

YEAR 1 EXTERNAL EVALUATION:

**UNH UNBIASED: LEADERSHIP DEVELOPMENT AND POLICY CHANGE TO
PROMOTE INSTITUTIONAL TRANSFORMATION**

NSF GRANT No. 1209189

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Submitted By:

Mariko Chang, PhD
mchang19@gmail.com
978.844.3529
www.mariko-chang.com

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1. EXECUTIVE SUMMARY

The University of New Hampshire is at the end of its first year of an NSF-funded ADVANCE-IT grant titled “UNH Unbiased: Leadership Development and Policy Change to Promote Institutional Transformation.” The external evaluation of the project’s first year covers the period of October 1, 2012 (award date) through August 2013 and incorporates both quantitative and qualitative data.

Evaluation objectives for Year 1 are primarily formative and include: (1) Describing implementation activities, successes and challenges; (2) Monitoring the status of implementation progress toward program goals; (3) Providing formative feedback to facilitate project refinements; (4) Enhancing communication among the Leadership Team and other stakeholders; and (5) Establishing baseline measures upon which the impact of program initiatives can be measured.

Baseline data on the composition of men and women tenured/tenure-track faculty in STEM and SBS documents that women are underrepresented, especially at the rank of Professor. More than half of STEM departments have no women at the rank of Professor. Two STEM departments have only one woman tenured/tenure-track faculty member. The proposed initiatives seek to increase the representation of women at all ranks by changing recruitment and retention policies, improving climate, fostering wage equity, developing more flexible workplace policies, and creating campus-wide awareness of the issues addressed.

In the first year of the grant, UNH Unbiased set a solid foundation upon which to build. Strengths of Year 1 include commitment from the UNH leadership, the composition of the ADVANCE Team, and the base provided by the PAID grant. The Leadership Team faced some challenges, however, that impacted their ability to implement initiatives quickly.

The delay in implementation must be addressed aggressively if UNH-Unbiased is to meet the grant objectives. Program initiatives should be launched quickly in Year 2 so that their impacts can be evaluated to prepare for the site visit in Year 3 and to facilitate the eventual institutionalization of successful initiatives. Key recommendations (which are discussed in detail in the report) include:

- Review staffing needs, resources, and program timeline to ensure initiatives are launched as quickly as possible
- Committees should be given a clear charge and each should develop an aggressive detailed implementation timeline
- Facilitate closer communication between the Chair Professional Development Committee and the Research and Evaluation Committee
- Discuss ways to maximize the response rate to the Fall 2013 Climate Study
- Continue to work closely with the External Evaluator

The Unbiased team is ready for the challenge and excitement that lies ahead in Year 2.

2. UNH UNBIASED OVERVIEW

The University of New Hampshire is completing its first year of an NSF-funded ADVANCE-IT grant for their proposal, “UNH Unbiased: Leadership Development and Policy Change to Promote Institutional Transformation.” The overall mission of the project is to initiate sustainable institutional transformation to increase the number, retention, and success of primarily STEM women faculty by empowering them to succeed and establishing quick-action ability for retention. The program is conceptually guided by the congruence model that views organizations as an open system, examining context, people, processes, culture, and structure to understand undesirable organizational outcomes. The grant builds on UNH’s strategic plan and other university-wide initiatives focusing on inclusive excellence, promotion and tenure, curricular change, advancing individual scholarship through external funding, and advancing interdisciplinary research teams.

UNH Unbiased has five transformation goals:

Goal #1: Increase the representation of STEM faculty women at all ranks through changes in recruitment and retention policies and practice

Initiative 1.1. Search Committee Training

Initiative 1.2. Department-Level Assessment

Initiative 1.3. Women Faculty Development

Initiative 1.4. Hiring and Promotion Policy Alignment

Initiative 1.5. Visiting Faculty Program

Goal #2: Improve support and department level climate for STEM faculty women through increased department chair professional development and assessments, and formal mentoring policies and practices

Initiative 2.1. Chair Professional Development

Initiative 2.2. Establish Formal Mentoring Policy

Goal #3: Conduct a wage equity analysis and recommend any policy changes that might be indicated

Goal #4: Develop more flexible workplace policies that support career advancement for STEM faculty women

Goal #5: Create and maintain campus-wide awareness of the issues addressed and policy changes made under the IT initiative

In addition to the preceding program goals and activities, UNH Unbiased is conducting a social science study to investigate the impact of the department chair professional development program on the representation of and departmental-level climate for women faculty at UNH. A quasi-experimental design will test the following hypotheses:

Hypothesis 1: There will be a significant gender difference in baseline measures of perceived departmental climate and degree of influence such that women STEM faculty will perceive a more negative climate and less ability to influence departmental decisions than men STEM faculty

Hypothesis 2: Baseline institutional data will reveal significantly higher male-female ratios in every college (except HHS), at senior ranks, and compared to national averages.

Hypothesis 3: There will be no significant gender difference in faculty's perceived departmental level climate and degree of influence subsequent to the implementation of department chair professional development programs

Hypothesis 4: There will be a significant reduction in male/female ratios in the STEM disciplines at senior ranks subsequent to the implementation of department chair professional development programs

3. EVALUATION OBJECTIVES AND METHODS

3.1 EVALUATION PERIOD AND OBJECTIVES

This evaluation covers the period between October 1, 2012 (award date) and August 31, 2013. This time period covers the grant's first year of funding.

Evaluation objectives for this annual report are primarily formative and include:

- Describing implementation activities, successes and challenges
- Monitoring the status of implementation progress toward program goals
- Providing formative feedback to facilitate project refinements
- Enhancing communication among the Leadership Team and other stakeholders
- Establishing baseline measures upon which the impact of program initiatives can be measured

3.2 EVALUATION METHODS AND DATA

The Year 1 evaluation incorporates both quantitative and qualitative data, derived from the following sources:

Interviews and Focus Groups: Dr. Chang conducted site visits on August 22 and September 3, 2013, to conduct interviews and focus groups with stakeholders. Additional interviews were conducted by phone for those who were not scheduled during the two site visit dates. A total of 37 people were interviewed, including the Provost (also the PI), Co-PIs, Program Coordinator, ADVANCE Faculty Fellows, the GEAR-UP Committee, Research and Evaluation Committee, Chair Professional

Development Committee, Deans, Department Chairs, Internal Steering Committee, and STEM/SBS faculty.

Observation: During Year 1, Dr. Chang observed a Leadership Team Meeting (May 21, 2013), an Internal Advisory Committee Meeting (June 18, 2013), and the UNH Unbiased Kick-Off Event (April 30, 2013) in which UNH President Dr. Huddleston gave opening remarks, Dr. McDermott from UMBC was the keynote speaker, and Provost Dr. Aber gave concluding remarks and a call to action.

Applicant Pool and Hire Data: Data on the sex composition of applicant pools, offers made, and hires for faculty searches from 2006-2013 were provided by the UNH Affirmative Action and Equity Office.

Institutional Data: Department-level data on STEM/SBS faculty composition (such as the number of faculty by rank and sex) and other ADVANCE Indicators Toolkit data were provided by the ADVANCE team.

The evaluation plan (which includes the conceptual logic model, possible indicators, and the corresponding data and evaluation methods) is provided in Appendix A.

4. FINDINGS

4.1 Goal 1: Increase the representation of STEM faculty women at all ranks through changes in recruitment and retention policies and practices

The first program goal contains five initiatives:

- Initiative 1.1.* Search Committee Training
- Initiative 1.2.* Department-Level Assessment
- Initiative 1.3.* Women Faculty Development
- Initiative 1.4.* Hiring and Promotion Policy Alignment
- Initiative 1.5.* Visiting Faculty Program

Baseline Data:

Baseline data from which to track changes in the representation of STEM faculty women at all ranks is presented in Table 1 and Figures 1 and 2.

Table 1. Number and Percent of Women Tenured and Tenure-Track Faculty in STEM and SBS by Department and Rank, 2012.

	Number of Women				Percent Women			
	Asst.	Assoc.	Full	Total	Asst.	Assoc.	Full	Total
STEM								
Engineering & Physical Sciences	9	11	6	26	35	25	10	20
Chemical Engineering	2	1	0	3	67	100	0	43
Chemistry	1	0	0	1	25	0	0	7
Civil Engineering	0	2	2	4	0	29	33	27
Computer Science	0	1	0	1	0	17	0	11
Earth Science	4	2	0	6	100	29	0	50
Electrical & Computer Engineering	1	0	0	1	50	0	0	10
Mathematics and Statistics	0	2	3	5	0	33	30	25
Mechanical Engineering	1	2	0	3	25	40	0	17
Physics	0	1	1	2	0	14	8	9
Life Science & Agriculture	2	10	4	16	25	48	9	21
Department of Biological Sciences	0	4	0	4	0	80	0	15
Molecular, Cellular, & Biomedical Sciences	1	3	2	6	100	38	17	29
Natural Resources & the Environment	1	3	2	6	25	38	13	22
SBS								
Liberal Arts	6	10	7	23	60	44	33	43
Anthropology	3	1	0	4	100	100	0	80
Geography	1	0	0	1	50	0	0	25
Political Science	0	4	1	5	0	40	50	38
Psychology	1	3	3	7	50	50	27	37
Sociology	1	2	3	6	50	40	50	46
Business & Economics	2	4	3	9	29	25	25	26
Decision Sciences	1	1	1	3	33	20	33	27
Economics	0	1	2	3	0	17	29	20
Management	1	2	0	3	50	40	0	33

As shown in Table 1, there is variation across departments in the percentage of women overall and also by rank (see also Appendix B). In STEM departments, the percentage of women ranges from 7% in Chemistry to 50% in Earth Science. Two STEM departments have only one woman tenure-track faculty member. Across tenure-track ranks in SBS departments, the percentage of women ranges from 20% in Economics to 80% in Anthropology. In general, the percentage of women is highest at the rank of Assistant Professor and lowest at the rank of Professor, but again there is quite a bit of variation. Several departments have no women at the rank of Assistant Professor, but have women Associate Professors and Professors. A more common situation is for departments to have women at the ranks of Assistant and Associate Professor, but no women at the rank of Professor. In fact, more than half of the departments in STEM have no women at the rank of Professor.

