

ADVANCE: Institutional Transformations for the Future of the Faculty



Annual Report August 2012

ADVANCE Faculty Affairs and Diversity Office

University of North Carolina at Charlotte

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ADVANCE Institutional Transformation Award: For the Future of the UNC Charlotte Faculty – 2011-2012 Annual Report

- **Executive Summary**

UNC Charlotte ADVANCE Faculty Affairs Office (UNC Charlotte ADVANCE) is an essential component of the efforts at UNC Charlotte to create an inclusive university climate. Specifically, the overarching goal of the ADVANCE office is to increasing the representation and advancement of women faculty, including women of color, in Science, Technology, Engineering and Math (STEM) disciplines by supporting the recruitment, retention and academic success of women faculty in these disciplines.

UNC Charlotte ADVANCE was originally funded in 2006 and is now in a 12-month no-cost extension to allow us to complete several important initiatives, and to complete the transition to a University-funded office.

The UNC Charlotte ADVANCE programming has been designed from the outset to produce a sustainable institution-wide impact through changes in policy and practice. This report highlights the program initiatives for the academic year 2011-2012, and a number of the summative program outcomes in overall trends since the grant was awarded in 2006. To achieve its goal of promoting a diverse institutional environment at UNC Charlotte, ADVANCE continues to address key questions critical to the development of an inclusive sustainable climate that supports the recruitment, retention and academic success of women faculty, particularly in the STEM disciplines.

Overall, our data this year suggests forward movement in advancing females in STEM and SBS disciplines at UNC Charlotte.

- The distribution of women faculty in STEM and Social and Behavioral Science (SBS) disciplines has continued to improve since the baseline academic year of 2004-2005. This is significant because of the constraints in hiring imposed by the financial recession and significant loss of University funds for new hires. However, the increase in the number of female STEM faculty has been relatively small, and it should be noted that the economic downturn has had a disproportionate impact on the recruitment of women faculty in STEM disciplines when compared to their male counterparts.
- Women continue to be disproportionately represented in the non-tenure earning ranks, suggesting that women still face challenges in advancing to tenure track positions at the institution.

- As in past years, all promotion and tenure package submissions by STEM and SBS women in the 2011-2012 academic year were granted. However, fewer women than men came up for tenure in the STEM fields. In contrast, in SBS disciplines, more women than men applied for, and were approved for tenure. From 2005 – 2012, women have been denied tenure less frequently than men - the denial rate for women was one in 27, and for men, one in 10.
- Overall for both STEM and SBS departments, women lag behind men in promotion to full professor. Even in the SBS fields where women are more highly represented this academic year, males outpaced women 2 to 1 in their promotion to full professor.
- Voluntary attrition among female tenured faculty in STEM is low, with only two women faculty members voluntarily leaving STEM departments during this academic year. One of those, a full professor in engineering, left the institution to take a position as dean for another college of engineering in the state, thereby adding to the number of women leaders in the engineering field.
- Women continue in the STEM disciplines continue to be underrepresented in leadership roles at the University. Only one out of 12 departmental chairs is female. However, a second female STEM chair has been hired as of August 2012, adding to both the number of female STEM full professors and women leaders at the University. In contrast, five of six SBS department chairs is female.

- **UNC Charlotte ADVANCE Organizational Structure**

The UNC Charlotte ADVANCE is staffed by a small professional team, led by Faculty Director, Dr. Yvette Huet. The Organizational Structure of UNC Charlotte ADVANCE has changed considerably over the past two years. At the beginning of the 2011 – 2012 academic year, the position of Faculty Director was altered from 50% to approximately 10% time. This occurred as a result of Dr. Huet’s appointment as Interim Chair of Kinesiology. In an attempt to compensate for this loss of time, the position of Lead Evaluator was expanded and increased from 50% time to 75% time. In August 2011, Dr. Elizabeth Wemlinger, who from 2009 - 2010 had held the position of Evaluation Graduate Assistant, joined the team in a 75% position as Lead Evaluator, taking over the position vacated by Dr. Audrey Rorrer. In December 2011, Lynn Roberson, the ADVANCE Office Project Director for the previous two years, left the office and was replaced by Dr. Andrea Dulin. The position was altered from a 100% time to a 50% time position. . Finally, the Administrative Associate in the Office, Ms. Alexandra Arrington, began an educational leave in the spring of 2012 to complete her MS degree. She was gone for 4 months. In July, Ms. Arrington went on maternity leave, and will return in fall 2012.

The organizational components of the ADVANCE office, and the key individuals involved in the different aspects of the program are listed below.

UNC Charlotte ADVANCE Organizational Structure 2011 – 2012

The UNC Charlotte ADVANCE Faculty Affairs Office provides leadership and support for all ADVANCE program components. The ADVANCE team centralizes and guides leadership and faculty development initiatives and mentoring efforts and supports policy changes to promote institutional changes to benefit all faculty. Members of the team include:

Dr. Yvette M. Huet, Co-Principal Investigator for NSF ADVANCE grant; UNC Charlotte ADVANCE Faculty Director; Health Services Research Doctoral Program Director; Professor, Department of Biology
Dr. Elizabeth Wemlinger, Lead Evaluator
Dr. Andrea Dulin, Project Director
Alexandra Arrington, Program Associate
Joseph Cochrane, Evaluation Graduate Assistant; NSF Data Project Evaluation

The UNC Charlotte ADVANCE Leadership Team provides the focus and strategy for the ADVANCE initiatives. The team comprises faculty and university leadership, predominantly from the Science, Technology, Engineering and Math disciplines. The leadership structure also encompasses a smaller sub-set of this group, which provides guidance to the work. These individuals are identified with an *

*Dr. Joan Lorden, Provost and Vice Chancellor for Academic Affairs for UNC Charlotte, leads the work as Principal Investigator for the NSF grant. Dr. Lorden is joined by:

*Dr. Yvette Huet, ADVANCE Faculty Director; Health Services Research Doctoral Program; Professor, Department of Biology

*Dr. Mary Lynne Calhoun, Dean, College of Education; Chair, Future of the Faculty Committee

Dr. Nancy Gutierrez, Dean, College of Liberal Arts & Sciences

Dr. Nancy Fey-Yensan, Dean, College of Health and Human Services

Dr. Rosie Tong, Director, Center for Professional and Applied Ethics, Speakers' Series Chair

*Dr. Kim Buch, Department of Psychology, Mid-Career Mentoring Program Chair

Dr. Susan Sell, Associate Dean, Graduate School

Dr. Lisa Walker, Chair, Department of Sociology

Dr. William Tolone, Professor, College of Computing and Informatics

Ms. Cathy Blat, Director, University Center for Academic Excellence

The UNC Charlotte ADVANCE Faculty Affairs Office Support Functions

The ADVANCE Faculty Affairs Office provides support for the Committee on the Future of the Faculty and the Faculty Ombuds Office.

The purpose of the Future of the Faculty Committee is to review policies, processes, and practices at UNC Charlotte that might impede the recruitment, retention, and full professional development of faculty members, particularly women faculty in the Science, Technology, Engineering and Math (STEM) areas.

The UNC Charlotte Faculty Ombuds Office was established to provide an alternative resource for the management, prevention and resolution of conflicts arising among the faculty and administration of the University. This position arose from a recommendation from the Future of the Faculty Committee to Provost Lorden. The recommendation was reviewed and then passed to the UNC Charlotte Faculty Council for their discussion and input. Faculty Council approved a resolution intended to support the need for such a position. In the Spring of 2012, the university appointed Dr. Bruce Auerbach as its first Ombuds for faculty and administrators. More information can be found at: <http://ombuds.uncc.edu/>. This is a university-funded initiative, which is part of our institutionalization effort.

- **UNC Charlotte ADVANCE Primary Goals**

UNC Charlotte ADVANCE has focused its programming around five primary goals:

Goal 1: Recruitment: To increase the number of female faculty - including women of color - interviewed and hired in Science, Technology, Engineering and Math disciplines at all ranks.

Goal 2: Retention and Advancement: To increase the number of female faculty, including women of color, retained and promoted in STEM disciplines at all ranks.

Goal 3: Climate: To improve and ensure gender equity in views on salary, workload, resources, and recognition at the university.

Goal 4: Institutional Transformation: To catalyze organizational change that will intentionally attract, retain, support and advance women in STEM disciplines.

Goal 5: Dissemination: To communicate resources, findings and best practices of gender equity recruiting, retention, and climate initiatives, particularly among STEM disciplines

- **Progress Towards UNC Charlotte ADVANCE Goals**

The key questions that continue to drive UNC Charlotte ADVANCE initiatives include:

- Are we positively impacting the distribution of women faculty in STEM?
- Are women being recruited into STEM disciplines and, once at UNC Charlotte, are they retained and promoted?
- Are women in STEM disciplines advancing into leadership positions?

The overview below addresses these key questions. Toolkit tables, which report data from the most recent year available (2010 – 2011), are located in the Appendix at the end of the report.

- **Change in Numbers of STEM and SBS Female Faculty**

STEM

Overall, our data suggest forward movement in advancing women in STEM faculty positions and leadership roles at UNC Charlotte. The distribution of women in STEM and Social and Behavioral Science (SBS) disciplines has improved since the baseline academic year of 2004-2005. Within the STEM disciplines, the number of female tenured and tenure track STEM faculty increased from 31 out of 219 (just over 14%) in 2004, to 47 out of 220 in 2011 (just over 21%). This is significant because of the constraints in hiring imposed by the financial recession and significant loss of university funds for new hires.

The number of female STEM non-tenure track faculty decreased from 19 out of 42 in 2004 (about 50%), to 31 out of 68 in 2011 (45% of faculty).

SBS

Within the SBS disciplines, the number of female tenured and tenure track faculty increased from 36 out of 94 in 2004, to 42 out of 100 in 2011, which represents an increase in the percentage of female faculty in SBS from 38% to 42%.

The number of female SBS non-tenure track faculty increased from 6 out of 11 to 10 out of 14, an increase of 17%.

- **Tenure Review Outcomes for Women STEM and SBS Faculty from 2005 – 2011**

STEM

From 2005 to 2011, there were 27 female faculty and 55 male faculty that came up for review for tenure in the STEM disciplines. Of the 27 female faculty, 26 were approved (6 by early tenure) and 1 was denied. Of the 55 male faculty, 50 were approved (13 by early tenure) and 5 were denied. The approval and early tenure rate is similar for men

and women. Women have been denied tenure less frequently than men - the denial rate for women was 1 in 27 and the denial rate for men over this same time period was 1 in 10. In the current 2010-2011 year there were 11 men from STEM disciplines that went up for tenure, and only one of these individuals was denied tenure. All of the 6 female faculty that went up for tenure were approved. The only early tenure applications during this time frame were from women.

SBS

From 2005 to 2011, there were 11 female faculty and 13 male faculty that came up for review for tenure in the SBS disciplines. Of the 11 female faculty, all were approved (5 through early tenure). Of the 13 male faculty, all were approved (9 through early tenure). The rates for men and women going up for tenure are more similar in SBS disciplines because of the higher representation of women in SBS fields. There was, however, a larger gap in early tenure between men and women - more men went up for early tenure than women. For the 2010-2011 academic year, 4 women and only 1 male faculty member went up for tenure. Of the 4 women, 1 went up for early tenure. All of the tenure applications in the SBS fields were approved.

- **Promotion Review Outcomes (Associate to Full Professor) of Women Faculty in STEM and SBS Disciplines**

STEM

From 2005-2011, there were 5 female faculty and 18 male faculty that came up for review for promotion to full professor in the STEM disciplines. All 5 females were approved. Of the 18 male faculty, 17 were approved. For the 2010-2011 year, 7 men and 2 women in STEM departments went up for promotion to full professor. All were approved.

