Annual Report
Year 2: June 2008

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SECTION I. EXECUTIVE SUMMARY

The goal of the ISU ADVANCE program is to investigate the effectiveness of a multilevel collaborative effort to produce institutional transformation that results in the full participation of women faculty in science, technology, engineering and math fields in the university. Our approach focuses on transforming departmental cultures (views, attitudes, norms and shared beliefs), practices (what people say and do), and structures (physical and social arrangements), as well as university policies, through active participation of individuals at all levels of the university.

At the department level, faculty in nine focal departments, chosen from the Colleges of Agriculture and Life Sciences, Engineering, and Liberal Arts and Sciences, form the core department-level working groups. A three-step process for departmental transformation includes (1) focus groups to discuss department culture, practice and structure, (2) needs assessment meetings and training sessions tailored to meet the unique needs of individual departments, and (3) collaborative problem-solving sessions involving department faculty and ADVANCE program leaders. Key partners and change agents are Equity Advisors, one in each of the three focal colleges, and ADVANCE Professors and department chairs in each of the nine focal departments.

At the university level, we are focusing on identifying subtle and overt impediments to equity and implementing policies to dissolve these barriers. The Executive Vice President and Provost, Associate Provost, Deans, College Equity Advisors, College Diversity Committees, Department Chairs, and ADVANCE Professors comprise the working partnership for a variety of efforts. They have begun to develop and transform policies to increase the transparency of decision making and faculty evaluation, institutionalize flexible career options, enhance the process for accommodating dual career partners, strengthen and expand mentoring efforts, expand training for department chairs, increase awareness by administrators, faculty and staff of issues for women in STEM fields, and expand opportunities for professional development specifically for women faculty of color. Retreats and networking meetings will continue to facilitate interactions within the university, building a community of women STEM faculty, and thereby reducing isolation.

During the second year, the co-PIs and senior personnel on the grant have worked intensively to implement Collaborative Transformation activities at the department level and to provide workshops and networking events for focal colleges and the campus at large.

Important accomplishments in Year 2 include:

- **Collaborative Transformation (CT)**
  - Implemented full CT process in three focal departments
  - Completed three focal department climate, recruitment and retention reports
  - Completed and disseminated to the university community a synthesis report of findings for first three focal departments (http://www.advance.iastate.edu/reports-isu_advance.shtml)

- **Networking/Workshops**
  - Based on theme of unintentional bias
  - Held four networking events
  - Held two campus-wide workshops

- **Workshops for Department Chairs**
  - Report from STEM chairs that attended University of Washington LEAD conference
o COACHE summary regarding tenure-eligible faculty with guest Dr. Cathy Trower
o Fall workshop on Cognitive Errors with guest Dr. Jo Ann Moody
o Spring workshop on Cognitive Errors led by Equity Advisors

• Administrative Fellow focused on faculty recruiting:
  o Led to new resources, information and adaptations of information from internal and external sources
  o Summarized information and posted on Internet

• Conference Development - Planning for hosting national conference October 2008:
  o Assembled a conference committee that meets regularly.
  o Secured more than a dozen national experts - four keynote speakers and 10 speakers on three panels
  o Created a Web site for information and for online registration.
  o Distributed a postcard.

• Surveys - Designed and administered two surveys:
  o American Associations of University Data Exchange (AAUDE) faculty satisfaction survey
  o ISU faculty perceptions of quality of space survey

• Formative Evaluation:
  o Held ADVANCE retreat resulting in theme/ focus for year of unintentional bias at the department level.
  o Hired organizational consultant to advise ADVANCE team
  o External evaluation visit and report provided feedback on strengths and suggestions for change

• Enhanced ADVANCE organizational structure:
  o Added Steering Committee
  o Added EA/AP group
  o Added Internal Advisory Board
  o Added Research Director

• Sustainability
  o Built partnerships both within the university and outside the university
  o Shared costs with the Office of the Executive Vice President and Provost and with college deans
  o Assembled data sets on recruitment, retention and promotion of women faculty. This included changes in data tracking to customize available data, as well as establishing new procedures for data collection.

As we enter the third year of our award, the ISU ADVANCE Program is poised to engage our partners in the STEM colleges and departments in the activities needed to understand and change the culture, practices and structures of the university so that all faculty can be successful. During the year, we will also expand efforts to take our findings and practices beyond the campus, most importantly in our October 2008 conference.
SECTION II. ISU ADVANCE MANAGEMENT AND INFRASTRUCTURE

A. PROGRAM ORGANIZATION

The ISU ADVANCE Program draws strength from a multi-level approach to achieving change through Comprehensive Institutional Intervention. In the second year, we have seen the influence and activities of the ISU ADVANCE Program grow on campus through our partnerships at the college and department levels.

The original proposal to NSF specified a management plan that included:

- **ADVANCE Team** of PI, co-PIs, Senior Personnel, graduate students and program assistant
- Activities at three levels of academic structure
  - Executive Vice President and Provost Office — ADVANCE Council (Associate Provost, Dean/Associate Dean from colleges, ADVANCE Program Director, Program Assistant and ADVANCE Team)
  - STEM Colleges — Equity Advisor, College Coordinating Council with Dean/Associate Dean, ADVANCE Professors, focal Department Chairs, ADVANCE Program Director
  - Focal Departments — ADVANCE team led by ADVANCE Professor, with chair, three additional departmental faculty and college Equity Advisor. In April 2008, ADVANCE Professors were selected in three new focal departments, which will begin Collaborative Transformation activities in fall 2008.
- External Advisors
- Diversity Facilitator
- External Evaluators

In Year 2 we added the following components to the management plan:

- **Steering Committee** — Composed of the PI, Executive Director, Research Director, and one representative from the group of Equity Advisors and ADVANCE Professors. The Steering Committee provides oversight to the program, approves requests for budgetary allocations, and meets twice a month throughout the academic year.
- **Research Director** — Based on formative evaluation during our June 2007 planning retreat and the recommendations of the External Evaluators in January 2008, we created the position of Research Director to recognize the leadership and commitment of the coordinator of the Research Team. Co-PI Dr. Sharon Bird was the Research Director in Year 2.
- **Equity Advisor/ADVANCE Professor Working Group** — The Equity Advisor/Advance Professor (EA/AP) Working Group, coordinated by co-PI Dr. Diane Debinski, is comprised of college Equity Advisors (Dr. Lisa Larson, Dr. Charles Glatz, and Dr. Janette Thompson), ADVANCE Professors (Dr. Kristen Constant, Dr. Fred Janzen, and Dr. Jo Anne Powell-Coffman), Dr. Debinski, who represents the ADVANCE co-PI team, and Dr. Bonnie Bowen, who represents the Steering Committee. Other ADVANCE team leaders are invited to attend as necessary, depending upon current activities. The Equity Advisors and ADVANCE Professors work together and communicate regularly to promote synergistic efforts among departments, colleges, and the university community at large.
• **Internal Advisory Board** — Comprised of the Executive Vice President and Provost and the Deans of the five colleges with STEM departments. The members of the Steering Committee met with the Internal Advisory Board in spring 2008, to provide feedback to ADVANCE activities, including research, programming, data collection and dissemination, training, communications and networking. In the future, the board will meet twice a year, during fall and spring semesters.

**B. PARTICIPANTS**

This section includes descriptions of the participants, including the PI and co-PIs, the senior personnel serving on the ADVANCE Team, Equity Advisors in the focal colleges, ADVANCE professors in the focal departments, deans and associate deans, graduate students, program staff and undergraduate students.

**PI and co-PIs**

**Susan Carlson**

Dr. Susan Carlson, PI on the ADVANCE grant, has kept the program visible in central administration, particularly with the President, the Executive Vice President and Provost (EVPP), and the Provost’s Academic Cabinet (including the Deans and academic vice presidents). She worked to establish the Internal Advisory Board (including the EVPP, five STEM deans, and the Steering Committee) and supervised the Administrative Fellow, who focused on faculty recruitment practices. She has worked closely with the Executive Director on management of the program, including planning for the October 2008 conference. Throughout the year, she has worked with co-PIs and others to plan team retreats, communications protocols, and goal-setting exercises. She continues to develop partnerships with other programs and allies on campus. Dr. Carlson is a member of the ADVANCE Steering Committee.

**Sharon Bird**

Dr. Sharon Bird, is a Co-PI and ISU ADVANCE Research Director. During Year 2, Dr. Bird’s efforts include: collecting and analyzing focal department interview and focus group data, writing three focal department reports (on climate/recruitment/retention/promotion) (with Hamrick); working with three focal department ADVANCE Professors to ensure confidentiality and appropriate presentation of findings from departmental reports; presenting paper on Collaborative Transformation project at the Society for the Study of Social Problems conference (New York, August 2007); updating/modifying and further developing protocols and IRBs for ISU Collaborative Transformation (CT) project and Space Survey; writing focal department CT Synthesis Report (with Hamrick); meeting with ADVANCE Professors to consult with them and gather information about CT focal department intervention strategies for improving workplace climate, and enhancing recruitment, retention and promotion of women faculty and faculty of color; identifying keynote speaker/moderator for and helping to organize workshop on “Practical Tools for Recognizing and Reducing Subtle Bias” (with Thompson); organizing and developing slide show presentation for workshop on “CT Synthesis Report Findings” (with Carlson, Constant, Larson); helping to prepare report on ISU ADVANCE activities, progress, and challenges for external evaluators visit; preparing presentation on ISU CT project for NSF ADVANCE PI meeting (with Hamrick,
Constant, Janzen and Powell-Coffman); organizing all the research meetings (or portions of team meetings on research); developing budget for research activities; guiding research assistant Becky Sremack’s work on Space Survey data management for her thesis; participating in meetings of the ISU ADVANCE Steering Committee, Council, Internal Advisory Board, meeting of focal college Deans, ADVANCE Professor/Equity Advisor group, and meeting of new focal department chairs and APs. Dr. Bird is a member of the ADVANCE Steering Committee.

Bonnie Bowen
Dr. Bonnie Bowen is a co-PI and the program Executive Director. Dr. Bowen has monitored all aspects of the project and has devoted time wherever it is needed to assure that we are meeting the requirements of NSF as well as the timeline that our team developed. In Year 2 she has been a key member of the committee that is planning the national conference on flexible careers in STEM, which will occur in Ames October 10-11, 2008. She has supervised two graduate students, one who is working on the conference and one who has provided support for evaluation and the space survey. Dr. Bowen is responsible for financial and personnel management, as well as communications. She manages the ADVANCE office and supervises the program assistant. As Executive Director she has provided a supportive structure for the team, the Council, our meetings, and our partners. Dr. Bowen is a member of the ADVANCE Steering Committee.

Diane Debinski
Dr. Diane Debinski is a co-PI and served as a leader in college, department, and program development areas. Her primary roles were: 1) leading the Equity Advisor and ADVANCE Professor group meetings (twice per month) and communicating the results of these efforts to the ADVANCE Team, 2) facilitating the Collaborative Transformation efforts at the focal department and college level, and 3) serving as an active member of the co-PI team (assisting with the management, implementation, dissemination, reporting and evaluation of the program).

Carla Fehr
Dr. Carla Fehr is a co-PI for the grant. Dr. Fehr published a book chapter, "Are Smart Men Smarter than Smart Women," on the impact of studies of gender and intelligence on women in science. She continues to work on diversity training and the ISU ADVANCE Faculty Perceptions of Quality of Space Survey.

Senior Personnel -- Serving on the ADVANCE Team

Sandra Gahn
Dr. Sandra Gahn developed and updates the database on faculty that has been used to produce the indicator reporting tables. She is also authoring reports and publications using ADVANCE data. She is a member of the Research Team and is involved in collecting and analyzing salary, space, start-up costs and survey data. Dr. Gahn has been on the ADVANCE Team since August 2006 and is a co-PI in the ISU system from May 2007 forward.

Florence Hamrick
Dr. Florence Hamrick is responsible for much of the work associated with the collaborative transformation model implementation in the selected focal departments.
She analyzed extensive focus group and interview data, co-authored the department-level reports for the three focal departments, and served as a resource to ADVANCE Professors. As of April 2008, Dr. Hamrick re-aligned her work with the ISU ADVANCE Program and is now leading the ISU ADVANCE Scholar Program (external mentoring program). Dr. Hamrick is a co-PI in the ISU system and joined the Team in September 2006.

Frankie Santos Laanan
During Year 1 (2006-07) Dr. Frankie Santos Laanan supervised the development and launch of the ISU ADVANCE web site and organized the External Mentoring program in his capacity as an Administrative Intern in the Office of the Provost. He was a member of the ISU ADVANCE Co-PI Leadership team. During the summer of 2007, Dr. Santos Laanan developed a handbook for mentors and mentees and continued to lay the groundwork for the External Mentoring program. In Year 2 (2007-08), he took a leave of absence from Iowa State during most of the academic year, so he did not continue his leadership of the mentoring program. In May 2008, he returned to his academic duties, but resigned from the ADVANCE Co-PI Leadership team. He remains a member of the ADVANCE Council.

Bonita Glatz
Dr. Bonita Glatz, Emerita Professor of Food Science and Human Nutrition, was the Administrative Fellow January – May 2008, during Year 2. She compiled information on faculty recruitment and retention and prepared resources that are posted on our Web site and on our internal electronic resource repository, WebCT. She gave presentations to the Council and the Chairs’ workshop. She was supported with funds from the Provost’s office.

Jill Bystydzienski
Dr. Jill Bystydzienski was a co-principal investigator in Year 1 and resigned from Iowa State in June 2007. In Year 2 she was not on the Leadership Team, but she maintained her affiliation with our program by serving as an external member of the Conference Organizing Committee.

Michael Larsen
Dr. Michael Larsen resigned from the ADVANCE Leadership Team in September 2007.

Carolyn Heising
Dr. Carolyn Heising resigned from the ADVANCE Leadership Team in July, 2007, at the end of Year 1. She continues to attend ADVANCE events.
Charles Glatz
Dr. Glatz, Equity Advisor in the College of Engineering and Professor of Chemical & Biological Engineering, is responsible for leading the College of Engineering’s ADVANCE effort. Dr. Glatz began serving as Equity Advisor in mid-March 2007. Dr. Glatz gave a talk on unconscious biases and search committee practices to Search Committee Chairs in the College of Engineering, compiled materials on attracting a diverse candidate pool and interviewing practices for those Search Committees, and organized a workshop for Deans and Chairs on overcoming cognitive errors.

Lisa Larson
Dr. Larson, Equity Advisor in the College of Liberal Arts and Sciences and Professor of Psychology is responsible for leading the College of Liberal Arts and Sciences’ ADVANCE effort. Dr. Larson began serving as Equity Advisor in March 2007. Dr. Larson works with college leadership to plan, coordinate, and implement ADVANCE efforts in the college. For example, Dr. Larson has collected data to clearly define problem areas and strength areas in the college. Moreover, Dr. Larson has presented to the Chair Council and to the Dean’s Leadership Team to share with them information and suggest strategies. Dr. Larson has also served a leadership role in supporting ADVANCE efforts on campus. For example, she was one of the presenters at the Collaborative Transformation Synthesis Workshop on April 1, 2008. She has also led an Advisory group meeting of senior women in STEM disciplines and has spoken at networking events on campus. Finally, she has developed and implemented the ADVANCE lectureship committee whereby ADVANCE presents two $1,000 awards and ten $300 awards to departments across campus to bring in female speakers and minority speakers.

Janette Thompson
Dr. Thompson, Equity Advisor in the College of Agriculture and Life Sciences and Associate Professor of Natural Resource Ecology & Management, is responsible for leading the College of Agriculture and Life Sciences’s ADVANCE effort. Dr. Thompson began serving as Equity Advisor in January 2007. Dr. Thompson works with college leadership to develop programs and policies to improve working environments, serves as a liaison between the College of Agriculture and Life Sciences and ADVANCE, leads and provides support for ADVANCE events on campus, and encouraged participation by others in ADVANCE events. Dr. Thompson is a member of the ADVANCE Steering Committee.
ADVANCE Professors in Focal Departments

Kristen Constant
Dr. Constant, ADVANCE Professor and Associate Professor of Materials Science & Engineering, is responsible for coordinating ADVANCE activities in her department. Dr. Constant began serving as ADVANCE Professor in January 2007. With her working group in MSE, Dr. Constant developed an action plan for collaborative transformation and began implementation. She submitted two abstracts for a poster and presentation at the Summer 2008 American Society for Engineering Education conference and wrote one manuscript on collaborative transformation efforts in MSE, which has been submitted to and accepted by the Proceedings of the ASEE. Dr. Constant also helped develop and present to the university community a portion on the synthesis report for the first round ADVANCE departments. Dr. Constant also served on two panels in discussions around the topic of work/life management for faculty women. She continues to have monthly conversations with the Dean of Engineering on topics related to ADVANCE. Finally, she is contributing to the orientation of the new ADVANCE professor in the second engineering department.

