

ADVANCE: Institutional Transformations for the Future of the Faculty



Final Report August 2013

ADVANCE Faculty Affairs and Diversity Office

University of North Carolina at Charlotte

National Science Foundation Research Grant 0548401

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

- **Executive Summary**

Since its inception in 2006, the UNC Charlotte ADVANCE Faculty Affairs and Diversity Office (ADVANCE FADO) has served a pivotal role in efforts to create an inclusive university climate. The overarching goal of the UNC Charlotte ADVANCE FADO Office is to increase the representation and advancement of women faculty, including women of color, in Science, Technology, Engineering and Math (STEM) disciplines. To achieve this goal, the office develops and administers initiatives focused on building faculty diversity and promoting faculty success through research and programming on recruitment, re-appointment, promotion and tenure practices; policy reform; mentoring; leadership, and career development.

Through the initial five-year grant period and two 12-month no-cost extensions, the FADO has completed several important initiatives and finalized the transition from a grant-funded to

institution-funded office. This transition was completed in summer 2013. Since that time, the UNC Charlotte ADVANCE FADO Office and its staff have been supported by the UNC Charlotte Office of Academic Affairs, which is led by the Provost, Dr. Joan Lorden, the principal investigator on the ADVANCE IT award. The institutionalization of the UNC Charlotte ADVANCE FADO Office has allowed us to move forward with our mission to facilitate the recruitment and growth of UNC Charlotte's diverse faculty from junior faculty to faculty leaders. The institutionalization of our office underscores the university's continued commitment to promoting faculty success and diversity in all fields, but particularly, the STEM disciplines.

The ADVANCE Leadership Team has developed the following vision and mission statements for the institutionalized UNC Charlotte ADVANCE FADO:

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.

Original Charge of the Grant

ADVANCE programming has been designed from the outset to produce sustainable institutional impact through changes in policy and practice. This final report summarizes the program initiatives developed since the inception of the grant in 2006, and assesses their impact in promoting an inclusive, sustainable climate that supports the recruitment, retention and academic success of women faculty, particularly in the STEM disciplines. In the initial grant application, it was stated that the UNC Charlotte ADVANCE project would *"seek to create an institutional climate and to develop strategies that will allow us to attract and retain women faculty, including women faculty of color, in tenure track faculty positions in the STEM disciplines."* Initially, efforts were directed towards positively impacting women faculty as a whole, but as the grant has evolved, increased efforts have been made to promote minority female faculty in the academy. It should be noted however, that it became apparent early on in the granting period, that efforts to improve the climate for women faculty through ADVANCE programming tended to positively impact the climate for ALL faculty, including non-STEM women faculty, women of color and also male faculty. For example, our Mentoring and Leadership Programs are open to all faculty, regardless of gender or discipline. Policy changes that have been implemented as a result of the grant, such as automatically stopping the tenure clock under situations where FMLA is taken, positively impacts all faculty at the institution.

UNC Charlotte ADVANCE FADO Primary Goals

UNC Charlotte ADVANCE FADO 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 salary, workload, resource allocations, 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

Summary of Successes Experienced by UNC Charlotte ADVANCE FADO

The goals of the original ADVANCE IT Proposal were informed by results from a nationwide climate survey conducted by the UCLA Higher Education Research Institute (HERI), and institutional focus groups conducted with female faculty at UNC Charlotte. Briefly, these results suggested that women perceived the culture to be largely “male-dominated.” There were relatively few senior women in most departments and few women in decision-making roles. Many concerns reflected a perception that women’s contributions were devalued and that standards for reappointment, promotion and tenure were inconsistently applied. Other concerns included inadequate mentoring and performance feedback, instances of sexual harassment, and exclusion from informal networks. Furthermore, women reported difficulties with balancing work and family demands (including child and elder care), dual-careers, and inflexible workload and leave policies.

Without doubt, UNC Charlotte ADVANCE FADO programming has had measurable positive impacts on the culture and climate for women at the institution. In 2010, UNC Charlotte conducted another climate survey to monitor faculty perceptions of campus climate. Overall job satisfaction was good among faculty, yet still differed by gender and rank, with women and lower-ranked faculty reporting less job satisfaction. Mentoring was perceived as occurring disparately among women and men. In a climate survey conducted in 2013, gender differences in job satisfaction and mentoring were no longer reported. With regard to mentoring, our mentoring programs have been well received by faculty, and both mentors and mentees speak to the benefits of the program. Indeed, a number of individuals who were new to the institution at the beginning of the granting period and participated in the program as mentees have since received tenure and subsequently served as mentors to new faculty.

The Future of the Faculty Committee, which was established in 2007 as the policy arm of the UNC Charlotte ADVANCE FADO Program has been instrumental in improving the climate for women and under-represented minorities on campus. The committee reviews 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 STEM areas. Progress includes broadening the pathways leading to promotion, adding rationales for stopping tenure clocks, and implementation a faculty ombudsperson office. In addition, ADVANCE has raised the visibility of work-life issues, including the need for on-campus childcare. Evidence that these issues have risen in faculty consciousness is evident from the decision by the Faculty Council to create a Committee on Faculty Welfare to address these and related issues.

Attendance at ADVANCE initiatives has grown since the beginning of the granting period, and feedback from participants has been overwhelmingly positive. Numerous participants in our leadership programs have advanced to titled administrative positions, while others have taken strong leadership roles in their own units or departments. UNC Charlotte ADVANCE FADO has hosted three conferences, which have been attended by faculty from around the state. This underscores the impact our office is having, not only at our own institution, but also regionally. Indeed, we have been sought after by a number of institutions around the state to offer guidance about implementing mentoring programs at their institutions. UNC Charlotte ADVANCE FADO has also fostered partnerships with a number of institutions around the state, which culminated in the submission of a PAID proposal around mid-career mentoring by UNC Charlotte ADVANCE FADO. Strong letters of support were obtained from all our partner institutions in North Carolina.

The most recent regional conference hosted by the UNC Charlotte ADVANCE FADO was focused on educating women and under-represented faculty, students and interested community members about strategies to translate their intellectual capital into entrepreneurial capital. The conference served to expand our ADVANCE programming to the larger community, and also to educate women and under-represented minorities to “think outside the box” when considering their career paths. As a result of this novel endeavor, a number of new partnerships have been fostered with local entrepreneurial entities. These partnerships will be leveraged to continue to expand ADVANCE programming in the institution and in the community.

It is clear that assumptions, attitudes and stereotypes held by individuals of influence in the academy can significantly influence faculty success. With this in mind, UNC Charlotte ADVANCE FADO has directed efforts to educate ALL faculty around issues of diversity. For example, Faculty Recruitment Training Workshops have been 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 diversity goals. In a move that underscores the commitment of the institution to move forward with promoting a diverse faculty, university policy has subsequently been introduced that requires all faculty attend a Recruitment Training Session every 5 years, and all search committee members are required to take the online training module prior to serving on every search committee.

Summary of Challenges Experienced by UNC Charlotte ADVANCE FADO

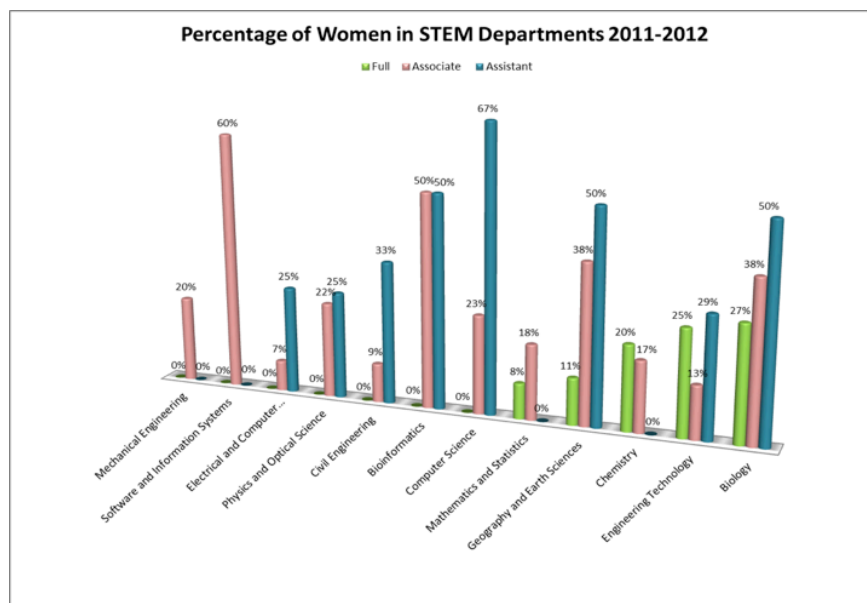
The status of women at this institution has improved substantially since the beginning of the ADVANCE grant, but areas of concern remain to be addressed. As stated in the original ADVANCE grant application, *"...the UNC Charlotte ADVANCE project goals are focused on the recruitment, retention and advancement of women in STEM faculty positions and women in university-wide leadership positions."* It should be noted that a number of confounding factors have tempered the ability of the UNC Charlotte ADVANCE FADO Office to fully realize its goals over the course of the grant period. First, the economic downturn associated with the recent financial recession resulted in constraints on hiring at the University, negatively impacting the ability of the university to recruit both men and women faculty. A freeze on faculty wages (no raises in 4 of the last 5 years), coupled with a restriction on the use of state funds for retention, severely constrained the ability of the University to retain faculty. The economic downturn appears to have had a disproportionate impact on the recruitment of women faculty in STEM disciplines when compared to their male counterparts. We have continued to strengthen our efforts to recruit a diverse faculty and to enhance faculty climate, but recognize that with a slowdown in the rate of hiring, it may take some time to see the results of these efforts. With a slowly improving economic environment, we completed a new salary study in fall 2013 and have been able to partially address equity issues in our tenured faculty. We have also successfully made pre-emptive retention offers to two women faculty, one of whom is a woman of color, in our target disciplines.

