

NDSU

ADVANCE **FORWARD**

at North Dakota State University

ANNUAL REPORT YEAR 3

September 2010 — May 31, 2011

National Science Foundation
Grant HRD-0811239



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SECTION I. Summary Overview

The achievements during Year 3 of the Advance FORWARD project reflect even more clearly the momentum that began to emerge during Year 2. The Year 3 accomplishments – taken as a whole - are also tangible signals that institutionalization of the project's goals is underway. Perhaps most notable are the ways in which women faculty are advancing in rank and tenure, moving into leadership positions as well as the ways in which their professional accomplishments are being institutionally recognized.

- Two women have been named department chairs/heads for the coming year: Margaret Fitzgerald in health, nutrition and exercise science and Reed in biological sciences. While two additional women as department chairs/heads may seem insignificant, it increases the number of women chairs/heads from four to six, a meaningful increase in light of the small numbers.
- Three of the ten faculty members promoted to professor for 2011-12 are women: Fitzgerald, human development and family science; Froelich, management and marketing; and Wenfang Sun, chemistry and biochemistry.
- Eight of the 18 faculty members promoted to associate professor and tenured for 2011-12 are women: Carolyn Hammer, animal sciences; Penelope Gibbs, Birgit Pruess, and Jane Schuh, all three in veterinary and microbiological sciences; Weber, sociology and anthropology; McGeorge, human development and family science; Jill Nelson, education; and Victoria Johnston Gelling, coatings and polymeric materials.
- Three women were awarded endowed professorships: Bilen-Green, industrial and manufacturing engineering; Sun, chemistry and biochemistry; and Wolf-Hall, veterinary and microbiological sciences.
- A woman was awarded the Faculty Lectureship: Katti, civil engineering. The Faculty Lectureship is one of the campus' most prestigious awards and one which a woman had not received since the early 1990s.

The number of these women who are in STEM disciplines and the number who are members of the Advance FORWARD team also indicate the impact that Advance FORWARD is having on the institution. The project's further reach into institutional life is demonstrated by the election of two Advocates - Gary Totten, English, and Tom Stone Carlson, human development and family science - to serve as Faculty Senate President and President-elect, respectively, for 2011-12.

Other indications of institutionalization are the inclusion of Advance FORWARD in the interviews for both the provost/vice president for academic affairs and the dean of the College of Arts, Humanities and Social Sciences (one of very few groups invited). Following the announcement that the child care center would be closed, Advance FORWARD was one of a small number of groups with whom the President met. And the Advance FORWARD letter to the President, expressing concern about the announced closing, was printed in *The Forum*, the local newspaper. Finally, despite NDSU's serious budget situation, institutional funding for Advance FORWARD grant programs continues to be strong.

The goals of Advance FORWARD are being implemented at the academic college level as well as at the institutional level. For example, the College of Science and Mathematics scheduled an ally training specifically for men in that college; that college also has several new Advocates. Both efforts are part of the college's strategic plan goal to double the number of Advocates/allies over three years. The college has also established an emerging leadership series in which seven tenured women from the college are participating. All the departments in the College of Engineering and Architecture have either an Advocate(s) or allies, and their requirement for diversity in applicant pools has increased gender diversity in those pools. In the College of

Pharmacy, Nursing, and Allied Sciences a new associate dean has been hired with a specific responsibility (among others) to create a faculty development plan that will provide the opportunity for nontenure track faculty to move into tenure track positions. Current faculty women in nontenure track positions (21 of them) are the explicit target of this effort. Dan Friesner, the newly hired associate dean, commented that “I suspect that with the new faculty development component of my position I will be seeking the Advance FORWARD team’s advice over the coming school year.”

While NDSU’s institutional transformation is not yet complete, the achievements of Advance FORWARD during the first three years of the project indicate significant change has started. As the project enters Year 4, the work will increasingly focus on ways to extend that change and assure its continuation well beyond the NSF ADVANCE funding period.

SECTION II. NDSU Advance FORWARD Management

This section of the report provides a listing of grant personnel and their duties and indicates that the budget report for Year 3 will be submitted at the end of August. In addition to the project personnel, this section identifies others who have had significant involvement in the Advance FORWARD project during the past year.

A. Project Management and Structure

1. NDSU Advance FORWARD Leadership Group

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

A few changes were made in the project management and structure during the third year of the grant; the changes were based on experience in the first two years and on recommendations from the External Advisory Board. Bilen-Green became the executive project director, and Burnett serves as associate project director. Bilen-Green coordinates the day-to-day project work; Burnett and Magel work on several research efforts, and both Bilen-Green and Burnett meet weekly with Schnell. Smith and McCaul provide feedback on project activities and leadership at project events; Schwert continues to oversee the grant budget and finances.

2. Advance FORWARD Steering Committee

- Dr. Canan-Bilen Green, Industrial and Manufacturing Engineering
- Dr. Elizabeth Birmingham, English
- Dr. Ann Burnett, Women and Gender Studies
- Dr. Tom Stone Carlson, Human Development and Family Science
- Dr. Karen Froelich, Business
- Dr. Kalpana Katti, Civil Engineering

- Dr. Christi McGeorge, Human Development and Family Sciences
- Dr. Wendy Reed, Biological Sciences
- Dr. Donald Schwert, Center for Science and Math Education
- Dr. Christina Weber, Sociology and Anthropology
- Dr. Charlene Wolf-Hall, Veterinary and Microbiological Sciences

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

- Birmingham coordinates the development and implementation of the faculty climate training;
- Stone Carlson coordinates the Advocates program in which twelve 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;
- Froelich and Weber, using the theoretical frame of unstructured spaces outlined in the grant, co-chair the Commission on the Status of Women Faculty;
- Katti works with Leap grant programs and organized an open forum with Patricia Galloway;
- Reed, along with Schwert, coordinates the cohort mentoring groups for junior faculty;
- McGeorge has responsibility for internal evaluation efforts; and
- Wolf-Hall coordinates the mid-career mentoring program and leadership development activities.

3. Advance FORWARD Project Staff

- Ms. Angela Bachman, faculty recruitment assistant
- Dr. Dana Britton, Kansas State University, external evaluator
- Ms. Ruthann Faulkner, office support
- Mr. Guy Hokanson, web support
- Dr. Sandra Holbrook, project consultant
- Ms. Julie Nash, project specialist

Bachman, working out of the Provost's office, assists faculty search committees with recruitment and assists in identifying ways to increase applicant pools. She also assists Advance FORWARD with some collection of data related to various issues of faculty status. Britton has visited campus, written a formal report, and has provided frequent informal advice. Faulkner assists with the grant budget and finances on a day-to-day basis, and Hokanson maintains and updates the Advance FORWARD website. Holbrook, Director Emerita of the NDSU Office for Equity and Diversity and a member of the Advance FORWARD Committee since its inception, works on an hourly basis to prepare materials for the web site, write articles for *It's Happening at State* (the campus staff and faculty newsletter), compile and edit quarterly and annual reports, and work with Human Resources to improve the accuracy of faculty data in the institutional database. Nash serves as project specialist assisting Bilen-Green with day-to-day project activities including office assistance and workshop coordination.

The original intent in the Advance FORWARD proposal was to hire women doctoral candidates in STEM disciplines to work on the project as a way to develop research and administrative skills. Unfortunately, for 2010-2011, none of the applicants possessed the appropriate qualifications. As an alternative way to provide needed project support, four master's level graduate students were hired: Becca Mellem who assists Julie Nash; Cali Anicha who assists Burnett with research and Bilen-Green with the faculty with disabilities project; Elizabeth Johanson who assists Christi McGeorge with evaluation; and Laura Wegner who assists Karen Froelich with research projects.

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. Kara Gravley-Stack, director of the NDSU Equity and Diversity Center
 - Ms. Evie Myers, vice president for Equity, Diversity and Global Outreach
 - Ms. Kay Sizer, manager of Faculty Development and Special Projects in Research, Creative Activity, and Technology Transfer (RCATT).

B. Budget

Bilen-Green and Schwert continued to provide oversight of the Advance FORWARD budget in Year 3. A detailed budget update will be included with the fourth quarterly report at the end of August so that expenditures such as summer salaries, travel, and other summer disbursements can be included.

SECTION III. Project Activities and Accomplishments

A. Commission on the Status of Women Faculty

1. For the 2010-11 year, Brandy Randall, associate professor in human development and family science, replaced former Commission member Justin Wageman, and Canan Bilen-Green joined the group as an ex-officio member. The Commission met with the new NDSU president Dean Bresciani in January to familiarize him with the work of the Commission and its role in relationship to the Advance FORWARD project.
2. The Commission also continued its work on institutional policy changes. Policy 103 (Equal Opportunity/Affirmative Action Policy on the Announcement of Position Openings) was officially approved by the Faculty Senate in Fall 2010 and is now in effect. The Commission worked this year on Policy 320 (Faculty Obligations and Time Requirements) and added sections on childbearing leave and on modified duties. These changes have been reviewed by the Policy Coordination Committee (PCC) and will be going to the Faculty Senate for approval in Fall 2011.
3. The first Gender Equity Award was officially presented to the Department of Biological Sciences at the kick-off event in September 2010. The Commission is now accepting nominations for the second Gender Equity Award (renamed the Advance FORWARD Award). The presentation of this award will be made at the kick-off event in Fall 2011 which will be held at President Bresciani's house.

4. Feedback regarding bias in student rating of instruction (SROIs) from campus after last year's visit by Dr. Joey Sprague (speaker for mentoring program on gender bias in teaching evaluations, March 2010) highlighted the need to generate alternatives to the current SROI process. Reducing gender bias in SROIs is critical to retain and promote women through the probationary period and contributes to a more supportive climate (Advance Forward retention and advancement goals). Feedback and suggestions were solicited from all members of the mentoring program. A small group of faculty with research expertise in pedagogy and assessment was convened to generate a report and suggestions for SROI revision. The report was forwarded to the Faculty Senate for review in November and is still under review.
5. In Fall 2010, the President of the Faculty Senate convened an ad hoc group to investigate the status of spouse/partner hires in academia and to make a recommendation regarding NDSU's policy. Bilen-Green was tapped as chair of the committee that included representatives from the Commission on the Status of Women Faculty, Advance FORWARD, Advocates, and a number of faculty members elected to Faculty Senate. In March 2011, the committee met with the Faculty Senate President to present its findings. Based on that meeting, the group will refine its proposal and present it to the full Faculty Senate in Fall 2011.
6. Over the summer, the Commission will be preparing a proposal for the CSWF to become a standing committee of the Faculty Senate and will initiate the process for implementation early in Fall 2011. The Commission is also identifying additional policies for review as well as identifying how to address compliance issues for the policy changes that are adopted. The Commission will also be replacing some members who are rotating off with the goal of maintaining strong and broad representation from across campus.

B. Climate Project Activities

Advance FORWARD's climate related goals are being met in four main ways:

1. offering professional development opportunities for administrators, especially chairs/heads, through the Provost's forum series;
 2. responding to women's stated concerns (from survey data) around issues of work-life balance, opportunities for networking, and responding to perceptions of many small inequities;
 3. developing and piloting college-specific workshops to disseminate climate data and develop unit-specific action plans; and
 4. continuing and focusing the training of new allies and broadening the role and impact of the Advocates group.
1. **Offering professional development for administrators**

This year, the Provost gave Advance FORWARD direct access to monthly training sessions for department chairs/heads. Members of Advance FORWARD organized seven workshops or panels over the academic year for this group; two of those were half-day workshops. The goal of these workshops was to offer professional development opportunities on issues that would help all chairs and heads, but that would also respond to our data suggesting that climate issues were especially salient at the department level.

The following workshops were developed and presented to chairs/heads:

- **August 25, 2010:** half-day workshop on basic skills for chairs/heads (Budgeting, Compliance, Faculty Recruitment, and Personnel).
- **September 21, 2010:** workshop with JoAnn Moody - Good and Bad Departmental Practices: Job Searches and Tenure Review Processes.
- **November 17, 2010:** session led by Dana Britton - Administrator Survey Results (shared results of the survey and discussed with chairs/heads).
- **November 29, 2010:** session led by Jennifer Sheridan - Enhancing Department Climate: A Chair's Role.
- **December 15, 2010:** session led by Advance FORWARD team members - Developing a Culture of Evaluation and Support for Faculty Success.
- **January 10, 2010:** half-day workshop with Dr. Tim Borchers, Dean, College of Arts and Humanities at Minnesota State University-Moorhead, and Jim Council, associate dean, College of Science and Math at NDSU, on communication, challenging situations, and critical conversations.
- **March 9, 2010:** panel on best practices - a panel of chairs and faculty discussed the role of the department chair/head in creating and maintaining a healthy departmental climate.

Advance FORWARD also scheduled several events specifically for deans and other upper administrators across the year:

- **September 20, 2010:** JoAnn Moody - workshop with academic deans.
- **November 18, 2010:** Dana Britton - shared and discussed administrator survey results with deans and upper administrators.

2. Responding to concerns: work-life balance, networking opportunities, and equity

Each of these events was designed to offer faculty at NDSU the opportunity to network around issues of shared importance, to support discussion of gender and its impacts in teaching, research and service, and to offer data based discussions of work-life and equity issues on our campus.

- **August 17, 2010:** Advance FORWARD New Faculty Workshop on Climate – 2 hour session designed to introduce new faculty to each other, to Advance FORWARD, and to thinking about climate issues on our campus.
- **August 18, 2010:** Teaching and Learning Conference – 1 hour session designed to help faculty understand issues of climate in the classroom setting.
- **September 2, 2010:** Kick-off event - featured author Barbara Ehrenreich, who helped us kick off our third year, present the Advance FORWARD Award (initially called the Gender Equity Award) and recognize other awardees, and celebrate victories small and large.
- **September 21, 2010:** JoAnn Moody - "Tricks of the Trade: Saving Time and Sanity," a networking session with women faculty on work-life balance issues.
- **September 21, 2010:** JoAnn Moody - meeting with department and college PTE committee members to discuss equity and process issues in promotion and tenure.
- **September 29, 2010:** Advance FORWARD - "After Two Years: Has the FORWARD Grant Helped Advance NDSU?" – 1 hour session Brown Bag session to disseminate Advance FORWARD data to the campus.
- **November 19, 2010:** Dana Britton – 1 hour meeting with faculty to discuss challenges, successes, and moving forward.

- **January 27, 2011:** Valerie Young - workshop with women faculty on the impostor syndrome.