Fredric Janzen
Dr. Janzen, ADVANCE Professor and Professor of Ecology, Evolution & Organismal Biology (EEOB), is responsible for coordinating ADVANCE activities in his department. He participates in the Equity Advisor/ADVANCE Professor group and was a member of the Reader’s Theater production on unintentional bias. In the Collaborative Transformation process, Dr. Janzen has worked with the research team to edit the EEOB focus group report, has facilitated discussions of the report within EEOB, and has worked with the department chair and the ADVANCE team to develop and implement strategies to address issues that were illuminated in the EEOB focus groups.

Jo Anne Powell-Coffman
Dr. Powell-Coffman, ADVANCE Professor and Associate Professor of Genetics, Development & Cell Biology, is responsible for coordinating ADVANCE activities in her department. Dr. Powell-Coffman began serving as ADVANCE Professor in January 2007, and will continue through Spring 2009. Dr. Powell-Coffman received one course buy-out for the time she devoted to duties as ADVANCE Professor in GDCB this past year. Dr. Powell-Coffman has worked toward communicating the needs of GDCB and STEM colleagues to the ADVANCE program. In the Collaborative Transformation process, Dr. Powell-Coffman has worked with the research team to edit the GDCB focus group report, has facilitated discussions of the report within GDCB, and has worked with the department chair and the ADVANCE team to develop and implement strategies to address issues that were illuminated in the GDCB focus groups.

Mark Gordon
Dr. Mark Gordon, is ADVANCE Professor and Distinguished Professor of Chemistry. He was selected as the ADVANCE Professor for Chemistry, which will become a focal department in fall 2008. He joined the ADVANCE Council in spring 2008 to begin participating in ADVANCE activities.
Shauna Hallmark
Dr. Shauna Hallmark, is ADVANCE Professor and Associate Professor of Civil, Construction & Environmental Engineering (CCCE). She was selected as the ADVANCE Professor for CCCE, which will become a focal department in fall 2008. She joined the ADVANCE Council in spring 2008 to begin participating in ADVANCE activities.

Elisabeth Lonergan
Dr. Elisabeth Lonergan is ADVANCE Professor and Associate Professor of Animal Science. She was selected as the ADVANCE Professor for Animal Science, which will become a focal department in fall 2008. She joined the ADVANCE Council in spring 2008 to begin participating in ADVANCE activities.

Deans/Associate Deans

Diane Rover
Dr. Diane Rover, Associate Dean of the College of Engineering, joined the ADVANCE Council in Year 2. She attended Council meetings and coordinated activities in the College of Engineering with Equity Advisor Charles Glatz.

David Oliver
Dr. David Oliver, Associate Dean of the College of Liberal Arts & Sciences, was a member of the ADVANCE Council. He worked with the Equity Advisor (Larson) and ADVANCE Professors for EEOB (Janzen) and GDCB (Powell-Coffman) to coordinate ADVANCE activities in the college. He attended Council meetings and contributed his perspective on ways ADVANCE could be implemented at Iowa State. He led the ISU team that attended the Big XII Workshop at Oklahoma in January 2008.

Joe Colletti
Dr. Joe Colletti, Senior Associate Dean of the College of Agriculture and Life Sciences (CALS), was a member of the ADVANCE Council. He worked with the Equity Advisor (Thompson) and ADVANCE Professor in GDCB (Powell-Coffman) to coordinate ADVANCE activities in the college. He attended meetings of the ADVANCE Council and the CALS Leadership Team and contributed his perspective on ways ADVANCE could be implemented at Iowa State.

Mark Kushner
Dr. Mark Kushner, Dean of the College of Engineering, was a member of the ADVANCE Council. He worked with the Equity Advisor (Glatz) and ADVANCE Professor in MSE (Constant) to coordinate ADVANCE activities in the college. He attended Council meetings and participated in the Chairs’ Workshop that was sponsored by the College of Engineering and coordinated by COE Equity Advisor Charles Glatz.
Graduate Students

Divinity O’Connor-Roberts
Divinity O’Connor-Roberts is a Graduate Student in Sociology. She works as an administrative graduate assistant to support the organizing duties of the national conference that will be held in October 2008. She received stipend and tuition support from the grant.

Jason Pontius
Jason Pontius is a Graduate Student in Educational Leadership and Policy Studies. He worked with Dr. Sandra Gahn on the database for the indicator tables, and on the AAUDE and Space Surveys. Jason received stipend and tuition support from the grant.

Chris Chandler
Chris Chandler is a graduate student in Ecology, Evolution and Organismal Biology. He joined the ADVANCE Program in April 2008 to modify and enhance our Web site. He will receive a stipend from the grant during part of the summer 2008.

Rebecca Sremack
Rebecca Sremack is a graduate student in Sociology who worked with the ISU ADVANCE Program in Years 1 and 2. In Year 1, she worked with Dr. Sandra Gahn to produce, error check, and format the indicator reporting tables and she provided administrative support for Team and Council meetings during fall 2006 semester. She also summarized relevant scholarly literature on gender bias and women in academia. In Year 2 she provided support on dissemination activities to the Equity Advisor/ADVANCE Professor group, the ADVANCE office and Dr. Bonita Glatz. She is conducting her Master’s research on space satisfaction, in consultation with Drs. Bird and Fehr. She has worked on administering and analyzing the space satisfaction survey. Rebecca received stipend and tuition support from the grant.

Program Staff

Susan Masters
During Year 2, Susan Masters was Program Assistant for ISU ADVANCE and was an integral part of the ADVANCE Program. She was responsible for correspondence, scheduling, book-keeping, faculty and student personnel actions, and supervising maintenance of the Web site. She was supported with funds from the grant. She resigned in May 2008 to accept a new opportunity at Iowa State.

Melinda Thach
Melinda Thach is a communications specialist who joined the ADVANCE Program in April 2008 to assist with preparation of the annual report for Year 2.
Undergraduate Students

Shelby DeNeice
Shelby DeNeice is an undergraduate student at Des Moines Area Community College (DMACC) who worked as a volunteer during spring 2008. She met with ADVANCE staff several times during the semester and contributed Web site development ideas.

Britney Peterson
Britney Peterson is an undergraduate student in Graphic Design at Iowa State. She worked with the ADVANCE program during spring 2008 to develop brochures, flyers, posters, and other dissemination materials for the program. She was supported by the grant.

Jessica Romaine
Year 1: Ms. Romaine transcribed interview tapes and assists in the office with Web site maintenance and preparation of tables for the annual report. She worked in the ADVANCE office during summer 2007.
Year 2: Ms. Romaine returned to the ADVANCE office during summer 2008 to assist with preparation of the annual report, analysis of data, and general office assistance. She was supported by the grant.

Other Organizations and Collaborators

The ISU ADVANCE program was involved with the following organizations and collaborators during Year 2 of the NSF ADVANCE grant. These are organized into two groups, beginning with the organizations and collaborators beyond Iowa State University and followed by the organizations and collaborators within Iowa State University.

Beyond ISU:
- American Philosophical Association Pacific Division (meeting hosted presenter)
- Cooper Ornithological Society (meeting hosted presenter)
- Society for the Study of Social Problems (meeting hosted paper presentation)
- Planning Committee for upcoming conference: The New Norm of Faculty Flexibility: Transforming the culture in science & engineering: Committee members are from American Council on Education, University of Michigan, The Ohio State University, University of Washington, Sauer-Danfoss Corporation, and Iowa State University
- External Advisors: Dr. Jacquelyn Litt, University of Missouri-Columbia; Dr. Ronda Callister, Utah State University; Dr. Caroline Sotello Viernes Turner, Arizona State University; and Dr. Claire Van Ummersen, American Council on Education
- External Evaluators: Dr. Irene Padavic, Sociology Professor, Florida State University; Dr. Klod Kokini, Associate Dean, College of Engineering, Purdue University; and Dr. Lotte Bailyn, Professor of Management, M.I.T. Sloan School of Management
- Big XII Workshop on Faculty Recruitment, Retention & Leadership, Univ. of Oklahoma, January 2008. Participants came from most Big XII campuses.
• **Discussions with faculty from other campuses during Year 2:**
  - Dr. Alex Basolo, University of Nebraska
  - Dr. Caryn Vaughn, University of Oklahoma
  - Dr. Hopi Hoekstra, Harvard University
  - Dr. Jill Bystydzienki, The Ohio State University
  - Dr. Kim McCall, Associate Professor of Biology at Boston University
  - Dr. Marlene Zuk, Associate Vice Provost for Faculty Equity and Diversity, Univ. Calif., Riverside
  - Dr. Mary O'Connell, New Mexico State University
  - Meeting with Idaho State University women in STEM
  - University of Nebraska-Lincoln Science and Engineering Faculty and Institutional Transformation Grant Writing team
  - Utah State University ADVANCE program

Within ISU:
- BioEconomy Institute Executive Committee
- College of Agriculture and Life Sciences Cabinet
- College of Agriculture and Life Sciences Chairs
- College of Agriculture and Life Sciences Search Chairs
- College of Engineering Department Chairs
- College of Engineering Search Chairs
- College of Liberal Arts and Sciences Cabinet (Chairs)
- Program for Women in Science and Engineering (PWSE) (summer research internship poster presentation)
- Women in Science and Engineering (WISE) student organization
- Women in STEM Lectureship Committee
- Women’s Faculty Network, Margaret Sloss Women’s Center

• **Internal Advisory Board:** Dr. Cheryl Achterberg, Dean, College of Human Sciences; Dr. Elizabeth Hoffman, Executive Vice President and Provost; Dr. Mark Kushner, Dean, College of Engineering; Dr. John Thomson, Dean, College of Veterinary Medicine; Dr. Michael Whiteford, Dean, College of Liberal Arts and Sciences; and Dr. Wendy Wintersteen, Dean, College of Agriculture and Life Sciences
- Conference Web site coordination with University Conference Services
- Faculty Senate, for spring symposium
- College of Agriculture and Life Sciences ADVANCE Leadership Group
- College of Liberal Arts and Sciences ADVANCE Advisory Committee
- ADVANCE Lectureship Selection Committee (Dr. Lisa Larson, Dr. David Oliver & Dr. Leslie Hogben)
SECTION III. SUMMARY OF PROJECT ACTIVITIES AND FINDINGS FOR YEAR 2, 2007-2008

A. INTRODUCTION TO PROGRAM ACTIVITIES AND FINDINGS

The ISU ADVANCE Program’s Comprehensive Institutional Intervention Strategy has four primary goals:

1. Overcome known barriers to women’s advancement across ISU STEM fields by improving perceived levels of departmental transparency, reducing isolation from colleagues, improving quality and quantity of mentoring, and institutionalizing career flexibility.

2. Overcome department-specific barriers to women’s advancement in STEM by working with department chairs and faculty to improve department and university climates for women and members of under-represented minority groups and to implement best practices guidelines.

3. Institutionalize positive changes at the university level by increasing awareness among top administrators and the proportion of top administrators actively supporting institutional transformation, with regard to improving faculty work satisfaction and organizational commitment, and reducing work/family conflict.

4. Increase overall participation/advancement of women faculty in senior and leadership ranks by increasing the number of women who submit tenure packets, earn tenure and promotion to associate professor and earn promotion to full professor, and by increasing the proportion of women in university leadership roles.

As stated in our original grant proposal, the ISU ADVANCE Program involves department interventions as well as policies at the college and university levels. We seek to illuminate both subtle and overt impediments to equity, and to design strategies to dissolve impediments, thus transforming Iowa State University into an institution that facilitates retention and advancement of women and all underrepresented groups. Three key components for achieving this overarching goal are:

- To continue implementing college and university policies aimed at increasing the recruitment, retention and promotion of STEM women faculty.
- To construct a sustainable infrastructure for implementing change that involves increasing awareness among university leaders of the cultures, practices and structures that pose barriers to the recruitment, retention and promotion of women faculty and under-represented minority faculty as well as increasing communication about best practices.
- To implement department-level collaborative transformation efforts (referred to previously in the ISU grant proposal as “participatory action model”) that are designed to enlist women and men faculty within departments in the task of examining and transforming cultures, practices and structures that affect faculty job satisfaction, productivity and commitment, and that may also affect the extent to which women faculty are recruited, retained and promoted within their departments and the university.

During Year 2, we have made substantial progress in meeting these goals through our Comprehensive Institutional Intervention Strategy to effect change. We have organized our
reporting on these activities into three components, listed here and detailed in the coming sections of the report. We will begin with the focus of this year’s efforts, the Collaborative Transformation at the department level.

Institutional Change in Departments, College, and the University
(Report section B)
  B.1 Assessing and facilitating cultural change in departments: Collaborative Transformation (CT) Project
  B.2 Facilitating Change in Culture and Practices in the Colleges and University
  B.3 Workshops and Networking Events
  B.4 Mentoring Program to Combat Isolation
  B.5 Host a National STEM Conference (2008)

Program Management and Evaluation
(Report section C)
  C.1 ADVANCE Council and Team Leadership
  C.2 Activities to Support Team Functioning
  C.3 Communication, Marketing, Publicity and Web site
  C.4 Financial Management
  C.5 Formative Evaluation — ADVANCE Council Retreat, June 2007
  C.6 External Evaluator Visit, January 2008
  C.7 Evaluation of Workshops and Networking Events
  C.8 Survey of Faculty Satisfaction (AAUDE)
  C.9 Survey of Faculty Satisfaction with Space
  C.10 Interpretation of Key Indicators

Dissemination
(Report section D)
B. INSTITUTIONAL CHANGE IN DEPARTMENTS, COLLEGES AND THE UNIVERSITY

B.1. Assessing and Facilitating Cultural Change in Departments: Collaborative Transformation (CT) Project

CT Project Description
The ISU Collaborative Transformation (CT) project involves social science researchers working with faculty from nine ISU STEM departments (phased into the project in sets of three). The CT Project is designed to “mirror back” to faculty in each participating department positive and negative aspects of their own workplace climate and of their department’s recruitment, retention and promotion practices — especially as these affect women and under-represented minority faculty. These activities were led by Dr. Sharon Bird and Dr. Flo Hamrick (ADVANCE Co-PIs and researchers) and Dr. Kristen Constant, Dr. Fred Janzen and Dr. Jo Anne Powell-Coffman (focal department ADVANCE Professors).

CT Project Goals and Objectives
Goal
• Enhance departmental climate and enhance recruitment, retention and promotion of women faculty.

Objectives
• Collaborate with ADVANCE Professor, department chair, and faculty in each focal department to (a) identify barriers to faculty members’ satisfaction and teaching/research productivity; (b) “mirror back” to each department those aspects of departmental climate, recruitment, retention and promotion that faculty find most/least helpful; and (c) develop strategies for enhancing departmental climate, recruitment, retention and promotion that faculty find most/least helpful.
• Analyze focus group and interview data across focal departments to identify (a) general barriers to satisfactory work climate, recruitment, retention and promotion; and (b) best approaches for diagnosing and addressing barriers, and how to implement them.
• Disseminate above information across colleges (and departments within colleges).

CT Activities
• Training on subtle bias, gender barriers for ADVANCE Professors and Department chairs.
• Data Collection
  o Focus group and interview data collection in three departments. Participation rates for departments ranged from 68 percent to 88 percent (66 total faculty members, including department chairs, across three departments). Departments were Ecology, Evolution, and Organismal Biology (EEOB); Genetics, Development, and Cell Biology (GDCB); and Materials and Science Engineering (MSE).
• Data Analysis
  o Open and focused coding was used to analyze departmental data separately to produce department-specific reports, and then collectively to produce synthesis report.
• Reporting departmental findings back to departments (ADVANCE Professors in consultation with Dr. Bird and Dr. Hamrick).
• Departmental Strategies-Implementation (ADVANCE Professors in consultation with department chair and/or departmental ADVANCE team).