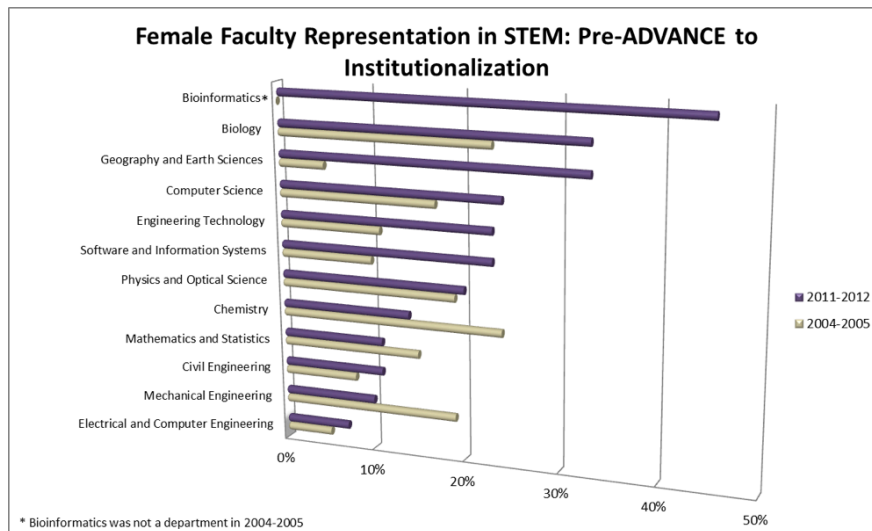
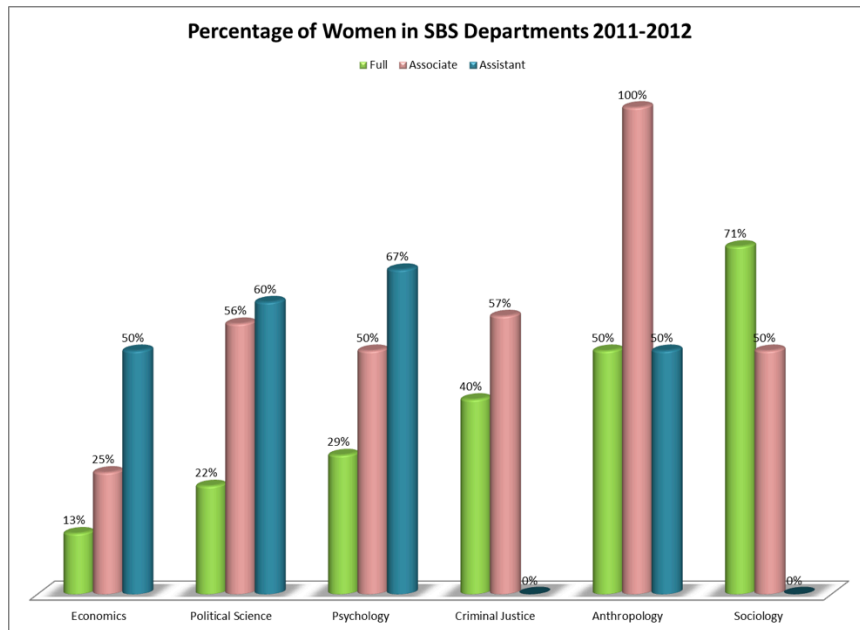
Summary of UNC Charlotte ADVANCE FADO Outcomes by the Numbers: Comparison of Data from 2004-2012

- ***Number of Female Tenure and Tenure-Track Faculty in STEM and SBS***

Comparing data from 2004 to the final year of the grant, there has been overall forward momentum in advancing females in STEM and SBS disciplines. There is, however, considerable variability between departments in what has actually been achieved, with significant progress in certain areas, but lack of progress in others. For example, in Political Science, in 2004, 29% of the tenured and tenure track faculty were women. Currently, women make up 44% of the tenured and tenure track faculty, which is the result of 4 female faculty being hired into the department. A similar positive trend is evident in the departments of Biology and Geography and Earth Sciences, with gains from 11% to 33% of tenure track faculty in Biology and a very

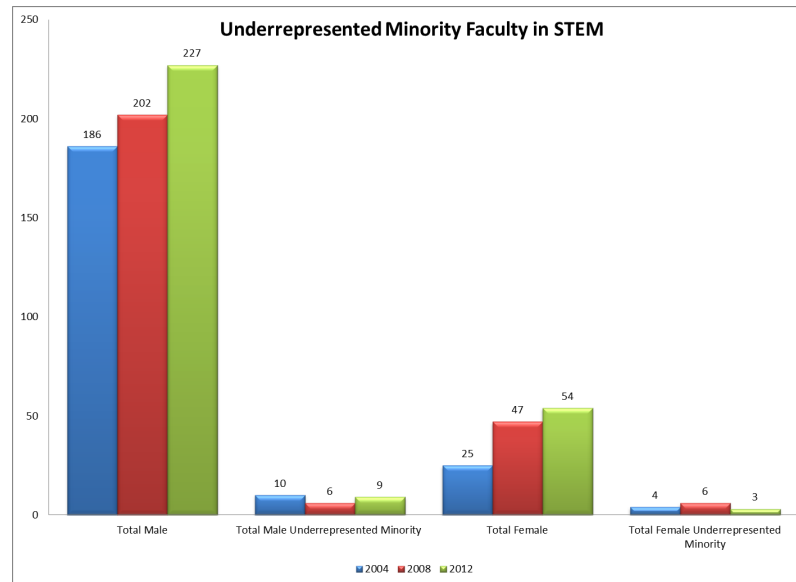
encouraging 5% to 35 % increase in the Department of Geography and Earth Sciences, which was the result of adding 9 women to the department. These numbers are in stark contrast to the situation in the Mathematics and Statistics department, where there has actually been a reduction in the representation of female tenure track faculty. In 2004, women made up 14% of the tenure track faculty, in 2011 this number dropped to just 10%. In the Physical Sciences, there were decreases in the number of female faculty in all departments. The Engineering discipline continues to struggle to recruit and retain women tenure and tenure-track faculty. One encouraging sign is that women faculty increased from 10.5% in 2004 to 12.4% in 2012 in the College of Engineering . This is due to 17% of new positions going to women hires - a noteworthy change. The College has also worked to create unique retention plans for women faculty to address the College’s needs for faculty diversification and the women’s family responsibilities. While women have been hired by a number of departments in the College of Engineering, there was a net gain of women faculty in only the Department of Engineering. Engineering Technology has gained 5 women, increasing the number of tenure and tenure track female faculty from only two in 2004 to six in 2011.





• **Number of Under Represented Minority (URM) Tenure and Tenure-Track Faculty in STEM**

Comparing data from the year before the grant started to the final year of the grant, overall there has been loss of URM in STEM disciplines. While the absolute numbers are not very different, with a drop from 14 URM faculty to 12, the percentage of the faculty from URM groups has declined substantially. Overall, the total number of faculty has grown by 25% during this period, but the number of URM faculty has declined by 14%. Thus in 2004, 7% of the faculty were URM and in 2012 only 4% of total faculty are URM. Again, the economic downturn and legislative limits on the use of state funds for retention appear to have had a disproportionate impact on the recruitment and retention of URM faculty in STEM disciplines when compared to their non-URM counterparts.



- **Number of Female Non-Tenure-Track Faculty in STEM and SBS**

Women continue to be disproportionately represented in STEM and SBS non-tenure earning ranks. It is also important to recognize that in the STEM disciplines, there are a number of departments where the majority of non-tenure track faculty are women. For example, in Mathematics and Statistics, 87.5% of the lecturers are women, which translates into only one male lecturer. This must also be considered in the context of a department in which women make up only 10% of the total faculty. In Biology, the situation is similar – close to 82% of the non-tenure track faculty are female, while only 33% of tenure track faculty are female. In SBS disciplines, the picture is similarly skewed. All the lecturers in Psychology and Anthropology are women. In Sociology and Criminal Justice the numbers for women non-tenure track faculty are 60% and 67% respectively. This data is troubling because it suggests that women still face challenges in advancing to tenure track positions at the institution. Overall, the trend suggests that women in some STEM and SBS departments are largely in non-tenure track positions, although the majority of faculty hired into lecturer positions do not have a terminal degree.

- **Promotion from Associate to Full Professor**

The data concerning numbers of female associate professor faculty promoted to full professor has remained fairly constant throughout the course of the grant. Women continue to lag behind men in this category, particularly in STEM departments. In SBS departments, the picture is a more encouraging. In the 2011-2012 academic year, promotions from associate to full professor were split evenly between men and women with two applying and being promoted. These low numbers are cause for concern, and more work needs to be done to facilitate the promotion of women to full professor. It should be noted, however, that ADVANCE programming has produced a significant change in the culture of the institution such that the mind-set of associate professors (both men and women) regarding promotion has been altered.

Specifically, our mid-career mentoring program, which includes the Faculty Forum sessions, in which the Provost and all Deans participate in a panel discussion to provide clarity around the process of promotion to full professor, has encouraged mid-career faculty to seek promotion to full, while providing them with the tools required to successfully achieve promotion. Our data demonstrates that in the academic years spanning 2005-2008, women made up only 12.5% of the applicants for promotion to full professor, while following our efforts in Mid-Career Mentoring, (2008-2012) women made up 27% of those reviewed. It is anticipated that over the next few years, more women faculty will seek promotion to full as they put into place the plans they have formulated as a result of ADVANCE programming around career development.