3. Developing and piloting college-specific climate workshops

As Advance FORWARD's third year draws to a close, team members have seen a wide range of trainers on a wealth of subjects and have collected and interpreted data from a number of instruments to better enable the team to understand and describe the climate on the campus. The second half of this year was spent focusing on developing climate workshops specific to the NDSU campus and its climate. The workshops are designed to be 90-minute sessions to share specific data about climate in each college. An early version, which used college-specific data, was shared with the College of Human Development and Education on November 19, 2010, and that model of data presentation was helpful, but more specific outcomes have been identified for future workshops:

- disseminate Advance FORWARD research internally in meaningful ways.
- provide evidence to the campus community that data on the climate for women at NDSU is abundant, accurate, and in agreement.
- familiarize units with data relating to their own college's climate.
- provide units with a framework for using data to plan solutions to climate issues.
- offer examples of simple, shared, and inexpensive (or free) solutions to climate-related problems.

After sharing data collected over ten years from a variety of sources, the workshop employs strategies for data based planning:

- define the nature and extent of the problem at the individual and the organizational level;
- identify actual and potential resources to assist in solving the problem; and
- incorporate the community's goals into the solution process.

The climate group has developed one workshop for the College of Arts, Humanities and Social Sciences to be piloted and improved this summer. The workshop for the College of Science and Math will be next.

4. Continuing training of new allies and broadening the role and impact of Advocates

• Trainings

The Advocates conducted four trainings during the 2010-2011 academic year; a total of 65 male faculty participated in the trainings. The current number of male faculty allies is 44.

The Advocates also conducted four follow-up trainings for allies. These trainings were focused on ally skill development and community building. The topics addressed in the follow-up sessions included being an effective ally on promotion and tenure committees, search committees, and strategies to address work-life balance.

The plan for next year is to conduct four additional ally trainings (two per semester). The Advocates plan a more targeted approach in terms of who is invited to the trainings in 2011-12 as the group now has a better picture of where allies are missing and needed across the University. Advocates will also continue to provide four ally

follow-up trainings (two per semester) to help allies enhance their skills for addressing gender equity and improving the climate for women faculty on campus.

- **Other activities**

The Advocates initiated a project this year to increase the number of women faculty who are nominated for major awards at NDSU. The lack of recognition of women faculty through major awards has been a significant problem at NDSU for some time. In order to begin to address this issue the Advocates researched the major awards and put together a spreadsheet outlining the requirements of the award and the dates that nominations are due. As award deadlines approached, the Advocates brainstormed a list of qualified women candidates and met with deans, department chairs, and other leaders/faculty in their respective units to encourage them to nominate the identified women faculty. Advocates view their role not as direct nominators, but as advocates to highlight the work of qualified women faculty and encouraging their own colleges and departments to acknowledge their work and nominate them for awards. While it is too early to assess the effectiveness of these efforts, the last three university awards were given to three of the women faculty; all three were identified and their nominations -- by appropriate leaders -- were encouraged by Advocates. The Advocates plan to continue this effort in the coming year and expand their efforts to include significant college level awards.

The Advocates have also participated in ongoing education as a group by participating in bimonthly reading groups throughout the year. This year they read the book *The Gender Knot* by Alan Johnson.

Finally, the Advocates have used their role as a group to encourage the President of NDSU to support Advance FORWARD initiatives and work-life balance efforts on campus. For example, they sent the President a letter signed by each Advocate to encourage him to include language in the position description for the new Provost that made experience addressing gender equity a priority. They also submitted a letter encouraging the President to reconsider his decision to close the child care center.

In addition to the efforts noted above to improve the climate, work began this year on Advance FORWARD's goal of supporting women faculty with disabilities, Anicha, using information gathered by Bilen-Green, prepared a report in early 2011 containing: 1) a brief overview of historic and current trends regarding women and people with disability in the Science, Technology, Engineering, and Mathematics (STEM) disciplines; 2) a description of NDSU's efforts to date (as of February 2011) addressing disability equity/parity; 3) considerations of what other academic institutions have done to address the unique needs of faculty with disability; and 4) suggestions for possible avenues for NDSU to continue to proactively address disability equity/parity.

A search of the institutional database showed that nine instructional personnel have identified themselves as having a disability; six of those are tenured or tenure track faculty (three of the six are women and none of the women is in a STEM discipline). The group notes that this small number probably does not reflect the actual number of faculty with disabilities but may reflect hesitancy to identify as having a disability and/or limited or no need for accommodation.

A task force on Women Faculty w/Disabilities (WFWD) was established to further explore and promote improved institutional policies and practices regarding faculty with disability. The task force is being chaired by Charles Peterson, dean of pharmacy, nursing and allied sciences. Other on the task force include Anicha; Bilen-Green; Colette Erickson, human resources; Bunnie Johnson-Messelt, disability services; Myers, Sean Sather-Wagstaff, mathematics, and Jane Schuh, veterinary and microbiological sciences.

Tenure policies as well as overall workplace and campus climate have been identified as key areas warranting initial attention by the task force. The first task force meeting was held in March 2011 and focused on the development and/or editing of tenure policies to address the unique workplace adjustments that might be necessary for faculty with disabilities, along with the dissemination of such policy to new and current faculty. Approaches for improving workplace climate around knowledge and understanding of disability were also identified. In tandem with Advance FORWARD's work, the NDSU office of Equity, Diversity and Global Outreach has initiated a Disability Council to support the University in more intentionally addressing disability matters campus-wide. Several individuals sit on both groups to facilitate communications across shared goals.

C. Faculty Recruitment Efforts

1. The Advance FORWARD project sponsored the first search committee training in February 2011. The team of presenters for the sessions included an Advocate (Sheridan), the project consultant (Holbrook) and the vice president for equity, diversity and global outreach (Myers). Two sessions of the training entitled Searching for Excellence were held, and a total of 30 people attended. Two-thirds of the attendees were faculty members (administrators and support staff composed the remainder). Evaluations were very positive and with minor revisions – based on feedback from these initial sessions - the training will be offered again early in the Fall 2011 semester and throughout the coming year.
2. Advance FORWARD also played an important role in two administrative searches conducted this year: one search was for Provost and the other for Dean of the College of Art, Humanities, and Social Sciences. Members of Advance FORWARD met with every candidate to discuss campus climate and the Advance FORWARD project. Typically, 6-12 members of FORWARD and/or Advocates were at each meeting and asked candidates a range of questions on issues related to climate, recruitment, retention and promotion of women faculty.
3. Bachman, the assistant for faculty recruitment, continued to work with search committee members, department support staff and candidates on a regular basis. She meets with search committees and search chairs to clarify procedures and encourage recruitment methods that will enhance the diversity of applicant pools. In addition, she reviewed and processed paperwork and on-line transactions related to the hiring process to facilitate the timely initiation and completion of searches.

D. Advance FORWARD Interactions with Native American Groups

Advance FORWARD is particularly interested in recruiting, retaining, and promoting Native American women on our campus. The project has continued to co-sponsor the "Getting to Know our Tribal Partners" series on campus, a 2-3 times per semester lecture/workshop that offers students, staff, and faculty on NDSU's campus an

opportunity to learn more about the students, staff, and faculty at our North Dakota Tribal Colleges – our state’s other land grant institutions. This series showcases topics ranging from women as tribal leaders and gender in traditional communities to our own university’s Dakota Initiative and the scholarship of our own Native American faculty.

In addition to this sponsorship and the networking that has come from these events, Advance FORWARD has made efforts to involve NDSU’s Native American faculty in our programs. Bilen-Green hosted a meeting with updates on Advance FORWARD for Native American faculty in the spring of 2011, and members of Advance FORWARD have met individually with these faculty to discuss the travel awards and research grants available to them and to better connect the Native American initiatives on campus to Advance FORWARD. Dr. Donna Grandbois, assistant professor of nursing, will be invited to represent her college as a member of the Advance FORWARD team beginning in August of 2011.

E. Advancement and Leadership Activities

Advance FORWARD’s advancement and leadership related goals are being addressed through these project programs and activities:

1. Junior Faculty Cohort Mentoring Program

The program is currently operating with 38 mentors (16 women) and 81 mentees (31 women). The program continues to be run in conjunction with the NDSU campus-wide mentoring program for all new faculty members. Each of the 19 mentoring groups is single gender and led by two tenured faculty members. 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 (Advance FORWARD retention goal). Two organized events were held each semester during the 2010-2011 year:

- **September 21, 2010:** Dr. Joann Moody visited campus and offered a training session for mentors and a separate training session for mentees.
- **October 14, 2010:** Drs. Miriam Mara and Andrew Mara, NDSU English Department, led a scholarly writing workshop for faculty participating in the mentoring program.
- **January 27, 2011:** Dr. Valarie Young visited campus and offered a workshop addressing the “impostor syndrome” for mentors and mentees.
- **May 3, 2011:** Dr. Erika Offerdahl, NDSU Chemistry and Biochemistry Department, and Dr. Warren Christensen, NDSU Physics Department, offered a workshop on formative assessment in teaching.

An advisory committee of mentors and mentees is being formed to provide feedback directly to Reed and Schwert. The advisory committee will help choose the outside speakers for 2011-12 and assist with the organized workshops offered to participants.

2. Mid-Career Mentoring Teams Grants

Three mid-career mentoring teams received grant awards during the 2010-2011 year. The three teams each demonstrated a unique approach to mentoring and mid-career professional development. The recipient and her team members are

- Betsy Birmingham, associate professor of English
Mentoring group members include Andrew Mara, associate professor of English; Miriam Mara, associate professor of English; Amy O'Connor, associate professor

of communication; Amy Rupiper Taggart, associate professor of English; and Gary Totten, associate professor of English.

- **Cindy Urness**, associate professor of architecture
Mentoring group members are Margaret Fitzgerald, associate professor of human development and family science; Brandy Randall, associate professor of human development and family science; and Kara Wolfe, associate professor of apparel, design and hospitality management.
- **Kimberly Vonnahme**, associate professor of animal sciences
Mentoring group members are Anna T. Grazul-Bilska, professor of animal sciences; Marcia McMullen, professor of plant pathology; and Dale Redmer, professor of animal sciences.

3. Promotion to Professor (PTP)

The Promotion to Professor Task Force met monthly to develop and plan workshops throughout the year; they also collected and reviewed resources and promotion, tenure and evaluation documents.

The task force sponsored three Promotion to Professor workshops during 2010-2011. Each featured a panel of NDSU personnel appropriate to the topic:

- **October 12, 2010:** Perspectives of Department Chairs
Panelists for this session were Allan Ashworth, geosciences; Will Bleier, biological sciences; Loretta Heuer, nursing, and Larry Peterson, history.
- **March 3, 2011:** Tips from Experienced College PTE Committee Members
Panelists for this session were John Cook, industrial and manufacturing engineering; Anna Grazul-Bilska, animal sciences; Joel Hektner, human development and family science; and Ineke Justitz, history, philosophy and religious studies.
- **May 3, 2011:** Tips from Newly Promoted Professors
Panelists for this session were Karen Froelich, management and marketing; Daniel Friesner, pharmacy practice; Wenfang Sun, chemistry and biochemistry; and Cheryl Wachenheim, agribusiness and applied economics. Each of the panelists was successfully reviewed for promotion to full professor during the 2010-11 year.

In addition to the Promotion to Professor panel events, Dr. Christine Hult, Utah State University offered a 90 minute session titled "Why Bother? Helping Women Achieve Full Professor Rank," for associate women faculty on December 1, 2010.

4. Leadership Development Activities

- **November 19, 2010:** Panel discussion on leadership development. The panel included four individuals who have participated in different leadership development training: Holly Bastow-Shoop, professor and head of apparel, design and hospitality management; Rich Horsley, professor and chair of plant sciences; Reed, associate professor of biological sciences and associate dean of science and mathematics; and Michele Reid, dean of libraries. The panelists provided descriptions of their leadership training experiences and how they use what they learned.
- **February 1, 2011:** Patricia Galloway - an open forum with one of the international leaders in the area of the reform of engineering education.

- **May 18, 2011:** Mitchell B. Owen presented a day long workshop titled “Academic Leadership Workshop for Current and Future Academic Administrators.”

F. Grant Programs and Incentives

The various grant and incentive programs continued to be publicized and funded during the third year of the project. These grants and incentives provide financial support for individuals through travel and course release grants, leadership development grants and leap and climate, gender and equity research grants. A change during this year has been to eliminate information sessions about individual grant/incentive opportunities and consolidate the information about them into a single session offered during the Fall semester. Complete and current information about the different grant and incentive programs continues to be provided on the project web site. A list of the recipients for these grant/incentive programs is included as Appendix A.

The Commission on the Status of Women Faculty, having presented the first department Advance FORWARD Award in Fall 2010, is now seeking nominations for the second award to be presented in Fall 2011 (noted above).

G. Networking Events

The NDSU Advance FORWARD program supports networking opportunities for faculty women to enhance overall climate and to increase their comfort with the Fargo-Moorhead community. Unfortunately, most of the networking events offered to date have not been well-attended for a number of reasons including busy schedules, lack of sufficient publicity, and lack of interest in specific events as networking opportunities. One campus-based event this past year, however, was well received. On November 19, 2010, Bonnie Coffey gave an Advance FORWARD sponsored workshop with WIR (Women in Research) on networking. Coffey illustrated the “how-to” of face-to-face networking to help organizations and individuals develop competency in networking skills and strategies that contribute to personal and professional success.

To address the overall lack of attendance in networking events, a survey of NDSU women faculty was conducted in Spring 2011 to see if there was interest in networking with other groups, and, if so, with whom. The campus-wide survey was submitted to all women faculty using the Women in Research listserv. The respondents indicated they were interested both in meeting faculty from area universities/colleges and in meeting with professionals from the community. Some of the respondents expressed interest in meeting with politicians/policy makers or with local professional groups such as the American Association of University Women.

Kara Gravley-Stack, Director of the Equity and Diversity Center, has agreed to form an advisory committee and help facilitate networking opportunities beginning in Fall 2011. Using information gathered in the survey and working with her advisory committee, Gravley-Stack will plan two events for next year: one in which participants can meet other women faculty from area universities, and one with area professionals in the STEM disciplines.

H. Report on Baseline Data for NSF 12 Indicators

The narrative below summarizes the NSF 12 Indicators data for the third year of grant activities (2010-2011). In the case of tenure and promotion decisions, data for the three academic years 2007-08, 2008-09 and 2009-10 is also reported. Eight sets of tables

included as Appendix B illustrate more fully the data captured for the NSF 12 Indicators. These data continue to be analyzed for accuracy and any data tables that are revised will be included with our fourth quarterly report.