• Departmental Transformation Activities
  o Addressing Work-Life Issues:
    ▪ One department (GDCB) drafted a “Relief from Teaching for New Parents” policy (currently being reviewed by ISU Human Resources).
    ▪ Another department (MSE) voted to adopt a similar policy (after learning of the GDCB initiative).
    ▪ Two departments (EEOB, MSE) raised the issue of appropriate faculty meeting times.
    ▪ One department held discussion of existing work-life balance policies.
    ▪ Two departments (GDCB, EEOB) collaborated to produce a policy for providing childcare for visiting speakers.
  o Addressing Recruitment Issues:
    ▪ All three departments held discussions during job searches about the importance of understanding and avoiding cognitive biases.
    ▪ Similarly, faculty in all three focal departments have addressed the issue of whether and to what extent “diversity” (defined variously by those who use the term) should be consciously used (or not) in faculty searches.
    ▪ Two departments (GDCB, EEOB), in collaboration with a non-focal Department (Biochemistry, Biophysics, and Molecular Biology), received an ISU mini-grant to support a seminar series “for promising post-doctoral fellows and future faculty in the basic life sciences.”
  o Addressing Tenure and Promotion Issues:
    ▪ Each focal department Chair took departmental assistant professors to breakfast/lunch to discuss tenure and promotion, among other things.
    ▪ One department (EEOB) decided to create a formal mentoring program for Associate Professors.
    ▪ One department (GDCB) developed a seminar series for faculty to present their own “research in progress.” The department also encouraged assistant professors to invite prominent scholars in their area of research to come to ISU to give presentations (with funding support).
  o Addressing Department Climate Issues:
    ▪ All departments (many but not all faculty members, chairs) participated in a “Practical Tools for Recognizing and Reducing Unintentional Bias” Workshop organized by Equity Advisor, Dr. Janette Thomson; ADVANCE Professors (APs) and Equity Advisors (EAs) as well as other faculty, including some high ranking administrators, also participated as “players” in a reader’s theater enactment of subtle bias (October 31, 2007, see details in B.4).
    ▪ Two departments acknowledged the need to ensure that assistant professors feel welcomed to participate in and state frankly/honestly their own views in discussions about important departmental issues.
    ▪ One department (GDCB) hosted a special seminar on “communication with journal editors” to address the perception among many faculty and students that this information was most readily available through informal networks.
These departmental efforts and outcomes have influenced and have been influenced by simultaneous efforts being made at the college and university level.

CT Findings
Findings based on data from each of the first three focal departments are specific to those departments. Analysis for each department revealed nine to ten key findings per department.

Synthesis report findings based on analysis of data across all three departments (each finding below applies to all three departments):

- Spatial proximity of departmental members affects the development of community and collegiality, mentoring and sharing of information.
- Faculty members perceive gaps between stated/assumed departmental ideals/expectations and faculty members’ actual research, teaching and service practices. This is a source of frustration, especially for faculty members who perceive gaps between stated departmental expectations for research, teaching and service, and departmental reward structures.
- Faculty members acknowledge the need for better and more consistent mentoring of assistant and associate professors, and note the valuable role that department chairs play in mentoring processes.
- Faculty across departments embrace the assumption that all tenure-track and tenured faculty are entitled to express their views freely and without repercussion in important faculty discussions (e.g., about self-governance, hiring, curriculum, departmental service activities). Faculty of all ranks acknowledged that this ideal exists and that it should govern actual practices. Assistant professors were, however, less apt to believe that this ideal truly applied to them.
- Faculty members identified four faculty recruitment and retention (of women and faculty of color) issues: developing candidate pools, evaluating candidate applications and evaluating on-campus interviewees, presenting a positive work environment during on-campus interviews, and developing proactive strategies for retaining faculty.
- Faculty members acknowledge and appreciate advances made recently at Iowa State University in the area of “family friendly” policies, though a large proportion of departmental faculty members remain unaware of the extent of these policies and how they are operationalized. A general consensus exists that parental leave provisions (including the tenure clock policy) are well-meant but impractical and that child care facilities are woefully lacking due to cost and limitations on enrollment.

CT Challenges/Solutions
Challenges
- Collaborative Transformation is time-intensive.
- Faculty within departments and across campus view findings from the department reports (department audience only) and synthesis report differently. Most embrace these efforts, but some remain skeptical and some are generally disinterested.
- Rate of progress in each department depends on AP time and commitment, AP understanding of how subtle bias and institutionalized barriers operate, department chair commitment and support, level of faculty participation and support for CT.
Solutions

• **RE: Collaborative Transformation is time-intensive.**
  - Economies of scale (e.g., having clear and effective protocols already in place, providing more information ahead of time to the APs and department chairs will help better prepare the next round of APs and ease their workload.
  - Second round APs will meet regularly with the first round APs (EA/AP meetings twice per month) to provide support and share insights.
  - On-campus center will conduct open coding of departmental focus group and interview data for second round of focal departments.

• **RE: Manner in which CT efforts and findings are received in departments and across campus.**
  - Continue to present findings to broad university audiences and to emphasize links between enhancing departmental climate and faculty productivity, satisfaction, and retention; and links between CT efforts and recruiting, retaining and promoting women faculty and faculty of under-represented minorities.
  - APs and department chairs continue to leverage goodwill previously gained by being collegial and professionally successful in order to draw skeptics into departmental CT activities.

• **RE: Rate of departmental progress.**
  - APs meet regularly to share departmental interventions efforts, which help maintain enthusiasm and commitment, and enables APs to share time-saving strategies.
  - Training about how institutionalized subtle gender barriers/biases operate for APs and department chairs (e.g., discussion of case studies highlighting subtle biases and how they operate) increases APs’ and department chairs’ understanding of issues and how to address them.
  - ADVANCE PI (Associate Provost Dr. Carlson) and Executive Director (Co-PI Dr. Bowen) meetings with focal college Deans, along with focal department chairs’ membership on ADVANCE Council, help ensure chairs’ commitment to and support for CT project.
  - Associate Provost’s (PI Dr. Carlson) invitation to each focal department to participate in CT focus groups, ADVANCE researchers’ presentations to focal departments about CT project (Co-PIs Dr. Bird, Dr. Hamrick and Dr. Fehr) with an added push from the focal department chairs helps ensure high participation rates of focal department faculty.
  - Use of external facilitator to run focus groups, and the facilitator’s background in social science and in gender and work.
  - Breaking departmental focus groups into separate meetings by faculty rank, and allowing faculty members to request a 1-on-1 interview in addition to or instead of participating in the focus group.
  - The Co-PIs’ explicit acknowledgements in presentations to the departments before the focus groups took place that colleges within the university and departments within the colleges have different work cultures and norms. Open and consistent communication between the departmental leaders (APs, in particular) and the social science researchers who are Co-PIs on the grant (and who are directing the CT project).
Development of clear, explicit protocols for the process - distributed to members of ADVANCE Leadership Team, EAs, APs, focal department chairs, and deans of focal colleges.

B.2. Facilitating Change in Culture and Practices in the Colleges and University

In Year 2, we implemented several activities to address our goals of (1) implementing college and university policies aimed at increasing the recruitment, retention and promotion of STEM women faculty, (2) constructing a sustainable infrastructure for implementing change that involves increasing awareness among university leaders of the cultures, practices and structures that pose barriers to the recruitment, retention and promotion of women faculty and faculty of color, and (3) increasing communication across the university about best practices. To focus our Year 2 efforts, we selected the theme of *unintentional bias* to communicate with the college and university communities.

Activities

Our activities were focused in three arenas: the college level, the university level and the infrastructure for communication among levels.

Activities at the college level

- ADVANCE elements were added to College of Agriculture and Life Sciences (CALS) Promotion and Tenure Workshops, April 2008.
- College of Liberal Arts & Sciences (LAS) hosted a workshop for faculty considering associate to full professor transition, April 2008.
- Equity Advisor Dr. Janette Thompson has been incorporated into the CALS cabinet meetings as a regular participant and reports to the college on ADVANCE activities at each cabinet meeting.

Activities at the university level

An administrative fellow was appointed in the Executive Vice President and Provost’s Office and the ADVANCE Program to consolidate and enhance resources on faculty search and recruitment processes at Iowa State. During spring 2008, Dr. Bonita Glatz, Emerita Professor of Food Science and Human Nutrition, worked half-time to review the resources of Iowa State University and other campuses nationwide, especially other ADVANCE institutions. Dr. Glatz produced eight short, 1 to 2-page documents that can be used by search committees and/or department chairs at various stages of the search process. Some of these were excerpted from the Iowa State University search committee manual, some were adapted from manuals from other universities, and some were her own creations. These have been posted on the ADVANCE Web site (see http://www.advance.iastate.edu/resources_fac_search.shtml). A bookmark-style announcement of their availability has been produced and is being distributed to colleges and departments throughout the university. Dr. B. Glatz also produced several short Power Point presentations on specific topics related to searches, that can be used alone in brief discussions or put together into longer workshops. She updated the university’s current faculty search manual and played a key role in the training of department chairs. Based on her work, she has also produced a set of recommendations to improve the faculty search process and ensure that it allows departments to attract and hire diverse new faculty.
• ISU ADVANCE supported several events for department chairs.
  o STEM department chairs met to hear a report from four STEM chairs who attended the LEAD chair training at the University of Washington (ADVANCE program), Sept. 24, 2007
  o STEM department chairs attended a workshop on "Developing competence in dealing with typical lines of resistance and confusion regarding faculty and staff diversity" with Dr. Jo Anne Moody, Nov. 30, 2007
  o All chairs in the three ADVANCE partner colleges attended a chairs’ workshop "Rising above Cognitive Errors with Applications to Search, Tenure Review and Other Evaluations" organized by Dr. Charles Glatz, ADVANCE Equity Advisor, College of Engineering, April 8, 2008
  o ISU ADVANCE partnered with the Executive Vice President and Provost’s Office to offer a workshop for department chairs on needs and attitude of tenure-eligible faculty, a workshop offered by Dr. Cathy Trower, Harvard University, September 2007

• ISU ADVANCE met and partnered with diversity partners on campus.
  o Executive Director and PI meet regularly with the Women’s Leadership Consortium. Several partnerships have developed, including diversity partnerships with the new Bioeconomy Institute
  o EA/AP working group met with Francesca Galarraga, the new Assistant Director of Equal Opportunity and Diversity at Iowa State, Feb. 27, 2008
  o ADVANCE Council met with Dr. Cathy Trower, Harvard University, to discuss strategies for dealing with resistance to diversity work
  o Executive Director and PI met with committees designing other major proposals for external funding, to explore ways to partner with ISU ADVANCE

• To increase the visibility of women scholars in STEM fields, ISU ADVANCE developed a Lectureship program and announced a competition for funds, organized by Dr. Lisa Larson, LAS Equity Advisor, spring 2008

Activities in the area of infrastructure for communication among levels
To meet our goal of establishing an infrastructure for communication among various levels of academic operations, we formed the Equity Advisor/ADVANCE Professor (EA/AP) Working Group. This group met twice a month and established a format for reporting to one another the ADVANCE-related activities initiated within each college and department. Members reported to the group on successes and challenges in their intervention work. Notes from these meetings were then circulated via e-mail to the ADVANCE team and archived in the internal ADVANCE electronic resource.

The Equity Advisor/Advance Professor (EA/AP) Working Group is comprised of:

• Equity Advisors (Dr. Lisa Larson, Dr. Chuck Glatz, and Dr. Janette Thompson)
• ADVANCE Professors (Dr. Kristen Constant, Dr. Fred Janzen, and Dr. Jo Anne Powell-Coffman)
• Dr. Diane Debinski, coordinator of working group, representing the ADVANCE co-PI team
• Dr. Bonnie Bowen, representing the Steering Committee
Dr. Sharon Bird or Dr. Florence Hamrick, representing the Research Team, attended most meetings to assure that current research would inform the activities of the Equity Advisors and ADVANCE Professors. Other ADVANCE team leaders are invited to attend as necessary, depending upon current activities. EAs conduct the majority of their work at the college level and represent ADVANCE at events such as college-level cabinet meetings of the deans and departmental chairs. They also participate in organizing college and university-wide activities such as networking events, workshops, and the ADVANCE lectureship series. APs conduct the majority of their work at the departmental level and play leading roles in the Collaborative Transformation activities there. These groups all work together and communicate regularly to promote synergistic efforts among departments, colleges, and the university community at large.

The EA/AP Working Group also serves to ensure communication across the three partner colleges included in the ISU ADVANCE program and between the college-level EAs and the three focal department APs. It also ensures communication among ADVANCE members and other university groups whose activities might be synergistic.

Findings
Efforts to facilitate change at the college and university levels have succeeded in the following ways.

- There is a realization across colleges (largely due to ADVANCE efforts) that faculty need mentoring to move from the Associate to the Full Professor ranks. The Office of the Executive Vice President and Provost as well as several deans are redesigning mentoring programs as a result.

- Chairs and deans who are becoming involved in ADVANCE activities on a frequent basis are demonstrating their understanding of the issues related to ADVANCE as they adopt the language and become much more sophisticated in their discussions of recruitment, retention and advancement.

- Women STEM faculty are requesting informal networking opportunities. They enjoy the formal programs, too, but simply having informal chances to interact are also valuable.

- STEM chairs come from a variety of backgrounds and their familiarity with ADVANCE issues is highly variable. The variety of training programs has helped to increase the whole engagement.

Challenges/solutions
- ADVANCE activities require many additional meetings for all players involved. Planning ADVANCE meetings for faculty or chairs during already scheduled and required events (e.g., departmental meetings, chair councils) is a good way to get faculty and chairs to participate and is not viewed as an additional responsibility.

- Getting full participation from male STEM faculty members remains a challenge. The Reader’s Theater was an excellent opportunity for male faculty to participate in ADVANCE (see section B.3). The male actors who were STEM faculty became “heroes” for ADVANCE (some of them were very professional and had quite a bit of fun with the activity). This opportunity for involvement in theatre may be even more
beneficial because the male participants are more likely to enjoy the event, learn something, and feel less threatened than if a theatre production from outside had performed the event and they were simply observers.

- Finding optimal ways to get department chairs involved remains a goal. It may be helpful to include in chair-oriented programs a chance for them to teach one another. The chairs’ meeting to discuss unintentional bias in hiring practices was effective, but we need to remember that the chairs also have their own agendas to accomplish and it can be difficult to get them to focus as ISU ADVANCE would choose.

- One of the more surprising challenges has been a level of resistance to ADVANCE from a small group of senior STEM women faculty. There are two categories of objection. (1) Because these women have been dealing with ADVANCE-related issues for some time, there is a concern that we are rediscovering barriers that they have already reported. (2) There is also a concern that we are not focusing on pipeline issues at the graduate and postdoctoral levels.

Our response was to meet with these women individually and in small groups to explain that our methodology is an example of a participatory action model. “Participation” is a key term in understanding a participatory action model. If knowledge of the existence of barriers to the advancement of women and under-represented minority faculty in the university were sufficient for cultural change, the culture would already have changed. We are grateful that these data have already been firmly established, often by the very women with whom we are talking. Our goal is not only to develop knowledge of barriers, but more importantly to test a model for (a) discovering barriers local to particular departments and how those barriers actually function in particular departments and (b) changing the culture in those departments and in the university so as to ameliorate those barriers. The participation of the members of particular departments in the process of discovering barriers in their midst (even if they are reinventing the wheel) and in their development of strategies to ameliorate those barriers is key to producing cultural change. We have also clarified the population that our grant is specifically required to address by the RFP (i.e., faculty women). We have invited other portions of the women STEM population (graduate students and postdocs) when appropriate and we will continue to work on communicating with all of the campus groups working towards similar ends so that we maximize the benefits of our work across the University.