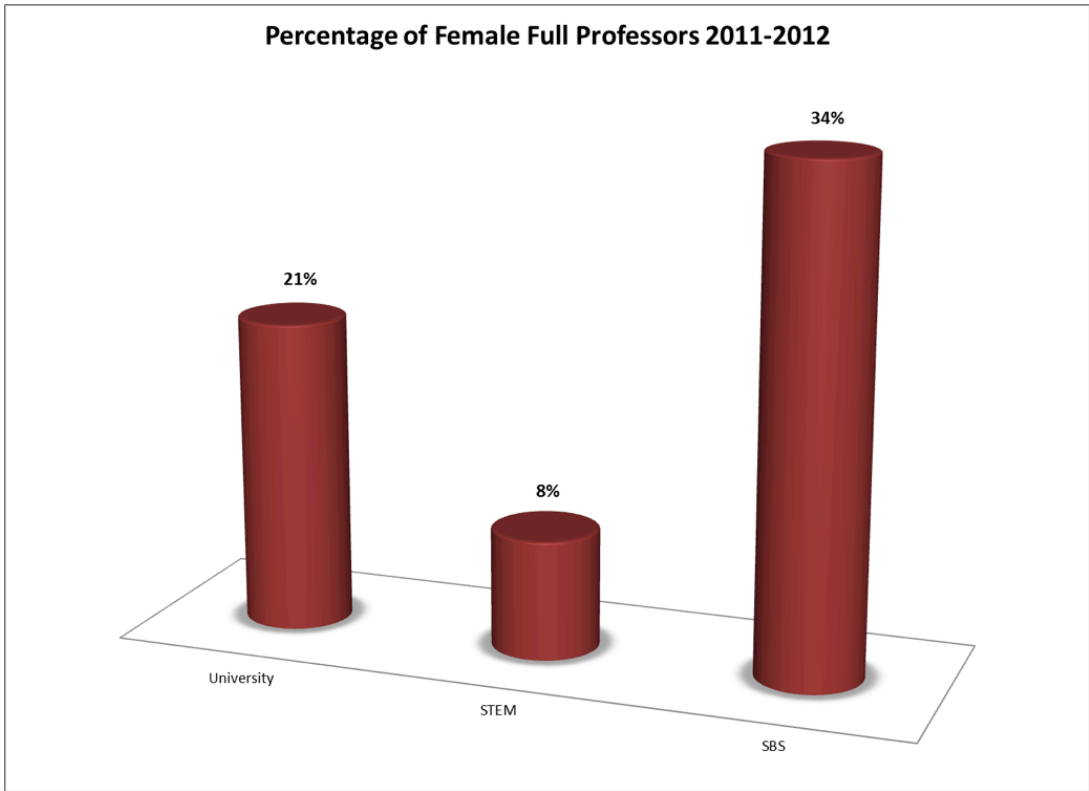
- ***New Tenured and Tenure Track Hires in 2011- 2012***

The data for new hires at the assistant professor level in the 2011-2012 academic year is disquieting. At the assistant level in STEM, all new hires (7 in total) were men. In SBS departments, only one female assistant professor was hired compared to 4 men. When evaluating the changes in new hires from before the grant to after the grant began, the picture remains rather bleak. From the time period between 2004 and 2008, in STEM departments, 70% (48 out of 69) of the new hires at the assistant level were men. This number has only dropped to 69% (18 out of 26) for the 2008-2012 time period. This is due in part to the fact that the only area in which significant numbers of STEM faculty were hired during the 2008-2012 period was in a special initiative in energy production and infrastructure, an area in which the applicant pools were overwhelming male. In SBS the differences remain the same from before the grant to when many of the programs were implemented following funding of the grant. Women made up 55% (11 out of 20) of the newly hired tenure track professors at the assistant level. The number is the same for the 2008-2012 time period.

- ***Women in Leadership Positions***

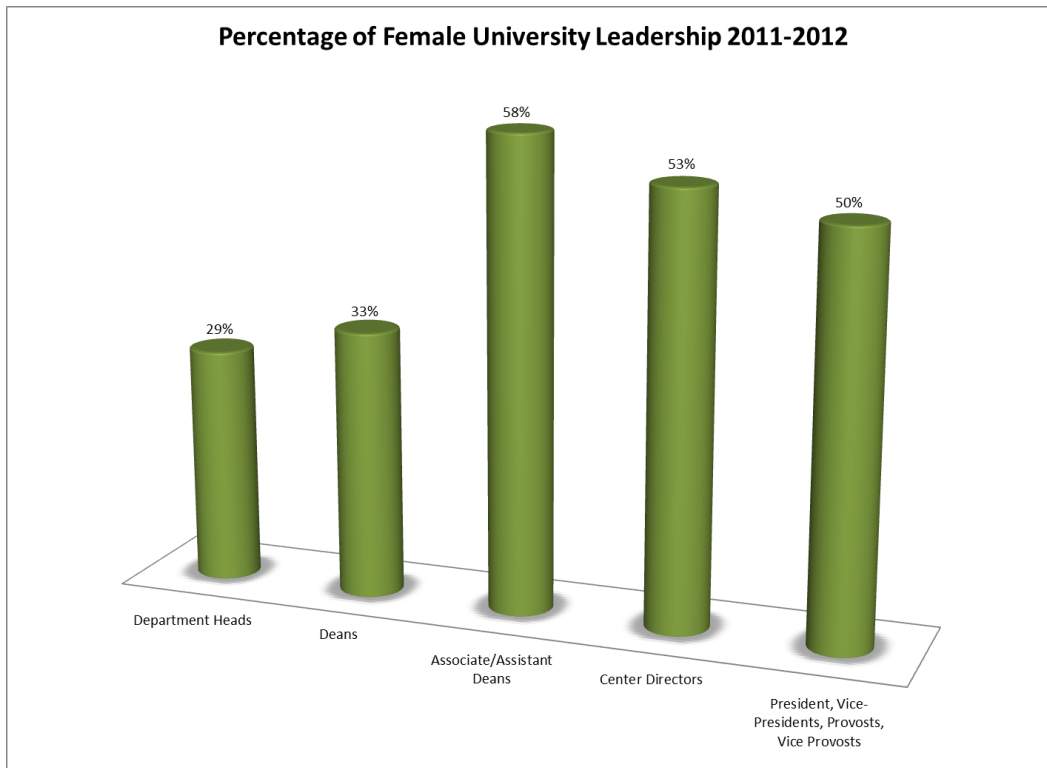
- ***Full Professors***

The status of women in leadership positions at the institution is mixed, and highly dependent upon rank. Thus, for the 2011-2012 academic year, only 8% of full professors in STEM departments were women, compared to a University population of 21% female full professors. In SBS departments, women make up more than 34% of the full professors.



- **Department Heads**

As of Fall 2012 two STEM departments are chaired by women, chemistry and software and information systems. This translates into 18% of the STEM department heads. University-wide, women make up 29% of the department chairs, including five of the six SBS departments, Female deans lead the Colleges of Liberal Arts and Sciences, Health and Human Services, and Education. On an even more encouraging note, close to 58% of the associate and assistant deans are female, and five of these are in STEM disciplines, including bioinformatics, engineering and chemistry. There are nine female center directors making up 53% of the center directors and one of these is in STEM. Thirty-eight percent of the senior leadership (provost, associate provosts, and vice chancellors) are from STEM disciplines and half of all senior leadership positions are filled by women, including one with a STEM background.



- **UNC Charlotte ADVANCE FADO Organizational Structure**

UNC Charlotte ADVANCE FADO provides leadership and support for all ADVANCE program components.

Office Staff: ADVANCE is staffed by a small professional team, led by Faculty Director, Dr. Yvette Huet. As would be expected, the organizational structure of the UNC Charlotte ADVANCE FADO Office has changed considerably over the 7 years that the office has been operational. Currently, the team consists of:

- Dr. Yvette M. Huet, Co-Principal Investigator for NSF ADVANCE grant; UNC Charlotte ADVANCE FADO Director; Health Services Research Doctoral Program Director; Professor, Department of Kinesiology (50% time; 2008-present)
- Dr. Elizabeth Wemlinger, Lead Evaluator (75% time; 2011 - Present)
- Dr. Andrea Dulin, Project Director (50% time; 2012-Present)
- Ms. Sarah Grant, Administrative Assistant (100% time; 2013- Present)
- Ms. Meika Garner, Graduate Assistant (100%, 2012-present)

The UNC Charlotte ADVANCE FADO Director and the Project Director both hold PhDs in STEM disciplines.

UNC Charlotte ADVANCE FADO Office Finances: Overall responsibility for allocation of project

funds resides with the Principal Investigator, Provost Joan Lorden, with day-to-day oversight delegated to the ADVANCE Director, Yvette Huet. As the Office has been institutionalized, the responsibility for funds provided by the Division of Academic Affairs have been transitioned to the Director.

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 STEM disciplines. The External Evaluation Team that assessed the UNC Charlotte ADVANCE program in January 2008 wrote the following recommendation: *“ADVANCE Project staff and faculty leaders need a mechanism for more frequent consultation and discussion of progress and obstacles.....UNCC should consider establishing an ADVANCE Steering Committee, ”* Following recommendations by the evaluation team, since 2008 the leadership structure also encompasses a smaller sub-set of the Leadership Team, which provides guidance to the work. Individuals who sit on the ADVANCE Steering Committee 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 Kinesiology (and formerly, Biology)

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

*Dr. Nancy Fey-Yensan, Dean, College of Health and Human Services, Chair, Future of the Faculty Committee

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

(*Dr. Mary Lynne Calhoun, Dean, College of Education, served until her retirement in 2013)

Support Functions of the UNC Charlotte ADVANCE FADO Office

The ADVANCE Faculty Affairs Office also provides support for the Committee on the Future of the Faculty and the Faculty Ombuds Office. The Future of the Faculty Committee, which was established in 2007, reviews 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 STEM areas. The UNC Charlotte Faculty Ombuds Office was established in 2012 to provide an alternative resource for the management, prevention and resolution of conflicts arising among the faculty and administration of the University. The 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 to support the need for such a position. The Ombuds Office is a university-funded initiative, which is part of the ADVANCE institutionalization plan.

