YEAR 3 EXTERNAL EVALUATION:

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

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1. EXECUTIVE SUMMARY

The University of New Hampshire is completing its third year of a 5-year 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 STEM women faculty by empowering them to succeed. The external evaluation of the grant's third year of funding, covering October 2014 through October 1, 2015, employed a mixture of quantitative and qualitative methods and data. This report presents outcomes on the six goals of UNH Unbiased and recommendations to facilitate long-term impacts.

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

Key findings for Goal #1:
- GEAR UP is likely the most well known of the UNH ADVANCE activities campus-wide and continues to receive positive feedback from participants.
- In interviews, GEAR UP participants reported the training was helping to change behaviors and discussions in search committees by setting parameters and enforcing best practices.
- Data on the composition of applicant pools, finalists, offers, and hires suggest an increase in women's representation in the search process from applications to hires over the baseline period (before GEAR UP training).
- According to climate survey data, STEM faculty report more equitable search committee practices than SBS faculty and STEM faculty who serve on search committees are more likely to have attended GEAR UP.
- The Faculty Senate's approval of the new department level P&T guidelines and standards is an important achievement and should be followed with discussions with deans and chairs to ensure departmental guidelines are reviewed and rendered consistent with the newly approved guidelines. Especially important are increased transparency and guidelines for promotion from Associate Professor to Professor.
- The Visiting STEM Women Scholars Program is helping recipients develop new collaborations, write new grant proposals, and enhance their visibility outside of UNH. Heeding the recommendations of the NSF 3rd Year Site Visitors to better integrate the program into institutional transformation activities will maximize its impact.

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*

Key findings for Goal #2:
- REAL Chair Training is well received by participants. In Year 3, all

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participants reported the trainings as a whole were useful for helping them facilitate a positive climate for faculty, particularly women faculty.

- Discussion of case studies and the applied theatre workshop were identified as the most useful aspects of the REAL Chair Training.
- The first Pathways to Tenure program was launched in Year 3. Post-program surveys indicate 94% would recommend this program to colleagues, 94% indicated that they feel better prepared for the tenure and promotion process, and all participants agreed that they have enhanced their networks of support for the tenure and promotion process.
- Pathways to Tenure participants reported statistically significant increases in knowledge pertaining to work/life policies, how to increase one's network and how to seek good career advice. Statistically significant increases in satisfaction with their sense of community with other junior faculty and their progress toward and ability to set professional goals were also found.

Goal #3—*Conduct a wage equity analysis and recommend policy changes*

Key findings for Goal #3:
- Salary equity study found no statistically significant gender differences in salary once controlling for other key factors (rank, years of service, college, etc.). However, gender had an indirect effect on salary as a powerful predictor of rank, which was in turn a strong predictor of salary.

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

Key findings for Goal #4:
- Policies to support work/life balance were brought to collective bargaining. Although the outcome is uncertain at this time, the team can continue to create awareness of the work/life policies currently available.

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

Key findings for Goal #5:
- Increased dissemination efforts were suggested by the NSF 3rd Year Site Visitors; engaging with UNH Communication and Public Affairs will help enhance and maintain campus-wide awareness.

Goal #6—***Social Science Research Study.*** *Conduct a longitudinal field experiment to assess Goal #2 by investigating the impact of department chair professional development on department level climate at UNH*

Key findings for Goal #6:
- The second "treatment group" of chairs completed training in Year 3. To assess impact, two sources of data are being collected: (1) pre-post training

survey data and (2) annual climate survey data. Findings will be provided at the conclusion of the third "treatment group" of chairs in Year 4.

Key Recommendations

UNH Unbiased has continued to make meaningful progress toward their goals in Year 3. These key recommendations will strengthen the impacts of their activities:

- Determine the roles and responsibilities for the Equity Advocates and implement this program as soon as possible in Year 4 so that its effectiveness can be evaluated prior to the end of the grant. Consider the Equity Advocate role as an opportunity to involve additional senior male colleagues in transformation efforts.

- Increase content in the Pathways to Tenure program that addresses the needs of faculty from underrepresented groups.

- Shift the role of the ISC more toward focused discussions of sustainability for program activities that are showing evidence of impact (for example, GEAR UP). Discussion of data should be central for informing sustainability efforts.

- Disseminate as much college-level and department-level data (climate, salary, toolkit, etc.) to Deans and Chairs as possible and engage them in discussions of opportunities to address climate and equity.

- Work directly with Chairs and Deans to ensure departments review their P&T guidelines and make them consistent with the guidelines approved by the Faculty Senate. It is especially important to align guidelines for promotion from Associate Professor to Professor.

- Continue efforts to raise awareness of current work-life policies and integrate information within other ADVANCE activities.

- Engage with UNH Communications to strengthen dissemination efforts, support the release of the climate survey report on work-life balance, and capitalize on the upcoming 150th Anniversary of the University.

2. UNH Unbiased Overview

The University of New Hampshire is completing its third year of a 5-year 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[1] women faculty by empowering them to succeed and establishing quick-action ability for retention. Working within the Office of the Provost, the project seeks to transform the university by engaging faculty and institutional leadership to improve the university climate through increased fairness, transparency, and clarity of recruitment, retention, and promotion and tenure policies and practices.

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 six 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*. 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, as possible
>
> **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

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[1] In the project goals, the term "STEM" is meant to include "SBS" as well.

Goal #6: Conduct a longitudinal field experiment to assess Goal #2 by investigating the impact of department chair professional development on department level climate 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 2014 and October 1, 2015, which comprises the grant's third 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 stakeholders
- Establishing baseline measures to assess the impact of program initiatives
- Documenting impacts of the program activities to date

3.2 EVALUATION METHODS AND DATA

The Year 3 evaluation incorporates both quantitative and qualitative data, derived from the following sources:

Interviews and Focus Groups: Dr. Chang visited UNH on September 28-29, 2015, to conduct interviews and focus groups with stakeholders. Additional interviews were conducted by phone for those unable to be scheduled during the site visit. A total of 40 people were interviewed, including the President, Interim Provost (also the PI), former Provost, Co-PIs, Program Coordinator, the GEAR-UP Committee, Research and Evaluation Committee, Chair Professional Development Committee, Faculty Career Advancement Subcommittees (Career Success, Career Progression, and Career-Life Balance), Deans, Department Chairs, members of the Internal Steering Committee, and participants in ADVANCE programming.

Observation: During Year 3, Dr. Chang observed an Internal Advisory Committee Meeting (January 22, 2015), and an External Advisory Board Meeting (March 30, 2015).

Applicant Pool, Finalists, Offers Made, and Hire Data: Data on the sex composition of applicant pools, finalists, offers made, and hires for faculty searches from 2006-2015 were provided by the UNH Affirmative Action and Equity Office.

Climate Survey Data: Findings from the UNH Fall 2014 Climate Survey were provided to the external evaluator by the Research Team.

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.

Program Documentation: Records of participation (attendance at events, etc.,) were kept by the UNH ADVANCE team and provided to the external evaluator.

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 two initiatives:
      Initiative 1.1. Search Committee Training
      Initiative 1.2. 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, as possible

4.1.1 Initiative 1.1: Search Committee Training

The GEAR-UP (Gender Equity and Recruitment of Underrepresented People) Committee was charged with the following:
1. Develop a UNH faculty search process 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

During this period of evaluation, GEAR-UP held trainings on two dates: August 27, 2015 (at UNH Manchester) and October 1, 2015. As with prior years the trainings use applied theater to depict a faculty search process. The goals were to:
- Assist workshop participants in recognizing unconscious biases
- Assist participants in understanding that microaggressions result from putting these biases into action

The desired learning outcomes for GEAR-UP participants include:
- Increase participants' ability to recognize biases in self and others
- Understand how biases operate and their negative impact
- Assist participants in developing strategies to eliminate such biases and improve search committee processes
- Increase number of women and underrepresented faculty in STEM and more widely
- Report successes from which others can learn

The Committee has also developed resources for search committees that are distributed at the trainings and through the UNH ADVANCE website.

UNH's Power Play (Directed by David Kaye, Professor of Theatre and Dance and Chair of the Department of Theatre and Dance) has performed the interactive theatre for UNH ADVANCE and built the capacity to offer this service to other institutions as well.

In addition to workshops on the Durham campus in Year 3, GEAR-UP brought the workshop directly to UNH Manchester in August. As shown in Table 1, the majority of participants in both Year 3 workshops were female and tenured faculty (Associate Professors or Professors), although non-faculty comprised a significant portion of the August workshop participants at UNH Manchester.

To date, 230 people have participated in GEAR-UP. Participants were drawn from across the university, with individuals from CEPS and COLA comprising the largest number of participants. Among faculty, Associate Professors and Professors comprised a higher percent of participants, as did women.

Table 1. Characteristics of GEAR UP Workshop Participants

	August 2015	Oct. 2015	TOTAL to Date (Y2&Y3)*
College			
CEPS		2	49
CHHS		4	17
COLA (Including Carsey Institute)	5	12	49
COLSA		4	22
EOS			5
Paul		1	18
Other (Library, UNHM, Provost's Office, etc.)	17	5	70
Faculty Rank			
Assistant Professor	3	5	26
Associate Professor	6	9	68
Professor	2	8	56
Non-Tenure Track (Lecturer, Research Fac., etc.)	2	2	15
Non-Faculty (Administrators, etc.)	9	4	65
Gender			
Female	17	19	124
Male	5	9	106
TOTAL Number:	**22**	**28**	**230**

*Note: Year 2 data (not reproduced here) is drawn from the Year 2 External Evaluation report.

Evidence of Impact — Evaluation Forms:

Evaluation forms from both workshops were analyzed to determine whether the workshop goals were met. As shown in Figures 1 and 2, almost all participants at the two workshops agreed or strongly agreed that their understanding of how gender, microaggressions, and/or implicit biases impact the evaluation of faculty candidates had increased.

Figure 1: "The workshop increased my understanding of how gender impacts the evaluation of candidates"

Percent (y-axis)

- N/A, Not Sure: 6% / 0%
- 4=Strongly Disagree: 0% / 0%
- 3=Disagree: 17% / 0%
- 2=Agree: 50% / 61%
- 1=Strongly Agree: 28% / 39%

■ Aug. 2015 (N=18; Mean=1.88)   ■ Oct. 2015 (N=18; Mean=1.61)

Figure 2: "The workshop increased my understanding of how microaggressions and/or implicit biases impact the evaluation of candidates"

Percent (y-axis)

- N/A, Not Sure: 6% / 0%
- 4=Strongly Disagree: 0% / 0%
- 3=Disagree: 11% / 0%
- 2=Agree: 44% / 61%
- 1=Strongly Agree: 39% / 39%

■ Aug. 2015 (N=18; Mean=1.71)   ■ Oct. 2015 (N=18; Mean=1.61)

While the first set of evaluation questions addressed whether their *understanding* increased, the next set of evaluation questions focused on whether they *learned* ways to (a) reduce gender biases in the evaluation of candidates, (b) eliminate or reduce the impact of microaggressions and/or implicit biases in the evaluation of candidates, and (c) create or support group discussion in which everyone is able to contribute equally. As shown in Figures 3-5, the majority of participants agreed or strongly agreed with the learning statements; their responses varied more on statements concerning whether they had learned ways to reduce gender biases.

Overall, participant responses suggest the workshops were more effective in increasing understanding of the issues (Figures 1-2) than in equipping participants with methods to use to achieve a more equitable faculty search process (Figures 3-5). This finding is consistent with the outcomes of prior years' workshops (reported in the Year 2 External Evaluation report).

Figure 3: "I learned to reduce gender biases that affect the evaluation of candidates"

	N/A, Not Sure	4=Strongly Disagree	3=Disagree	2=Agree	1=Strongly Agree
Aug. 2015	6%	0%	22%	50%	22%
Oct. 2015	0%	0%	6%	72%	22%

Aug. 2015 (N=18; Mean=2.0)   Oct. 2015 (N=18; Mean=1.83)
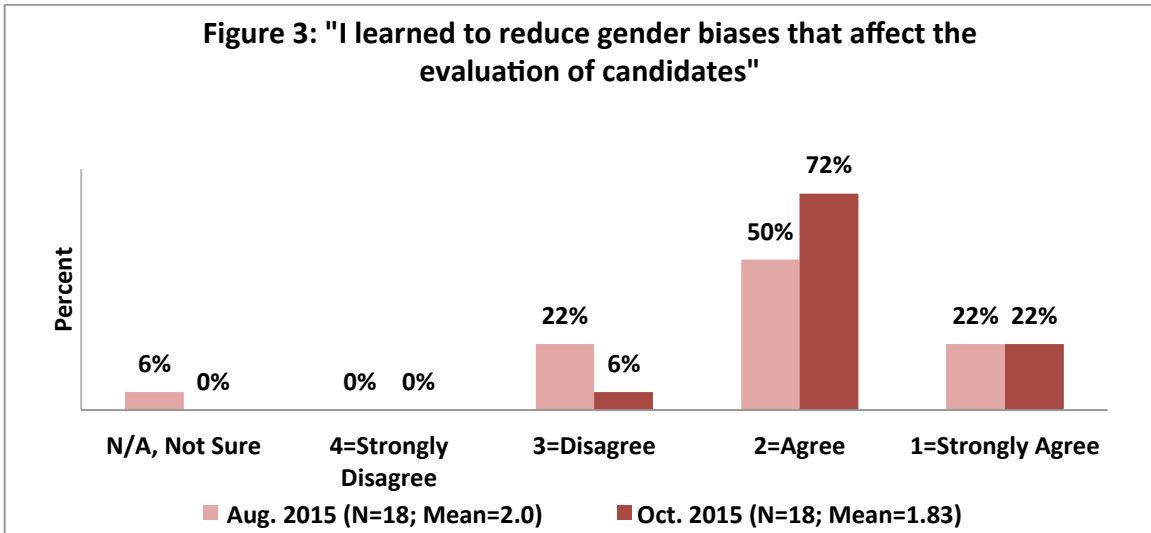
Figure 4: "I learned ways to eliminate or reduce the impact of microaggressions and/or implicit biases in the evaluation of candidates"