SBS

From 2005-2011, five female faculty and 8 male faculty came up for review for promotion to full professor. Of the 5 female faculty, 4 were approved. All 8 male faculty were approved. During the 2010-2011 academic year, only 2 women requested promotion to full, and both were approved. Four men went up for promotion to full in the SBS departments. All were approved.

- **Retention of Female STEM and SBS Faculty Members**

Relatively few women or men left their departments voluntarily during the 2010-2011 term. The attrition in the STEM departments was associated with the loss of 2 women and 2 men. Both of the women that left were from engineering departments. The loss of 2 women faculty members from these departments had a strong negative impact on the representation of women in this college, which already has one of the lowest number of

women faculty members in the University. Also, one of these women was a full professor and the other was an associate professor. The full professor took a position as a dean for another college of engineering in the state, adding to the cohort of women in leadership positions in engineering.

In the SBS departments, one female assistant professor left voluntarily.

- **New Tenured and Tenure Track Hires in 2010-2011 (STEM & SBS)**

In 2010 – 2011, there were 4 women and 6 men hired as assistant professors within the STEM disciplines. No women were hired as associate professors or full professors.

Within the SBS disciplines, 2 women were hired as assistant professors and 1 woman was hired as a full professor. No men were hired in the SBS fields.

- **Women STEM and SBS Faculty in Leadership Positions**

With regard to tenured full professors, only 20% of full professors across the entire university are female. However, in STEM departments, there are only 6 female tenured full professors out of 93, and just over twice that number in SBS departments. With regard to STEM department chairs, the representation of women is even more meager, where only one out of the 12 department heads (8%) is a woman. However, a second female STEM chair has been hired as of August 2012, adding to both the number of female STEM professors and women leaders at the University.

In the SBS departments the trend is quite the opposite - there is only one department that does not have a female chair. Women make up 83% of the chairs in SBS departments.

Three of the nine deans at the University are women. In other leadership positions, such as center directors or associate/assistant deans, women are still underrepresented. Only 8 associate or assistant deans out of the 24 are women, and 4 of the 9 center directors are female.

In senior administration, both the Provost and Vice Chancellor for Business Affairs are female.

- **Overall Successes and Challenges Experienced by UNC Charlotte**
ADVANCE in Reaching its Goals Related to Campus Diversity and Equity

The percentage of female faculty in STEM and SBS disciplines has risen since our baseline year (2004). Within the STEM disciplines, there are 47 women out of a total of 267 faculty, which is close to 18%. This represents an increase since baseline year of 2004, where only 14% were women. While there certainly has been an increase overall in the number of female faculty in both the STEM and SBS fields, this increase has been relatively small. Because of the small numbers of female faculty in some departments, a change of only one or two women can have a large impact on the distribution pattern. On a positive note, women faculty are being retained in STEM and SBS departments, as evidenced in our annual analysis of voluntary attrition.

Regarding promotion, in the 2010- 2011 year, all female faculty members who went up for tenure were approved, which continues the trend of 100% approvals for female faculty that has been reported for the previous 4 years. At the rank of full professor, however, women continue to be underrepresented.

Women continue to be disproportionately represented in the non-tenure earning ranks, suggesting that women still face challenges advancing to tenure track positions in STEM departments.

When considering the gender distribution of faculty in leadership positions in the institution, there is still much work to be done in the STEM disciplines. The number of women in leadership positions is disproportionately low. It is encouraging to note, however, that women hold two senior administration positions at the University – the Provost and the Vice Chancellor for Business Affairs.

It is clear that continuing economic challenges have negatively impacted the ability of the university to hire faculty at all ranks. Indeed, since 2008, the institution has operated under various university hiring and salary freezes instituted by the North Carolina Legislature, the Governor through Executive Order and the UNC System. However, it should be noted that the economic downturn has had a disproportionate impact on the recruitment of women faculty in STEM disciplines when compared to the decreases in recruitment of male faculty. Even though attrition rates have been low among women in STEM disciplines, the loss of even one woman has significant impact, because of the low numbers of women in STEM disciplines compared to the numbers of men.

There is, however, evidence to suggest that economic situation is improving. It will be important to ascertain whether a more positive economic picture will translate into more equity within the University. With this in mind, a comprehensive salary equity study will be repeated in the 2012 – 2013 academic year by the UNC Charlotte ADVANCE evaluator to document the status and progress of gender salary equity among STEM faculty. This report is expected to provide a benchmark for continued campus engagement in gender equity initiatives beyond the lifecycle of the Institutional Transformation Award. An equity study was completed in 2008, just at the start of the recession. A new equity study was recently completed by Institutional Research, and the results have been distributed to the deans for review. The widespread salary compression that has resulted from four years without salary increases will be addressed slowly.

UNC Charlotte ADVANCE also plans to conduct a climate study in the 2012 – 2013 academic year. Faculty climate studies over the last decade have consistently exposed gender and rank issues, particularly related to salary, job satisfaction, and work and life balance. The study will provide insight into how the ADVANCE Office and the Institution as a whole are impacting faculty perceptions. This will augment the findings of the Harvard Collaborative on Academic Careers in Higher Education (COACHE) study conducted this year on tenured and tenure-track faculty. The results of this study have been received recently and are being prepared for distribution.

- **Summary of 2011-2012 Programming Initiatives**

- **Faculty Mentoring Program**

The ADVANCE Faculty Mentoring Program provides professional support for tenure-track faculty, as they advance towards promotion and tenure. There are two main initiatives: a one-to-one and group support for new faculty, and a separate program for mid-career faculty. These university-wide efforts augment, but do not replace, the mentoring and coaching provided within faculty's home colleges and departments.

Junior Faculty Mentoring Initiative

Junior faculty members are matched with senior colleagues who are outside the junior faculty members' home units. Participation is voluntary, but strongly encouraged.

The 2011 – 2012 year represents the 6th year for the Junior Faculty Mentoring Program. A total of 23 mentors were paired with mentees. From this year's mentees, seven responded to the survey regarding the mentorship program. Of these respondents, just over half noted that they did not have a formal mentor in their department and just

under half stated they did have a formal mentor in their department. Yet, all of these new faculty members noted that they had at least one mentoring relationship at UNC Charlotte or elsewhere. As Chart 1 illustrates, the topics discussed between mentors and mentees varied. There was a great deal of emphasis on the scholarly activities that faculty are expected to engage in such as publishing, teaching, committee work and research. A large number also indicated that they discussed reappointment and tenure. Personal life/work balance was also a topic that was frequently discussed with mentors.

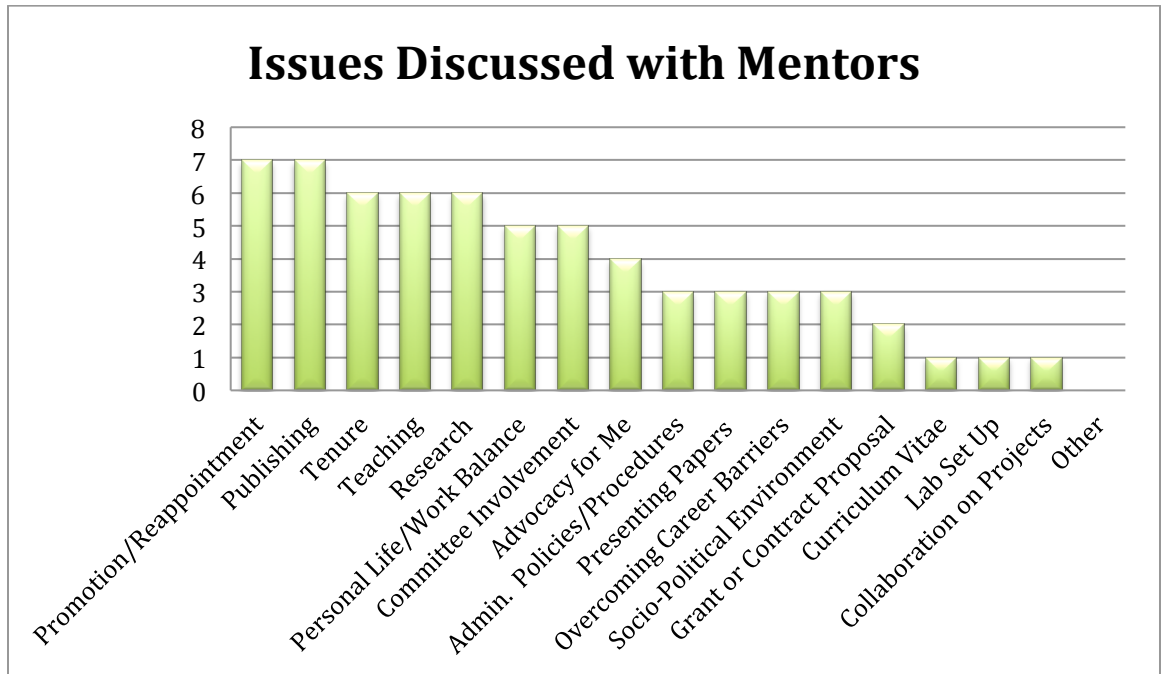


Chart 1: Issues Discussed with Mentors

The majority of respondents indicated that they met with their mentor several times a semester, or once or twice a semester. They also noted that beyond meeting in person they also communicated with their mentor via telephone conversations or email an additional several times a semester. All but one of the participants indicated that they were satisfied with the program.

Chart 2 provides the satisfaction levels for individual aspects of the mentorship program.

As shown in Chart 2, most individuals were very satisfied or moderately satisfied with several elements of the mentorship program. Only one individual indicated that they were moderately dissatisfied with any element of the program, and this dissatisfaction was regarding the initial mentoring orientation. All of the participants stated that they

were either very satisfied or moderately satisfied with the mentoring meetings, the amount of mentor contact and the satisfaction with the mentor from a different department.

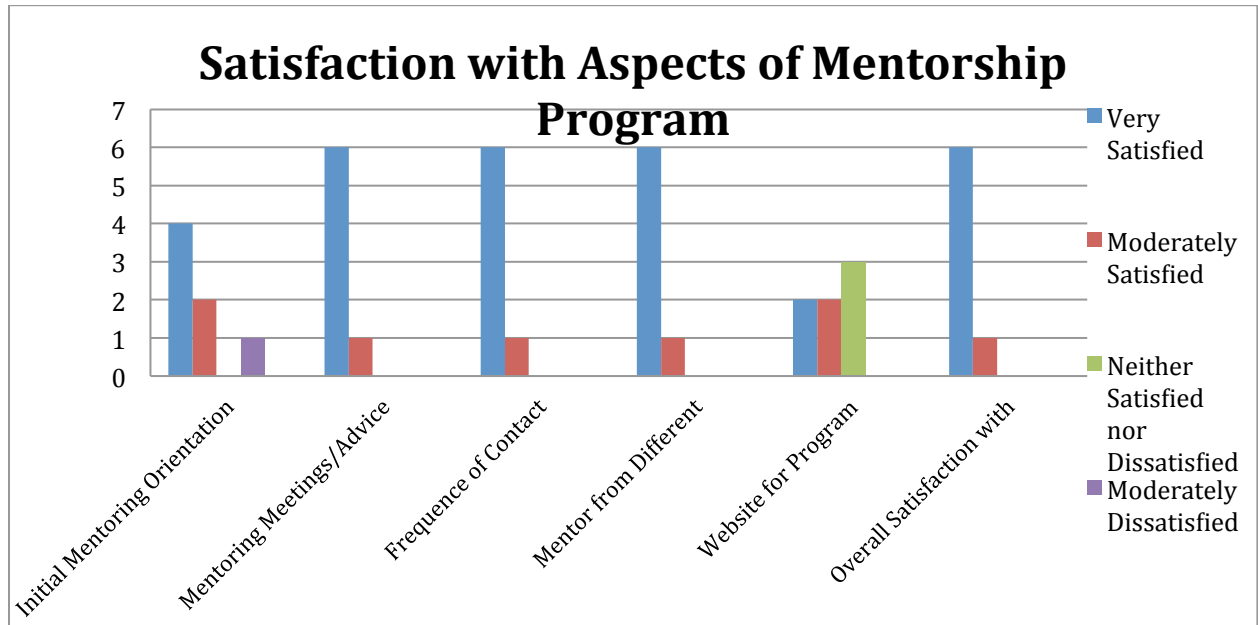


Chart 2: Satisfaction with Aspects of the Mentorship Program

In regard to the overall program, most of the feedback was positive, and focused on the usefulness of having a person outside of the department to talk to. One individual did mention that some additional structure to the program might have been useful. A few of the individual comments include :

“Had a great experience”

“Got good advice, met someone from another department”

“It was great to have an outside perspective on things. My mentor did a great job helping me see the big picture and calm down when things were stressing me out”

“[H]ad someone to contact if I felt uncomfortable discussing something with departmental mentor or administration”

“Unbiased and candid information”

When individuals were asked about possible improvements to the program a few individuals noted the following

“I think more structure would be beneficial to both sides. Often new faculty don’t know what questions to ask and mentors aren’t sure if topics should be addressed. Maybe some sort of agenda of topics to cover over the course of each semester would be useful. “

“More structured opportunities for us to attend things workshops at UNCC together”

ADVANCE Mid-Career Mentoring Initiative (2008-2012)

The ADVANCE Mid-Career Mentoring Initiative, which was piloted in 2008, follows a vertical-dyad mentoring model (one-on-one mentoring of professor to associate professor). Initially, 7 female associate professors from the departments of Psychology, Chemistry, Physics participated in the initiative.