- **Summary of ADVANCE Programming Initiatives**

- **Faculty Mentoring Programs**

The ADVANCE Faculty Mentoring Programs provide professional support for all 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.

- **New Faculty Mentoring Initiative (Previously called Junior Faculty Mentoring Initiative) (2007 – Present)**
 - *In total, 125 new faculty have participated in the program since its inception*
 - *15 new faculty were paired with mentors during the 2012-2013 academic year*

New faculty members are matched with senior colleagues who are outside the new faculty members' home unit. Initially, programming was open only to assistant professors, but since 2008 any interested new faculty are invited to participate. To facilitate compatible matches, since the inception of the program, mentees have been required to fill out a mentor request form and mentor mentee pairings have been made based on qualifiers the mentees cite as being important to them. Participation in the program is voluntary, but strongly encouraged. Mentors and mentees participate in separate training sessions at the beginning of the year to learn about the program, discuss best practices and establish expectations. A mentoring reception is also held where mentors and mentees have the opportunity to meet with each other, and other participants in the program. At the end of the year, a second reception is held to celebrate and reflect back on the year. Both receptions are attended not only by participants, but also by department chairs, directors, Deans and the Provost. Their attendance demonstrates the support for the program at all levels of administration. The 2012 – 2013 year represents the 7th year for the Faculty Mentoring Program. A total of 15 new faculty were paired with mentors.

- **Mid-Career Mentoring Initiative (2008-Present)**
 - *In total, 69 associate professors have participated in the program*
 - *11 associate professors participated in the 2012 -2013 academic year.*

While it has been recognized that formal mentoring of associate professors is an important component to successful career advancement, recent studies suggest that mentoring is particularly vital to the career success of women. The goal of the initiative is to re-engage associate professors, particularly female STEM faculty in proactive, intentional career planning

in a supportive environment committed to removing institutional barriers to their advancement. With this in mind, a six-step “mid-career planning process” was developed to facilitate career advancement and it has been utilized in all mid-career mentoring initiatives. Initially, seven 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.” ALL associate professors across the Institution were invited to attend these sessions. In response to faculty attendee requests, these informal mentoring sessions spawned Faculty Forums and Discipline-Specific Peer Mentoring groups.

- **Discipline-Specific Peer Mentoring Groups**

The first formal peer-mentoring program was instituted by a group of engineering faculty who had participated in Focus Energy Friday Meetings. All associate professors in the College of Engineering were invited to attend this formal program, which was directed by the faculty member who had proposed the idea. ADVANCE has since been asked to organize similar peer groups for associate professors in the behavioral sciences and the humanities.

Faculty Forum (2008 to present)

- *In total, 86 associate professors have participated in the program*
- *22 associate professors participated in the 2012 -2013 academic year*

All associate professors from the institution are invited to participate in the Faculty Forum, which is typically held once a year. The goal of the forum is encourage associate professors to seek promotion to full and to educate them about strategies to achieve this goal. The Provost and Deans from all colleges participate to provide clarity around the promotion process. Typically, each dean speaks briefly about the promotion process.; participants then have the opportunity to ask questions and discuss concerns. This initiative has been very well received by participating faculty, and has proven to be an effective forum in which to provide clarity around the criteria for, and benefits of promotion from associate to full professor. ADVANCE also encouraged members of the College Review Committees (CRC) to attend. This helped to ensure that all involved in the review process have a common understanding of expectations and other issues. It has helped CRC members to hear the questions associate professors are asking as they move through the process. In general, the process has been demystified. This is reflected in the results from the COACHE survey of tenured faculty in which the clarity of the process received high marks.

- **“Charting your Path - Strategies for Success in Academe: A Conference for STEM Women Associate Professors and Their Administrators.”**

March 2011 at UNC Charlotte

May 2012 at NC A&T State University

In keeping with the initiative to facilitate the career advancement of female STEM associate professors, ADVANCE organized and hosted two conferences, “Charting your Path - Strategies for Success in Academe.” The goal of the conferences 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.

Over 50 faculty and administrators attended the March 16, 2011 conference at UNC Charlotte. Dr. Joan Lorden, UNC Charlotte Provost and Vice Chancellor for Academic Affairs, sponsored the conference, along with the UNC Charlotte ADVANCE FADO Office. Attendees heard from provosts, deans, department chairs, center directors and faculty members, all of whom presented practical ideas and experiences to help their colleagues.

In response to the positive feedback on the 2011 conference, UNC Charlotte and North Carolina A&T State University (NC A&T) jointly organized and 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, which was held on the campus of NC A&T. Information regarding the Charting your Path 2012 Conference, including copies of the presentations can be found at:

<https://advance.uncc.edu/events/events/mid-career-conference-2012>

- **Fostering Partnerships with other NC Institutes of Higher Education**

It was clear that many of the faculty and administrators who attended the conference were interested in continuing the discussion around Mid-Career Faculty Mentoring. As a result, the UNC Charlotte ADVANCE FADO Office organized a collaborative meeting for interested individuals, which was held at NC A+ T in August 2012. Individuals from five North Carolina Institutions were present at the meeting: UNC Charlotte, NC A&T, North Carolina State University, East Carolina University (ECU), Elon University, and Fayetteville State University. In addition to discussing what has and has not worked with mentoring initiatives at our home institutions, the possibility of submitting a collaborative (NSF PAID) proposal around mid-career mentoring was discussed and subsequently implemented.

- **Submission of NSF PAID Proposal**

In November 2010 and again in 2012, the UNC Charlotte ADVANCE FADO Office submitted a PAID proposal to NSF: **“Retaining Intellectual Capital through Career Development of STEM**

Women and Minority Associate Professors.” Strong letters of support were obtained from all our partnering institutions in North Carolina.

Overview: Mid-career mentoring has been identified as one effective strategy to dismantle barriers to promotion identified by both male and female associate professors. ***The overarching goal of this proposal was to increase the representation of women and minority STEM faculty in positions of influence and leadership in the academy where they can affect policy change to promote equity in this setting.*** To fulfill this goal, best practices around the advancement of female and minority mid-career faculty were to be disseminated in two different forums: 1.) A State-Wide Mid-Career Advancement Conference; and 2.) A mobile Train-the-Trainer Workshop. The proposal called for the development of an Internal Steering Committee (ISC), which would include Administrators, Professors, Associate Professors, Women of Color and Men from UNC Charlotte and an External Steering Committee made up of Representatives from our partnering institutions around the state (NC State, NC A&T, Elon, East Carolina and Fayetteville State). The proposal was not funded by NSF, but UNC Charlotte ADVANCE FADO plans to resubmit the proposal after addressing reviewers concerns. We will continue to meet with our partner institutions on a regular basis to discuss other potential collaborations and funding opportunities. Furthermore, the partnerships will serve as a forum for dissemination of best practices and will promote sustainability of proposed initiatives.

UNC Charlotte FADO has also held discussions with NC A&T and ECU regarding submission of their own NSF ADVANCE IT Proposals to be submitted this November. Furthermore, Dr. Huet is included on the Advisory Board for NC A&T and ECU’s IT Proposals.

- **Individual Mentoring**

The Director and other UNC Charlotte ADVANCE FADO staff provide review and editing resources for faculty in the writing of their promotion and tenure portfolios when requested. In addition, the Director reviews rebuttals and meets with faculty of all ranks as a supplemental mentor. This has evolved over time as more faculty become aware of the role of the UNC Charlotte ADVANCE FADO, and Deans and Chairs view the Office as a valuable resource for faculty and encourage them to meet with ADVANCE FADO staff. During most of the year, there are several meetings every week with faculty, and in the mid to late fall, this number usually fluctuates upward as reappointment, promotion and tenure decisions at the departmental and college levels are received by faculty.

- **Programming for New Faculty**

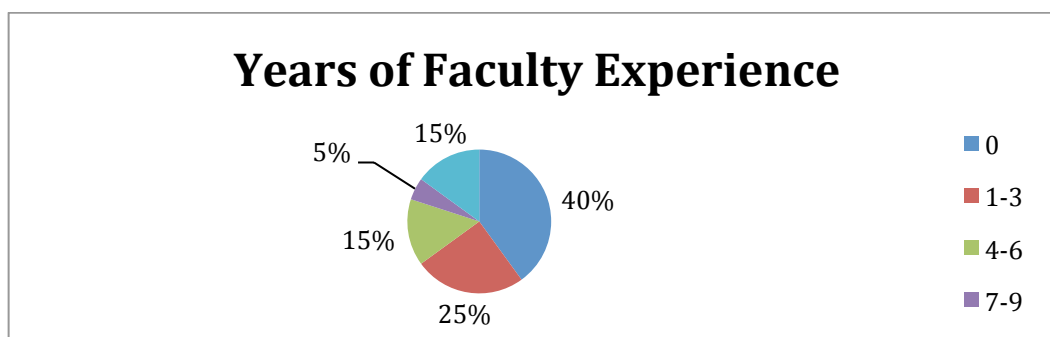
- **New Faculty Orientation (2012 – Present)**

- ***43 new faculty attended the program***

The UNC Charlotte ADVANCE FADO Office took over planning and hosting the New Faculty Orientation Program in the 2012-2013 academic year. An overview of the University was

presented, and participants were introduced to people and programs that could assist them in their teaching and research. Presenters included the University Chancellor, Provost Joan Lorden, the Faculty President and other faculty and staff members. An interactive luncheon was also held, during which new faculty participated in an interactive workshop on Assistance in Addressing Student Needs. A number of high-level administrators from the Office of Legal Affairs, Academic Services, Disability Services and the Academic Integrity Board were on hand to meet with new faculty and facilitate the discussions.