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 2010-2011 for the STEM departments. Table 1B gives the number of men and women in each rank for the non-STEM departments.

In the Year 3 data women make up 33.9% (43) of the assistant professors, 16.7% (12) of the associate professors, and 6.8% (8) of the full professors in the STEM disciplines (Table 1A). In the non-STEM departments (Table 1B), these percentages are 54.7% (47), 40.5% (30), and 15.8% (9), respectively. The most notable increase between 2009-10 and 2010-11 is in the full professor rank where the percentage of women full professors increased from 5.8% (6) to 6.8% (8) in STEM disciplines. In the non-STEM disciplines the percentage of women full professors increased from 10.4% (5) to 15.8% (9) between 2009-10 and 2010-11.

Tables 1C and 1D provide data on women faculty of color in tenure-line positions and in non-tenure track positions for the 2010-11 academic year. Because the number of women faculty of color is so small, the data are reported by college rather than by department. Data for colleges with STEM departments are given in Table 1C. Overall, in the STEM departments, 16 women of color were in tenure-line positions. There were no women of color in non-tenure track positions. In the non-STEM departments, 11 women of color were in tenure-line positions, and no women of color were in non-tenure track positions (Table 1D). Women of color in tenure-line positions increased from 26 in 2009-10 to 27 in 2010-11 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 2010-11 in tenure-line positions and in non-tenure track positions for each of the STEM departments (2A) and non-STEM departments (2B). In the STEM departments, women made up 19.9% of the tenure-line positions and 25.0% of the non-tenure track positions. Overall, in STEM departments, 4.5% of all women were in non-tenure track positions compared to 3.4% of all men in non-tenure track positions. In the non-STEM departments, women made up 39.6% of all tenure-line positions and 63.4% of all non-tenure track positions. In non-STEM departments, 23.2% of the women were in non-tenure track positions compared to 10.3% of all the men in non-tenure track positions.

3. Tenure/promotion outcomes by gender.

Tables 3A and 3B show the number of men and women who were reviewed for tenure in the three academic years 2007-08, 2008-09 and 2009-10 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 period, 9 women and 27 men in the STEM departments were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 77.8% (7 of 9), and for the men, 88.9% (24 of 27). In the non-STEM disciplines, 17 women and 18 men were reviewed for tenure. The percentage of positive tenure decisions for women in these departments was 82.3% (14 of 17), and for the men, 83.3% (15 of 18).

Tables 3C and 3D show 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. Eight women and 22 men were reviewed for promotion during this time period in the STEM departments. The percentage of positive promotion decisions for women was 87.5% (7 of 8), and for men, 81.8% (18 of 22). For the non-STEM departments the percentage of positive promotion decisions for women was 81.3% (13 of 16), and for men, 81.8% (9 of 11).

Tables 3E and 3F show the promotion review outcomes by gender from the associate to the full professor level for STEM (3E) and non-STEM (3F) departments for the three academic years. In the STEM departments, five women and twenty men were reviewed for promotion from associate to full professor; with the exception of one woman, all were promoted. In the non-STEM departments, three women and nine men were reviewed for promotion from associate to full professor; all were promoted.

4. Years in rank by gender.

Tables 4A (for STEM) and 4B (for non-STEM) provide the number of years in rank for both men and women assistant professors before promotion to associate professors for the same three academic years. Seven women were promoted in STEM departments, and all were assistant professors for 6-8 years. Eighteen men were promoted in STEM departments: one was promoted after 3-5 years; sixteen were promoted after 6-8 years; and one was promoted after 9 or more years (4A). Of the 13 women promoted in non-STEM departments, three were promoted after 3-5 years; nine were promoted after 6-8 years; and one after nine or more years. In the case of men, two were promoted after 3-5 years and seven were promoted after 6-8 years (4B).

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 four women promoted to full professor in the years 2008-2010, two were promoted after 3-5 years and two were promoted after 6-8 years. In those same years five men were promoted to full professor after 3-5 years and 14 were promoted after 6-8 years. The corresponding data for non-STEM departments is provided in Table 4D. Two women were promoted to full professor after 6-8 years and one was promoted after 9 or more years. One man was promoted to full professor after 3-5 years; five men were promoted after 6-8 years; and three men were promoted after 9 years or more.

5. Attrition by gender.

Tables 5A and 5B show the numbers of women and men voluntarily leaving the University (non-retirement) for both tenure-line positions and for the non-tenure track research professor and instructor positions. Table 5A shows that 22.2% (8) of tenure-line faculty in the STEM departments who voluntarily left the University were

women. This can be compared with 19.9% (63) of the tenured and tenure-track faculty positions held by women in the STEM departments. The percentage of STEM faculty voluntarily leaving the University who were men was 77.8% (28), compared with 80.1% (254) of the tenured and tenure-track faculty positions held by men in these departments. In non-STEM disciplines (Table 5B) the percentage of faculty voluntarily leaving was 51.7% (15) for women and 48.3% for men (14). This can be compared with 39.6% (86) of the tenured and tenure-track faculty positions held by women in the non-STEM departments and 60.4% (131) held by men.

6. Number and percent of women in science/engineering in new tenure-track hires.

The Table 6 collection contains the number of new hires for tenure-line positions by gender for Fall 2010. The percentage of new hires for tenure-line positions filled by women in the STEM departments was 28.6% (4 of 14) in Fall 2010 (6A). The percentage of new hires for tenure-line positions filled by women in the non-STEM departments was 22.2% (2 of 9) in Fall 2010 (6B).

7. Number and percent of women in leadership positions.

Table 7 shows the number of men and women in leadership positions in Fall 2010. The leadership positions include the president, vice presidents, assistant/associate vice presidents, the provost, directors, deans, associate deans, and department chairs/heads. Forty-two women and 89 men hold these types of leadership positions in the University. Therefore, the percentage of leadership positions being held by women within the University is 32.1% compared to women holding 27.9% of all tenure-line positions (19.9% in STEM and 39.6% in non-STEM). Further, 9.7% (17) of full professors are women compared to 90.3% (158) who are men.

8. University distinguished and endowed professorships and awards.

There are no fully endowed chair positions in STEM. However, in addition to the University and Chamber Distinguished Professorships there are three endowed chair awards and a number of faculty excellence awards. Table 8 provides the number of men and women who received these awards and professorships by college in the years 2005-2011. Overall, 7 women (23.3%) and 23 men (76.7%) 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 PTE committees for 2010-11 varied between 14% and 50%. All college promotion and tenure (PTE) committees had at least one woman faculty member. Overall, 12 (32.4%) women and 25 (67.6%) men served in college level PTE committees during the 2010-11 academic year.

10. Salary of science/engineering faculty by gender.

An annual faculty salary study was again completed for the 2010-2011 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, the p-value for gender was found to be 0.1972. Race was also tested for in the model with market salary and rank to determine whether or not it was significant. 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 complete results of the study each year and discusses them with the academic deans who each use the results relevant to his/her college as one source of information in preparation of salary adjustment recommendations.

11. Space allocation of science/engineering faculty by gender.

Baseline data for the NDSU space study were collected in year two of the grant. Square footage of office and lab space occupied by STEM tenure-line faculty was collected and compiled by gender, department, and college. The space study will be repeated in year five of the grant.

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

Advance FORWARD Deans McCaul and Smith and Provost Schnell reviewed Information, compiled by gender, on start-up packages of newly hired science/engineering faculty who began their employment in Fall 2010.

As in previous years, the offers vary dramatically, from a low of \$2,000 for an assistant professor in Construction Management to a high of around \$300,000 for an assistant professor in Chemistry and Molecular Biology. In general, faculty members in STEM disciplines—regardless of gender—receive much higher offers, in line with what they need to initiate and carry out a research program. Indeed, some non-STEM colleges (e.g., Business) do not provide any start-up funding. However, even within STEM colleges and departments, the single best predictor of the level of start-up offers is one's research program. For example, the 2010 offer of \$225,000 to a female faculty member in Biological Sciences who does molecular biology work versus \$50,000 to a female faculty member in the same department who does STEM education research. Overall, the data do not show meaningful differences between men and women except those attributable to research programs. As one more example, in Science and Mathematics, the highest package was provided to a male in biochemistry (\$320,000) followed by a female in biology (\$225,000) and "anchored" by a male math professor (\$10,000).

I. Research Project Activities

- 1. Faculty attrition.** The paper, "Examining the Complexities of Faculty Attrition: An Analysis of STEM and Non-STEM Faculty who Remain and Faculty who Leave the Institution" has been accepted with minor revisions (completed and sent back 5/4/11) to the *Journal of Women and Minorities in Science and Engineering* (Burnett, Bilens-Green, McGeorge and Anicha).
- 2. Unstructured spaces.** Weber (Sociology) has continued to pursue research to understand women's presence in the unstructured spaces of the university and their transition into structured spaces of recognized roles on campus. She has continued to utilize data collected by Advance FORWARD on the longitudinal study of women's presence in positions of authority at NDSU. She is in the process of writing up the data but will continue collecting data over the grant period to fully understand the effectiveness of the grant and theoretical model. She has also been collecting data

on the effectiveness of the Commission on the Status of Women Faculty (CSWF). Specifically, she is using qualitative data (meeting minutes, participant observation notes, and the policies that the CSWF has worked on) to examine, not only the effectiveness of the CSWF, but also to understand the institutional barriers and challenges for women to be recognized in the structured spaces at NDSU.

3. **Analysis of work/life survey.** Magel has extended analysis of the work/life data by comparing the 2009 data with comparable items in the 2007 climate survey and the FORWARD 2002 work/life survey. She first identified supplemental items that would be useful for evaluation: women faculty report excessive teaching demands (as opposed to men); more women in leadership positions than in the past; women and men both reporting they want more time to do research (as opposed to only women desiring more time), and women faculty having more collaborative research opportunities now than in the past. No differences are found between STEM and non-STEM men or women faculty in these four supplemental areas. Further, Magel created a “women’s health score” and a “women’s environment score.” The “women’s health score” comprised of perceptions of overall health, stress, and fatigue; while “women’s environment score” comprised of level of respect, value of research, level of isolation, and fairness. Regression analysis results indicate that “women’s health score” is influenced by the “women’s environment score.” Magel, Burnett, Bilen-Green, and Anicha are preparing these data for publication.
4. **Student Rating of Instruction data.** Magel conducted a study to determine if there is any relationship between salaries and student ratings of instruction after controlling for rank, market salary, and STEM/non-STEM disciplines. The study also examined whether there was an interaction effect between either gender or race and student ratings of instruction with regard to salary.
5. **Advocate/Ally program.** In conjunction with internal evaluation efforts, a study of the Advocate/Ally program is underway. Research about other ally programs (women and violence, Safezone, for example) has been conducted with the goal of writing an introductory piece about Advance FORWARD’s program in comparison with these other “ally” programs. McGeorge and Burnett are creating online, open-ended surveys for Advocates, allies, and women faculty to gather baseline information that will contribute to a larger study of this program. Initial data will be collected during the summer 2011.
6. **Women in leadership positions.** During Spring 2011, Froelich’s graduate student Wegner collected salary data for both men and women faculty with administrative roles at NDSU. Froelich, Bilen-Green and Wegner plan to mirror this data collection at the University of North Dakota since data from that institution about prevalence of women in academic leadership positions is available.

J. Evaluation Project Activities

1. Internal Evaluation Activities

Below is a summary of the internal evaluation efforts from June 2010 through May 2011:

- Faculty Work/life Survey: Received a finalized full report of the work/life survey as well as college reports and mini-reports focused on such topics as significant

- gender differences in perceptions of the climate at NDSU. Information from the reports is being disseminated to the NDSU community.
- Academic Administrative Survey: Received from Britton (external evaluator) a full report of the data from the academic administrative survey. Britton presented the report to the deans and the department chairs/heads during her campus visit.
 - Focus Groups for Associate Professors: Completed transcriptions of the interviews with four focus groups of associate professors (conducted by Britton), and analysis of the data is underway. Created a report of the themes related to the promotion process from associate to full professor; that report is being used to inform the programming to support promotion of associate professors. Creation of a separate report on the themes related to climate is planned.
 - Grant Recipient Survey: Prepared a summary report demonstrating the accomplishments of those receiving Advance FORWARD grants and participating in a survey during 2009-10. Currently administering the same survey for those who received grants during 2010-11; survey data collection will be completed in June 2011.
 - Evaluation of the Junior Faculty Cohort Mentoring Program: Currently administering survey with mentors who participated in this program during 2010-11; data collection will be completed in early June 2011. Data from the 2009-10 survey led to adjustments to this program for 2010-11.
 - Mid-Career Mentoring Grant Program: Designed an on-line assessment to evaluate the impact of this program on the retention and promotion of associate professors involved in this program; data collection began in May 2011.
 - Search Committee Member Training: Developed a formative assessment to evaluate the effectiveness and helpfulness of search committee member training. The results of the formative assessment suggest that the training was very effective.
 - Ally Training: Worked with the Advocates to revise the formative evaluation used for the ally training to create a tool that more closely measures the effectiveness of the training. Currently designing three separate assessment tools for this program: one for Advocates, one for allies, and one for women faculty who have an Advocate or ally in their college.
 - Promotion to Full Professor Panels: Continued work with the task force for the promotion to full professor to develop formative assessments that determine progress being made to support the advancement of more women to full professor.
 - Networking Questionnaire: Created an on-line survey to provide direction for the type of networking events that women faculty is most likely to find beneficial; 62 women faculty completed the survey.
 - Graduate Committee Composition Study: Collected data about the gender composition of graduate thesis and dissertation committees and presented a report describing the trends in these committee compositions to the Advance FORWARD team and the NDSU Graduate Dean.
 - Interviews of Women Full Professors: Received transcripts of the interviews (conducted by Britton) with 9 NDSU women full professors concerning promotion to full professor and leadership opportunities and how these vary by gender, and completed the process of de-identifying the data. This qualitative data has been analyzed and an initial draft has been developed of two reports that detail these professors' perceptions of the climate at NDSU and the supports and barriers for achieving leadership positions.

- Evaluations of Advance FORWARD Climate Programs: Continued to evaluate each of the Advance FORWARD climate programs; this information is used for developing and structuring future programs as well as identifying potential topics.

For details of attendance and evaluation responses for the Advance FORWARD workshops and events, see Appendix C.