As shown in Figure 1, across the STEM tenured/tenure-track faculty as a whole, the 10 women at the rank of Professor comprise only 5% of the total STEM tenured/tenure-track faculty, whereas men at the rank of Professor comprise 46% of the total STEM tenured/tenure-track faculty. In SBS (See Figure 2), women are still underrepresented, especially at the rank of Professor, but to a lesser extent than in STEM. Across ranks, men comprise 79% of faculty in STEM and 64% of the faculty in SBS.

Figure 1. Distribution of STEM Faculty by Gender and Rank, 2012 (N=203)

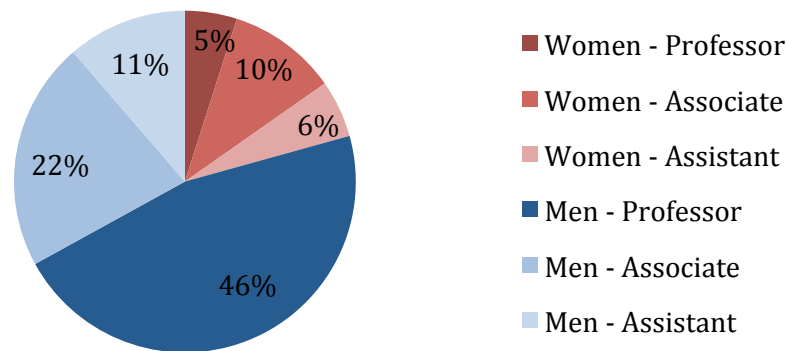
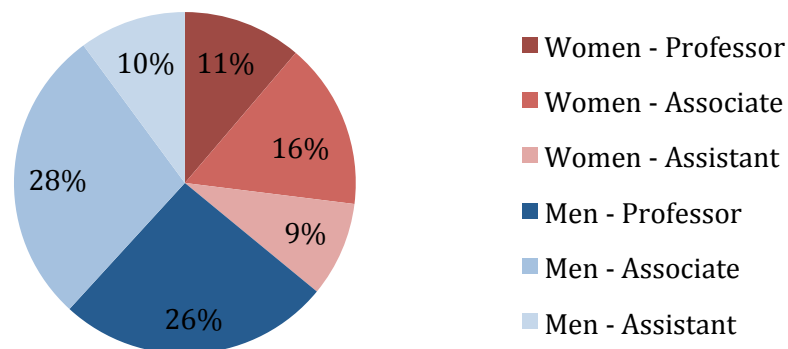


Figure 2. Distribution of SBS Faculty by Gender and Rank, 2012 (N=89)



The Research and Evaluation Committee will continue to collect and analyze institutional data to assess progress toward the goal to increase women's representation across all ranks in STEM and SBS departments.

4.1.1 Initiative 1.1: Search Committee Training

The GEAR-UP (Gender Equity and Recruitment of Underrepresented People) Committee was formed to undertake search committee training and led by ADVANCE Faculty Fellow Dr. Monica Chiu. The Committee was charged with the following:

1. Develop a UNH faculty search process that is aimed at increasing the representation of women and underrepresented minorities at UNH and particularly in the STEM disciplines;
2. Develop a professional development program for faculty search committee members and an implementation schedule;
3. Develop a policy that requires all members of faculty search committees to attend the seminar as a condition of search committee membership

The GEAR-UP Committee met weekly since May 2013 and developed a proposal presented to the Leadership Team and the Internal Advisory Board in August 2013. The Committee proposes using interactive theater to engage participants in learning to recognize and eliminate unconscious biases from the faculty search process. They intend to pilot the search committee training in Fall 2013 for searches conducted in the Provost's Office and also in a handful of STEM departments. The full roll-out of the program is planned for Spring 2014.

One snag in the planned implementation of the search committee training has been that the planned interactive theater group (led by Mr. David Kaye, Professor of Theatre and Dance and Chair of the Department of Theatre and Dance at UNH) is booked until Spring. The Committee is researching alternatives for the Fall piloting of the training.

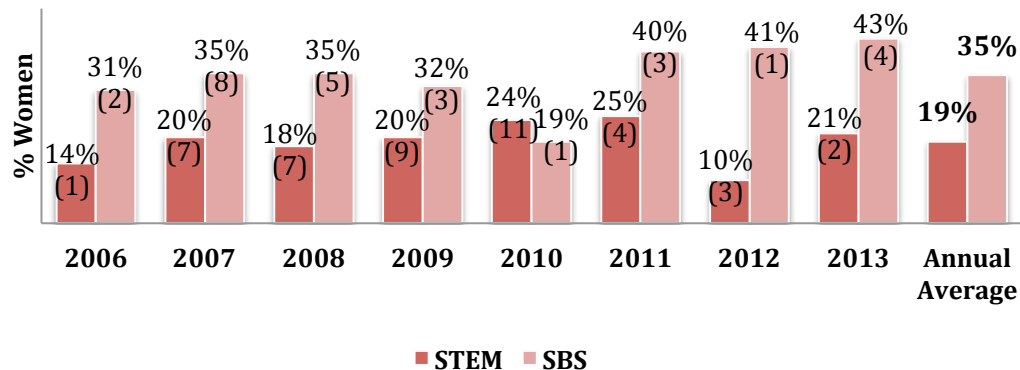
The Committee is also interested in developing resources for search committees that can be distributed and included on the UNH ADVANCE website.

Baseline Data:

To help measure the impact of the search committee training on the percentage of women in applicant pools, the Affirmative Action and Equity Office provided data on the percentage of women in applicant pools for positions in FY 2006-2013. Because the number of searches and the percentage of women in searches can fluctuate quite a bit from year to year, the annual average of the 2006-2013 data will be used as the baseline from which to measure the impact of the search committee training on the percentage of women in applicant pools for tenure track positions. As shown in Figure 3, the annual average of the percentage of women in applicant pools for tenure-track faculty positions was 19% in STEM and 35% in SBS departments across this time period.¹

¹ Data excludes searches for which no applicant pool data was available. In some cases, a small percentage of the applicants did not provide their gender. The percentage of women is calculated here only for those applicants whose gender is

Figure 3. Percentage of Women in Applicant Pools for Tenure-Track Faculty Positions in STEM and SBS, FY 2006-2013, Number of Searches in Parentheses



The Affirmative Action and Equity Office is also compiling data on the number of underrepresented minorities in applicant pools to measure the impact of search committee training. This data will be included in subsequent reports.

Evidence of Impact

There is commitment from the provost, Dr. MacFarlane, to require that those serving on faculty search committees complete the training. Dr. MacFarlane’s commitment is further evident in her decision to pilot the program this fall for searches undertaken by the Provost’s Office. While these searches do not involve hiring faculty, faculty members will serve on the committees and her decision to make the training mandatory for searches conducted by the Provost’s Office demonstrates university commitment.

The Deans also expressed their support for mandatory search committee training:

“The gatekeepers to universities are faculty search committees...if UNH is interested in institutional transformation, to me the most important is how we hire people... Requiring that all people undergo training before they serve on a search committee is critical.”

Stakeholders noted that the faculty could benefit from search committee training, but that the way the training was framed would be important for buy-in:

“the reaction of faculty members could be ‘not another training’ but....if the ADVANCE training gets marketed as a tool that we can use and not something that tells us how wrong we’re doing things, I think that flips the impression and it’s something you can look forward to learning.”

known (i.e., those with unknown gender are excluded from the count of total applicants).

Those interviewed also mentioned that a valuable tool for search committees would be a packet that contained information about the community, especially information about schools and child care. Some faculty, for example, felt ill-equipped to answer frequently-asked questions about local schools and child care options either because they don't have children (or their children are grown) or because they do not live close to campus. Women faculty in particular might benefit from not having to ask about this information specifically:

"I had young children when I was hired and really needed information about day care options, but none was given. I didn't want to contact faculty in my department to ask...for my first interactions with them to be asking them a favor and especially about work-family issues...I didn't feel I could ask about schools and day care. I didn't want them to think family was a greater priority than work. I think it's easier for men to ask about these things without people assuming he is not putting family first."

Recommendations (see also Section 4.4):

- Continue to engage with the external evaluator to ensure that formative evaluation of the pilot program takes place to inform the full launch of the training in Spring 2014
- Investigate whether materials exist at UNH that provide information on the community (schools, care facilities, etc.) that can be distributed by search committees to faculty candidates. If none exist, consider creating materials. Search committees should be informed about the importance of providing this material to candidates (male and female) as a way of improving climate.

4.1.2 Initiative 1.2: Department-Level Assessment

A five-year review process will be implemented and required by departments. It will include assessment of departmental data on rates of promotion so that gender discrepancies can be identified and corrective measures can be taken.

4.1.3 Initiative 1.3: Women Faculty Development

A Faculty Professional Development Committee will be formed to address the career development of mid-career women faculty. The committee will build on the ADVANCing Your Career at UNH and Beyond initiative from UNH's ADVANCE-PAID grant and a series of focus groups held in Spring 2013 with participants of this initiative.