The distribution of the faculty attending the orientation was close to half male and half female, with 10% of respondents preferring not to answer. Forty percent of the respondents had no prior faculty experience, whereas twenty percent had seven or more years of faculty experience.



Overall, feedback regarding the orientation was positive, with participants finding the information covered to be helpful and useful. All of the topics covered received mostly excellent and above average scores from participants. Those who attended were pleased with many aspects of the orientation. The evaluations completed by participants will guide revisions to the agenda for the next New Faculty Orientation. The orientation provides an excellent opportunity to introduce faculty to the resources of the ADVANCE FADO.

- **New Faculty Transitions (2009 - Present)**

- *In total 81 new faculty have participated in the program*
- *20 new Faculty participated in the 2012 – 2013 New Faculty Transitions Program*

This programming aimed at new faculty was first offered in 2008. The program focuses on providing strategies to help new faculty navigate issues they might face in their first few years at the institution. In addition, it serves as a forum to allow new faculty to interact with faculty from across the institution, thereby building a sense of community. Sessions were initially scheduled once a month during the academic year, but the schedule was switched to twice a month during the first semester as a result of participant feedback. Typically, the program

consists of seven or eight different sessions. Examples of sessions that have been presented include:

- 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.
- Basic Legal Guidelines for Classroom Policies and Practices.

Overall, participants who responded to the survey gave positive evaluations for the program. The majority of respondents rated every session either excellent or good. The particular session that received the highest rating was The Annual Review and Reappointment, Promotion, and Tenure Process.

- **Leadership (2007 - Present)**

- ***In total 137 faculty have participated in the program: 71 women; 17 STEM women and 66 men***
- ***18 Faculty participated in the 2012 – 2013 series***

UNC Charlotte ADVANCE FADO established Leadership UNC Charlotte in recognition of the pivotal role that climate and experience at the departmental level play in the success of faculty. Chairs and deans nominate members of their departments whom they have identified as current or future leaders in the institution to attend this series of workshops focused on engaging participants in active discussion of academic leadership topics. ADVANCE limits participation to twenty-four people for each class, and a commitment to the entire program is required.

Examples of sessions that have been presented include:

- 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
- Collegiality in the Workplace: the Value of Civility

For the last 5 years, facilitators from COACH have led one of the leadership workshops. COACH was formed in 1998 by senior women faculty from across the nation whose mission is to transform the careers of scientists and engineers, especially women. Examples of workshops led by COACH facilitators include, Use of Influence, Power and Conflict Resolution in a Leadership Role and Academic Leadership. The sessions, which are highly interactive, have received overwhelmingly positive feedback from participants. Many participants have gone on to take leadership roles at UNC Charlotte and other institutions.

- **Faculty Recruitment Training (2007 – Present)**

- ***342 participants since its inception***
- ***56 participants in 2012-2013***

Faculty Recruitment Training workshops were 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, college and department diversity goals. 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 sessions twice a year. The structure of the workshops has been altered over time to more effectively meet the needs of faculty based on participant feedback. Consequently, ADVANCE has added new content to the workshops, including case studies, enhanced training on cognitive bias in committee discussions, and diversity recruitment solutions. For the past two years the program has utilized a two-pronged approach - an online component in conjunction with a face-to-face session. The online portion utilizes the University of Washington ADVANCE video, "Interrupting Bias in the Faculty Search Process". 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 other search committee members from across campus 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 initial intent was that one member of every search committee would attend a workshop prior to serving on the committee. University policy has since been introduced which requires that all faculty members take an on line training module prior to serving on each search committee as well as attend a Recruitment Training Session every 5 years.

In 2012, The UNC Charlotte ADVANCE FADO Faculty Recruitment Training Initiative was recognized on a national level, when it 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 FADO Faculty Recruitment Training Program can be found at:

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

Feedback for Recruitment Workshops

Fall 2012

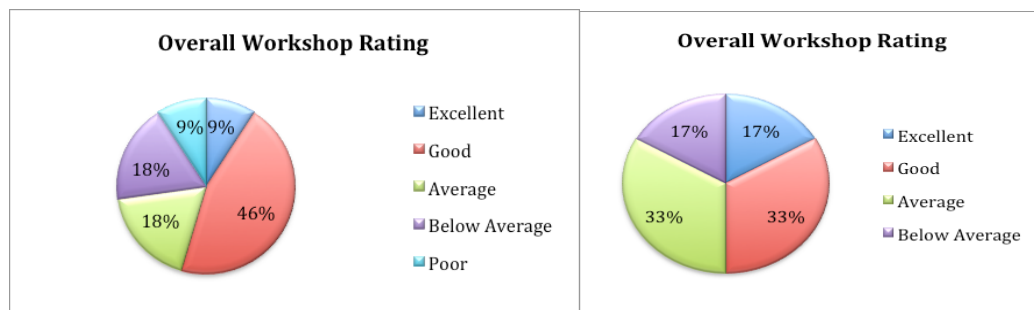
Participants: 43

Survey Respondents: 12

Spring 2013

Participants: 13

Survey Respondents: 7



The overall ratings for the Fall and Spring Recruitment workshop were fairly similar. Discussions around legal issues, the video regarding hiring committees and discussions about this, and the overall audience and panel discussion were deemed most useful by participants. A few respondents noted that the areas they found most useful in this workshop were:

- *"Great discussion. Able to get clarity on some of my questions"*
- *"It was interesting to discuss the legal issues in hiring"*
- *"[T]he focus on the need to establish criteria ahead of time and include them in the description of the position"*

Some suggestions were offered to improve the workshop. Some participants recommended information about diversity, the benefits, and how to recruit diverse candidates to also be included in the workshop. A few respondents noted that:

- *"It could have been organized around a set of key principles or "take-away" points"*
- *"Make it more clear to participants that review of online posted materials before the group discussion at the workshop would be helpful"*
- *"I think it would have been a good idea to include some pro-diversity ideas . . . a greater focus on the benefits of diversity and how following best EEO practices produces good outcomes. In general, the focus of the discussion was mostly negative – what NOT to do"*

- **Chair Development Programs**

Research has shown that faculty place great value on departmental climate and culture. The department chair plays a pivotal role in shaping the faculty's perception of departmental climate and culture, both of which can have a significant influence on faculty retention. The UNC Charlotte ADVANCE FADO Office administers programming to chairs to provide them with advice and resources they can utilize to enhance climate in their departments. Bringing departmental chairs together also allows for discussion and learning opportunities based on their own experiences and ideas. The value of this programming to the institution is underscored by the fact that the Chair Development initiatives were institutionalized in 2009.

- **New Chairs Orientation (2009 – Present)**

- ***A total of 44 new chairs have participated in the program since its inception in 2009***
- ***20 chairs participated in the 2012-2103 academic year***

At the beginning of each academic year, the UNC Charlotte ADVANCE FADO Office hosts a day-long New Chairs Orientation program designed to familiarize chairs who are new to the institution 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)
- Academic Policy Hot Topics
- Current Legal Topics in Higher Education
- A roundtable discussion with experienced chairs

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

The program was well received by chairs, particularly the roundtable portion of the program that allowed the new chairs to interact with more seasoned chairs. The chairs requested additional opportunities to network with seasoned chairs, which resulted in the development of the ADVANCE Chair Development Program

- **Chair Development Programs (2009 - present)**

- ***In total 133 chairs have participated in chair development programs***
- ***In 2012-2013, 23 chairs participated***

A number of different topics have been discussed in these sessions, which typically are led by a facilitator. Examples include, a discussion on chairs' roles in establishing effective working

relationships with deans. A number of Deans participated, drawing insights from their experiences at the institution. In a recent session, the faculty ombuds led a discussion on civil communication in the workplace. Others sessions have focused on the future of UNC Charlotte and the potential outcomes of its growth and expansion of programs while also growing increasingly diverse student body, faculty and staff populations; transmitting information regarding faculty expectations to unit members new and old; and dealing with difficult faculty members.

- **COACH Workshops (2011 – Present)**

- ***In total 166 women faculty have participated in these workshops***
- ***In Spring 2013, 54 women participated***

UNC Charlotte ADVANCE FADO has held several workshops for UNC Charlotte women faculty from all disciplines. The workshops were 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. These workshops have proven to be highly effective, and receive very positive feedback from participants. Topics explored have included, Creating Balance and Value in Your Career and Effective Negotiation Strategies.

COACH 2013

In this highly interactive workshop, 22 UNC Charlotte women faculty from across all disciplines learned about the importance of negotiation; the necessary elements of a successful negotiation; the importance of developing alternatives to an agreement; techniques for handling difficult people and conversations; the importance of listening and appreciating different viewpoints and a number of follow-up techniques.

Feedback regarding the workshop indicated that participants found the information very useful and enjoyed the style of the presentation. The interactive components and open discussions were appreciated by a number of participants. Many respondents noted that all of the information covered was important to them and that they would have appreciated more time for deeper discussions and more information. Several of the comments regarding what individuals enjoyed most about the presentation were:

- *“Everything! These two women rock! I wish I’d had that workshop 30 years ago...”*
- *“It was the best seminar I have ever attended. The leaders were smart and knowledgeable. Would I[o]ve to see this extended into a multiday training.”*

In terms of what participants took away from the workshop, the need to be confident and assertive during the negotiation process was commonly cited. Other feedback mentioned that learning about negotiation styles and research on negotiation was quite useful.