Leadership for internal evaluation is led by McGeorge (as noted in the project maintenance and structure section of this report above); she works in cooperation with a small internal evaluation committee composed of Advance FORWARD members including Bilen-Green, Burnett, Birmingham, McCaul, and Nash.

2. Internal Advisory Board

During Spring 2011, the Internal Advisory Committee (IAC) was reformulated and Wittrock (dean of graduate and interdisciplinary studies) was asked to serve as chair of the group. The IAC has been asked by the Advance FORWARD leadership to take on a more prominent role in addressing the broader institutional culture to support the goals of the grant. The group has met twice to formulate a strategy and as part of that strategy has decided to seek broader representation on the IAC. When the group convenes again in the fall, there will be additional representation from Human Resources and University Relations.

3. External Advisory Board

The five-member Advance FORWARD External Advisory Board (EAB) visited the campus November 30, 2010. The current EAB, as result of the reduction in membership of the EAB during 2009-10, now consists of five of the original members: Susan Carlson, vice provost for academic personnel for the University of California System; Christine Hult, professor of English and associate dean of arts, humanities and social sciences at Utah State University; Peggy Johnson, department head and professor of civil engineering at Penn State University; Laura Kramer, professor emerita of sociology at Montclair State University; and Jennifer Sheridan, executive and research director of women in science and engineering leadership institute at the University of Wisconsin – Madison. During their visit, they participated in a presentation about Advance FORWARD and its efforts and activities and met with the Advance FORWARD committee, the President, the Commission on the Status of Women Faculty, the Advocates, the engineering chairs/heads, and the internal evaluation committee.

While on campus, Sheridan presented a session for chairs/heads about their role in enhancing departmental climate, and Hult met with mid-career female faculty to discuss reasons for advancement to full professor and provide helpful tips on how to successfully achieve it.

In addition to the EAB campus visit, a variety of communication with the EAB occurred throughout the year via email, telephone and smaller meetings at the NSF Joint Annual Meeting and the NSF ADVANCE PI meeting. EAB members have received reports and data as well as information about Advance FORWARD successes and events. In the last year, EAB members have also been informed and consulted about the transition to a new university president and the searches for provost and vice president for academic affairs and for dean of the college of arts, humanities and social sciences.

Input and feedback from the EAB has been consistently useful and timely, and their involvement is a valuable asset for the project.

4. External Evaluation Activities

Our external evaluator, Dr. Dana Britton, visited NDSU November 17-19, 2010. She met with each of the major program areas of our ADVANCE grant and provided helpful input and feedback. She also wrote an official report detailing the progress and growth areas that she perceives the Advance FORWARD team is making to achieve each of the project's five goals. Her report is included as Appendix D.

The evaluation data has been shared with a number of campus groups including chairs/heads, deans, the College of Human Development & Education, the IAB, the Advocates, CSWF and others.

K. Dissemination Project Activities

1. A unique dissemination opportunity is the result of efforts by Bilen-Green and representatives from four other ADVANCE institutions to prepare presentations for the 15th International Conference of Women Engineers and Scientists Conference in Adelaide, Australia, to be held in July 2011. Five ADVANCE institutions will be represented at this conference:

- University of Illinois, Chicago
- Purdue University
- North Dakota State University
- Washington State University
- Case Western Reserve University

The conference is an opportunity to share the impact of ADVANCE in academic institutions from across the United States as well as providing an opportunity to share best practices and learn about the experiences of institutions from other parts of the world. The team of five will present both oral and poster sessions. The oral sessions will highlight the NSF-ADVANCE initiative and best practices implemented at ADVANCE institutions. The poster sessions will include overview posters from each institution showing the varied programming and the path to institutional transformation.

2. **Internal Dissemination**

It's Happening at State

Throughout the 2010-11 year a variety of articles related to the Advance FORWARD project and its efforts appeared regularly in the bi-weekly faculty/staff newsletter, *It's Happening at State*. Articles covered Advance FORWARD events and calls for proposals as well as recognition of individual Advance FORWARD team members. Late in the year the hardcopy version of the newsletter was discontinued, but an electronic copy is published bi-weekly during the school year and less frequently during the summer. A list of Advance FORWARD-related articles in *It's Happening* and their publications dates is included as Appendix E.

The Advance FORWARD web site continues to be updated regularly with current information about grant and incentive opportunities related to Advance FORWARD, special speakers and events, and other project relevant information such as video and/or power point presentations and reports. The web site is also used to register

participants for Advance FORWARD events that require advance notice for planning purposes.

Additional internal dissemination was achieved through meetings with department chairs/heads and deans, announcements of Advance FORWARD events and speakers through the campus listservs and a variety of presentations such as the Brown Bag session noted below.

3. Presentations

Bilen-Green, Burnett, Myers, and Schnell. "After Two Years: Has the FORWARD Grant Helped Advance NDSU?" a 1 hour campus Brown Bag session held on September 29, 2010 to disseminate Advance FORWARD data to the campus.

Froelich, K. and Bilen-Green, C. "Creating a More Inclusive Academic Workplace," Annual Conference of the Higher Learning Commission, April 2011.

A presentation focused on NDSU's NSF-funded initiatives to broaden participation of women throughout the academic ranks by improving campus climate, enhancing recruitment, increasing retention and advancement, and opening leadership opportunities. The Commission received more than 375 proposals for the 150 slots available in this year's conference program.

Bilen-Green, C. "ADVANCE: Retaining and Advancing Women Faculty – North Dakota State University," 15th International Conference of Women Engineers and Scientists, Adelaide, Australia, July 2011.

4. Meetings with the University President

- **August 20, 2010:** Met with Schnell, Burnett, Bilen-Green about Advance FORWARD
- **December 29, 2010:** Met with Bilen-Green and Burnett to update him on the progress of Advance FORWARD
- **January 26, 2011:** Met with members of CSWF (Bilen-Green, Froelich, Reed, Weber, and other members of the CSWF)
- **March 11, 2011:** Met with members of the FORWARD group about the childcare center closing (Burnett, Katti, Magel, McGeorge, Nash, Schwert, Stone Carlson, Weber, Wittrock, Wolf-Hall)
- **March 25, 2011:** Met with Bilen-Green and Burnett to discuss the charge to Advance FORWARD to form a committee to work on the childcare situation
- **April 15, 2011:** Met with and charged the Childcare Center Coordinating Committee formed by Advance FORWARD

In addition to the meetings above, the President also attended the wrap-up meeting with EAB and hosted a social for EAB and Advance FORWARD members at his house (November 30, 2010).

5. Publications

- FORWARD TEAM. 'NDSU FORWARD: Advancement & Leadership Programs,' NSF ADVANCE PI Meeting, October 2010. (poster)

- Froelich, Karen A. and Canan Bilen-Green, "Creating a More Inclusive Academic Workplace." Annual Conference of the Higher Learning Commission, April 2011. Selected best paper.
- FORWARD TEAM. 'Engaging Male Faculty in Institutional Transformation,' NSF JAM Meeting, June 2011. (poster)
- FORWARD TEAM. 'ADVANCE: Advancing Women Faculty at NDSU – North Dakota State University,' 15th International Conference of Women Engineers and Scientists, Adelaide, Australia, July 2011. (poster)
- Advance FORWARD Promotional Materials
During Year 3, several inserts for the Advance FORWARD brochure were revised and two new inserts were developed: one on the project grant programs and another on project research. The brochure holder was revised to incorporate a quotation from the new university president. The brochure can now be used for either internal or external audiences depending on the set of inserts included in the holder.

The Advance FORWARD web site continues to be a valuable source of information about the project both for campus audiences and for external audiences. The site offers up-to-date information about the grant/incentive programs and is also used to register those who plan to attend events such as the pedagogical lunches and other special presentations where an accurate count of the potential audience is important. Some revisions of the web site have been achieved this year and more are in the planning and implementation stage.

SECTION IV. Challenges and Opportunities

A. Institutional

1. Challenges

Year 3 of the Advance FORWARD project offered a number of challenges, particularly in terms of leadership change. The new university president Dean Bresciani arrived in July 2010, and immediately faced an ongoing budget short fall and an upcoming biennial legislative session in the context of an often negative perception of NDSU and North Dakota higher education, in general, by at least some legislators. Advance FORWARD leadership did, however, meet with President Bresciani in Summer and Fall 2010 and begin to familiarize him with the project and its goals.

In the Fall 2010, Provost and Advance FORWARD PI Craig Schnell announced his resignation as provost and vice president for academic affairs. He will, however, continue at NDSU as a professor in the Department of Pharmaceutical Sciences. But this change also created uncertainty about who would most appropriately serve as PI for the remainder of the project. Dean Tom Riley of the College of Arts, Humanities and Social Sciences also resigned during the past year. Both administrative positions have been filled but these leadership changes will require the Advance FORWARD leadership to orient these new leaders to the project goals and find meaningful ways to engage them with the project in order to gain their full support.

Another major challenge was an announcement by the President in Spring 2011 that the NDSU Center for Child Development (this center provides child care for faculty and staff) would be closed effective at the end of June 2011 due to budget constraints and a need to focus the university's financial resources on core academic programs. In response to an outcry of concern by many campus constituent groups, the President accepted an offer from Advance FORWARD to undertake exploration of how campus-based child care might be maintained, and he agreed to postpone the closing for a year while the task force did its work. Dean McCaul is chairing the small group which also includes Bilen-Green, Froelich and Reed from Advance FORWARD. The group's recommendation of potential solutions to the President will include business plans developed by NDSU MBA students under the direction of Froelich and one of her colleagues in the College of Business.

Yet another challenge was the postponement of Advance FORWARD's 3rd year site review scheduled for February 2011. A severe winter storm made it impossible for the site visitors to get to Fargo and no alternative dates during Spring 2011 were compatible with the schedules of those who would be involved. The project is currently awaiting the announcement of a Fall 2011 date for the site visit.

The chair of a faculty search committee plays a leadership role in the search process and can be key to the successful recruitment of a diverse applicant pool. Training, then, specifically for search chairs where discussion and questions/answers are possible is important to development of skilled search committee chairs. Training for search committee chairs is currently available on-line, but no in-person training for search chairs has been offered for some time. Training specifically for search committee chairs, coupled with training for the search committee members (offered by Advance FORWARD), is an important component for meeting the Advance FORWARD goal to recruit more faculty women and women of color.

Finally, although there is an on-line exit survey for employees leaving NDSU, that information is not available for use by Advance FORWARD and that limits the project's ongoing efforts to explore and analyze, by gender, reasons for faculty leaving NDSU.

2. Opportunities

While the institutional challenges are – in fact – challenging, each of them offers an opportunity for the Advance FORWARD project to influence as well as serve the institution. The arrival of some new campus leaders and the postponement of the 3rd year site review create an opportunity for deepening the understanding of new leaders about the project through their participation in the site review preparation and participation. Advance FORWARD, by virtue of the announced child care center closing, has the opportunity to play a significant role in finding options for making continued campus-based child care available and thus make a major impact on the future. And, finally Advance FORWARD has the opportunity to increase awareness of the need for up-to-date search committee chair training.

B. Project

1. Challenges

An important challenge for the project in Year 3 has been implementing the search committee member training proposed in the grant. From the outset of the project Advance FORWARD leaders have recognized the importance of this training to the

goal of recruiting and hiring more faculty women and/or faculty of color. Preparing and delivering this training was initially included in the position description for the faculty recruitment assistant. Although she gathered useful materials for the training, the project leaders determined that she did not have the experience and skills needed to actually put together the appropriate training and present it. In addition, several of the outside resource people who came to campus at the invitation of Advance FORWARD noted the importance of having this training delivered by faculty members. With these factors in mind, the project leadership asked the project consultant (Holbrook) to adapt training materials she had developed prior to her retirement and to incorporate, as appropriate, the materials gathered by the faculty recruitment assistant to create a training session for search committee members. The leaders also identified an Advocate and senior faculty member (Sheridan) to present the initial training in partnership with the consultant. In addition, Myers asked to be part of the training, and she was included as one of the presenters for the session. The leaders are now exploring how to offer this training on a regular basis.

Interest in the Advance FORWARD grants and incentives has grown significantly over the three years of the project. Unfortunately, that interest has created a challenge because not everyone who applies can now be funded; that is, receiving an award has become much more competitive due to the limited funding available. The frustration and occasional resentment created by the inability to fund all proposals is a challenge that will be addressed in the coming year.

2. Opportunities

A personnel change and addition will provide additional support for the Advance FORWARD project. The current faculty recruitment assistant will continue her work in support and monitoring of faculty searches. In addition, funding by the Provost's Office will provide for a new position in Advance FORWARD. This position will be specifically responsible to coordinate and support efforts and activities that will help to further institutionalize Advance FORWARD's goals. This will include training search committees, related data reporting, and other efforts aimed at enhancing and assuring institutional transformation.

The external evaluator's report has offered a valuable opportunity for Advance FORWARD leaders and members to explore the project workings with new insights. At this stage in the project, the chance to consider the project from an "outsider's" perspective is especially important. Such a perspective helps identify aspects of the project that may need adjustment for the ultimate achievement of the project's goals, and it also provides affirmation of project efforts that are productive and successful.