Recommendation:

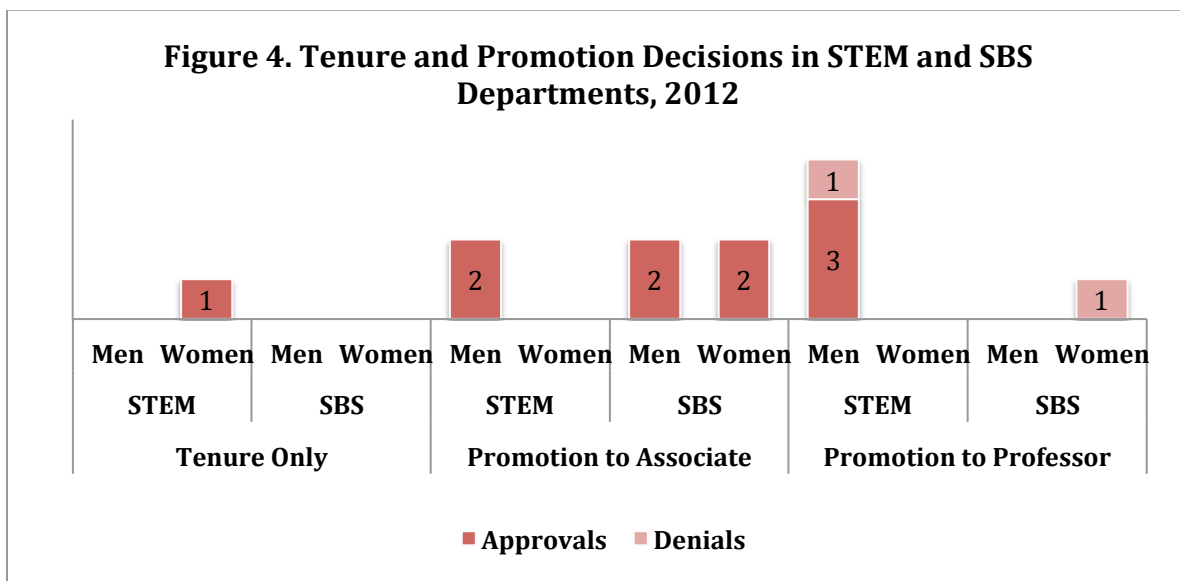
- Establish the Faculty Development Committee as soon as possible and provide them with their charge

4.1.4 Initiative 1.4: Hiring and Promotion Policy Alignment

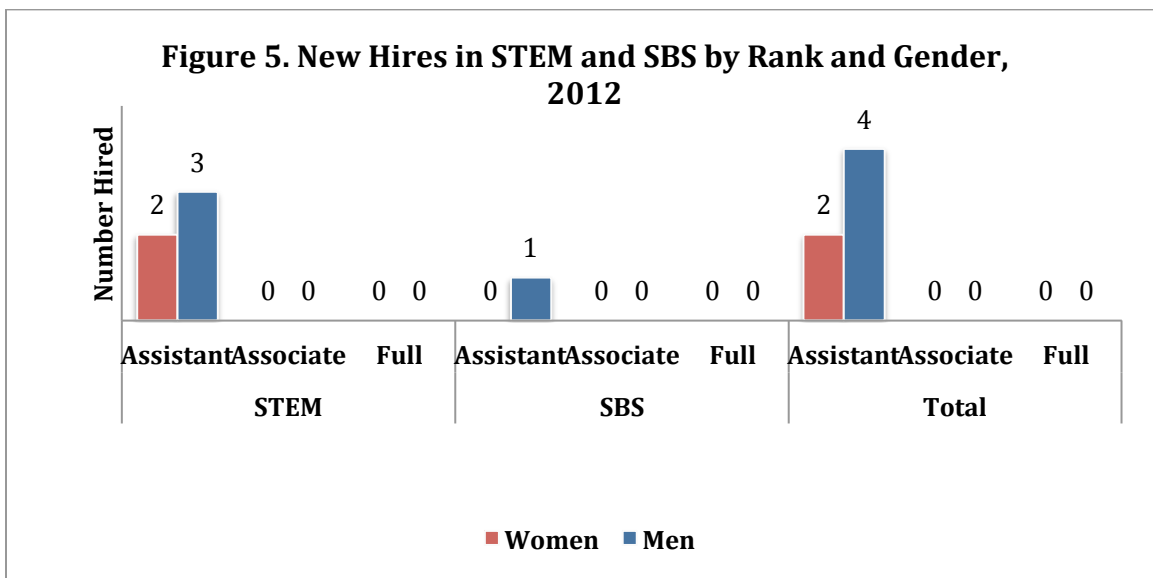
Former Provost (Dr. Aber) mandated that all departments provide clear expectations for promotion and tenure. The UNH Faculty Senate has formed a committee to ensure all departments and colleges have clearly articulated standards for promotion to Associate Professor and promotion to Professor. Dr. Christine Shea (Co-PI and Interim Vice Provost for Faculty Development and Inclusive Excellence) will serve on this committee and articulate the goals of the ADVANCE Program to identify and correct gender discrepancies in the promotion process.

Baseline Data:

2012 baseline data on tenure and promotion was generated by the Research and Evaluation Committee and is summarized in Figure 4 (based on Appendix B, Tables 3, 4a, and 4b). During 2012, all reviews for tenure and for promotion to Associate Professor in STEM and SBS departments were approved. At the review for promotion to Professor, one man and one woman were each denied. However, three other men were reviewed for promotion to Professor and approved whereas in 2012, only one woman was reviewed for promotion to Professor and the outcome was a denial.



2012 baseline data was also provided for the gender of new hires (see Figure 5 and Appendix B Table 7). In 2012, six faculty were hired in STEM and SBS departments, all at the rank of Assistant Professor. Of the six hires, two were women and four were men. Continued tracking of hiring and of tenure and promotion data will provide one indicator of the program’s impact.



Recommendations:

- Engage deans, department chairs, and other administrators with the task of holding departments accountable for providing faculty with clearly articulated standards for promotion and establishing mechanisms for correcting any gender discrepancies in promotion
- Because so few faculty are hired every year and reviewed each year for tenure and/or promotion, additional data prior to 2012 may be utilized to establish the baseline upon which to gauge impact

4.1.5 Initiative 1.5: Visiting Faculty Program

The goal of this initiative is to build exposure and networking with research-active senior female faculty from other institutions to develop research collaborations with UNH faculty and provide role models for junior faculty.

During Spring 2013, Dr. Julie Williams and Dr. Sam Mukasa (Co-PIs) met with Dr. Gilda Barabino (Professor of Biomedical Engineering at Georgia Tech and President of the Biomedical Engineering Society) to discuss the possibility of a visiting professorship after 2014. The ADVANCE team plans to announce a call for additional nominations in Fall 2013.

Recommendations:

- Meet with deans and department chairs as soon as possible to inform them of the visiting scholar program and ask them to encourage nominations
- Advertise the program to all UNH faculty and encourage nominations
- If a committee is formed to review applications, be sure to include male faculty as ad-hoc reviewers to help raise awareness of the program and increase buy-in from male faculty

4.2 Goal 2: Improve support and department level climate for STEM faculty women through increased department chair professional development and assessments, and formal mentoring policies and practices

Goal #2 has two initiatives:

Initiative 2.1. Develop and implement a leadership professional development program for chairs. Implement a policy that requires this training of all chairs and emerging future leaders at UNH.

Initiative 2.2. The ADVANCE Program will work with the Office of the Vice Provost for Faculty Development and Inclusive Excellence and the deans and directors to establish a formalized mentoring program and policy.

4.2.1 Initiative 2.1: Chair Professional Development

A Chair Professional Development Committee has been formed and is working to develop the learning objectives and content for the program. The Committee intends to implement the program in Spring 2014.

Recommendations (see also Section 4.6):

- Dates for workshops should be vetted as quickly as possible and announced so as to maximize participation
- Support from deans will be critical; continue working with deans to hold chairs accountable for attendance

4.2.2 Initiative 2.2: Establish Formal Mentoring Policy

The Faculty Professional Development Committee will be responsible for implementing this initiative. The Committee will draw upon information collected in focus groups held as part of the ADVANCE PAID initiative, which identified mentoring issues to be addressed (such as mentor training, the process for pairing mentors and mentees, and a program that includes mentors from within and outside one's own department).

Recommendations:

- Establish the Faculty Development Committee as soon as possible and provide them with their charge
- Adjust the proposed implementation timeline (Appendix C) so that a formal mentoring policy is established prior to the Spring of 2015

4.3 Goal 3: Conduct a wage equity analysis and recommend any policy changes that might be indicated

A postdoctoral student has been hired to conduct the analyses (and support the collection and analysis of institutional data), scheduled to take place in Year 2.

4.4 Goal 4: Develop more flexible workplace policies that support career advancement for STEM faculty women

The ADVANCE team is researching what policies exist at UNH and what types of changes might better support faculty.

Interviews suggest that child and elder care, consistency of family leave, and the need for spousal hiring (for current and new faculty) are pressing issues for the community that impact the recruitment, retention, and career advancement of women (and men) faculty:

“It’s a real shame that faculty have to turn down opportunities to participate in campus events and professional development opportunities because they don’t have child care. I’ve seen this happen to both women and men—this is a problem that has to be addressed”

“Having support for hiring and keeping couples is important...UNH has lagged behind [other institutions]. Part of it may be resources, but part of it is just not making it a high enough priority.”

“I think there is not a clear policy in terms of what leave faculty get if they have a child. One woman was only gone a few weeks after giving birth whereas another person had the semester off when his wife had a baby.... He’s not breastfeeding but he got the whole semester off. It should be the same for everyone, both men and women, so that if you have a child you get a semester off. It shouldn’t be arbitrary.”

“We’ve lost good candidates and faculty because of the two-body problem. Currently it’s done on a case-by-case basis but there really isn’t a system in place at UNH to address this issue.”

“Flexibility with regard to family issues is critical—child care, after school care, elder care and spousal care.”

Recommendation:

- Once existing policies are researched, they should be provided to all faculty candidates (male and female) as well as communicated to existing UNH faculty and administrators

4.5 Goal 5: Create and maintain campus-wide awareness of the issues addressed and policy changes made under the ADVANCE-IT initiative

4.5.1 UNH Unbiased Website

The ADVANCE Team plans to expand and update the website and are working with IT at UNH. A link to the UNH-Unbiased website is also provided on the President's Commission on the Status of Women website and the Inclusive Excellence website.