B.3. Workshops and Networking Events

Workshops

- Fall Workshop: ISU ADVANCE and the College of Agriculture and Life Sciences (CALS) co-sponsored a workshop entitled “Practical Tools for Recognizing and Reducing Unintentional Bias.” This event included opening remarks from the CALS Dean, Dr. Wendy Wintersteen, a keynote presentation from Dr. Erin Kelly (Associate Professor, Department of Sociology, University of Minnesota and co-director of the NIH-sponsored Flexible Work and Well-Being Center located at the University of Minnesota), a readers theatre production featuring faculty and others at Iowa State University, and conversation with colleagues about causes and effects of unintentional bias, organized by CALS Equity Advisor, Dr. Janette Thompson, Oct. 31, 2007
Spring Workshop: ISU ADVANCE sponsored the “Collaborative Transformation Synthesis Report Workshop.” There was a panel of four presentations on the background, process, and findings of the Collaborative Transformation project and discussion of the six major themes identified in the three focal departments: Space/interaction; Gaps between ideals/reality; Mentoring; Democratic participation; Recruitment/retention; and Family-friendly policies. Presentations were made by Dr. Sharon Bird, Dr. Susan Carlson, Dr. Kristen Constant, and Dr. Lisa Larson, followed by small group discussion and reporting, April 1, 2008.

Networking Events

- “Making a Career in STEM: Three Women's Stories”: Dr. Kristen Constant, ADVANCE Professor and Associate Professor, Materials Science and Engineering; Dr. Lisa Larson, Equity Advisor and Professor, Psychology; Ms. Becky Stadlman, Director of Human Resources, Sauer-Danfoss, Nov. 14, 2007
- “Lessons from the BIG XII Faculty Development Conference”; Host: Dr. David Oliver, Associate Dean, College of Liberal Arts and Sciences, Feb. 25, 2008. Other participants were Dr. Thomas Baum (Chair Plant Pathology), Dr. Bonita Glatz (ADVANCE Administrative Fellow), Dr. Charles Glatz (Equity Advisor, Engineering), Dr. Janette Thompson (Equity Advisor, Agriculture & Life Sciences), Dr. Martin Spalding (Chair, Genetics, Development & Cell Biology).
- “Gender, Science & the Myths of Merit”; Dr. Marlene Zuk, Associate Vice Provost for Faculty Equity & Diversity and Professor of Biology, University of California, Riverside, March 13, 2008
- “STEM Women's Lunchtime Discussion”; Host: Dr. Janette Thompson, Equity Advisor and Associate Professor, Natural Resource and Ecology Management, April 28, 2008

Evaluation of Workshops and Networking Events
See section C.7.

Challenges/Solutions

- Event planning remains time-consuming, even with the assistance of a full-time program assistant, since a faculty member (and often a small committee of faculty) needs to be involved in key decision making.

- Our goal is to maintain our base of allies and partners around campus through these events, at the same time we build up new participation, especially among skeptics and male faculty members.

- In addition to these ADVANCE-sponsored events, we also worked with the Office of the Executive Vice President and Provost and our three partner colleges on department chair training events, on discussions sessions on promotion and tenure, and on the visits by experts in issues of faculty satisfaction and diversity: Dr. Cathy Trower and Dr. Joanne Moody.
B.4. Mentoring Program to Combat Isolation

ISU ADVANCE Scholar Program
(formerly the ISU ADVANCE External Mentoring Program)

Program
The ISU ADVANCE Scholar Program is intended to enhance the recruitment, retention and advancement of women faculty of color in STEM disciplines. The objective is to foster mentoring relationships between STEM women faculty of color at Iowa State University and eminent scholars in their fields. The target audiences are tenure-eligible faculty members as well as mid-career (tenured) faculty members who are nearing critical transition points in their careers. During Year 2, leadership of the program changed from Dr. Frankie Santos Laanan, who was the leader through August 2007, to Dr. Florence A. Hamrick, who assumed leadership of the program in April 2008.

Activities
2007 (Dr. Laanan)
• Developed a handbook and evaluation instruments for the mentoring program
• Met with deans and department chairs to explain the mentoring opportunities for faculty women of color
• Met with prospective participants and identified one candidate who was accepted in the program
• ADVANCE Executive Director Bowen contacted an eminent scholar who accepted the opportunity to be a mentor
• ISU President Geoffroy and Executive Vice President and Provost Hoffman wrote a letter of invitation to the scholar

2008 (Dr. Hamrick)
• Reviewed and updated available documents related to program description/goals, resources, information and program progress to date.
• Created document summarizing program features as well as items requiring further clarification.
• Revised and began redistribution of informational materials.

Findings
• Support among campus partners (e.g., college and department leaders) remains consistently strong despite program’s hiatus.

Evaluation
• Internal program forms will be developed/revised to document yearly goals, priorities, plans and accomplishments among participants as well as feedback for program improvement.

Challenges/Solutions
• The ADVANCE Scholar program experienced a period of inactivity between September 2007 and April 2008 due to Dr. Laanan’s unanticipated leave from faculty responsibilities. After the first mentor/scholar pair was established in November 2007, no further activities occurred until April 2008, when Dr. Hamrick assumed the leadership role in the program. Funds have been reserved to be used by mentors
and scholars in the future. We lost a few months in our program, but are optimistic that it will become a strong component of the ISU ADVANCE program.

- Initial feedback from prospective participants in April 2008 indicated that ISU ADVANCE may be better served by removing or downplaying terminology that may suggest “remediation” (possibly up to and including the term “mentoring” as a principal descriptor) and instead emphasize the ISU faculty members’ status as scholars engaging in networking with prominent colleagues. As a result of this feedback, we have renamed the program the ISU ADVANCE Scholar Program.

- Based on a 2006 university-wide taskforce reviewing faculty mentoring, changes to the university-wide faculty mentoring program continue to move forward and should enhance this targeted ADVANCE program.


**The New Norm of Faculty Flexibility:**
Transforming the Culture in Science and Engineering Careers
October 10-11, 2008

A national committee was selected. It has met regularly since August 2007 to plan the October 2008 conference focused on work-life issues for STEM faculty members, a conference with the goal of having ISU ADVANCE take a national leadership role in shaping ongoing conversations about flexibility in faculty careers. Teams of participants will convene in Ames, Iowa, to hear from experts and to contribute to the continuing refinement of workplace issues in STEM. The conference is co-sponsored with the American Council on Education.

**Activities**
A 12-person planning committee has met monthly to put together the conference program (keynote speakers, panels, and interactive break-outs), publicity (Web site, post-card notification, email lists), and logistics for registration, poster session, housing, sponsorship, and conference site. Plans are to accommodate up to 400 attendees. Details are as follows:

**Committee Members**

**Iowa State University**
Dr. Claire Andreasen, Professor and Chair, Veterinary Pathology
Dr. Bonnie Bowen, Executive Director, ISU ADVANCE
Dr. Susan Carlson, PI, ISU ADVANCE
Susan Masters, Program Assistant, ISU ADVANCE
Divinity O’Connor-Roberts, Graduate Assistant, ISU ADVANCE Program

**American Council on Education**
Dr. Gloria Thomas, Associate Director, Office of Women in Higher Education

**Ohio State University**
Dr. Jill Bystydzienski, Professor and Chair, Women’s Studies Department

**Sauer-Danfoss Corp., Ames, Iowa**
Becky Stadlman, Director of Human Resources

**University of Michigan**
Dr. Abigail Stewart, Director, UM ADVANCE Program
Cynthia Hudgins, Program Manager, UM ADVANCE Program

**University of Washington**
Dr. Joyce Yen, Program/ Research Manager, UW ADVANCE Program
Dr. Kate Quinn, Project Director, Balance@UW, Sloan award initiative
Conference Details

Keynote Speakers
- Dr. France Córdova, President, Purdue University
- Dr. Mary Ann Mason, Professor, University of California, Berkeley
- Dr. Joan Williams, Professor, Hastings College of Law, University of California
- Dr. Shirley Malcom, American Association for the Advancement of Science

Panel: Best Policies and Practices for Faculty Flexibility
- Ms. Nancy Aebersold, Director of the Northern California Higher Education Recruitment Consortium (HERC)
- Dr. Joan Herbers, Dean, College of Biological Sciences, The Ohio State University
- Dr. Gertrude Fraser, Vice Provost for Faculty Advancement, University of Virginia

Panel: Intersections and Collaboration among Business, Industry, and Academe
- Dr. Ann Petersen, Director of the Center for Advanced Study in the Behavioral Sciences, Stanford University
- Mr. Ron Hanson, Vice President, Sauer-Danfoss
- Dr. Linda Rapoport, WISEST Director, University of Illinois, Chicago

Panel: Measurement and Assessment of Policy and Flexibility
- Dr. Ann Austin, Professor, Michigan State University
- Dr. Cathy A. Trower, Director, Collaborative on Academic Careers in Higher Education, Harvard University
- Dr. Kate Quinn, Director, Balance@UW, University of Washington
- Dr. Susan Carlson and Dr. Sandra Gahn, ISU ADVANCE

Publicity
Post-cards with conference information were mailed to several hundred individuals and institutions, including all ADVANCE Programs and Association of American Universities members. Attendees at the American Council on Education annual meeting in February 2008 received flyers in their conference packet. The conference Web site also allows interested parties to review the conference program, register online and submit poster abstracts. See http://www.ucsd.isastate.edu/mnet/isuadvance/home.html

Findings
Conference planning committee will continue its discussion of the best way to ensure the activities of the conference are appropriately disseminated.

Evaluation
Conference participants will complete evaluations of keynotes, panels and logistics.

Challenges/Solutions
The conference has created great interest across the nation, since so many universities share the challenge of re-designing institutional structures and practices to recruit and retain faculty. Conference planning has been time-consuming for the Executive Director, the PI and the Program Assistant, even with the assistance of a half-time graduate student. Contacts with possible sponsors have been delayed due to lack of personnel.
C. Program Management and Evaluation

C.1. ADVANCE Council and Team leadership

As described in Section II (Management and Infrastructure), our ADVANCE Council and ADVANCE Team were initially the primary entities responsible for oversight and implementation of the program. The Team (PI and all co-PIs) met weekly or in alternate week during Year 1 to make decisions regarding the many activities needed to launch the program. The Council (deans, associate deans, equity advisors, ADVANCE Professors, PI, Co-PIs, graduate students) met every two weeks during spring 2007 to begin integrating the colleges and departments into the program and to provide guidance to the overall program. Agendas were prepared for each meeting to facilitate efficient delivery of information and discussion of important issues.

In the second year of our program, and as our collaborators grew in number, we modified the structure of our groups to promote increased efficiency of meetings. Key changes are listed here:

- We established a Steering Committee, composed of Dr. Susan Carlson (PI), Dr. Bonnie Bowen (Executive Director), Dr. Sharon Bird (Research Director), and Dr. Janette Thompson (Equity Advisor, College of Agriculture and Life Sciences). The Steering Committee met every two weeks to discuss management of the project, personnel issues and financial decisions.
- The ISU ADVANCE Co-PI team continues to meet twice per month to discuss progress with respect to implementation of the grant, research, project administration and roles of personnel. The Steering Committee agendas and minutes were circulated to the co-PI team to keep everyone informed.
- The ADVANCE Council met less frequently than they had in the first year and the meetings were planned specifically to report important progress to deans and associate deans (thus using their time most effectively).
- The Research Team and EA/AP working group also met separately, with one of the co-PIs as the organizer (Dr. Sharon Bird as Research Director and Dr. Diane Debinski as organizer of the EA/AP working group) and circulated their minutes to the larger team. This new subdivision of labor has facilitated management of our increasingly complex program.

C.2. Activities to Support Team Functioning

Whereas in Year 1, we devoted a significant portion of our time and energy to training our team and collaborators (Diversity Workshops, discussion of ADVANCE related literature, development of the “Elevator Speech,”) to educate and communicate with our STEM colleagues, in Year 2 we focused on refining our organizational structure (see section C.1 above) and conducting activities that supported smooth functioning of our ADVANCE team. These activities included jointly authored documents and several activities that allowed us to reflect on our contributions to the team and determine how we might improve the way that we work together.

- Prior to the retreat in June 2007, each ADVANCE Council member prepared an individual evaluation of the activities s/he had conducted for ADVANCE during the previous year and ways that s/he might modify that role in the upcoming year. These statements were reviewed by the Steering Committee and discussed with individual
team members. At the June retreat, each team member reported to the group the reasons they had gotten involved in ADVANCE, the role(s) they had played in ADVANCE, as well as the other roles that they played at the university. This provided the group with a better understanding of team members’ reasons for being committed to the ADVANCE project as well as their other obligations at the university, which might help or hinder their ability to put time into ADVANCE efforts.

- During the fall of 2007, we enlisted the assistance of Dr. Michelle Clark, a consultant who specializes in working with teams to improve their functional effectiveness. Because all of the ISU ADVANCE co-PIs have many other obligations and because this project is so ambitious, we have found that team members are frequently over-extended, which challenged our ability to work effectively as a team. Dr. Clark met several times with the Steering committee, individual team members, and then with the larger group for two sessions. She assisted us in developing ground rules for more effective group meetings and in understanding the different ways that team members communicate based upon personality styles, backgrounds and academic fields. Our goal was to develop, via consensus, better communication and decision-making ground rules. Dr. Clark provided a report summarizing the challenges we face and suggested approaches to dealing effectively with those challenges. This process has improved team functioning. As we reflect back on these challenges we are pleased with our progress, but the level of work has been consistently intense, which adds a level of stress to the complexity of multidisciplinary collaborations.

- Another way that we have worked to facilitate smooth functioning of our ADVANCE Team is via the development of written guidelines for action. This past semester we have drafted “Scholarship, Research, and Authorship Guidelines,” which provide guidance on how decisions should be made for authorship of professional meeting presentations, posters, manuscripts, books, etc., and a list of procedures that should be taken if there are disagreements regarding authorship issues. We have gone through several renditions of these guidelines and are very close to adopting them. Other ADVANCE teams have been very interested in these guidelines, which serve as another way that we are developing skills for multidisciplinary work. Our hope is that by having clear expectations from the outset, we can prevent potential misunderstandings about important dissemination products.

C.3. Communication, Marketing, Publicity and Web site

We have disseminated information about the ISU ADVANCE Program through our Web site (www.advance.iastate.edu), electronic e-alerts to a list of more than 200 faculty and partners at Iowa State University, our two-page descriptive handout (requested by NSF), and posters. Articles and announcements about ADVANCE have appeared on the front page of the ISU Web site, in the local Ames newspaper (Ames Tribune), the Iowa State University student news paper (Iowa State Daily), and a weekly publication for faculty and staff (Inside Iowa State). Announcements of our activities appear regularly in printed and electronic newsletters of our partner colleges. The College of Agriculture and Life Sciences (CALS) has a Web page for ADVANCE events of interest to CALS faculty and staff (http://www.ag.iastate.edu/aginfo/advance/), and links to the ADVANCE Web site appear on the College of Liberal Arts & Sciences and College of Engineering Web sites, as well as the Web sites of our focal departments.
Members of the ADVANCE Council also share access to our internal electronic resource (Web CT), so that working documents and materials developed by various individuals and committees are readily available. Our Web site is continuously evolving as new resources are added and new events are highlighted.

During Year 2, we worked with the design firm contracted by Iowa State University to strengthen our visual identity through the development of a suite of printed and electronic templates that we could use to disseminate our activities and findings. In November 2007 we received the new logo and design templates and in January 2008 we hired an undergraduate student in graphic design, Britney Peterson, to use these new tools to strengthen our visual identity. All of our activities during spring 2008 have carried our new visual identity, which has allowed easy recognition of our program. Ms. Peterson has produced several tools for our partners (co-PIs, ADVANCE Professors, Equity Advisors, etc) who produce materials and give presentations about ADVANCE. These tools include a Power Point template, Word document templates, and photos of women scientists on campus.

C.4. Financial Management

We have established sound financial management practices with the assistance of staff in the Office of Sponsored Programs Administration and the Office of the Executive Vice President and Provost. Primary responsibility for day-to-day accounting is assumed by Susan Masters, our Program Assistant. Dr. Bonnie Bowen, Executive Director, oversees all financial activity and regularly reports our financial status to the PI, the Steering Committee, and the co-PI Team. Recommendations regarding allocation of funds are made by the Steering Committee, and the final responsibility for decisions lies with Dr. Susan Carlson, PI.

In Year 2 we have developed tools to increase communication between the ADVANCE office and the Council members who request and use grant resources for travel and other purposes. We developed standard Travel Request and Expense Reimbursement forms that are posted on our internal electronic resource Web page (WebCT) for easy access.