	N/A, Not Sure	4=Strongly Disagree	3=Disagree	2=Agree	1=Strongly Agree
Aug. 2015	6%	0%	0%	72%	22%
Oct. 2015	0%	0%	6%	83%	11%

Aug. 2015 (N=18; Mean=1.76)   Oct. 2015 (N=18; Mean=1.93)
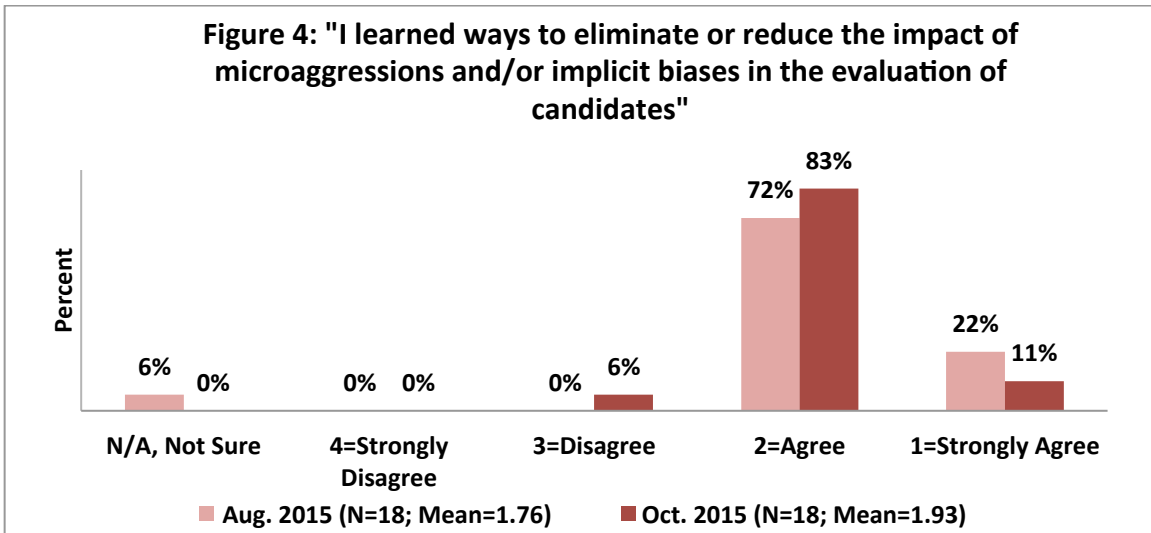
Figure 5: "I learned ways to create or support group discussion in which everyone is able to contribute equally"

	N/A, Not Sure	4=Strongly Disagree	3=Disagree	2=Agree	1=Strongly Agree
Aug. 2015	6%	0%	11%	67%	17%
Oct. 2015	6%	0%	6%	72%	17%

Aug. 2015 (N=18; Mean=1.94)   Oct. 2015 (N=18; Mean=1.88)

UNH Unbiased Year 3 External Evaluation
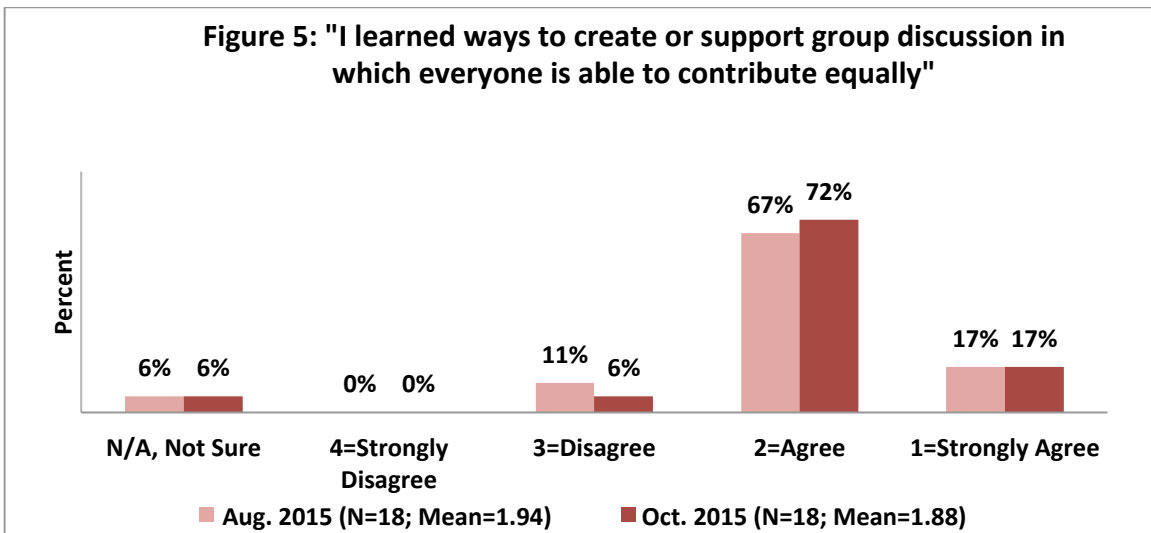
Overall Satisfaction:

All participants affirmed that they would recommend the workshop to colleagues (Figure 6). Feedback from the workshops was extremely positive, emphasizing the provocative and engaging aspects of the applied theater approach. Supportive participant comments, gleaned from the survey's open-ended questions, include:

> *"I really enjoyed this workshop. It was powerful and engaging!"*

> *"The applied theater approach is a great way to drive discussion of the issues."*

> *"It kept my interest. The theatrical aspect was new to me & I liked it. It did get me to observe/think/stay engaged!"*

> *"Great format. Encouraged discussion and made me think."*

> *"The best professional development workshop around these issues I have ever been to. Engaging, informative, useful."*

Figure 6: "I would recommend this workshop to my colleagues"

	N/A, Not Sure	4=Strongly Disagree	3=Disagree	2=Agree	1=Strongly Agree
	0% 0%	0% 0%	0% 0%	44% 44%	56% 56%

■ Aug. 2015 (N=18; Mean=1.44)   ■ Oct. 2015 (N=18; Mean=1.44)
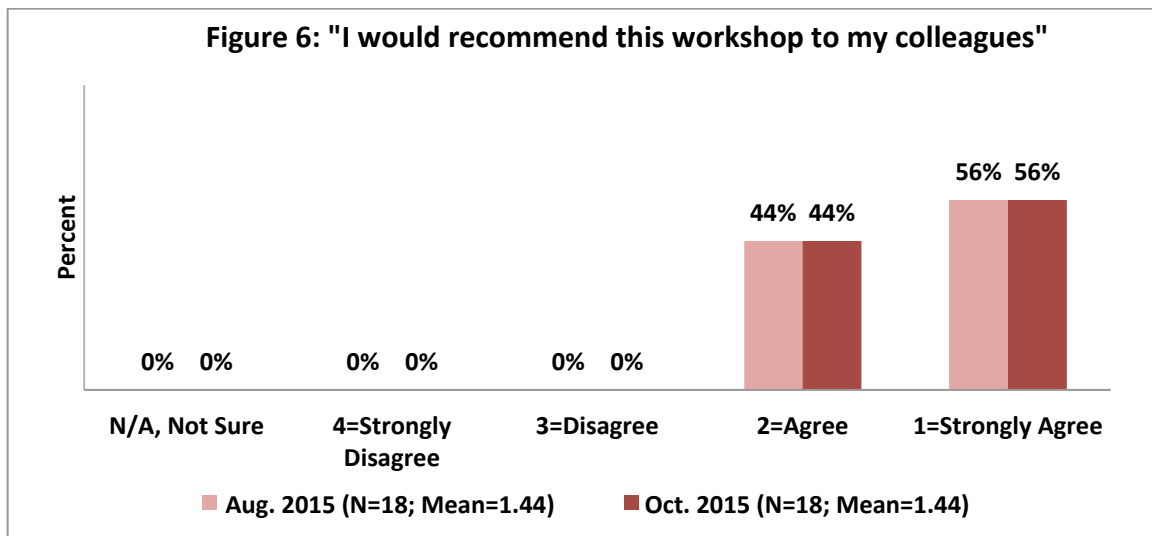
Suggestions for Improvement:

When asked to provide suggestions for improvement of the workshops, a number of participants requested "more concrete" and "more specific" strategies and best practices to apply in the faculty search process. Participants felt the discussion time around these strategies could have been longer and should incorporate issues of diversity, race, and sexuality more effectively.

Workshop Takeaways:
Participants were asked to reflect on what they would do with the information provided in the workshop. The main themes centered on being more thoughtful both prior to and throughout a faculty candidate search process, sharing workshop information with colleagues and other committee members, and being more mindful and intentional in recognizing biases and microaggressions in their committee work. Participants also indicated they would use resources from the workshop in the future, such as utilizing rubrics, developing clear committee visions before the search process is initiated, and taking the tests on microaggressions and implicit biases.

Evidence of Impact — Interviews:
In interviews, participants emphasized the high caliber and value of the "live" aspect of the training:

> "I think the interactive theater is a great way to bring people along."

> "Overall, I would have to say it was probably one of the best workshops I attended. Very rarely do I go to these types of training sessions and enjoy it, so I really thought it was really well done, topnotch, just really a great, great program."

> "It was really high quality. The information was very good, but the presentation was very good, too."

> "This type of training would not be as effective if it wasn't live. Watching a video would just not be the same. It's not as engaging and you would lose a lot of the impact."

> "The GEAR-UP training opened my eyes to things that as an administrator we should be aware of. It was extremely beneficial."

One reported that other colleagues had recommended the training:

> "I went partly because one of my colleagues said, 'If you haven't gone to this, it's a good idea,' so it was word of mouth that pushed me over the edge."

Some participants reported that the training has had a positive and important impact upon search committees:

> "I'm in a department where sometimes I'm one of the few people saying we should actually follow the guidelines and we should not talk about fit or age or marital status. What I found really helpful is that since the search committee had to attend the workshop, it kind of served as a reference, so when somebody said, 'I don't want to hire somebody who is older,' you could say, 'Oh, remember in the workshop they talked about how we can't base

decisions by age?' I felt that it was really helpful because it gave us something concrete to refer to and remind people what the rules of the game are…. I think in the past, too, we had this dynamic where they'll say, 'Well, that's your view, but his view is this, or her view is this,' and now it's 'Oh, no, it's not a particular view. This is the *institution's* view, ' so it's also good to just remind this is the way the institution governs these processes."

"I had served on search committees before this training. I would say that there were stark differences….One thing that I would attribute to the ADVANCE program was the ability to reign in discussion when perhaps it was digressing into areas that were illegal or not following the institutional norms. I think that that was something that I noticed was very different that we didn't have before."

"I do, absolutely, think I was better equipped to manage instances of bias when they came up."

Suggestions included:
"In terms of moving forward, the one thing that I think might be good to either add or incorporate might be some way to have somebody from the committee touch base with the departments throughout the search process, so that if you have this great orientation, but then the search process starts to go off the rails, there might be a way to actually touch base and get back to some of the basics or kind of a refresher or something like that, so maybe touching in with departments throughout the search process to see how things are going."

"I'd like to see more discussion of active recruiting. People need to know that they need to call departments, network with chairs in other universities where you know they have underrepresented groups…Calling up chairs and telling them, 'If you have graduate students in underrepresented groups, we really want them to apply. They can call me personally,' that kind of thing."

"If it's only offered once a year, if you're out of town or your search isn't happening then, then you're sort of out of luck, that's an inherent problem…it would be helpful to offer it more often."

Evidence of Impact — Year 2 Applicant Pool and Hiring Data:

The Office of Affirmative Action and Equity provided data on the percent of women in the applicant pool, finalists, made offers, and hired for faculty positions 2006-2015.[2] The average percent of women for tenure-track positions during the 2006-

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[2] Data reported here 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

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2013 time period is used as the baseline from which to measure the impact of the search committee. The 2013-14 data correspond to the first year that ADVANCE conducted training for search committees. In STEM searches, there has been an increase over the baseline period in the percent of women in the applicant pool, finalists, receiving offers, and hired (Figure 7).

Figure 7. Average Percent Women Applicants, Finalists, Offers, and Hires in STEM (# of searches in parentheses)
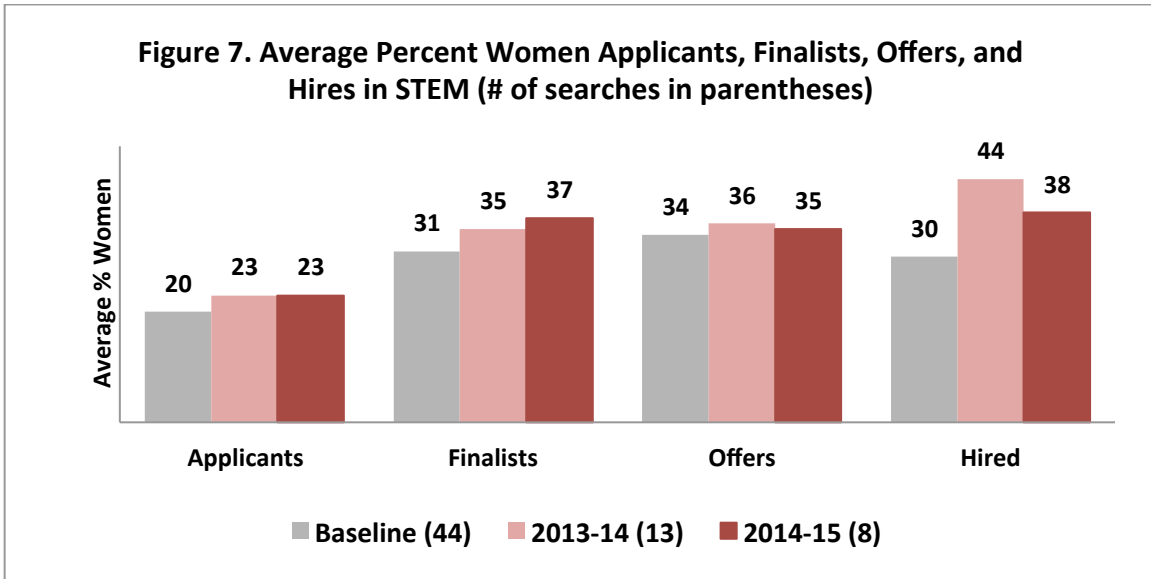
In SBS (Figure 8), the percent of women has increased over the baseline in the applicant pools, receiving offers and in hired during both the 2013-14 and 2014-15 years. A bit more fluctuation is apparent in the percent of women finalists, with the 2013-14 year showing an increase over the baseline and the 2014-15 year showing a decrease over the baseline. Such fluctuation is not surprising given the relatively small number of searches conducted annually and expected variation in the disciplines and areas of specialty for the open positions.

whose gender is known (i.e., those with unknown gender are excluded from the count of total applicants). Some searches included more than one position.