4.5.2 UNH ADVANCE-IT Kick-Off Event

To introduce the UNH community to the ADVANCE-IT grant, a Kick-Off Event was held on April 30, 2013. UNH President Dr. Huddleston gave opening remarks, Dr. McDermott from UMBC was the keynote speaker, and Provost Aber gave final remarks and a call to action.

Evidence of Impact:

Enthusiasm for the goals of the UNH Unbiased grant was evident at the event. Those in attendance appeared to be engaged and active participants in the Q&A that followed the formal presentations.

Even four months after the event, many of those interviewed pointed to the success of the Kick-Off event as evidence that the UNH community is ready to collectively embrace the changes sought by the grant.

“It was good to have a community-wide event to put it on people’s agendas and radar”

“The kick-off event was very impressive. A lot of people were there.”

However, stakeholders believe more work needs to be done to inform department chairs and faculty about the goals of the grant and how it will benefit them and/or the broader UNH community.

“ADVANCE hasn’t yet gotten enough information out to the rank and file.”

“I know there’s a website out there, but how do you advertise it more? The Deans know about it [ADVANCE], but...if you asked faculty in general, have you heard about it, most would probably say no.”

“I think those faculty who participated more in the PAID grant are familiar with it [ADVANCE-IT] because it was discussed quite a bit, but other faculty are probably less aware of it—at this point in time at least”

Recommendation:

- Continue to seek opportunities to increase awareness of the program across multiple venues (new faculty orientations, department and university faculty meetings, councils, campus media, etc.)

4.6 Research Objectives

The Research and Evaluation Committee is conducting a social science study to investigate the impact of the department chair professional development program on the representation of and departmental-level climate for women faculty at UNH. A quasi-experimental design will test the following hypotheses:

Hypothesis 1: There will be a significant gender difference in baseline measures of perceived departmental climate and degree of influence such that women STEM faculty will perceive a more negative climate and less ability to influence departmental decisions than men STEM faculty

Hypothesis 2: Baseline institutional data will reveal significantly higher male-female ratios in every college (except HHS), at senior ranks, and compared to national averages

Hypothesis 3: There will be no significant gender difference in faculty's perceived departmental level climate and degree of influence subsequent to the implementation of department chair professional development programs

Hypothesis 4: There will be a significant reduction in male/female ratios in the STEM disciplines at senior ranks subsequent to the implementation of department chair professional development programs

The social science study forms a critical component of the grant and an excellent team is in place to lead the research.

Recommendations:

- If climate survey data are to be used to measure the impact of the chair professional development (Hypothesis 3), issues of response rate will be critical—especially since the numbers of women are small in some colleges. IRB may not allow disaggregation by gender and college if too few women complete the survey. Survey fatigue may also become a factor if the climate survey is conducted annually, exacerbating the potential problem of the response rate needed for analysis, especially in subsequent survey years. The Research and Evaluation Committee should discuss issues of sample size with IRB and the Survey Center and strategies for dealing with this potential problem as soon as possible.
- The Research and Evaluation Committee should be in close communication with the Chair Professional Development Committee to ensure the content of the workshops is consistent with the indicators used by the team to test the proposed hypotheses and measure the impact of the program

- The Research and Evaluation Committee should work closely with the External Evaluator to coordinate evaluation efforts and share findings
- The baseline climate survey should be undertaken as quickly as possible, with strategies in place to obtain the highest response rate possible (consider the use of incentives and encouragement from chairs and deans to complete the survey)
- Develop a mechanism to allow findings from the research to be used to inform program activities

4.7 Other Findings

Internal Steering Committee:

- The Internal Steering Committee is motivated and enthusiastic about working with the ADVANCE team, but their expertise is currently being under-utilized. The ADVANCE Leadership Team should discuss how to best utilize the Internal Steering Committee and provide them with a clear charge.
- A representative from the President's Commission on the Status of Women should be added to the Internal Steering Committee
- A stakeholder mentioned that a representative from the workplace bullying task force might be a good addition to the team since they are also addressing climate issues

Communication:

- Committee members (including the Internal Steering Committee) expressed the desire to have more opportunities to learn what is happening across the committees. A combination of periodic emails (with a couple of sentences from each group to update others on their progress) and more frequent meetings with the larger group of team members were suggested as ways of keeping everyone updated.

ADVANCE Indicators Toolkit Data:

- Toolkit data has now been compiled into the format specified by the ADVANCE Program for IT grants. The Social and Behavioral Sciences are now included as a distinct group from other non-STEM departments. Tables available at the time of the report are included in Appendix B. The full set of required indicators will be completed shortly.

Committees:

- Committees will be carrying a heavy workload. Ensure that the staffing needs match workload and seek multi-year commitments from members for consistency and efficiency. Responsibilities and the time commitment for members of the Committees should be articulated.

ADVANCE Team:

- Faculty routinely expressed their respect for the Leadership Team. As an example, one interviewee said, “I have a lot of respect for the people running the programs. They are extraordinarily dedicated and really want to raise the status of women and the university as a whole.”

4.8 Key Strengths and Challenges in Year 1

4.8.1 Strengths

Several strengths were observed during Year 1:

- **Commitment from UNH leadership**
Commitment to the goals of the ADVANCE Program is evident from the President, Provost’s Office, and Deans. The leadership is willing to make search committee training and department chair development mandatory (working within the framework of a unionized faculty).
- **Composition of the ADVANCE Team**
The ADVANCE Team is comprised of dedicated and hard-working people and the team communicates respectfully. Representatives from key partners and offices (for example, the Faculty Union and the Affirmative Action and Equity Office) are actively involved and providing expertise to help guide the implementation of initiatives.
- **Foundation provided by the ADVANCE-PAID grant**
The infrastructure and initiatives of the PAID grant provided valuable cultural support for the IT grant. Although the final no-cost extension year of the PAID grant detracted some time from the implementation of the IT grant, the foundation provided by the PAID grant will pay off as the IT grant moves forward.

4.8.2 Challenges

The Leadership Team faced some challenges in the first year that impacted their ability to implement initiatives quickly, including:

- Personnel changes in the Leadership Team
- Delay in hiring a Program Coordinator (Kate Hester assumed this role July 15, 2013)
- Splitting efforts between the final no-cost extension of their ADVANCE-PAID grant and the first year of their ADVANCE-IT grant given the overlap of key persons on the Leadership Team

The delay in implementation must be addressed aggressively if UNH-Unbiased is to meet the grant objectives.

Recommendations:

- Review the current workload of the ADVANCE Team and make adjustments is necessary to speed implementation. Decide how to best allocate resources (including additional personnel that may potentially be supported with funds not spent in Year 1) to meet the workload required in Year 2
- An aggressive timeline should be maintained to ensure all initiatives are in place in Year 2
- The ADVANCE Faculty Development and Mentoring Committee must be fully staffed as quickly as possible and given a clear charge. Since the Committee is charged with two key initiatives (Faculty Development and Mentoring), the Leadership Team should discuss whether to divide the group into two groups, each led by a Faculty Fellow.
- An Administrative Assistant should be hired as quickly a possible

5. MAJOR EVALUATION ACTIVITIES PLANNED FOR YEAR 2

Formative evaluation will continue in Year 2, focusing on providing feedback to the program to maximize effectiveness, fine-tune initiatives, and collect data to measure progress towards program goals.

The major evaluation tasks that correspond to those program activities expected to be underway in Year 2 (based on the program timeline in Appendix C) are provided in Table 2. Planned evaluation activities can be modified to include additional program activities currently planned to be implemented in Year 3 if they are implemented earlier, or if other program needs change.

Table 2. Major Evaluation Activities Planned for Year 2.

Program Activity	Evaluation Tasks	Timeline
Search Committee Training	<ul style="list-style-type: none"> • Develop and use evaluation forms to measure impact of training • Conduct interviews with faculty who undergo training • Review applicant pool and hire data 	Fall 2013 and Spring 2014 (to correspond with training)
Women Faculty Development	TBD, based upon what the committee decides the initiative will encompass—most likely evaluation forms and interviews with participants	Spring 2014 (depending on when initiative is implemented)
Hiring and Promotion Policy Alignment	<ul style="list-style-type: none"> • Interviews with ADVANCE team • Review hiring and promotion data 	Spring 2014
Visiting Faculty Program	<ul style="list-style-type: none"> • Review program documentation • Interviews with faculty who submitted applications 	Spring 2014
Chair Professional Development	<ul style="list-style-type: none"> • Develop and use evaluation forms to measure impact of chair development program • Conduct interviews with participants 	Spring 2014
Wage Equity Analysis	<ul style="list-style-type: none"> • Review findings 	Spring 2014
Create and Maintain Campus-Wide Awareness	<ul style="list-style-type: none"> • Review program documentation • Interviews with stakeholders (deans, chairs, faculty) 	Spring 2014
Social Science Research: Impact of Chair Development on Climate	<ul style="list-style-type: none"> • Review Climate Survey findings • Interviews with faculty • (see also Chair Professional Development above) 	Spring 2014

6. CONCLUSION AND RECOMMENDATIONS

In the first year of the grant, UNH Unbiased laid a solid foundation upon which to build. To overcome the initial delay in getting initiatives off the ground, hard work in Year 2 will be necessary.

