NDSU ADVANCE ⟨FORWARD⟩
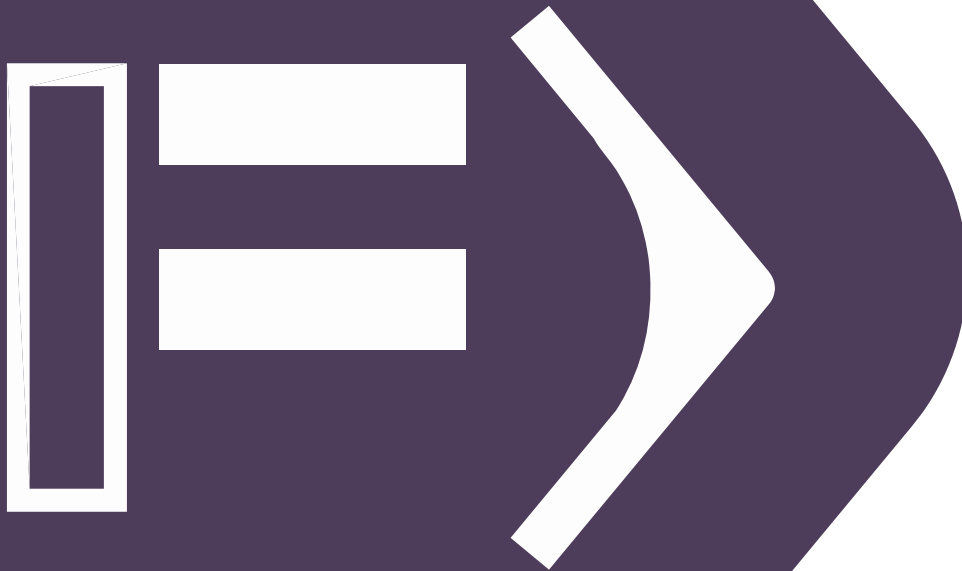
at North Dakota State University

ANNUAL REPORT YEAR 6

September 1, 2013— May 31, 2014

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SECTION I. Summary Overview
The achievements during Year 6 of the Advance FORWARD project continued to reflect the commitment and progress that was developed during the initial five years of this project. The Year 6 achievements demonstrate the ongoing progress toward the achievement of the institutional transformation intended by the project's goals. These changes are demonstrated by the activities and accomplishments achieved in Year 6.

Some of the most notable developments and achievements during Year 6 include the following which reflect increased recognition, as well as numbers of women among senior faculty and in academic administrative roles and growth in the FORWARD Advocates and Allies program:

- Election of another woman from a STEM department as president of the Faculty Senate (Birgit Pruess, veterinary and microbiological sciences). Sean Sather-Wagstaff (mathematics), one of the FORWARD Advocates, was elected president-elect.

- The Commission on the Status of Women Faculty received the Impact Award, an annual campus award given to an individual or group that has significantly impacted the achievement of diversity at NDSU.

- Four of eleven faculty promoted to full professor for 2014-15 were women (36%) and 19 of 31(61%) promoted to associate professor and tenured were women; seven of the women promoted to associate professor and tenured were women in STEM disciplines.

- Donna Grandbois, one of the women tenured and promoted to associate professor (nursing) in 2014, is one of approximately 30 Native American nurses with a doctoral degree and nationwide one of only a few in a tenure-line position.

- Increased the number of trained allies from 165 to 192 and increased the number of Advance FORWARD Advocates (current and emeriti) to 28.

- Continued progress in hiring women faculty; 37% of all the tenure track hires and 26% of STEM tenure track hires since September 2013 have been women.

- Women faculty - in STEM disciplines - were recognized for their professional achievements at NDSU:
  - Harlene Hatterman-Valenti, professor of plant sciences, received the NDSU Outstanding Faculty Advising Award.

  - Angie Hodgson, assistant professor of biological sciences received the NDSU College of Science & Math Teaching Award.

  - Svetlana Kilina, assistant professor of chemistry and biochemistry received the NDSU College of Science & Math Research Award

  - Wendy Reed, associate professor and head of biological sciences received the NDSU College of Science & Math Mentoring Award.

- Women faculty at NDSU were also recognized nationally:

- o Svetlana Kilina, assistant professor of chemistry and biochemistry, received a 2014 Sloan Research Fellowship from the Alfred P. Sloan Foundation. Kilina is the first researcher at NDSU and at a North Dakota college or university to receive the honor, which includes $50,000 to advance her research.

- o Cheryl Wachenheim, professor of agribusiness and applied economics, received the Agricultural & Applied Economics Association's prestigious Distinguished Teaching Award in the Undergraduate Teaching category, an award given to those with ten or more years' experience.

- Effected changes to two major policies through the work of the Women Faculty with Disabilities Task Force. One policy addresses reasonable accommodation on the basis of disability and the other deals with promotion, tenure and evaluation.

- Saw the appointment of three women as associate deans, two in the College of Human Development and Education and one in the Graduate School.

- Participated as part of the FORWARD team in key university searches for the newly created position of Ombudsperson and for the Provost.

The credibility of the ADVANCE FORWARD project and its programs continues to be demonstrated by requests for members of Advance FORWARD and/or the Advocates to provide training or other resources related to the project's accomplishments. These include:
- providing training by the Advocates - on request - at the University of Maine, Lehigh University and the University of West Virginia;
- participating in a WEPAN Webinar entitled "Male Allies Moving the Gender Equity Needle";
- providing a web resource entitled "Gender Equality in Engineering: Advocacy "Tips" for the American Society for Engineering Education;
- serving on external advisory board of funded and proposed NSF ADVANCE IT projects.

SECTION II. NDSU Advance FORWARD Management
A. Project Management and Structure
  1. NDSU Advance FORWARD Leadership Group
- Dr. Canan Bilen-Green, Industrial and Manufacturing Engineering, PI and executive director
- Dr. Ann Burnett, Women and Gender Studies, co-PI and associate project director
- Dr. Craig Schnell, Pharmaceutical Sciences, co-PI
- Dr. Gary Smith, Dean, College of Engineering and Architecture, co-PI
- Dr. Scott Wood, Dean, College of Science and Mathematics
- Dr. Rhonda Magel, Statistics, co-PI, data analyst for annual faculty salary survey and researcher
- Dr. Donald Schwert, Center for Science and Math Education, budget officer

  2. Advance FORWARD Steering Committee
- Dr. Canan-Bilen Green, Industrial and Manufacturing Engineering
- Dr. Elizabeth Birmingham, English
- Dr. Ann Burnett, Women and Gender Studies
- Dr. Sean Sather-Wagstaff, Mathematics

- Dr. Karen Froelich, Business
- Dr. Miriam Mara, English
- Dr. Christi McGeorge, Human Development and Family Sciences
- Dr. Erika Offerdahl, Chemistry and Biochemistry
- Dr. Scott Pryor, Ag & BioSystems Engineering
- Dr. Wendy Reed, Biological Sciences
- Dr. Donald Schwert, Center for Science and Math Education
- Dr. Amy Rupiper-Taggart, English
- Dr. Christina Weber, Sociology and Anthropology
- Dr. Charlene Wolf-Hall, Veterinary and Microbiological Sciences

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

- Birmingham focuses on climate training;
- Burnett and Weber focus on research efforts;
- Froelich chairs the Commission on the Status of Women Faculty;
- Mara focuses on search training;
- McGeorge has responsibility for internal evaluation efforts and new faculty climate training;
- Reed, Bilen-Green and Offerdahl, coordinate the cohort mentoring groups for junior faculty;
- RupiperTaggart serves on the Commission on the Status of Women Faculty;
- Pryor is the FORWARD Advocates liaison to the Steering Committee;
- Sather-Wagstaff coordinates the Advocates program in which twenty faculty men, representing the academic colleges on campus, develop skills and insights--through specific training--to serve as Advocates for Advance FORWARD as well as for women faculty on campus; he also serves on the Women with Disabilities Task Force;
- Wolf-Hall coordinates the mid-career mentoring program and leadership development activities.

3. **Advance FORWARD Project Staff**
- Ms. Angela Bachman, assistant for faculty searches
- Dr. Dana Britton, Rutgers University, external evaluator
- Ms. Nicolee Lange, Advance FORWARD graduate fellow
- Ms. Ruthann Faulkner, office support
- Mr. Guy Hokanson, web support
- Dr. Sandra Holbrook, project consultant

4. **Additional Advance FORWARD Committee members** who participate in the monthly Advance FORWARD meetings when possible and work on components of the project where their expertise is relevant:
- Ms. Emily Berg, assistant director of institutional research and analysis
- Dr. Donna Grandbois, assistant professor of nursing

- Ms. Kara Gravley-Stack, director of diversity initiatives
- Dr. Kalpana Katti, distinguished professor of civil engineering
- Ms. Evie Myers, vice president for equity, diversity and global outreach
- Ms. Kay Sizer, manager of faculty development and special projects in research and creative activity (RCA).

5. Other Personnel
- Dr. Ineke Justitz, associate professor of history, serves on the Promotion to Professor Task Force and is one of the two faculty who provide training for promotion, tenure and evaluation committee members; this work was initially funded by the NSF ADVANCE funded PAID grant.

B. Budget
Bilen-Green and Schwert continued to provide oversight of the Advance FORWARD budget in Year 6. A detailed budget update will be submitted at the end of Year 6.

SECTION III. Project Activities and Accomplishments
A. Commission on the Status of Women Faculty (CSWF)
1. Institutionalization
- Fine-tuned CSWF Charter to reflect forward looking presence of CSWF; revised Charter was reviewed by General Counsel with suggestions for greater specificity that were incorporated through discussion and vote of CSWF. Updated Charter is now posted on CSWF link from FORWARD webpage (see Appendix D).
- Developed Memorandum of Understanding between CSWF and the Office of Provost which has gone through review with General Counsel; revision and all necessary signatures are now posted on CSWF link from FORWARD webpage (see Appendix E).

2. Policy change initiatives
- Received approval for housekeeping changes to Policy 103 2.1 to remedy the inadvertent omission of "less than" .50 FTE in internal searches.
- Initiated proposal for Policy 103 2.2.4.4. dual career exception to remove 2-year window for facilitating spousal/partner hire in faculty lines and clarify lines of communication regarding dual career hires. Proposed change has been through several rounds of CSWF discussion and review by Provost and Human Resources and is ready to be routed by Senate Coordinating Committee for action in early fall semester 2014.
- Discussed at length in CSWF and with the Provost a variety of proposed revisions to Policy 327 on Administrator Evaluations. This important policy has had extensive review and revisions, focusing on moving administrator evaluation more in line with best practices (regular and broader constituent feedback, regularized reviews, independence of review committee, adding administrator positions previously not fully evaluated). Policy is still undergoing revisions.

3. Policy change consultation
- Reviewed Policy 163.2: Anti-Bullying Policy to provide feedback to Colette Erickson of Human Resources who is drafting a policy. Discussion was very favorable toward the policy proposal; comments/questions/suggestions were sent on to Erickson.

- Discussed a proposed change to Policy 304 to require in-person search committee training for search committee chairs (rather than the online training). The Commission strongly favors making this change, realizing the superior value of the current in-person faculty search training to facilitate appropriate search processes and reduce implicit bias as a means to increase likelihood of hiring the best candidate. Discussion noted that the online training might serve as a refresher for individuals who had completed the in-person training within a specified number of years.
- Received Faculty Senate approval in April 2014 for an *ad hoc* Committee to review Policy 352 – Promotion, Tenure, and Evaluation.
  - o Currently two CSWF members serve on this committee.
  - o The *ad hoc* committee has met several times, with initial work on Section 6.10 to require Provost Advisory Committee and Section 3.5 to clarify and strengthen role of the Promotion, Tenure and Evaluation Committee when new hires are hired with advanced rank and/or tenure.

4. Awarded the Advance FORWARD Department Award to the Department of Computer Science in fall 2013 at the annual FORWARD Kick-Off. Nominations for the 2014 the Department Award were sought this spring semester and another recipient will be named and honored at upcoming FORWARD Kick-Off in fall 2014.
5. Received the 2013-14 Diversity Impact Award presented during annual Green and Golden Globe Diversity Awards Ceremony hosted by the Division of Equity, Diversity and Global Outreach. Numerous groups and individuals supported the nomination. The $500 monetary award was designated to the FORWARD account at the NDSU Development Foundation.
6. Supported the development of a policy report prepared by Weber and her graduate assistant using information gathered from a series of interviews with a variety of campus individuals; interviews focused on key policies of concern to faculty, policy usage, how policy impacts the climate of NDSU's campus.

B. Climate Project Activities
This year, FORWARD employed many of the same successful programs for enhancing climate that they have used in the past, and added several new programs.

1. **Continuing programs:**
   - Offered "Enhancing Department Climate: Tips for New Faculty" both fall and spring semesters for the second year in a row (August 20, 2013 and January 13, 2014).
   - Sponsored the celebration of faculty advancement and FORWARD fall kick-off, Wednesday, Sept. 4, 2013; hosted by President Bresciani.

2. **New programming:**
   - Sponsored presentation by Dana Britton, October 4, 2013, "NDSU Climate and Why Faculty Leave"
   - Sponsored programming focused on two issues directly related to creating a more positive climate namely, collegiality and bullying.
     - o Presentation by Robert Cipriano, professor emeritus and former chair of the Department of Recreation and Leisure Studies, Southern Connecticut State University, November 6, 2013. Cipriano gave two workshops entitled "Fostering a Collegial Department" addressing how to foster a collegial department: one workshop was for faculty members and the other for administrators.

- o Pedagogical Lunch presentation by Pamela Lutgen-Sandvik, associate professor of communication at NDSU, December 9, entitled: "Bullying in Academia: Different Forms, Similar Features" for faculty members and administrators.
- Repeated the Faculty Worklife Survey, originally administered in 2008-09, during fall semester 2013.
- Sponsored by the Provost's Office presentations by Emily Holth and Kristine Paranica from the UND Conflict Resolution Center on "The Workplace Bully," Wednesday, May 28, and "The Business of Civility," to be held on Friday June 6.

3. **Other climate related developments:**
   - Hired a University ombudsperson in the spring of 2014; after more than five years of advocating by FORWARD and other campus groups. The creation of this position and hiring for it is a significant change that is seen as one way to improve climate. The new ombudsperson will begin employment at NDSU during the summer of 2014.

4. **Advocates and Allies**
   Continued development of Advocates and Allies program with additional training and support activities:
   - Conducted four ally trainings during the academic year: September 11, October 1, January 28 and February 26; a total of 27 new allies were trained bringing the total number of allies trained to 192. Offered an additional session for executive leadership (President, Provost, VPs, Deans, and Chairs) on October 24; seven were trained.
   - Nominated the Commission on the Status of Women Faculty for the University's Diversity Impact Award; CSWF received the award in March 2014 at the annual Green and Gold Diversity event.
   - Provided training at three other universities by invitation: University of West Virginia, August 13, 2013 (Green, Stone Carlson and Gordon); Lehigh University, October 3, 2013 (Green, Stone Carlson and Gordon), and University of Maine, March 20, 2014 (Green, Stone Carlson and Christensen).
   - Invited to provide follow-up training during 2014-15 at both the University of Maine and the University of West Virginia
   - Incorporated four new Advocates during the year: Robert (Stan) Herren, professor of agribusiness and applied economics; Dilpreet Bajwa, associate professor in mechanical engineering; Andrew Mara, associate professor of English, and Benjamin Balas, assistant professor of psychology. This brought the total number of Advocates (current and emeriti) to 28.
   - Held four ally coffees during the year: December 2, 2013, February 14, 2014, February 25, 2014, and April 24, 2014 2.25. Numbers of participants at each coffee varied from 3 to 7.
   - Met together as Advocates several times over the course of the academic year including two meetings with new Advocates during the spring semester.