SECTION V. Appendices

Appendix A. List of Awardees and Grant Recipients

**Advance FORWARD Project Award Recipients 2010-11
Awards Funded by NSF ADVANCE Grant***

Department	Award Recipient	Type of Award	Amount Awarded
Ag & BioSystems Engineering	Jia, Xinhua	Mentor Travel Award	\$1,370
Ag & Applied Economics	Hadrich, Joleen	Mentor Travel Award	\$1,486
Animal Science	Berg, Erika	Mentor Travel Award	\$1,400
Animal Science	Carlin, Kasey	Mentor Travel Award	\$1,500
Animal Science	Vonnahme, Kim	Mentor Travel Award	\$1,500
Biological Sciences	Reed, Wendy	Mentor Travel Award	\$1,500
Biological Sciences	Reindl, Katie	Course Release	\$8,000
Biological Sciences	Reed, Wendy	Course Release	\$10,000
Chemistry	Offerdahl, Erika	Mentor Travel Award	\$1,200
Computer Science	Do, Hyunsook	Mentor Travel Award	\$1,500
Computer Science	Jin, Wei	Mentor Travel Award	\$1,500
Computer Science	Li, Juan	Mentor Travel Award	\$1,380
Computer Science	Ludwig, Simone	Mentor Travel Award	\$1,500
English	Mara, Miriam	Leadership Development	\$3,700
Health, Nutrition and Exercise Scienc	Stastny, Sherri	Course Release	\$3,000
Mathematics	Hodge, Angela	Mentor Travel Award	\$1,500
Mathematics	Hodge, Angela	Course Release	\$6,500
Mechanical Engineering	Wang, Yechun	Mentor Travel Award	\$1,500
Physics	Kryjevskaiia, Mila	Mentor Travel Award	\$1,500
Plant Sciences	Hatterman, Harlene	Mentor Travel Award	\$1,500
Plant Sciences	Simsek, Senay	Mentor Travel Award	\$1,500
Plant Sciences	Zhang, Qi	Mentor Travel Award	\$1,500
School of Education	Welch, Anita	Course Release	\$4,500
Vet & Microbiological Science	Khaitisa, Margaret	Leadership Development	\$6,825
Vet & Microbiological Science	Schuh, Jane	Leadership Development	\$5,000
Vet & Microbiological Science	Khaitisa, Margaret	Course Release	\$8,540
TOTAL AWARDED			\$80,901

**Climate and Gender Research and Leap Grant applications are under review*

Appendix A. List of Awardees and Grant Recipients**Advance FORWARD Project Award Recipients 2010-11
Awards Funded by NDSU***

Department	Award Recipient	Type of Award	Amount Awarded
Apparel, Design, and Hospitality	Phillips, WooMi	Mentor Travel Award	\$500
Architecture & Landscape	Famulari, Stevie	Mentor Travel Award	\$1,000
Architecture & Landscape	Urness, Cindy	Mentor Travel Award	\$1,025
Architecture & Landscape	Vorderbruggen, Joan	Mentor Travel Award	\$1,000
Architecture & Landscape	Wiley, Catherine	Mentor Travel Award	\$1,000
Communication	Yu, Nan	Mentor Travel Award	\$1,500
Criminal Justice	Nelson, Kjersten	Mentor Travel Award	\$1,500
Criminal Justice	Waid, Courtney	Mentor Travel Award	\$1,096
School of Education	Erichsen, Liz	Mentor Travel Award	\$1,500
English	Mara, Miriam	Mentor Travel Award	\$1,380
English	Mara, Miriam	Leadership Development	\$3,700
English	Taggart, Amy	Mentor Travel Award	\$1,484
English	Theile, Verena	Mentor Travel Award	\$1,500
Human Dev & Family Science	Benson, Kristen	Mentor Travel Award	\$1,500
Health, Nutrition and Exercise Sci	Rhee, Yeong	Mentor Travel Award	\$500
Health, Nutrition and Exercise Sci	Stastny, Sherri	Mentor Travel Award	\$500
Vet & Microbiological Science	Schuh, Jane	Leadership Development	\$5,000
Visual Arts	Groberg, Kristi	Mentor Travel Award	\$1,150
TOTAL AWARDED			\$26,835

**Leap Lab Renovation Grant applications are currently under review*

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 2010-2011.

Table 1B. Number and percent of tenured and tenure-track faculty in Non-STEM by gender, rank, and department. Academic year 2010-2011.

Table 1C. Number of tenured, tenure-track and non-tenure track women faculty of color by college in STEM. Academic year 2010-2011.

Table 1D. Number of tenured, tenure-track, and non-tenure track women faculty of color by college in Non-STEM. Academic year 2010-2011.

Table 2A. Number and percent of tenured, tenure-track, and non-tenure track faculty in STEM by gender. Academic year 2010-2011.

Table 2B. Number and percent of tenured, tenure-track, and non-tenure track faculty in Non-STEM by gender. Academic year 2010-2011.

Table 3A. Tenure review outcomes in STEM by college and gender for 2008-2010.

Table 3B. Tenure review outcomes in Non-STEM by college and gender for 2008-2010.

Table 3C. Promotion review outcomes: Assistant to Associate Professor in STEM by college and gender for 2008-2010.

Table 3D. Promotion review outcomes: Assistant to Associate Professor in Non-STEM by college and gender for 2008-2010.

Table 3E. Promotion review outcomes: Associate to Full Professor in STEM by college and gender for 2008-2010.

Table 3F. Promotion review outcomes: Associate to Full Professor in Non-STEM by college and gender for 2008-2010.

Table 4A. Years in rank as Assistant Professor before promotion to Associate Professor in STEM by gender for years 2008-2010.

Table 4B. Years in rank as Assistant Professor before promotion to Associate Professor in Non-STEM by gender for years 2008-2010.

Table 4C. Years in rank as Associate Professor before promotion to Professor in STEM by gender for years 2008-2010.

Table 4D. Years in rank as Associate Professor before promotion to Professor in Non-STEM by gender for years 2008-2010.

Appendix B. NSF 12 Indicator Tables

Table 5A. Number of voluntary, non-retirement (and non-death) departures by tenured, tenure-track, and non-tenure track faculty in STEM by gender (and percent of women) for years 2008-2010.

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 2008-2010.

Table 6A. Number and percent of new faculty hires tenured or on tenure-track in STEM by gender starting Fall 2010.

Table 6B. Number and percent of new faculty hires tenured or on tenure-track in Non-STEM by gender starting Fall 2010.

Table 7. Leadership positions by gender as of Fall 2010.

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

Table 9. Promotion and tenure committees by college and gender for 2010-11.

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 2010-2011.

	Number of Women			Number of Men			Percent Women		
	Full	Asso	Asst	Full	Asso	Asst	Full	Asso	Asst
College of AFSNR									
Ag & Biosystem Engineering			1	2	2	4	0%	0%	20%
Animal and Range Science	1	2	3	12	9	4	8%	18%	43%
Plant Pathology	1		2	5	1	4	17%	0%	33%
Plant Science		3	3	21	8	4	0%	27%	43%
School of Food Systems			1	3	1		0%	0%	100%
School of Nat Res Sciences	1		3	7	4	4	13%	0%	43%
Vet & Micro Science	2	1	3	1	1	2	67%	50%	60%
College of AHSS									
Sociology/Anthropology			2	3		2	0%	N/A	50%
College of Engineering & Arch									
Civil Engineering	1			4	4	4	20%	0%	0%
Construction Mgmt & Eng				1	1	4	0%	0%	0%
Electrical & Computer Eng				4	4	7	0%	0%	0%
Industrial & Manufacturing Eng	1		1	2	5		33%	0%	100%
Mechanical Engineering		1	2	5	1	8	0%	50%	20%
College of Pharmacy, Nurs, AS									
Pharmaceutical Sciences			1	3	2	4	0%	0%	20%
College of Science and Math									
Biological Sciences		1	7	6	3	1	0%	25%	88%
Chemistry & Molecular Biology		1	3	7	4	7	0%	20%	30%
Coatings & Polymeric Materials			1	3		1	0%	N/A	50%
Computer Science		2	3	5		6	0%	100%	33%
Geosciences				2	2	2	0%	0%	0%
Mathematics			3	5	2	7	0%	0%	30%
Physics			1	1	4	2	0%	0%	33%
Psychology		1	3	8	2	3	0%	33%	50%
Statistics	1					4	100%	N/A	0%
Total STEM faculty	8	12	43	110	60	84	6.8%	16.7%	33.9%

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 2010-2011.

	Number of Women			Number of Men			Percent Women		
	Full	Asso	Asst	Full	Asso	Asst	Full	Asso	Asst
College of AFSNR									
Agribusiness & Applied Econ	1		2	8	3	6	11%	0%	25%
College of AHSS									
Communication	2	1	4	4	1	2	33%	50%	67%
Criminal Justice & Political S		1	4	2	2	1	0%	33%	80%
Emergency Mgmt			1	2		1	0%	N/A	50%
English		5	2	4	3		0%	63%	100%
Fine Art	2	2	1	5	10	4	29%	17%	20%
History, Philosophy & Rel Stud		1	1	6	1		0%	50%	100%
Modern Languages		3			2		N/A	60%	N/A
College of Engineering & Arch									
Architecture & Landscape Arch		1	5	2	5	5	0%	17%	50%
College of Pharmacy, Nurs, AS									
Nursing	1	1	2				100%	100%	100%
Pharmacy Practice		1		3	2		0%	33%	N/A
College of Business									
Accounting & Info Systems		2	2	1	3	3	0%	40%	40%
Business Admin.							N/A	N/A	N/A
Management and Marketing		1	1	5	7	5	0%	13%	17%
College of HDE									
Apparel, Design & Hosp Mgmt	1	3	5				100%	100%	100%
Health, Nutrition & Exercise	1	4	2	2	1	5	33%	80%	29%
Human Dev & Family Science	1	3	6	2	3		33%	50%	100%
School of Education		1	9	2	1	7	0%	50%	56%
Total Non-STEM Faculty	9	30	47	48	44	39	15.8%	40.5%	54.7%

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 2010-2011.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian			4			
	Black		1				
	Hispanic			1			
	White	5	6	10			1
	Not specified			1			
Arts, Humanities, and Social Sciences	White			1			
	Not specified			1			
Engineering and Architecture	Asian	1	1	3			
	White	1					
	Not specified						
Pharmacy, Nursing and AS	White			1			
	Not specified						
Science and Mathematics	Asian		2	3			
	White	1	3	18			2
	Not specified						
Total Women Faculty of Color		1	4	11	0	0	0

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 2010-2011.

College	Ethnicity	Tenure/Tenure track			Non-tenure track		
		Full	Associate	Assistant	Full	Associate	Assistant
Agriculture, Food systems, & Natural Resources	Asian			1			
	White	1		1			
	Not specified						
Arts, Humanities, and Social Sciences	Asian			1			
	White	4	12	12			
	Not specified		1				
Engineering and Architecture	White		1	4			
	Not specified			1			
Pharmacy, Nursing and AS	American-Indian			1			
	White	1	2	1		2	17
	Not specified						
College of Business	Asian			3			
	White		3				1
	Not specified						
Human Development and Education	American-Indian			1			
	Asian		1	3			
	White	3	10	18		1	5
	Not specified						
Total Women Faculty of Color		0	1	10	0	0	0

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 2010-2011.

	Tenured and Tenure Track			Non-Tenure Track			Non-Tenure Track as % of all Women
	Total #	Women #	% Women	Total #	Women #	% Women	
College of AFSNR							
Ag & Biosystem Engineering	9	1	11%	1	0	0%	0%
Animal and Range Science	31	6	19%	0	0	N/A	0%
Plant Pathology	13	3	23%	0	0	N/A	0%
Plant Science	39	6	15%	1	1	100%	14%
School of Food Systems	5	1	20%	0	0	N/A	0%
School of Nat Res Sciences	19	4	21%	0	0	N/A	0%
Vet & Micro Science	10	6	60%	0	0	N/A	0%
College of AHSS							
Sociology/Anthropology	7	2	29%	0	0	N/A	0%
College of Engineering & Arch							
Civil Engineering	13	1	8%	0	0	N/A	0%
Construction Mgmt & Eng	6	0	0%	0	0	N/A	N/A
Electrical & Computer Eng	15	0	0%	0	0	N/A	N/A
Industrial & Manufacturing Eng	9	2	22%	0	0	N/A	0%
Mechanical Engineering	17	3	18%	1	0	0%	0%
College of Pharmacy, Nurs, AS							
Pharmaceutical Sciences	10	1	10%	1	0	0%	0%
College of Science and Math							
Biological Sciences	18	8	44%	2	2	100%	20%
Chemistry & Molecular Biology	22	4	18%	0	0	N/A	0%
Coatings & Polymeric Materials	5	1	20%	0	0	N/A	0%
Computer Science	16	5	31%	1	0	0%	0%
Geosciences	6	0	0%	0	0	N/A	N/A
Mathematics	17	3	18%	1	0	0%	0%
Physics	8	1	13%	3	0	0%	0%
Psychology	17	4	24%	1	0	0%	0%
Statistics	5	1	20%	0	0	N/A	0%
Total STEM faculty	317	63	19.9%	12	3	25.0%	4.5%

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 2010-2011.

	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	20	3	15%	0	0	N/A	0%
College of AHSS							
Communication	14	7	50%	0	0	N/A	0%
Criminal Justice & Political S	10	5	50%	0	0	N/A	0%
Emergency Mgt	4	1	25%	0	0	N/A	0%
English	14	7	50%	1	0	0%	0%
Fine Art	24	5	21%	0	0	N/A	0%
History, Philosophy & Rel Stud	9	2	22%	0	0	N/A	0%
Modern Languages	5	3	60%	0	0	N/A	0%
College of Engineering & Arch							
Architecture & Landscape Arch	18	6	33%	1	0	0%	0%
College of Pharmacy, Nurs, AS							
Nursing	4	4	100%	10	9	90%	69%
Pharmacy Practice	6	1	17%	16	10	63%	91%
College of Business							
Accounting & Info Systems	11	4	36%	2	1	50%	20%
Business Admin.	0	0	N/A	0	0	N/A	N/A
Management and Marketing	19	2	11%	1	0	0%	0%
College of HDE							
Apparel, Design & Hosp Mgmt	9	9	100%	1	0	0%	0%
Health, Nutrition & Exercise	15	7	47%	3	1	33%	13%
Human Dev & Family Science	15	10	67%	2	2	100%	17%
School of Education	20	10	50%	4	3	75%	23%
Total Non-STEM Faculty	217	86	39.6%	41	26	63.4%	23.2%

Appendix B. NSF 12 Indicator Tables

Table 3A. Tenure review outcomes in STEM by college and gender for 2008-2010.

Tenure Reviews Reaching Final Decision 2008-2010	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	5	8	4	7	0	0	1	1
Ag & Biosystem Engineering	0	0	0	0	0	0	0	0
Animal & Range Science	2	2	2	1	0	0	0	1
Plant Pathology	0	0	0	0	0	0	0	0
Plant Science	1	5	1	5	0	0	0	0
School of Food Systems	0	1	0	1	0	0	0	0
School of Natural Resources	1	0	0	0	0	0	1	0
Vet & Micro Science	1	0	1	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 & Arch	0	7	0	7	0	0	0	0
Civil Engineering	0	1	0	1	0	0	0	0
Construction Mgmt & Eng	0	0	0	0	0	0	0	0
Electrical & Computer Eng	0	2	0	2	0	0	0	0
Industrial & Manufacturing Eng	0	3	0	3	0	0	0	0
Mechanical Engineering	0	1	0	1	0	0	0	0
College of Pharmacy, Nurs, AS	0	2	0	1	0	1	0	0
Pharmaceutical Sciences	0	2	0	1	0	1	0	0
College of Science & Math	4	10	3	9	1	1	0	0
Biological Sciences	1	2	1	1	0	1	0	0
Chemistry & Molecular Biology	0	1	0	1	0	0	0	0
Coatings & Polymeric Materials	0	0	0	0	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	1	0	1	0	0	0	0
Physics	0	3	0	3	0	0	0	0
Psychology	2	1	1	1	1	0	0	0
Statistics	0	0	0	0	0	0	0	0
Total	9	27	7	24	1	2	1	1

Appendix B. NSF 12 Indicator Tables

Table 3B. Tenure review outcomes in Non-STEM by college and gender for 2008-2010.