The following recommendations are intended to build on the existing base, assist with the implementation of program initiatives, establish effective metrics from which to evaluate progress toward program goals, and help the program prepare for their third-year site visit (and beyond). Key recommendations include:

- *Review staffing needs, resources, and program timeline*
An aggressive implementation timeline should be adhered to. Review the current workload of the ADVANCE Program Team and decide how to best allocate resources (including additional personnel that may potentially be supported with funds not spent in Year 1) to meet the workload required in Year 2. An Administrative Assistant should be hired as quickly as possible. The team must also ensure that the Committees have the person-power necessary to carry out their charge. For example, the Faculty Development Committee is currently responsible for both the professional development program for mid-level faculty and establishing a formal mentoring policy. Consider creating two committees to facilitate efficient implementation.
- *Committees should be given a clear charge and should develop an aggressive detailed implementation timeline*
Staff all Committees as soon as possible and provide each with a clear charge. Committees should each develop an aggressive detailed implementation timeline that is vetted with the Leadership Team and is more detailed than the overall program timeline (Appendix C). The responsibilities and time commitment involved should be clearly articulated to committee members.
- *Facilitate closer communication between the Chair Professional Development Committee and the Research and Evaluation Committee*
The missions of the Research and Evaluation Committee and the Chair Professional Development Committee are entwined. They should work together to ensure the content of the workshops is consistent with the indicators used by the Research Team to test the proposed hypotheses and measure the impact of the program.
- *Discuss ways to maximize the response rate to the Fall 2013 Climate Study*
Given the importance of the Climate Study to the Social Science Research component of the grant, the response rate for female faculty must be maximized given their smaller numbers in targeted colleges. Discussions with IRB should take place as well to discuss the required sample sizes for disaggregation across colleges.
- *Continue to work closely with the External Evaluator*
Regularly-occurring meetings with the External Evaluator and the Executive Director and Program Coordinator should be scheduled in advance.

Coordination and communication between the Research and Evaluation Team and the External Evaluator is also critical.

In conclusion, the UNH-Unbiased team has laid a solid foundation upon which to build, but much work lies ahead in Year 2. Program initiatives should be launched as quickly as possible so that their impacts can be evaluated to prepare for the site visit in Year 3 and to facilitate the eventual institutionalization of successful initiatives.

Appendix A: Evaluation Plan

**EVALUATION PLAN –UNH UNBIASED: LEADERSHIP DEVELOPMENT AND POLICY
CHANGE TO PROMOTE INSTITUTIONAL TRANSFORMATION**

Submitted to:
Karen Graham
UNH ADVANCE Program Director
Professor, Department of Mathematics and Statistics
Director, Joan and James Leitzel Center
University of New Hampshire

Submitted by:
Mariko Chang, PhD
Mchang19@gmail.com
www.mariko-chang.com
978.844.3529

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I. PROJECT OVERVIEW

The University of New Hampshire is in its first year of an NSF-funded ADVANCE-IT grant for their proposal titled, “UNH Unbiased: Leadership Development and Policy Change to Promote Institutional Transformation.” The overall mission of the project is to initiate sustainable institutional transformation to increase the number, retention, and success of primarily STEM women faculty by empowering them to succeed and establishing quick-action ability for retention. The program is conceptually guided by the congruence model that views organizations as an open system, examining context, people, processes, culture, and structure to understand undesirable organizational outcomes. The grant builds on UNH’s strategic plan and other university-wide initiatives focusing on inclusive excellence, promotion and tenure, curricular change, advancing individual scholarship through external funding, and advancing interdisciplinary research teams.

UNH Unbiased has five transformation goals, supported by several program initiatives:

Goal #1: Increase the representation of STEM faculty women at all ranks through changes in recruitment and retention policies and practice

Initiative 1.1. The ADVANCE Office will work with the Provost, the Vice Provost for Faculty Development and Inclusive Excellence and the Affirmative Action Officer to:

- Develop and implement a training program for search committee members
- Implement a policy requiring all search committee members to complete this training before they are allowed to serve
- Appoint an ADVANCE Faculty Fellow to oversee the search committee training program and seven ADVANCE Advocates that will participate in the training and advocate for gender-inclusive practices

Initiative 1.2. Work to increase the number of female faculty at the senior level through both promotion of existing mid-level faculty and targeting new hires at the senior level by:

- Implementing a five-year review process (required by departments) of the promotion and tenure process involving assessment data on rates of promotion to identify and correct gender discrepancies
- Continuing the ADVANCing Your Career at UNH and Beyond professional development program for mid-level women faculty begun as part of the UNH PAID grant.
- Appointing an ADVANCE Faculty Fellow to work with the Research Office, the deans, directors, and Research Faculty Council to align hiring and promotion policies across campus with best practices for recruitment, retention, and promotion of research faculty at UNH
- Implementing a visiting faculty program to help build research collaborations with senior female faculty from other institutions

Goal #2: Improve support and department level climate for STEM faculty women by increasing awareness and knowledge, developing department chair professional development and assessments, and establishing formal mentoring practices

Initiative 2.1. Create and deliver a mandatory professional development program for department chairs and center directors, encourage chairs and directors in gender-imbalanced fields to attend workshops offered by relevant professional organizations, and offer UNH-specific leadership development training to Associate Professors to prepare them to assume leadership positions in the future.
Initiative 2.2. Work with the Office of the Vice Provost for Faculty Development and Inclusive Excellence and the deans and directors to establish a formalized mentoring policy (oversight provided by an ADVANCE Faculty Fellow)

Goal #3: Conduct a wage equity analysis and recommend any policy changes that might be indicated

Initiative 3.1. Employ a traditional wage equation approach to examine gender differences in faculty salary (including investigating whether any differences can be explained in part by gender differences in bargaining skills) and require regular analysis of wage equity every five years.

Goal #4: Develop more flexible workplace policies to support career advancement for STEM faculty women

Initiative 4.1. Draw upon the Workforce Flexibility Taskforce findings and recommendations to create flexible workplace policies for faculty

Goal #5: Create and maintain campus-wide awareness of the issues addressed and policy changes made under the IT initiative

Initiative 5.1. Work with the UNH Office of Communication and Marketing to develop a communication strategy and timeline for creating and maintaining campus-wide awareness of the issues and policy changes (for example, website, news items in UNH media, Facebook presence, list serve, brown bag lunch series, scholarly articles)

In addition to the preceding program goals and activities, UNH Unbiased is conducting a social science study to investigate the impact of the department chair professional development program on the representation of and departmental-level climate for women faculty at UNH. A quasi-experimental design will test the following hypotheses:

Hypothesis 1: There will be a significant gender difference in baseline measures of perceived departmental climate and degree of influence such that women STEM faculty will perceive a more negative climate and less ability to influence departmental decisions than men STEM faculty

Hypothesis 2: Baseline institutional data will reveal significantly higher male-female ratios in every college (except HHS), at senior ranks, and compared to national averages.

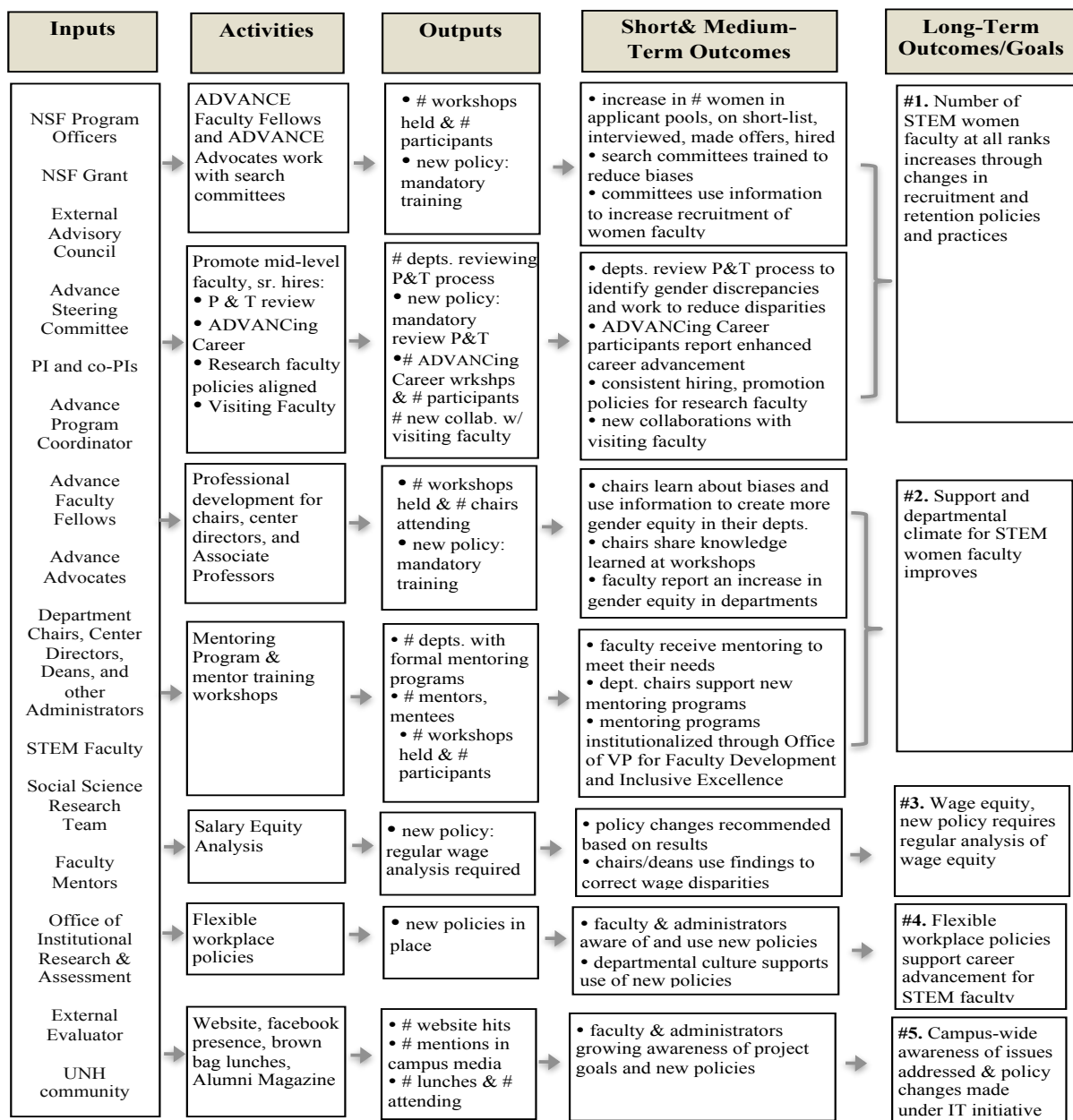
Hypothesis 3: There will be no significant gender difference in faculty's perceived departmental level climate and degree of influence subsequent to the implementation of department chair professional development programs

Hypothesis 4: There will be a significant reduction in male/female ratios in the STEM disciplines at senior ranks subsequent to the implementation of department chair professional development programs

II. LOGIC MODEL

The process of program evaluation is often displayed using a program “logic model.” The logic model is a conceptual representation of the relationship between inputs, activities, and desired outcomes. Inputs are the resources mobilized to support the project and include financial resources as well as personnel who contribute to the project. Activities consist of efforts undertaken by the project to achieve the desired outcomes. Outputs are the products derived from the activities or a count of services provided. Outcomes, or the changes or results expected from the activities, can be short-term, medium-term, or long-term. The logic model guiding the evaluation is presented in Figure 1 below.