5. **Women faculty with disabilities**
   - Sponsored presentation by Dr. Tim Cordes, Ph.D., M.D., from the University of Wisconsin-Madison in April 2014. In addition to addressing the climate for women faculty as a group, the FORWARD efforts have also focused on addressing the specific needs of faculty members living with a disability. Cordes spoke to faculty

members and administrators about how to support students and faculty members living with disabilities.

- Acknowledged the completion and acceptance of the doctoral dissertation entitled *Mainstreaming Critical Disability Studies: Towards Undoing the Last Prejudice* researched and written by the FORWARD graduate assistant Cali Anicha.
- Saw two disability related NDSU policies completely approved and operationalized. One policy centralizes the process by which individuals with disability request reasonable accommodation and the other adds "disability" to the tenure-clock extension options and asserts an expectation of confidentiality for requests made on the basis of disability.

C. Faculty Recruitment Efforts

1. Initiated new step in recruitment process during the spring semester. In addition to providing a list of relevant prospects from the Southern Region Education Board and Faculty resource list for search committee chairs, the assistant for faculty recruitment also sends those relevant potential applicants an email with information regarding the position posting. She keeps a database of those who are contacted for each posting, which of them actually apply, any who are interviewed and/or hired.
2. Conducted four search committee trainings during the 2013-14 academic year. Two sessions were held during the fall 2013 semester (October 1 and November 15) and two in the spring 2014 semester (February 5 and April 24**).**
3. Identified four new trainers who will conduct this training in teams of two going forward. The new trainers are Karen Froelich, professor of management and marketing; Roger Green, associate professor of electrical and computing engineering; Rob Gordon, associate professor of psychology, and Miriam Mara, associate professor of English.
4. Initiated research into potential impact of the search committee training on diversity in applicant and interviewee pools and ultimate hires with particular attention to the potential impact that a critical mass of trained faculty in a department may have on the search process and outcome.

D. Advancement and Leadership Activities

1. Held three Promotion to Professor panels over the course of the academic year.
    - Two sessions were offered during the fall 2013 semester and another in the spring semester 2014. The first (October 3) featured the FORWARD External Advisory Board and the external evaluator as the panel of speakers. Panelists addressed several questions focused on issues related to the measurement of quality. The second (November 13) focused on tips and insights from a panel of academic deans and department heads at NDSU. The third session was held spring semester (March 12) and featured Provost Rafert discussing his views about promotion to professor.
2. Sponsored presentations by Dr. Jenna Carpenter, associate dean for Undergraduate Studies in the College of Engineering and Science, director of the Office for Women in Science and Engineering, and Wayne and Juanita Spinks Endowed Professor of Mathematics at Louisiana Tech University on November 18. Dr. Carpenter led two negotiation workshops.
    - The first workshop was for faculty titled "Negotiation Skills for Women Faculty: Strategies for Career Success." The workshop focused on research-based strategies for improving negotiation skills
    - The second workshop for department chairs/heads and deans was entitled "Negotiation: Why Women are at a Disadvantage, How it Impacts the Success of Your Organization, and What You Can Do About it." The workshop looked in detail at

why women are at a disadvantage in negotiations and what administrators, as leaders, can do to assist women faculty in using negotiation to advance not only their own career, but also the productivity and success of the organization as a whole.

3. Sponsored a full day Fast Track Leadership Development workshop attended by 31 participants on March 17, 2014. The internal evaluation data from that event found that 100% of those responding felt that the training helped them develop leadership skills that will assist in their career advancement (70.4% Strongly Agreed and 29.6% Agreed). In addition, sponsored a special session for executive level administrators during the evening. The topic was "The Lost Art of Listening: How What You're Missing is Making you Miss Opportunities."

4. Sponsored two promotion, tenure, and evaluation committee (PTE) workshops on September 17 and 25, 2013. A total of 34 individuals attended; most were members of departmental and college PTE committees.

5. Sponsored a promotion, tenure, and evaluation training for department chairs and other administrators on October 1, 2013; 16 individuals attended.

6. Expanded the FORWARD Leadership Development listserv to 57 participants**.**

7. The midcareer mentoring grant program remains open year round. One grant was awarded to Jill Nelson, tenured associate professor, School of Education, and Weber, tenured associate professor of Sociology. The intention of this mid-career effort is form a peer-mentoring group of 8-10 colleagues in the colleges of HDE and AHSS to develop practices to generate effective work-life balance.

8. Launched the Cohort Mentoring program for 2013-14 in early fall semester 2013, with two "speed networking/mentoring" sessions for the new cohort groups. Both sessions were ledby Burnett.   This academic year's program continued the cohort model but concentrated only on faculty (women and men) who arrived at campus during the past two years. Five cohorts were assembled. Each cohort consists of three senior faculty mentors, working with 8-10 new faculty. All of the activities in the mentoring program are organized to address the Advance FORWARD goal of retaining and promoting women faculty through promotion and tenure. An evaluation of this year's program has been launched; mentors and mentees have received separate evaluation instruments. Sponsored four workshops for the mentoring cohorts during the 2013-14 academic year:

- **Thinking Well and Writing Well Workshop:** Rachel Toor, Associate Professor of Creative Writing in the MFA program at Eastern Washington University in Spokane, offered two sessions on October 15. The Graduate School sponsored an identical session by Toor for graduate students.
- **Student Learning Assessment Workshop**: Offerdahl led two sessions on February 24 and February 27.
- **Time Management Workshop**: Reed led two sessions on March 24 and March 25.
- **Promotion and Tenure Workshop:** Bilen-Green and Provost Rafert led two sessions on April 28 and April 29.

E. Grant Programs and Incentives

1. Posted calls for applications for grant programs, information on the review process, and relevant forms on the Advance FORWARD website. Applicant and awardee information for each of the Advance FORWARD grant and incentive programs is included in Appendix A. In year 6 continued to offer FORWARD grant programs with funding from NSF ADVANCE and institutionalization funds from the Provost's office.

F. Networking Events
  1. Offered two speed networking/mentoring events in the fall semester 2013 as part of the cohort mentoring program (September 26 and November 2, 2013).
  2. Offered three workshops as part of the cohort mentoring program each included a networking/mentoring component:
  - Student Learning Assessment Workshop and Networking/Mentoring – February 24 and February 27
  - Time Management Workshop and Networking/Mentoring - March 24 and March 25
  - Promotion and Tenure Workshop and Networking/Mentoring - April 28 and April 29

G. Report on Baseline Data for NSF 12 Indicators
  The narrative below summarizes the NSF 12 Indicators data for the sixth year of grant activities (2013-2014). In the case of tenure and promotion decisions, data for the three academic years 2010-11, 2011-12 and 2012-13 are also reported. Nine 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 next 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 2013-2014 for STEM departments. Table 1B gives the number of men and women in each rank for non-STEM departments.
  - In year six, women faculty made up 42% (45) of the assistant professors, 22% (22) of the associate professors, and 8% (10) of the full professors in the STEM disciplines (Table 1A). In the non-STEM departments (Table 1B), these percentages are 56% (45), 40% (30), and 19% (13), respectively. In 2013-2014 the percentage of women in STEM disciplines in both the assistant and full professor ranks increased and the percentage at the associate rank remained stable. The most sizeable increase between 2012-13 and 2013-14 is in the assistant professor rank where the percentage of women assistant professors increased from 37.7% (43) to 42% (45) in STEM disciplines. In STEM departments, 24% (77) of the tenure-line faculty positions were held by women. In non-STEM, women held 39% (88) of the tenure-line faculty positions. Overall, 30.1% (165) of the tenure-line faculty were women. In all disciplines, 48% (90) of the assistant professors, 30% (52) of the associate professors, and 12% (23) 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 2013-2014 academic year. Because the numbers of women faculty of color are so small, we continue to report the data by college rather than department. Data for colleges with STEM departments are given in Table 1C. Overall, in the STEM departments, 20 women of color were in tenure-line positions. There were no women of color in non-tenure track

positions. In the non-STEM departments, 13 women of color were in tenure-line positions, and two women of color were in a non-tenure track position (Table 1D). The number of women of color in tenure-line positions remained the same 2012-13 through 2013-14 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 2013-2014 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 24% of the tenure-line positions and 24% of the non-tenure track positions. Overall, in STEM departments, 8% of all women were in non-tenure track positions and 8% of all men were in non-tenure track positions. In the non-STEM departments, women made up 39% of all tenure-line positions and 74% of all non-tenure track positions. In non-STEM departments, 28% of the women were in non-tenure track positions compared to 8% 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 2010-11, 2011-12 and 2012-13 as well as the number of tenure approvals, denials, and withdrawals for the STEM (3A) and non-STEM (3B) departments. These figures do not include non-renewals or the faculty whose departments recommended they not pursue tenure and promotion. During this time frame, 13 women and 28 men in the STEM departments were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 92% (12 of 13), and for the men, 86% (24 of 28). Three men withdrew their applications. In the non-STEM disciplines, 11 women and 16 men were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 82% (9 of 11), and for the men, 94% (15 of 16). One woman and one man 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. Fourteen women and 34 men were reviewed for promotion during this time period in the STEM departments. The percentage of positive promotion decisions for women was 93% (13 of 14), and for men, 85% (29 of 34). Two men withdrew their applications. For the non-STEM departments the percentage of positive promotion decisions for women was 67% (6 of 9), and for men, 92% (11 of 12). One woman and one man 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, three women and 11 men came up for promotion from associate to full professor. The percentage of positive promotion decisions for women was 100% (3 of 3), and for men, 91% (10 of 11). There were no withdrawals. In the non-STEM departments, five women and 12 men came up for promotion from associate to full professor; all were promoted. The percentage of positive promotion decisions for women was 100% (5 of 5) and for men, 92% (11 of 12).

4. Years in rank by gender.

- Tables 4A (STEM) and 4B (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. Thirteen women were promoted in STEM departments; one was promoted after 3-5 years, ten were promoted after 6-8 years, and two were promoted after 9 or more years (4A). Twenty-nine men were promoted in STEM departments; three were promoted after 3-5 years, twenty-two were promoted after 6-8 years, and one was promoted after 9 or more years (4A). Of the six women promoted in non-STEM departments, two were promoted after 3-5 years and four were promoted after 6-8 years. In the case of men, a total of 11 men were promoted: all 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 three women promoted to full professor in these same three academic years, two were promoted after 3-5 years and one was promoted after 6-8 years. In those same years three men were promoted to full professor after 3-5 years, four were promoted after 6-8 years, and three were promoted after nine or more years. The corresponding data for non-STEM departments is provided in Table 4D. Five women were promoted over these three years: four were promoted after 6-8 years and one was promoted after 9 or more years. Eleven men were promoted to full professor in these years: two were promoted after 3-5 years, eight were promoted after 6-8 years, and one was 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 2011-13. Table 5A shows that 21% (4) of tenure-line faculty in the STEM departments who voluntarily left the University were women (in STEM only 24% [77] of the tenure-line faculty positions are held by women). The percentage of STEM faculty voluntarily leaving the University who were men was 79% (15), compared with 76% (248) 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 36% (5) for women and 64% for men (9). In non-STEM departments 39% (88) of the tenure-line faculty positions are held by women.
- Overall, 27% (9) of tenure-line faculty who voluntarily left the University were women (30.1% [165] of the tenure-line faculty are women). Although more men (24 or 73%) voluntarily felt the University, their attrition rate is comparable to their representation (383 or 69.9%).

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 2013. The percentage of new hires for tenure-line positions filled by women in the STEM departments was 48% (11 of 23) in fall 2013 (6A). The percentage of new hires for tenure-line positions filled by women in the non-STEM departments was 56% (9 of 16) in fall 2013 (6B).

7. Number and percent of women in leadership positions.
- Table 7 shows the number of men and women in leadership positions in fall 2013. The leadership positions include the president, vice presidents, assistant/associate vice presidents, the provost, directors, deans, associate deans, and department chairs/heads. Fifty-two women and 87 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 35.8% in 2012 to 37% in 2013. Further, 12.3% (23) of full professors are women compared to 88% (163) who are men. Although the number of departments chaired by women has increased from 9 in 2012 to 10 in 2013, women remain underrepresented in key administrator positions: chairing only 24% of the academic departments.

8. University distinguished and endowed professorships and awards.
   - There are no fully endowed chair positions in STEM. However, in addition to the University and Chamber Distinguished Professorships there are three endowed chair awards, and a number of faculty excellence awards. Table 8 provides the number of men and women who received these awards and professorships by college in the years 2007-2014. Overall, 13 women (26%) and 37 men (74%) 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 2013-2014 varied between 0% and 57%. With the exception of the College of Engineering, all college PTE committees had at least one woman faculty member. Overall, 13 (33%) women and 26 (67%) men served in college level PTE committees during the 2013-2014 academic year.

10. Salary of science/engineering faculty by gender.
    - An annual faculty salary study was again completed for the 2013-2014 academic year. A regression analysis was conducted with the NDSU faculty salary as the dependent variable and with market salary and rank placed in the model as independent variables. A market salary is obtained for each individual faculty member on campus by averaging faculty salaries of the same rank and same discipline using data from the Oklahoma Salary Study. When the market salaries for all faculty members were obtained from the Oklahoma data set and when market salary and rank were in the model.   Neither race nor gender was found to be significant in predicting NDSU faculty salaries when market salary and rank were taken into consideration in the model. The Provost reviews the results of the study and shares them with the academic deans who each use the results relevant to his/her college as one source of information in reviewing salaries for fairness and equity.

11. Space allocation of science/engineering faculty by gender.
    - Baseline data for the NDSU space study were collected in year two of the grant. Square footage of office and lab space occupied by STEM tenure-line faculty was collected and compiled by gender, department, and college. The space study will be repeated during 2014-2015.

12. Start-up packages of newly hired science/engineering faculty by gender
    - A review of start-up packages for both STEM and non-STEM faculty who began their employment during the 2013-2014 academic year shows that, as expected, the start-ups vary widely by discipline and type. In terms of support for equipment; those

differences are based on specific needs for anticipated research endeavors, and women in STEM colleges received among some of the most generous equipment support. Variations by in start-ups by gender are not unique to one gender or the other. In some cases women received larger start-ups than men and in other cases men received larger start-ups than women. In short, no disparities based on gender in either STEM or non-STEM departments are apparent from the data.

H. Research Project Activities
   1. Submitted and had accepted article entitled "Being Brave: Negotiating Agency and Disengagement in the Work of Institutional Change" that will be published shortly (probably in Vol. 7, No. 2) in the *International Review of Qualitative Research* (Weber).
   2. Finalized article entitled "The Role of Text-Reader Conversations in the Process of Policy & Institutional Change" to be submitted to *Qualitative Research* (Weber).
   3. Submitted article entitled "Men Faculty Gender-Equity Advocates: A Qualitative Analysis of Theory and Praxis," to the *Journal of Men's Studies* (Burnett, Anicha and Bilen-Green) in February 2014; awaiting notice from editor.
   4. Received reviewers' comments on articles submitted to NASPA entitled "A Study of the Relationship Between Gender, Salary, and Student Ratings of Instruction at a Research University" and will resubmit after minor, suggested revisions (Magel).

I. Evaluation Project Activities
   1. Internal Evaluation Activities
        This summary is organized around the five goals established in the NSF Advance FORWARD grant.

        Climate
        Data were gathered in a number of different ways and from a number of different sources o evaluate the progress of the 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. In particular, the sources of summative (i.e., baseline) data related to climate are the Faculty Worklife Survey (2008-2009 & 2013), 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.