Tenure Reviews Reaching Final Decision 2008-2010	# Tenure Reviews		# Tenure Approvals		# Tenure Denials		# Tenure Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	0	2	0	2	0	0	0	0
Agribusiness & Applied Econ	0	2	0	2	0	0	0	0
College of AHSS	8	5	8	5	0	0	0	0
Communication	1	0	1	0	0	0	0	0
Criminal Justice & Political Sci	1	1	1	1	0	0	0	0
English	3	2	3	2	0	0	0	0
History & Religion	0	0	0	0	0	0	0	0
Modern Languages	1	0	1	0	0	0	0	0
Music	1	2	1	2	0	0	0	0
Theatre Arts	1	0	1	0	0	0	0	0
College of Business	1	6	0	5	0	1	1	0
Accounting & Info Systems	1	3	0	2	0	1	1	0
Mgmt, Marketing, & Finance	0	3	0	3	0	0	0	0
College of Engineering & Arch	1	1	1	0	0	0	0	1
Architecture & Landscape Arch	1	1	1	0	0	0	0	1
College of HDE	6	3	5	2	0	1	1	0
Apparel, Design, Facility & HM	1	0	1	0	0	0	0	0
Human Dev & Family Science	2	0	2	0	0	0	0	0
Health, Nutrition & Exercise	2	1	2	1	0	0	0	0
School of Education	1	2	0	1	0	1	1	0
College of Pharmacy, Nurs, AS	1	1	0	1	1	0	0	0
Nursing	1	0	0	0	1	0	0	0
Pharmacy Practice	0	1	0	1	0	0	0	0
Total	17	18	14	15	1	2	2	1

Appendix B. NSF 12 Indicator Tables

Table 3C. Promotion review outcomes: Assistant to Associate Professor in STEM by college and gender for 2008-2010.

Promotion reviews reaching final decision 2008 – 2010	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	4	5	4	4	0	0	0	1
Ag & Biosystem Engineering	0	0	0	0	0	0	0	0
Animal & Range Science	2	1	2	0	0	0	0	1
Plant Pathology	0	0	0	0	0	0	0	0
Plant Science	1	3	1	3	0	0	0	0
School of Food Systems	0	1	0	1	0	0	0	0
School of Nat Res Sciences	0	0	0	0	0	0	0	0
Vet & Micro Science	1	0	1	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 & Arch	0	6	0	5	0	0	0	1
Civil Engineering	0	2	0	1	0	0	0	1
Construction Mgmt & Eng	0	0	0	0	0	0	0	0
Electrical & Computer Eng	0	2	0	2	0	0	0	0
Industrial & Manufacturing Eng	0	2	0	2	0	0	0	0
Mechanical Engineering	0	0	0	0	0	0	0	0
College of Pharmacy, Nurs, AS	0	2	0	1	0	1	0	0
Pharmaceutical Sciences	0	2	0	1	0	1	0	0
College of Science & Math	4	9	3	8	1	1	0	0
Biological Sciences	1	2	1	1	0	1	0	0
Chemistry & Molecular Biology	0	1	0	1	0	0	0	0
Coatings & Polymeric Materials	0	0	0	0	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	0	0	0	0	0	0	0
Physics	0	3	0	3	0	0	0	0
Psychology	2	1	1	1	1	0	0	0
Statistics	0	0	0	0	0	0	0	0
Total	8	22	7	18	1	2	0	2

Appendix B. NSF 12 Indicator Tables

Table 3D. Promotion review outcomes: Assistant to Associate Professor in Non-STEM by college and gender for 2008-2010.

Promotion reviews reaching final decision 2008 - 2010	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	0	1	0	1	0	0	0	0
Agribusiness & Applied Econ	0	1	0	1	0	0	0	0
College of AHSS	6	3	6	3	0	0	0	0
Communication	1	0	1	0	0	0	0	0
Criminal Justice & Political Scie	1	1	1	1	0	0	0	0
English	3	1	3	1	0	0	0	0
History & Religion	0	0	0	0	0	0	0	0
Modern Languages	1	0	1	0	0	0	0	0
Music	0	1	0	1	0	0	0	0
Theatre Arts	0	0	0	0	0	0	0	0
College of Business	1	5	0	4	0	1	1	0
Accounting & Info Systems	1	2	0	1	0	1	1	0
Mgmt, Marketing, & Finance	0	3	0	3	0	0	0	0
College of Engineering & Arch	1	1	1	0	0	0	0	1
Architecture & Landscape Arch	1	1	1	0	0	0	0	1
College of HDE	6	1	5	1	0	0	1	0
Apparel, Design, Facility & HM	1	0	1	0	0	0	0	0
Human Dev & Family Science	2	0	2	0	0	0	0	0
Health, Nutrition & Exercise	2	1	2	1	0	0	0	0
School of Education	1	0	0	0	0	0	1	0
College of Pharmacy, Nurs, AS	2	0	1	0	1	0	0	0
Nursing	1	0	0	0	1	0	0	0
Pharmacy Practice	1	0	1	0	0	0	0	0
Total	16	11	13	9	1	1	2	1

Appendix B. NSF 12 Indicator Tables

Table 3E. Promotion review outcomes: Associate to Full Professor in STEM by college and gender for 2008-2010.

Promotion reviews reaching final decision 2008 - 2010	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	4	11	3	11	0	0	1	0
Ag & Biosystem Engineering	0	0	0	0	0	0	0	0
Animal & Range Science	1	2	1	1	0	1	0	0
Plant Pathology	0	0	0	0	0	0	0	0
Plant Science	0	6	0	6	0	0	0	0
School of Food Systems	0	0	0	0	0	0	0	0
School of Nat Res Sciences	1	2	0	2	0	0	1	0
Vet & Micro Science	2	1	2	1	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 & Arch	1	5	1	5	0	0	0	0
Civil Engineering	0	1	0	1	0	0	0	0
Construction Mgmt & Eng	0	0	0	0	0	0	0	0
Electrical & Computer Engineer	0	0	0	0	0	0	0	0
Industrial & Manufacturing Eng	1	0	1	0	0	0	0	0
Mechanical Engineering	0	4	0	4	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	0	3	0	3	0	0	0	0
Biological Sciences	0	0	0	0	0	0	0	0
Chemistry & Molecular Biology	0	1	0	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	1	0	1	0	0	0	0
Physics	0	0	0	0	0	0	0	0
Psychology	0	1	0	1	0	0	0	0
Statistics	0	0	0	0	0	0	0	0
Total	5	20	4	19	0	1	1	0

Appendix B. NSF 12 Indicator Tables

Table 3F. Promotion review outcomes: Associate to Full Professor in Non-STEM by college and gender for 2008-2010.

Promotion reviews reaching final decision 2008 - 2010	# Reviews		# Approvals		# Denials		#Withdrawals	
	Women	Men	Women	Men	Women	Men	Women	Men
College of AFSNR	1	1	1	1	0	0	0	0
Agribusiness & Applied Econ	1	1	1	1	0	0	0	0
College of AHSS	2	4	2	4	0	0	0	0
Communication	1	1	1	1	0	0	0	0
Criminal Justice & Political Scienc	0	0	0	0	0	0	0	0
English	0	0	0	0	0	0	0	0
History & Religion	0	1	0	1	0	0	0	0
Modern Languages	0	0	0	0	0	0	0	0
Music	1	1	1	1	0	0	0	0
Theatre Arts	0	1	0	1	0	0	0	0
College of Business	0	1	0	1	0	0	0	0
Accounting & Info Systems	0	0	0	0	0	0	0	0
Mgmt, Marketing, & Finance	0	1	0	1	0	0	0	0
College of Engineering & Arch	0	1	0	1	0	0	0	0
Architecture & Landscape Arch	0	1	0	1	0	0	0	0
College of HDE	0	1	0	1	0	0	0	0
Apparel, Design, Facility & HM	0	0	0	0	0	0	0	0
Human Dev & Family Science	0	0	0	0	0	0	0	0
Health, Nutrition & Exercise	0	0	0	0	0	0	0	0
School of Education	0	1	0	1	0	0	0	0
College of Pharmacy, Nurs, AS	0	1	0	1	0	0	0	0
Nursing	0	0	0	0	0	0	0	0
Pharmacy Practice	0	1	0	1	0	0	0	0
Total	3	9	3	9	0	0	0	0

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 2008-2010.

	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	4	0	0	3	1
Ag & Biosystem Engineering	0	0	0	0	0	0
Animal & Range Science	0	2	0	0	0	0
Plant Pathology	0	0	0	0	0	0
Plant Science	0	1	0	0	3	0
School of Food Systems	0	0	0	0	0	1
School of Nat Res Sciences	0	0	0	0	0	0
Vet & Micro Science	0	1	0	0	0	0
College of AHSS	0	0	0	0	0	0
Sociology/Anthropology	0	0	0	0	0	0
College of Engineering & Arch	0	0	0	0	5	0
Civil Engineering	0	0	0	0	1	0
Construction Management & Eng	0	0	0	0	0	0
Electrical & Computer Eng	0	0	0	0	2	0
Industrial & Manufacturing Eng	0	0	0	0	2	0
Mechanical Engineering	0	0	0	0	0	0
College of Pharmacy, Nurs, AS	0	0	0	0	1	0
Pharmaceutical Sciences	0	0	0	0	1	0
College of Science & Math	0	3	0	1	7	0
Biological Sciences	0	1	0	0	1	0
Chemistry & Molecular Biology	0	0	0	0	1	0
Coatings & Polymeric Materials	0	0	0	0	0	0
Computer Science	0	1	0	0	1	0
Geosciences	0	0	0	0	1	0
Mathematics	0	0	0	0	0	0
Physics	0	0	0	1	2	0
Psychology	0	1	0	0	1	0
Statistics	0	0	0	0	0	0
Total	0	7	0	1	16	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 2008-2010.

	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	1	0
Agribusiness & Applied Econ	0	0	0	0	1	0
College of AHSS	3	3	0	1	2	0
Communication	0	1	0	0	0	0
Criminal Justice & Political Science	1	0	0	0	1	0
English	2	1	0	1	0	0
History & Religion	0	0	0	0	0	0
Modern Languages	0	1	0	0	0	0
Music	0	0	0	0	1	0
Theatre Arts	0	0	0	0	0	0
College of Business	0	0	0	1	3	0
Accounting & Info Systems	0	0	0	0	1	0
Mgmt, Marketing, & Finance	0	0	0	1	2	0
College of Engineering & Arch	0	1	0	0	0	0
Architecture & Landscape Arch	0	1	0	0	0	0
College of HDE	0	5	0	0	1	0
Apparel, Design, Facility & HM	0	1	0	0	0	0
Human Dev & Family Science	0	2	0	0	0	0
Health, Nutrition & Exercise	0	2	0	0	1	0
School of Education	0	0	0	0	0	0
College of Pharmacy, Nurs, AS	0	0	1	0	0	0
Nursing	0	0	0	0	0	0
Pharmacy Practice	0	0	1	0	0	0
Total	3	9	1	2	7	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 2008-2010.

	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	1	2	0	1	9	0
Ag & Biosystem Engineering	0	0	0	0	0	0
Animal & Range Science	0	1	0	0	1	0
Plant Pathology	0	0	0	0	0	0
Plant Science	0	0	0	0	6	0
School of Food Systems	0	0	0	0	0	0
School of Nat Res Sciences	0	0	0	1	1	0
Vet & Micro Science	1	1	0	0	1	0
College of AHSS	0	0	0	0	0	0
Sociology/Anthropology	0	0	0	0	0	0
College of Engineering & Arch	1	0	0	3	2	0
Civil Engineering	0	0	0	1	0	0
Construction Management & Eng	0	0	0	0	0	0
Electrical & Computer Eng	0	0	0	0	0	0
Industrial & Manufacturing Eng	1	0	0	0	0	0
Mechanical Engineering	0	0	0	2	2	0
College of Pharmacy, Nurs, AS	0	0	0	0	1	0
Pharmaceutical Sciences	0	0	0	0	1	0
College of Science & Math	0	0	0	1	2	0
Biological Sciences	0	0	0	0	0	0
Chemistry & Molecular Biology	0	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	1	0
Physics	0	0	0	0	0	0
Psychology	0	0	0	1	0	0
Total	2	2	0	5	14	0

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 2008-2010.

	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	1	0	0
Agribusiness & Applied Econ	0	1	0	1	0	0
College of AHSS	0	1	1	0	2	2
Communication	0	0	1	0	0	1
Criminal Justice & Political S	0	0	0	0	0	0
English	0	0	0	0	0	0
History & Religion	0	0	0	0	1	0
Modern Languages	0	0	0	0	0	0
Music	0	1	0	0	1	0
Theatre Arts	0	0	0	0	0	1
College of Business	0	0	0	0	1	0
Accounting & Info Systems	0	0	0	0	0	0
Mgmt, Marketing, & Finance	0	0	0	0	1	0
College of Engineering & Arch	0	0	0	0	0	1
Architecture & Landscape Arch	0	0	0	0	0	1
College of HDE	0	0	0	0	1	0
Apparel, Design, Facility & HM	0	0	0	0	0	0
Human Dev & Family Science	0	0	0	0	0	0
Health, Nutrition & Exercise	0	0	0	0	0	0
School of Education	0	0	0	0	1	0
College of Pharmacy, Nurs, AS	0	0	0	0	1	0
Nursing	0	0	0	0	0	0
Pharmacy Practice	0	0	0	0	1	0
Total	0	2	1	1	5	3

Appendix B. NSF 12 Indicator Tables

Table 5A. Number of voluntary, non-retirement (and non-death) departures by tenured, tenure-track, and non-tenure track faculty in STEM by gender (and percent of women) for years 2008-2010.