The program evolved, and a second initiative consisting of Informal Horizontal Group Mentoring sessions was started. These informal drop-in sessions, which were held monthly, were open to male and female faculty in all disciplines. They were given the name "Focus-energy Fridays." Invitations to attend these sessions were sent to ALL associate professors across the Institution.

In response to faculty attendee requests, these informal mentoring sessions spawned Faculty Forums and Discipline-Specific peer mentoring groups.

Faculty Forum

Faculty Forums were designed to provide more clarity regarding the criteria for promotion from Associate Professor to Full Professor. Dr. Joan Lorden, Provost and Vice Chancellor for Academic Affairs, and the deans or their appointees served on a panel in which panelists provided information to mid-career faculty on pathways to promotion. The 2011- 2012 Forum was attended by 32 faculty and included those who serve on promotion committees as well as those seeking promotion.

Discipline-Specific Peer Mentoring Groups:

Participants, who made a commitment to join the group and work through the Individual Development Plan (IDP), met monthly. A copy of the IDP can be found at <http://advance.uncc.edu/programming/mentoring> under Faculty Mentoring Resources, Career Development Plan Template. The program began with an Engineering group in Spring 2010: 10 participants enrolled. A Social Science group was added in Fall 2010 with 3 participants. Also, in Fall 2011, a Humanities group was added with 11 participants. Data from the Harvard Collaborative on Academic Careers in Higher Education (COACHE) survey conducted during 2011-12 indicated that the support for being a mentor was as good or better at UNC Charlotte as it was at peer institutions or in comparison with the entire national sample. Mentoring at the associate professor level was also rated as high or higher than at peer institutions and the national sample. Clarity around the process, criteria, standards, and time frame for promotion from associate to full professor followed a similar pattern. These findings suggest that the efforts around mid-career mentoring have been effective.

Publication Arising from Mid-Career Mentoring Program

A research study supported by the UNC Charlotte ADVANCE Faculty Affairs Office that describes the mid-career faculty mentoring program established by UNC Charlotte ADVANCE was published in Change: The Magazine of Higher Learning.

The article describes the results of a campus-wide assessment at UNC Charlotte that identified career-development needs of associate professors at the Institution, and the response of the Institution to those needs. The results of the survey highlighted the unique career challenges facing associate professors, and mirrored previous findings of gender differences in perceptions about the processes and expectations regarding promotion to full professor.

Kimberly Buch, Yvette Huet, Audrey Rorrer & Lynn Roberson (2011): Removing the Barriers to Full Professor: A Mentoring Program for Associate Professors, Change: The Magazine of Higher Learning, 43:6, 38-45

The article can be found at:

<http://www.tandfonline.com/doi/pdf/10.1080/00091383.2011.618081>

- **“Charting your Path - Strategies for Success in Academe” Conference**

In response to the positive feedback on the 2011 conference, “Charting your Path” – Strategies for Success in Academe, UNC Charlotte and N.C A&T State University jointly hosted a one-day conference highlighting Mid-Career Female Faculty Advancement on May 14th, 2012.

Over 70 faculty and administrators from universities across North Carolina attended the conference, “Charting Your Path - Strategies for Success in Academe: A Conference for STEM Women Associate Professors and Their Administrators.” The conference, which was held on the campus of North Carolina A&T State University (NC A&T), was a joint venture between the UNC Charlotte ADVANCE Office and NC A&T. The goal of the conference was to provide associate professors with strategies they could use to achieve career advancement, while administrators gained insights into ways they can facilitate mid-career faculty success. Separate sessions for Faculty and Administrators were presented concurrently.

The Presentations included:

- Plenary Talk: Transforming VT – Lessons learned from ADVANCE V: Dr. Ellen Plummer (VT). Targeted towards ALL participants
- Creating Balance in your Career – Setting Goals: Dr. Jane Tucker (COACH) and Dr. Yvette Huet (UNC Charlotte). Targeted towards Faculty

- Creating Value in your Career Portfolio: Dr. Nancy Fey-Yensan (UNC Charlotte). Targeted towards Faculty
- Deans Panel: Deans Goldie Byrd (NC A&T), Robin Coger (NC A&T), and Timothy Johnston (UNC Greensboro). Targeted towards Administrators
- Mentoring Faculty: Annual Review between Chair and Mid- Level Female Faculty:
- Dean Mary-Lynne Calhoun (UNC Charlotte): Targeted towards Administrators
- Joint Session: “How to Implement Institutional Changes to Promote Mid-Career Faculty Success.” Dr. Suzanne Ortega (Senior Vice President for Academic Affairs, UNC System). Targeted towards ALL participants

Feedback on Charting your Path 2012 Conference

The overwhelming majority of faculty who responded to the survey said they would return to the conference if it were held again. When asked if there was anything that the attendees would have like to learn about that was not addressed during the conference, one issue was that there was simply not enough time to network, to build connections and to talk to other women about their experiences. A few additional suggestions included:

“[A] better reflection of the issue that was advertised. If you start with 18% and end up with 16% in the pipeline, the problem lies when the cut-off drops from 60% . . . to 18% at the entrance into to[sic] professional life in academe for women”

“How to start the conversation about unconscious gender bias at our home institutions”

“Advice on how to build leadership skills, specific examples of demonstrating leadership

Following the conference, UNC Charlotte ADVANCE started a group on “Linked in” to facilitate further discussion regarding issues around Mid-Career Mentoring and more general faculty issues.

Furthermore, it was clear that many of the individuals who attended the conference were very interested in the Mid-Career Faculty Mentoring Initiatives at UNC Charlotte. As a result, the ADVANCE Office has organized a collaborative meeting for interested individuals. In addition to discussing experiences with mentoring initiatives at our home institutions (what has worked, what has not worked), we will discuss the potential to submit a collaborative (NSF PAID) proposal around mid-career mentoring. Individuals from 5 different Institutions will be present at the meeting, which is scheduled for the middle of August 2012.

Information regarding Charting your Path 2012, including copies of the presentations can be found at: <https://advance.uncc.edu/events/events/mid-career-conference-2012>

- **New Faculty Transitions**

This year-long series of sessions for new faculty focuses on providing strategies to help them navigate issues they might face in their first years at the Institution, and to build a sense of community. Sessions are scheduled once a month during the academic year. 28 new Faculty participated in the 2011 – 2012 New Faculty Transitions Program. It consisted of six different sessions, each of which was intended to provide incoming faculty with information to help with their transition into the faculty body. The six session program for the 2010 – 2011 year included:

- Open Forum : What I Wish I Had Known When I Got Here.
- Campus Resources to Support Your Research.
- The Annual Review and Reappointment, Promotion, and
- Tenure Process.
- Plagiarism and Issues of Academic Integrity.
- Communication Strategies: Using the Internet, Email, and New Media in Teaching and Scholarship.
- Time Management Strategies and Planning a Successful Summer.

Feedback on New Faculty Transitions

The feedback from participants was generally positive. In particular the Open Forum, Campus Resources, and Annual Review and RPT sessions were rated as the most beneficial sessions. Some examples of participants' responses to why particular sessions were useful included:

RPT Session:

"[G]ave a global perspective on the process"

"Just to orient myself and begin to think about this process and what goals I would like to achieve before they begin after my second year"

Campus Resources:

"Getting some good practical information about how we can get support for our research. They had concrete details, handouts, etc. that I could easily refer to later"

"It let me know about programs I was unaware of and where the support was if I chose to pursue those avenues"

"The presenters de-mystified funding at the university and made me feel welcome to approach them with questions going forward"

Respondents provided several suggestions for sessions they would like to be included in New Faculty Transitions:

- A session on minority and women faculty
- Time management for the entire year
- Immediate concerns of new faculty, for example Moodle and other basic training in campus technology

Lessons Learned

It became apparent that attendance began to drop off at the beginning of the Spring semester, which was most likely associated with the increased workload new faculty experience during this time. In response, the 2012- 2013 New Faculty Transitions Program will run twice a month during the fall semester. Furthermore, to instill a sense of community from the outset, and to familiarize new faculty with the campus environment, the first session of the 2012-2013 year will include a team-based social activity.

• COACH Workshop 2012

In January 2012, UNC Charlotte ADVANCE held a dynamic session on "Creating Balance and Value in Your Career Portfolio" for 25 UNC Charlotte women faculty from all disciplines. The workshop was directed by COACH facilitators, Drs. Jane Tucker and Barbara Butterfield. COACH was formed in 1998 by a group of senior women faculty in the chemical sciences from across the U.S. who shared concerns about the gender-based obstacles women scientists face. In the workshop, participants discussed a variety of topics around the idea of "balance," particularly around the impact of technology on work/life balance. Email and smart phones have made it very difficult to "clock out" of a job at the end of the day, leaving less quiet time to reflect on career and life issues. The COACH facilitators provided tools to assist participants in assessing their current career-life portfolio, and in planning for changes in their portfolios to better align it with their current and future values and aspirations.

Feedback from Participants of COACH Workshop

Many of those that responded to the survey discussed the importance of the group discussion and the interaction with other faculty members. One attendee noted:

"The honesty and directness of the Presenters. I learned alot [sic] about how to get participants to be invested in the content. BEST WORKSHOP I have ever attended!"

Another attendee pointed out that they:

“found solace in the fact that everyone raised their hand when asked if they were exhausted”

When asked about the overall usefulness of the workshop, most individuals did find it beneficial and pointed to a few important things that they learned from the session.

“Planning is important!”

“That I’m not alone and that other faculty are grappling with the similar issues”

“That other professor[s] feel so stressed out that they have ‘lost the joy.’ It’s happening to me and although I have much to offer UNCC, it might just [b]e better to make a change in my professional career’

In regard to possible improvements to the program, there were a few topics mentioned. Most revolved around the need for more strategies for implementing work life balance. A few individuals noted that they would have liked to learn more about:

“The next steps. How to take what I learned and put it into action. Needs an afternoon session for that”

“What I really wanted was strategies for making my work time more efficient and meaningful. I felt like we kept getting told to do that, but not how to do that”

- **Leadership 2012**

UNC Charlotte ADVANCE established Leadership UNC Charlotte in recognition of the critical and central role that climate and experience at the departmental level play in the success of faculty. Chairs and deans nominate members of their departments to attend this series. To maximize discussion time and build a sense of cohesiveness and trust, ADVANCE limits participation to twenty-four people for each annual class. A commitment to the entire program is required.