        In order to assess the overall progress that FORWARD has made in enhancing the climate at NDSU, both the Faculty Worklife Survey and the Survey of Academic Administrators were administered again this year (2013-2014 academic year). Some preliminary analyses of the 2013 Faculty Worklife Survey have been done, and external evaluator, Dr. Dana Britton, has begun to analyze the data from the Survey of Academic Administrators. Some of the preliminary analyses of the 2013 Faculty Worklife Survey revealed the following findings related to climate:
        - Women faculty feel less respected by colleagues and their department head/chair than men faculty. However, women and men had similar positive opinions about being treated with respect by staff and students.
        - Women faculty do not feel like full and equal participants in problem-solving and decision-making in their primary departments than men faculty. Women were also more likely to report feeling excluded from the informal networks in their departments and to report feelings of isolation in their departments.

- Women were more likely to feel that their colleagues do not value their research and were less likely to feel that they "fit" in their department.
- Women were less satisfied than men with the way in which they balance their professional and personal life and agreed more often that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life.

We have collected formative data, in addition to the summative data, on the following programs: FORWARD grants/awards, cohort mentoring program, FORWARD ally trainings, new faculty orientation presentations, and climate workshops. These data have assisted in both enhancing the FORWARD programming to be more effective as well as providing the FORWARD team with insight into the impact that the climate programs are having on the NDSU climate. Examples of these findings include:

- 90.7% of male faculty attending the ally trainings performed during the 2013-2014 school year agreed to some extent that they would be able to implement new strategies to promote a more equitable climate for women faculty at NDSU as a result of participating in the ally training (34.4% Strongly Agreed and 56.3% Agreed).
- 87.7% of the women faculty who had received a grant or award from FORWARD and responded in the summer of 2013 agreed to some extent that their participation in the FORWARD award/grant program enhanced their experience of the NDSU campus climate (30.1% Strongly Agreed; 28.8% Agreed; and 28.8% Somewhat Agreed).
- 50.0% of the mentees completing our survey in the summer of 2013 agreed to some extent that being in the cohort mentoring program increased their sense of connection with other faculty on campus (8.3% Strongly Agreed; 16.7% Agreed; and 25.0% Somewhat Agreed).
- 56.4% of the mentors completing our survey in the summer of 2013 agreed to some extent that being in the cohort mentoring program allowed them to form significant relationships with other faculty (6.3% Strongly Agreed; 18.8% Agreed; and 31.3% Somewhat Agreed).
- 50.0% of the mentees who responded in the summer of 2013 identified that participating in the cohort mentoring program had a positive impact on their own experience of the NDSU climate.
- 50.0% of the mentors who responded in the summer of 2013 identified that participating in the cohort mentoring program had a positive impact on their own experience of the NDSU climate.

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

- 97.1% of the participants completing the evaluation during the 2013-2014 academic year reported that they will be able to implement new strategies to promote a more positive climate at NDSU as a result of their participation in this workshop (20.0% Strongly Agreed and 77.1% Agreed).

In addition to addressing the climate for women faculty as a group, the FORWARD efforts have also focused on addressing the specific needs of faculty members living with a disability. For example, in April 2014, Dr. Tim Cordes, Ph.D., M.D. from the University of Wisconsin-Madison, spoke to faculty members and administrators about

how to support students and faculty members living with disabilities. One of the key findings from the evaluations of this session was:

- 98.2% of the participants completing the evaluation reported that they had an increased understanding of the fundamental principles of creating accessible environments as a result of their attendance at Dr. Cordes' lecture (77.4% Strongly Agreed and 20.8% Agreed).

This year the FORWARD team also provided programming focused on two issues directly related to creating a more positive climate: collegiality and bullying. In November 2013, Dr. Robert Cipriano spoke to both faculty members and administrators about how to fostering a collegial department. Some of the key findings from the evaluations of the sessions lead by Dr. Robert Cipriano were:

- 100% of the faculty members completing the evaluation reported that their understanding of hiring and tenure-granting processes that promote collegiality has increased as a result of attending the workshop (45.5% Strongly Agreed and 54.5% Agreed).
- 81.8% of the faculty members completing the evaluation reported that they will be able to implement new strategies to positively contribute to the collegiality in their unit as a result of their participation in the workshop (27.3% Strongly Agreed and 54.5% Agreed).
- 93.3% of the administrators completing the evaluation reported that their understanding of hiring and tenure-granting processes that promote collegiality has increased as a result of attending the workshop (23.3% Strongly Agreed and 70.0% Agreed).
- 86.7% of the administrators completing the evaluation reported that they will be able to implement new strategies to positively contribute to the collegiality in their unit as a result of their participation in the workshop (36.7% Strongly Agreed and 50.0% Agreed).

In December 2013, Dr. Pamela Lutgen-Sandvik, Associate Professor at NDSU, gave a presentation to faculty members and administrators entitled: "Bullying in Academia: Different Forms, Similar Features." Some of the key findings from the evaluations of this session were:

- 94.0% of the participants completing the evaluation reported that their understanding of what bullying is had increased as a result of attending the lecture (49.4% Strongly Agreed and 44.6% Agreed).
- 75.9% of the participants completing the evaluation reported that they will be able to implement new strategies to address bullying in the academy as a result of their participation in the lecture (31.3% Strongly Agreed and 44.6% Agreed).

Recruitment
The internal evaluation of the FORWARD goal to improve recruitment of women into applicant pools has focused on evaluating the FORWARD search committee member training. These formative assessments have found the following as of May 2014:

- 94.1% of those attending the FORWARD search committee member training felt that their knowledge of how to identify and recruit a diverse pool of applicants had increased due to participating in this training (44.6% Strongly Agreed and 49.5% Agreed).

- 96.2% of those attending the 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 (43.5% Strongly Agreed and 52.7% Agreed).
- 96.8% of those attending the 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 47.3% Agreed).

Retention

To evaluate the progress on the FORWARD goal of retaining women faculty at NDSU, we have collected both baseline data and data from participants in the FORWARD programs focused on retaining women through the tenure decision. The baseline data collected through the Faculty Worklife Survey (2008-2009) suggested that while women faculty reported relatively high levels of satisfaction with their jobs, a significant portion had considered leaving NDSU. The most frequently reported reasons for considering leaving NDSU in 2008-2009 included: 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. From the 2013 Faculty Worklife Survey, we found that 50.5% of women faculty surveyed reported they were somewhat satisfied and 27.3% are very satisfied. However, 66.7% of women faculty surveyed reported that they had considered leaving NDSU due to their work environment. The three most common factors that contributed to women faculty members' consideration to leave NDSU were:

- climate of department, unit, lab (28.3% of women)
- lack of support for research (24.2% of women)
- climate for women (18.2% of women)

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

- 41.7% of the mentees completing our survey in the summer of 2013 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 mid-career mentoring program had a positive impact on their decision to remain at NDSU (33.3% Agreed and 33.3% Somewhat Agreed).
- 86.3% of the women faculty surveyed in the summer of 2012 who received a grant or award from FORWARD agreed to some extent that their participation in the FORWARD award/grant program had a positive impact on their decision to remain at NDSU (26.0% Strongly Agreed; 38.4% Agreed; and 21.9% Somewhat Agreed).

Additionally, the climate data from both 2008-2009 and 2013 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 FORWARD team offered networking events for new faculty during 2013-14 as part of the faculty mentoring program. The FORWARD team sponsored a "speed networking" event in September 2013. As part of the internal evaluation for that event, faculty were asked if they had formed a relationship that could lead to a professional

collaboration and 65.0% agreed that they had (40.0% Strongly Agreed and 25.0% Agreed).

In addition to the speed networking event, during the 2014 spring semester three workshops were conducted for participants in the FORWARD cohort mentoring program, and each included a networking component. The results of the evaluations for these events showed that 89.2% of the faculty participating felt that these events were a positive networking experience with other faculty here at NDSU (33.8% Strongly Agreed and 55.4% Agreed). Additionally, 76.9% reported that they had met someone they would like to get to know better (23.1% Strongly Agreed and 53.8% Agreed).

Moreover, both mentees and mentors, who participated in our cohort mentoring program were asked about the impact that participating in the FORWARD cohort mentoring program had on their own experience of isolation and the following was found:

- 54.2% of the mentees completing our survey in the summer of 2013 agreed to some extent that being in the cohort mentoring program decreased their sense of isolation on the NDSU campus (12.5% Strongly Agreed; 12.5% Agreed; and 29.2% Somewhat Agreed).
- 26.7% of the mentors completing our survey in the summer of 2013 agreed to some extent that being in the cohort mentoring program decreased their sense of isolation on the NDSU campus (26.7% Somewhat Agreed).

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

- As of May 2014, 86.5% of the participants attending a promotion to full professor panel agreed or strongly agreed that they acquired new skills and/or information about preparing materials for applying for promotion to full professor at NDSU (34.9% Strongly Agreed and 51.6% Agreed).
- As of May 2014, 91.2% 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 (29.0% Strongly Agreed and 62.2% Agreed).
- 89.0% of the women faculty surveyed in the summer of 2013 who received a grant or award from FORWARD agreed to some extent that their participation in the FORWARD award/grant program had a positive impact on their tenure and/or promotion process (39.7% Strongly Agreed; 31.5% Agreed; and 17.8% Somewhat Agreed).
- 50% of the mentees completing the survey in the summer of 2013 agreed to some extent that being in the cohort mentoring program increased their comfort level with the promotion and/or tenure process at NDSU (8.3% Strongly Agreed; 25.0% Agreed; and 16.7% Somewhat Agreed).
- 33.3% of the mentors completing the survey in the summer of 2013 agreed to some extent that being in the cohort mentoring program had a positive impact on their own promotion process at NDSU (33.3% Somewhat Agreed).

Early each fall semester, members of the FORWARD team conducted trainings for

faculty members on department and college level promotion and tenure (PTE) committees. The formative evaluation data revealed the following:

- 90.1% of the faculty members completing the evaluation reported that as a result of their participation in the PTE training they have acquired new information or understanding about how to arrive at a more equitable PTE process (43.2% Strongly Agreed and 46.9% Agreed).
- 86.6% of the faculty members completing the evaluation reported that as a result of their participation in the PTE training they will be able to implement new strategies to address unconscious bias during the PTE process (30.5% Strongly Agreed and 56.1% Agreed).

In October 2012 and 2013, a version of the FORWARD promotion, tenure and evaluation training was presented to academic administrators and the formative evaluations revealed the following:

- 96.9% of the academic administrators completing the evaluation reported that as a result of their participation in the PTE training they have acquired new information or understanding about how to arrive at a more equitable PTE process (42.4% Strongly Agreed and 54.5% Agreed).
- 85.9% of the academic administrators completing the evaluation reported that as a result of their participation in the PTE training they will be able to implement new strategies to address unconscious bias during the PTE process (36.4% Strongly Agreed and 48.5% Agreed).

In addition to these annually recurring programs, this year the FORWARD team also invited, Dr. Jenna Carpenter, Associate Dean at Louisiana Tech University, to present on negotiating skills for women faculty. Dr. Carpenter conducted two sessions, one for women faculty and another for academic administrators. Some of the key findings from the evaluations of the sessions led by Dr. Carpenter were:

- 100% of the women faculty members completing the evaluation reported that their understanding of how to negotiate has increased as a result of attending the workshop (52.4% Strongly Agreed and 47.6% Agreed).
- 100% of the women faculty members completing the evaluation reported that they will be able to implement new strategies to negotiate for themselves as a result of their participation in the workshop (52.4% Strongly Agreed and 47.6% Agreed).
- 89.5% of the administrators completing the evaluation reported that they will be able to implement new strategies to assist women faculty in their unit in negotiating to advance their careers as a result of their participation in the workshop (26.3% Strongly Agreed and 63.2% Agreed).

To address some of the challenges or barriers that faculty members may experience during the promotion and tenure process, a series of workshops were offered for the participants in the FORWARD cohort mentoring program. For example, in October 2013, Rachel Toor from Eastern Washington University offered workshops entitled "Thinking Well, Writing Well." One of the key findings from the evaluations of the workshops led by Rachel Toor was:

- 94.2% of the participants completing the evaluation reported that they will be able to implement new writing strategies that will increase their ability to publish their research as a result of attending the workshop (38.5% Strongly Agreed and 55.7% Agreed).

Three additional workshops were offered to participants in the FORWARD cohort mentoring program on the topics of assessment, time management, and the promotion and tenure process. All of these workshops were led by NDSU faculty members. Some of the key findings from those workshops were:

- 100% of the participants completing the evaluation reported that they acquired new skills, information, or understanding about how to effectively conduct formative assessments of student learning (60.7% Strongly Agreed and 39.3% Agreed).
- 94.4% of the participants completing the evaluation reported that they will be able to implement new time management strategies as a result of their participation in this workshop (50.0% Strongly Agreed and 44.4% Agreed).
- 94.1% of the participants completing the evaluation reported that they will be able to implement new strategies in their own process toward promotion and/or tenure as a result of attending the workshop (41.2% Strongly Agreed and 52.9% Agreed).

Leadership

To evaluate the progress on the FORWARD goal of promoting more women into leadership positions, we collected both baseline data (e.g., Faculty Worklife Survey and interviews with women full professors) and evaluated the FORWARD programs that are aimed at encouraging and helping women develop the skills to undertake academic leadership roles. In terms of the baseline data (2008-2009), 34% of the 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, and feeling that outspoken women are penalized.

From the 2013 Faculty Worklife Survey, 37.4% of women surveyed reported an interest in having a formal leadership position at NDSU, and among those interested, 25.3% of the women felt there are barriers preventing them from taking formal leadership positions. Some of the primary barriers identified by women faculty members in 2013 included the following:

- Discrimination based on gender, ethnicity, or social class; lack of time; family demands; and feeling like they were not qualified for administrative positions.

To begin to address some of the trends identified in the summative data, FORWARD developed leadership programs aimed at providing educational opportunities to enhance women faculty members' leadership skills. In January 2014, FORWARD sponsored a panel discussion about leadership development and the internal evaluation data from that event found that:

- 84.8% of the respondents reported that they had acquired new information about leadership trainings that could be beneficial to their career as a result of attending the panel discussion (21.2% Strongly Agreed and 63.6% Agreed).
- 81.8% of the respondents reported that they had a better understanding of the FORWARD resources available to help them to attend leadership workshops as a result of their participation in this session (21.2% Strongly Agreed and 60.6% Agreed).

Additionally, in March 2014 a leadership training event was offered by FORWARD. The internal evaluation data from that event found that 100% of those responding felt that the training helped them develop leadership skills that will assist in their career advancement (70.4% Strongly Agreed and 29.6% Agreed).

Moreover, the FORWARD internal evaluation data shows that several of our programs are having a positive impact on women faculty's leadership skill development. For example, 83.6% of the women faculty who responded in the summer of 2013 who received a grant or award from FORWARD agreed to some extent that their participation in the FORWARD award/grant program helped them develop leadership skills that will assist them in their career advancement (17.8% Strongly Agreed; 27.4% Agreed; and 38.4% Somewhat Agreed). Additionally, 66.7% of the faculty responding to a survey about their participation in the FORWARD mid-career mentoring program reported that participating in this program helped them develop leadership skills that will assist them in their career advancement (55.6% Agreed and 11.1% Somewhat Agreed).

