junior faculty</p>	<p>Focus Groups (divided by gender and college)</p> <ul style="list-style-type: none"> Assistant Professors PTE committee members <p>Document Review</p> <ul style="list-style-type: none"> Grant final reports Funded projects + longitudinal CV collection for awardees for travel grants, funded projects Attendance materials @ events <p>12 Indicator Data</p> <p>Survey of Mentors</p> <p>Survey of Mentees</p>	<p>Spring 2010/2013 Fall 2010/Spring 2014</p> <p>Annually Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Spring 2010</p> <p>Spring 2010</p>

<p>advantages in research processes in this institution? Women faculty at NDSU report less satisfaction with research-related issues: time for research, support for research endeavors, and expectations for research (2007). By indicates possible gendered differences in productivity in the short term and over an entire career (Cole & Cole, 1973; Reskin & Hargens, 1979; Slobin et al., 2002; Zuckerman, 1970).</p>		<p>Focus Groups</p> <ul style="list-style-type: none"> • Mentors • Mentees 	<p>Fall 2010 Fall 2010</p>
	Travel grants	<p>Formative Assessment</p>	September each year
	Course releases Grants	<p>Two part formative evaluation surveys:</p> <ul style="list-style-type: none"> • Recipients of the grants 	Each September and each April
	Networking events	<p>Attendance lists Survey</p> <ul style="list-style-type: none"> • All women about networking event done by FORWARD and other groups on campus 	Spring each year
<p>Promotion. Increase number of STEM women full professors from 4 to 10 in the next five years.</p>	Overall Promotion – the overall impact the grant has had on promotion at NDSU	<p>Focus Groups</p> <ul style="list-style-type: none"> • PTE Committee members • Women Associate Professors • Women Full Professors <p>12 Indicator Data</p>	
	Peer mentoring for senior faculty	<p>Survey of participants</p> <p>Focus groups</p>	
	LEAP research grants	<p>Two part formative evaluation surveys:</p> <ul style="list-style-type: none"> • Recipients of the grants 	Each September and each April
<p>Leadership. Promote or hire women in at least 2 more dean positions (for a total of 3 women Deans) over the next 5 years; increase women heads and chairs/heads in the STEM disciplines to 5 of 28.</p>	Overall Leadership- the overall impact the grant has had on promotion at NDSU	<p>Focus Group</p> <ul style="list-style-type: none"> • Administrators • Women Full Professors 	
	Leadership development grants	<p>Formative Assessment</p>	September each year
<p>Research Questions from Grant</p> <ul style="list-style-type: none"> • Leadership. Are leadership programs effective in encouraging women faculty to undertake academic leadership roles? If so, how/why? 			