Figure 8. Average Percent Women Applicants, Finalists, Offers, and Hires in SBS (# of searches in parentheses)
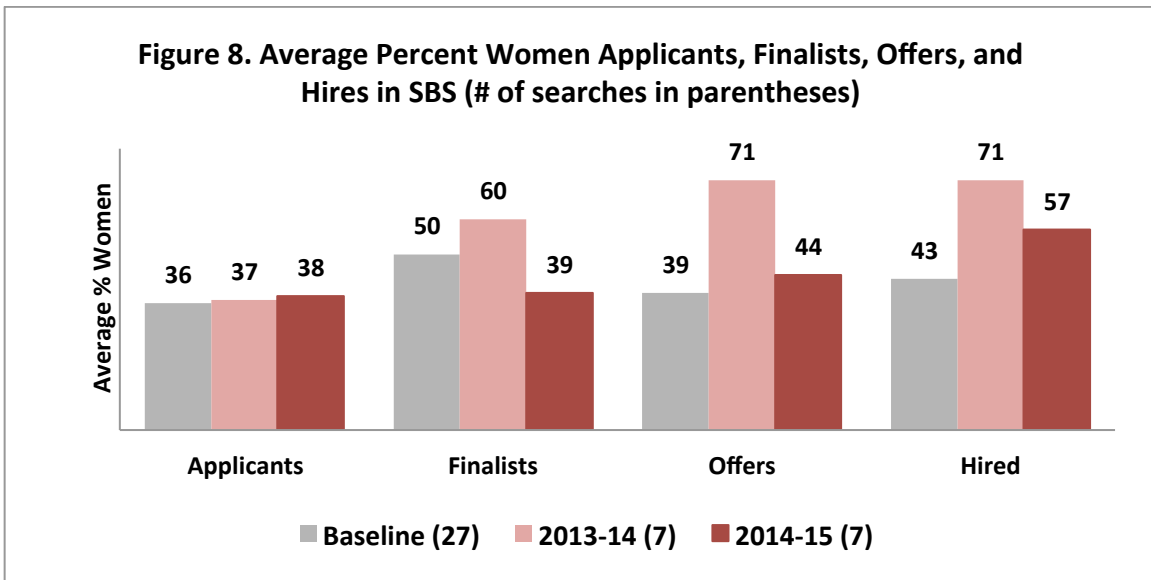
Taken as a whole, data suggest there has been an increase in women's representation over the baseline in almost all components of the search process in STEM and SBS, beginning with the applicant pool and ending in hires.

Evidence of Impact — Climate Survey Data:

Questions in the annual climate survey address practices of search committees and will be used to assess changes in search committee practices over the course of the grant. Baseline data was collected in Fall 2013 and the Fall 2014 data provide an early glimpse into potential changes that may have occurred one year after the launch of the GEAR-UP training. Data was analyzed based on group membership and broken out by all UNH, STEM, and SBS.

As shown in Figure 9, there was little change over the baseline in the mean faculty responses to the question, "My department actively recruits underrepresented faculty members." However, with GEAR-UP training at the university for only one year, it is too early to register any dramatic change in responses to this question. Changes in this metric merit close attention over the course of the grant.

Figure 9. "My department actively recruits underrepresented faculty members"
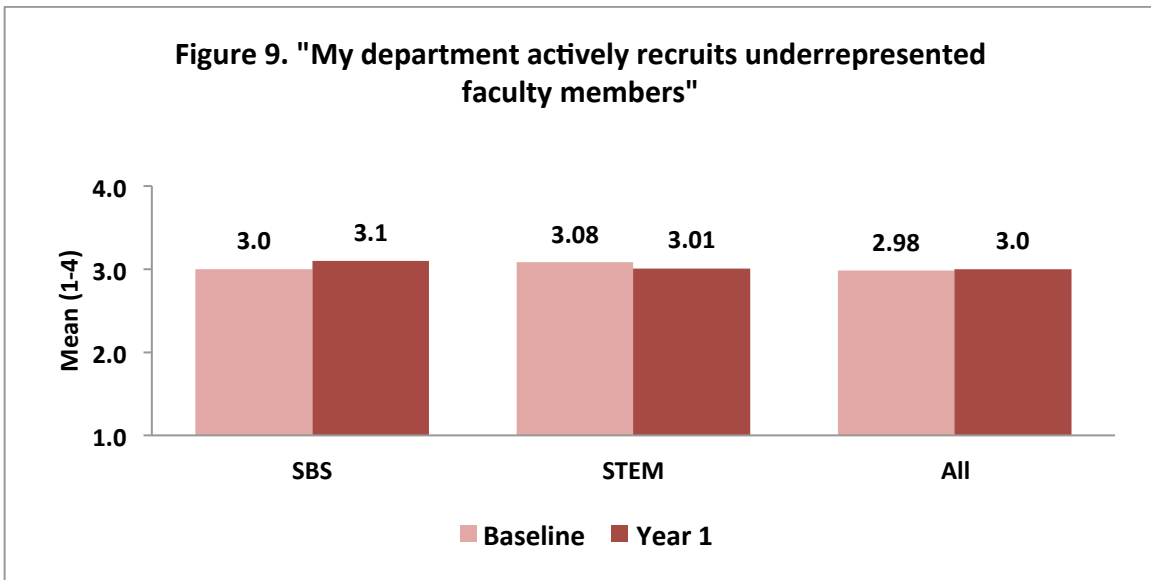
Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
All Baseline N=240, All Year 1 N=207; STEM Baseline N=83, STEM Year 1 N=82; SBS Baseline N=36, SBS Year 1 N=30

When investigating differences in response by gender from baseline to Year 1 (2014-15) (Figure 10), women faculty had lower average scores at both baseline and Year 1 than their male counterparts. For male faculty, the increase in SBS over the baseline stands out. In the Year 1 data, the difference between male and female SBS faculty is statistically significant ($p<.05$), with men more likely than women to agree that their department actively recruits underrepresented faculty members.

Figure 10. "My department actively recruits underrepresented faculty members"
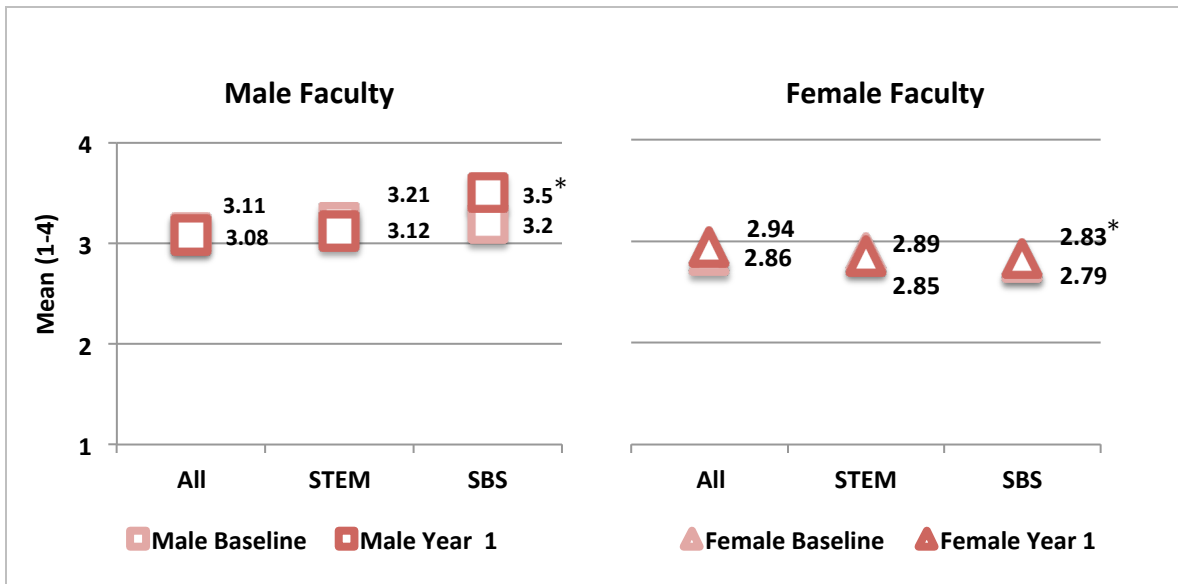
Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
$*p<.05$ - significantly higher to the other gender

The climate survey also asked a series of five questions of faculty who had served on a search committee (Table 2), four of which assessed desired outcomes and one that measured an undesired outcome ("discussions were dominated by one or two committee members"). For the four desired outcomes, increases in agreement were found from the baseline to Year 1 for all UNH, STEM, and SBS faculty in the deliberate use of strategies to enhance the gender diversity of the applicant pool and in the awareness of unintentional biases that affect the evaluation of applicants.

The highest average responses were for the question, "Evaluation criteria was applied consistently across applicants."

Table 2. Climate Survey Responses: Baseline to Year 1 for Faculty Who Have Served on a Search Committee

ITEM	All Mean (N)		SBS Mean (N)		STEM Mean (N)	
	Baseline	Year 1	Baseline	Year 1	Baseline	Year 1
The department and/or search committee deliberately engaged in strategies to enhance gender diversity in the applicant pool.	3.09 (N=202)	3.19 (N=167) ↑	3.09 (N=33)	3.11 (N=27) ↑	3.09 (N=77)	3.26 (N=68) ↑
Evaluation criteria was applied consistently across applicants.	3.36 (N=203)	3.29 (N=167) ↓	3.38 (N=34)	3.52 (N=27) ↑	3.38 (N=77)	3.37 (N=68) ↓
Committee members were made aware of unintentional biases that can affect everyone's evaluation of applicants.	2.68 (N=198)	2.73 (N=167) ↑	2.70 (N=33)	2.81 (N=27) ↑	2.55 (N=74)	2.72 (N=68) ↑
Increasing gender diversity in my department was a priority of the committee.	2.65 (N=200)	2.60 (N=167) ↓	2.52 (N=33)	2.63 (N=27) ↑	2.76 (N=75)	2.76 (N=68) =
Discussions were dominated by one or two committee members.	3.03 (N=199)	2.99 (N=167) ↓	3.12 (N=33)	3.19 (N=27) ↑	2.93 (N=75)	2.99 (N=68) ↑

Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

GEAR-UP Participants vs. Non Participants

Of faculty respondents who had reported serving on a search committee during the past year, 29% had participated in GEAR-UP (Table 3). Among those who served on search committees, GEAR-UP participation was higher in STEM than in SBS (41% vs. 26%, respectively).

Table 3. GEAR-UP Participation Reported in 2014 Climate Survey Among those Who Served on Searches

	Total Number	Number Participated in GEAR UP	% Participated in GEAR UP
ALL UNH	167	49	29%
STEM	68	28	41%
SBS	27	7	26%

Differences in responses to the series of search committee questions based on whether the respondent had participated in GEAR-UP are presented in Figures 11-15.

STEM faculty who attended GEAR-UP were more likely to report the process was equitable than those who did not attend GEAR-UP. Differences among STEM faculty were statistically significant for the following two items: "committee members were made aware of unintentional biases that can affect everyone's evaluation of applicants" and "increasing gender diversity in my department was a priority of the committee" (Figures 13 and 14).

In contrast, SBS faculty who participated in GEAR-UP were less likely to report equitable search processes than those who did not participate in GEAR-UP; however, the difference was statistically significant for only one item: "the department/search committee deliberately engaged in strategies to enhance gender diversity in the applicant pool" (Figure 11).

Analysis of gender differences amongst GEAR-UP participants and non-participants (results not shown), indicate female participants were more likely to agree that increasing gender diversity was a priority than their non-participant female counterparts. Male participants agreed more that discussions were dominated by one or two committee members than males who did not participate in the training.