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

2. External Evaluation Activities
Britton's report as the Advance FORWARD external evaluator is included as Appendix H.

J. Dissemination Project Activities
   1. External Dissemination
   - Trainings conducted by Advocates at University of West Virginia, Lehigh University and the University of Maine.
   2. Internal Dissemination
   - *Mainstreaming Critical Disability Studies: Towards Undoing the Last Prejudice.* Cali Anicha's dissertation is grounded in the work she completed during her graduate/research assistantship work with FORWARD (2010-2013). A critical disability studies perspective was adopted through which enabled privilege and disablism are understood as the fundamental system of unearned advantaging and disadvantaging upon which all other notions of difference-as-deviance are constructed and a professional development model and a curriculum were produced. The resulting Accessibility, Climate, and Tenure (ACT) Framework applies an intersectional analysis to address systemically unearned advantaging and disadvantaging by working simultaneously from multiple vantage points across the university and sustaining those efforts over the long haul, and is modeled on the approach developed by the NDSU Advance FORWARD Initiative. The ACT Framework represents a model for furthering the already effective work of the FORWARD Initiative by fostering institutional supports designed to address disability discrimination in academic workplaces. While the ACT Framework elements are initially articulated in the context of perceptions and conceptualizations of disability, an intersectional critical disability studies perspective adopted in the suggested curricular content insures that multiple aspects of human diversity are also addressed both explicitly and implicitly within each element.
   A 1-hour public presentation was recorded and is available at https://tegr.it/y/1ekqd

- Report for the FORWARD leadership team: "Policy and NDSU's Campus Climate: A Preliminary Report (Weber and Putz). This report initiated through Weber's work with the Commission on the Status of Women Faculty and is based on interviews with a variety on constituents about their perceptions of impact of NDSU policies on campus climate.
- Continued to make the campus aware of Advance FORWARD events, activities and accomplishments through regular articles in the online campus newspaper, *It's Happening at State* (see Appendix F).

3. Presentations
   - NSF ADVANCE PI Meeting, March 2-4, 2014, Programs and Policies for Advancing Women Faculty, C. Bilen-Green, K. Froelich, C. McGeorge, S. Holbrook, C. Schnell (poster presentation).
   - WEPAN WEBINAR, April 16, 2014, Male Allies Moving the Gender Equity Needle, C. Bilen-Green, T. Carlson, R. Green, C. McGeorge. A 1-hour public presentation was recorded and is available at http://www.wskc.org/archived-webinars
   - ASEE 2014 Conference, Interactive Panel on "Advocacy Tips: an Initiative to Provide Individuals the Tools to Advocate for Women and Underrepresented Minorities" B. Holloway, S. D. Eksioglu, C. Bilen-Green, R. Chavela, T. Reed, A. Minerick, R. Green.
   - WEPAN 2014 Conference Presentations
     - Panel session: *ADVANCE Approaches to Changing Academic Culture: Educating Allies About Implicit Bias*, J. Sheridan, C. Bilen-Green, G. Leibnitz.
     - Panel session: *Policies for Leveling the Playing Field*, C. Bilen-Green, S. Carlson, K. Froelich, S. Holbrook.
     - Poster Presentation: *Programs for Advancing Women Faculty*, C. Bilen-Green, E. Birmingham, K. Froelich, S. Holbrook.

4. Publications
   - R. Green, "Gender Equality in Engineering: Advocacy Tips," American Society for Engineering Education Women in Engineering Division web resource: http://wied.asee.org/AdvTips.html.
   - C. Weber, "Being Brave: Negotiating Agency and Disengagement in the Work of Institutional Change" *International Review of Qualitative Research* (to appear, probably in Vol. 7, No. 2).
   - "Advocacy Tips: an Initiative to Provide Individuals the Tools to Advocate for Women and Underrepresented Minorities" B. Holloway, S. D. Eksioglu, C. Bilen-Green, R. Chavela, T. Reed, A. Minerick, R. Green, ASEE 2014 Conference proceedings.

5. External Advisory Board
   Hosted a visit by the External Advisory Board (EAB) members and ADVANCE FORWARD external evaluator, October 2-4, 2013 an. During their visit the EAB and external evaluator met with the President, Provost, Deans, and the following groups: the Commission on the Status of Women Faculty (CSWF) and the FORWARD Steering Committee. EAB members also met with a group of department chairs. During the visit, EAB members (Carlson, Hult, Johnson, Kramer) and external evaluator (Britton) participated as speakers on a promotion to professor panel (see below for details).

SECTION IV. Challenges and Opportunities
  A. Institutional
  1. Challenges
  - The uncertainty (and potential) of a new provost and working with her to develop a role for FORWARD in her institutional vision.
  - Shaping and fully funding the role of Vice Provost for Advancement of Faculty and clarifying that position's role in relation to FORWARD, other equity work on campus, and the Provost's Office.
  - Assuring that all deans attempt to institutionalize as many successful programs as possible in their colleges. FORWARD has concerns that some deans want the problem to have been "solved" during the funding period.
  - Continuing to collect and disseminate useful data on the status of women faculty at NDSU, while creating spaces for discussion of and response to those data.
  - Developing institutional and consistent strategies for responding to deeply dysfunctional departments and departments that lose more than usual numbers of faculty. This includes finding a location (office, leadership role) from which to conduct exit interviews with all leaving faculty.

  2. Opportunities
  - Growing awareness among at least some university leaders of unconscious bias as it operates in the search process.
  - Piloting college guidelines for best practices in faculty searches, including search training for whole departments.
  - Creating of a full-time position for university ombudsperson and hiring that position with employment scheduled for mid-summer 2014. Creating this position has been a focus of institutional discussions for several years and will be a new component in efforts to improve the campus climate.
  - Requiring through Title IX of mandatory reporting of harassment and discrimination, and the requirement that reported incidence receive investigation and response. This is an opportunity for the institution to take seriously the concerns of women on campus.
  B. Project
  1. Challenges
  - Orienting new Provost to the FORWARD goals and encouraging her investment and commitment to this ongoing effort.
  - Maintaining the impetus for additional institutionalization of the FORWARD goals and programs.
  - Facing the reality that climate issues will continue to plague NDSU and need long-term strategies for addressing.
  - Be open to and aware of the ways our project goals and even personnel will need to change for the long-term health of the program.
  2. Opportunities
  - Developing a Dual Career Fund and process for requesting funding to facilitate spousal/partner faculty hiring.
  - Developing policy around bullying, a behavior that impacts department climate and is related to faculty retention.
  - Assuring the continued work of the Committee of the Status of Woman Faculty.

SECTION V. Other College-Based Initiatives
   The following academic colleges reported a variety of efforts undertaken in the past year that are related to the FORWARD project and its goals:

College of Arts, Humanities and Social Sciences
- Established a college-based diversity committee which developed several initiatives, including drafting language for job ads and recommending that "experience with and/or commitment to diversity" be a preferred qualification for faculty hires. This language was passed by the college and is now in use on position descriptions.
- Enhanced mentoring for new faculty, including sponsoring a three part peer-mentoring cohort, with lunch, snacks, and a book purchased by the college for participants. (30 total participants)
- Supported teaching cafes to enhance the skills of new faculty.
- Analyzed departmental PTE documents for accuracy and consistency, including the documents of the newest department in the college, Architecture/Landscape Architecture.
- Implemented departmental assessments of chair/head performance.
- Supported two opportunities for leadership development in the college: 6 women were nominated and participated in the ACE Women's Leadership Forum, and five women were nominated and supported for the on-campus Fast Track Leadership course.
- Developed guidelines and procedures for partner accommodation in the college.
- Hired four partners of faculty within the college; two partners of STEM women.
- Developed program for "Dean's Fellows" offering leadership development opportunities for faculty in the college.
- Used handout draft on partner accommodations in the College of Arts, Humanities and Social Sciences during 2013-14 although this draft will be replaced when current policy revision re: partner accommodation is completed.
- Charged next year's policy and planning committee with developing college guidelines for search committees to improve fairness.
- Asked chairs/heads to include nominations activity on their annual reports.
- Asked for chairs/heads to include diversity activities on annual reports.

College of Science and Mathematics
- Reinstituted a monthly networking lunch for female faculty. The college provides the food and the women determine the agenda, if any. This spring we invited CSM Advocates to have lunch with the female faculty to make sure the attendees knew who our Advocates are. This led to a request for a subsequent lunch in which the women were provided with an abbreviated version of the training that prospective male allies undergo.
- Helped solve four different dual-career issues, all of which involved female tenure-track faculty.
- Met as dean with the college PTE committee and explained/reinforced policies such as the childbearing and modified duties policy as well as reminded committee members of gender schemas and unintentional bias.
- Met as dean with all tenure-track and tenured faculty who will be undergoing three-year reviews, consideration for promotion to associate professor and tenure, or consideration for promotion to full professor.
- Nominated, as a college, five faculty members (the majority of them female) to attend the Fast Track Leadership Development workshop sponsored by FORWARD.

Human Development and Education
- Made a spousal hire; we would not have been able to hire her husband without an offer to her.
- Sponsored a mentoring/orientation program for first and second year faculty — meetings once a month.
- Sponsored a workshop after our first College meeting of the year for people to think about and discuss the role they play in the overall success of the College. Both faculty and staff were a part of the discussions. We did small groups based on position, for example 1-3 year assistant professors, staff, professors of practice, etc.
- Met as dean and college PTE committee with everyone that is applying for promotion and/or tenure and those who have three-year reviews to discuss expectations, timeline and format, and to answer questions.
- Met as dean with faculty groups (groups are professors, associate professors, 1-3 assistant professors, 4-6 year assistant professors, professors of practice and lecturers/senior lecturers) at the beginning and the end of the year to provide updates, promote sharing/networking within each group, and to answer questions. Also, as dean, meets with full professors once each month.
- Held Professional Development Day the Friday before Spring Semester began. This year the overall session and breakouts focused on communication, stress relief, wellness, etc.

SECTION V. Appendices

Appendix A. List of Awardees and Grant Recipients
Advance FORWARD Project Award Recipients 2013-14

Department	Award Recipient	Type of Award	Funding Source	Amount Awarded
Ag & Biosystems	Jia, Xinhua	Mentor Travel	NDSU	1,500
Animal Sciences	Vonnahme, Kim	Mentor Travel	NDSU	1,500
Architecture	Vorderbruggen, Joan	Mentor Travel	NDSU	1,500
Biological Sciences	Bowsher, Julia	Mentor Travel	NDSU	1,013
Chemistry	Sinha, Sagita	Mentor Travel	NDSU	1,500
Computer Science	Ludwig, Simone	Course Release	ADVANCE	6,200
Computer Science	Ludwig, Simone	Mentor Travel	NDSU	1,500
Computer Science	Dai, Rui	Mentor Travel	NDSU	1,500
English	Birmingham, Betsy	Leadership Dev.	ADVANCE	2,523
Geosciences	Stephanie Day	Leap Lab Renovation	ADVANCE/ NDSU	24,500
HDFS	McGeorge, Christi	Mentor Travel	NDSU	1,254
HDFS	Benson, Kristen	Mentor Travel	NDSU	1,394
Mathematics	Striker, Jessica	Course Release	ADVANCE	5,000
Mechanical Engineering	Wang, Yechun	Mentor Travel	NDSU	1,500
Music	Kang, Cecilia	Mentor Travel	NDSU	1,500
Pharmaceutical Sciences	Leclerc, Estelle	Leap Research	NDSU	30,000
Pharmaceutical Sciences	Leclerc, Estelle	Mentor Travel	NDSU	689
Plant Pathology	Acevedo, Maricelis	Leap Research	NDSU	25,000
Plant Sciences	Simsek, Senay	Mentor Travel	NDSU	1,500
Plant Sciences	Thompson, Asunta	Mentor Travel	NDSU	1,448
Plant Sciences	Zhang, Qi	Mentor Travel	NDSU	1,500
Psychology	Irish, Leah	Mentor Travel	NDSU	1,500
School of Education	Jill Nelson	Mid Career Mentor	NDSU	500
School of Education	Roumell, Elizabeth	Mentor Travel	NDSU	1,500
Soil Sciences	Wick, Abby	Leap Lab Renovation	ADVANCE/ NDSU	17,300
Soil Sciences	Wick, Abby	Mentor Travel	NDSU	1,243
			TOTAL AWARDED	**$136,064**

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 2013-14.

Table 1B. Number and percent of tenured and tenure-track faculty in Non-STEM by gender, rank, and department. Academic year 2013-14.

Table 1C. Number of tenured, tenure-track and non-tenure track women faculty of color by college in STEM. Academic year 2013-14.

Table 1D. Number of tenured, tenure-track, and non-tenure track women faculty of color by college in Non-STEM. Academic year 2013-14.

Table 2A. Number and percent of tenured, tenure-track, and non-tenure track faculty in STEM by gender. Academic year 2013-14.

Table 2B. Number and percent of tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender. Academic year 2013-14.

Table 3A. Tenure review outcomes in STEM by college and gender for 2011-13.

Table 3B. Tenure review outcomes in Non-STEM by college and gender for 2011-13.

Table 3C. Promotion review outcomes: Assistant to Associate Professor in STEM by college and gender for 2011-13.

Table 3D. Promotion review outcomes: Assistant to Associate Professor in Non-STEM by college and gender for 2011-13.

Table 3E. Promotion review outcomes: Associate to Full Professor in STEM by college and gender for 2011-13.

Table 3F. Promotion review outcomes: Associate to Full Professor in Non-STEM by college and gender for 2011-13.

Table 4A. Years in rank as Assistant Professor before promotion to Associate Professor in STEM by gender for years 2011-13.

Table 4B. Years in rank as Assistant Professor before promotion to Associate Professor in Non-STEM by gender for years 2011-13.

Table 4C. Years in rank as Associate Professor before promotion to Professor in STEM by gender for years 2011-13.

Appendix B. NSF 12 Indicator Tables. continued

Table 4D. Years in rank as Associate Professor before promotion to Professor in Non-STEM by gender for years 2011-13

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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 2011-13.

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 2011-13.

Table 6A. Number and percent of new faculty hires tenured or on tenure-track in STEM by gender starting Fall 2013.

Table 6B. Number and percent of new faculty hires tenured or on tenure-track in Non-STEM by gender starting Fall 2013.

Table 7. Leadership positions by gender as of Fall 2013.

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

Table 9. Promotion and tenure committees by college and gender for 2013-14.

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 2013-14.

	Number of			Number of Men			Percent Women		
	Full	**Ass**	**Asst**	**Full**	**Ass**	**Asst**	**Full**	**Asso**	**Asst**
College of AFSNR									
Ag & Biosystems	1	1	0	2	3	3	33%	25%	0%
Animal and Range Science	1	3	3	10	6	3	9%	33%	50%
Plant Pathology	0	1	2	5	4	4	0%	20%	33%
Plant Science	1	3	3	21	8	4	5%	27%	43%
School of Food Systems	0	0	1	1	1	0	0%	0%	100%
School of Nat Res Sciences	1	0	3	7	4	4	13%	0%	43%
Vet & Micro Science	1	3	2	0	3	1	100%	50%	67%
College of AHSS									
Sociology/Anthropology	0	1	4	4	0	1	0%	100	80%
College of Engineering									
Civil Engineering	1	0	1	4	5	3	20%	0%	25%
Construction Mgmt & Eng	0	0	0	2	4	1	0%	0%	0%
Electrical & Computer Eng	0	0	1	4	6	4	0%	0%	20%
Industrial & Manufacturing	1	0	1	2	3	2	33%	0%	33%
Mechanical Engineering	1	1	1	5	5	4	17%	17%	20%
College of Pharmacy, Nurs, AS									
Pharmaceutical Sciences	0	1	1	4	3	2	0%	25%	33%
College of Science and Math									
Biological Sciences	0	2	6	5	2	3	0%	50%	67%
Chemistry & Molecular	1	0	3	7	4	5	13%	0%	38%
Coatings & Polymeric	0	1	0	3	1	0	0%	50%	NA
Computer Science	0	3	3	5	1	3	0%	75%	50%
Geosciences	0	0	1	3	3	1	0%	0%	50%
Mathematics	0	0	2	4	5	7	0%	0%	22%
Physics	0	0	1	2	4	2	0%	0%	33%
Psychology	0	2	4	8	2	4	0%	50%	50%
Statistics	1	0	2	0	0	2	100%	NA	50%
Total STEM faculty	**10**	**22**	**45**	**108**	**77**	**63**	**8%**	**22%**	**42%**

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 2013-14.