Figure 1. UNH Unbiased Logic Model.



III. EVALUATION ACTIVITIES

As the external evaluator, Dr. Mariko Chang will work with the internal evaluator, UNH's Office of Institutional Research and Assessment,² to provide both formative and summative evaluation to assist the UNH Unbiased team with the successful implementation and evaluation of project activities.

The formative evaluation addresses whether the proposed activities are being implemented according to schedule, data is being collected to ensure effective summative evaluation, major benchmarks are being met, and progress is being made toward program goals. The formative evaluation will also provide feedback to the team to enhance communication among stakeholders, address challenges and/or unanticipated results, and examine the processes employed to achieve outcomes. The formative evaluation period begins immediately and continues until the end of the grant.

The summative evaluation will be undertaken in the grant's final year to assess how well the project has achieved its stated goals, the extent to which changes have been institutionalized, and whether findings are being disseminated, including those from the social science study.

The evaluation will be guided by the following questions:

1. Is the project being implemented effectively and according to schedule? (i.e., Are the proposed activities being undertaken? Are major benchmarks being met?)
2. Are data being collected to provide baseline measures of desired outcomes and to track progress toward project goals? (i.e., Are appropriate metrics being developed? Are the data being collected sufficient for measuring project outcomes?)
3. How well has the project reached its goals? Are successful activities and policies being institutionalized? (i.e., Have goals been reached? What is the evidence for institutional change? What is the evidence that any changes are the result of the project activities?)
4. How effectively have results been disseminated to a broader national audience? (i.e., Are results being submitted to and accepted for publication in scholarly and professional journals? Are results being disseminated to other institutions?)

Methods of Evaluation:

Both quantitative and qualitative data will be used to inform the evaluation, including observation, interviews and/or focus groups, institutional data (faculty by department, sex, rank, etc.), review of university policies, workshop surveys, findings from the social science research component, and documentation from program events (e.g., sign-in sheets). A brief description of the evaluation methods and data are described below:

² UNH's Office of Institutional Research and Assessment will collect the ADVANCE Indicators Toolkit Data and conduct the wage equity study (Goal 3). The Toolkit data

Observation: Observation of program activities, events, and meetings may be conducted. The goal of the observations will be to assess and refine the evaluation activities and provide formative information to the project team to facilitate the success of the project.

Interviews and/or Focus Groups: To obtain specific feedback on the process and outcomes of the project, interviews and/or focus groups will be conducted with numerous stakeholders, such as the UNH Unbiased project team (PI, CoPIs, Program Director, Program Coordinator, Faculty Fellows, Faculty Advocates), STEM/SBS faculty, deans, center directors, department heads, Internal Steering Committee, and program participants (workshop attendees, mentors, mentees, etc.). Some interviews may be digitally recorded (with participant permission and IRB approval) and transcribed but to assure the anonymity of those interviewed, UNH will not have access to the digital recordings or transcripts.

Workshop and Event Surveys: Workshops and events will be evaluated using participant surveys that will be used to conduct both formative evaluation (satisfaction with topic and format, general feedback to inform the development of future workshops/events, etc.) and summative evaluation (whether the workshops/events are effective for achieving project goals).

Other Sources of Data:

Faculty Climate Survey and Social Science Study: Results and/or data from the faculty climate survey and the analysis of institutional data for the social science study will be made available to Dr. Chang.

Wage Equity Analysis Findings: Results from the wage equity analysis conducted by the Office of Institutional Research and Assessment will be provided to Dr. Chang.

Program Documentation: Records of participation will be kept for all program elements, including information on participants' gender, rank, and department when applicable.

University Documentation: Documents pertaining to policy changes or new policies implemented as a result of the grant will be made available to Dr. Chang to assess the implementation of program initiatives.

Other Institutional Data: Department-level data on STEM/SBS faculty demographics (such as number of faculty by rank and sex) will be used to measure changes in faculty demographics over the course of the grant and the scope of participation in program activities across the university.

Other Data: As the evaluation proceeds, other sources of data may be identified.

Table 1 below outlines the program goals, activities, evaluation questions, possible indicators, sources of data, and evaluation methods to help guide the formative and summative project evaluation.

Table 1. Matrix of program goals, activities, evaluation questions, benchmarks, indicators, and evaluation methods

Program Activities	Guiding Evaluation Questions	Possible Benchmarks and Indicators	Data, Evaluation Methods
Goal 1: Increase the number of STEM women faculty at all ranks through changes in recruitment and retention policies and practices.			
<p>1.1 ADVANCE Faculty Fellow and ADVANCE Advocates work with search committees (composition, training, liaison)</p>	<p><input type="checkbox"/> Are search committees trained to reduce unconscious biases, diversify applicant pools and recruit diverse faculty?</p> <p><input type="checkbox"/> Are gender-inclusive practices being utilized in the search process?</p> <p><input type="checkbox"/> What factors impede or support the use of gender-inclusive practices in the search process?</p> <p><input type="checkbox"/> Is search committee training increasing the recruitment of women faculty?</p>	<p><input type="checkbox"/> Search committee training program developed</p> <p><input type="checkbox"/> University creates policy requiring all search committee members to complete training</p> <p><input type="checkbox"/> % of women STEM faculty in applicant pools, on short-list, interviewed, made job offers, and hired</p> <p><input type="checkbox"/> Search committees report using information learned in training to increase the recruitment of women faculty</p> <p><input type="checkbox"/> Advance Advocates and Advance Faculty Fellows notice changes in search committee practices</p>	<p>Search committee data (gender composition of applicants, short list, interviews, offers, hires)</p> <p>Toolkit data (new hires, promotion, distribution of faculty by dept., rank, and sex)</p> <p>Interviews or focus groups with faculty, search committees, chairs,³ Advance Faculty Fellows, Advance Advocates</p>
<p>1.2 Increase STEM faculty at senior levels through promotion of mid-level faculty and new senior hires:</p> <p>Promotion & tenure review process involving an assessment of data</p> <p>ADVANCing Your Career at UNH & Beyond professional development program</p> <p>Align hiring & promotion policies for research faculty with best practices</p>	<p><input type="checkbox"/> How do current policies impact the retention and promotion of STEM women faculty? How might policies be improved?</p> <p><input type="checkbox"/> What information or resources do mid-level faculty need to advance their careers? Are they receiving what they need?</p> <p><input type="checkbox"/> Are departments using data on faculty promotion to identify gender discrepancies and take corrective measures? Which corrective measures are most successful?</p> <p><input type="checkbox"/> What factors affect how well faculty develop collaborations with visiting</p>	<p><input type="checkbox"/> University creates policy requiring all departments to review promotion data to identify gender discrepancies and take corrective measures</p> <p><input type="checkbox"/> Departments report using faculty promotion data to identify discrepancies and take corrective measures</p> <p><input type="checkbox"/> ADVANCing Career participants report program facilitated their career advancement</p> <p><input type="checkbox"/> Research faculty and administrators report consistent hiring and promotion policies aligned with best practices</p>	<p>Toolkit data on new hires, promotion, and distribution of faculty by department, rank, and sex</p> <p>Interviews or focus groups with faculty, deans, chairs, ADVANCing Career participants, Advance Faculty Fellows</p> <p>Surveys (ADVANCing Career participants)</p>

³ The term “chairs” is meant to include both department chairs and center directors.

Visiting Faculty Program	faculty?	<input type="checkbox"/> Faculty report new research collaborations with visiting faculty <input type="checkbox"/> # of STEM women faculty increases at all levels	
Goal 2: Improve support and culture at the department level for STEM women faculty.			
2.1 Professional development for chairs, center directors, and Associate Professors	<input type="checkbox"/> Are workshops effective for enhancing chair knowledge of implicit bias and other issues affecting STEM women faculty? <input type="checkbox"/> Do chairs attend workshops offered by professional organizations? Do these workshops help them foster more gender-balanced departments? <input type="checkbox"/> How do Associate Professors utilize the information they receive in the professional development programs?	<input type="checkbox"/> University creates mandatory professional development program for chairs & center directors <input type="checkbox"/> Professional development program participants report increased awareness of implicit assumptions and unconscious biases and how they affect decision-making and climate <input type="checkbox"/> Chairs report using the information to improve the culture for STEM women in their department <input type="checkbox"/> Women faculty report improved departmental-level climate <input type="checkbox"/> # attending professional development programs	Interviews or focus groups with faculty, deans, chairs, program participants Surveys (professional development program participants) Faculty climate survey results (Social Science Study)
2.2 Faculty mentoring program, including mentor training workshops	<input type="checkbox"/> In what ways does a formal mentoring program improve levels of support for STEM women faculty? <input type="checkbox"/> What factors make mentoring relationships most effective? <input type="checkbox"/> Are formal mentoring programs becoming institutionalized through the Office of the Vice Provost for Faculty Development and Inclusive Excellence? <input type="checkbox"/> Are mentor training workshops improving mentoring skills?	<input type="checkbox"/> # of depts. with formal mentoring programs <input type="checkbox"/> STEM women faculty report receiving mentoring that meets their professional needs <input type="checkbox"/> Mentors report training increased their effectiveness <input type="checkbox"/> Participants report mentoring program improved support and department climate <input type="checkbox"/> Department chairs and administrators support the new mentoring programs	Interviews or focus groups with faculty, chairs, mentors, mentees, VP for Faculty Dev. and Inclusive Excellence Surveys (mentor training workshops) Review of mentoring policies
Goal 3: Conduct salary equity analysis and create recommendations to equalize salaries			
Salary equity analysis	<input type="checkbox"/> What factors account for any salary differences? <input type="checkbox"/> What recommendations	<input type="checkbox"/> Policy in place requiring regular analysis of wage equity at UNH	Results of salary equity analysis ⁴ Interviews or focus