The Leadership UNC Charlotte program concluded its fifth year of implementation in 2011- 2012 with its cohort of 23 bringing the total to 120 faculty participants to date. Of those, 60 were women, and 31 were women in STEM disciplines. Chairs and Deans nominate faculty members to participate in the yearlong development program that hosts workshops each semester to engage the cohort in active discussion of academic leadership topics. Cohort surveys have consistently indicated that the workshops are beneficial to career development, leadership skill development and building a sense of community among faculty peers.

Programing in the 2011 – 2012 Session included:

- Envisioning the Future of UNC Charlotte

- Principles in Adaptive Leadership
- Use of Influence, Power and Conflict Resolution in a Leadership Role: COACH
- Mentoring and Promotion, Practical Approaches
- Group Dynamics
- Faculty Development and Evaluation

Feedback on the Leadership Program

Overall, the majority of participant responses regarding this program were positive. The majority of participants felt that the program was beneficial, and that they learned about leadership skills and how to apply these skills in their academic life.

“We were able to discuss issues that many of us are dealing with, and that was helpful”

“Good leadership concepts”

“Leadership is about being flexible to change and yet being able to convince other to ‘buy into’ your vision”

“Going to others for help with sticky leadership problems can be/is effective”

“It helped me think of details and legal issues involved in the evaluations of faculty”

“the idea of highly focused faculty meetings that are used to make decisions rather than deliver information”

We also noted faculty responses on how the Leadership Program could be improved. An example:

“I believe the workshop content could have been covered more compactly”

Lessons Learned

To instill a sense of community and to promote cohesiveness between participants of the Leadership Program, the first session of the 2012- 2013 leadership program will include a “team building” activity, which will be facilitated by the UNC Charlotte Venture Program. The Venture staff provides team-building programs for a variety of UNC Charlotte groups. Each program is catered to the specific needs, goals and objectives of the group. When choosing sessions for the 2012- 2013 Leadership Program, close attention will be paid to the feedback of participants to ensure that the sessions reflect topics faculty identified as being beneficial for their advancement into leadership roles within the institution.

• Faculty Recruitment Training

UNC Charlotte ADVANCE partners with The Council on University Community, The Office of Academic Budget and Personnel, Human Resources and The Office of Legal Affairs at the university to lead faculty recruitment training. These workshops are designed to

help faculty search committees share best practices in their searches, taking into consideration diversity strategies, so that departments can conduct fair, inclusive, and effective searches, consistent with university and department goals. The ADVANCE Office has added new content to the workshops, including case studies, enhanced training on cognitive bias in committee discussions and diversity recruitment solutions. All search committees are required to have representatives who have attended one of these workshops within the previous three years.

In addition, UNC Charlotte ADVANCE has a number of useful resources for Faculty Search Committee members available on their website, including articles about how to build a diverse hiring pool for faculty jobs, and databases such as the Ford Fellows Directory – a directory created to serve as a resource for university officials seeking to diversify their faculty, minority students looking for mentors and role models, and scholars interested in establishing collaborative projects and The Minority and Women Doctoral Directory - a registry that maintains up-to-date information on thousands of employment candidates who have recently received or soon will receive a doctoral or master's degree from one of approximately 200 major research institutions.

In 2010- 2011, two Faculty Recruitment Training Sessions were held, and a total of 32 faculty members participated in the sessions. The program takes a two-pronged approach - there is an online component in conjunction with a face-to-face session. Participants can access the online component at their convenience to learn about policies and best practices around faculty recruitment. They still have the opportunity to discuss with others at UNC Charlotte what has worked well and what hasn't in a face-to-face session. The sharing of ideas has been one of the strengths of the program, because it serves to make the underlying research more pertinent and real for participants.

The UNC Charlotte ADVANCE Faculty Recruitment Training Initiative was featured in a list compiled by The Council of Colleges of Arts and Sciences (CCAS) as one of six ADVANCE project-driven diversity recruitment resources that are recommended to help further institutions' recruitment of underrepresented groups for faculty and leadership roles (see Evidence of Dissemination below).

- **Chair Development Programs**

It is clear that the department chair plays a critical role in setting the tone of the departmental climate. With this in mind, UNC Charlotte ADVANCE conducts Chair Development Programs, in which senior and more junior department chairs meet to share ideas and strategies. One such session was held in 2010 – 2011. The session,

which was attended by 13 chairs involved a discussion on the role of chairs in establishing effective working relationships with deans.

The UNC Charlotte ADVANCE Office also hosted a day-long New Chairs Orientation at the beginning of the academic year, consisting of a number of sessions that were designed to familiarize chairs with important information regarding institutional policy and best practices. Some examples of topics presented include:

- What you need to know about Student Learning Outcomes
- Best Practices for RPT
- What Chairs Should Know About Policies Relating to Student Issues. (i.e. Behavior and Academic Integrity)
- Current Legal Topics in Higher Education

New chairs also had the opportunity to interact informally with more seasoned chairs and Deans at a welcome reception following the formal session.

• Evidence of Dissemination of ADVANCE-related Practices

Mentoring Initiatives

UNC Charlotte ADVANCE was instrumental in moving forward a Faculty Mentoring program to Fayetteville State University (FSU). FSU is a historically black, regional university in Fayetteville, North Carolina that does not have an ADVANCE Program in place. UNC Charlotte ADVANCE was contacted by FSU regarding starting a mentoring program, and our office supplied information and materials to facilitate the development of such a program. FSU now has an official Faculty Mentoring Program. “The new Faculty Mentoring Program (FMP) is a voluntary, university-wide, cross-disciplinary program that is designed to facilitate the professional development of tenure track faculty members”.

Dr. Yvette Huet, Faculty Director for the UNC Charlotte ADVANCE initiative, provided expertise to FSU in their development of a mentoring program, and was invited to present at the official “kick-off” for the program.

More information about FSU’s Mentoring Program can be found at:

<http://www.unccfsu.edu/facultydevelopment/FacultyMentoring/>

More information about UNC Charlotte ADVANCE Faculty Mentoring Program can be found at: <https://advance.uncc.edu/programming/mentoring>

Mid- Career Mentoring

On May 14, 2012, over 70 faculty and administrators from universities across North Carolina attended the conference, "Charting Your Path -- Strategies for Success in Academe: A Conference for STEM Women Associate Professors and Their Administrators." The conference, which was held on the campus of North Carolina A&T State University (NC A&T), was a joint venture between the UNC Charlotte ADVANCE and NC A&T. NC A&T is the largest publicly funded historically black college in the state of North Carolina. There is no ADVANCE Program in place at this Institution. The goal of the conference was to provide associate professors with strategies they could use to achieve career advancement, while administrators gained insights into ways they can facilitate mid-career faculty success. More information about the Conference can be found at: <https://advance.uncc.edu/events/events/mid-career-conference-2012>

Research supported by UNC Charlotte ADVANCE featured in Change: The Magazine of Higher Learning

A research study supported by the UNC Charlotte ADVANCE Faculty Affairs Office that describes the mid-career faculty mentoring program established by UNC Charlotte ADVANCE was published in Change: The Magazine of Higher Learning.

Kimberly Buch, Yvette Huet, Audrey Rorrer & Lynn Roberson (2011): Removing the Barriers to Full Professor: A Mentoring Program for Associate Professors, Change: The Magazine of Higher Learning, 43:6, 38-45

Faculty Recruitment Training

UNC Charlotte ADVANCE partners with The Council on University Community, The Office of Academic Budget and Personnel, Human Resources and The Office of Legal Affairs at the university to lead faculty recruitment training. These workshops are designed to help faculty search committees share best practices to use in their searches, taking into consideration diversity strategies, so departments can conduct fair, inclusive, and effective searches, consistent with university and department goals. In the 2011-2012 academic year we moved to a two part training program for faculty recruitment, based on feedback and a desire to use resources and time wisely: The first part is an on-line portion that covers information regarding the mechanics of the process. Search committee members will complete this on-line session each year they serve on a search committee. Faculty can complete this session at their own pace, at a time of their choosing. The second part is a face-to-face session, which search committee members will need to complete within the **previous five years of their service on a search committee**, facilitated the ADVANCE Faculty Affairs Office, and other recruitment training team members.

The UNC Charlotte ADVANCE Faculty Recruitment Training Initiative was featured in a list compiled by The Council of Colleges of Arts and Sciences (CCAS) as one of six ADVANCE project-driven diversity recruitment resources that are recommended to help further institutions' recruitment of underrepresented groups for faculty and leadership roles:

More information about the UNC Charlotte ADVANCE Faculty Recruitment Training Program can be found at:

<https://advance.uncc.edu/programming/faculty-recruitment-training>

Symposium Presentation on Use of Data to Drive Change in the Workplace

During the meeting of the Association for the Study of Higher Education (ASHE), Dr. Lorden participated in a symposium on the use of data to drive change in the workplace for faculty. She discussed the use that ADVANCE has made of data from COACHE surveys conducted in 2005 and 2008.

Lorden, J.F. Symposium presenter, "Pre-tenured Faculty Workplace Satisfaction Data: Catalyst for Conversation and Culture Change," ASHE, Charlotte, NC, November 2011. The symposium was summarized in an article published in Change magazine.

- **UNC Charlotte ADVANCE Grant Proposal to D5 Coalition**

In April 2012, Dr. Elizabeth Wemlinger, the UNC Charlotte ADVANCE Lead Evaluator, submitted a proposal to the D5 Coalition. D5 is a five-year coalition to grow philanthropy's diversity, equity, and inclusion. In 2010, foundations and philanthropy organizations came together to form an unprecedented coalition of 18 infrastructure organizations and set a strategic agenda to help philanthropy become more diverse, equitable, and inclusive.

The proposal entitled: Philanthropy, Diversity and the Academy: The Impact of Philanthropic Investment in Academic Diversity, was in response to D5's request for proposals: *Research on the Role of Organizational Culture and Characteristics in Fostering Diversity in Philanthropy*. Specifically, the proposal sought to evaluate whether the individual investment model of the Ford Fellowship Program is having the intended influence (an increase in diversity) at the academic institution where recipients of the Fellowships carried out their graduate research. In addition, the proposal sought to determine whether the fellowship has a positive impact on the individual success of recipients. The proposal was not funded, but will be revised and resubmitted in future competitions.

- **Summary of Research by UNC Charlotte ADVANCE Evaluation Team for 2011 to 2012**

As the ADVANCE program initiatives have been incorporated as regular functions of the University, it has been possible to focus greater energy on conducting research projects to inform the future activities of the ADVANCE program. Several studies were initiated this year based on data available to the program.

- **Women and Men in Academia: Different Goals and Similar Behavior**

Elizabeth Wemlinger

The number of women entering the academic world has steadily increased over the last fifty years. This study focused on two dynamics of women's involvement in the academy - women's behaviors and women's attitudes. Using faculty data from surveys covering over ten years from UNC Charlotte, this study finds that female faculty have some consistently different goals than male faculty. This is only moderately reflected in their behavior, which for the most part is quite similar to the behavior of their male colleagues.

Future Research Directions

The areas for future research are quite broad. While this was an initial examination of the divergence between the behavior and the goals of women compared to their male colleagues, there needs to be a continued examination of whether these findings are consistent across different types of universities in different areas of the US. In addition the goals and behaviors need to be tied to measures of productivity of men and women in the academy. This could further illuminate how these different goals might influence a woman's success in academia.