Members of the ISU ADVANCE Council held a half-day retreat on June 8, 2007, to review the status of the program at the end of Year 1 and to plan for Year 2. As a result, a series of program changes were put in place that has guided ISU ADVANCE during Year 2.

The retreat program was based on issues identified via detailed feedback received from the ISU ADVANCE External Advisors and NSF Program Directors during April 2007 (summary included in Year 1 report). This retreat proved to be a key turning point for the program and led to the following key refinements in the program:

- Program structure was streamlined to include a Steering Committee, an Internal Advisory Board, and an Equity Advisor/ADVANCE Professor (EA/AP) working group (see section C.1).
- Role of the co-PIs was clarified and this group collaborated in intense group training in the late summer of 2007. A key discussion item was the comparative advantage of working in a multi-disciplinary team.
- Importance of careful data generation and thorough data sharing was established.
• Working principles for the program were adopted, including transparent communications.
• A set of goals was established for Year 2 as follows:

**ISU ADVANCE Program: Goals for Year 2, 2007-08**

• **Institutional Transformation.** Make progress with our multi-pronged approach. Be known, be visible on campus for the quality and effectiveness of the program (good communications will be essential). ADVANCE needs a clear identity.
• Make steady progress in the efforts of departmental transformation.
• Establish strong operations in three colleges and three focal departments. Establish “best practices” that can be used throughout college operations.
• Establish a strong system of gathering, correlating, and sharing data (Institutional Research data, program materials and documents, surveys, scholarly research and training).
• Prepare for an influential national conference to take place in October 2008.
• **Maintenance.** Ensure continued operations in external mentoring, networking and retreats, coordination with partners both at Iowa State University and at other institutions, reporting to NSF.

In addition, the Council decided to focus on *unintentional bias* during Year 2 events.

Throughout the year, these goals provided clarity for decision-making. A retreat planned for June 2008 will allow for the same kind of evaluation of Year 2 and planning for Year 3.

**C.6. External Evaluator Visit, January 2008**

On January 15-16, 2008, ISU ADVANCE hosted the visit of two external evaluators, Dr. Klod Kokini (Associate Dean of Academic Affairs, Purdue University) and Dr. Irene Padavic (Professor and Chair, Department of Sociology, Florida State University). Dr. Lotte Bailyn (Professor, Department of Management, Massachusetts Institute of Technology) had been schedule to attend, but had to cancel at the last minute due to a winter storm.

As background, ISU ADVANCE prepared a “Report for External Evaluator Site Visit” including 27 appendices. The two-day visit allowed the external evaluators to meet with key participants and partners in the programs, including the Executive Vice President and Provost, the deans and associate deans of partner colleges, PI and co-PIs, STEM department chairs, Equity Advisors and ADVANCE Professors, diversity partners, and STEM faculty involved and not involved in the program.

The “External Evaluation Report of the NSF ADVANCE Program at Iowa State University” prepared by the evaluators and dated January 22, 2008, is attached as appendix 1. The report affirmed the program’s visibility on campus and its clarity and ambition. Special mention was made of the Executive Vice President and Provost’s support and the enthusiasm of the program’s key participants. Key recommendations were as follows:

• Consider reorganization into more clearly defined “units” and re-budget to allow additional funding for the Collaborative Transformation work in focal departments.
• Ensure that associate professors working in the program are appropriately mentored about promotion to full professor.
• Bring recommendations about department climate to all STEM departments, including work on mentoring, work-life balance, and recruiting.
• Increase internal and external dissemination.
• Create additional partners among those on campus who are working on women’s and diversity issues.
• Consider a broader leadership training component to the program, including the possibility of making college Equity Advisors into assistant deans.

From February through April 2008, key program changes were made in response to the report. While many of these changes are detailed in other sections of this report, the most notable of the responses are these:

• PI met with deans and associate deans of the three partner colleges to discuss and agree to adjustments in the support provided for Equity Advisors and to enhance funding for Collaborative Transformation.
• The Collaborative Transformation component of the program was given additional autonomy and funding to partner with focal departments.
• Discussions are ongoing among co-PI associate professors, the PI, deans, and department chairs about creating the right conditions for these co-PIs to be advanced in the near future.
• To enhance dissemination of our work, we have created a numbering system for all scholarly products and program reports.
• The spring 2008 work of the Administrative Fellow has focused on disseminating materials on faculty recruitment to all STEM and non-STEM departments.
• ADVANCE training has been integrated into other university training as appropriate.
• While ISU ADVANCE has not made leadership training a key focus, the Executive Vice President and Provost is supporting a new “Emerging Leaders Program” set to begin in spring 2009, with a focus on diversifying university leadership.

C.7. Evaluation of Workshops and Networking Events

Workshop Events
There were 162 attendees at these 2 Workshop events, 71 of these attendees indicated that the event was their first ADVANCE event. These events had a combined rating of 4.2 on a 5.0 scale; the two events’ overall ratings were very similar. For both events, the opportunity to network was rated the lowest (3.8). Most respondents at these events indicated that they would recommend future ADVANCE events to their colleagues.

Practical Tools for Recognizing & Reducing Unintentional Bias
Date: 10/31/2007
This event had 102 attendees. Over half of the attendees at this event (54) were new to ADVANCE. There were 41 event evaluations returned and the overall rating of the event was 4.2 on a 5.0 scale. All of the respondents indicated that they would recommend future ADVANCE events to their colleagues. The comments were very positive, and indicated that people would like to see this information spread throughout the campus by making it available to people who could not attend through individual departments and student clubs.

ADVANCE Collaborative Transformation Synthesis Report Workshop
Date: 4/1/2008
This event had 60 attendants, 22 of whom filled out evaluation forms. Eighteen of these respondents said that they would recommend future ADVANCE workshops to their colleagues and only two stated that they would not. The overall average rating of the workshop’s “Structure and activities” was 4.0 on a 5.0 scale. The lowest of these ratings was given to “Opportunity to network” (3.8) and the highest was given to the presentations (4.2). Overall, respondents tended to agree or strongly agree that this workshop was productive and relevant and increased their knowledge about the Collaborative Transformation project. The comments indicate that people appreciated the table-top discussions but that the discussions would benefit from being more focused and longer.

Networking Events
There were a total of 120 attendees at the four networking events. Of these, 38 indicated that at least one of the events was their first ADVANCE event. The overall rating of these events was 3.96 on a 5.0 scale. “Opportunity to network” was generally the lowest rated category, and “Topic” was generally the highest rated. The highest rated event was “Gender, Science, and the Myths of Merit” and the lowest rated was “Lessons from the BIG XII Faculty Development Conference”. Details follow.

“Making a Career in STEM: Three Women’s Stories”: A Brown-bag lunch
Date: 11/14/2007
This event had 26 attendees, 23 of whom filled out evaluation forms. The overall rating of this event was good (3.9 on a 5.0 scale). The highest rating was for the topic of the presentation (4.3) and the lowest rating was for “Opportunity to network” (3.2). Most respondents were satisfied with the time and length of the event, and indicated that they would recommend ADVANCE events to their colleagues. The comments indicated that the topics of the three speakers were very diverse. There were both positive and negative reactions to this diversity—however. Given the high numerical average for topic, it seems that this was appreciated by most of the attendees.

“Lessons from the BIG XII Faculty Development Conference”
Date: 2/25/2008
There were 24 attendees at this event, seven of whom completed event evaluations. The overall rating of this event was 3.6 on a 5.0 scale. The lowest rating was again in the category of “Opportunity to network” (2.3). The highest rating again was for “Topic” (4.1). Most respondents again found the length and time of the event to be appropriate. For the most part, participant expectations were met, and they indicated that they would recommend ADVANCE events to their colleagues.

“Gender, Science & the Myths of Merit”
Date: 3/13/2008
This was a well attended event, with 58 people recorded as attending. Of these attendees, 10 completed evaluation forms. The overall rating of the event was good (4.4). The lowest score again went to “Opportunity to network” (3.3) and the highest scores were for “Topic” and “Usefulness of information” (4.8). Most people were satisfied with the time and length of the event. All respondents indicated that they would recommend ADVANCE events to their colleagues.

STEM Women’s Lunchtime Discussion
Date: 4/28/2008
This event had 12 attendees and four evaluation forms were returned. Two respondents said they would recommend future ADVANCE events to their colleagues; the other two did not respond to this evaluation item. The overall rating of this event was 4.0 on a 5.0 scale.

C.8. Survey of Faculty Satisfaction (AAUDE)

ISU ADVANCE is collecting survey data through three main instruments: the Collaborative on Academic Careers in Higher Education (COACHE), AAUDE Survey of Faculty Satisfaction, and the ISU ADVANCE Faculty Perceptions of Quality of Space Survey. The data collected will be coordinated in various ways to help us assess our progress in institutional transformation. Data from the COACHE survey were collected in Year 1 and analysis is ongoing. In this section and the next (C.8 and C.9), we describe new efforts in two of these instruments during Year 2. In Section C.10, we analyze data we are collecting on an institutional basis.

AAUDE Faculty Survey
In the summer of 2006, the American Association of Universities Data Exchange (AAUDE) completed work on the development of a standard set of questions to be included in surveys of faculty members at AAU institutions. Dr. Sandra Gahn, ISU ADVANCE Team member, served as a member of the AAUDE working group that designed the AAUDE Faculty Survey.

Goals
• To provide baseline data for faculty satisfaction; survey was administered in January 2008 and will be administered again in Year 5 of ISU ADVANCE Program.
• To gain insight into ways Iowa State University can improve the faculty work environment, especially for the purpose of recruitment and retention.
• To have comparative data with other AAU participating universities.

Activities
• In the summer of 2007, the Executive Vice President and Provost and the ISU ADVANCE Team agreed to implement the AAUDE survey at Iowa State during the following spring semester.
• The Research Team met multiple times during the fall semester to discuss which survey items should be included and which items should be added specifically for ADVANCE purposes. ISU College Deans were also queried for their feedback.
• Dr. Sandra Gahn and Jason Pontius developed the sampling frame, set up the HTML code and the Web hosting plan, and developed the invitation and follow-up letters to accompany the survey.
• ISU ADVANCE and the ISU Office of Institutional Research administered the survey in January 2008.

Findings
• Achieved an overall response rate of 53 percent, which is the highest response rate achieved for any centrally administered survey of faculty at Iowa State University.

The table below provides more detailed information about response rates by various demographics.
<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
<th>Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>1,676</td>
<td>888</td>
<td>53.0%</td>
</tr>
<tr>
<td>Women</td>
<td>574</td>
<td>328</td>
<td>57.1%</td>
</tr>
<tr>
<td>Men</td>
<td>1,102</td>
<td>560</td>
<td>50.8%</td>
</tr>
<tr>
<td>Tenured</td>
<td>984</td>
<td>547</td>
<td>55.6%</td>
</tr>
<tr>
<td>Tenure-Track</td>
<td>308</td>
<td>178</td>
<td>57.8%</td>
</tr>
<tr>
<td>Non-Tenure-Track</td>
<td>384</td>
<td>152</td>
<td>39.6%</td>
</tr>
<tr>
<td>White</td>
<td>1,368</td>
<td>759</td>
<td>55.5%</td>
</tr>
<tr>
<td>African American</td>
<td>33</td>
<td>16</td>
<td>48.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>228</td>
<td>88</td>
<td>38.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>9</td>
<td>5</td>
<td>55.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38</td>
<td>21</td>
<td>55.3%</td>
</tr>
</tbody>
</table>

**Evaluation**
- Determined that the response rate appropriately represented the population.
- Additional analyses will be conducted to determine whether there was any response bias by non-respondents.

**Challenges/Solutions**
- The final report will highlight where differences are found across colleges, academic fields (e.g., STEM, Social and Behavior Sciences [SBS]), and faculty demographics (gender, race/ethnicity, rank, etc.).
- Preliminary results indicate some gender differences of particular interest to ADVANCE researchers that will require further exploration.
- We plan to present the results to the university community in October 2008 when the Executive Vice President and Provost will report findings to the ISU Faculty Senate.
- Other presentations, sponsored by the ADVANCE Program, will be shared with the university community in the fall 2008 semester.

**C.9. Survey of Faculty Satisfaction with Space**

**ISU Faculty Perceptions of Quality of Space Survey**
The ISU ADVANCE Faculty Perceptions of Quality of Space Survey was conducted in October 2007 to gather data on faculty satisfaction with their office, lab and classroom space, as well as their attitudes regarding job satisfaction and job commitment. These data were matched with demographic data and data regarding the amount of space available to individual faculty members. The Space Survey was coordinated by Dr. Carla Fehr, a member of the co-PI Team.

**Goals**
- To provide baseline data for satisfaction with workspace, job satisfaction and job commitment. Survey will be administered again in Year 5.
- To link faculty perceptions with additional demographic information and the corrected area of office and laboratory space of individual respondents.
To gain insight into ways Iowa State University can improve faculty satisfaction with workspace, job satisfaction and job commitment, especially for the purpose of recruitment and retention.

Activities
- The Research Team, including graduate student Rebecca Sremack, under the leadership of Dr. Sharon Bird, met multiple times during the spring and fall semesters (2007) to develop the survey.
- Dr. Sandra Gahn developed a sample that included all women faculty in STEM and Social and Behavioral Sciences and matched up to three men of the same department and rank for every woman sampled.
- ISU ADVANCE contracted with Iowa State’s Research Institute for Studies in Education (RISE) to implement the survey, clean the data and conduct initial analyses.
- The Research Team developed the invitation and follow-up letters to accompany the survey.
- The Research Team solicited feedback and support from ADVANCE Professors and Equity Advisors.
- RISE administered the survey in October 2007.
- Dr. Gahn merged this data set with additional demographic data and with institutional data on office and lab square footage.

Findings
The table below provides more detailed information about response rates by rank and sex category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
<th>Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>505</td>
<td>210</td>
<td>42%</td>
</tr>
<tr>
<td>Women</td>
<td>188</td>
<td>99</td>
<td>53%</td>
</tr>
<tr>
<td>Men</td>
<td>317</td>
<td>111</td>
<td>35%</td>
</tr>
<tr>
<td>Professor</td>
<td>180</td>
<td>76</td>
<td>42%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>199</td>
<td>80</td>
<td>40%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>126</td>
<td>54</td>
<td>43%</td>
</tr>
</tbody>
</table>

Additional respondent demographics
- Ethnicity/Race: 86 percent White, non Hispanic, 9 percent Asian or Pacific Islander, 1 percent African American/Black, 3 percent Hispanic and less than 1 percent American Indian or Alaska Native
- Marital Status: 80 percent married, 4 percent co-habiting or living in a marriage-type relationship, 4 percent divorced, 2 percent widowed and 10 percent single

Preliminary results indicate some rank differences of particular interest to ADVANCE researchers which will require further exploration. There were few gender differences, with the exception of perceptions of isolation.
Future activities

- The final report will highlight where differences are found across faculty demographics (gender, race/ethnicity, rank, etc.).
- The future analyses of these data will include tests for gender differences within ranks.
- We plan to present preliminary results to the campus community in fall 2008.
C.10. Interpretation of Key Indicators

One of the sustainable aspects of the ISU ADVANCE Program for Iowa State is the addition of new databases and research reports that had not been developed before the ADVANCE grant. Dr. Sandra Gahn, a member of the ISU ADVANCE co-PI Leadership Team, works in the Office of Institutional Research at Iowa State University. Through her work on the ADVANCE grant, she has been able to create new databases and new mechanisms for tracking and reporting promotion, tenure and retention progress at Iowa State University.

In addition, she (and a graduate student funded by an Alfred P. Sloan Foundation grant) developed a new database called “The Flexible Faculty Career Database” to track the costs and benefits Iowa State University realizes when tenure-eligible faculty participate in flexible career policies. This Flexible Faculty Career Database used institutional data that had not previously been captured in a coordinated way to examine whether any potential savings realized by improved faculty retention justifies the costs of providing faculty flexibility at Iowa State University. More details about the database will be shared with the ADVANCE community at the “New Norm of Faculty Flexibility” conference in October 2008.

Dr. Gahn has also provided the data needed for reporting progress toward NSF ADVANCE institutional transformation goals as outlined in the Frehill, et.al., Toolkit. The following charts and figures offer insight into the data collected at Iowa State University in Year 1 and Year 2, which are reported in Section V in more detail. We will be monitoring these key indicators as the ISU ADVANCE Program progresses.