	Number of			Number of Men			Percent Women		
	Full	**Ass**	**Asst**	**Full**	**Ass**	**Asst**	**Full**	**Asso**	**Asst**
College of AFSNR									
Agribusiness & Applied	1	0	2	6	5	5	14%	0%	29%
College of AHSS									
Architecture & Landscape	0	1	3	3	9	2	0%	10%	60%
Communication	1	2	4	3	1	3	25%	67%	57%
Criminal Justice & Political	0	1	1	3	1	2	0%	50%	33%
Emergency Mgmt	0	0	2	2	0	1	0%	NA	67%
English	0	4	4	5	1	0	0%	80%	100%
History, Philosophy & Rel	0	2	1	6	0	2	0%	100%	33%
Modern Languages	0	3	0	0	2	0	NA	60%	NA
Music	2	0	2	4	6	0	33%	0%	100%
Theatre Arts	0	1	2	0	1	2	NA	50%	50%
Visual Arts	0	1	0	2	2	0	0%	33%	NA
College of Business									
Accounting & Info Systems	1	2	2	2	3	3	33%	40%	40%
Management and Marketing	1	0	1	7	5	5	13%	0%	17%
College of HDE									
Apparel, Design & Hosp	1	2	4	0	0	1	100%	100%	80%
Health, Nutrition & Exercise	2	4	5	2	2	2	50%	67%	71%
Human Dev & Family	2	2	5	3	2	0	40%	50%	100%
School of Education	1	3	5	2	4	7	33%	43%	42%
College of Pharmacy, Nurs, AS									
Nursing	1	1	2	0	0	0	100%	100%	100%
Pharmacy Practice	0	1	0	5	1	0	0%	50%	NA
Total Non-STEM Faculty	**13**	**30**	**45**	**55**	**45**	**35**	**19%**	**40%**	**56%**

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 2013-14*.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food Systems, & Natural Resources	Asian	1	1	3	0	0	0
	Hispanic	0	0	1	0	0	0
	White	4	10	10	0	0	4
Arts, Humanities, and Social	White	0	1	4	0	0	0
Engineering	Asian	2	1	4	0	0	0
	White	1	0	0	0	0	0
Pharmacy, Nurs, AS	White	0	1	1	0	0	0
Science and Mathematics	Asian	1	1	5	0	0	0
	White	1	7	17	0	0	3
Total Women Faculty of Color		4	3	13	0	0	0

Includes faculty who are not US Citizens or Permanent Residents

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 2013-14*.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian	0	0	2	0	0	0
	White	1	0	0	0	0	
Arts, Humanities, and Social Sciences	Asian	0	0	2	0	0	0
	White	3	15	17	0	0	1
Business	Asian	0	1	2	0	0	0
	White	2	1	1	0	0	0
Human Development and Education	American Indian	0	0		0	0	1
	Asian	0	1	4	0	0	0
	Black	0	0	0	0	0	1
	White	6	10	15	0	1	8
Pharmacy, Nursing and AS	American Indian	0	0	1	0	0	0
	White	1	2	1	0	5	18
Total Women Faculty of Color		**0**	**2**	**11**	**0**	**0**	**2**

Includes faculty who are not US Citizens or Permanent Residents

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 2013-14.

	Tenured and Tenure Track			Non-Tenure Track			Non-Tenure Track as % of all Women
	Total #	Women #	% Women	Total #	Women #	% Women	
College of AFSNR							
Ag & Bioystems Engineering	10	2	20%	4	0	0%	0%
Animal and Range Science	26	7	27%	1	1	100%	13%
Plant Pathology	16	3	19%	0	0	NA	0%
Plant Science	40	7	18%	1	1	100%	13%
School of Food Systems	3	1	33%	1	0	0%	0%
School of Nat Res Sciences	19	4	21%	2	1	50%	20%
Vet & Micro Science	10	6	60%	2	1	50%	14%
College of AHSS							
Sociology/Anthropology	10	5	50%	2	0	0%	0%
College of Engineering							
Civil Engineering	14	2	14%	0	0	NA	0%
Construction Mgmt & Eng	7	0	0%	0	0	NA	NA
Electrical & Computer Eng	15	1	7%	1	0	0%	0%
Industrial & Manufacturing Eng	9	2	22%	0	0	NA	0%
Mechanical Engineering	17	3	18%	1	0	0%	0%
College of Pharmacy, Nurs, AS							
Pharmaceutical Sciences	11	2	18%	0	0	NA	0%
College of Science and Math							
Biological Sciences	18	8	44%	2	1	50%	11%
Chemistry & Molecular Biology	20	4	20%	0	0	NA	0%
Coatings & Polymeric Materials	5	1	20%	0	0	NA	0%
Computer Science	15	6	40%	3	1	33%	14%
Geosciences	8	1	13%	0	0	NA	0%
Mathematics	18	2	11%	1	0	0%	0%
Physics	9	1	11%	3	0	0%	0%
Psychology	20	6	30%	3	0	0%	0%
Statistics	5	3	60%	2	1	50%	25%
Total STEM faculty	**325**	**77**	**24%**	**29**	**7**	**24%**	**8%**

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 2013-14.

	Tenured and Tenure Track			Non-Tenure Track			Non-Tenure Track as % of all Women
	Total #	Women #	% Women	Total #	Women #	% Women	
College of AFSNR							
Agribusiness & Applied Econ	19	3	16%	1	0	0%	0%
College of AHSS							
Architecture & Landscape Arch	18	4	22%	1	0	0%	0%
Communication	14	7	50%	1	0	0%	0%
Criminal Justice & Political S	8	2	25%	1	1	100%	33%
Emergency Mgmt	5	2	40%	0	0	NA	0%
English	14	8	57%	2	0	0%	0%
History, Philosophy & Rel Stud	11	3	27%	0	0	NA	0%
Modern Languages	5	3	60%	0	0	NA	0%
Music	14	4	29%	0	0	NA	0%
Theatre Arts	6	3	50%	0	0	NA	0%
Visual Arts	5	1	20%	0	0	NA	0%
College of Business							
Accounting & Info Systems	13	5	38%	1	0	0%	0%
Management and Marketing	19	2	11%	0	0	NA	0%
College of HDE							
Apparel, Design & Hosp Mgmt	8	7	88%	2	2	100%	22%
Health, Nutrition & Exercise	17	11	65%	3	3	100%	21%
Human Dev & Family Science	14	9	64%	1	1	100%	10%
School of Education	22	9	41%	5	5	100%	36%
College of Pharmacy, Nurs, AS							
Nursing	4	4	100%	13	12	92%	75%
Pharmacy Practice	7	1	14%	16	11	69%	92%
Total Non-STEM Faculty	**223**	**88**	**39%**	**47**	**35**	**74%**	**28%**

Appendix B. NSF 12 Indicator Tables

Table 3A. Tenure review outcomes in STEM by college and gender for 2011-2013.

Tenure Reviews Reaching Final Decision 2011-2013	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	**7**	**11**	**7**	**10**	**0**	**0**	**0**	**1**
Ag & Biosystem Engineering	1	1	1	1	0	0	0	0
Animal & Range Science	1	1	1	1	0	0	0	0
Plant Pathology	0	2	0	2	0	0	0	0
Plant Science	1	3	1	3	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Natural Resources	1	2	1	1	0	0	0	1
Vet & Micro Science	3	2	3	2	0	0	0	0
College of AHSS	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**
Sociology/Anthropology	1	0	1	0	0	0	0	0
College of Engineering	**2**	**12**	**2**	**10**	**0**	**2**	**0**	**0**
Civil Engineering	0	2	0	2	0	0	0	0
Construction Mgmt & Eng	0	3	0	3	0	0	0	0
Electrical & Computer Eng	0	2	0	2	0	0	0	0
Industrial & Manufacturing Eng	0	1	0	0	0	1	0	0
Mechanical Engineering	2	4	2	3	0	1	0	0
College of Pharmacy, Nurs, AS	**0**	**3**	**0**	**2**	**0**	**0**	**0**	**1**
Pharmaceutical Sciences	0	3	0	2	0	0	0	1
College of Science & Math	**5**	**14**	**4**	**12**	**1**	**1**	**0**	**1**
Biological Sciences	1	0	1	0	0	0	0	0
Chemistry & Molecular Biology	0	3	0	2	0	0	0	1
Coatings & Polymeric Materials	1	1	1	1	0	0	0	0
Computer Science	1	1	1	1	0	0	0	0
Geosciences	0	1	0	1	0	0	0	0
Mathematics	0	5	0	4	0	1	0	0
Physics	0	1	0	1	0	0	0	0
Psychology	2	2	1	2	1	0	0	0
Statistics	0	0	0	0	0	0	0	0
Total	**13**	**28**	**12**	**24**	**1**	**1**	**0**	**3**

Appendix B. NSF 12 Indicator Tables

Table 3B. Tenure review outcomes in Non-STEM by college and gender for 2011-2013.

Tenure Reviews Reaching Final Decision 2011-2013	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	**1**	**2**	**0**	**2**	**0**	**0**	**1**	**0**
Agribusiness & Applied Econ	1	2	0	2	0	0	1	0
College of AHSS	**4**	**6**	**3**	**6**	**1**	**0**	**0**	**0**
Architecture & Landscape Arch	2	4	1	4	1	0	0	0
Communication	0	0	0	0	0	0	0	0
Criminal Justice & Political S	0	0	0	0	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0	0	0
English	0	0	0	0	0	0	0	0
History, Philosophy & Rel Stud	1	0	1	0	0	0	0	0
Modern Languages	0	0	0	0	0	0	0	0
Music	0	1	0	1	0	0	0	0
Theatre Arts	0	0	0	0	0	0	0	0
Visual Arts	1	1	1	1	0	0	0	0
College of Business	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Accounting & Info Systems	1	1	1	1	0	0	0	0
Mgmt, Marketing, & Finance	0	2	0	2	0	0	0	0
College of HDE	**5**	**5**	**5**	**4**	**0**	**0**	**0**	**1**
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	1	2	1	2	0	0	0	0
Human Dev & Family Science	1	0	1	0	0	0	0	0
School of Education	3	3	3	2	0	0	0	1
College of Pharmacy, Nurs, AS	**1**	**1**	**1**	**1**	**0**	**0**	**0**	**0**
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	1	1	1	1	0	0	0	0
Total	**11**	**16**	**9**	**15**	**1**	**0**	**1**	**1**

Appendix B. NSF 12 Indicator Tables
Table 3C. Promotion review outcomes: Tenure-line Assistant to Associate Professor in STEM by college and gender for 2011-2013.

Promotion reviews reaching final decision 2011-2013	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	**7**	**8**	**7**	**8**	**0**	**0**	**0**	**0**
Ag & Biosystem Engineering	1	1	1	1	0	0	0	0
Animal & Range Science	1	0	1	0	0	0	0	0
Plant Pathology	0	2	0	2	0	0	0	0
Plant Science	1	1	1	1	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Nat Res Sciences	1	2	1	2	0	0	0	0
Vet & Micro Science	3	2	3	2	0	0	0	0
College of AHSS	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**
Sociology/Anthropology	1	0	1	0	0	0	0	0
College of Engineering	1	11	1	9	0	2	0	0
Civil Engineering	0	2	0	2	0	0	0	0
Construction Mgmt & Eng	0	3	0	2	0	1	0	0
Electrical & Computer Eng	0	2	0	2	0	0	0	0
Industrial & Manufacturing Eng	0	0	0	0	0	0	0	0
Mechanical Engineering	1	4	1	3	0	1	0	0
College of Pharmacy, Nurs, AS	**0**	**3**	**0**	**2**	**0**	**0**	**0**	**1**
Pharmaceutical Sciences	0	3	0	2	0	0	0	1
College of Science & Math	**5**	**12**	**4**	**10**	**1**	**1**	**0**	**1**
Biological Sciences	1	0	1	0	0	0	0	0
Chemistry & Molecular Biology	0	3	0	2	0	0	0	1
Coatings & Polymeric Materials	1	1	1	1	0	0	0	0
Computer Science	1	1	1	1	0	0	0	0
Geosciences	0	1	0	1	0	0	0	0
Mathematics	0	4	0	4	0	0	0	0
Physics	0	0	0	0	0	0	0	0
Psychology	2	2	1	1	1	1	0	0
Statistics	0	0	0	0	0	0	0	0
Total	**14**	**34**	**13**	**29**	**1**	**3**	**0**	**2**

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 2011-2013.

Promotion reviews reaching final decision 2011-2013	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	**1**	**2**	**0**	**2**	**0**	**0**	**1**	**0**
Agribusiness & Applied Econ	1	2	0	2	0	0	1	0
College of AHSS	**4**	**3**	**2**	**3**	**2**	**0**	**0**	0
Architecture & Landscape Arch	2	3	0	3	2	0	0	0
Communication	0	0	0	0	0	0	0	0
Criminal Justice & Political Sci	0	0	0	0	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0	0	0
English	0	0	0	0	0	0	0	0
History, Philosophy & Rel Stud	1	0	1	0	0	0	0	0
Modern Languages	0	0	0	0	0	0	0	0
Music	0	0	0	0	0	0	0	0
Theatre Arts	0	0	0	0	0	0	0	0
Visual Arts	1	0	1	0	0	0	0	0
College of Business	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Accounting & Info Systems	1	0	1	0	0	0	0	0
Mgmt, Marketing, & Finance	0	2	0	2	0	0	0	0
College of HDE	**4**	**5**	**4**	**4**	**0**	**0**	**0**	**1**
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	1	2	1	2	0	0	0	0
Human Dev & Family Science	1	0	1	0	0	0	0	0
School of Education	2	3	2	2	0	0	0	1
College of Pharmacy, Nurs, AS	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	0	0	0	0	0	0	0	0
Total	**9**	**12**	**6**	**11**	**2**	**0**	**1**	**1**

Appendix B. NSF 12 Indicator Tables
Table 3E. Promotion review outcomes: Tenure-line Associate to Full Professor in STEM by college and gender for 2011-2013.

Promotion reviews reaching final decision 2011-2013	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	**1**	**7**	**1**	**7**	**0**	**0**	**0**	**0**
Ag & Biosystem Engineering	0	0	0	0	0	0	0	0
Animal & Range Science	0	2	0	2	0	0	0	0
Plant Pathology	0	1	0	1	0	0	0	0
Plant Science	1	3	1	3	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Nat Res Sciences	0	1	0	1	0	0	0	0
Vet & Micro Science	0	0	0	0	0	0	0	0
College of AHSS	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Sociology/Anthropology	0	0	0	0	0	0	0	0
College of Engineering	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**0**
Civil Engineering	0	0	0	0	0	0	0	0
Construction Mgmt & Eng	0	0	0	0	0	0	0	0
Electrical & Computer Engineer	0	0	0	0	0	0	0	0
Industrial & Manufacturing Eng	0	1	0	0	0	1	0	0
Mechanical Engineering	1	0	1	0	0	0	0	0
College of Pharmacy, Nurs, AS	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**0**
Pharmaceutical Sciences	0	1	0	1	0	0	0	0
College of Science & Math	**1**	**2**	**1**	**2**	**0**	**0**	**0**	**0**
Biological Sciences	0	1	0	1	0	0	0	0
Chemistry & Molecular Biology	1	1	1	1	0	0	0	0
Coatings & Polymeric Materials	0	0	0	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0
Geosciences	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0
Psychology	0	0	0	0	0	0	0	0
Statistics	0	0	0	0	0	0	0	0
Total	**3**	**11**	**3**	**10**	**0**	**1**	**0**	**0**

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 2011-2013.