	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							
Ag & Biosystem Engineering	0	1	0%	0	0	N/A	N/A
Animal & Range Science	0	2	0%	0	0	N/A	N/A
Plant Pathology	0	1	0%	0	0	N/A	N/A
Plant Science	0	3	0%	0	0	N/A	N/A
School of Food Systems	0	0	N/A	0	0	N/A	N/A
School of Nat Res Sciences	1	1	50%	0	0	N/A	0%
Vet & Micro Science	0	1	0%	0	0	N/A	N/A
College of AHSS							
Sociology/Anthropology	3	0	100%	0	0	N/A	0%
College of Engineering & Arch							
Civil Engineering	0	1	0%	0	0	N/A	N/A
Construction Mgmt & Eng	1	2	33%	0	0	N/A	0%
Electrical & Computer Eng	1	2	33%	0	0	N/A	0%
Industrial & Manufacturing Eng	0	0	N/A	0	0	N/A	N/A
Mechanical Engineering	0	1	0%	0	0	N/A	N/A
College of Pharmacy, Nurs, AS							
Pharmaceutical Sciences	0	3	0%	0	0	N/A	N/A
College of Science & Math							
Biological Sciences	0	1	0%	0	0	N/A	N/A
Chemistry & Molecular Biology	0	0	N/A	1	0	100%	100%
Coatings & Polymeric Materials	0	1	0%	0	1	0%	N/A
Computer Science	1	2	33%	0	0	N/A	0%
Geosciences	0	0	N/A	0	0	N/A	N/A
Mathematics	0	1	0%	0	0	N/A	N/A
Physics	0	1	0%	0	0	N/A	N/A
Psychology	0	2	0%	0	0	N/A	N/A
Statistics	1	2	33%	0	0	N/A	0%
Total STEM Faculty	8	28	22.2%	1	1	50%	11.1%

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 2008-2010.

	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							
Agribusiness & Applied Econ	1	3	25%	0	3	0%	0%
College of AHSS							
Communication	0	1	0%	0	0	N/A	N/A
Criminal Justice & Political Science	1	1	50%	0	0	N/A	0%
English	0	0	N/A	0	0	N/A	N/A
History & Religion	1	0	100%	0	0	N/A	0%
Modern Languages	0	0	N/A	0	0	N/A	N/A
Music	0	2	0%	0	0	N/A	N/A
Theatre Arts	1	0	100%	0	0	N/A	0%
College of Business							
Accounting & Info Systems	1	0	100%	0	0	N/A	0%
Mgmt, Marketing, & Finance	2	3	40%	0	0	N/A	0%
College of Engineering & Arch							
Architecture & Landscape Arch	0	0	N/A	0	0	N/A	N/A
College of HDE							
Apparel, Design, Facility & HM	2	2	50%	0	0	N/A	0%
Human Dev & Family Science	0	0	N/A	0	0	N/A	N/A
Health, Nutrition & Exercise	1	0	100%	0	0	N/A	0%
School of Education	1	1	50%	0	0	N/A	0%
College of Pharmacy, Nurs, AS							
Nursing	4	0	100%	0	0	N/A	0%
Pharmacy Practice	0	1	0%	0	0	N/A	N/A
Total Non-STEM Faculty	15	14	51.7%	0	3	0%	0%

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 2010.

	Tenured and Tenure Track		
	Women	Men	% Women
College of AFSNR			
Ag & Biosystem Engineering	0	0	N/A
Animal & Range Science	0	2	0%
Plant Pathology	1	1	50%
Plant Science	0	0	N/A
School of Food Systems	0	0	N/A
School of Natural Resource Science	0	0	N/A
Vet & Micro Science	0	0	N/A
College of AHSS			
Sociology/Anthropology	0	0	N/A
College of Engineering & Arch			
Civil Engineering	0	0	N/A
Construction Mgmt & Eng	0	0	N/A
Electrical & Computer Eng	0	0	N/A
Industrial & Manufacturing Eng	0	0	N/A
Mechanical Engineering	0	1	0%
College of Pharmacy, Nurs, AS			
Pharmaceutical Sciences	0	1	0%
College of Science & Math			
Biological Sciences	2	0	100%
Chemistry & Molecular Biology	1	1	50%
Coatings & Polymeric Materials	0	0	N/A
Computer Science	0	1	0%
Geosciences	0	0	N/A
Mathematics	0	0	N/A
Physics	0	1	0%
Psychology	0	0	N/A
Statistics	0	2	0%
Total STEM Faculty	4	10	28.6%

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 2010.

	Tenured and Tenure Track		
	Women	Men	% Women
College of AFSNR			
Agribusiness & Applied Econ	0	1	0%
College of AHSS			
Communication	0	0	N/A
Criminal Justice & Political Science	0	0	N/A
English	0	0	N/A
History & Religion	0	0	N/A
Modern Languages	0	0	N/A
Music	0	0	N/A
Theatre Arts	0	1	0%
College of Business			
Accounting & Info Systems	0	1	0%
Mgmt, Marketing, & Finance	0	0	N/A
College of Engineering & Arch			
Architecture & Landscape Arch	0	0	N/A
College of HDE			
Apparel, Design, Facility & HM	0	0	N/A
Human Dev & Family Science	0	0	N/A
Health, Nutrition & Exercise	0	1	0%
School of Education	1	3	25%
College of Pharmacy, Nurs, AS			
Nursing	1	0	100%
Pharmacy Practice	0	0	N/A
Total Non-STEM Faculty	2	7	22.2%

Appendix B. NSF 12 Indicator Tables

Table 7. Leadership positions by gender as of Fall 2010*.

Central Administration	Women	Men	% of Women
President	0	1	0%
Vice Presidents	2	5	29%
Associate Vice Presidents	4	4	50%
Assistant Vice Presidents	3	1	75%
Provosts	0	1	0%
Dean/Assoc Dean (not affiliated with an academic college)	4	1	80%
Director	22	34	39%
College of AFSNR	Women	Men	% of Women
Tenured Full Professors	6	59	9%
Department Heads/Chairs	0	6	0%
Dean	0	1	0%
Associate Deans	0	1	0%
College of AHSS	Women	Men	% of Women
Tenured Full Professors	4	26	13%
Department Heads/Chairs	1	6	14%
Dean	0	1	0%
Associate Deans	1	0	100%
College of Business	Women	Men	% of Women
Tenured Full Professors	0	6	0%
Department Heads/Chairs	0	2	0%
Dean	0	1	0%
Associate Deans	0	1	0%
College of Engineering & Arch	Women	Men	% of Women
Tenured Full Professors	2	18	10%
Department Heads/Chairs	0	5	0%
Dean	0	1	0%
Associate Deans	0	0	0%
College of HDE	Women	Men	% of Women
Tenured Full Professors	3	6	33%
Department Heads/Chairs	1	3	25%
Dean	1	0	100%
Associate Deans	0	1	0%
College of Pharmacy, Nurs, AS	Women	Men	% of Women
Tenured Full Professors	1	6	14%
Department Heads/Chairs	0	2	0%
Dean	0	1	0%
Associate Deans	2	1	67%
College of Science & Math	Women	Men	% of Women
Tenured Full Professors	1	36	3%
Department Heads/Chairs	1	8	11%
Dean	0	1	0%
Associate Deans	0	0	N/A

*At least half-time appointments

Appendix B. NFS 12 Indicator Tables

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

	University Distinguished Professors		Chamber Distinguished Professor*		Odney Award*		Waldron Award*		Peltier Award*		Engberg Endowed Professor**		Gehrts Endowed Professor**		Hogoboom Endowed Professor**	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
College of AFSNR		3						1			1					
College of AHSS	1	1		2	1											1
College of Business				1		1				1						
College of Engineering & Arch	1														1	
College of HDE																
College of Pharmacy, Nurs, AS									1							
College of Science & Math		3				1		2		1		2	1	2		1
Total	2	7	0	3	1	2	0	3	1	2	1	2	1	2	1	2

*Awarded most every year (reported for years 2008, 2009, 2010)

**Awarded mostly every other year (reported for years 2005, 2007, 2011)

Appendix B. NSF 12 Indicator Tables

Table 9. Promotion and tenure committees by college and gender for 2010-11.

	Women	Men	% of Women
College of AFSNR	1	6	14%
College of AHSS	3	3	50%
College of Business	1	2	33%
College of Engineering & Arch	2	5	29%
College of HDE	3	3	50%
College of Pharmacy, Nurs, AS	1	2	33%
College of Science & Math	1	4	20%
TOTAL	12	25	32.4%

Appendix C. Program/Event Participation Data

**Number of Women and Men tenure-line faculty participated in at least one Advance FORWARD event
Academic year 2010-2011**

College	Women Faculty			Men Faculty			All Faculty		
	Participated	Total	Percent Women Participated	Participated	Total	Percent Men Participated	Participated	Total	Percent Faculty Participated
AFSNR	21	31	68%	42	117	36%	63	148	43%
AHSS	23	32	72%	18	52	35%	41	84	49%
Business	2	6	33%	8	24	33%	10	30	33%
Eng & Arch	10	12	83%	30	66	45%	40	78	51%
HD & E	29	36	80%	17	23	74%	46	59	78%
Pharmacy, Nurs, AS	6	6	100%	9	14	64%	15	20	75%
Science and Math	19	27	70%	36	87	41%	55	114	48%

Appendix C. Program/Event Participation Data

**Summary of Workshop Attendance and Evaluation Responses
Academic Year 2010-2011**

Date	Title of Workshop	# Attending	# Completing Evaluation
8-17-2010	New Faculty Orientation Session: FORWARD Workshop on Enhancing Department Climate	23	20
9-21-2010	A Workshop for the FORWARD Advocates by Dr. JoAnn Moody	9	8
9-21-2010	Department Climate/Gender Diversity Workshop: Workshop for the Department of Biological Sciences	14	10
9-21-2010	A Workshop for Academic Deans by Dr. JoAnn Moody	12	10
9-21-2010	Job Searches and Tenure Review Processes -- A Workshop for Department Chairs/Heads	37	31
9-21-2010	Mentoring Students: Good and Bad Practices	146	121
9-21-2010	A Workshop for New Faculty by Dr. JoAnn Moody	32	13
9-21-2010	A Workshop for Mentors by Dr. JoAnn Moody	20	19
9-21-2010	PTE Processes: Rising Above Cognitive Errors -- A Workshop for Department and College PTE Members	23	21
9-21-2010	Tricks of the Trade: Saving Time and Sanity -- A Workshop for Women Faculty	47	41
10-7-2010	Information Session on FORWARD Grants and Awards	5	5
10-12-2010	Promotion to Professor: Perspectives of Department Chairs	48	34
10-13-2010	Ally Training: Department Head and Chairs	24	11
11-18-2010	Opportunities for Leadership Development	39	27
11-30-2010	Ally Training: College of Science and Mathematics	14	9
12-1-2010	Networking Tools for Personal and Professional Success	31	31
12-15-2010	Chairs and Heads Meeting: Developing a Culture of Evaluation and Support for Faculty Success	39	29
1-2-2011	Why Smart Women (and Men) Suffer from the Impostor Syndrome and What to do About It	140	112
1-27-2011	Impostor Syndrome Workshop	21	21
2-2-2011	Ally Training	11	6
2-9/10-2011	FORWARD Search Committee Member Training: Searching for Excellence (2 sessions)	30	28
3-1-2011	Promotion to Professor: Tips from Experienced College PTE Committee Members	47	35
3-9-2011	Head and Chair Training - Positive Departmental Climate: Strategies and Effective Practices	30	20
4-12-2011	Ally Training	14	11
5-3-2011	Promotion to Professor Panel: Tips from Newly Promoted Professors	46	33
5-18-2011	Academic Leadership Workshop for Current and Future Academic Administrators	56	46

Appendix D. External Evaluation Report

26 April 2011

Dana M. Britton, Ph.D.
Professor of Sociology
Executive Director, ADVANCE-IT Office
Kansas State University

A) Contacts and responsibilities:

During the academic year 2010 – 2011 I completed analysis and produced a report on the NDSU Administrative Survey. I provided these results in a separate report.

I also visited campus from November 16 -20, 2010. During that visit I met with the FORWARD co-PIs and Leadership Team, the Provost, college Deans, the Commission on the Status of Women, Department Chairs and Heads, the Promotion to Professor Taskforce, a group of women STEM faculty, and the FORWARD internal evaluation committee. I also attended a FORWARD Leadership Development panel event and a meeting of the College of Human Development and Education, and presented the results of the administrative survey to the Deans and Department Heads and Chairs. Before my visit, the FORWARD team forwarded a wide array of program documentation for my review.

This report primarily concerns my impressions from that site visit and review of program documentation. I had not visited campus before (at least in this capacity), so these are baseline impressions.

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

Many things are going well. The grant programs seem to have been well received. The course release grants are particularly popular, as are the mentor relationship travel grants. There has been considerable progress toward the goals you identified in your initial proposal.

All in all, you have accomplished a lot in a very short time – as of my visit in November 2010, \$630,000 had been allocated, and 68 STEM and non-STEM women had received at least one award.

There are some initiatives that are working more effectively than others, and some concerns the team may wish to address going forward, however.

D) Specific comments on successes and concerns

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

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

There have been two climate surveys conducted on campus, one of faculty and one of administrators. The former data have not been fully analyzed (though the team has frequencies for survey items). The administrative survey results are presented here as appendix A. Here I think the team can build on the broad support for change indicated in the survey. The social norms approach might be of use – if chairs and deans think that others support change they may be encouraged to buy in as well. One barrier is the fundamental difference revealed in the survey between men and women in their perception of the climate. This is not unusual at all, and is what climate-targeted programs are meant to address. I strongly doubt, based on my knowledge of the social science evidence, that such differences in perceptions will disappear by the end of the grant. They may be mitigated somewhat, however.

In terms of my own evaluation during the visit, I heard two things of note from the faculty. One was a sense of rising expectations, particularly among STEM women. This is double-edged; it means that the FORWARD team has had some early and visible successes, and that this has created hope that the climate will continue to change. On the other hand, early success can create expectations that further changes will be more rapid than is actually possible, and some STEM women are frustrated that change has not come more quickly. The other issue is that some on campus are simply not well informed about what FORWARD is and what it does. I strongly encourage the FORWARD team to be more vocal about its successes. We had some discussion of how this might be accomplished. I simply want to reiterate the issue here.

In terms of administration, there are two issues of note. One of the factors that will certainly affect the FORWARD team/project going forward is recent rapid turnover at multiple levels of university leadership. The President is new, and the current Provost is retiring from administrative duties and will transition to a faculty position, as is the Dean of the college of Arts, Humanities, and Social Sciences. Two FORWARD team members are on the search committees for the Provost and the Dean, which is an encouraging sign. Prior to the third year site visit, it is essential that newly hired university leaders be brought up to speed on the FORWARD program, as this will be very important for the site visit team's evaluation. As to chairs and deans, they are often a recalcitrant layer in accomplishing organizational change. Dean and Chair training has now begun, and has included both outside speakers and presentations by FORWARD team members. Obviously accountability at the highest levels is necessary to make sure change happens. With recent and upcoming changes in the administrative structure at the university, the FORWARD team has an opportunity to contribute to the recruitment of administrators committed to the goals of gender equity.