Several individuals mentioned that they learned

- *“How not to sound hesitant or in a weak position.”*
- *“[A]s a woman [I] have to speak up for myself.”*

The main theme of the recommendations for improvement included extending the workshop time and including more information.

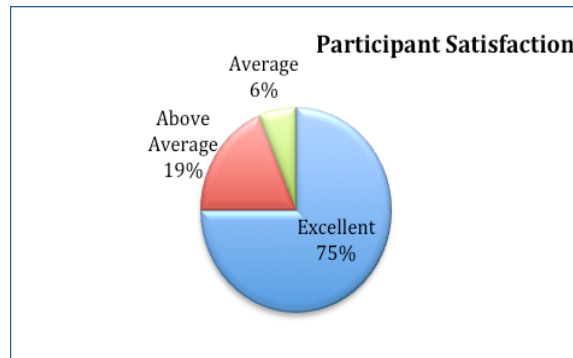
• **Bridging the Gap Between Academic and Entrepreneurial Capital Conference**

The ADVANCE Faculty Affairs and Diversity Office partnered with the Charlotte’s Women’s Summit and UNC Charlotte’s Charlotte Research Institute and Ventureprise, UNC Charlotte’s economic development arm, to host a successful conference: "Bridging the Gap between Academic and Entrepreneurial Capital: Strategies for Success for Women and Under Represented Minorities" on March 19, 2013. The overarching goal of the conference was to educate female and minority faculty members, students, and interested women community members about how they can translate their intellectual capital into entrepreneurial capital in innovative ways. When thinking about academic entrepreneurship, typically people think about commercialization of lab technology, for example, patenting a technique or drug. However, the skill sets associated with working at an academic institution can be translated into a number of different entrepreneurial endeavors, for example, starting a grant writing or leadership consulting firm. The conference provided a forum to educate individuals to think outside the box. Over 40 participants attended the conference, which featured presentations on the topics of: How Entrepreneurial Cultures Spur Entrepreneurial Action: Connecting Universities to Economic Development; Assessment of Strengths; Opportunity Assessment - Discerning the Business Potential in your Intellectual Property; and Financing Options and Support for Funding your Business. In addition a Panel Discussion entitled "Lessons Learned" was presented which featured three women in academia who successfully bridged the gap between academia and entrepreneurship.

A participant survey was conducted after the conference to determine its effectiveness. There was a 54% response rate. Slightly less than half of the twenty-one respondents were faculty members. Most of these individuals were from UNC Charlotte, UNC Wilmington, or East Carolina. Feedback regarding the conference indicated that participants found the information very useful and would recommend the conference to other people.

- *“A great introduction to the entrepreneurial world”*
- *“My take home messages was, it is important to talk to people about idea[s], don’t keep it a secret”*

The most consistent recommendation from respondents was to increase the duration of the conference.



The majority of the participants (75%) rated the conference as excellent, and 19% rated the conference as above average.

Two UNC Charlotte faculty members, one from the College of Computing and Informatics and one from Arts and Architecture have taken their collaborative research into the technology transfer realm and are participants in an NSF-sponsored set of activities and program called the Innovations Corps (i-Corps).

As a result of working with a number of experts in the field of entrepreneurship, several connections were formed. For example, ADVANCE met with a representative from Queen City Forward, a non-profit organization that provides a hub for entrepreneurs who have business ideas that address social needs and work to balance a triple-bottom-line of people, planet and profit. It's mission is to unleash the potential of high-growth, high impact social entrepreneurs in Charlotte to create sustained economic and social impact that spurs economic development, improves the lives of citizens, and drives a new model of sustainable growth.

An article describing the conference, prepared by the ADVANCE Project Director Andrea Dulin, was featured in Millennial magazine, a campus wide publication distributed by the Charlotte Research Institute. UNC Charlotte ADVANCE FADO has also begun discussions with Queen City Forward to partner in providing programming in the future. In addition, there are continuing discussions with Ventureprise as well as the Biotechnology and Life Science Advising (BALSA) Group at St. Louis University for future collaborations, speakers and symposia.

- **ADVANCE Competitive Awards Program**

UNC Charlotte ADVANCE FADO established a Competitive Awards Program as a cornerstone initiative to stimulate innovative thinking and comprehensive efforts to reduce institutional barriers and promote the success of female STEM faculty. The ADVANCE Competitive Awards Program consisted of two tiers:

- The Bonnie Cone Awards to individual female junior faculty in STEM disciplines
- Solutions Team Awards, which were awarded to departments and colleges

- **Bonnie Cone Fellowships (2007-2012)**

The Bonnie Cone Fellowship provided individual awards for women STEM faculty. It was named to honor the tradition of Bonnie Ethel Cone, who was a leader in education and instrumental in the founding of UNC Charlotte and its development. This initiative proved to be more a more effective strategy to promote the success of women STEM faculty in the academy than the Solutions Team Awards (see below).

In 2006 – 2008, 18 grants in total were awarded to female junior STEM faculty

In 2008-2009, 6 grants awarded

In 2009-2010, 7 successful applications were awarded, totaling \$50,000

In 2010-2011, the fellowships initiative awarded \$25,000 to six junior STEM female faculty, bringing to 36 the total recipients in the four years of operation.

An evaluation of the Bonnie Cone Award program based on individual interviews with 16 of the 18 women awarded fellowships in 06-07 and 07-08 indicated that the program has been effective on a number of levels. The women were able to formulate career development programs that advanced their research careers. In addition, the program has provided insight into the kind of support mechanisms that are most helpful, particularly to beginning women faculty. The funds allowed women to make contact with new mentors and collaborators and to attract students to their labs. The flexibility in when and how the funds could be spent allowed the women to fill gaps in start up packages that may not have been anticipated at the time that they negotiated for their positions. The awards have also helped boost the confidence of the awardees, providing them with a more positive view of the institution. These results stimulated thinking around the need for flexible solutions for women with families that have outlived the program. For example, one successful retention effort for a woman in engineering involved a part-time tenured position, a first for UNC Charlotte.

- **Solutions Team Awards (2007 – 2009)**

This program was in operation for only 2 years. No new Solutions Team Awards were made after 2009 in response to recommendations from the NSF site visit review. The goal of the program was to stimulate thinking about the obstacles to the advancement of women at the unit level and to seek creative solutions. While, the number of competitive proposals was not as high as anticipated, several proposals were funded. For example, the Department of Psychology received a Solutions Team Grant that resulted in a report on the climate for women and the outcomes of recruitment and retention initiatives for women and women faculty of color. The department received an additional award to define solutions for issues raised in the initial report. At the completion of the second award, the department was in a position to share both the assessment and the solutions with the campus. Since then, the gender composition of

the department has changed dramatically, with a female department chair and new female hires, including women of color.

In the College of Liberal Arts and Sciences (CLAS), The Solutions Team Award enabled significant progress on implementing the diversity plan approved by the college the previous year. The overarching goal of the proposal was to provide a point person, the diversity coordinator, who would oversee implementation of the diversity plan in the college. Part of the strategy for implementing the policy was to infuse its recommendations into the strategic plans of the college and other units. The Diversity Coordinator has served as a consultant to CLAS units during the strategic planning process, has provided extensive reviews and comments on drafts of unit strategic plans, and has assisted the dean as needed during the process. In addition, a new diversity component was included on the CLAS website that has been used to aid recruitment and retention of diverse students, staff, and faculty and to serve as a repository of information and resources related to best diversity practices. The diversity coordinator also assisted the ADVANCE grant team in developing a climate survey that is being used university wide. This approach has since been adopted in the College of Arts & Architecture.

In 2010-2011, ADVANCE supported the expansion of the Department of Psychology and the CLAS initiatives that previously had been funded by the Solutions Team Awards program to other units. These two initiatives have had a profound influence on the work of the Academic Affairs division and several colleges, including the Colleges of Engineering, Education, and Computing and Informatics.

The CLAS work on diversity has proven particularly valuable in informing the UNC Charlotte ADVANCE FADO Office as it built college-specific scorecards (see below). The scorecards were designed to make recommendations to the colleges related to their diversity challenges documented by the climate survey completed by tenured and tenure-track faculty. Presentation of the 2010 scorecards contributed to the expansion and deepening of the work by faculty diversity committees in the colleges of Education, Engineering, and Computing and Informatics.

- **ADVANCE Women's Speakers Series (2008- 2012)**

The ADVANCE Women's Speaker Series evolved into a co-sponsorship program in which ADVANCE partnered with centers and departments to bring distinguished scholars to campus to discuss gender issues in academia, and to present the research of women in a variety of fields. During the 2008-2009 academic year, the program sponsored visits from Deidre Mulligan and Helen Nissenbaum, among others.

Workshops on gender issues led by several of these speakers were targeted to department chairs and deans. ADVANCE also co-sponsored relevant speakers in departmental colloquium series to increase the numbers of women scientists and engineers included in these programs, which allowed our women faculty opportunities to network with leaders in their fields. For example, the colloquium series in the College of Computing and Informatics was transformed from an all-male line up to a more gender-balanced list, highlighting the important intellectual leadership provided by women in this field.

In 2010, in partnership with the Center for Professional and Applied Ethics and its Director, Dr. Rosie Tong, ADVANCE hosted a speaker series entitled “Towards a More Diverse Academy: Women Taking the Lead.” Six women who are national leaders in STEM disciplines addressed campus through six lunches and six lectures. A total of 246 students, faculty and staff attended the lectures and lunches, and information has been included on the ADVANCE website for further dissemination.