Promotion reviews reaching final decision 2011-2013	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Agribusiness & Applied Econ	0	0	0	0	0	0	0	0
College of AHSS	0	6	0	5	0	0	0	1
Architecture & Landscape Arch	0	1	0	0	0	0	0	1
Communication	0	0	0	0	0	0	0	0
Criminal Justice & Political Sci	0	1	0	1	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0	0	0
English	0	2	0	2	0	0	0	0
History, Philosophy & Rel Stud	0	1	0	1	0	0	0	0
Modern Languages	0	0	0	0	0	0	0	0
Music	0	0	0	0	0	0	0	0
Theatre Arts	0	0	0	0	0	0	0	0
Visual Arts	0	1	0	1	0	0	0	0
College of Business	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Accounting & Info Systems	0	1	0	1	0	0	0	0
Mgmt, Marketing, & Finance	2	3	2	3	0	0	0	0
College of HDE	**2**	**1**	**2**	**1**	**0**	**0**	**0**	**0**
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	1	0	1	0	0	0	0	0
Human Dev & Family Science	1	1	1	1	0	0	0	0
School of Education	1	0	0	0	0	0	0	0
College of Pharmacy, Nurs, AS	**0**	**2**	**0**	**2**	**0**	**0**	**0**	**0**
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	0	2	0	2	0	0	0	0
Total	**5**	**12**	**5**	**11**	**0**	**0**	**0**	**1**

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 2011-2013.

	Women			Men		
	3-5 years	6-8 years	9 or more years	3-5 years	6-8 years	9 or more years
College of AFSNR	**0**	**6**	**1**	**2**	**5**	**1**
Ag & Biosystem Engineering	0	1	0	0	1	0
Animal & Range Science	0	1	0	0	0	0
Plant Pathology	0	0	0	1	1	0
Plant Science	0	1	0	0	1	0
School of Food Systems	0	0	0	0	0	0
School of Nat Res Sciences	0	1	0	1	1	0
Vet & Micro Science	0	2	1	0	1	1
College of AHSS	**0**	**1**	**0**	**0**	**0**	**0**
Sociology/Anthropology	0	1	0	0	0	0
College of Engineering	**0**	**1**	**0**	**1**	**8**	**0**
Civil Engineering	0	0	0	1	1	0
Construction Management & Eng	0	0	0	0	2	0
Electrical & Computer Eng	0	0	0	0	2	0
Industrial & Manufacturing Eng	0	0	0	0	0	0
Mechanical Engineering	0	1	0	0	3	0
College of Pharmacy, Nurs, AS	**0**	**0**	**0**	**0**	**2**	**0**
Pharmaceutical Sciences	0	0	0	0	2	0
College of Science & Math	**1**	**2**	**1**	**3**	**7**	**0**
Biological Sciences	0	0	1	0	0	0
Chemistry & Molecular Biology	0	0	0	1	1	0
Coatings & Polymeric Materials	1	0	0	0	1	0
Computer Science	0	1	0	0	1	0
Geosciences	0	0	0	1	0	0
Mathematics	0	0	0	1	3	0
Physics	0	0	0	0	0	0
Psychology	0	1	0	0	1	0
Statistics	0	0	0	0	0	0
Total	**1**	**10**	**2**	**6**	**22**	**1**

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 2011-2013.

	Women			Men		
	3-5 years	6-8 years	9 or more years	3-5 years	6-8 years	9 or more years
College of AFSNR	**0**	**0**	**0**	**0**	**2**	**0**
Agribusiness & Applied Econ	0	0	0	0	2	0
College of AHSS	**1**	**1**	**0**	**0**	**3**	**0**
Architecture & Landscape Arch	0	0	0	0	3	0
Communication	0	0	0	0	0	0
Criminal Justice & Political Sci	0	0	0	0	0	0
Emergency Mgmt	0	0	0	0	0	0
English	0	0	0	0	0	0
History, Philosophy & Rel Stud	1	0	0	0	0	0
Modern Languages	0	0	0	0	0	0
Music	0	0	0	0	0	0
Theatre Arts	0	0	0	0	0	0
Visual Arts	0	1	0	0	0	0
College of Business	**0**	**0**	**0**	**0**	**2**	**0**
Accounting & Info Systems	0	1	0	0	1	0
Mgmt, Marketing, & Finance	0	2	0	0	1	0
College of HDE	**1**	**3**	**0**	**0**	**4**	**0**
Apparel, Design, Facility & HM	0	0	0	0	0	0
Health, Nutrition & Exercise	0	1	0	0	2	0
Human Dev & Family Science	0	1	0	0	0	0
School of Education	1	1	0	0	2	0
College of Pharmacy, Nurs, AS	**0**	**0**	**0**	**0**	**0**	**0**
Nursing	0	0	0	0	0	0
Pharmacy Practice	0	0	0	0	0	0
Total	**2**	**4**	**0**	**0**	**11**	**0**

Appendix B. NSF 12 Indicator Tables
Table 4C. Years in rank as Associate Professor before promotion to Professor in STEM by gender for years 2011-2013.

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

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 2011-2013.

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

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 2011-2013

	Tenured and Tenure Track			Research Prof. or Instructor (Non-Tenure Track)			Non-Tenure Track as % of all Women
	Women #	Men #	% Women	Women #	Men #	% Women	
College of AFSNR	**3**	**6**	**33%**	**2**	**1**	**67%**	**40%**
Ag & Biosystem Engineering	0	0	NA	0	0	NA	NA
Animal & Range Science	1	1	50%	0	0	NA	0%
Plant Pathology	0	0	NA	1	0	100%	100%
Plant Science	0	3	0%	1	0	100%	100%
School of Food Systems	0	2	0%	0	0	NA	NA
School of Nat Res Sciences	1	0	100%	0	1	0%	0%
Vet & Micro Science	1	0	100%	0	0	NA	0%
College of AHSS	**0**	**0**	**NA**	**0**	**0**	**NA**	**NA**
Sociology/Anthropology	0	0	NA	0	0	NA	NA
College of Engineering	**0**	**4**	**0%**	**0**	**0**	**NA**	**NA**
Civil Engineering	0	1	0%	0	0	NA	NA
Construction Mgmt & Eng	0	0	NA	0	0	NA	NA
Electrical & Computer Eng	0	2	0%	0	0	NA	NA
Industrial & Manufacturing Eng	0	1	0%	0	0	NA	NA
Mechanical Engineering	0	0	NA	0	0	NA	NA
College of Pharmacy, Nurs, AS	**0**	**2**	**0%**	**0**	**0**	**NA**	**NA**
Pharmaceutical Sciences	0	2	0%	0	0	NA	NA
College of Science & Math	**1**	**3**	**25%**	**0**	**4**	**0%**	**0%**
Biological Sciences	1	0	100%	0	0	NA	0%
Chemistry & Molecular Biology	0	0	NA	0	0	NA	NA
Coatings & Polymeric Materials	0	0	NA	0	0	NA	NA
Computer Science	0	0	NA	0	2	0%	NA
Geosciences	0	0	NA	0	0	NA	NA
Mathematics	0	2	0%	0	0	NA	NA
Physics	0	0	NA	0	0	NA	NA
Psychology	0	0	NA	0	1	0%	NA
Statistics	0	1	0%	0	1	0%	NA
Total STEM Faculty	**4**	**15**	**21%**	**2**	**5**	**29%**	**33%**

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 2011-2013.

	Tenured and Tenure Track			Research Prof. or Instructor (Non-Tenure Track)			Non-Tenure Track as % of all Women
	Women #	Men #	% Women	Women #	Men #	% Women	
College of AFSNR	**1**	**1**	**50%**	**0**	**0**	**NA**	**0%**
Agribusiness & Applied Econ	1	1	50%	0	0	NA	0%
College of AHSS	**4**	**3**	**57%**	**0**	**0**	**NA**	**0%**
Architecture & Landscape Arch	0	0	NA	0	0	NA	NA
Communication	1	0	100%	0	0	NA	0%
Criminal Justice & Political Sci	2	1	67%	0	0	NA	0%
Emergency Mgmt	0	1	0%	0	0	NA	NA
English	0	0	NA	0	0	NA	NA
History, Philosophy & Rel Stud	0	0	NA	0	0	NA	NA
Modern Languages	0	0	NA	0	0	NA	NA
Music	0	1	0%	0	0	NA	NA
Theatre Arts	1	0	100%	0	0	NA	0%
Visual Arts	0	0	NA	0	0	NA	NA
College of Business	**1**	**0**	**100%**	**0**	**0**	**NA**	**0%**
Accounting & Info Systems	0	0	NA	0	0	NA	NA
Mgmt, Marketing, & Finance	0	0	NA	0	0	NA	NA
College of HDE	**0**	**5**	**0%**	**1**	**2**	**33%**	**100%**
Apparel, Design, Facility & HM	0	0	NA	0	1	0%	NA
Health, Nutrition & Exercise	0	4	0%	0	0	NA	NA
Human Dev & Family Science	0	0	NA	0	0	NA	NA
School of Education	0	1	0%	1	1	50%	100%
College of Pharmacy, Nurs, AS	**0**	**0**	**NA**	**2**	**1**	**67%**	**100%**
Nursing	0	0	NA	0	0	NA	NA
Pharmacy Practice	0	0	NA	2	1	67%	100%
Total Non-STEM Faculty	**5**	**9**	**36%**	**3**	**3**	**50%**	**38%**

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 2013.

	Tenured and Tenure Track		
	Women	Men	% Women
College of AFSNR			
Ag & Biosystem Engineering	0	0	NA
Animal & Range Science	0	1	0%
Plant Pathology	1	0	100%
Plant Science	1	2	33%
School of Food Systems	0	0	NA
School of Natural Resource Science	2	1	67%
Vet & Micro Science	2	1	67%
College of AHSS			
Sociology/Anthropology	0	0	NA
College of Engineering			
Civil Engineering	0	1	0%
Construction Mgmt & Eng	0	1	0%
Electrical & Computer Eng	1	1	50%
Industrial & Manufacturing Eng	0	2	0%
Mechanical Engineering	0	0	NA
College of Pharmacy, Nurs, AS			
Pharmaceutical Sciences	0	0	NA
College of Science & Math			
Biological Sciences	1	1	50%
Chemistry & Molecular Biology	0	1	0%
Coatings & Polymeric Materials	0	0	NA
Computer Science	0	0	NA
Geosciences	0	0	NA
Mathematics	1	0	100%
Physics	0	0	NA
Psychology	2	0	100%
Statistics	0	0	NA
Total STEM Faculty	11	12	48%

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 2013.

	Tenured and Tenure Track		
	Women	Men	% Women
College of AFSNR			
Agribusiness & Applied Econ	1	0	100%
College of AHSS			
Architecture & Landscape Arch	0	2	0%
Communication	2	1	67%
Criminal Justice & Political Sci	0	1	0%
Emergency Mgmt	0	1	0%
English	2	0	100%
History, Philosophy & Rel Stud	0	0	NA
Modern Languages	0	0	NA
Music	1	0	100%
Theatre Arts	1	0	100%
Visual Arts	0	0	NA
College of Business			
Accounting & Info Systems	0	0	NA
Mgmt, Marketing, & Finance	0	0	NA
College of HDE			
Apparel, Design, Facility & HM	0	0	NA
Health, Nutrition & Exercise	0	0	NA
Human Dev & Family Science	0	0	NA
School of Education	0	0	NA
College of Pharmacy, Nurs, AS			
Nursing	0	0	NA
Pharmacy Practice	0	0	NA
Total Non-STEM Faculty	**9**	**7**	**56%**

Appendix B. NSF 12 Indicator Tables

Table 7. Leadership positions by gender as of Fall 2013*.

Central Administration	Women	Men	% Women
President	0	1	0%
Provost	1	6	14%
Vice Presidents/Vice Provost	3	2	60%
Associate Vice Presidents	4	0	100%
Assistant Vice Presidents	0	1	0%
Dean/Assoc Dean (not affiliated with an academic college)	5	1	83%
Director	23	33	41%
College of AFSNR	**Women**	**Men**	**% Women**
Tenured Full Professors	6	52	10%
Department Heads/Chairs	1	6	14%
Dean	0	1	0%
Associate/Assistant Deans	1	1	50%
College of AHSS	**Women**	**Men**	**% Women**
Tenured Full Professors	3	32	9%
Department Heads/Chairs	2	9	18%
Dean	0	1	0%
Associate Deans	2	0	100%
College of Business	**Women**	**Men**	**% Women**
Tenured Full Professors	2	9	18%
Department Heads/Chairs	0	2	0%
Dean	0	1	0%
Associate Deans	0	1	0%
College of Engineering	**Women**	**Men**	**% Women**
Tenured Full Professors	3	17	15%
Department Heads/Chairs	2	4	33%
Dean	0	1	0%
Associate Deans	0	0	N/A
College of HDE	**Women**	**Men**	**% Women**
Tenured Full Professors	6	7	46%
Department Heads/Chairs	2	2	50%
Dean	1	0	100%
Associate Deans	1	1	50%
College of Pharmacy, Nurs, AS	**Women**	**Men**	**% Women**
Tenured Full Professors	1	9	10%
Department Heads/Chairs	1	2	33%
Dean	0	1	0%
Associate Deans	1	1	50%
College of Science & Math	**Women**	**Men**	**% Women**
Tenured Full Professors	2	37	5%
Department Heads/Chairs	2	7	22%
Dean	0	1	0%
Associate Deans	0	1	0

*At least half-time appointments

Appendix B. NFS 12 Indicator Tables

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

	University Distinguished Professor (ALL)		Chamber Distinguished Professor*		Odney Award*		Waldron Award*		Peltier Award*		Engberg Endowed Professor**		Gehrts Endowed Professor**		Hogoboom Endowed Professor**	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
College of AFSNR		4						2		2	1	1				
College of AHSS	1	1	1	3	2			1		1						2
College of Business				1		2				1						
College of Engineering	1					1		1	1						1	
College of HDE					1											
College of Pharmacy, Nurs, AS									1							
College of Science & Math		3		2		2	1	3		2		1	2	1		
Total	**2**	**8**	**1**	**6**	**3**	**5**	**1**	**7**	**2**	**6**	**1**	**2**	**2**	**1**	**1**	**2**

Awarded every year (reported for years 2007- 2014)
Awarded every other year (reported for years 2007, 2011, 2013)

Appendix B. NSF 12 Indicator Tables

Table 9. Promotion and tenure committees by college and gender for 2013-2014.

	Women	Men	% of Women
College of AFSNR	1	6	14%
College of AHSS	4	3	57%
College of Business	1	2	33%
College of Engineering	0	7	0%
College of HDE	4	3	57%
College of Pharmacy, Nurs, AS	1	2	33%
College of Science & Math	2	3	40%
TOTAL	**13**	**26**	**33%**

Appendix C. Sample Sizes and Response Rates

Data Sources	Sample Size	Response Rate
Faculty Worklife Survey (2008-2009)	224	45.9%
Faculty Worklife Survey (2013)	253	47.6%
Focus Groups with Associate Professors (organized by gender and STEM status; 2009)	20	----
Interviews with Women Full Professors (2009)	7	58.3%
Survey of Academic Administrators (2010)	42	56.0%
Survey of participants in the Mid-Career Mentoring Program (2011)	9	64.3%
Survey of Cohort Mentoring – Mentees (2010)	31	53.4%
Survey of Cohort Mentoring – Mentees (2011)	29	35.8%
Survey of Cohort Mentoring – Mentees (2012)	43	42.2%.
Survey of Cohort Mentoring – Mentees (2013)	28	58.3%
Survey of Cohort Mentoring – Mentors (2010)	16	69.6%
Survey of Cohort Mentoring – Mentors (2011)	19	50.0%
Survey of Cohort Mentoring – Mentors (2012)	17	48.5%
Survey of Cohort Mentoring – Mentors (2013)	17	53.1%
Survey of FORWARD Grant and Award Recipients (2010)	41	87.2%
Survey of FORWARD Grant and Award Recipients (2011)	63	94.1%
Survey of FORWARD Grant and Award Recipients (2012)	76	92.7%
Survey of FORWARD Grant and Award Recipients (2013)	73	90.1%
Evaluations from Ally Trainings (2010-2014) – Eighteen Sessions	176 (230)*	76.5%
Evaluations from Promotion to Full Professor Events (2010-2014) – Fifteen Sessions	404 (602)	67.1%
Evaluations from FORWARD Search Committee Member Training (2011-2014) – Fourteen Sessions	186 (245)	75.9%
Evaluation from FORWARD Promotion and Tenure Committee Member Trainings (2012-2013) – Four Sessions	82 (111)	73.9%
Evaluation from FORWARD Promotion and Tenure Training for Academic Administrators (2012-2013) – Two Sessions	33 (41)	80.5%
Anti-Racism training for academic administrators (Spring 2013) – One Session	15 (17)	88.2%
Evaluations from FORWARD Leadership Events (2010 – 2013) – Eight Sessions	255 (333)	76.6%
Evaluations from FORWARD Lecture Series (2011 – 2012 academic year) – Six Events	390	**
Evaluations from FORWARD Lecture Series (2012 – 2014) – Eight Events	332 (422)	78.7%
Evaluations from programming for Cohort Mentoring Groups (2013-2014) – Eight Sessions (4 workshops each offered twice)	114 (130)	87.7%

* The numbers in parentheses represent the total number of participants who have attended the events.