⁴ UNH’s Office of Institutional Research and Assessment will conduct the salary equity analysis and make results available to Dr. Chang

	would reduce disparities?	<input type="checkbox"/> Chairs and deans use findings to correct wage disparities	groups with faculty, chairs, deans
Goal 4: Create more flexible workplace policies to support career advancement			
Flexible workplace policies are created	<input type="checkbox"/> Are faculty and administrators aware of new policies? <input type="checkbox"/> Do faculty feel stigmatized for using new policies? <input type="checkbox"/> How well do policies support STEM women's career development?	<input type="checkbox"/> New work-life policies are in place <input type="checkbox"/> Faculty report institutional support for new policies and report the policies enhance their career advancement <input type="checkbox"/> Does departmental culture support the use of flexible workplace policies?	Review of past and current policies Interviews or focus groups with faculty, chairs, deans
Goal 5: Create and maintain campus-wide awareness of project goals and policy changes			
Website Facebook presence Brown bag lunches	<input type="checkbox"/> Have the project's goals and policies been disseminated to the UNH community?	<input type="checkbox"/> UNH community reports awareness of project's goals, activities and new policies	Review of media Interviews or focus groups with faculty, administrators Website hits

IV. BREAKDOWN OF TASKS: UNH UNBIASED TEAM, INTERNAL EVALUATOR, AND EXTERNAL EVALUATOR

The UNH Unbiased Team (ADVANCE Program Director, Program Coordinator, etc.) will:

1. Maintain records of the following:
 - Dates of program activities and events with the names, rank, department, college, and sex of faculty and administrators participating in program activities and events
 - Key accomplishments related to the project's impact
2. Collect data from search committees on the gender distribution of applicant pools, short lists, interviewees, offers, and hires made
3. Provide external evaluator with findings from the social science study for evaluation purposes
4. Provide external evaluator with documentation related to policy changes that arise from the project activities

The internal evaluator (UNH Office of Institutional Research and Assessment) will:

1. Provide external evaluator with the required "Toolkit data" each year that is to be reported annually to NSF
2. Conduct the salary equity analysis and make findings available to Dr. Chang

The external evaluator will:

1. Collaborate with the UNH Unbiased project team to
 - a. develop an evaluation plan
 - b. identify data necessary for evaluation and establish measurable indicators to evaluate progress toward goals
 - c. develop data collection instrumentation such as surveys and focus group/interview protocols
2. Create workshop surveys and analyze survey results
3. Provide on-going feedback on the implementation of the project activities and collection of data for evaluation
4. Conduct focus groups/interviews with program stakeholders annually
5. Make presentations and/or answer questions (on-site or virtual) for External Advisory Board meetings, or other meetings as requested
6. Participate in 3rd Year Site Visit by NSF
7. Produce an annual external evaluation report (Years 1-4) that provides formative evaluation and progress toward program goals, based on data collected by the internal evaluator (for example, Toolkit data), project team (for example, social science research data) and additional data collected by the external evaluator (for example, interviews/focus groups)
8. Prepare a final summative evaluation report (Year 5) that addresses how well the program achieved its stated goals
9. Conduct annual site visit to (a) meet with the project team to discuss progress towards goals, evaluation needs, and provide formative feedback; and (b) conduct evaluation activities (such as interviews/focus groups)

V. TIMELINE OF EVALUATION ACTIVITIES

Year 1

January 2013:

Conversations with Project Leadership to assist with the completion of evaluation plan, including identification of sources of data. Discuss the collection of baseline data (for example search committee and Toolkit data). Feedback is provided as needed on the planned implementation of program activities.

February-March 2013:

Work with the UNH Unbiased team to map evaluation tasks and methods to a detailed timeline of benchmarks for major project activities. Continued conversations with the project team to monitor the collection of baseline data and discuss evaluation needs (for example, surveys of upcoming workshops). The Office of Institutional Research and Assessment will provide Toolkit data for the 2012-2013 academic year to external evaluator. Discussion of an initial site visit for data collection will take place and dates identified.

April-May 2013:

Initial site visit for data collection will take place. On-going evaluation and data collection will continue.

June 2013 (exact date to be determined and dependent on site visit date):

External evaluator provides first annual report.

Years 2-5:

Evaluation for Years 2-5 will involve the same basic structure, except the evaluation in Year 5 will be far more extensive, as it will provide a comprehensive summative evaluation of the impact of activities across all years of the grant. The external evaluator will continue to create evaluation materials (such as workshop surveys) as needed in Years 2-5 and advise in the collection of other evaluation data on an ongoing basis.

Appendix B: 2012 “Toolkit Data”

UNH ADVANCE Program
Toolkit 2012

Table 1. Number and Percent of Women Tenured and Tenure Track Faculty in Science/Engineering by Rank and Department

	Women			Men			Percent Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	6.00	11.00	9.00	52.00	33.00	17.00	10.34	25.00	34.62
Mathematics and Statistics	3.00	2.00	0.00	7.00	4.00	4.00	30.00	33.33	0.00
Computer Science	0.00	1.00	0.00	3.00	5.00	0.00	0.00	16.67	0.00
Chemical Engineering	0.00	1.00	2.00	3.00	0.00	1.00	0.00	100.00	66.67
Civil Engineering	2.00	2.00	0.00	4.00	5.00	2.00	33.33	28.57	0.00
Electrical & Computer Engineering	0.00	0.00	1.00	4.00	4.00	1.00	0.00	0.00	50.00
Mechanical Engineering	0.00	2.00	1.00	9.00	3.00	3.00	0.00	40.00	25.00
Chemistry	0.00	0.00	1.00	9.00	1.00	3.00	0.00	0.00	25.00
Physics	1.00	1.00	0.00	12.00	6.00	3.00	7.69	14.29	0.00
Earth Science	0.00	2.00	4.00	1.00	5.00	0.00	0.00	28.57	100.00
Life Science and Agriculture	4.00	10.00	2.00	42.00	11.00	6.00	8.70	47.62	25.00
Natural Resources & the Environment	2.00	3.00	1.00	13.00	5.00	3.00	13.33	37.50	25.00
Resource Economics and Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Genetics	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Animal & Nutritional Sciences	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Molecular, Cellular, & Biomedical Sciences	2.00	3.00	1.00	10.00	5.00	0.00	16.67	37.50	100.00
Microbiology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Zoology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Plant Biology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Department of Biological Sciences	0.00	4.00	0.00	19.00	1.00	3.00	0.00	80.00	0.00
EOS	0.00	0.00	0.00	0.00	0.00	0.00	-	-	0.00
Earth, Oceans, and Space	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Social and Behavioral Sciences	10.00	14.00	8.00	23.00	25.00	9.00	30.30	35.90	47.06
Management	0.00	2.00	1.00	2.00	3.00	1.00	0.00	40.00	50.00
Decision Sciences	1.00	1.00	1.00	2.00	4.00	2.00	33.33	20.00	33.33
Economics	2.00	1.00	0.00	5.00	5.00	2.00	28.57	16.67	0.00
Psychology	3.00	3.00	1.00	8.00	3.00	1.00	27.27	50.00	50.00
Sociology	3.00	2.00	1.00	3.00	3.00	1.00	50.00	40.00	50.00
Political Science	1.00	4.00	0.00	1.00	6.00	1.00	50.00	40.00	0.00
Geography	0.00	0.00	1.00	1.00	1.00	1.00	0.00	0.00	50.00
Anthropology	0.00	1.00	3.00	1.00	0.00	0.00	0.00	100.00	100.00

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Table 2. Fall 2012 STEM and SBS Departmental Faculty Composition

	Tenured and Tenure Track		Non-Tenure Track		Non-Tenure Track as %	
	All	Women	All	Women	All	Women
Physical Sciences	128	26	2	0	20.3%	0.0%
Mathematics and Statistics	20	5	0	0	25.0%	0.0%
Computer Science	9	1	0	0	11.1%	0.0%
Chemical Engineering	7	3	0	0	42.9%	0.0%
Civil Engineering	15	4	1	0	26.7%	0.0%
Electrical & Computer Engineering	10	1	0	0	10.0%	0.0%
Mechanical Engineering	18	3	0	0	16.7%	0.0%
Chemistry	14	1	0	0	7.1%	0.0%
Physics	23	2	1	0	8.7%	0.0%
Earth Science	12	6	0	0	50.0%	0.0%
Life Science and Agriculture	75	16	20	9	21.3%	45.0%
Natural Resources & the Environment	27	6	4	1	22.2%	25.0%
Resource Economics and Development	0	0	0	0	-	-
Genetics	0	0	0	0	-	-
Animal & Nutritional Sciences	0	0	0	0	-	-
Molecular, Cellular, & Biomedical Sciences	21	6	13	7	28.6%	53.8%
Microbiology	0	0	0	0	-	-
Zoology	0	0	0	0	-	-
Plant Biology	0	0	0	0	-	-
Department of Biological Sciences	27	4	3	1	14.8%	33.3%
EOS	0	0	26	5	-	19.2%
Earth, Oceans, and Space	0	0	26	5	-	19.2%
Social and Behavioral Sciences	89	32	4	3	36.0%	75.0%
Management	9	3	0	0	33.3%	0.0%
Decision Sciences	11	3	0	0	27.3%	0.0%
Economics	15	3	0	0	20.0%	0.0%
Psychology	19	7	3	3	36.8%	100.0%
Sociology	13	6	1	0	46.2%	0.0%
Political Science	13	5	0	0	38.5%	0.0%
Geography	4	1	0	0	25.0%	0.0%
Anthropology	5	4	0	0	80.0%	0.0%