Keynote Speakers included:

2009-2010

- Dr. Deborah Johnson, University of Virginia
- Dr. Gail Cassell, Eli Lilly and Company
- Barbara Mulkey, Founder and Chairman of Mulkey Engineers and Consultants, Inc.
- Dr. Rachel Seidman and Dr. Laura Edwards, Duke University
- Dr. Elba Serrano, New Mexico State University
- Dr. Carla Fehr, Iowa State University ADVANCE

2010-2011

- Dr. Sally Haslanger, MIT
- Dr. Rebecca Tushnet, Georgetown University
- Dr. Rachelle Hollander, National Academy of Engineering
- Dr. Nancy Tuana, Pennsylvania State University

2011-2012

- Dr. Christina Bellon, California State University, Sacramento

- **Dissemination**
- **Publications and Presentations**

A number of publications and presentations regarding our ADVANCE initiatives have been published over the course of the granting period. These include:

Wemlinger, E., Cochran, J. (2013). Intersectionality in the Workplace: The Work Climate for Black Women in Academia. Presented at the 2013 ADVANCE Program Workshop, Alexandria, VA

Lorden, J.F., (2013) Non-Tenure Track Faculty: Jobs and Job Satisfaction. APLU Council on Academic Affairs Summer Meeting, Stevenson, WA.

Wemlinger, E., Garner, M. (2013). Mentoring Women in STEM: Benefits and Opportunities. Presented at the 2013 ADVANCE Program Workshop, Alexandria, VA

Huet Y. (2012). Presenter, We are a Community: Mentoring, Fayetteville State University, NC, March 2012

Buch, K., Huet, Y., Rorrer, A., Roberson, L. (2011). Removing the Barriers to Full Professor: A Mentoring Program for Associate Professors, Change: The Magazine of Higher Learning, 43:6, 3845

Lorden, J.F. (2011) Mid-Career Mentoring at UNC Charlotte, North Carolina State University ADVANCE Retreat, Raleigh, NC.

Lorden, J.F. (2011). 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

Buch, K., Huet, Y., Rorrer, A., Roberson, L. (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

Wemlinger, E. (2011). Women and Men in the Academy: Behaviors and Attitudes. Presented at the 2011 ADVANCE Program Workshop, Alexandria, VA

Bilimoria, D., Buch, K. (2010). The Search is On: Engendering Faculty Diversity Through more Effective Search and Recruitment. Change: The Magazine of Higher Learning, 42: 4, 27-32

Lorden, J.F., Huet, Y., Rorrer, A., Wemlinger, E., Thaker, K. (2010). Diversity Language Inclusion in STEM vs. Non-STEM Faculty Recruitment. Presented at the 2011 ADVANCE Program Workshop, Alexandria, VA

Lorden, J.F., Huet, Y., Rorrer, A., Buch, K., Roberson, L., Doer, S. (2010) Linking Faculty Perceptions to Campus Diversity Strategic Plans. Presented at the 2010 ADVANCE Program Workshop, Alexandria, VA

Lorden, J.F., Huet, Y., Rorrer, A., Cann, A., Banerjee, N. (2010). ADVANCE UNC Charlotte: Scorecard of Progress. Presented at the 2010 ADVANCE Program Workshop, Alexandria, VA

Schmaling, K. (2009). Gender Bias Associated with Administrative Titles. Presented at the 2009 ADVANCE Program Workshop, Alexandria, VA

Buch, K., Huet, Y., Cann, A., Banerjee N., Rorrer, A., Lorden, J.F. (2009). Associate Professor's Perceptions of Pathways to Full Professor: The Results of a Campus Wide Survey. Presented at the 2009 ADVANCE Program Workshop, Alexandria, VA

In 2007, Dr. Lorden, the PI of the UNC Charlotte ADVANCE Grant, was interviewed along with Dr. Jan Cluny of NSF, and Dr. Teresa Dahlberg, a member of the UNC Charlotte ADVANCE Leadership Team, for our local NPR affiliate, WFAE. The issues discussed pertained to the position of women in relation to science and education.

In June 2010, Dr. Lorden was a facilitator in the COACHE Leaders Workshop at Harvard University entitled, "Treating 'Senioritis' - What are we doing to help senior faculty?"

- **UNC Charlotte ADVANCE Annual Reports**

UNC Charlotte ADVANCE Annual Report 2006 -2007

http://advance.uncc.edu/sites/advance.uncc.edu/files/media/06_07_annual_report.pdf

UNC Charlotte ADVANCE Annual Report 2007 -2008

http://advance.uncc.edu/sites/advance.uncc.edu/files/media/07_08_annual_report.pdf

UNC Charlotte ADVANCE Annual Report 2008 -2009

http://advance.uncc.edu/sites/advance.uncc.edu/files/media/08_09_annual_report.pdf

UNC Charlotte ADVANCE Annual Report 2009 -2010

http://advance.uncc.edu/sites/advance.uncc.edu/files/media/09_10_annual_report.pdf

UNC Charlotte ADVANCE Annual Report 2010 -2011

http://advance.uncc.edu/sites/advance.uncc.edu/files/media/10_11_annual_report.pdf

UNC Charlotte ADVANCE Annual Report 2011- 2012

https://advance.uncc.edu/sites/advance.uncc.edu/files/media/Annual%20Report%202012%20FINAL_4.pdf

- **Communication Efforts**

The UNC Charlotte ADVANCE FADO 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 and its colleges' websites, fliers distributed electronically and in hard copy format, publications in peer-reviewed journals, frequently updated ADVANCE website materials, letters and other communications to college deans, marketing for conferences and public seminars sponsored by our office. ADVANCE sponsored events have been placed in a number of media outlets around Charlotte including

The Charlotte Observer Newspaper, Charlotte Chamber and the local NPR Radio station. The UNC Charlotte ADVANCE FADO also ensures that every communication outlet on campus includes stories that highlight female and URM minority faculty accomplishments.

- **Conferences Organized and Hosted by UNC Charlotte ADVANCE FADO**

- ***Charting your Path***

UNC Charlotte ADVANCE FADO utilized a conference format to disseminate information around mid-career mentoring and academic entrepreneurship. In 2011 and 2012 ADVANCE organized a conference for mid-career STEM faculty and their administrators entitled: "Charting Your Path Strategies for Success in Academe: A Conference for STEM Women Associate Professors and Their Administrators (see page 16 for details). Faculty and administrators from universities across North Carolina attended the conference, which was held on the campus of UNC Charlotte in 2011 and the campus of North Carolina A&T State University (NC A&T) in 2012. 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 two conferences can be found at:

<https://advance.uncc.edu/events/events/mid-career-conference-2012>

<https://advance.uncc.edu/news-events/mid-career-conference>

- ***Bridging the Gap Between Academic and Entrepreneurial Capital***

The ADVANCE Faculty Affairs and Diversity Office hosted a successful conference: "Bridging the Gap between Academic and Entrepreneurial Capital: Strategies for Success for Women and Under Represented Minorities" on March 19, 2013. The overarching goal of the conference was to educate female and minority faculty members, students, and interested community members about how they can translate their intellectual capital into entrepreneurial capital in innovative ways (see page 25 for details). For more information visit:

<http://advance.uncc.edu/academic-entrepreneurship/bridging-gap-between-academic-and-entrepreneurial-capital-conference>.

- **Faculty Recruitment Training**

The UNC Charlotte ADVANCE FADO 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 under-represented groups for faculty and leadership roles.

More information about the UNC Charlotte ADVANCE FADO Faculty Recruitment Training

Program can be found at: <https://advance.uncc.edu/programming/faculty-recruitment-training>

- **Regional Mentoring Initiatives**

UNC Charlotte ADVANCE FADO has been instrumental in supporting the development of a newly established Faculty Mentoring program in Fayetteville State University and developing a mentoring program at East Carolina University. Yvette Huet, the Program Director travelled to both institutions to talk with faculty and administrators interested in initiating a faculty mentoring program. Discussion with Fayetteville State University were held both on campus at UNC Charlotte as well as a presentation by Yvette Huet at their Faculty Mentoring kickoff. At East Carolina, she and Dr. Kim Buch, the previous Program Director, gave a presentation on the UNC Charlotte mentoring programs and discussed with a panel how they might survey their faculty regarding mentoring needs prior to implementing their own programming.

- **UNC Charlotte ADVANCE FADO Website**

Significant improvements have been made to the UNC Charlotte ADVANCE FADO website to facilitate dissemination of information. UNC Charlotte ADVANCE FADO also started a Linked In Group, which can be accessed directly through the website to facilitate discussion regarding issues around women in STEM, and around more general topics related to faculty. In addition, our office has launched a WIKI for new faculty to facilitate their integration into the institution. UNC Charlotte ADVANCE FADO is also looking into other social media outlets, for example webinars, to facilitate discussion and dissemination of ADVANCE initiatives.

- **Faculty Climate Surveys**

- **2010 Faculty Climate Survey**

The purpose of the first campus climate survey was to monitor tenure-track and tenured faculty perceptions of campus climate. The survey measured the overall dimensions of job satisfaction, intentions to stay at the university, work/life balance, diversity equity climate, department chair satisfaction, and sense of community. Additional items address faculty's perceptions of campus and departmental leadership, mentoring, promotion and tenure policy clarity and demographic information.

The survey was administered to all UNC Charlotte tenured and tenure-track faculty during the Spring 2010 semester. A response rate of 33% was obtained, and findings are consistent with prior faculty climate surveys conducted via HERI and COACHE.

A summary is provided below; a complete report is available on the ADVANCE website at <http://.advance.uncc.edu>.

Top issues of concern fell into two primary categories: human capital and capital expenditure, both of which were challenges to address given the negative economic climate being experienced at both the state and university levels.