- **Academic Climate for Black Women in Academia**

Elizabeth Wemlinger and Joseph Cochrane

While there have been advances in inclusion in academia over the past fifty years, black women are still disproportionately underrepresented in academia. In the STEM disciplines women and especially black women are vanishingly rare. The impact of this under-representation will likely cause black women to experience a unique, and potentially unwelcoming, environment. Many authors have suggested that the climate for black women in academia is influenced by the interaction of gender and race. A black woman may trigger specific and uniquely negative reactions and stereotyping from colleagues. Using data from close to 40,000 respondents to the survey conducted by the Collaborative for Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education, this study will examine the climate for black women in

academia. It will provide quantitative data on the question of whether the qualitative analyses and anecdotal evidence concerning the multiplicative impact of gender and race on black women in academia is supported.

The results to date find that black women do experience a different climate in academia than black men and white women. Black women feel that there is significantly less equity in teaching than white men, black men, and white women. In regard to work/family balance, black women appear to share perceptions of a positive work/family climate with white men and black men. White women, however, have more negative evaluations of the work/family balance that their university provides than white men. For the last analysis we utilized one question in the survey that focused on the departmental climate, and the fit that the individual felt in their department. Surprisingly for this measure, black women did not have different perceptions of fit than white men. Yet white women and black men did have more negative evaluations of fit than white men.

Discussion and Future Research

In regard to the departmental fit and the work family balance, these results were somewhat different than was expected. This might be a function of the way the questions were asked. When asked about teaching equality, women were asked a battery of very specific questions regarding their teaching roles. It might be easier for individuals to assess these aspects of their job when asked questions that are quite targeted. The question of departmental fit was not similarly operationalized. Questions such as how often are they invited to lunch with their colleagues or how comfortable they feel talking in the departmental meetings might be a better way for individuals to assess how well they fit within their department. The difference between the white women and black women may also be a result of the very low number of black women in academia. White women may be likelier to form informal or formal support groups where they can talk about events that occur in their department. These support groups may make women more aware of their positions in the department. Yet for black women, isolation may preclude their ability to assess their role in the department.

- **STEM Faculty Rating on RateMyProfessor.com**

Elizabeth Wemlinger and Joseph Cochrane

The purpose of this small research project was to evaluate whether there were differential ratings of male and female professors on the online rating venue of RateMy Professor.com. Data was collected from this site for all STEM faculty at UNC Charlotte, and their average ratings were used to conduct the study. There were no significant differences between male and female professors on their ratings for overall quality rating by the students as well as easiness, helpfulness, and clarity. The only difference

was that men were less likely to be rated as physically attractive than women. The RateMyProfessor.com online rating does not necessarily capture a representative sample of students. Yet the one finding regarding physical attractiveness may point to the continued focus on the physical appearance of women by undergraduate students.

Future Research

Future research will focus on collecting actual faculty evaluation data to evaluate whether women suffer bias in regard to their evaluations that might have a detrimental impact on their promotion and tenure.

- **Support Roles of UNC Charlotte ADVANCE Office**

Future of the Faculty

The Future of the Faculty is a committee appointed by UNC Charlotte ADVANCE PI Joan Lorden, UNC Charlotte Provost and Vice Chancellor for Academic Affairs. Membership consists of faculty and administrators. In 2010-2011 the Faculty President was added as a member of the committee to broaden the direct connections with faculty governance infrastructure as a policy vehicle. The Future of the Faculty examines data, recommends policy changes, reviews evaluation reports on ADVANCE programs and recommends program changes, monitors institutional progress towards ADVANCE goals, and advises UNC Charlotte administration on the general adoption of successful practices. The committee seeks to remove policy barriers that are judged to prohibit the implementation of effective recruiting and retention practices.

In 2011-2012, the committee focused its efforts on inter-disciplinary issues and also issues related to stopping the tenure clock. Specifically, the committee has worked to change the language in the University Policy Document “Leaves of Absence for Members of the Faculty” to reflect that, unless otherwise requested, the tenure clock will automatically be stopped when a faculty member requests FMLA of 6 weeks or longer duration. The committee is also working to identify other specific circumstances where stopping the tenure clock should be an option for a faculty member.

Faculty Ombuds Office

The UNC Charlotte Faculty Ombuds office was established to provide an alternative resource for the management, prevention and resolution of conflicts arising among the faculty and administration of the University. This position arose from a recommendation from the Future of the Faculty Committee to Provost Lorden. The recommendation was reviewed and then passed to the UNC Charlotte Faculty Council for their discussion and input. Faculty Council approved a resolution intended to support the need for such a position. In the Spring of 2012, the university appointed Dr. Bruce Auerbach as its first

Ombuds for faculty and administrators as part of its institutionalization effort.

- **Communications**

Communication Efforts

The ADVANCE Office communication efforts have resulted in a number of internal and external media placements, including newsletters distributed campus-wide, articles in *Campus News* and on-line media including the university's and its colleges' websites, fliers distributed electronically and in hard-copy format, a publication in Change: The Magazine of Higher Learning, frequently updated ADVANCE website materials, letters and other communications to college deans, marketing for the Charting Your Future conference 2012 and public seminars sponsored by our office. Advertisements for ADVANCE-sponsored events have been placed in a number of media outlets around Charlotte including The Charlotte Observer Newspaper, and the local NPR Radio station.

UNC Charlotte Presentations and Publications 2011-2012

- Kimberly Buch, Yvette Huet, Audrey Rorrer & Lynn Roberson (2011): Removing the Barriers to Full Professor: A Mentoring Program for Associate Professors, *Change: The Magazine of Higher Learning*, 43:6, 38-45
- Lorden, J.F. Symposium presenter, "Pre-tenured Faculty Workplace Satisfaction Data: Catalyst for Conversation and Culture Change," ASHE, Charlotte, NC, November 2011; Published in *Change: The Magazine of Higher Learning* November/December 2011
- Wemlinger, Elizabeth. 2011: "Women and Men in the Academy: Behaviors and Attitudes" Presented at the 2011 ADVANCE Program Workshop, Alexandria, VA
- Buch, Kimberly, Huet, Yvette, Rorrer, Audrey, Roberson, Lynn 2011: "Removing the Barriers to Full Professor: A Comprehensive Mid-career Mentoring Program for Associate Professors" Presented at the 2011 ADVANCE Program Workshop, Alexandria, VA
- Huet Yvette. Presenter, "We are a Community: Mentoring," Fayetteville State University, NC, March 2012

UNC Charlotte ADVANCE Website

Significant improvements have been made to the UNC Charlotte ADVANCE website to facilitate navigation. Furthermore, UNC Charlotte ADVANCE started a Linked In Group, which can be accessed directly through the website to facilitate discussion regarding issues around Mid-Career Mentoring, and around more general issues related to faculty issues. The ADVANCE Office is also looking into other social media outlets to facilitate discussion and dissemination of ADVANCE initiatives.

- **Future Directions: Institutionalization of ADVANCE Initiatives**

Over the next year, UNC Charlotte ADVANCE and the leadership team for the Institutional Transformation Award will focus on completing several important initiatives and finalizing the transition to a University-funded office. These initiatives include: A Faculty Climate survey; a Faculty Salary Equity Study; expansion of the role of UNC Charlotte ADVANCE as a partner in the delivery of diversity and inclusion sessions for faculty; outreach to the other campuses of the UNC System by building on the successful Charting Your Path mid-career mentoring conference; submission of an NSF PAID proposal, continued development of effective evaluation and monitoring practices.

After the Funding Period Ends

The institutionalization of the UNC Charlotte ADVANCE Office will allow us to move forward with our mission to facilitate the recruitment and growth of UNC Charlotte's diverse faculty as they move into their roles as faculty and as leaders. The office will be renamed The ADVANCE Faculty Affairs and Diversity Office to reflect its role in the institution. The ADVANCE Leadership Team has developed vision and mission statements for The ADVANCE Faculty Affairs and Diversity Office.

VISION STATEMENT

The UNC-Charlotte ADVANCE Faculty Affairs and Diversity Office ensures an institutional environment that is equitable and supportive of faculty and their professional success

MISSION STATEMENT

The UNC-Charlotte ADVANCE Faculty Affairs and Diversity Office builds faculty diversity and promotes faculty success through research and programming on recruitment, re-appointment, promotion and tenure practices; policy reform; mentoring; leadership and career development

Charts 3 and 4 outline the Goals of the UNC Charlotte Faculty Affairs and Diversity Office, the research it plans to undertake, and the programs and initiatives the Office will provide to move forward with its mission:

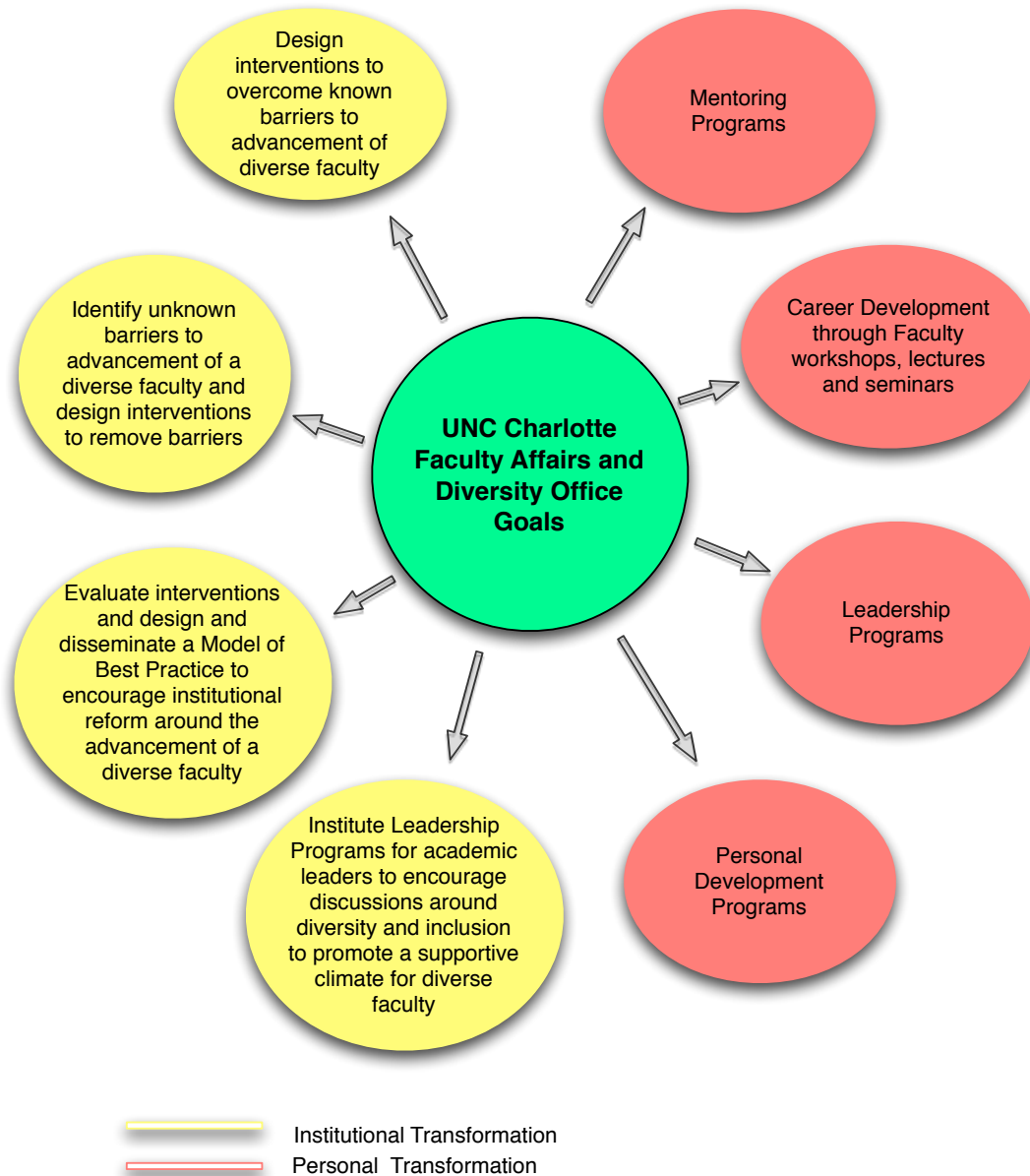


Chart 3: Goals of UNC Charlotte Faculty Affairs and Diversity Office

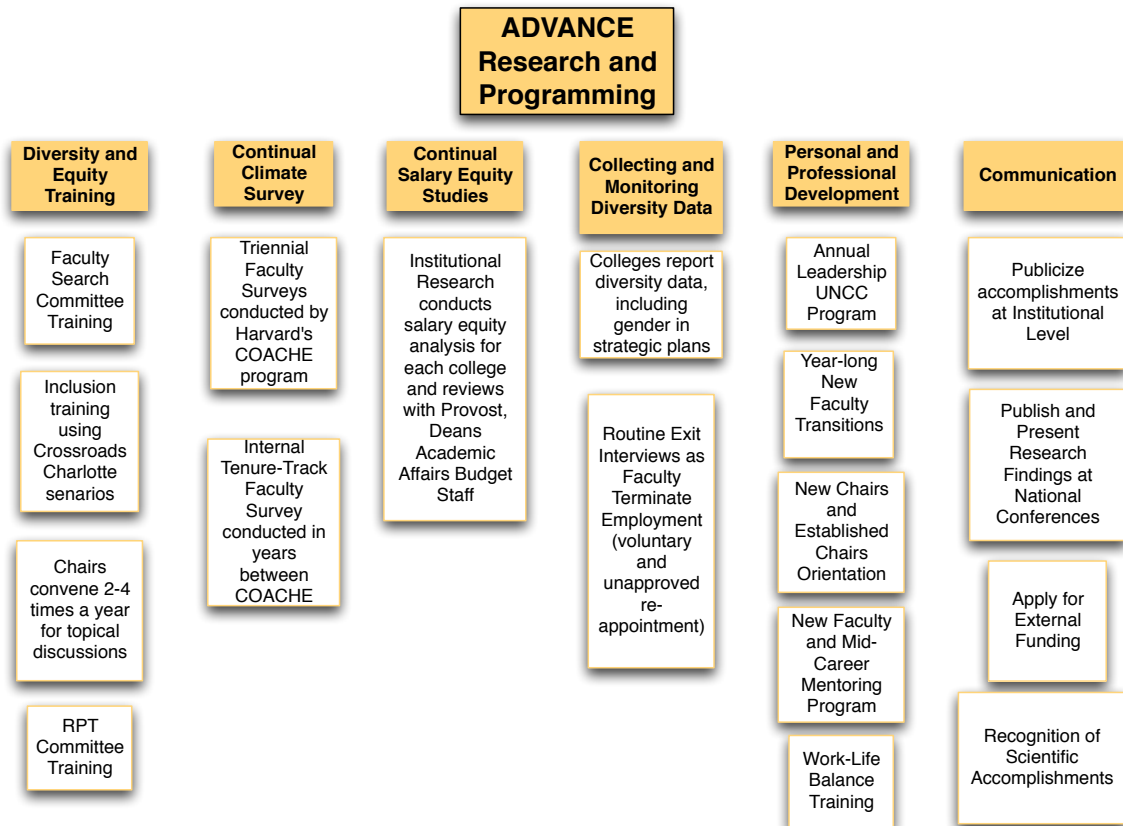


Chart 4: UNC Charlotte Faculty Affairs and Diversity Office Research and Programming

- Evaluation**

Evaluation continues to be a critical component of UNC Charlotte ADVANCE to assess program impact, and to advise the University community of best practices that can be applied to accomplish the goals of the program. In 2011 -2012, The ADVANCE Program Evaluation Team (PET) was comprised of a three quarter time internal university evaluator, Dr. Elizabeth Wemlinger, and a doctoral graduate assistant Joseph Cochran. The team received input from members of the ADVANCE Leadership Team. PET established online data collection tools and conducted individual interviews to collect formative information throughout the academic year. Our program evaluation communications have consisted primarily of annual reports, which are produced at the end of each academic year. These reports, which provide summaries of activities and participation levels for each academic cycle, also include the benchmarking Toolkit

Tables that are required by the National Science Foundation. Annual reports for the past 5 years are available online at: <http://advance.uncc.edu/about/annual-reports-proposal>. Information regarding the program was provided to program administrators throughout the year during ADVANCE Leadership Team and Steering Committee meetings and through distribution lists.

- **Conclusions**

A comparison of the data collected by the ADVANCE office from 2004 until the present demonstrates that the Institution's commitment to gender equality, particularly among STEM faculty, has produced measurable gains in the hiring and retention of female faculty. However, progress continues to be slow, particularly in regard to the advancement of female faculty into leadership positions within the institution. Since 2008, the institution has operated under various university hiring and salary freezes instituted by the North Carolina Legislature, the Governor through Executive Order and the UNC System. This has negatively impacted the ability of the Institution to hire new female faculty. However, it is important to note that the economic downturn has had a disproportionate impact on the recruitment of women faculty in STEM disciplines when compared to male faculty. As the current economic climate begins to improve, it will be critical to determine whether a more positive economic picture will translate into more equity within the University.

The plans to institutionalize the UNC Charlotte ADVANCE Office to facilitate forward movement of its mission underscores the Institution's commitment to address issues related to gender equity and diversity in the academic community.

- **Appendices**

Data Collection Methodology: The data used for the evaluation of the position of women in STEM and SBS fields for the annual report was collected in the Fall of 2011. The time period covered by the annual report charts in Appendix B is the 2010-2011 academic year. Individuals who were hired after January 2011 were not included in the 2010 – 2011 data sets. At UNC Charlotte, Geography and Earth Science is one department, so it is included as a STEM field.

- **UNC Charlotte Faculty Data 2010-2011**
- **Summary of Appendix Tables**
- ***Numbers and Percentages of Women Tenured and Tenure Track Faculty in STEM Departments during the Academic Year 2010-2011 (the most current data available): Table 1a***

STEM

Within the STEM disciplines, 47 out of a total of 267 faculty are women, which is close to 18%. This represents an increase since baseline year of 2004, where only 14% STEM faculty were women. The proportion of female faculty varied greatly between discipline and rank. Life Sciences have the highest percentage of female faculty at the full professor and associate professor level - 18% and 60% respectively. In contrast, Computer Sciences and Geography and Earth Sciences have the lowest representation - zero %. Engineering has the lowest level of female faculty at the associate professor level (5%). However, bringing the percentages into perspective, Engineering does have two female full professors, yet only 8 out of 46 associate professors are female (5%). This is contrasted with Geography and Earth Sciences, which does not have any female full professors, yet 4 out of 9 associate professors are female (44%). Mathematics and Statistics had the lowest level of female faculty at the assistant professor level - less than 13%. Only 1 full professor in the department is female, and a little over 21% of associate professors are female. When considering the STEM fields, Geography and Earth Sciences seems the most representative with 44% of their associate professors made up of women, and 55% of their assistant faculty made up of women. The departments with the lowest representation of women are the Engineering departments, where only 6% of full professors, 5% of associate professors, and 15% of assistant professors are female.

SBS

Within the SBS disciplines, 42 women out of 100 faculty members (42%) are female. Within Psychology, the proportion of female faculty at the full professor, associate professor and assistant professor rank is 27%, 50% and 50% respectively. Within the Social Sciences, the proportion of female full professors is 31%. However, Economics has 0% female full professors. Sociology has the most female full professors (71%). Both Criminal Justice and Political Science have 25% of their full professors made up of women, and in Anthropology 50% of full professors are female. The distribution of women in the associate faculty ranks held close to or slightly above 50% for all the SBS departments except Anthropology, where females made up the entire associate professor rank. The number of assistant professors in these departments is smaller - in Sociology there are no female assistant professors, and in Economics only 1 of the 3

assistant professors are female. In Criminal Justice all of the assistant professors are female, and in Political Science and Anthropology there was an even distribution of male and female assistant professors.

- ***Number and Percent of Women Non-Tenured Track Faculty (STEM & SBS): Table 1b***

STEM

The proportion of female non-tenured track faculty in STEM departments is 46%, but the number varies greatly between departments - for example, the proportion is 13% in Engineering compared to 81% in Life Sciences. Comparing these percentages to the distribution of faculty, women are more highly represented in non-tenure track positions than men. In the Physical Sciences, the percentage of female non-tenure track faculty is higher than the percentage of female assistant professors. Similarly, in Math, women make up 75% of the lecturers, but only 12% of the assistant professors. In Computer Science the proportions are slightly closer - almost 43% of the lecturers are female and 37% of the assistant professors are female. For the Life Sciences, close to 82% of the lecturers are female in contrast to only 30% of the assistant professors.

SBS

In the SBS disciplines, the proportion of female non-tenure track faculty is 71%, with 100% in psychology and 63% in the social sciences. Even within the SBS departments, there are still large differences between the numbers of female assistant professors and female lecturers. In Psychology only 50% of the assistant professors are women, while 100% of the lecturers are women. For the fields of Criminal Justice, Economics, and Sociology, female faculty constitute around 60% to 66% of the lecturers, whereas female assistant professors in these departments range from 33% in Economics to 0% in Sociology. Similarly, in Anthropology, 100% of the lecturers are female whereas only 50% of the assistant professors are female. In contrast, in Criminal Justice 100% of the assistant professors are women.

- ***Comparison to Fall 2004 STEM and SBS Department Faculty: Table 2***

STEM

The number of women faculty at the Institution increased from 2004-2011. Within the STEM disciplines, the number of female tenured and tenure track faculty increased from 31 out of 219 (just over 14%) to 47 out of 220 (just over 21%). The number of female non-tenure track faculty decreased from 19 out of 42 in 2004 (about 50%), to 31 out of 68 in 2011 (45%). The disproportionate representation of women in non-tenure track positions suggests that women still have a more difficult time than men advancing to tenure track faculty positions in STEM departments.

SBS

Within the SBS disciplines, the number of female tenured and tenure track faculty increased from 36 out of 94 to 42 out of 100, an increase of 4%. The number of female non-tenure track faculty increased from 6 out of 11 to 10 out of 14, an increase of 17%.

- ***Tenure Review Outcomes (STEM & SBS): Table 3***

STEM

From 2005 to 2011, 27 female faculty and 55 male faculty came up for review for tenure in the STEM disciplines. Of the 27 female faculty, 26 were approved (6 by early tenure) and 1 was denied. Of the 55 male faculty, 50 were approved (13 by early tenure) and 5 were denied. The approval and early tenure rate is similar for men and women, and women have been denied tenure less frequently than men - the denial rate for women was 1 in 27 and 1 in 10 for men. In the current 2010-2011 year, 11 men went up for tenure - 5 from Engineering, 1 from Physical Sciences, and 5 from Math and Computer Science. Only one of these individuals was denied tenure. All of the 6 female faculty that went up for tenure were approved - three from Math and Computer Science, 2 from Biological Sciences, and 1 from Earth, Atmospheric and Ocean Sciences. The only early tenure applications were from women.

SBS

From 2005 to 2011, there were 11 female faculty and 13 male faculty that came up for review for tenure in the SBS disciplines. Of the 11 female faculty, all were approved (5 through early tenure). Of the 13 male faculty, all were approved (9 through early tenure). For the 2010-2011 academic year, 4 women and only one man went up for tenure. Of the 4 women, one went up for early tenure. All the tenure applications in the SBS fields were approved. Of the women that went up for tenure, 3 were from the Social Sciences and one was from Psychology. The male faculty member that went up for tenure was from the Social Sciences.