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Table 3 - UNH – Award of Tenure Only						
	# Reviews		# Approvals		# Denials	
	Women	Men	Women	Men	Women	Men
2011-12						
CEPS	0	0	0	0	0	0
COLSA	1	0	1	0	0	0
Total STEM	1	0	1	0	0	0
COLA SBS	0	0	0	0	0	0
COLA non-SBS	0	0	0	0	0	0
Total COLA	0	0	0	0	0	0
Paul SBS	0	0	0	0	0	0
Paul non-SBS	0	0	0	0	0	0
Total Paul	0	0	0	0	0	0
Total SBS	0	0	0	0	0	0
CHHS	1	1	1	1	0	0
Library	0	0	0	0	0	0
Manchester	0	0	0	0	0	0

LEGEND:

- CEPS: College of Engineering and Physical Science
- COLSA: College of Life Science and Agriculture
- STEM: CEPS + COLSA – the “hard” sciences
- COLA: College of Liberal Arts
- SBS: Social and Behavioral Sciences, “soft” sciences, subset of COLA and Paul.
Includes the following departments: Anthropology (COLA), Decision Sciences (Paul), Economics (Paul), Geography (COLA), Management (Paul), Political Science (COLA), Psychology (COLA), Sociology (COLA)
- Paul: Peter T. Paul College of Business and Economics
- CHHS: College of Health and Human Services

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Table 4a - UNH - Promotion to Associate Professor							
	# Reviews		# Approvals		# Denials		
	Women	Men	Women	Men	Women	Men	
2011-12							
CEPS	0	2	0	2	0	0	
COLSA	0	0	0	0	0	0	
Total STEM	0	2	0	2	0	0	
COLA SBS	2	0	2	0	0	0	Poli.Sci.
COLA non-SBS	3	0	3	0	0	0	
Total COLA	5	0	5	0	0	0	
Paul SBS	0	2	0	2	0	0	Mgmt, Dec. Sci.
Paul non-SBS	0	1	0	0	0	1	
Total Paul	0	3	0	2	0	1	
Total SBS	2	2	2	2	0	0	
CHHS	1	2	1	1	0	1	
Library	0	0	0	0	0	0	
Manchester	0	1	0	1	0	0	

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Table 4b - UNH - Promotion to Professor							
	# Reviews		# Approvals		# Denials		
2011-12	Women	Men	Women	Men	Women	Men	
CEPS	0	3	0	2	0	1	
COLSA	0	1	0	1	0	0	
Total STEM	0	4	0	3	0	1	
COLA SBS	1	0	0	0	1	0	Sociology
COLA non-SBS	0	3	0	2	0	1	
COLA	1	3	0	2	1	1	
Paul SBS	0	0	0	0	0	0	
Paul non-SBS	0	0	0	0	0	0	
Total Paul	0	0	0	0	0	0	
Total SBS	1	0	0	0	1	0	
CHHS	0	0	0	0	0	0	
Library	0	0	0	0	0	0	
Manchester	0	0	0	0	0	0	

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Table 7: New Hires in 2012

	2012								
	Assistant			Associate			Full		
	Men	Women	% Women	Men	Women	% Women	Men	Women	% Women
Engineering and Physical Sciences									
Mathematics and Statistics	0	0	n/a	0	0	n/a	0	0	n/a
Computer Science	0	0	n/a	0	0	n/a	0	0	n/a
Chemical Engineering	0	1	100	0	0	n/a	0	0	n/a
Civil Engineering	1	0	0	0	0	n/a	0	0	n/a
Electrical & Computer Engineering	0	0	n/a	0	0	n/a	0	0	n/a
Mechanical Engineering	2	1	33.33	0	0	n/a	0	0	n/a
Chemistry	0	0	n/a	0	0	n/a	0	0	n/a
Physics	0	0	n/a	0	0	n/a	0	0	n/a
Earth Science	0	0	n/a	0	0	n/a	0	0	n/a
Engineering and Physical Sciences Total	3	2	40	0	0	n/a	0	0	n/a
Life Science and Agriculture									
Natural Resources & the Environment	0	0	n/a	0	0	n/a	0	0	n/a
Molecular, Cellular, & Biomedical Sciences	0	0	n/a	0	0	n/a	0	0	n/a
Department of Biological Sciences	0	0	n/a	0	0	n/a	0	0	n/a
Thompson School	0	0	n/a	0	0	n/a	0	0	n/a
Life Sciences and Agriculture Total	0	0	n/a	0	0	n/a	0	0	n/a
EOS									
Earth, Oceans, and Space	0	0	n/a	0	0	n/a	0	0	n/a
STEM Total	3	2	40	0	0	n/a	0	0	n/a
Social and Behavioral Sciences									
Management	0	0	n/a	0	0	n/a	0	0	n/a
Decision Sciences	0	0	n/a	0	0	n/a	0	0	n/a
Economics	0	0	n/a	0	0	n/a	0	0	n/a
Psychology	0	0	n/a	0	0	n/a	0	0	n/a
Sociology	0	0	n/a	0	0	n/a	0	0	n/a
Political Science	1	0	0	0	0	n/a	0	0	n/a
Geography	0	0	n/a	0	0	n/a	0	0	n/a
Anthropology	0	0	n/a	0	0	n/a	0	0	n/a
SBS Total	1	0	0	0	0	n/a	0	0	n/a
Non-STEM (WSBE, HHS and COLA)									
Marketing	0	0	n/a	0	0	n/a	0	0	n/a
Hospitality Management	0	0	n/a	0	0	n/a	0	0	n/a

Accounting and Finance	0	1	100	0	0	n/a	0	0	n/a
Family Studies	0	0	n/a	0	0	n/a	0	0	n/a
Nursing	0	0	n/a	0	0	n/a	0	0	n/a
Occupational Therapy	0	0	n/a	0	0	n/a	0	0	n/a
Kinesiology	0	0	n/a	0	0	n/a	0	0	n/a
Recreation Management & Policy	0	0	n/a	0	0	n/a	0	0	n/a
Communication Disorders	0	0	n/a	0	0	n/a	0	0	n/a
Health Management & Policy	0	0	n/a	0	0	n/a	0	0	n/a
Social Work	0	0	n/a	0	0	n/a	0	0	n/a
Education	0	0	n/a	0	0	n/a	0	0	n/a
Languages, Literature & Cultures	0	0	n/a	0	0	n/a	0	0	n/a
English	0	1	100	0	0	n/a	0	0	n/a
Humanities	0	0	n/a	0	0	n/a	0	0	n/a
Philosophy	0	0	n/a	0	0	n/a	0	0	n/a
Women's Studies	0	0	n/a	0	0	n/a	0	0	n/a
Art and Art History	0	0	n/a	0	0	n/a	0	0	n/a
Music	0	0	n/a	0	0	n/a	0	0	n/a
Theater & Dance	1	0	0	0	0	n/a	0	0	n/a
History	0	0	n/a	0	0	n/a	0	0	n/a
Communication	1	0	0	0	0	n/a	0	0	n/a
Non-STEM Total	2	2	50	0	0	n/a	0	0	n/a

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NSF ADVANCE IT Timeline 5/12/13

6.0 GOAL:	Conduct a social sciences study to investigate the impact of this program on the representation of and department-level climate for women faculty at UNH.	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
B. PROJECT PLANNING:													
B.1. Project Governance:													
B.1.1	Determine Proposed Project Management Structure		Done										
B.1.2	Appoint Executive Director		Done										
B.1.3	Recruit Program Coordinator		Done										
B.1.4	Recruit Administrative Assistant												
B.1.5	Appoint Faculty Fellows		75%										
B.1.6	Appoint Faculty Advocates (members of the Faculty Recruiting Committee)		Done										
B.1.7	Appoint an External Evaluator		Done										
B.2. Oversight:													
B.2.1	Confirm program team membership		90%										
B.2.2	Confirm internal steering committee membership		Done										
B.2.3	Confirm external advisory board membership		Done										
B.3. Physical Space:													
B.3.1	Identify and obtain approval for use of appropriate space		Done										
B.3.2	Move into space		Done										
B.4. NSF Reporting Requirements													
B.4.1	Submit annual reports		Done	12/2/13	6/1/14	12/2/14	6/1/15	12/2/15	6/1/16	12/2/16	6/1/17	12/2/17	
B.4.2	Submit mid-term reports		Done	3/3/14	9/1/14	12/2/14							
B.4.3	Attend the annual ADVANCE PI meeting		Done	3/24/14									
B.4.4	Organize and schedule site visits		Done	9/8/13									
B.4.5	Submit project organization chart and management plan to NSF		Done		TBD	TBD							
B.4.6	Prepare timeline of major project activities and responsibilities		Done										
B.4.7	Submit Timeline to PO		Done	Revised									
B.4.8	Submit website URL to PO		Done	Done									
B.4.9	Develop a Dissemination Plan		Done	Revised									
B.4.10	Submit dissemination plan to PO		Done	Done									
B.5. Evaluation:													
B.5.1	Prepare a project evaluation plan		Done										
B.5.2	Submit evaluation plan to PO		Done										
B.6. Institutional Transformation Indicators													
B.6.1	Submit baseline data in the first annual report		Done										
A6.2	Maintain a database of quantitative institutional transformation indicators		continuous										