Tenured and Tenure-Eligible Faculty

The total number of tenured and tenure-eligible faculty decreased at Iowa State in the 2007-2008 academic year compared to the previous year. Proportionally, Iowa State University lost more female faculty members than male faculty members during this time. Figure 1 (based on data from Table 1) shows that the larger decline was among women faculty in the Social and Behavioral Sciences (SBS) than among STEM women.

Figure 1. Tenured & Tenure-Eligible Women Faculty by Discipline, 2001-2007
Figure 2 (based on data from Table 1) shows STEM women faculty by rank and compares them across time. Between this year and last year, the largest decline of women faculty was in the assistant professor rank. A closer examination of these data revealed that a number of women who had been assistant professors were promoted to associate professor. Several others resigned and one retired at the assistant professor rank.

**Figure 2.** STEM Tenured & Tenure-Eligible Women Faculty by Rank.

![Bar chart showing the number of women faculty in full, associate, and assistant professor ranks by year from 2001 to 2007.]

Figures 3 and 4 (based on data from Table 5a) show the years in rank for STEM and SBS faculty who are currently associate professors but were hired as assistant professors. The two figures are markedly different. Among STEM male faculty members, the distribution is bimodal, with a higher percent early in the associate professor rank and an almost equal percent of men who have been associate professors for 15 or more years. Among SBS faculty, the two genders are much more similar in their time as associate professors.
When looking at the years in rank for associate professors who were hired as associate professors (Table 5b in Section V), there are two facts to note. First, a relatively small number of faculty were hired as associate professors and continue in that rank. Second, the number of women hired as associate professors is a small fraction of the number of men.
who were hired at the associate rank. In STEM disciplines, only 22% of professors hired at the associate rank were women and in SBS only 25% were women.

**Tenure Rates**

Figure 5 (based on data from Table 3) presents a cumulative picture across seven years of the faculty who applied for tenure and those who achieved tenure. Table 3 in Section V provides the detail for 2007 data. The ISU Annual Report from Year 1 shows the detail for 2001 to 2006. Because the number of faculty who apply for tenure in any given year can be relatively small, it was useful to combine the data across years for a more comprehensive evaluation.

It should be noted that the data presented here refer only to those faculty who have advanced through the departmental review process and have submitted their materials to the Office of the Executive Vice President and Provost. These rates do not take into account any assistant professors who leave following their third-year review.

Figure 5 shows there are relatively small differences by gender among STEM and SBS faculty and larger differences by gender among faculty in the humanities, business, design and other disciplines that are neither STEM nor social and behavioral sciences. In all cases women achieved tenure at a slightly higher rate than men.

The tenure achievement rate for men in the non-STEM, non-SBS disciplines calls for closer examination of this group by the Office of the Executive Vice President and Provost but is beyond the scope of the ADVANCE grant.

**Figure 5. Percent Achieving Tenure by Gender and Discipline, 2001-2007**

- **STEM**
  - Women: 91.3%
  - Men: 89.5%
- **SBS**
  - Women: 91.7%
  - Men: 87.0%
- **HBDH**
  - Women: 89.7%
  - Men: 79.6%
Non-Tenure-Eligible Faculty

Figure 6 (based on data from Table 2) shows the trend lines for the percent of tenured and tenure-eligible positions and non-tenure-eligible positions held by women from 2001 to 2007.

Women in STEM departments have held between 15% and 19% of the tenured and tenure-eligible faculty positions in those departments in the past 7 years. The percentage rose slightly between 2001 and 2006, but decreased by ~1% in 2007. Women in STEM departments have held between 40% and 57% of the non-tenure eligible faculty positions in these departments in the past 7 years, with an increase from 49% to 56% in 2007.

Women in the social and behavioral sciences have held between 40% and 53% of the tenured and tenure-eligible faculty positions in the past 7 years and between 49% and almost 59% of the non-tenured SBS faculty positions.

Figure 6. Percent of Faculty who are Women by Discipline (STEM & SBS) and Tenure Eligibility (Tenured & Tenure-Eligible (T&TE) and Non-Tenure Eligible (NTE))
D. DISSEMINATION (INCLUDING LIST OF PRODUCTS AVAILABLE)

ISU ADVANCE has made significant scholarly and research contributions to various disciplinary communities during Year 2. This section is organized by the following types of dissemination:

- Book chapters
- Other one-time publications, such as technical reports
- Internet dissemination and other Web sites
- Other, such as data or database educational aid
- Conference presentations
- ISU ADVANCE poster display locations
- Presentations to non-ADVANCE groups at Iowa State University
- Presentations to ADVANCE partner groups
  - Deans, college cabinets and other leaders
  - ADVANCE college-level advisory groups and partners
  - College-level faculty development workshops
- List of products available
  - Reports from the Collaborative Transformation Project
  - Resources for faculty recruitment

Book Chapters

Author: Fehr, C.
Title: “Are Smart Men Smarter than Smart Women? The epistemology of ignorance, women and the production of knowledge”
Editor: Ann Mari May
Book or collection Title: The 'Woman Question' and Higher Education: Perspectives on Gender and Knowledge Production in America
Bibliographic info: Edward Elgar: Northampton, MA and Cheltenham, UK
Date (Year): 2007
Status: published
Is NSF support formally acknowledged in the publication?: Yes

Other one-time publications, such as technical reports

Author: Bird, S. L., & Hamrick, F. A.
Title: Focal Department Report: Materials Science and Engineering.
Date: August 2007
Bibliographic info: Ames, IA: Iowa State University, ISU ADVANCE Program
Status: Published
Is NSF support formally acknowledged in the publication?: yes

Author: Hamrick, F. A., & Bird, S. L.
Title: Focal Department Report: Genetics, Development and Cell Biology.
Date: September 2007
Bibliographic info: Ames, IA: Iowa State University, ISU ADVANCE Program.
Status: Published
Is NSF support formally acknowledged in the publication?: yes
Author: Bird, S. L., & Hamrick, F. A.
Title: Focal Department Report: Evolution, Ecology, and Organismal Biology.
Date: October 2007
Bibliographic info: Ames, IA: Iowa State University, ISU ADVANCE Program.
Status: Published
Is NSF support formally acknowledged in the publication?: yes

Authors: Bird, S. L., & Hamrick, F. A.
Title: ISU ADVANCE Collaborative Transformation Synthesis Report of Year 1
Department-Level Findings.
Date: 2008
Bibliographic info: 33 pages. Ames, IA: Iowa State University, ISU ADVANCE Program.
Status: Published
Is NSF support formally acknowledged in the publication?: yes

Author: Bird, S. L., F.A. Hamrick and Diane M. Debinski
Chapter Title: Executive Summary in ISU ADVANCE Collaborative Transformation Project: First Round Focal Department Synthesis Report
Date: March 2008
Bibliographic info: Ames, IA: Iowa State University, ISU ADVANCE Program
Status: Published
Is NSF support formally acknowledged in the publication?: yes

Internet Dissemination

ISU Advance site
URL: http://www.advance.iastate.edu/

Explain/update how this site relates to the award:
The ISU ADVANCE Web site contains information on the goals of our project, the participants, events for the campus community, an announcement of our lectureship program competition, resources for mentoring and our ADVANCE Scholar program, resources for search committees, our annual reports, and links to Web resources and other ADVANCE programs. The resources that were developed by Administrative Fellow Dr. Bonita Glatz regarding faculty recruiting are available on the Web site. A list of these resources can be found in our annual report for Year 2.

Is NSF support acknowledged on the Web site: Yes

Conference Web site
URL: http://www.ucs.iastate.edu/mnet/isuadvance/home.html

Explain/update how this site relates to the award:
The Web site for our national conference is hosted by ISU Conferences Services. The New Norm of Faculty Flexibility: Transforming the Culture in Science & Engineering will be held in Ames, Iowa October 10-11, 2008. The Web page includes information on the keynote speakers, the panel sessions, panel presenters, poster submission and registration information.

Is NSF support acknowledged on the Web site: Yes
College of Agriculture and Life Sciences Web page dedicated to College-Level Advance Activities
URL:  http://www.ag.iastate.edu/aginfo/advance/

Explain/update how this site relates to the award:
College of Agriculture and Life Sciences (CALS) ADVANCE Web page. This page was initiated under the leadership of CALS Equity Advisor Jan Thompson. It provides information on upcoming ADVANCE events that are of special interest to CALS faculty. The page also provides links to resources on faculty recruitment.

Is NSF support acknowledged on the Web site: Yes

Other, such as Data or database Educational aid
Sandy Gahn
Database to evaluate impact of flexible faculty policies

Briefly describe the data you have collected and/or the database you have created:
The Flexible Faculty Career Database was funded in part by an Alfred P. Sloan Foundation grant and is a joint effort by the Iowa State University (ISU) Office of the Executive Vice President and Provost, the Office of Institutional Research, and the ISU ADVANCE Program to design new ways to track how tenure-eligible career flexibility at ISU affects faculty productivity, retention, and work/life balance satisfaction. This Flexible Faculty Career Database used institutional data that had not previously been captured in a coordinated way to examine whether any potential savings realized by improved faculty retention justify the costs of providing faculty flexibility at ISU.

Briefly describe how you will share this data and/or database with other researchers:
We have shared our database project with the Alfred P. Sloan Foundation in May 2008 and will share the results with the ADVANCE community at the conference "The New Norm of Faculty Flexibility: Transforming the Culture in Science & Engineering" sponsored by NSF, to be held at Iowa State University in October 2008.
Conference Presentations

Presenter: **Dr. Bonnie Bowen**
Title of talk: Women leaders in the Cooper society — past, present and the future.
Conference: Cooper Ornithological Society meeting
June 2007, Moscow, ID

Presenters: **Dr. Sharon Bird & Dr. Florence Hamrick**
Title of talk: “Strategies of Collaborative Transformation: Toward Greater Gender Equity in Science, Technology, Engineering and Mathematics Departments at a Research 1 University.”
Conference: Society for the Study of Social Problems annual meeting
August 2007, New York

Presenter: **Dr. Carla Fehr**
Title of talk: ISU ADVANCE: Feminist philosophy of science in action
Conference: Making Philosophy of Science Socially Relevant; American Philosophical Association Pacific Division
March 2008, Los Angeles

**ISU ADVANCE Poster Display Locations**

NSF ADVANCE Annual Investigators meeting/PI meeting, Arlington, VA
June 18-19, 2007
ADVANCE personnel: Bird, Bowen, Carlson, Constant, Debinski, Fehr, Gahn, C. Glatz, Hamrick, Heising, Janzen, Laanan, Larsen, Powell-Coffman, Thompson

ISU Faculty Senate spring symposium
March 27-28, 2008, Iowa State University
ADVANCE personnel: Bowen, with Carlson

**Presentations to Non-ADVANCE Groups at Iowa State University**

Presenter: **Dr. Bonnie Bowen**
Presentation: The Pursuit of Happiness and Success of Women in Science & Engineering.
Audience: Keynote presenter for Program for Women in Science and Engineering (PWSE) Summer Research Internship Poster Presentation.
July 27, 2007

Presenter: **Dr. Charles Glatz**
Presentation: Search Practices
Audience: College of Engineering Search Chairs
September 2007

Presenter: **Dr. Bonnie Bowen & Dr. Kristen Constant**
Presentation: Presentation to panel on Actions to improve the climate for women
Oct. 30, 2007
Other ADVANCE personnel involved: Dr. Diane Debinski (instructor)
Presenter: **Dr. Janette Thompson**  
Presentation: Search Committee Best Practices  
Audience: College of Agriculture and Life Sciences Chairs and Search Chairs  
Nov. 19, 2007

Presenter: **Dr. Bonnie Bowen**  
Presentation: *The Pursuit of Happiness and Success of Women in Science & Engineering.*  
Audience: Women in Science and Engineering (WISE) student organization.  
March 24, 2008

Presenter: **Dr. Sharon Bird**  
Presentation: *Women in Academic Science and Engineering Careers: Sociological Research and the ISU ADVANCE Program*  
Audience: Department of Sociology  
March 28, 2008

Presenter: **Dr. Susan Carlson**  
Presentation: *Work Life Policies at Iowa State*  
Audience: Women's Faculty Network sponsored by Margaret Sloss Women's Center  
April 9, 2008

Presenter: **Dr. Susan Carlson**  
Presentation: *Work Life Issues at Iowa State*  
Audience: Materials Science and Engineering Faculty  
April 30, 2008

Presenter: **Dr. Kristen Constant and Dr. Susan Carlson**  
Presentation: Served on panel "I wish someone would have told me..." about faculty work-life management, etc.  
Audience: Economics department  
May 5, 2008

**Presentations to ADVANCE partner groups**

**Deans, college cabinets and other leaders:**  
Presenter: **Dr. Sharon Bird & Dr. Bonnie Bowen**  
Title: Update presentation to Focal College Deans: "ISU ADVANCE Collaborative Transformation Process, Steps and Outlook"  
Date: Aug. 22, 2007

**LAS Leadership:**  
Presenter: **Dr. Lisa Larson & Dr. David Oliver**  
Title: ADVANCE Overview Presentation to Dean's council  
Date: June 12, 2007

Presenter: **Dr. Lisa Larson & Dr. David Oliver**  
Title: ADVANCE Presentation to LAS Cabinet  
Date: Sept. 25, 2007
Discussant: **Dr. Lisa Larson, Dr. Bonnie Bowen, Dr. Susan Carlson, Dr. David Oliver**  
Title: Meeting with Dean Whiteford, Dean of Liberal Arts and Sciences  
Date: Nov. 14, 2007

**ENG Leadership:**  
Presenter: **Dr. Charles Glatz**  
Title: ADVANCE Overview to College of Engineering Academic Council  
August 2007

Discussant: **Dr. Charles Glatz & Dr. Kristen Constant**  
Title: College of Engineering Dean Kushner  
Date of discussion: Monthly meetings

**CALS Leadership:**  
Discussant: **Dr. Janette Thompson**  
Title: College of Agriculture and Life Sciences Cabinet  
Dates: Sept. 21, 2007; Nov. 16, 2007; Dec. 21, 2007; Jan. 18, 2008; Feb. 15, 2008; April 18, 2008

**ADVANCE College-Level Advisory Groups and Partners**  
Presenter: **Dr. Lisa Larson, with Dr. Sharon Bird, Dr. Bonnie Bowen, Dr. Susan Carlson & Dr. David Oliver**  
Title: ISU ADVANCE Transformation Strategies  
Group: ISU College of Liberal Arts and Sciences ADVANCE Advisory Committee (senior STEM women faculty)  
Sept. 19, 2007

Discussant: **Dr. Janette Thompson**  
Title: College of Agriculture and Life Sciences ADVANCE Leadership Committee (Dr. Janette Thompson convener)  
Dates: Sept. 26, 07; Dec. 16, 2007; May 9, 2008  
Other ADVANCE personnel involved: Bowen, Debinski, Janzen, Powell-Coffman

Discussant: **Dr. Lisa Larson & Dr. David Oliver**  
Title: Lectureship committee to award $1000 Lectureships  
May 6, 2008

**College-Level Faculty Development Workshops**  
Discussant: **Dr. David Oliver**  
Title or description of meeting: LAS Faculty Development Workshop - Review of P&T  
Date: Sept. 27, 2007  
Other ADVANCE personnel involved: Dr. Susan Carlson

Discussant: **Dr. David Oliver**  
LAS Faculty Development Workshop - The 3rd Year Review  
Date: Oct. 26, 2007  
Other ADVANCE personnel involved: Dr. Susan Carlson
Discussant: Dr. David Oliver
LAS Faculty Development Workshop - Advancing Associate Professor
Date: April 16, 2008
Other ADVANCE personnel involved: Dr. Susan Carlson

Presenter: Dr. Joe Colletti
Title or description of meeting: Post-P&T Mirroring Workshop
April 22, 2008
Other ADVANCE personnel involved: Thompson (also Gwen Beattie)

ISU Diversity Partner Discussions
Discussant: Dr. Janette Thompson, Dr. Bonnie Bowen & Dr. Susan Carlson
Title: PRVAA Participation in development of Elsevier proposal
Summer and fall 2007

Discussant: Dr. Bonnie Bowen and Dr. Susan Carlson
Partner name: BioEconomy Institute Executive Committee
Title: Discussion of support for programs focusing on women and minorities
Jan. 16, 2008

Discussant: Dr. Bonnie Bowen
Partner name: Women in STEM Lectureship Committee
Title: Discussion of new lectureship series to focus on women in STEM
Feb. 27, 2008

Discussant: Dr. Janette Thompson
Title: Program for Women in Science & Engineering
March 20, 2008 (Review of applications for PWSE scholarships as College of Agriculture and Life Sciences rep)

List of Products Available
Resources and reports added to the Iowa State University ADVANCE Web site during Year 2 include products from the Collaborative Transformation Project, reports for faculty search committees and Web Resources for candidate information. Many of the reports for faculty searches are used with permission or adapted from other sources, both within and outside the university. Several reports were created for the Iowa State University ADVANCE program by Dr. Bonita Glatz, Administrative Fellow from January to May 2008. A list of documents posted to the site follows. The new, original documents are marked with an asterisk.