- ***Promotion Review Outcomes, Assistant to Associate (STEM & SBS):***

Table 4a

STEM

From 2005-2011, 23 female faculty and 49 male faculty came up for review for promotion from assistant to associate professor in the STEM disciplines. Out of the 23 female faculty, 22 were approved (6 early) while 1 was denied. Out of the 49 male faculty, 44 were approved (10 early) while 5 were denied. In the 2010-2011 year, 4 women went up for review - 3 from Math or Computer Science and 1 from Geography and Earth Sciences and they were all approved for promotion. Five of the 9 male

faculty that went up for promotion were from Math and Computer Science, 3 were from Engineering and one was from Physical Sciences. Only one was denied promotion.

SBS

From 2005-2011, there were 10 female faculty and 11 male faculty that came up for review for promotion to associate professor. Out of the 10 female faculty, all were approved (4 early). Out of the 11 male faculty, all were approved (7 early). For the 2010-2011 academic year, 4 female faculty went up for review - one from Psychology and three from the Social Sciences. Only one male faculty member went up for promotion. No promotions were denied in the SBS departments.

- ***Promotion Review Outcomes Associate to Full (STEM & SBS): Table 4B***

STEM

From 2005-2011, 5 female faculty and 18 male faculty came up for review for promotion to full professor. All five female faculty were approved. Seventeen out of 18 male faculty that were reviewed were approved. For the 2010-2011 year, 7 men (3 from Engineering and 4 from Mathematics or Computer Sciences) went up for promotion and none were rejected. Only two women in STEM departments went up for promotion to full professor. Both were from the Biological Sciences, and both were approved for promotion.

SBS

From 2005-2011, five female faculty and eight male faculty came up for review for promotion to full professor. Of the five female faculty, four were approved. All eight male faculty, were approved. During the 2010-2011 academic year, only 2 women requested promotion to full and both were approved for promotion. Four men went up for promotion to full professors in this same time frame. All were approved.

- ***Years in Rank in 2010-2011 (STEM & SBS): Table 5***

This table illustrates the average amount of time that faculty spend in a particular rank

STEM

In the 0-2 years in rank, 11 out of a total of 35 STEM faculty are women. At 3-5 years in rank, there are 8 women compared to 19 men. At 6-8 years, only 2 of 12 faculty members are female. This trend continues as you increase the number of years in rank. As you move to 15 or more years in rank, only 3 out of 15 faculty are female. While the range of years above 15 is different for men and women - men at 17 and women at 9, the means are quite similar - 21 for women and just below 21 for men. Furthermore, the standard deviations are quite similar. This indicates that men and women have an equal propensity to remain in the same rank for 15 or more years in STEM departments.

SBS

In SBS departments, there is a much more equal distribution of faculty at different years at rank; an equal number of men and women at the 0-2 year mark, and only 2 less women than men at the 3-5 year mark. There are also equal numbers of men and women at 6-8 years in rank, and only 1 less woman in the 12 to 14 years in rank. For the category of 15 or more years in rank, the range for women was 11 and for men was 15. The average years in rank, however, was smaller for women - only 19 years, compared to 22 years for men. Thus, we do not see women staying at one rank for longer than men. However, the data does not take into consideration the rank of the male and female faculty. It is possible that the majority of women who have been at a particular rank for 15 or more years are associate professors, whereas the majority of males are full professors.

- ***Voluntary, Non-Retirement Attrition, by Rank and Gender in 2010-2011: Table 6***
STEM

Relatively few women or men left their departments voluntarily during the 2010-2011 term. The attrition in the STEM departments was associated with the loss of two women and two men. Both of the women were from Engineering departments. The two men who left were from Math and Physics and Optical Sciences. However, the loss of two women from Engineering had a large negative impact on the representation of women in this college, which already had one of the lowest number of women faculty in the University. Also, one of these women was a full professor and the other was an associate professor. On a more positive note, the full professor took a position as a dean for another college of engineering in the state, adding to the cohort of women in leadership positions in engineering.

SBS

In SBS departments only 1 faculty member left - a female assistant professor from Criminal Justice.

- ***New Tenured and Tenure Track Hires in 2010-2011 (STEM & SBS):***
Table 7

STEM

Within the STEM disciplines, there were four women and 6 men hired as assistant professors. No women were hired as associate or full professors. In the Engineering departments, 2 female and 6 male assistant professors were hired. There were also two associate and three full professors hired by Engineering, all of them male. In the Physical Sciences, the Biological Sciences, and Geography two men and two women were hired in total.

SBS

Within the SBS disciplines, there were two women hired as assistant professors and one woman hired as a full professor. No men were hired in the SBS fields.

- ***Faculty Leadership Positions in 2011 (STEM & SBS): Table 8***

Out of the total of 239 tenured full professors across the University, only 49 were women, which translates into 20%. However, in STEM departments there are only six female tenured full professors out of 93, and just over twice that number in SBS departments. With regard to STEM department chairs, the representation of women is even more meager, where only one out of the 12 department heads is a woman (8%).

In the SBS departments the trend is quite opposite; there is only one department that does not have a female chair.

Three of the nine deans at the University are female. In other leadership positions, such as center directors or associate/assistant deans, women are still underrepresented. Only 8 associate or assistant deans out of the 24 are women and four of the 9 center directors are female.

In senior administration, both the Provost and the Vice Chancellor for Business Affairs are female.

- **Toolkit Tables**

Table 1. UNC Charlotte, Number and Percent of Women Tenured and Tenure Track Faculty in Science and Engineering by Rank and Department. 2010-2011

	Females			Males			Percent Women			
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant	
STEM										
Engineering	2	8	4	30	38	22	6.25%	5.00%	15.38%	
Engineering	0	1	0	0	1	1	0.00%	50.00%	0.00%	
Civil Engineering	0	1	1	4	9	3	0.00%	10.00%	25.00%	
Electrical and Comp.	0	1	1	11	12	4	0.00%	7.69%	20.00%	
Engineering Technology	1	2	2	3	7	9	25.00%	22.22%	18.18%	
Mechanical Engineering	1	3	0	12	9	5	7.69%	25.00%	0.00%	
Physical Sciences	1	3	2	9	14	4	10.00%	17.65%	33.33%	
Chemistry	1	1	0	4	5	2	20.00%	16.67%	0.00%	
Physics and Optical Science	0	2	2	5	9	2	0.00%	18.18%	25.00%	
Mathematics and Statistics	1	3	1	22	11	7	4.35%	21.43%	12.50%	
Computer Sciences	0	5	3	9	12	5	0.00%	29.41%	37.50%	
Computer Science	0	3	2	4	9	3	0.00%	25.00%	40.00%	
Software and Information Systems	0	2	1	5	3	2	0.00%	40.00%	33.33%	
Life Sciences	2	6	3	9	4	7	18.18%	60.00%	30.00%	
Biology	2	3	1	8	3	3	20.00%	50.00%	25.00%	
Bioinformatics	0	3	2	1	1	4	0.00%	75.00%	33.33%	
Geography and Earth Science	0	4	5	8	5	4	0.00%	44.44%	55.56%	
TOTAL	6	23	18	47	87	49	220	6.45%	21.50%	26.87%
SBS										
Psychology	3	7	1	8	7	1	27.27%	50.00%	50.00%	
Social Sciences	10	15	6	22	13	7	31.25%	53.57%	46.15%	
Criminal Justice	1	3	2	3	3	0	25.00%	50.00%	100.00%	
Economics	0	2	1	9	2	2	0.00%	50.00%	33.33%	
Political Science	2	5	2	6	5	2	25.00%	50.00%	50.00%	
Sociology	5	3	0	2	3	2	71.43%	50.00%	0.00%	
Anthropology	2	2	1	2	0	1	50.00%	100.00%	50.00%	
TOTAL	13	22	7	42	30	8	58	30.23%	52.38%	46.67%

Table created 4/23/2011

Note: Faculty hired after January 2010 were not included in this table. Individuals serving as interim chairs or other temporary positions are still classified by their department of rank

Table 1b. UNC Charlotte, Number and Percent of Women Non-Tenure Track Faculty in Science and Engineering by Rank and Department, 2010-2011

	Female		Male		Lecturer	Other
	Lecturer	Other	Lecturer	Other		
STEM SCIENCE						
Engineering	2	0	13	1	13.33%	0.00%
Engineering	0	0	1	0	0.00%	0.00%
Civil Engineering	0	0	2	0	0.00%	0.00%
Electrical and Comp.	0	0	2	0	0.00%	0.00%
Engineering Technology	2	0	3	0	40.00%	0.00%
Mechanical Engineering	0	0	5	1	0.00%	0.00%
Physical Sciences	5	0	7	0	41.67%	0.00%
Chemistry	3	0	6	0	33.33%	0.00%
Physics and Optical Science	2	0	1	0	66.67%	0.00%
Mathematics and Statistics	6	0	2	0	75.00%	0.00%
Computer Sciences	3	0	4	2	42.86%	0.00%
Computer Science	3	0	3	2	50.00%	0.00%
Software and Information Systems	0	0	2	0	0.00%	0.00%
Life Sciences	9	4	2	1	81.82%	80.00%
Biology	9	3	2	0	81.82%	100.00%
Bioinformatics	0	1	0	1	0.00%	50.00%
Geography and Earth Science	2	0	4	1	33.33%	0.00%
TOTAL	27	4	32	5	45.76%	44.44%
SBS Psychology and Social Science						
Psychology	3	0	0	0	100.00%	0.00%
Social Sciences	7	0	4	0	63.64%	0.00%
Criminal Justice	2	0	1	0	66.67%	0.00%
Economics	0	0	0	0	0.00%	0.00%
Political Science	0	0	1	0	0.00%	0.00%
Sociology	3	0	2	0	60.00%	0.00%
Anthropology	2	0	0	0	100.00%	0.00%
TOTAL	10	0	4	0	71.43%	0.00%

Table 2. Fall 2004 STEM and SBS Departmental Faculty Gender

	Tenured and Tenure Track			Non-Tenure Track			Non-Tenure Track as % of All Women
	All	Women	% Women	All	Women	% Women	
ENGINEERING	76	8	10.54%	8	1	12.50%	11.10%
Engineering	2	0	0.00%	1	0	0.00%	0.00%
Engineering Technology	19	2	10.53%	2	0	0.00%	0.00%
Electrical and Comp. Engineer	21	1	4.76%	0	0	0.00%	0.00%
Mechanical Engineering	21	4	19.05%	5	1	20.00%	20.00%
Civil Engineering	13	1	7.69%	0	0	0.00%	0.00%
PHYSICAL SCIENCES	33	7	21.21%	5	2	40.00%	22.22%
Chemistry	17	4	23.53%	5	2	40.00%	33.33%
Physics and Optical Science	16	3	18.75%	0	0	0.00%	0.00%
EARTH SCIENCE	19	1	5.26%	6	3	50.00%	75.00%
Geography and Earth Science	19	1	5.26%	6	3	50.00%	75.00%
MATHEMATICS AND STATISTICS	41	6	14.63%	8	6	75.00%	50.00%
COMPUTER SCIENCES	28	4	14.29%	8	2	25.00%	33.33%
Computer Science	18	3	16.67%	7	2	28.57%	40.00%
Software & Information	10	1	10.00%	1	0	0.00%	0.00%
LIFE SCIENCES	22	5	22.73%	7	5	71.43%	50.00%
Biology	22	5	22.73%	7	5	71.43%	50.00%
PSYCHOLOGY	26	9	34.62%	2	2	100.00%	18.18%
SOCIAL SCIENCES	68	27	39.71%	9	4	44.44%	12.90%
Criminal Justice	9	4	44.44%	2	2	100.00%	33.33%
Economics	15	3	20.00%	4	1	25.00%	25.00%
Political Science	21	6	28.57%	0	0	0.00%	0.00%
Sociology and Anthropology	23	14	60.87%	3	1	33.33%	6.67%