Figure 11. "The department/search committee deliberately engaged in strategies to enhance gender diversity in the applicant pool"
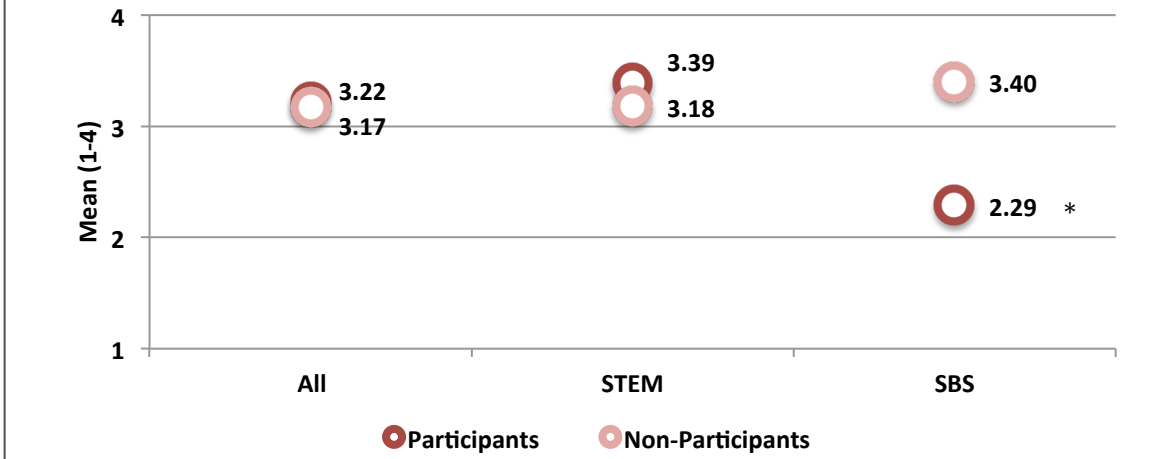
Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
Participants: All Year 1 N=49; STEM Year 1 N=28; SBS Year 1 N=7
Non-Participants: All Year 1 N=118; STEM Year 1 N=40; SBS Year 1 N=20
*p<.05

Figure 12. "Evaluation criteria was applied consistently across applicants"

Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
Participants: All Year 1 N=49; STEM Year 1 N=28; SBS Year 1 N=7
Non-Participants: All Year 1 N=118; STEM Year 1 N=40; SBS Year 1 N=20

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Figure 13. "Committee members were made aware of unintentional biases that can affect everyone's evaluation of applicants"

Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
Participants: All Year 1 N=49; STEM Year 1 N=28; SBS Year 1 N=7
Non-Participants: All Year 1 N=117; STEM Year 1 N=40; SBS Year 1 N=20
*p<.05

Figure 14. "Increasing gender diversity in my department was a priority of the committee"

Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
Participants: All Year 1 N=49; STEM Year 1 N=28; SBS Year 1 N=7
Non-Participants: All Year 1 N=117; STEM Year 1 N=39; SBS Year 1 N=20
+ p<.10

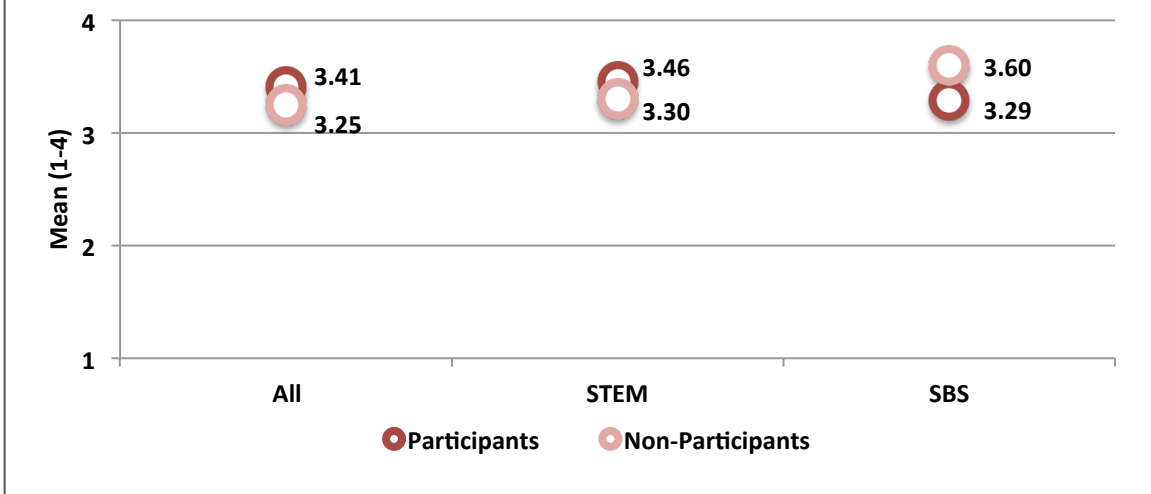**Figure 15. "Discussions were dominated by one or two committee members"**

Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
Participants: All Year 1 N=49; STEM Year 1 N=28; SBS Year 1 N=7
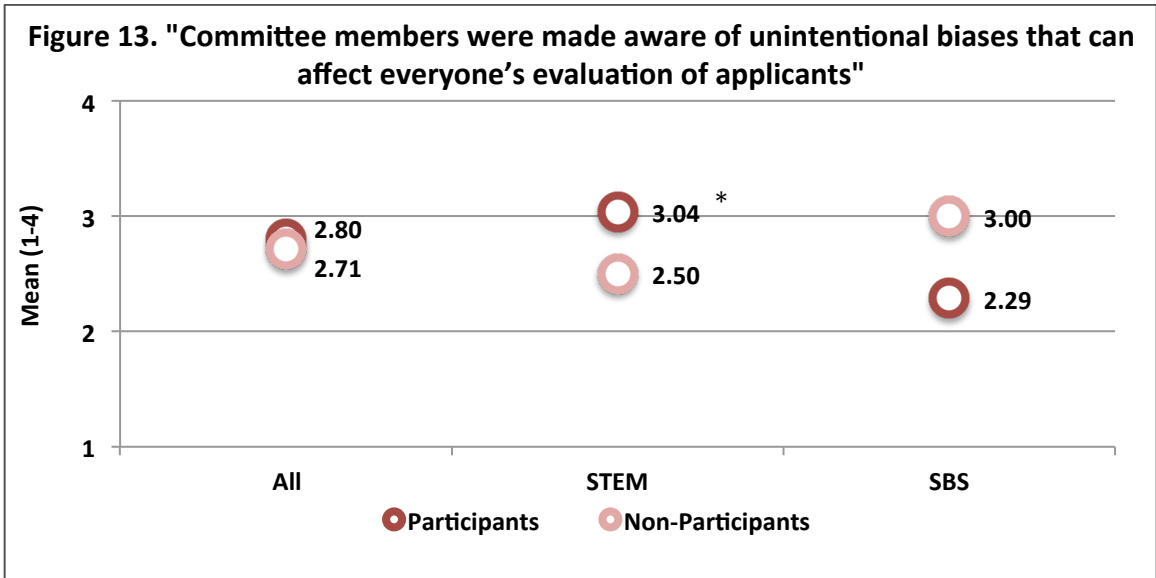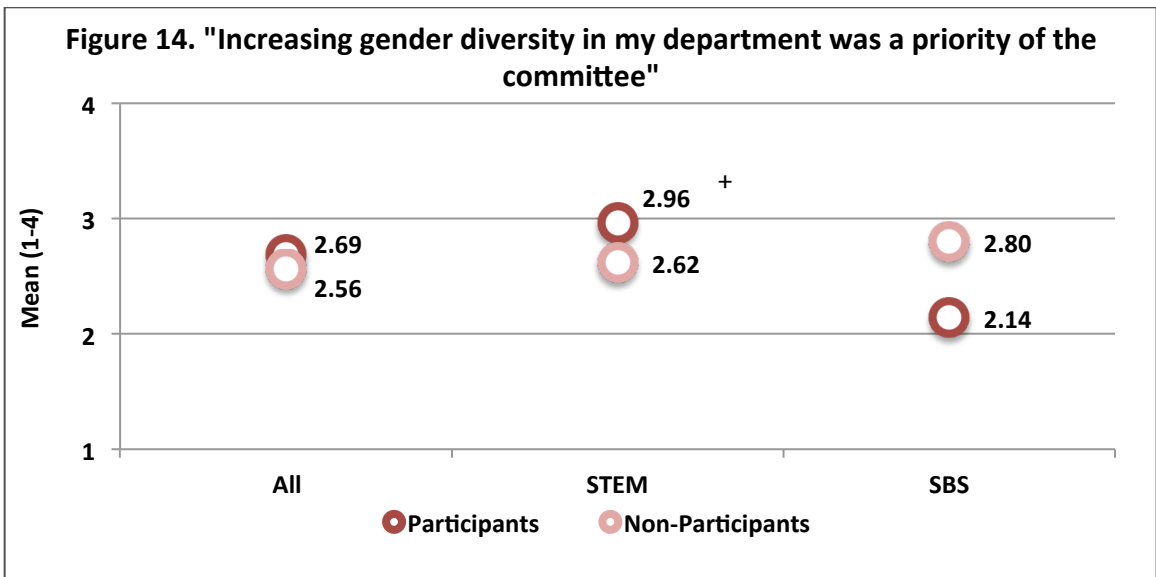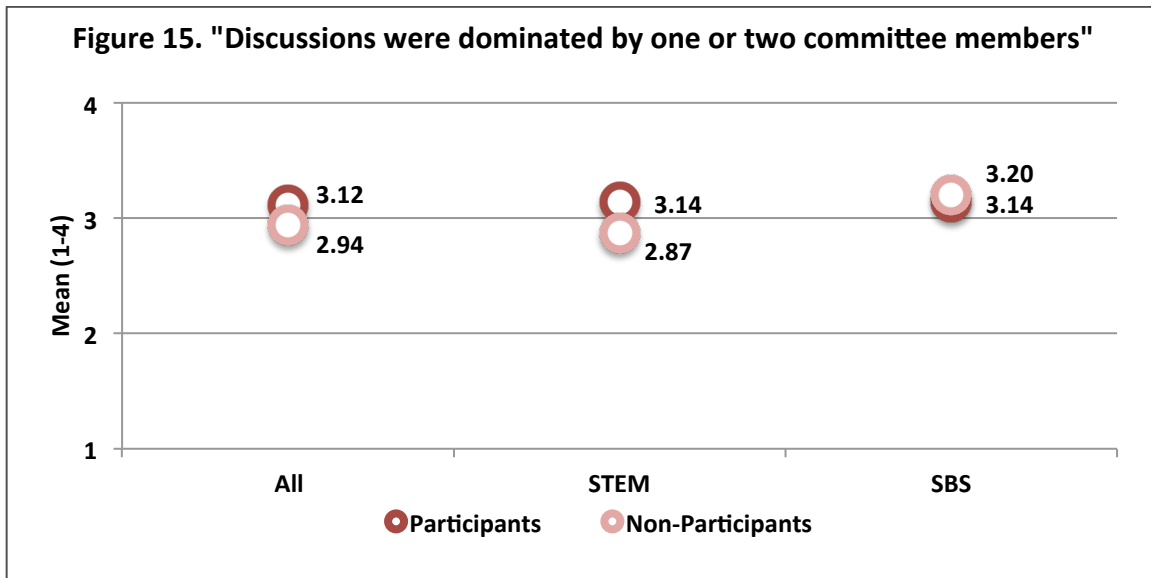*Non-Participants: All Year 1 N=117; STEM Year 1 N=39; SBS Year 1 N=20*

An issue that complicates the findings is that even if one did not personally participate in GEAR-UP, processes may change if other committee members did participate. Conversely, if one attended GEAR-UP but the other committee members did not, it may be more challenging to effect change.

Recommendations:
- Discuss the potential for sustaining GEAR-UP as a live theatre presentation.
- Use participant data to identify departments or searches where participation in GEAR-UP is lower than average to inform targeted outreach efforts for future searches.

4.1.1.1 Initiative 1.1 Summary

GEAR-UP is a signature program of UNH ADVANCE and is routinely identified by those interviewed as both a significant achievement of UNH ADVANCE and a program that is helping to achieve institutional transformation. Interviewees noted that the program was influential in changing behaviors and committee discussions by setting parameters and enforcing best practices. Data on the composition of applicant pools, finalists, offers, and hires indicate an increase in women's representation in the search process, from applications to hires, over the baseline period. Climate data suggest a more mixed picture of changes to date, with STEM faculty who participated in GEAR-UP more likely to report equitable processes than those who did not participate in GEAR-UP. In contrast, SBS faculty who participated in GEAR-UP were less likely to report equitable search processes than those who did not participate, although differences were statistically significant for only one item. It is important to bear in mind as well that SBS faculty were less likely than STEM faculty to have attended GEAR-UP.

Feedback from participants provides confirmation that the live theater approach is very engaging and effective. With growing evidence of effectiveness, the ADVANCE team should engage with key stakeholders, including the Internal Steering Committee, to discuss how GEAR-UP can be sustained. Live theatre is certainly more expensive than a video or traditional workshop with presentations about unconscious bias and microaggressions, but stakeholders have shown they really value the live theatre framework and eagerly attested to its transformational properties.

4.1.2 Initiative 1.2: 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, as possible

During Year 3, the following program activities addressed Initiative 1.2:
- Visiting STEM Women Scholars Program
- Women Faculty Development
- Promotion and Tenure Policy Alignment

4.1.2.1 Visiting STEM Women Scholars Program

The Visiting STEM Women Scholars Program, launched in Spring 2014, seeks to provide exposure and networking with senior women faculty in STEM disciplines from other institutions to build reesarch collaborations with UNH faculty.   UNH departments, programs, or individual faculty can apply. To date, three proposals have been funded, bringing women scholars from the University of Rhode Island, Clark University, and Colorado State University to work with faculty in Civil and Environmental Engineering, Natural Resources, and the Earth Systems Research Center. A new request for proposals was issued in Fall 2015.

Participants have noted the collaborations have resulted in new grant proposals, opportunities to give symposia, invitations to serve on an advisory committee for a different grant, and develop new networks and collaborations:

> "I think in terms of benefits, professionally, it's allowed me to have some opportunities that I would not have had otherwise to speak and to develop collaborations that would expand my research."

> "Expanding my network of collaborators beyond my usual community."

> "It accellerated what might have otherwise taken a long time to accomplish."

Awardees noted that others at UNH have also benefitted from the relationships forged from the Visiting STEM Women Scholars Program:

"Now we have four people from UNH who are collaborating with four people from [other institution] and forming new relationships that wouldn't have existed otherwise. "

"We have a couple of seminars planned, meetings with my lab, a public seminar and talk . And with the proposal that we'll be working on, I think there will be opportunities for graduate students."