Reports from the Collaborative Transformation Project
*Executive Summary and complete versions of the synthesis report of findings for first three focal departments. (http://www.advance.iastate.edu/reports-isu_advance.shtml)
**Resources for faculty recruitment**

Brief (1- to 2-page) guidelines for specific aspects of the search process:

- Administrators' Checklist of Best Practices for a Diverse Search (overall guidelines)
- Strategies for Recruiting Women Faculty (overall guidelines)
- Best Practices Checklist for Running a Faculty Search (focus on early steps of process)
- * Tips and Suggestions for Broadening the Candidate Pool (brief tips)
- Tips for Creating an Inclusive Position Description (wording and content)
- Tips for the Interview Process (focus on on-campus interviews)
- Guidelines for Effective Interviews (tips for before, during, after interviews)
- Evaluating Letters of Recommendation (how to evaluate [and write] letters)

Questions to ask (or not ask) candidates and their references:

- What to Ask?  What Not to Ask? (allowable and not allowed questions)
- Human Resources Interview Questions (questions for various types of jobs)
- Sample Interview Questions (questions for candidates)
- Sample Questions for Phone References

Sample evaluation forms available in PDF or Word Document format:

- Sample Form for Initial Screening of Applicants (for search committee screening step) - PDF or Word document
- * Teaching Seminar Plan (to send to candidates to prepare teaching seminar) - PDF or Word document
- * Teaching Seminar Evaluation Form (matches seminar plan) - PDF or Word document
- Sample Form for Obtaining Feedback on Finalists (for feedback from various audiences) - PDF or Word document
- Candidate Evaluation Tool (University of Michigan) - PDF or Word document
- Candidate Evaluation Rubric Form (with rubrics to describe characteristics) - PDF or Word document

Short documents to facilitate discussion of unconscious bias:

- Top Ten Rationalizations (excuses not to hire women/minorities)
- Reducing Stereotypic Biases in Hiring (Cornell University)

Forms to evaluate the search process available in PDF or Word Document format:

- * Evaluation of the Search Process (search committee's comments) - PDF or Word document
- * Evaluating a Search (department chair's report on why candidates did/did not accept offer) - PDF or Word document

In addition to these documents, which are available publicly at [http://www.advance.iastate.edu/resources.shtml](http://www.advance.iastate.edu/resources.shtml), Dr. Bonita Glatz prepared additional resources that are available to the ADVANCE staff and partners. In her final report to the ADVANCE Council, she recommended that many of these items be making available publicly.
SECTION IV. PERSONNEL AND FINANCIAL REPORT

A. PERSONNEL — RESPONSIBILITIES OF FACULTY AND STAFF SUPPORTED BY THE GRANT

Iowa State received the ADVANCE-Institutional Transformation award on 28 August 2006. Our year runs from 1 August to 31 July.

The ISU ADVANCE Program has a co-PI Leadership Team of 10 Senior Personnel listed in the Year 2 report. These include:
  • Principal Investigator (Carlson),
  • 4 faculty listed as co-PIs with NSF (Bird, Bowen, Debinski and Fehr),
  • 4 additional faculty/staff listed as co-PIs in the ISU system (Gahn, Hamrick, Heising (resigned July 2007), Laanan)
  • 1 additional faculty/staff serving as senior personnel consultant (Larsen, resigned September 2007).

In addition, we have partners at the college level (Deans/Associate Deans and Equity Advisors) and department level (ADVANCE Professors), who serve on the Council. Some of these partners receive funds from the grant.

Detailed descriptions of the responsibilities and accomplishments of our participants are described in Section II-B and in the Participants section of Fast Lane.
SECTION V. REPORT OF KEY INDICATORS

During Year 2 we continued to monitor the eight key indicators and added to the tables that were created last year. Co-PI Team member, Dr. Sandra Gahn led the effort to compile the data from 2001-2008. The tables that follow provide an extension of the data presented in the Year 1 Annual Report. These key indicators continue to provide valuable data for the assessment of the impact of the institutional transformation being undertaken by the ISU ADVANCE Program.

Below we provide the eight indicator tables. Charts and figures for some of these tables appear in sub-section C.10 of Section III. We continue to divide the Iowa State University departments into three disciplines, STEM (science, technology, engineering and mathematics), SBS (social and behavioral sciences) and HBDH (humanities, business, design and human sciences [those not considered STEM or SBS]). Most tables are aggregated by discipline. We have aggregated data by department, where appropriate. For Tables 3 and 4, dealing with tenure and promotion review, we have aggregated data by colleges and by discipline. Tables that are aggregated by department are not aggregated by college, because of the complexity of departments that are administered jointly by two colleges.
Table 1. Number and Percent of Women Tenured and Tenure Track Faculty by Rank, Department, and Discipline 2007

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Women</th>
<th>Men</th>
<th>Percent Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
<td>Assoc</td>
<td>Asst</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>STEM</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural &amp; Biosystems Engineering</td>
<td>STEM</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Agronomy</td>
<td>STEM</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Animal Science</td>
<td>STEM</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry, Biophysics, &amp; Molecular Biology</td>
<td>STEM</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>STEM</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry &amp; Biological Engineering</td>
<td>STEM</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>STEM</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Civil, Construction, &amp; Environmental Engineering</td>
<td>STEM</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>STEM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ecology, Evolution, &amp; Organismal Biology</td>
<td>STEM</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>STEM</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Entomology</td>
<td>STEM</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Food Science &amp; Human Nutrition</td>
<td>STEM</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Genetics, Development, &amp; Cell Biology</td>
<td>STEM</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geologic &amp; Atmospheric Sciences</td>
<td>STEM</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Horticulture</td>
<td>STEM</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Industrial &amp; Manufacturing Systems Engineering</td>
<td>STEM</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kinesiology (Previously Health &amp; Human Performance)</td>
<td>STEM</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Materials Science Engineering</td>
<td>STEM</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>STEM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>STEM</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Natural Resources Ecology &amp; Management</td>
<td>STEM</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>STEM</td>
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</tr>
<tr>
<td>Plant Pathology</td>
<td>STEM</td>
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<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>STEM</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Veterinary Clinical Science</td>
<td>STEM</td>
<td>1</td>
<td>6</td>
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<tr>
<td>Veterinary Diagnostic &amp; Production Animal Medicine</td>
<td>STEM</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Veterinary Microbiology &amp; Preventive Medicine</td>
<td>STEM</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Veterinary Pathology</td>
<td>STEM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>STEM Totals</strong></td>
<td>STEM</td>
<td>40</td>
<td>55</td>
</tr>
</tbody>
</table>
Table 1. Number and Percent of Women Tenured and Tenure Track Faculty by Rank, Department, and Discipline 2007-continued

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Women</th>
<th>Men</th>
<th>Percent Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
<td>Assoc</td>
<td>Asst</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences (SBS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Education &amp; Studies</td>
<td>SBS</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Anthropology</td>
<td>SBS</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Apparel, Educational Studies &amp; Hospitality Management</td>
<td>SBS</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>SBS</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>SBS</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Educational Leadership &amp; Policy Studies</td>
<td>SBS</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Human Development &amp; Family Studies</td>
<td>SBS</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Political Science</td>
<td>SBS</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>SBS</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Sociology</td>
<td>SBS</td>
<td>6</td>
<td>6</td>
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<tr>
<td>SBS Totals</td>
<td>SBS</td>
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<tr>
<td>Humanities, Design, Business, &amp; Human Sciences</td>
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</tr>
<tr>
<td>Accounting</td>
<td>HBDH</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Architecture</td>
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<tr>
<td>Art &amp; Design</td>
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<tr>
<td>Community &amp; Regional Planning</td>
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<td>Finance</td>
<td>HBDH</td>
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<tr>
<td>Greenlee School of Journalism &amp; Communication</td>
<td>HBDH</td>
<td>1</td>
<td>3</td>
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<td>History</td>
<td>HBDH</td>
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<td>1</td>
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<tr>
<td>Landscape Architecture</td>
<td>HBDH</td>
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<td>3</td>
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<td>Library</td>
<td>HBDH</td>
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<td>14</td>
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<tr>
<td>Logistics, Operations, &amp; Management Information Systems</td>
<td>HBDH</td>
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<td>Management</td>
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<td>Marketing</td>
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<td>Music</td>
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<td>Philosophy &amp; Religious Studies</td>
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<td>2</td>
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<tr>
<td>World Languages &amp; Cultures</td>
<td>HBDH</td>
<td>3</td>
<td>3</td>
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<td>HDBH Totals</td>
<td>HDBH</td>
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<td>65</td>
</tr>
<tr>
<td>University Totals</td>
<td>HDBH</td>
<td>99</td>
<td>151</td>
</tr>
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</table>
Table 2. Number and Percent of tenure track and non-tenure track faculty by gender, department, and discipline for 2007

<table>
<thead>
<tr>
<th>Department, Discipline</th>
<th>Tenured &amp; Tenure-Track</th>
<th>Non-tenured</th>
<th>Non-tenured as % All Men</th>
<th>Non-tenured as % All Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total  Women %Women</td>
<td>Total  Women %Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering STEM</td>
<td>27         0    0.0%</td>
<td>6          1    16.7%</td>
<td>100.0%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Agricultural &amp; Biosystems Engineering STEM</td>
<td>27         2    7.4%</td>
<td>1          0    0.0%</td>
<td>0.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Agronomy STEM</td>
<td>44         4    9.1%</td>
<td>5          2    40.0%</td>
<td>33.3%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Animal Science STEM</td>
<td>45         6    13.3%</td>
<td>3          2    66.7%</td>
<td>25.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Biochemistry, Biophysics, &amp; Molecular Biology STEM</td>
<td>22         4    18.2%</td>
<td>1          1    100.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Biomedical Science STEM</td>
<td>18         3    16.7%</td>
<td>4          2    50.0%</td>
<td>40.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Chemical &amp; Biological Engineering STEM</td>
<td>16         3    18.8%</td>
<td>2          2    100.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Chemistry STEM</td>
<td>27         6    22.2%</td>
<td>2          0    0.0%</td>
<td>0.0%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Civil, Construction, &amp; Environmental Engineering STEM</td>
<td>31         5    16.1%</td>
<td>11         2    18.2%</td>
<td>28.6%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Computer Science STEM</td>
<td>26         4    15.4%</td>
<td>5          2    40.0%</td>
<td>33.3%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Ecology, Evolution, &amp; Organismal Biology STEM</td>
<td>24         6    85.7%</td>
<td>6          5    83.3%</td>
<td>45.5%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering STEM</td>
<td>44         3    6.8%</td>
<td>1          0    0.0%</td>
<td>0.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Entomology STEM</td>
<td>12         3    25.0%</td>
<td>1          1    100.0%</td>
<td>25.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Food Science &amp; Human Nutrition STEM</td>
<td>27         16   62.8%</td>
<td>7          7    100.0%</td>
<td>41.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Genetics, Development, &amp; Cell Biology STEM</td>
<td>28         4    14.3%</td>
<td>4          3    75.0%</td>
<td>42.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Geologic &amp; Atmospheric Sciences STEM</td>
<td>15         2    13.3%</td>
<td>2          1    50.0%</td>
<td>33.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Horticulture STEM</td>
<td>16         5    31.3%</td>
<td>1          1    100.0%</td>
<td>16.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Industrial &amp; Manufacturing Systems Engineering STEM</td>
<td>11         2    18.2%</td>
<td>2          1    50.0%</td>
<td>33.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Kinesiology (previously Health &amp; Human Performance) STEM</td>
<td>17         5    29.4%</td>
<td>10         9    90.0%</td>
<td>64.3%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Materials Science Engineering STEM</td>
<td>20         2    10.0%</td>
<td>5          1    20.0%</td>
<td>33.3%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Mathematics STEM</td>
<td>43         6    14.0%</td>
<td>10         6    60.0%</td>
<td>50.0%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Mechanical Engineering STEM</td>
<td>27         2    7.4%</td>
<td>9          1    11.1%</td>
<td>33.3%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Natural Resource Ecology &amp; Management STEM</td>
<td>20         6    30.0%</td>
<td>4          3    75.0%</td>
<td>33.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Physics &amp; Astronomy STEM</td>
<td>38         2    5.3%</td>
<td>6          2    33.3%</td>
<td>50.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Plant Pathology STEM</td>
<td>17         4    23.5%</td>
<td>0          0    0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Statistics STEM</td>
<td>30         9    30.0%</td>
<td>2          2    100.0%</td>
<td>18.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Veterinary Clinical Sciences STEM</td>
<td>25         8    32.0%</td>
<td>32         21   65.6%</td>
<td>72.4%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Veterinary Diagnostic &amp; Production Animal Medicine STEM</td>
<td>27         4    14.8%</td>
<td>18         7    38.9%</td>
<td>63.6%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Veterinary Microbiology &amp; Preventive Medicine STEM</td>
<td>18         5    27.8%</td>
<td>0          0    0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Veterinary Pathology STEM</td>
<td>13         5    38.5%</td>
<td>8          4    50.0%</td>
<td>44.4%</td>
<td>33.3%</td>
</tr>
<tr>
<td>STEM Totals</td>
<td>755        136  18.0%</td>
<td>168        89  53.0%</td>
<td>39.6%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Department</td>
<td>Discipline</td>
<td>Tenured &amp; Tenure-Track</td>
<td>Non-tenured</td>
<td>Non-tenured as % All Women</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>-------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Women</td>
<td>%Women</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences (SBS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparel, Educational Studies &amp; Hospitality Management</td>
<td>SBS</td>
<td>18</td>
<td>16</td>
<td>88.9%</td>
</tr>
<tr>
<td>Agricultural Education &amp; Studies</td>
<td>SBS</td>
<td>10</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>SBS</td>
<td>7</td>
<td>3</td>
<td>42.9%</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>SBS</td>
<td>27</td>
<td>18</td>
<td>66.7%</td>
</tr>
<tr>
<td>Economics</td>
<td>SBS</td>
<td>44</td>
<td>5</td>
<td>29.4%</td>
</tr>
<tr>
<td>Educational Leadership &amp; Policy Studies</td>
<td>SBS</td>
<td>15</td>
<td>7</td>
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<tr>
<td>Human Development &amp; Family Studies</td>
<td>SBS</td>
<td>26</td>
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<td>73.1%</td>
</tr>
<tr>
<td>Political Science</td>
<td>SBS</td>
<td>12</td>
<td>4</td>
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<tr>
<td>Psychology</td>
<td>SBS</td>
<td>24</td>
<td>8</td>
<td>33.3%</td>
</tr>
<tr>
<td>Sociology</td>
<td>SBS</td>
<td>28</td>
<td>16</td>
<td>88.9%</td>
</tr>
<tr>
<td>SBS Totals</td>
<td>SBS</td>
<td>211</td>
<td>97</td>
<td>46.0%</td>
</tr>
<tr>
<td>Humanities, Business, Design &amp; Human Sciences</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>HDBH</td>
<td>11</td>
<td>4</td>
<td>36.4%</td>
</tr>
<tr>
<td>Architecture</td>
<td>HDBH</td>
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<td>8</td>
<td>33.3%</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>HDBH</td>
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<td>22</td>
<td>57.9%</td>
</tr>
<tr>
<td>Community &amp; Regional Planning</td>
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<td>5</td>
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<tr>
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<td>2</td>
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<tr>
<td>Greenlee School of Journalism &amp; Communication</td>
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<td>17</td>
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<td>29.4%</td>
</tr>
<tr>
<td>History</td>
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<td>25.0%</td>
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<tr>
<td>Landscape Architecture</td>
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<td>13</td>
<td>4</td>
<td>30.8%</td>
</tr>
<tr>
<td>Library</td>
<td>HDBH</td>
<td>35</td>
<td>23</td>
<td>65.7%</td>
</tr>
<tr>
<td>Logistics Operations &amp; Management Information Systems</td>
<td>HDBH</td>
<td>18</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Management</td>
<td>HDBH</td>
<td>12</td>
<td>3</td>
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</tr>
<tr>
<td>Marketing</td>
<td>HDBH</td>
<td>12</td>
<td>4</td>
<td>33.3%</td>
</tr>
<tr>
<td>Music</td>
<td>HDBH</td>
<td>20</td>
<td>6</td>
<td>30.0%</td>
</tr>
<tr>
<td>Philosophy &amp; Religious Studies</td>
<td>HDBH</td>
<td>18</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>World Languages &amp; Cultures</td>
<td>HDBH</td>
<td>20</td>
<td>13</td>
<td>65.0%</td>
</tr>
<tr>
<td>HDBH Totals</td>
<td>HDBH</td>
<td>325</td>
<td>139</td>
<td>42.8%</td>
</tr>
<tr>
<td>University Totals</td>
<td></td>
<td>1292</td>
<td>372</td>
<td>28.8%</td>
</tr>
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</table>