Table 3: Tenure Review Outcomes by Gender 2005-2010 - SBS Fields

	# of Reviews		# of Approvals		# of Denials		Early Tenure	
	Women	Men	Women	Men	Women	Men	Women	Men
Pre-ADVANCE Year: 2005-2006								
Psychology	0	1	0	1	0	0	0	1
Social Science	0	1	0	1	0	0	0	1
ADVANCE Year 1: 2006-2007								
Psychology	0	2	0	2	0	0	0	2
Social Science	1	0	1	0	0	0	1	0
ADVANCE Year 2: 2007-2008								
Psychology	1	1	1	1	0	0	1	1
Social Science	1	5	1	5	0	0	0	3
ADVANCE Year 3: 2008-2009								
Psychology	2	0	2	0	0	0	1	0
Social Science	1	1	1	1	0	0	1	1
ADVANCE Year 4: 2009-2010								
Psychology	0	0	0	0	0	0	0	0
Social Science	1	1	1	1	0	0	0	0
ADVANCE Year 5: 2010-2011								
Psychology	1	0	1	0	0	0	1	0
Social Science	3	1	3	1	0	0	0	0

Table 4a: Promotion Review Outcomes by Gender: Assistant to Associate 2005-2010 - STEM Fields									
	# of Reviews		# of Approvals		# of Denials		Early Tenure and Promotion		
	Women	Men	Women	Men	Women	Men	Women	Men	
Pre-ADVANCE Year: 2005-2006									
Engineering	1	3	1	3	0	0	0	0	
Physical Sciences	1	1	1	1	0	0	1	1	
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0	
Mathematical and Computer Sciences	2	1	1	1	1	0	0	1	
Biological/Agricultural Sciences	0	1	0	1	0	0	0	0	
ADVANCE Year 1: 2006-2007									
Engineering	1	4	1	4	0	0	0	0	
Physical Sciences	1	1	1	1	0	0	0	1	
Earth Atmospheric, and Ocean Science	0	2	0	2	0	0	0	1	
Mathematical and Computer Sciences	0	4	0	3	0	1	0	0	
Biological/Agricultural Sciences	1	0	1	0	0	0	0	0	
ADVANCE Year 2: 2007-2008									
Engineering	1	4	1	4	0	0	1	0	
Physical Sciences	0	2	0	2	0	0	0	1	
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0	
Mathematical and Computer Sciences	0	3	0	2	0	1	0	0	
Biological/Agricultural Sciences	1	0	1	0	0	0	0	0	
ADVANCE Year 3: 2008-2009									
Engineering	1	4	1	3	0	1	0	2	
Physical Sciences	0	2	0	2	0	0	0	2	
Earth Atmospheric, and Ocean Science	1	0	1	0	0	0	0	0	
Mathematical and Computer Sciences	1	3	1	2	0	1	0	0	
Biological/Agricultural Sciences	1	0	1	0	0	0	0	0	
ADVANCE Year 4: 2009-2010									
Engineering	4	2	4	2	0	0	2	1	
Physical Sciences	0	1	0	1	0	0	0	0	
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0	
Mathematical and Computer Sciences	2	1	2	1	0	0	0	0	
Biological/Agricultural Sciences	0	1	0	1	0	0	0	0	
ADVANCE Year 5: 2010-2011									
Engineering	0	3	0	2	0	1	0	0	
Physical Sciences	0	1	0	1	0	0	0	0	
Earth Atmospheric, and Ocean Science	1	0	1	0	0	0	1	0	
Mathematical and Computer Sciences	3	5	3	5	0	0	1	0	
Biological/Agricultural Sciences	0	0	0	0	0	0	0	0	

Table 4a: Promotion Review Outcomes by Gender: Assistant to Associate 2005-2010 - SBS Fields									
	# of Reviews		# of Approvals		# of Denials		Early Tenure and Promotion		
	Women	Men	Women	Men	Women	Men	Women	Men	
Pre-ADVANCE Year: 2005-2006									
Psychology	0	1	0	1	0	0	0	1	
Social Science	0	1	0	1	0	0	0	1	
ADVANCE Year 1: 2006-2007									
Psychology	0	1	0	1	0	0	0	1	
Social Science	1	0	1	0	0	0	1	0	
ADVANCE Year 2: 2007-2008									
Psychology	1	1	1	1	0	0	1	1	
Social Science	1	4	1	4	0	0	0	2	
ADVANCE Year 3: 2008-2009									
Psychology	1	0	1	0	0	0	0	0	
Social Science	1	1	1	1	0	0	1	1	
ADVANCE Year 4: 2009-2010									
Psychology	0	0	0	0	0	0	0	0	
Social Science	1	1	1	1	0	0	0	0	
ADVANCE Year 5: 2010-2011									
Psychology	1	0	1	0	0	0	1	0	
Social Science	3	1	2	1	0	0	0	0	

Table 4b: Promotion Review Outcomes by Gender: Associate to Full 2005-2010 - STEM Fields								
	# of Reviews		# of Approvals		# of Denials		Unscheduled Promotion	
	Women	Men	Women	Men	Women	Men	Women	Men
Pre-ADVANCE Year: 2005-2006								
Engineering	0	2	0	1	0	1	0	0
Physical Sciences	0	1	0	1	0	0	0	1
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0
Mathematical and Computer Sciences	0	1	0	1	0	0	0	1
Biological/Agricultural Sciences	0	0	0	0	0	0	0	0
ADVANCE Year 1: 2006-2007								
Engineering	1	1	1	1	0	0	0	1
Physical Sciences	0	0	0	0	0	0	0	0
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0
Mathematical and Computer Sciences	0	0	0	0	0	0	0	0
Biological/Agricultural Sciences	0	0	0	0	0	0	0	0
ADVANCE Year 2: 2007-2008								
Engineering	0	1	0	1	0	0	0	0
Physical Sciences	0	0	0	0	0	0	0	0
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0
Mathematical and Computer Sciences	0	0	0	0	0	0	0	0
Biological/Agricultural Sciences	0	1	0	1	0	0	0	1
ADVANCE Year 3: 2008-2009								
Engineering	0	0	0	0	0	0	0	0
Physical Sciences	0	0	0	0	0	0	0	0
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0
Mathematical and Computer Sciences	2	0	2	0	0	0	1	0
Biological/Agricultural Sciences	0	0	0	0	0	0	0	0
ADVANCE Year 4: 2009-2010								
Engineering	0	1	0	1	0	0	0	1
Physical Sciences	0	0	0	0	0	0	0	0
Earth Atmospheric, and Ocean Science	0	2	0	2	0	0	0	2
Mathematical and Computer Sciences	0	1	0	1	0	0	0	1
Biological/Agricultural Sciences	0	0	0	0	0	0	0	0
ADVANCE Year 5: 2010-2011								
Engineering	0	3	0	3	0	0	0	1
Physical Sciences	0	0	0	0	0	0	0	0
Earth Atmospheric, and Ocean Science	0	0	0	0	0	0	0	0
Mathematical and Computer Sciences	0	4	0	4	0	0	0	3
Biological/Agricultural Sciences	2	0	2	0	0	0	2	0

Table 4b: Promotion Review Outcomes by Gender: Associate to Full 2005-2010 - SBS Fields								
	# of Reviews		# of Approvals		# of Denials		Unscheduled Promotion	
	Women	Men	Women	Men	Women	Men	Women	Men
Pre-ADVANCE Year: 2005-2006								
Psychology	0	1	0	1	0	0	0	1
Social Science	0	1	0	1	0	0	0	1
ADVANCE Year 1: 2006-2007								
Psychology	0	0	0	0	0	0	0	0
Social Science	0	0	0	0	0	0	0	0
ADVANCE Year 2: 2007-2008								
Psychology	0	0	0	0	0	0	0	0
Social Science	1	1	0	1	1	0	1	0
ADVANCE Year 3: 2008-2009								
Psychology	0	0	0	0	0	0	0	0
Social Science	0	2	0	2	0	0	0	2
ADVANCE Year 4: 2009-2010								
Psychology	0	0	0	0	0	0	0	0
Social Science	2	0	2	0	0	0	0	0
ADVANCE Year 5: 2010-2011								
Psychology	1	2	1	2	0	0	1	2
Social Science	1	2	1	1	0	0	0	2

Table 5. Years in Rank at the Associate Professor Level for STEM and SBS Faculty Hired as Assistant Professor and Associate, 2010-2011

Years in Rank	STEM				SBS			
	Women		Men		Women		Men	
	Number	% of Women	Number	% of Men	Number	% of Women	Number	% of Men
0-2	11	44.00%	24	31.58%	6	31.58%	6	33.33%
3-5	8	32.00%	19	25.00%	4	21.05%	6	33.33%
6-8	2	8.00%	10	13.16%	1	5.26%	1	5.56%
9-11	1	4.00%	6	7.89%	0	0.00%	0	0.00%
12-14	0	0.00%	5	6.58%	2	10.53%	3	16.67%
15 or more	3	12.00%	12	15.79%	6	31.58%	2	11.11%

15 or more years in rank	STEM		SBS	
	Women	Men	Women	Men
Range	9.01	17.00	10.99	14.93
Mean	21.55	20.80	18.71	21.87
Standard Deviation	4.21	4.59	4.24	4.47
Median	21.55	20.04	16.05	23.05
N	3	12	6	2

Note: Percents in columns refer to the percentage of men out of total men at each category of rank, so the percentage of men with years in rank of 0-2 is 18.99% out of the total of 100% of men in all rank categories.

Table 6. Voluntary, Non-Retirement Attrition, by Rank and Gender, 2010-2011

	Assistant		Associate		Full	
	Women	Men	Women	Men	Women	Men
STEM						
Engineering						
Engineering						
Civil Engineering						
Electrical and Comp.						
Engineering Technology			1			
Mechanical Engineering					1	
Physical Sciences						
Chemistry						
Physics and Optical Science						1
Mathematics and Statistics		1				
Computer Sciences						
Computer Science						
Software and Information Systems						
Life Sciences						
Biology						
Bioinformatics						
Geography and Earth Science						
SBS						
Psychology						
Social Sciences						
Criminal Justice	1					
Economics						
Political Science						
Sociology						
Anthropology						

Table 7. New Tenured and Tenure Track Hires in STEM and SBS, 2010-2011

	Assistant			Associate			Full		
	Women	Men	%Women	Women	Men	%Women	Women	Men	%Women
STEM	4	6	40.00%	0	2	0.00%	0	3	0.00%
Engineering	1	3	25.00%	0	2	0.00%	0	3	0.00%
Engineering									
Civil Engineering	0	2	0.00%	0	1	0.00%			
Electrical and Comp.	1	1	50.00%	0	1	0.00%	0	1	0.00%
Engineering Technology	0	0	0.00%						
Mechanical Engineering							0	2	0.00%
Physical Sciences	1	1	50.00%						
Chemistry	0	1	0.00%						
Physics and Optical Science	1	0	100.00%						
Mathematics and Statistics									
Computer Sciences									
Computer Science									
Software and Information Systems									
Life Sciences	0	1	0.00%						
Biology	0	1	0.00%						
Bioinformatics									
Geography and Earth Science	1	0	100.00%						
SBS	2	0	100.00%				1	0	100.00%
Psychology							1	0	100.00%
Social Sciences	2	0	100.00%						
Criminal Justice	1	0	100.00%						
Economics									
Political Science									
Sociology									
Anthropology	1	0	100.00%						

Table 8. Faculty Leadership Positions 2011

	Number of Women Faculty			
	All Faculty	All	STEM	SBS
Tenured Full Professors	239	49	6	13
Full Professors	245	53	7	14
STEM Department Heads	12	1	1	0
SBS Department Heads	6	5	0	5
Deans	9	3	0	0
Associate/Assistant Deans	24	8	2	0
Center Directors	9	4	0	0
President, Vice-Presidents, Provost, Vice-Provosts	9	4	0	0
Endowed/Named Chairs	3	1	0	0
*Promotion and Tenure Committees				

Table created 5/25/2011

*No current mechanism for tracking committee demographics; recommendation made to Provost to do so in 2012.