Participants are satisfied with the results so far, but noted the potential for misalignment of goals, especially if the two are from different disciplines and may not have a thorough understanding of the other person's work. For example, "What I was most interested in working on turned out to be not what she was most interested in working on. We didn't have enough of a background in each other's research to know that our research was not as aligned as we had hoped, but we are collaborating on a proposal and I am more than content with this outcome."

Some participants also noted the benefits and disadvantages of having a visiting scholar during the summer months. While summer may provide opportunities for a longer visit (since many do not have teaching responsibilities during the summer), colleagues are often away from the department in the summer, which may limit opportunities for the visiting scholar to interact with others at UNH.

In response to the NSF 3rd Year Site Visit recommendation to better integrate the Visiting Scholars Program into institutional transformation activities, UNH will work to:
- Arrange conversations between the senior visiting scholar and UNH faculty and graduate students, providing opporunities to highlight their paths and success
- Arrange meetings between senior visiting scholar with UNH ADVANCE staff and leadership team members
- Dedicate some visiting scholar funds to inviting a scholar who could advance related issues and ways to effect institutional transformation

4.1.2.2 Women Faculty Development

With the new Pathways to Professor Program, offered by the Office of the Senior Vice Provost for Engagement and Academic Outreach, designed to meet the faculty development needs of those promoted to Associate Professor within the past eight years and the new Pathways to Tenure program initiated by ADVANCE (see section 4.2.2), the ADVANCE team is now focusing its effort to enhance women faculty development on a lunch series entitled, "Building Blocks for Your Career." In collaboration with the UNH Research Development Office, the lunch series is scheduled to run from Fall 2015 through Spring 2016 (grant Year 4) and address the following topics:
- Before You Write Your Next Proposal...
- Finding Funding

- Writing to Win
- Mentoring Graduate Students for Success
- Building and Growing a Lab
- Promoting Your Research

The lunch series will be evaluated in the Year 4 External Evaluation Report.

4.1.2.3 Promotion and Tenure Policy Alignment

In collaboration with the Ad Hoc Faculty Senate Promotion &Tenure (P&T) committee, the Career Progression subcommittee developed a set of recommendations for department level P&T guidelines and standards. The Faculty Senate approved the guidelines in March 2015.

With new guidelines in place, it is critical that departments review their own guidelines and make adjustments as needed. Dr. Shea and the Chair of the Faculty Senate will be making a presentation to the Dean's Council shortly to provide them with information and best practices to hold department chairs accountable for ensuring their departmental guidelines are consistent with the recommendations approved by the Faculty Senate.

Stakeholders noted that while there was much variation in existing departmental P&T guidelines, they noted that lack of transparent guidelines for the promotion from Associate Professor to Professor was especially pronounced and that this ambiguity may have a disproportionate negative impact on women faculty:

> "People have different personalities and it might be a gender issue, too, about being assertive or not getting the right information that could then work against the candidate. At some point they seem to just be too late...people may ask why are they going up for promotion now and not earlier. It may be then a sort of 'Catch 22.'"

The subcommittee may also recommend training for P&T committees, possibly as an extension of the training provided by GEAR-UP. Some stakeholders mentioned the potential for bias in annual letters to impact the P&T process and would like to see that issue addressed, for example:

> "In looking at the annual letters, I've noticed differences in language, that kind of thing....we need to make sure that there isn't bias creeping in language that could be harmful for when it gets to the P&T committee....Sometimes just a slight alteration in tone can make a huge difference. Some discussions around that at the Deans and Chairs level could be very helpful to make sure we're giving similar messages of the same level of performance across different individuals."

The subcommittee also seeks to provide guidelines for promotion of research faculty.

Institutional Data: Hires, Tenure and Promotion:[3]

ADVANCE seeks to align the tenure and promotion policies for all ranks, but especially aims to increase the number of faculty at the senior level through both promotion of existing mid-level faculty and targeting new hires at the senior level, where possible. Almost all hires in STEM during the first two years of ADVANCE were Assistant Professors (Figure 16). In STEM, only one hire was made at the rank of Professor (a male faculty member) and two hires were made at the Associate Professor rank (one man and one woman). In SBS (Figure 17), all hires were Assistant Professors.

Figure 16. New Hires in STEM by Rank and Gender

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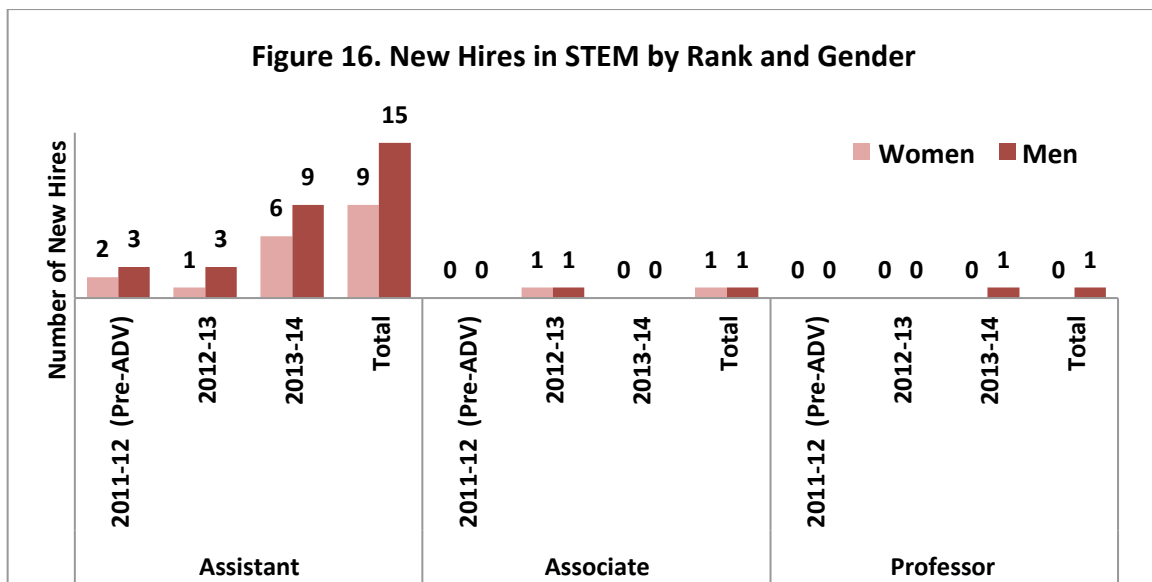
[3] Data for the 2014-15 Academic Year (ADVANCE Year 3) will be included in the next report.

Figure 17. New Hires in SBS by Rank and Gender
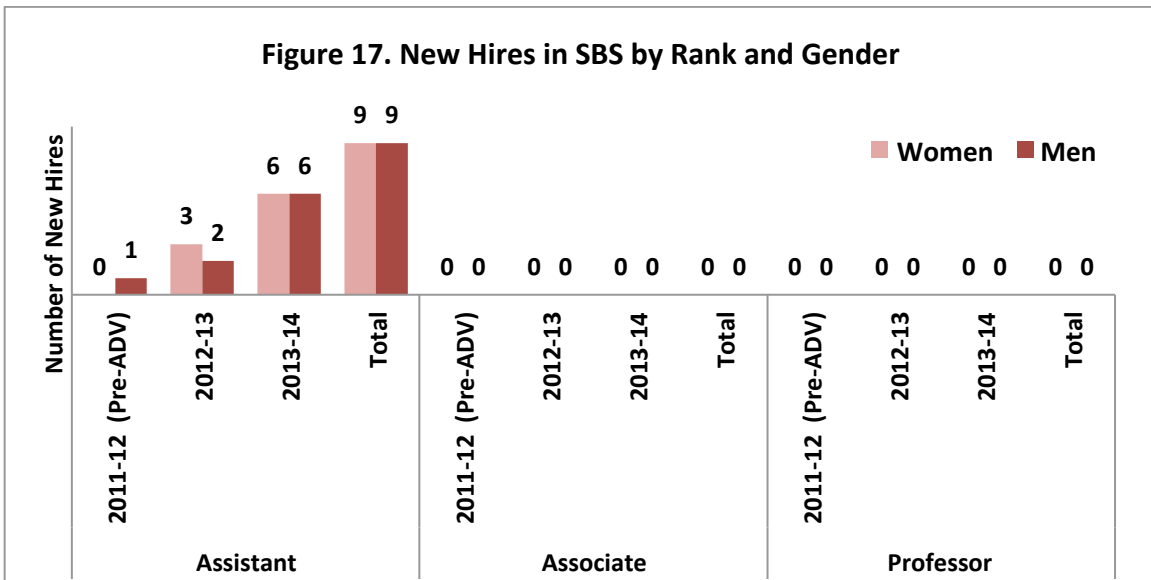
While few new senior faculty have been hired, several faculty have been promoted to Associate Professor and to Professor. During the first two years of ADVANCE, four women and two men were promoted to Associate Professor in SBS, whereas in STEM all promotions to Associate Professor during the first two years of ADVANCE were men (Figure 18).

Figure 18. Promotion Decisions in STEM and SBS, Pre-ADVANCE and ADVANCE Years 1 and 2
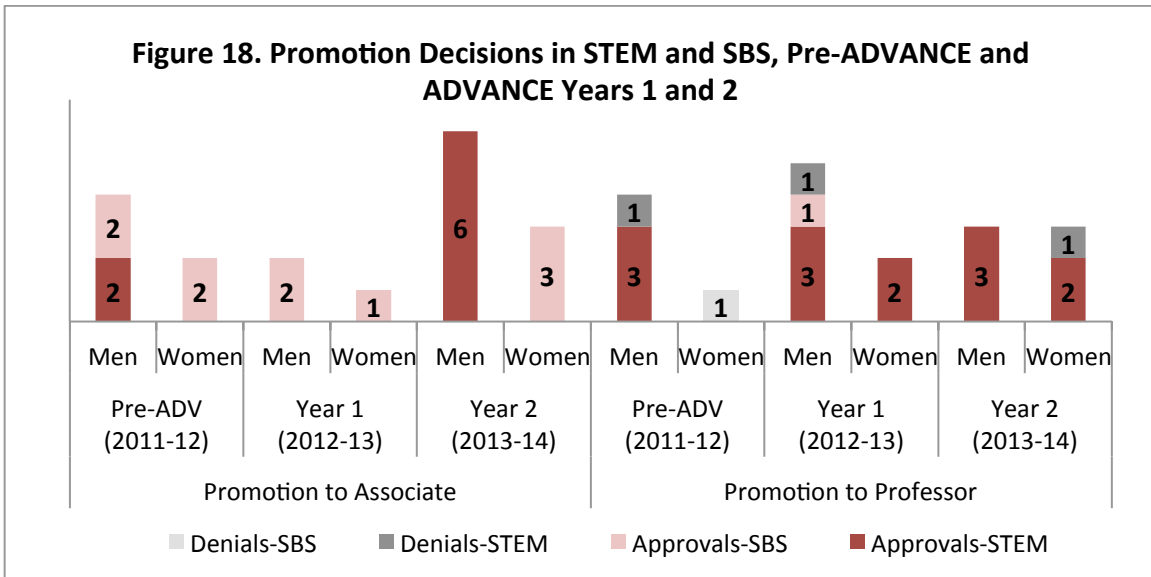
In terms of promotion to Professor, four STEM women, six STEM men and one SBS man were promoted (and one man and one woman were denied promotion in STEM). Collectively, the promotion data indicate that no STEM women were promoted from Assistant to Associate and no SBS women were promoted from Associate Professor to Professor during the first two years of ADVANCE. While these two years may be anomalies, data should continue to be monitored to

determine where more targeted interventions may be warranted. Moreover, much of the ADVANCE-initiated programming designed to faciliate women's promotion was being launched in Year 2 and any potential impacts would not yet be evident in the data presented here, which encompases the first two years of the grant.

In comparison to the baseline period (Pre-ADVANCE, 2011-12), the number of women at the rank of Professor increased from 10 to 13 in STEM and remained stable at 10 in SBS (Table 4). In comparison to the baseline period, the percent of women at the rank of Professor also increased from 10% to 14% in STEM and 30% to 31% in SBS by Year 2 of the ADVANCE grant.

Table 4. Number and Percent Women Tenure-Track Faculty in STEM and SBS.

	Number of Women				Percent Women			
	Asst.	Assoc.	Full	**Total**	Asst.	Assoc.	Full	**Total**
STEM								
Pre-ADVANCE (2011-12)	11	21	10	**42**	32%	32%	10%	**21%**
ADVANCE Year 1 (2012-13)	10	20	12	**42**	28%	33%	12%	**21%**
ADVANCE Year 2 (2013-14)	14	17	13	**44**	35%	30%	14%	**23%**
SBS								
Pre-ADVANCE (2011-12)	8	14	10	**32**	47%	36%	30%	**36%**
ADVANCE Year 1 (2012-13)	7	16	9	**32**	58%	40%	28%	**38%**
ADVANCE Year 2 (2013-14)	9	20	10	**39**	60%	48%	31%	**44%**

4.1.2.4 Initiative 1.2 Summary

The three program activities designed to increase the number of female faculty at the senior level through promotion of existing mid-level faculty and targeting new hires at the senior level, as possible, are now fully underway.

The launching of the "Building Blocks for Your Career" in Fall 2015 (beginning of grant Year 4), designed to address faculty development needs, will be evaluated in the Year 4 External Evaluation Report.

The Visiting STEM Women Scholars Program has made three awards to date and feedback suggests the awards are resulting in new grant proposals, enhanced visibility (for example, opportunities to give symposia and serve on advisory committees), and the development of new networks and collaborations. Heeding the recommendation of the NSF 3rd Year Site Visitors to better integrate the Visiting Scholars Program into institutional transformation activities will ensure the Program reaches its full impact.