** A response rate is not listed for the Evaluations from FORWARD Lecture Series during the 2011-2012 academic year 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. CSWF Charter and Overview

Origin: The Commission on the Status of Women Faculty (CSWF) was created in January 2009 as part of NDSU's FORWARD-(Focus on Resources for Women's Advancement, Recruitment/ Retention, and Development)led National Science Foundation-funded ADVANCE Institutional Transformation project to improve campus climate and narrow the gap between men's and women's perceptions of the campus climate; to enhance recruitment, retention, and advancement of women faculty; and to open academic leadership opportunities, aiming for critical mass of women in significant administrative positions. The CSWF was formed as a formal link between the university's academic administration and FORWARD in order to support the ADVANCE project goals and institutionalize associated activities for continuance after the five year grant period. Initially created by NDSU's Provost (then PI of the ADVANCE grant) and operating under the Office of the Provost, the Provost transferred leadership to the CSWF (Co-)Chair(s) in 2011.

Governance Structure: (see Structural Diagram below): To institutionalize the CSWF post-ADVANCE grant, its ongoing structural home became officially established (via Memorandum of Understanding between the Office of the Provost and CSWF dated April 2014) under the Office of the Provost, reporting to the Vice Provost for the Advancement of Faculty, and anchored within the Faculty Senate through its Bylaws, which specify an ex-officio member from CSWF on its Executive Committee and on its Faculty Affairs Committee. The CSWF retains its tight connection to the FORWARD office through appointment of three FORWARD members as CSWF members.

Structural Diagram:
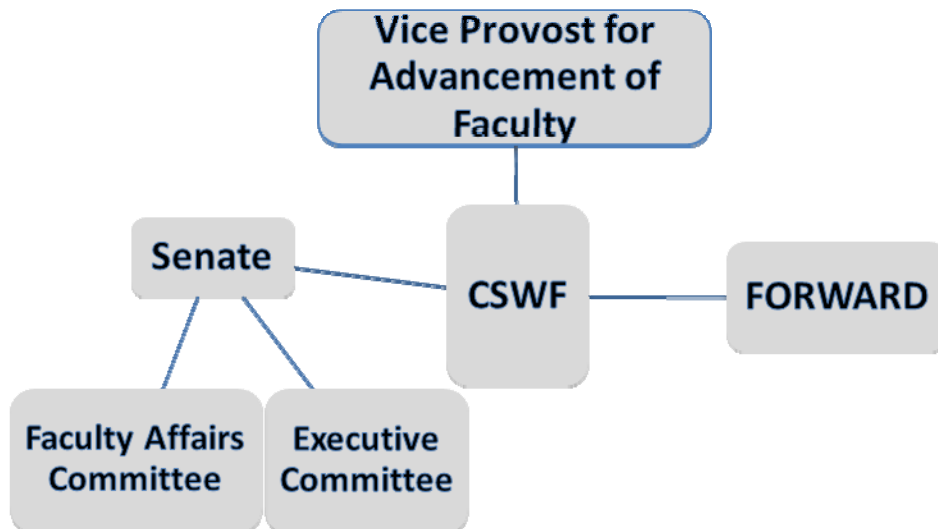
Role of CSWF: As originally conceived and continuing, the role of CSWF is fourfold:
1) to respond to initiatives and developments from FORWARD;
2) to identify and respond to developing campus issues relevant to opportunity for women faculty;
3) to proactively examine and initiate change in the university's policies impacting advancement of women faculty, seeking to more fully engage, recognize, and utilize the contributions of women faculty for the betterment of the University; and

4) to monitor and benchmark the University's progress towards equal participation of women faculty throughout the University.

The role of CSWF shall be reviewed every three years by CSWF members with input from relevant others, FORWARD, and the Vice Provost for Advancement of Faculty.

Mission: The Commission on the Status of Women Faculty (CSWF) is a dynamic and responsive committee charged with proactive inquiry and advancing initiatives to more fully capitalize on the talent of women faculty to help NDSU achieve its goals. CSWF will work with FORWARD, with the university administration, and through appropriate governance channels to address barriers to opportunity faced by women faculty. CSWF, through FORWARD, is responsible for facilitating NDSU's institutional transformation to ensure full participation of women at all university levels.

Membership: The CSWF shall consist of a minimum of seven and a maximum of ten voting members. Membership of CSWF consists of three members from FORWARD, at least one of whom will serve on CSWF's executive committee, faculty from various colleges across the campus selected through an open process of application and nomination for their support for and ability to effectively pursue the mission of CSWF, one ex-officio member representing academic deans and one ex-officio member representing the Office of Equity, Diversity, and Global Outreach. The CSWF executive committee prepares a slate of nominees; CSWF members, executive committee, and chair are selected by vote of the CSWF membership from the slate of nominees and other applications and nominations. Membership, executive committee and chair terms are 3 years, with potential for successive reappointment; membership terms are to be staggered to facilitate continuity of CSWF initiatives. CSWF representatives on Faculty Senate Executive Committee and Faculty Senate Faculty Affairs Committee are selected each semester by the CSWF membership.

Meetings: Regular meetings of the entire CSWF are held monthly during the academic year; various task-specific subcommittee meetings are scheduled as needed. Fifty percent of voting members constitutes a quorum, and approval of at least 75% of the members is needed to move a policy initiative forward. The CSWF meets with the Provost and FORWARD at least once per academic year and with the Vice Provost for Advancement of Faculty at least once per semester.

Activities: The CSWF
- orchestrates nominations and selects the recipient for the annual Advance FORWARD Department Award, a $5000 award from the Office of the Provost to recognize a department for their efforts and outcomes with respect to the primary FORWARD goals;
- takes a leadership role in reviewing, proposing and shepherding policy change initiatives to facilitate FORWARD goals. The CSWF actively participates in university governance through its ex-officio membership on the Executive Committee and Faculty Affairs Committee of the Faculty Senate;
- engages with university administrators, faculty leaders, and campus units in pursuit of its mission;
- has an active role in FORWARD activities, facilitating and supporting as appropriate;
- is an avenue for discussion of issues related to FORWARD goals, and maintains vigilance for emerging issues.

Appendix E. 2013 Memorandum of Understanding – Office of the Provost and CSFW

This Memorandum of Understanding ("MOU") is entered into between the North Dakota State University (NDSU) Office of the Provost ("Provost") and the Commission on the Status of Women Faculty ("CSWF").

I. **Purpose**: The purpose of this MOU is to affirm the role and governance structure of CSWF, establishing through agreement with the Provost, CSWF's ongoing presence at North Dakota State University.

II. **Background**:

A. **Origin**: The Commission on the Status of Women Faculty (CSWF) was created in January 2009 as part of NDSU's FORWARD- (Focus on Resources for Women's Advancement, Recruitment/Retention, and Development) led National Science Foundation-funded ADVANCE Institutional Transformation project to improve campus climate and narrow the gap between men's and women's perceptions of the campus climate; to enhance recruitment, retention, and advancement of women faculty; and to open academic leadership opportunities, aiming for critical mass or women in significant administrative positions. CSWF is structured as a formal link between the university's academic administration and FORWARD in order to support the ADVANCE project goals and to institutionalize associated activities for continuance after the five year grant period has elapsed.

B. **Governance Structure** (see attached Structural Diagram): CSWF was initially created by NDSU's Provost (then PI of the ADVANCE grant) and existed through the Office of the Provost. The Provost transferred leadership to CSWF (Co-)Chair(s) in 2011. To institutionalize the CSWF post-ADVANCE grant, its ongoing structural home becomes officially established under the Office of the Provost, reporting to the Vice Provost for the Advancement of Faculty, and anchored within the Faculty Senate through its Bylaws specifying an ex-officio member from CSWF on its Executive Committee and on its Faculty Affairs Committee. The CSWF retains its tight connection to the FORWARD office through appointment of three FORWARD members as CSWF members.

C. **Role of CSWF**: As originally conceived and continuing, the role of CSWF is fourfold:
    1) to respond to initiatives and developments from FORWARD;
    2) to identify and respond to developing campus issues relevant to opportunity for women faculty;
    3) to proactively examine and initiate change in the university's policies impacting advancement of women faculty, seeking to more fully engage, recognize, and utilize the contributions of women faculty for the betterment of the University; and
    4) to monitor and benchmark the University's progress towards equal participation of women faculty throughout the University.

D. **Mission**: CSWF is a dynamic and responsive committee charged with proactive inquiry and advancing initiatives to more fully capitalize on the talent of women faculty to help NDSU achieve its goals to improve campus climate and narrow the gap between men's and women's perceptions of the campus climate; to enhance recruitment, retention, and advancement of women faculty; and to open academic leadership opportunities, aiming for critical mass of women in significant administrative positions. CSWF will work with FORWARD, the university administration, and through appropriate governance channels to address barriers to opportunity faced by women faculty and to facilitate NDSU's institutional transformation to ensure full participation of women at all university levels.

Structural Diagram:
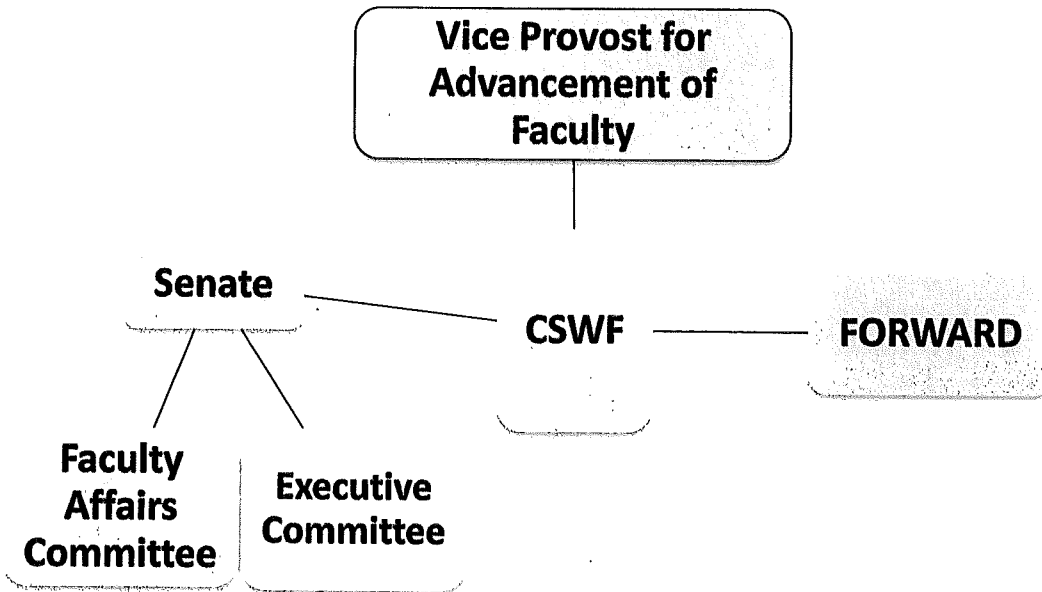
This MOU represents the entire understanding of both parties with respect to this agreement and recognition of CSWF's permanent role at NDSU. Any modification of this MOU must be in writing and signed by all parties. This MOU becomes effective when executed by all parties indicated by the date set forth by the last signing party.

_____   4/8/14
Bruce Rafert, Provost   date

_____   4-8-2014
Canan Bilen-Green, Vice Provost for the Advancement of Faculty;   date
Executive Director, FORWARD

_____   4-11-2014
Karen Froelich, Chair, Commission on the Status of Women Faculty   date

Appendix F. FORWARD-Related Articles in *It's Happening at State* 2013-2014.

13 March 2014	Nominations sought for Advance FORWARD Department Award
26 January 2014	FORWARD to offer search committee member training
13 December 2013	FORWARD announces faculty workshop and spring events
25 November 2013	FORWARD collects climate data from faculty
25 November 2013	Pedagogical luncheon to discuss bullying in academia
30 October 2013	FORWARD offers search committee member training
30 October 2013	FORWARD sponsors Promotion to Professor luncheon
30 October 2013	Women's negotiation workshop set
30 October 2013	Workshop on collegiality scheduled
14 October 2013	FORWARD Advocates/Allies program attracts attention of other institutions
14 October 2013	NDSU receives notice of funding to enhance dual career efforts
27 September 2013	Columnist to represent at NDSU
27 September 2013	FORWARD grants continue with support from NDSU EPSCoR and academic departments
27 September 2013	Statistics chair has article on faculty work environment accepted for publication
26 September 2013	FORWARD announces Advocate appointments
13 September 2013	FORWARD to host external advisory board and external evaluator
13 September 2013	FORWARD offers search committee member training
13 September 2013	FORWARD offers Ally training
13 September 2013	NDSU to host forum for emerging women leaders in higher education
10 September 2013	NDSU computer science department receives Advance FORWARD Award
29 August 2013	FORWARD kickoff event set for September 4
28 August 2013	FORWARD offers September training workshop
10 July 2013	NDSU Faculty receives best paper award
12 July 2013	Vice provost receives national award

Appendix G. Program/Event Participation Data
Number of Women and Men tenure-line faculty participated in Advance FORWARD event, overall and by college. Academic year 2013-2014.