Human capital issues that emerged from the survey were gender disparities in climate, need for clarity around promotion and tenure policy and practice, and expanded mentoring. Emergent capital expenditure issues were resources, benefits and space.

In summary:

- Job satisfaction was good among faculty, yet differed by gender and rank.
- Faculty expressed intent to stay at UNC Charlotte, although associate professors were less inclined to stay.
- Faculty perceived a positive diversity equity climate for gender, cultural diversity, age, sexual orientation, physical disability, religious views and political affiliations.
- Department chair satisfaction was good.
- Mentoring is part of the university culture, yet may be occurring disparately among women and men.
- Associate and full professors experienced a sense of community more so than assistant professors.
- The need exists for tenure and promotion policies to be clear and communicated.

- **Campus Diversity Climate Scorecards**

As a summative report, the ADVANCE Evaluation Team and Project Director designed an institutional scorecard and college scorecards to indicate progress towards diversity goals. The institutional scorecard was presented to the Provost and college deans, each of whom also received their college's specific scorecard. Scorecards presented faculty demographics such as gender, ethnicity, and rank compositions by college, and faculty climate perceptions. The ADVANCE FADO director also presented the results to the Chancellor's Cabinet.

- **2013 Faculty Climate Survey**

In Spring 2013, a second, revised UNC Charlotte developed climate survey was administered. This time the survey was open to all faculty and staff in Academic Affairs in order to obtain a more complete picture of the climate experienced by not only full time faculty, but also part-time faculty and staff. A response rate of 24% was obtained.

Global Findings of the Climate Survey:

- Women in STEM are fairly satisfied, there do not seem to be any specific areas of great concern across campus amongst them.
- Overall faculty are happy at UNCC
- There is clearly a culture at the institution that encourages mentorship

However, there were some areas defined as being problematic, which we consider to be future challenges for our office:

- The need for diverse recruitment is not seen as very important by the majority faculty
- Women and minorities still feel like there are barriers to their advancement.

Overall, a majority of faculty and staff are satisfied with their departmental climate and their coworkers. Additionally the majority of faculty and staff felt that they fit in with their department or unit and intended to stay at UNC Charlotte. The greatest degree of discontent was in the areas of salary, benefits, and childcare.

Summary of Climate Survey Results:

- Results from the climate survey indicated that diverse faculty are facing challenges within the institution
- While many faculty believe that their department provides an equitable environment for diverse faculty and staff, many individuals feel that there are still challenges and barriers to faculty and staff from diverse backgrounds.
 - A consistent proportion of faculty and staff (approximately 15%) felt that there were significant problems with the opportunities afforded to, and treatment of diverse faculty and staff.
- Regarding mobility and professional treatment, minority and female faculty were more likely to see barriers to advancement than white or male faculty.
- Faculty and staff with childcare or other caregiving responsibilities expressed concern about the institutional climate.
 - There appeared to be a divide between individuals with caregiving responsibilities and individuals without caregiving responsibilities. Many faculty felt that they were treated differently because of their caregiving duties.
- Diversity goals at UNC Charlotte are another area of disagreement amongst faculty and staff.
 - The responses were varied:
 - Some expressed disagreement with the need for more diversity and were highly dissatisfied with goals to diversify the faculty and staff.
 - Others felt that there were no efforts to diversity faculty and staff.
 - Some felt that there has been success in diverse recruitment but there was little focus or success on retaining diverse faculty and staff.
 - Other faculty expressed the concern that diversity was becoming more of a priority in hiring that the qualifications of the applicants.
- The professional satisfaction that most faculty and staff experienced is generally positive:
 - Most faculty are satisfied with their teaching responsibilities and their service obligations.

- Most faculty are satisfied with the promotion and tenure process, and feel that they understand the process.
 - There were no differences in perceptions of the promotion and tenure process by gender or minority status.
- A large percentage of faculty, particularly junior faculty, have mentors and are regularly in contact with this mentor regarding a number of different issues.
- Among part-time and non-tenure track faculty there is a sense of immobility.
 - The majority of these faculty members would like to move into tenure track positions, yet the majority of non-tenure track faculty feels that the University provides no opportunities to advance into tenure track positions.
- The issues that faculty pointed to as in need of the most action at the university and departmental level were benefits, resources, and space.
- The areas in which faculty believed that the university was effectively addressing were athletics, diversity of students, and diversity of faculty and staff.
- The areas that were pointed to as being effectively addressed at the departmental level were curriculum, diversity of faculty and staff, and diversity of students.

There are only a few consistent differences in climate between men and women in STEM departments. STEM women reported that they feel left out based on their gender. This opinion is based on gender, and is significantly different than the opinion expressed by women in non-STEM departments. However, answers to many of the climate questions revealed that there is no difference in climate for STEM women and men.

- **Campus Diversity Climate Scorecards**

As a summative report, the ADVANCE Evaluation Team and Project Director will again report to the Deans, Provost, and Chancellor institutional scorecard and college scorecards to indicate progress towards diversity goals. The use of these scorecards has been institutionalized underlying the value the institution places on these diversity tools. They will be used to showcase internal climate survey results each time the survey is conducted. For the 2013 survey these scorecards are currently being completed and will be provided to administrators prior to the end of the Fall Semester. Another climate survey will be conducted in 2015.

- **Conclusions**

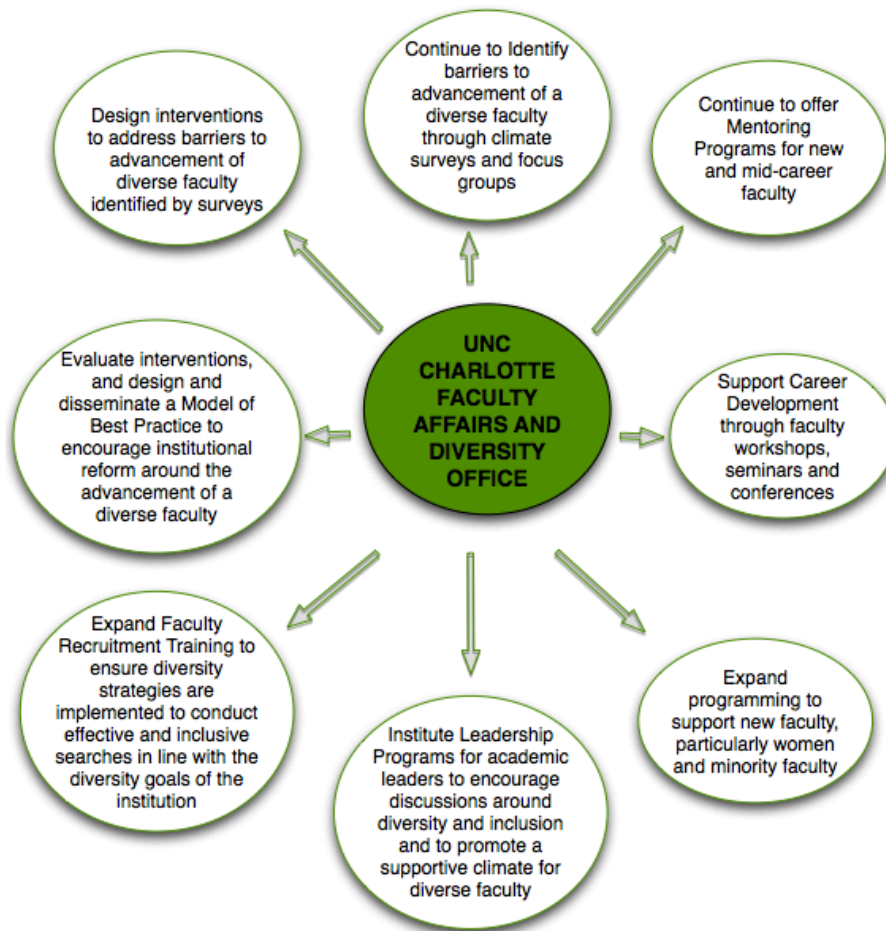
The institutionalization of the UNC Charlotte ADVANCE FADO Office clearly underscores the commitment of UNC Charlotte to address issues related to gender equity and diversity in the academic community. Uninterrupted funding of the office has allowed UNC Charlotte ADVANCE

FADO to continue to work towards accomplishing its mission, which is to build faculty diversity and promote faculty success through research and programming. Significant gains have been achieved since the beginning of the funding period in 2006, but clearly a number of issues related to faculty diversity still remain. Figure 1 outlines the research plans UNC Charlotte ADVANCE FADO plans to undertake, and the programs and initiatives the office will offer to move forward with its mission. All initiatives will continue to be rigorously evaluated to assess program impact and identify the need for modifications in strategy as needed.

- **Evaluation**

Evaluation, which is a critical component of UNC Charlotte ADVANCE FADO, is used 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 2012-2013, the UNC Charlotte ADVANCE FADO Program Evaluation Team (PET) included Dr. Elizabeth Wemlinger, a three quarter time internal university evaluator, and a doctoral graduate assistant Mika Garner. PET established online data collection tools and conducted individual interviews and surveys to collect formative information throughout the academic year. Program evaluation communications have consisted primarily of annual reports, which are produced at the end of each academic year. These reports provide summaries of activities and participation levels for each academic year, and 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>.

Figure 1: Research Strategy for UNC Charlotte FADO



- **Appendices**

The data used for the evaluation of women in STEM and SBS fields for the annual report was collected in the Fall of 2012. The time period covered by the annual report charts in Appendix B is the 2011-2012 academic year. Individuals who were hired after January 2012 were not included in the 2011 – 2012 data sets. Geography and Earth Science is one department at UNC Charlotte, so consequently is included as a STEM field.