With the Faculty Senate's approval of the new department level P&T guidelines and standards in Year 3, the stage is set for working with deans and chairs to ensure that departmental guidelines are consistent with the recommendations (and that chairs are held accountable for implementing them). Ensuring implementation at the department level is essential for the revised P&T guidelines and standards to have

impact. Stakeholders noted that the guidelines and standards for promotion from Associate Professor to Professor are particularly variable and lack transparency.

Given that most hires are at the rank of Assistant Professor, increasing women's representation among Professors is likely to be achieved through promotion. As such, efforts to improve the transparency of promotion and tenure processes and to support women faculty development are essential for reaching this goal.

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

The Chair Professional Development Committee launched REAL (Reaching Excellence in Academic Leadership) in Spring 2014. The objectives of the REAL Chair and Directors Professional Development training are:
1. Increase department chairs' awareness of implicit assumptions and unconscious biases and their effect on decision-making and behavior
2. Guide them in an exploration of their own implicit assumptions to see how these may be impacting departmental climate issues and hiring and promotion decisions
3. Help them to develop the skills and tools needed to overcome their implicit biases or assumptions

The training is comprised of three components:
1. Seminar 1: Interactive theater-based training workshop offered in the Spring semester
2. Booster Sessions: Readings, video clips and Implicit Association Test during the summer months
3. Seminar 2: Workshop for discussing case studies in the Fall semester

The REAL Department Chair Training is also at the heart of the social science research project, designed to test the impact of the training on the representation of and departmental-level climate for women faculty at UNH. The REAL Committee has been working closely with the ADVANCE Research Committee. Per the design of

the study, chairs and directors are being invited to participate in cohorts. Chairs and directors from CEPS and CHHS comprised the first cohort and participated in grant Year 2 (of the 30 invited, 19 attended). Chairs and directors from COLSA and PAUL comprised the second cohort and participated in grant Year 3 (of the 38 invited, 21 attended at least one workshop). As shown in Table 5, the majority of attendees in Year 3 were male, held the position of Chair, and were from COLSA (there are more chairs and directors in COLSA than in PAUL).

Table 5. Characteristics of REAL Workshop Participants in Year 3

	Workshop #1	Workshop #2
College		
COLSA	13	10
PAUL	7	6
Position		
Chair (including Associate & Interim Chair)	15	15
Dean/Associate Dean	4	0
Program Director	1	1
Gender		
Female	7	6
Male	13	10
TOTAL Number	**20**	**16**

Chairs and directors also have the opportunity to apply for funds to support attendance at leadership development programs outside UNH. The REAL Leadership Development Grant Program was launched at the end of Year 2 and one woman department chair in CEPS has received a grant thus far.

Evidence of Impact — Evaluation Forms:

At the end of the second workshop, 15 participants completed evaluation forms to assess how well the various components helped them *facilitate a positive climate for faculty, particularly women faculty,* in their department or unit. Figure 19 displays responses for the two workshops and for the trainings as a whole and Figure 20 shows responses for the summer booster material.

Figure 19: REAL Workshop Ratings

April Applied Theater Workshop (Mean = 1.67)
- Did not attend: 3
- Not sure: 0
- 4=Not useful: 1
- 3=Minimally useful: 0
- 2=Moderately useful: 5
- 1=Very useful: 6

Today's workshop/discussion of case studies (Mean = 1.93)
- Did not attend: 0
- Not sure: 0
- 4=Not useful: 1
- 3=Minimally useful: 2
- 2=Moderately useful: 7
- 1=Very useful: 5

The trainings as a whole (Mean = 1.62)
- Did not attend: 0
- Not sure: 0
- 4=Not useful: 0
- 3=Minimally useful: 0
- 2=Moderately useful: 9
- 1=Very useful: 3

Number of Participants

■ Did not attend   ■ Not sure   ■ 4=Not useful
■ 3=Minimally useful   ■ 2=Moderately useful   ■ 1=Very useful

Figure 20. REAL Summer Booster Ratings

Recommendations for enhancing department climate (Mean = 2.0)
- Did not attend: 4
- Not sure: 0
- 4=Not useful: 0
- 3=Minimally useful: 0
- 2=Moderately useful: 11
- 1=Very useful: 0

Professional development opportunities for chairs/directors (Mean = 2.73)
- Did not attend: 4
- Not sure: 0
- 4=Not useful: 1
- 3=Minimally useful: 6
- 2=Moderately useful: 4
- 1=Very useful: 0

UNH faculty resource guide (Mean = 2.27)
- Did not attend: 3
- Not sure: 0
- 4=Not useful: 0
- 3=Minimally useful: 3
- 2=Moderately useful: 8
- 1=Very useful: 0

P&T Standards recommendations document (Mean = 2.55)
- Did not attend: 3
- Not sure: 0
- 4=Not useful: 3
- 3=Minimally useful: 0
- 2=Moderately useful: 8
- 1=Very useful: 0

Number of Participants

■ Did not attend   ■ Not sure   ■ 4=Not useful
■ 3=Minimally useful   ■ 2=Moderately useful   ■ 1=Very useful
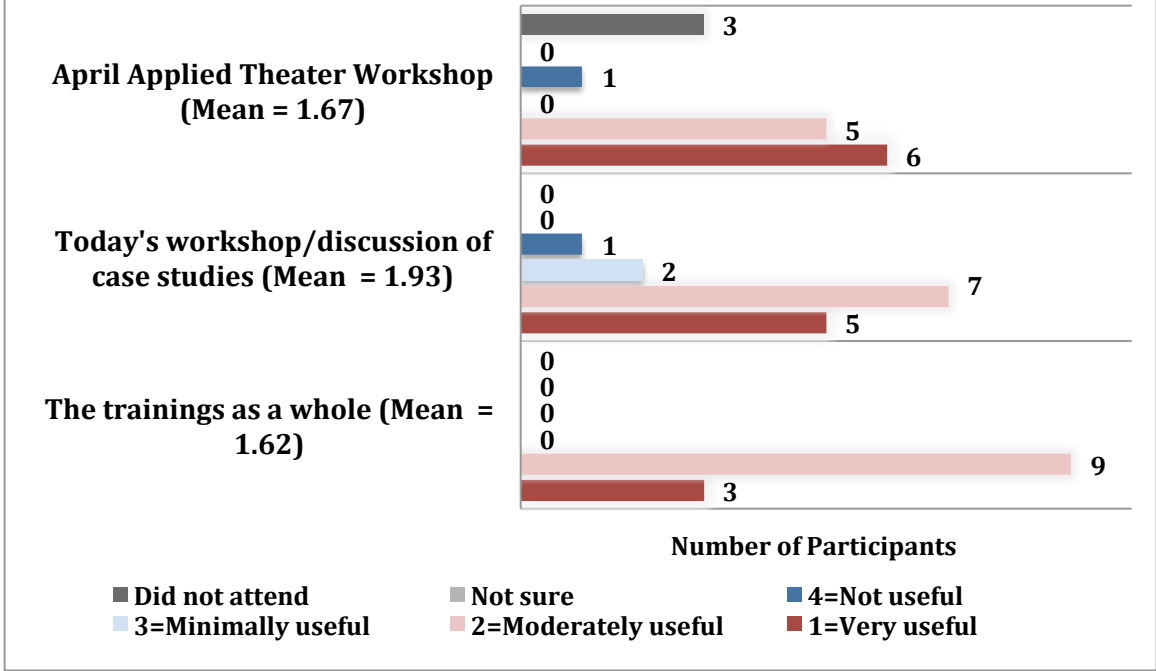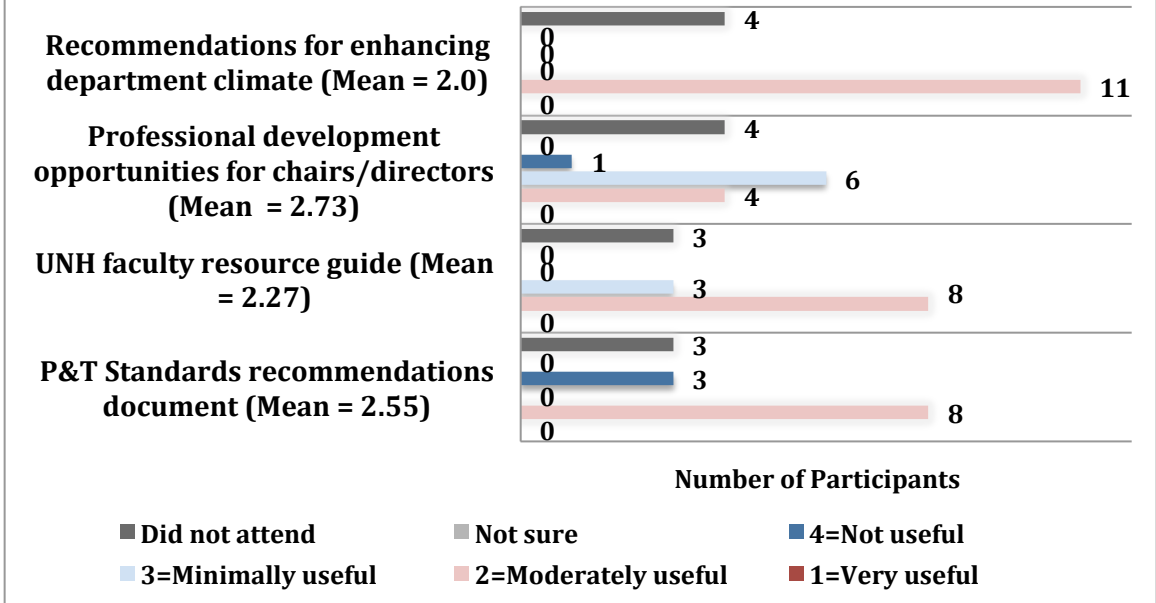
All participants reported the trainings as a whole were very useful or moderately useful in helping them facilitate a positive climate for faculty, particularly women faculty, in their department or unit. The majority of participants also found the

applied theater workshop and the discussion of case studies to be useful. In fact, when asked what parts of the training they found most useful, participants reiterated that they considered the applied theater presentation and the discussions to be the most useful components.

Evaluation of the summer boosters was a bit more mixed. All participants who participated in the summer boosters found the recommendations for enhancing department climate "moderately useful" but opinions varied with respect to the other boosters. In looking at the open-ended comments, some participants did not find the P&T standards useful because they was not applicable to their respective situations (for example, they do not work with tenure-track faculty).

Participants were also asked how they planned to use the information from the trainings. The majority reported that as a result of the information they learned they would be "more aware" of implicit bias. Other planned uses of the information and anticipated changes in behavior they mentioned were increased awareness of interpersonal dynamics in meetings and the need for transparency in ensuring equity. Additionally, they intended to be more careful with written evaluations, to consider all sides, and to redouble their efforts to be fair and considerate.

Evidence of Impact — Interviews:

Interviews with stakeholders suggest the feedback for REAL has been positive:

> "Chair training has been very well received. The feedback I got from the Chairs is positive."

> "I appreciated the discussion, the opportunity to hear how others handle situations. It was time well spent."

Additional evaluation data:
The Social Science Research team is collecting pre- and post-test data for each cohort to measure changes in attitudes and knowledge over the course of the REAL trainings. The climate survey (section 4.6) is also being used to examine the impact of the trainings on department climate. When findings become available, they will be shared with the external evaluator.

Plans for Sustainability
UNH ADVANCE has worked with the Office of Engagement and Academic Outreach to integrate the content from the REAL workshops within a broader chair training program, "Advancing Chairs as Leaders." While the four-part series will cover a range of issues (for example, budgeting and personnel), content from the REAL workshops (creating an inclusive climate through discussion of case studies and interactive theater) will be retained. The new Advancing Chairs and Leaders

program will begin in January 2016 and to preserve the integrity of the Social Science Research study, it will be offered to chairs and directors in COLA, EOS, and UNH-Manchester,[4] the final cohort of the study.

The ADVANCE team and other stakeholders see the transition of the training to the Office of Engagement and Academic Outreach as very favorable, reflecting UNH's commitment to ongoing chair training (the university had not engaged in regular, systematic chair training prior) and providing sustainability past the grant period.

4.2.1.1 Initiative 2.1 Summary

Findings from the REAL Chair training workshops and from interviews suggest the chair training has been valuable and well received by participants. Consistent with findings from Year 2, the interactive theater workshop and discussion of case studies were considered especially useful by participants, with the summer boosters receiving a more mixed evaluation.

The integration of the REAL training within the Advancing Chairs as Leaders Program is a promising step toward sustainability. It is critical, however, to continue to evaluate the impact of the program during Year 4 with the new format and expanded topics. Feedback from this initial year of the Advancing Chairs and Leaders Program should be used to help refine future sessions. Findings from the Social Science Research team (which is evaluating the impact of the chair professional development program on the department-level climate for women faculty) will be useful in guiding future efforts.

4.2.2 Initiative 2.2: Establish Formal Mentoring Policy

The team had originally planned to provide mentoring targeted at Associate Professors to help them achieve promotion to Professor. However, in Fall 2014, the Office of the Senior Vice Provost for Engagement and Academic Outreach initiated the Pathways to Professorship program to address the needs of Associate Professors who were within five years post tenure. With this need met, the ADVANCE Program pivoted to target the mentoring needs of Assistant Professors, launching the Pathways to Tenure program in Year 3. To enhance the readiness of Assistant Professors for tenure, the program offered three workshops on the following topics:

Workshop #1:   Navigating Your Department and Finding Advice Inside and Outside of Your Department
Workshop #2:   Navigating the College and University and Creating a Visible Presence in Your Field
Workshop #3:   Finding Work/Life Balance and Mentoring Best Practices

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[4] A couple of new chairs from other colleges are also being invited.