ADVANCE FORWARD Events	Overall			AFSNR			AHSS			Engineering			PNAS			Sci&Math			Business			HD & E		
	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T	W	M	T
New Faculty Orientation (9/19/13)	17	19	36	3	3	6	2	6	8	1	4	5	2	1	3	5	4	9	0	0	0	4	1	5
Ally Training (9/11/13)	0	6	6	0	0	0	0	2	2	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0
PTE Training (9/17/13)	5	12	17	0	0	0	2	6	8	0	4	4	1	0	0	1	1	2	1	0	1	1	0	1
PTE Training (9/25/13)	3	13	16	1	2	3	2	4	6	0	3	3	0	1	1	0	2	2	0	0	0	0	1	1
Speed Networking (9/26/13)	15	12	27	3	3	6	1	2	3	3	3	6	1	1	2	4	2	6	0	1	1	3	0	3
PTE Training for Administrators (10/1/13)	4	12	16	1	1	2	0	4	4	1	3	4	2	1	3	0	3	3	0	0	0	0	0	0
Ally Training (10/1/13)	0	7	7	0	0	0	0	2	2	0	1	1	0	1	1	0	3	3	0	0	0	0	0	0
Search Committee Training (10/1/13)	5	14	19	0	1	1	4	4	8	1	0	1	0	2	2	0	6	6	0	0	0	0	1	1
Promotion to Professor Panel (10/3/13)	19	23	42	2	3	5	5	1	6	2	10	12	4	4	8	0	2	2	0	1	1	6	2	8
D. Britton: Why Faculty Leave (Admin session,10/4/13)	6	6	12	1	0	1	0	2	2	0	2	2	0	0	0	1	2	3	0	0	0	4	0	4
D. Britton: Why Faculty Leave (General session, 10/4/13)	13	19	32	2	5	7	5	3	8	0	1	1	1	2	3	1	7	8	1	0	1	3	1	
Thinking Well, Writing Well Workshop, 10/ 15/13	32	16	48	3	5	8	7	4	11	3	2	5	6	2	8	3	2	5	1	0	0	9	1	10
Ally Training: Deans/Vice Presidents (10/ 24/13)	0	7	7	0	1	1	0	0	0	0	1	1	0	1	1	0	4	4	0	0	0	0	0	0
Fostering a Collegial Department (11/ 6/13)	7	7	14	1	1	2	3	2	5	1	1	2	1	0	1	0	2	2	1	0	1	0	1	1
Fostering a Collegial Department (Admin session, 11/ 6/13)	12	23	35	2	2	4	1	4	5	1	4	5	3	2	5	1	8	9	0	2	2	4	1	5
Promotion to Professor Panel (11/ 13/13)	20	13	33	5	4	9	0	1	1	4	5	9	3	0	3	3	3	6	0	0	0	5	0	5
Search Committee Training (11/ 15/13)	11	12	23	0	2	2	6	4	10	1	3	4	1	0	1	0	1	1	0	0	0	3	2	5
Carpenter:Negotiation: Why Women are at a Disadvantage and What You Can Do About It (11/ 18/13)	9	11	20	2	0	2	1	2	3	1	4	5	1	0	1	1	4	5	0	0	0	3	1	4
Carpenter: Negotiation: Skills for Women Faculty (11/18/13)	22	0	22	3	0	3	4	0	4	4	0	4	1	0	1	7	0	7	1	0	1	2	0	2
Bullying Pedagogical Luncheon (12/ 9/13)	45	34	79	14	8	22	11	5	16	4	8	12	1	3	4	5	8	13	1	1	2	9	1	10
New Faculty Orienation (1/ 13/14)	5	5	10	2	0	2	1	1	2	0	3	3	0	0	0	1	1	2	0	0	0	1	0	1
Leadership Development Panel (1/ 23/14)	22	21	43	9	3	12	1	1	2	1	4	5	2	3	5	3	9	12	0	0	0	6	1	7
Ally Training (1/ 28/14)	0	3	3	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0
Search Committee Member Training (2/5/14)	4	7	11	1	0	1	1	2	3	0	1	1	0	0	0	0	4	4	1	0	1	1	0	1
Assessment Workshop and Speed Mentoring (2/24&27/14)	12	16	28	3	3	6	3	3	6	1	3	4	1	2	3	1	3	4	0	0	0	3	1	4
Ally Training (2/26/14)	0	11	11	0	4	4	0	1	1	0	2	2	0	0	0	0	2	2	0	0	0	0	2	2
Promotion to Full Professor Luncheon (3/ 3/14)	16	23	39	3	1	4	1	3	4	3	9	12	0	2	2	1	6	7	0	0	0	8	2	10
Fast Track Leadership Workshop (3/17/14)	20	9	30	3	3	6	1	5	6	1	3	4	5	0	5	1	3	4	0	0	0	3	2	5
The Lost Art of Listening (3/17/14)	6	5	11	2	0	2	0	0	0	1	2	3	1	1	2	0	2	2	0	0	0	2	0	2
Time Management Workshops (3/24&25/14)	12	12	24	3	4	7	2	2	4	1	2	3	2	0	2	4	2	6	0	0	0	2	0	2
Accessible Instruction in Higher Education (4/10/14)	27	30	57	2	11	16	4	1	5	2	9	11	5	3	8	6	5	11	0	1	1	5	0	5
Search Committee Member Training (4/24/14)	6	4	10	1	1	2	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	3	1	4
PTE Workshop and Speed Mentoring (4./28&19/14)	8	12	20	1	4	5	2	2	4	1	0	1	0	2	2	3	4	7	0	0	0	1	0	1

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

Appendix H. Report of the External Evaluator
External Evaluation Report
31 May 2014
Dana M. Britton, Ph.D.
Director, Center for Women and Work
Professor of Labor Studies and Employment Relations
Rutgers University

A) Contacts and responsibilities:
During the academic year 2013 – 2014 I visited the NDSU campus once, during October 2013. The primary purpose of this visit was to present the results of an exit interview study I conducted for the FORWARD team, though I also met with the External Advisory Board, President, Provost, Deans, the Commission on the Status of Women Faculty (CSWF), FORWARD Advocates, and the FORWARD steering committee. I have also remained in contact with the FORWARD team during this year, and have reviewed the posted quarterly reports as well as the report of internal evaluation data prepared by Christi McGeorge. My report will compare last year's findings to developments during the last program year.
B) Program summary
The NDSU ADVANCE FORWARD program was funded in 2008, and has the following five goals:
    Improving the campus **climate** around issues of gender equity
    Opening and increasing **leadership** opportunities for women faculty
    Improve the **advancement** of women faculty, with a particular focus on the transition between associate and full professor.
    Enhance the **recruitment** of women faculty.
    Increase **retention** of women faculty.
For each of these there are specific initiatives and evaluation plans.
C) Summary assessment
Things continue to go well. In fact during the last year I have had the opportunity to talk about the FORWARD program with other ADVANCE groups and with NSF personnel. It is clear to me that FORWARD's national reputation is extremely positive, and that the Advocates and Allies program has become recognized as FORWARD's signature contribution to ADVANCE-IT initiatives. FORWARD continues to sponsor events (33 in the past year) and, in collaboration with CSWF, has focused on implementing formal policies to sustain progress once the grant period ends. As I noted in my last report, essentially, the program of initiatives described in the initial grant application has now been fully implemented.
The focus is now shifting to institutionalization.   While I was on campus in October, we had some discussions with the President and the (now departing) Provost about how FORWARD initiatives might be sustained. Certainly the budget situation is now very positive in the state, but much may depend on the priorities of the incoming Provost, Beth Ingram.   FORWARD steering committee members were deeply involved in the search and hiring process for the Provost's position, which is a positive sign.
Specific comments on successes and concerns
    1) Climate – the specific goal of the FORWARD program is to find no difference in perceptions of climate between men and women by the end of the award period, or between majority and minority groups.
        There have been two baseline climate surveys conducted on campus, one of faculty and one of administrators. Both of these were repeated during 2013-2014. Christine McGeorge has begun preliminary analysis of the faculty survey, and I am (as before)

conducting the analysis of the administrator data. I have seen the preliminary report on the faculty data, which continues to show that women faculty are less satisfied, overall, than men faculty. My analysis of the administrator data is in progress.

As I have said before, I would have been very surprised if the surveys revealed no differences between men and women faculty – climate surveys rarely do – but at the same time I would also be surprised if the level of awareness of issues of gender and other kinds of bias has not increased dramatically. One of the paradoxes of increasing awareness is that people may become *less* satisfied with climate, rather than more. I caution the team to interpret differences with care. Dissatisfaction might paradoxically be indicative of success. Quantitative data should always be supplemented with qualitative data collection to get a sense of what any observed differences in the former actually mean.

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

a) Advocates and Allies program – The Advocates and Allies program – a unique component of this ADVANCE-IT grant - continues to grow. There were four new Advocates selected during the latter half of 2013, and five Ally training sessions held on campus during the academic year 2013-2014, including one specifically for Deans and Vice Presidents. The team continues to disseminate the program by training advocates and allies on other campuses – this year at Lehigh University, the University of Maine and at West Virginia University. As I noted last year, this program is relatively inexpensive (there are $500 stipends provided to Advocates, but not Allies), so it is clearly a strong candidate for institutionalization.

b) FORWARD lectures/gender equity awareness workshops – there have been a number of these on campus, and the speakers have met with administrators, team members, and others privately during their visits. A central focus this year has been on climate and collegiality. This is at least in part a response to the results of the exit interview study, which demonstrated that department and university climate were a primary drivers of voluntary faculty attrition. This result is not unique to NDSU – indeed most faculty exit interview studies demonstrate this. It is impressive that the FORWARD team has been proactive in taking on this difficult issue.

c) Commission on the Status of Women Faculty – This group has continued its policy work during the past year, with a particular emphasis on administrator evaluation and dual career hiring. There has been some success in the latter area – the Provost created a pool of funds to facilitate dual career hiring and the dean of Arts, Humanities, and Social Sciences designed a plan to accommodate five faculty members whose partners were hired by four different colleges.

d) Dean/chair training (administrator workshops) – these are ongoing, with one PTE training for administrators during the last year. College and department search and PTE committee training is ongoing, with seven total sessions in 2013-2014. The evaluation results for the latter are particularly positive; administrators overwhelmingly agree that they have a better understanding of bias in the PTE process and have strategies for addressing it.

e) Climate/equity research grants – none were awarded during this period. As an outsider, my sense is that the campus lacks strength in social science researchers interested in gender; indeed most of these are already on the FORWARD team. Hence it may be that this initiative has reached its saturation point.

f) Department climate grants – Funding for this initiative has been redirected to other programming due to the difficulty in recruiting departments to participate.

g) Gender equity award – this is an award of $5,000 to an academic department that makes the greatest effort in support and advancing gender equity in one of the five FORWARD goal areas. The Computer Science department won this award during 2013-2014.

h) Faculty with disabilities – This initiative developed significantly during the 2012-2013 academic year. The report of the task force has been completed, and the committee drafted a template for use by departments as a tool for developing a list of essential functions and competencies for faculty positions. This past year, the task force finalized recommendations for Policy 352, on promotion, tenure and evaluation including granting of tenure clock extension due to disability.

2) Leadership – the specific goal as stated in the original proposal is increase women's access to leadership positions at NDSU, specifically promote or hire women in at least two more dean positions (for a total of three women deans) over the five years of the grant; increase women heads and chairs/heads in the STEM disciplines to five of 28.

At the time of my visits in 2010, 2011, and 2013 there was one woman Dean (in Human Development and Education).   There are two new women associate deans in the College of Human Development and Education. There are now ten women department heads on campus, five in STEM departments and five in non-STEM departments. One of the former is the first ever woman department head in Biological Sciences. She is an associate professor, but will be seeking promotion to full professor in fall 2014. There are now 23 women full professors on the NDSU campus (versus 163 men). Though they make up only 4.2% of the faculty, this is more than double the percentage in 2007.

There are a number of initiatives aimed at increasing women's access to leadership positions, though some are targeted more at advancing women through the ranks, particularly from associate to full (see below). The initiative most directly related to leadership is the Leadership Development program provides funds to send tenured women faculty each year to a national leadership development program of their choice. 17 awards were given during 2013-2014, and there was a panel on activities in the program held in January 2014.

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

a) Grant-based initiatives – there are a number in this category. Though I did not discuss these specific programs with recipients, discussions with the team suggest they have been well received.

i. Mentor Relationship Travel grants to offset the costs of meeting with mentors outside NDSU. These are clearly one of the most popular FORWARD initiatives; ten were awarded in 2012-2013 alone. The previous Provost provided expanded funding for women not in STEM disciplines; the range of departments for the current group of awardees suggests this practice has continued. This is an encouraging sign of institutional support for FORWARD goals.

    ii. LEAP Research grant - targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Leap Grants are seed or bridging research grants intended to increase the potential for STEM women faculty at NDSU to acquire external funding, thereby increasing their research productivity and potential for promotion and/or tenure. These are intended for faculty with great ideas who need some extra support to become competitive, and are not intended for those who have already demonstrated success at obtaining external funding. Each grant awards up to $30,000 for a twelve month (typically September through August) project, and requires additional application(s) to external sources as an outcome of the project. Two new awards were funded for 2013-2014. This is one of the most expensive of the FORWARD initiatives, but also has been one of the most popular.

    iii. Course release grants – targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Provides a one semester release from teaching responsibilities. Six awards were given in 2013-2014.

  b) There are two mentoring programs aimed at achieving the goals of retention and advancement.

    i. Junior faculty mentoring cohorts program – On my last visit, I noted that the single-sex group approach, while well intentioned, might have the unintended effect of placing an undue burden on a few senior women. It appears that the program has continued with a single sex design, however. Mentors and (to a somewhat lesser degree) mentees continue to evaluate the program positively, however. A paper based on lessons learned from this program won a best paper award (see below, under dissemination.)

    ii. Mid-career mentoring cohorts/Promotion to full task force - tenured women can apply for funds to create their own peer, mid-career mentoring teams. These teams can have a variety of goals. There was award for 2013-2014. This has been one of the less active initiatives.
On the other hand, programming on promotion to full professor is one of the most active areas for the FORWARD team. There were three seminars presented during 2013-2014. I presented during one of these as part of a panel. The session was well attended and the level of interest seemed high. Given where NDSU started before FORWARD, I (again) encourage the team to collect systematic data on their efforts, successes, and what they have learned in the process about how to get more women to the rank of full professor. Such a study would make a valuable contribution to the literature.

4) Recruitment – The goal as stated in the original ADVANCE-IT proposal is to standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order assure that all pool is include a representative number of women and women from underrepresented groups. Budget concerns have until recently meant that there had been little hiring. This should change considerably over the next several years, and FORWARD is well positioned to build on this momentum. Fully half of all new hires in STEM for fall 2012 were women (11 of 22), though this was the case for only 25% of new hires in non-STEM departments. It is still not clear to me that the FORWARD team

been successful in monitoring the pool relative to availability.   As hiring increases dramatically, FORWARD will need to be vigilant to ensure that pools match availability in each discipline and to institutionalize proactive recruitment strategies.

  a) Faculty recruitment assistant – Canan Bilen-Green, FORWARD team leader and PI, now serves as Vice Provost for the Advancement of Faculty in a 0.25 time position.   Having Dr. Bilen-Green in this position will certainly facilitate access to data and accountability to recruitment goals. Though the creation of the position is positive in itself, in my opinion, a 0.25 time administrative appointment is in no way adequate to institutionalize FORWARD initiatives and monitor campus efforts toward increasing faculty diversity.

  b) Search committee training – this was institutionalized during 2011-2012 and is conducted by the FORWARD team twice each semester. Evaluations suggest that search committee members view the sessions positively and learn strategies they feel they will be able to implement.

5) Evaluation and dissemination

  a) Data infrastructure – During the past year it appears that many of the problems the FORWARD team had faced in getting clear and consistent administrative data have been solved.   One of the FORWARD team members, Sandy Holbrook, has worked with the campus HR department to compile more accurate personnel data.   This will be crucial in monitoring the success of FORWARD, and I encourage the team to think now about what kinds of data they will collect and report once the period of NSF funding ends.

  b) Research production/dissemination – the team received a best paper award from the American Society of Engineering Educators for a paper on their junior faculty mentoring program. They continue to receive inquiries about their Advocates and Allies program, and during the fall also hosted representatives from a local power company who are interested in a FORWARD-like program in their company. I know several papers based on other aspects of the project are under review or in development. FORWARD team member Roger Green has also been invited to write a monthly "advocacy tip" for the Women in Engineering Division of the American Society for Engineering Education.

  c) Internal evaluation – As always, the quality of internal evaluation is high, but the all of the work of evaluation continues to fall on one person.   As FORWARD initiatives are institutionalized it will be important to create a more sustainable evaluation structure. FORWARD team members will need data if they are secure and sustain internal funding for FORWARD programs.

D) Closing comments – The FORWARD team has accomplished a lot in a short period of time, and they have done so in a campus environment in which women faculty have been severely underrepresented at every level. Essentially, the original plan of the grant has now been fully implemented. It will be interesting to see the comparisons of the final data collections with the baseline (though see my cautions about this above). My sense from visiting NDSU over the years is that the conversation on campus about these issues has shifted dramatically.   It remains to be seen whether this change is sustainable – clearly institutionalization is the next challenge to be met. The relatively strong budget picture in the state suggests that NDSU could succeed with institutionalization in a way few other institutions have been able to accomplish.   My hope is that FORWARD can capitalize on this opportunity.