The second area in which administrative support is crucial lies in the area of work/family policies. Work/family balance is not an explicit area of focus for the FORWARD team, though this has definite implications for climate. Though the Commission on the Status of Women Faculty has begun to draft work/family policies, there are few resources to make such policies a reality, and the legal context has also made change difficult. I know that budget cuts have decimated such programs on many campuses. So here I can only say that the administrative survey clearly demonstrates broad support – from men and women administrators – for the efforts of the Commission and the FORWARD team. Administrators clearly support efforts to create work/family balance. Almost all such initiatives must come from the central administration, however.

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) Allies program - The Advocates and Allies Program, which is a unique component of this grant, has begun and is showing promise. This group clearly has the potential to provide positive support to women on campus, as well as to the FORWARD team's efforts. The meeting at which I was present was both lively and well-attended. The men (and particularly the group leaders) seem knowledgeable and committed to gender equity efforts on campus. They have met with speakers, educated themselves, and advocated for FORWARD and for individual women in their departments. From my meeting with women faculty, I can say that at the moment the women who attended were clear that the mandate of the program should not be on fixing or helping women, but on dealing with other men. For their work to have credibility, Advocates must be a self-selected group whose mission is work with other men.

- 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. The lectures are being evaluated on an ongoing basis.
- c)** Commission on the Status of Women Faculty – I attended a meeting of this group, which sees its goal (in part) as the drafting of policy and moving these policies through the system. In particular we discussed the efforts of the Commission to draft a policy broadening access to junior administrative positions in departments. I understand that this is an attempt to introduce some transparency into what had been a closed process in which promotion were based very much on informal ties. And I also understand that this policy has recently had some success in opening searches that for whom the candidates would have previously been chosen informally - there is an ongoing open search for an associate dean position in engineering, for example. Based on the data I have collected on promotion to full, however, I would only urge caution – women should not be encouraged to take such positions at the associate professor level, or if they do, they should do so in conjunction with negotiation about how these administrative duties will be counted toward promotion to full.
- d)** Dean/chair training (administrator workshops) – the goal here is to create buy-in for FORWARD initiatives as well as improve the climate in the colleges and units. Chairs and deans are often a recalcitrant layer in accomplishing organizational change, so training at this level is extremely important. As of Spring 2011, there have been eleven separate workshops conducted by both inside and outside speakers. It is too early to know what sort of effect this training will have – results on a final administrative survey should shed light on this issue. The meeting of department chairs I attended was lively but the Provost’s presentation was mainly concerned with budget issues. Hiring has been severely affected across campus, which means that even if Deans or Heads wanted to increase the recruitment of women, it would be difficult in this climate.
- e)** Climate/equity research grants – this program has just begun; there were presentations about it on campus during the fall and spring of 2009-2010. When I was on campus three awards had been given to interdisciplinary groups. The competition for the next round of funding is ongoing.
- f)** Department climate grants – there is no information about this on the ADVANCE FORWARD website, and there was no discussion about this initiative when I was on campus. It may be that work in this area is ongoing, but if so I do not have this information in my own notes.
- 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. One award has been given for 2009-2010 for Biological Sciences. It is not clear to me whether the practices identified in these awarded departments are being shared or implemented across

campus.

- 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 next five years; increase women heads and chairs/heads in the STEM disciplines to five of 28. There is currently (at the time of my visit) one women Dean (in Human Development and Education) and there are four women department heads (though only one in a traditional STEM discipline). 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. During the time I was on campus, I was able to observe a luncheon program in which participants in leadership programs discussed their experiences. The luncheon was very well attended and there seemed to be considerable interest in the leadership grants. As of Spring 2011, six of these grants have been awarded.

- 3) Advancement/Retention** – these are closely allied goals, so I will take them together. 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. There are several initiatives aimed at reaching this goal, and an additional Task Force on Promotion to Professor. The taskforce has held three informational sessions: one with faculty recently promoted to full, one with department heads, and one with promotion and tenure committee members. The task force believes the first session in particular was useful in helping women understand the process better and in encouraging women to seek promotion to full. Indeed while I was on campus I spoke to several women who are seeking or preparing to seek promotion to full – including one who (if successful) will be the first woman full professor in the history of her STEM department. 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 (not surprisingly). There has been some tension around the definition of eligible faculty – in at least one case (mentor relationship travel grants) the Provost has provided the funds so that women not in the traditional STEM disciplines can receive awards. In other cases applicants have been encouraged to construct their own justifications for why/whether they should be eligible for FORWARD funds.

 - i. Mentor Relationship Travel grants** to offset the costs of meeting with mentors outside NDSU – sixty of these have been awarded through

Spring 2011. The Provost has provided expanded funding for women not in STEM disciplines. This is an encouraging sign of institutional support for FORWARD goals.

- ii. LEAP Lab renovation grant program funded by VP of Research – targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Four awards have been made to Assistant Professor women in the Sciences. It may be that the lack of Associate Professor women in STEM disciplines has meant that the greatest demand for this assistance has come from more junior women.
 - iii. LEAP Research grant - targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Leap Grants are seed or bridging research grants intended to increase the potential for STEM women faculty at NDSU to acquire external funding, thereby increasing their research productivity and potential for promotion and/or tenure. These are intended for faculty with great ideas who need some extra support to become competitive, and are not intended for those who have already demonstrated success at obtaining external funding. Each grant awards up to \$30,000 for a twelve month (typically September through August) project, and requires additional application(s) to external sources as an outcome of the project. Thirteen awards had been given through the summer of 2010, again, mostly to assistant professor women.
 - iv. Course release grants – targets STEM women Assistant Professors after a third year review and Associate Professors at least two years before promotion to full. Provide a one semester release from teaching responsibilities. As of Spring 2011, eleven of these awards have been given.
- b) There are two mentoring programs aimed at achieving the goals of retention and advancement.
- i. Junior faculty mentoring cohorts program - This program supports the formation of same-gender mentoring groups; all incoming female faculty are invited to participate in a single cohort through their third year review. Two speakers have also conducted mentoring workshops on campus. Overall, this looks like an excellent program. Evaluation is ongoing, and the feedback from participants has been basically positive. There is one problem that has emerged very quickly, however, and it is one of running out of more senior women to mentor junior women. This is a logical structural problem given the sheer demographics of the campus. One also does not want associate level women to do even more service – at least not if the goal is to see them promoted to full. I do understand the commitment to single sex mentoring, and I am well aware of the benefits of such programs. I wonder, however, if the team might consider other

models. At the moment the sole source model is simply exhausting the supply of more senior women. Perhaps as more allies/advocates are trained they might serve as mentors? Or a junior faculty member might have a team of mentors, not all of whom are women? I have no easy solution to this, but encourage the team to think through the unintended effects of the single sex mentoring model. I understand that the FORWARD team is committed to this model as one of the unique components of the grant, but the fact is that the extreme dearth of senior women at NDSU means that the burden of mentoring rests on the shoulders of a few.

- ii. Mid-career mentoring cohorts - tenured women to apply for funds to create their own peer, mid-career mentoring teams. These teams can have a variety of goals. Three groups have received funding for 2010-2011 and all are meeting. One is meeting monthly and has met with the department head, Dean, Department PTE committee, and College PTE community to learn more about how to put their materials together to go up for promotion to Full Professor and what materials they will need.
- 4) Recruitment – The goal as stated in the original ADVANCE-IT proposal is to standardize expectations that minimally mirror pipelines from doctoral programs before a search may move forward in order assure that all pool is include a representative number of women and women from underrepresented groups. Budget concerns have meant that there has been little hiring, however. There are two initiatives aimed at achieving this goal.
- a) Faculty recruitment assistant – this has been implemented in the form of a full time position. There are some difficulties, however. The FORWARD team is receiving little support from the chief officer for Equity and Diversity, whose office now seems largely involved in the hiring of staff. The assistant, a portion of whose salary is paid by FORWARD, has had some difficulties meeting the expectations and goals of the FORWARD team. She is also, by virtue of her position, not well situated to hold departments and colleges responsible for their practices. Given that so much of the original grant focused on hiring, it will be necessary to show that something has been accomplished in this area. The lack of effectiveness in this office also means that key data are not being collected on the utilization and outcomes of institutional policies like tenure clock extensions and faculty reviews.
 - b) Search committee training – this is now ongoing, and (in light of the difficulties above) is now being conducted by the FORWARD team. This means that the goals are being met, but the original mechanism has not worked as planned.

5) Research/evaluation/FORWARD team issues/visibility of FORWARD work

This section of the report focuses on issues not specifically related to the goals of ADVANCE FORWARD, but instead on internal evaluation and the team itself. Attention to these components is also crucial if ADVANCE FORWARD is to achieve success.

a) Evaluation and dissemination

- i.** Data infrastructure - it seems clear that the FORWARD team is having difficulty getting clear and consistent administrative data. The problem extends all the way from basic data on hiring and recruitment and faculty positions to monitoring of policies like tenure clock extensions. Consistent data on hiring, promotion, and attrition will be key in documenting the FORWARD team's progress. In terms of this kind of raw data, two solutions come to mind – some ADVANCE programs (e.g., Utah State) created their own databases, drawing on available institutional data. The other solution is to improve administrative data gathering and work more closely with their institutional planning office. Perhaps a person from that office might be invited to join the steering or internal evaluation committee. Having spoken to the FORWARD leadership team about this, I understand that they are now working on cleaning the data and feel that they are making some progress.
- ii.** Research production - there is some conflict in the team about the research that can or should come from the FORWARD project. My opinion and experience is that these programs are not really designed to produce publications in refereed journals. The problem is that the programs are designed to produce institutional data, rarely have a clear theoretical connection to the literature, and it is difficult to know how the results at one institution would translate to another. Some ways to think about publication might lie in collaborations across institutions (e.g., those who have also done exit interviews). FORWARD might also be able to capitalize on really unique initiatives, like the Advocates and Allies program.
- iii.** Internal evaluation – the quality of this is good, and efforts are ongoing. There was some discussion among the team during my visit about how much internal evaluation to do and what programs to evaluate. There is a legitimate concern with over-surveying faculty, particularly given the small numbers of women on the campus. So I agree that there needs to be some coordination of efforts. All of the work of evaluation is also falling on one person, who is now an assistant professor. Two things seem wise – one, draft an internal evaluation plan to be approved by the team, and two, get a realistic sense of what resources are required to accomplish these tasks and make reasonable requests for support. The latter should be part of the evaluation plan.

b) Team Dynamics

- i.** Initiatives and programming: The team has done a lot and had a lot of success in a very short period. I got a sense, however, that there was some initiative fatigue among the team. One of the things I noticed that NSF was worried about in their initial evaluation of the proposal is that the team intended to do too much too fast. Though the team has accomplished much, they have done so at the expense of many hours expended by a few very committed team members. On the other hand, there are several initiatives that are just beginning. As of my visit to campus, there had been two search committee training sessions and three climate research initiative awards. Three groups are now (as of academic year 2010-2011) working on mid-career mentoring. The tribal college collaboration and programs targeting women with disabilities/minority women have only recently been launched. It is too early to judge the impact of any of these programs. It only seems logical to me that some initiatives have taken longer to roll out than others, particularly given the team's initial ambitious plans to launch several initiatives at once. My sense is that the team needs to clearly think through their priorities and perhaps aim to focus on few initiatives at one time.
- ii.** Leadership – the leadership structure of the FORWARD grant has shifted from the original proposal, this perhaps offers an opportunity to think about the strengths that people have brought to the program and reallocate responsibilities to take optimum advantage of these. At the very least, as the EAB report had also suggested, the leadership structure and organizational chart need to be clearly specified before the site visit, and everyone needs to know what this structure looks like.
- iii.** Workloads – everyone primarily responsible for the administration of the program is severely overloaded. The FORWARD director has no reduction in teaching load, the internal evaluator is performing tasks that other ADVANCE programs delegate to an entire staff, others are crowding FORWARD work into already overburdened service loads and jeopardizing their own career progress in the process. I have no particular solution to this problem, other than to encourage FORWARD team members to be more realistic about the resources that are actually required to do the work of implementing the program. It may be possible to delegate some of this labor to staff – e.g., the office coordinator. Other ADVANCE programs have employed various models; some have hired full or part time directors. At the moment my sense is that the FORWARD team is spending far less than it would cost to make the burden of administration more reasonable for everyone involved.

- c) Visibility of FORWARD work this is also a team issue, but the solution lies in administration, so I have listed it here. Many of those who do the work of the FORWARD team are finding that their work is either not credited or is a detriment in their own evaluations for promotion and tenure. This is a common problem for team members on ADVANCE-IT grants on other campuses. I have no particular solution in mind, but it bears mentioning and perhaps needs to be on the agenda for the team's future efforts in building support from administrators.

E)

Closing comments – as I note at the outset of this report, the FORWARD team has accomplished a lot in a short period of time, and in a campus environment in which women faculty have been historically severely underrepresented at every level. None of the comments in this report should be taken as diminishing these achievements. I offer the concerns identified here in the spirit of encouraging further discussion and review. I look forward to following the progress of the team in future visits.

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

Date	Headline
16 June 2010	Applications being accepted for Mid-career mentoring program
25 August 2010	NDSU faculty women receive FORWARD awards
	Faculty receive FORWARD grants
	Biological sciences receives FORWARD equity award
01 September 2010	Four Faculty Receive FORWARD Leap Research Grants
15 September 2010	FORWARD sponsors workshops
29 September 2010	FORWARD plans promotion-to-professor luncheon
	FORWARD grants information session set
	FORWARD Ally open house planned
27 October 2010	FORWARD project schedules panel discussion
12 January 2011	Policy 103.1 Updated
26 January 2011	Faculty receive FORWARD course release awards
	Pedagogical luncheon and workshop scheduled
15 February 2011	Three faculty receive Mid-Career Mentoring awards
	Promotion-to-professor luncheon
31 March 2011	FORWARD announces mentor travel grant awards
	FORWARD announces Leadership Development Awards
15 April 2011	Froelich featured on FORWARD website
29 April 2011	FORWARD offers panel discussion on full professorships
29 April 2011	FORWARD grant applications due