UNH Unbiased Year 3 External Evaluation

Of the 120 Assistant Professors at UNH, 31 participated. Although women faculty in STEM and SBS comprised about 13% of total participants (Table 6), 31% of STEM women Assistant Professors participated (per program records).

Table 6. Pathways to Tenure Workshop Participants in Year 3

	Number
College	
CEPS	7
CHHS	5
COLA	10
COLSA	4
PAUL	2
UNHM	2
Other	1
Gender and STEM/SBS	
Female	
STEM	3
SBS	1
Non-STEM/SBS	12
Male	
STEM	6
SBS	2
Non-STEM/SBS	7
TOTAL Number	**31**

Findings from Pre- and Post-Test Surveys:

Participants were asked to complete pre- and post-tests surveys to collect formative feedback and measure any changes in knowledge and satisfaction as a result of the program. In the pre-test survey, participants were asked to create a unique identification code based on the last four digits of their cell or home phone and the first three letters of the name of the undergraduate college attended.[5] Participants were asked for this same code in the post-test survey so that responses could be matched to their pre-survey. A total of 26 people completed the pre-survey and 18 completed the post-survey. A total of 14 pre- and post-test surveys could be matched either by their identification code or using a combination of other demographic information and/or partial codes.[6]

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[5] This was the same code used in the climate survey.

[6] The ADVANCE Program was fairly certain that participants who completed the post-test survey also completed the pre-test survey. Some participants did not provide a code and no match could be made for others. The ID codes matched perfectly for five participants; three were matched by partial ID (phone number) and demographic characteristics. Six participants were matched using demographic

Two methods were used to examine pre and post changes. The first examined changes in the proportion for the entire sample of pre and post-test surveys and the second examined the mean difference for participants whose pre- and post-test surveys could be matched.

Figure 21 presents changes in knowledge after attending Pathways to Tenure. Findings show an increase in knowledge between the pre- and post-test surveys in almost all areas measured. Statistically significant improvements in participants' knowledge occurred in the areas addressing work/life balance: how to improve work/life balance, UNH's tenure clock extension policy, and UNH's family leave policy. Statistically significant improvements were also achieved in the areas of how to increase their network to enhance career development and (for the matched sample) how to seek good career advice.

Figure 21. Change in Knowledge

% of Extremely knowledgeable + knowledgeable in overall sample — Pre ■ Post

Mean Difference between pre and post rating (1 = improvement by one level)

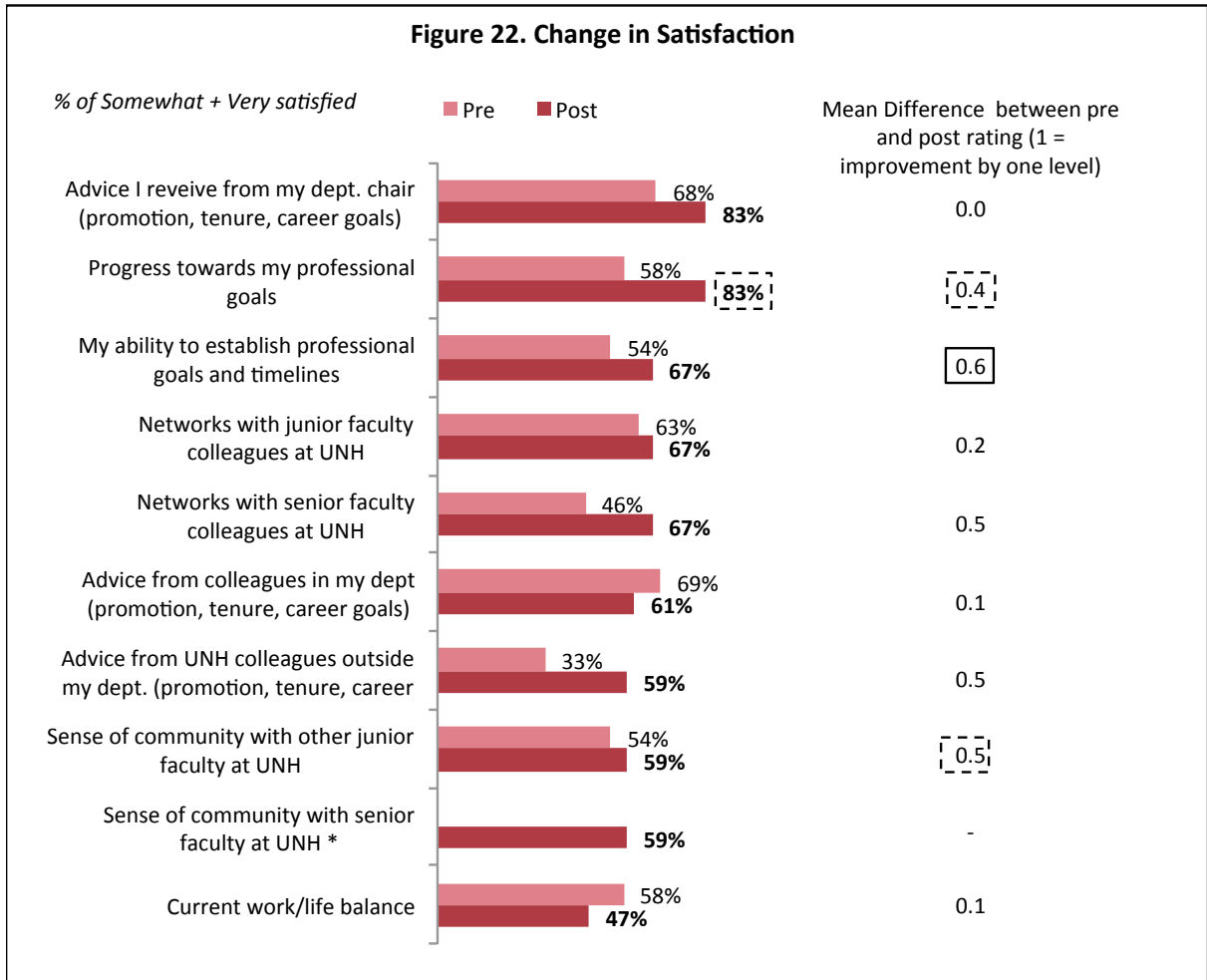|	Pre	Post	Mean Difference
How to improve my work/life balance	42%	**83%**	.64
UNH's tenure clock extension policy	12%	**83%**	1.21
How to seek good career advice	56%	**78%**	.54
How to increase my network to enhance my career development	40%	**72%**	.46
Promotion and tenure review process in my department	54%	**67%**	.14
Requirements for promotion and tenure in my department	65%	**67%**	.21
UNH's family leave policy	12%	**67%**	1.00
How to create a strong reputation for scholarship within my discipline	69%	**61%**	.29
Promotion and tenure review process in my college	36%	**61%**	.43
Requirements for promotion and tenure in my college	40%	**50%**	.07

Note:Q3(pretest) v Q1 (posttest). Pretest sample (26), posttest (18).

☐ *Significant increase from pretest to posttest (p<0.05)*

information only (i.e., only one unique match for the combination of answers to demographic questions).

Participants also increased their satisfaction with progress toward their professional goals, and for those with matched data, satisfaction with their ability to establish professional goals and timelines and their sense of community with other junior faculty at UNH also increased (Figure 22).
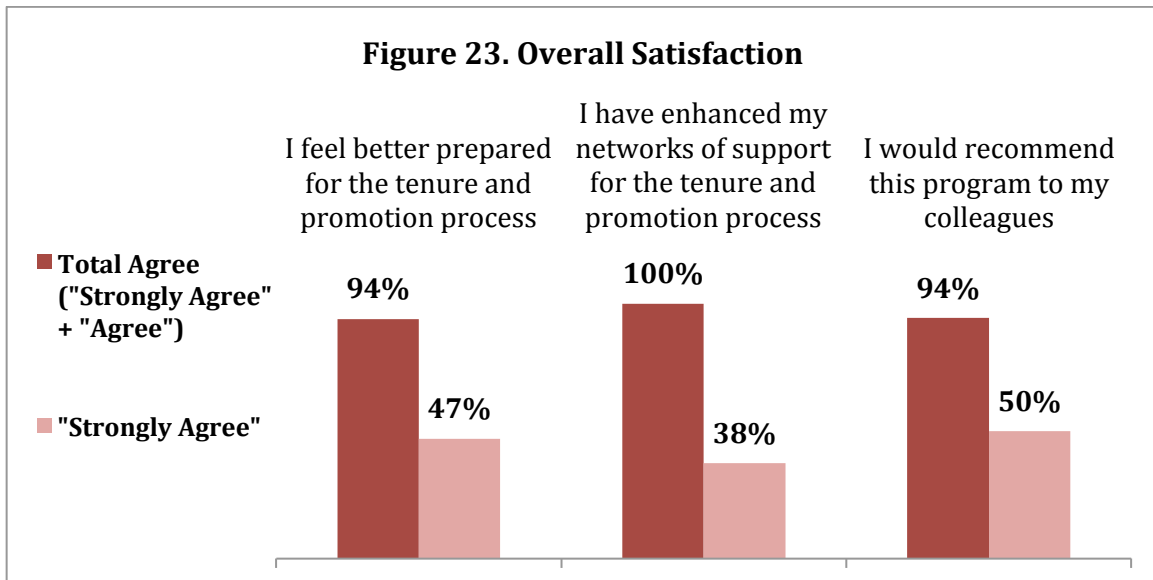
Figure 22. Change in Satisfaction

% of Somewhat + Very satisfied   ■ Pre   ■ Post

	Pre	Post	Mean Difference between pre and post rating (1 = improvement by one level)
Advice I reveive from my dept. chair (promotion, tenure, career goals)	68%	**83%**	0.0
Progress towards my professional goals	58%	**83%**	0.4
My ability to establish professional goals and timelines	54%	**67%**	0.6
Networks with junior faculty colleagues at UNH	63%	**67%**	0.2
Networks with senior faculty colleagues at UNH	46%	**67%**	0.5
Advice from colleagues in my dept (promotion, tenure, career goals)	69%	**61%**	0.1
Advice from UNH colleagues outside my dept. (promotion, tenure, career	33%	**59%**	0.5
Sense of community with other junior faculty at UNH	54%	**59%**	0.5
Sense of community with senior faculty at UNH *		**59%**	-
Current work/life balance	58%	**47%**	0.1

Note:Q4(pretest) v Q2 (posttest). Pretest sample (26), posttest (18).

☐ *Significant increase from pretest to posttest (p<0.05)*

┌┄┐ *Significant increase from pretest to posttest (p<0.1)*

Overall, participants were very satisfied with the program and reported positive outcomes (Figure 23). All participants agreed that their networks of support for the tenure and promotion process had been enhanced, and most (94%) agreed that they would recommend the program to their colleagues and they felt better prepared for the tenure and promotion process.

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Figure 23. Overall Satisfaction

	I feel better prepared for the tenure and promotion process	I have enhanced my networks of support for the tenure and promotion process	I would recommend this program to my colleagues

■ Total Agree ("Strongly Agree" + "Agree")

■ "Strongly Agree"

94%   100%   94%

47%   38%   50%

Participants' open-ended comments show that they found the opportunities to network, discussions of external reviewers and letter writers, and information about faculty leave benefits especially useful. Some participants did find the work/life balance session to be the least useful, however, with one explaining, "I have no family"). One respondent reported that the program failed in "addressing how the tenure process is different for women, people of color, folks with disabilities, and LGBTQ folks" and suggested that the program "bring in more diverse voices. This felt like a very white program."

Findings from Interviews:

In interviews conducted by the external evaluator, stakeholders reiterated some of the key benefits of the workshops, including expanding their networks, a better understanding of the promotion and tenure process, and increased awareness of work life policies, for example:

> "One of the best things was the opportunity to meet with people across campus that I would not otherwise have the opportunity to meet. The networking opportunities and getting to know others in this campus community were really valuable."

> "I found out that there were at least a couple of things that I thought I knew that I didn't know. And I hadn't even thought about the external letter writers before, but they are so critical to the process."

> "The panel discussions were the most memorable. The work-life balance panel was especially useful."

"There were tenure-track faculty there who didn't even realize there was a parental leave, and two male faculty whose wives were expecting that had no idea they had parental leave they could access."

While feedback was extremely positive, some suggestions from participants for improvement or refinement included:

"Some of us feel very underrepresented and it would be useful to have some focused sessions as well for those who may feel underrepresented."

"Is there a way to involve more senior faculty members other than as panelists? I would really like more interactions with senior faculty beyond chairs."

"There are differences across colleges that we couldn't really get in to. Maybe provide the opportunity for people to learn more about their college-specific processes and have someone from each college who can answer questions. Maybe this could be done in small groups."

"It would be helpful to know how often the program runs so we can decide when the best time is for us to participate, given our other commitments and how long we have before we go up for tenure."

Recommendations:
- Consider adding opportunities for college-specific discussions/panels, if feasible
- Add content about the ways that gender, race, disability, and LGBTQ identities (and their intersectionalities) may impact the tenure and promotion process
- Work with the external evaluator and social science research group to explore alternative identification codes to increase the number of participants whose pre- and post-data can be matched

4.2.2.1 Initiative 2.2 Summary

Thirty-one faculty participated in the inaugural year of Pathways to Tenure, including 31% of STEM women Assistant Professors. Feedback from evaluation forms and interviews show the participants credit the program with helping to demystify the promotion and tenure process, providing opportunities to build their networks, learning more about the external reviewers and letter writers, and learning about work-life balance resources such as parental leave policies.

Post-program surveys indicate 94% would recommend this program to their colleagues and that they feel better prepared for the tenure and promotion. All participants agreed that they have enhanced their networks of support for the tenure and promotion process.

Pre- and post-surveys indicate participants knowledge and satisfaction increased along almost all measured dimensions. Statistically significant increases in knowledge occurred in the following areas: how to improve work/life balance, UNH's tenure clock extension policy, UNH's family leave policy, how to increase one's network to enhance career development, and how to seek good career advice. Participants also showed statistically significant increases in satisfaction with progress toward professional goals, ability to establish professional goals and timelines, and sense of community with other junior faculty at UNH.

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

A salary equity study was completed in Year 3. The study included all tenured and tenure-track faculty as of May 1, 2014. Findings indicate that women faculty are paid on average $17,714.71 less than male faculty (the average 9-month salary was $90,590.29 for women and $108,305 for men). When factors that affect salary were controlled (such as rank, year of service, college, full time equivalence, and past administrative appointment), a gender difference remained but it was not statistically significant.

The study found that gender did have an indirect effect on salary; gender was a powerful predictor of rank and rank in turn is a powerful predictor of salary. Female faculty were 70% less likely than male faculty to be at the rank of full professor, suggesting that attention to women's promotion to professor is essential for closing the gender gap in salary. The ADVANCE team plans to continue current programmatic efforts that address the needs of women faculty at the Associate Professor rank, including Promotion and Tenure Policy Alignment, the Visiting STEM Women Scholars Program, and "Building Blocks for Your Career" lunch series.

Some stakeholders expressed concern that the lack of statistically significant gender differences in salary would result in complacency and diminished attention to areas where discrepancies may persist and need to be addressed:

> "The wage equity study showed a lot of variability in salaries, but folks may not think they need to look into it further because the differences were not statistically significant. But there still may be meaningful discrepancies that need to be addressed. We need to have tools for Chairs and Deans so they know how to look for inequities and how to address them."

> "We need to look at wage equity at the department level. There may be pockets of inequities that we should be aware of."

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

4.4.1 Career-Life Balance Subcommittee

In Year 3, The Career Life Balance subcommittee of the ADVANCE Faculty Career Advancement Committee has focused on proposals to (1) revise the tenure clock extension policy from "opt in" to "opt out" and (2) revise the tenure track faculty family leave benefit to (a) apply to all FMLA events (not just birth or adoption of a child), (b) make it an employee benefit and not a family benefit, (c) effective during a 12-month period, and (d) allow for modified duties.

The policies had been brought to collective bargaining, but were rejected and at the time of the external evaluation visit, they were going to mediation.

While waiting for the outcome of proposals, the team will continue to educate faculty about the policies currently available, which is indeed important as some new faculty had not known about the policies, as mentioned in Section 4.2.2. Moreover, stakeholders observed that lack of awareness of current policies had resulted in "inequities as certain people benefitted more from more makeshift policies."

The team also intends to build support for the expansion of work-life policies by encouraging discussion of the soon-to-be-released report on work-life balance from the climate survey. They will continue to disseminate information about family-friendly resources, which they helped compile for the HR website.

Recommendations:
- Continue efforts to make faculty and chairs aware of current work-life policies to increase transparency and equity
- Ensure information about current work-life policies and resources are integrated into other ADVANCE initiatives, especially Pathways to Tenure and Advancing Chairs as Leaders
- Engage with UNH Communications to support the upcoming release of the report on work-life balance based on the 2013 climate survey

4.4.2 Goal 4 Summary

Bringing policies to collective bargaining was an important step toward the goals to (1) revise the tenure clock extension policy from "opt in" to "opt out" and (2) revise the tenure track faculty family leave benefit to (a) apply to all FMLA events (not just birth or adoption of a child), (b) make it an employee benefit and not a family benefit, (c) effective during a 12-month period, and (d) allow for modified duties.

Although the outcome of the policies is uncertain at this time, the team can continue to educate UNH faculty and administrators about the work-life policies and

resources that are currently available. ADVANCE initiatives (especially the Pathways to Tenure and Advancing Chairs as Leaders Program) provide opportunities to help raise awareness of work-life resources. Engaging UNH Communications in proactive dissemination of the upcoming report on work-life balance findings from the climate survey can help raise awareness of the policies.

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

At the beginning of Year 3, the UNH ADVANCE website was redesigned, populated with current information, and is being continually updated. Key UNH partners such as Human Resources, the Office of the Provost, and the Office of Engagement and Academic Outreach, have created links from their websites to the UNH ADVANCE home page.

4.5.2 Distribution of 2013 Climate Study Findings

UNH ADVANCE continues to disseminate findings from the 2013 climate study. In Year 3, a report on UNH's Non-Tenure Track Faculty Perceptions of Department Influence, Fit, and Fairness was released. (A corresponding report for Tenure-Track Faculty was released in Year 2). All reports from the climate study are available on the ADVANCE website.

The team is also planning to release a report on work-life balance, timed for release around the same time as the request to participate in the Fall 2015 Climate Survey, which will help generate interest in participating in the 2015 survey.

In interviews, Deans and Chairs reiterated the desire to learn more about climate. Deans reported that college-level data would be extremely useful, if it could be provided within IRB guidelines. As one stakeholder explained:

> "It gives you something objective to respond to and I think just like the interactive theater can stimulate a conversation, the data stimulates a conversation. We just have to keep the conversation going. Whatever the injection is, so it stays top of mind among our leadership priorities, I think that's key."

4.5.3 Other Communication and Dissemination within UNH

The ADVANCE Team continued to pursue opportunities in Year 3 to disseminate information and findings to the campus community (for example, through

presentations at college faculty meetings) and to the UNH Manchester campus (offering GEAR-UP training on the Manchester campus in August 2015).

UNH's 150th anniversary is around the corner (the university was founded in 1866). ADVANCE should engage with UNH Communications to develop a communication strategy that capitalizes on this high profile anniversary.

4.5.4 Goal 5 Summary

With the redesign of the website, presentations about ADVANCE at key faculty events, and continued dissemination of the climate survey findings to the campus community, the UNH ADVANCE team has taken effective steps to create and maintain campus-wide awareness. Yet, more remains to be done.

One of the recommendations of the NSF Third Year Site Visitors was to expand awareness of ADVANCE activities and programs among the UNH campus community. In response to this recommendation, the UNH ADVANCE team has suggested continuing current dissemination efforts (such as presentations at senate and college faculty meetings) and engaging the services of UNH Communication and Public Affairs in developing a communication plan. With key program activities now underway, the team can more aggressively target communication and dissemination efforts across the campus community.

4.6 Goal 6 - Social Science Research Study: Conduct a longitudinal field experiment to assess Goal #2 by investigating the impact of department chair professional development on department level climate at UNH

The Research 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 quasi-experimental design involves staggering the "treatment" (REAL Chair Professional Development) over time by college to create a control group of departments that did not yet receive "treatment." (By the end of the grant, all departments will have participated in the REAL Chair Professional Development program.) In grant Year 2, the College of Engineering and Physical Sciences (CEPS) and the College of Health and Human Services (CHHS) participated; in grant Year 3, the College of Life Sciences and Agriculture (COLSA) and the Paul College of Business and Economics (PAUL) participated. The remaining chairs will participate in the upcoming Advancing Chairs and Leaders program (See section 4.2.1 for information about the REAL Chair Professional Development program.)

Annual climate survey data is being used to assess the impact of the REAL training. Moreover, the Social Science Research Team is also collecting pre-post training data. Data from the climate survey and pre-post surveys are being analyzed and will be made available after the third group of chairs in the study completes training and full data are available for analysis.

Questions on bystander behavior have also been added to the climate survey, allowing the Social Science Research Team to make additional contributions to ADAVNCE programming as well as the academic literature on the role of bystander behavior on organizational climate.

4.7 Other Findings

1. Internal Steering Committee

Stakeholders report the Internal Steering Committee has the proper representation:

> "There's a fine balance between having a committee that's representative, for it to be lean enough to be efficient and effective but large enough to have some, where it can be inclusive of different perspectives and I think there's a good balance with that."

To date, stakeholders reported that the ISC meetings have focused on ADVANCE team reports on progress. As the grant enters Year 4 out of 5, the focus of the ISC should start to shift toward more specific discussions of sustainability and ways to spearhead sustainability efforts. Discussion of data (climate survey, toolkit, evaluation efforts, etc.) will be essential for informing sustainability efforts.

2. Communication and Decision-Making

A concern raised in the interviews was that committees were sometimes left out of the decision-making process, perhaps because of tight deadlines or the involvement of multiple stakeholders.

3. Transition in UNH Leadership

Although the NSF 3rd Year Site Visit Team was concerned that the transition at the Provost's office would negatively impact ADVANCE, high engagement from the Interim Provost has been reported by stakeholders:

> "With respect to ADVANCE, I don't know if I can identify anything that's different with the change at the Provost's level... if I was here when Dr. MacFarlane was Provost and I didn't know there was a change and I came back and I didn't see the provost or see the provost's name I'd probably go, 'We're moving along with the same leadership,' and nothing would stand out to me.'"

While stakeholders report the Interim Provost (Dr. Vasudevan) is very knowledgeable and supportive of ADVANCE, some noted the uncertainty of not knowing who the next Provost will be:

> "If we have a new president and provost, where will ADVANCE fit in their priorities? Until the new person is in place, we won't know for sure."

> "I don't expect that the flux in the top administration will have a big impact on our efforts, but it is a bit unsettling since [Dr. MacFarlane] was such a champion and [Dr. Vasudevan] is also very much aware of what we are doing and is very supportive."

> "There will be another Provost next fall and it's likely we may have to have baseline conversations next year to get the new Provost up to speed. Hopefully the new Provost will be as invested in our success."

4. Equity Advocates

The role of Equity Advocates is under discussion, but has not yet been finalized. The Equity Advocates may serve within their own respective colleges as local representatives about ADVANCE issues. Possible activities of the Equity Advocates that have been considered include facilitating discussions of the new P&T guidelines, working with search committees, and assuming some of the work of the ADVANCE committees. The role of Equity Advocates may provide an excellent opportunity to involve additional, senior male colleagues in transformation efforts.

5. CONCLUSION AND RECOMMENDATIONS

Substantial progress in the implementation and development of ADVANCE program initiatives took place in Year 3.

The GEAR-UP Search Committee Training and REAL Chair Training are UNH ADVANCE's most mature program activities, having run for two years thus far. To date, GEAR-UP has trained 230 people. The wide reach of this program has helped raise the visibility of UNH's ADVANCE Program across campus. Participant feedback from evaluation forms and interviews indicate GEAR-UP is increasing knowledge about implicit biases and microaggressions and is providing faculty with a common language with which to approach the decision-making process and reinforce best practices for search committees. Data on the percent of women in the applicant pools, finalists, offers, and hires suggest women's representation has increased in comparison to the baseline. Data from the climate survey indicate that STEM faculty serving on search committees during the 2014 -15 year are more likely to have attended GEAR-UP and have experienced more equitable search committee practices than SBS faculty.

The REAL Chair Training has also been well received by participants. The integration of the REAL workshop content within the new Advancing Chairs as Leaders Program is a meaningful step toward sustainability; however, additional evaluation data should be collected to provide feedback on the new format and expanded topics. The Social Science Research study will be assessing the impact of this intervention upon department-level climate.

The first Pathways to Tenure program was launched in Year 3 and 31% of STEM women Assistant Professors participated. In post-program surveys, 94% affirmed that they would recommend the program to their colleagues and they felt better prepared for the tenure and promotion process, while all participants agreed that they have enhanced their networks of support for the tenure and promotion process. Findings from analyses of pre- and post-surveys indicate statistically significant increases in knowledge pertaining to work/life policies, how to increase one's network and how to seek good career advice. Statistically significant increases in satisfaction with their sense of community with other junior faculty and their progress toward and ability to set professional goals were also found.

The approval of the new department level P&T guidelines and standards by the Faculty Senate was an important step in Year 3. Additional action will be required, however, to ensure that departments review and revise their own guidelines to ensure compliance. Increasing transparency for the promotion from Associate Professor to Professor is especially needed. The salary equity analysis affirms that a focus on promotion of women faculty from Associate Professor to Professor will improve gender equity in salaries.

Other strengths observed during Year 3 include:

- Visiting STEM Women Scholars Program is helping women develop new collaborations, submit new grant proposals, and enhance their visibility
- Proposals to increase career-life balance were brought to collective bargaining
- GEAR-UP training was extended to UNH-Manchester
- Social Science Research team is using climate data to investigate bystander behavior

Primary challenges in Year 3 were:

- Lack of a unified communications strategy
- Concern about the fate of the work-life balance proposals in mediation
- Uncertainty brought about by upcoming changes in top administration

Key recommendations:

- Determine the roles and responsibilities for the Equity Advocates and implement this program as soon as possible in Year 4 so that its effectiveness can be evaluated prior to the end of the grant. Consider the Equity Advocate role an opportunity to involve additional senior male colleagues in transformation efforts.
- Increase content in the Pathways to Tenure program that addresses the needs of faculty from underrepresented groups.
- Shift the role of the ISC toward focused discussions of sustainability for program activities showing evidence of impact (for example, GEAR-UP). Discussion of data should be central for informing sustainability efforts.
- Disseminate as much college-level and department-level data as possible (climate, salary, toolkit, etc.) to Deans and Chairs and engage them in discussions of opportunities to address climate and equity.
- Proceed with plans to work directly with Chairs and Deans to ensure departments review their P&T guidelines and make them consistent with the guidelines approved by the Faculty Senate. It is especially important to align guidelines for promotion from Associate Professor to Professor.
- Continue efforts to raise awareness of current work-life policies and integrate information within other ADVANCE activities.
- Engage with UNH Communications to strengthen dissemination efforts, promote the imminent release of the climate survey report on work-life balance, and capitalize on the upcoming 150th Anniversary of the University.

As UNH ADVANCE enters Year 4, assessment of the impact of all initiatives launched and underway will be essential for guiding sustainability efforts. The program is collecting a substantial amount of data and is well positioned for a comprehensive evaluation of the impact of ADVANCE activities in Years 4 and 5.