Iowa State University ADVANCE Program
Year 2 2007-08 for distribution
Table 3. Tenure Review Outcomes 2007

<table>
<thead>
<tr>
<th>STEM Disciplines College</th>
<th># Reviews</th>
<th></th>
<th># Approvals</th>
<th></th>
<th># Denials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Engineering</td>
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<td>3</td>
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<td>2</td>
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<tr>
<td>Human Sciences</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>16</td>
<td>27</td>
<td>8</td>
<td>13</td>
<td>21</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SBS Disciplines College</th>
<th># Reviews</th>
<th></th>
<th># Approvals</th>
<th></th>
<th># Denials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Human Sciences</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>5</td>
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<td>6</td>
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<table>
<thead>
<tr>
<th>HBDH Disciplines College</th>
<th># Reviews</th>
<th></th>
<th># Approvals</th>
<th></th>
<th># Denials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
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<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Design</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Library Services</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: STEM refers to Science Technology, Engineering & Math; SBS refers to Social & Behavioral Sciences; HBDH refers to Humanities, Business, Design & Human Sciences

Source: Office of Institutional Research
Table 4. Promotion Review Outcomes by gender and discipline: Associate to Full Professor 2007

<table>
<thead>
<tr>
<th>STEM Disciplines</th>
<th>College</th>
<th># Reviews</th>
<th># Approvals</th>
<th># Denials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>2</td>
<td>7</td>
<td>9</td>
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<tr>
<td>Engineering</td>
<td></td>
<td>0</td>
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<td>4</td>
</tr>
<tr>
<td>Human Sciences</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3</td>
<td>15</td>
<td>18</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SBS Disciplines</th>
<th>College</th>
<th># Reviews</th>
<th># Approvals</th>
<th># Denials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HBDH Disciplines</th>
<th>College</th>
<th># Reviews</th>
<th># Approvals</th>
<th># Denials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>Business</td>
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<td>0</td>
</tr>
<tr>
<td>Design</td>
<td></td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td></td>
<td>2</td>
<td>4</td>
<td>6</td>
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<td>Library Services</td>
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<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Note: STEM refers to Science Technology, Engineering & Math; SBS refers to Social & Behavioral Sciences; HBDH refers to Humanities, Business, Design & Human Sciences

Source: Office of Institutional Research
Table 5a. Years in Rank at the Associate Professor Level Hired as Assistant Professors as of October 2007

<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Women</th>
<th>% Women</th>
<th>Men</th>
<th>% Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>19</td>
<td>40%</td>
<td>41</td>
<td>30%</td>
<td>60</td>
</tr>
<tr>
<td>3-5</td>
<td>10</td>
<td>21%</td>
<td>24</td>
<td>18%</td>
<td>34</td>
</tr>
<tr>
<td>6-8</td>
<td>4</td>
<td>9%</td>
<td>6</td>
<td>4%</td>
<td>10</td>
</tr>
<tr>
<td>9-11</td>
<td>7</td>
<td>15%</td>
<td>14</td>
<td>10%</td>
<td>21</td>
</tr>
<tr>
<td>12-14</td>
<td>4</td>
<td>9%</td>
<td>12</td>
<td>9%</td>
<td>16</td>
</tr>
<tr>
<td>15 or more</td>
<td>3</td>
<td>6%</td>
<td>40</td>
<td>29%</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47</td>
<td>100%</td>
<td>137</td>
<td>100%</td>
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</table>

Those 15 and more:
- Range: **21-22** 15-38
- Mean: **21.7** 20.5
- Std. Deviation: **0.58** 4.78
- Median: **22** 20

<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Women</th>
<th>% Women</th>
<th>Men</th>
<th>% Men</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>0-2</td>
<td>12</td>
<td>44%</td>
<td>10</td>
<td>48%</td>
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<tr>
<td>3-5</td>
<td>5</td>
<td>19%</td>
<td>4</td>
<td>19%</td>
<td>9</td>
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<tr>
<td>6-8</td>
<td>3</td>
<td>11%</td>
<td>1</td>
<td>5%</td>
<td>4</td>
</tr>
<tr>
<td>9-11</td>
<td>2</td>
<td>7%</td>
<td>1</td>
<td>5%</td>
<td>3</td>
</tr>
<tr>
<td>12-14</td>
<td>1</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>15 or more</td>
<td>4</td>
<td>15%</td>
<td>5</td>
<td>24%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>48</td>
</tr>
</tbody>
</table>

Those 15 and more:
- Range: **15-25** 16-31
- Mean: **21.5** 23.6
- Std. Deviation: **4.51** 7.02
- Median: **23.0** 24

<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Women</th>
<th>% Women</th>
<th>Men</th>
<th>% Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>14</td>
<td>24%</td>
<td>17</td>
<td>29%</td>
<td>31</td>
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<tr>
<td>3-5</td>
<td>11</td>
<td>19%</td>
<td>11</td>
<td>19%</td>
<td>22</td>
</tr>
<tr>
<td>6-8</td>
<td>11</td>
<td>19%</td>
<td>3</td>
<td>5%</td>
<td>14</td>
</tr>
<tr>
<td>9-11</td>
<td>4</td>
<td>7%</td>
<td>8</td>
<td>14%</td>
<td>12</td>
</tr>
<tr>
<td>12-14</td>
<td>7</td>
<td>12%</td>
<td>2</td>
<td>3%</td>
<td>9</td>
</tr>
<tr>
<td>15 or more</td>
<td>12</td>
<td>20%</td>
<td>18</td>
<td>31%</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59</td>
<td>100%</td>
<td>59</td>
<td>100%</td>
<td>118</td>
</tr>
</tbody>
</table>

Those 15 and more:
- Range: **15-27** 15-28
- Mean: **19.1** 19.4
- Std. Deviation: **3.82** 3.8
- Median: **18.5** 19

*Note: HBDH stands for Humanities, Business, Design & Human Sciences; SBS stands for Social & Behavior Sciences; STEM stands for Science, Technology, Engineering & Math
<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Women % Women</th>
<th>Men % Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>0%</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>3-5</td>
<td>50%</td>
<td>38%</td>
<td>15</td>
</tr>
<tr>
<td>6-8</td>
<td>38%</td>
<td>17%</td>
<td>8</td>
</tr>
<tr>
<td>9-11</td>
<td>13%</td>
<td>7%</td>
<td>3</td>
</tr>
<tr>
<td>12-14</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>15 or more</td>
<td>0%</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>80%</td>
<td>100%</td>
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Those 15 and more:

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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>23</td>
</tr>
</tbody>
</table>

**Table 5b. Years in Rank at the Associate Professor Level for Faculty Hired as Associate Professors as of October 2007**

**STEM**

<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Women % Women</th>
<th>Men % Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>10%</td>
<td>33%</td>
<td>5</td>
</tr>
<tr>
<td>3-5</td>
<td>50%</td>
<td>42%</td>
<td>5</td>
</tr>
<tr>
<td>6-8</td>
<td>50%</td>
<td>8%</td>
<td>3</td>
</tr>
<tr>
<td>9-11</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>12-14</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>15 or more</td>
<td>25%</td>
<td>17%</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>40%</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>

Those 15 and more:

<table>
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<th>Range</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>17-19</td>
</tr>
</tbody>
</table>

**SBS**

<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Women % Women</th>
<th>Men % Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>0%</td>
<td>10%</td>
<td>1</td>
</tr>
<tr>
<td>3-5</td>
<td>0%</td>
<td>30%</td>
<td>3</td>
</tr>
<tr>
<td>6-8</td>
<td>33%</td>
<td>20%</td>
<td>4</td>
</tr>
<tr>
<td>9-11</td>
<td>50%</td>
<td>20%</td>
<td>5</td>
</tr>
<tr>
<td>12-14</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>15 or more</td>
<td>17%</td>
<td>20%</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>60%</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>

Those 15 and more:

<table>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>20-26</td>
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</tbody>
</table>

**HBDH**

<table>
<thead>
<tr>
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<th>Women % Women</th>
<th>Men % Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>0%</td>
<td>10%</td>
<td>1</td>
</tr>
<tr>
<td>3-5</td>
<td>0%</td>
<td>30%</td>
<td>3</td>
</tr>
<tr>
<td>6-8</td>
<td>33%</td>
<td>20%</td>
<td>4</td>
</tr>
<tr>
<td>9-11</td>
<td>50%</td>
<td>20%</td>
<td>5</td>
</tr>
<tr>
<td>12-14</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>15 or more</td>
<td>17%</td>
<td>20%</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>60%</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>

Those 15 and more:

<table>
<thead>
<tr>
<th>Range</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>23</td>
</tr>
</tbody>
</table>

*Note: HBDH stands for Humanities, Business, Design & Human Sciences; SBS stands for Social & Behavior Sciences; STEM stands for Science, Technology, Engineering & Math*
Table 6. Voluntary, Non-Retirement Attrition, by Rank and Gender Fiscal Year 2007

<table>
<thead>
<tr>
<th>Discipline</th>
<th>DEPARTMENT</th>
<th>ASST PROF</th>
<th>ASSOC PROF</th>
<th>PROF</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>STEM</td>
<td>AGRONOMY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>ANIMAL SCIENCE</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>STEM</td>
<td>BIOCHEMISTRY, BIOPHYSICS &amp; MOLEC BIOLOGY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>STEM</td>
<td>CHEMISTRY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>CIVIL, CONSTRUCTION &amp; ENVIRONMENTAL ENGR</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>COMPUTER SCIENCE</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>FOOD SCIENCE &amp; HUMAN NUTRITION</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>HEALTH/HUMAN PERF</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>INDUSTRIAL, MFG &amp; SYSTEMS ENGINEERING</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>MECHANICAL ENGINEERING</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>STEM</td>
<td>STATISTICS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STEM</td>
<td>VETERINARY CLINICAL SCIENCES</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>STEM</td>
<td>VETERINARY PATHOLOGY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>STEM</td>
<td>Sub-Total</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>SBS</td>
<td>APPAREL, EDUC STUDIES &amp; HOSP MGMT</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SBS</td>
<td>ECONOMICS</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SBS</td>
<td>POLITICAL SCIENCE</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SBS</td>
<td>SOCIOLOGY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>SBS</td>
<td>Sub-Total</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1</td>
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<tr>
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<td>ARCHITECTURE</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<tr>
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<td>ENGLISH</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
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<td>FINANCE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HBDH</td>
<td>HISTORY</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>HBDH</td>
<td>LANDSCAPE ARCHITECTURE</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>HBDH</td>
<td>LIBRARY</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>HBDH</td>
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<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
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<td>MARKETING</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HBDH</td>
<td>PHILOSOPHY &amp; RELIGIOUS STUDIES</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>HBDH</td>
<td>WORLD LANGUAGES/CULTURES</td>
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<td>1</td>
<td>0</td>
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<td>Sub-Total</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>ALL</td>
<td>Grand Total</td>
<td>10</td>
<td>18</td>
<td>28</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: STEM refers to Science Technology, Engineering & Math; SBS refers to Social & Behavioral Sciences; HBDH refers to Humanities, Business, Design & Human Sciences
Table 7. New Hires by Department & Discipline 2007

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Department</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>Aerospace Engineering</td>
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<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Agricultural &amp; Biosystems Engineering</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Agronomy</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 1</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Animal Science</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Biochemistry, Biophysics &amp; Molecular Biology</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Biomedical Sciences</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Civil, Construction &amp; Environmental Engineering</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Electrical &amp; Computer Engineering</td>
<td>Female 0 3 0%</td>
<td>Male 3</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Genetics, Development, &amp; Cell Biology</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Industrial &amp; Manufacturing Systems Engineering</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Mechanical Engineering</td>
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<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Natural Resource Ecology &amp; Management</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Plant Pathology</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Statistics</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Veterinary Clinical Science</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Veterinary Diagnostics &amp; Production Animal Medicine</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Veterinary Pathology</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>STEM</td>
<td>Sub-Total</td>
<td>Female 2 15 11.8%</td>
<td>Male 17</td>
<td>Female 0</td>
<td>Total 7</td>
</tr>
<tr>
<td>SBS</td>
<td>Apparel, Educational Studies &amp; Hospitality Management</td>
<td>Female 2 0 100%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Anthropology</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Economics</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Educational Leadership &amp; Policy Studies</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Human Development &amp; Family Studies</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Political Science</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Psychology</td>
<td>Female 0 1 0%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Sociology</td>
<td>Female 2 1 66.7%</td>
<td>Male 3</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>SBS</td>
<td>Sub-Total</td>
<td>Female 5 5 50%</td>
<td>Male 10</td>
<td>Female 1</td>
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</tr>
<tr>
<td>HBDH</td>
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<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Art &amp; Design</td>
<td>Female 2 0 100%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>History</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Landscape Architecture</td>
<td>Female 0 0 0%</td>
<td>Male 0</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Library</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Management</td>
<td>Female 1 0 100%</td>
<td>Male 1</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Marketing</td>
<td>Female 2 1 66.7%</td>
<td>Male 3</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Philosophy &amp; Religious Studies</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>World Languages &amp; Cultures</td>
<td>Female 1 1 50%</td>
<td>Male 2</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>HBDH</td>
<td>Sub-Total</td>
<td>Female 10 5 66.7%</td>
<td>Male 15</td>
<td>Female 0</td>
<td>Total 1</td>
</tr>
<tr>
<td>ALL</td>
<td>University Totals</td>
<td>Female 17 25 40.5%</td>
<td>Male 42</td>
<td>Female 1</td>
<td>Total 11</td>
</tr>
</tbody>
</table>

Note: STEM refers to Science Technology, Engineering & Math; SBS refers to Social & Behavioral Sciences; HBDH refers to Humanities, Business, Design & Human Sciences
### Table 8. Faculty Leadership Positions 2007

<table>
<thead>
<tr>
<th>Position</th>
<th>All Faculty</th>
<th>Number of Women Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>STEM</td>
</tr>
<tr>
<td>Tenured Full Professors</td>
<td>563</td>
<td>97</td>
</tr>
<tr>
<td>Full Professors</td>
<td>568</td>
<td>97</td>
</tr>
<tr>
<td>STEM Department Heads</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>SBS Department Heads</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>HDBH Department Heads</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Deans</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Associate and Assistant Deans</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Directors of Centers &amp; Institutes (from Inst. Res.)</td>
<td>58</td>
<td>15</td>
</tr>
<tr>
<td>President, Vice-Presidents, Provost, Vice-Provosts, Associate Provosts</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Endowed/Named Chairs and Professorships</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>Distinguished Professors</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>University Professors</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Promotion &amp; Tenure Committees / College Level</td>
<td>44</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Senate members</td>
<td>75</td>
<td>18</td>
</tr>
<tr>
<td>Chairs of Interdepartmental Graduate Programs (IDGPs)</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Directors of Graduate Education (DOGEs) /Departmental level</td>
<td>60</td>
<td>17</td>
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<tr>
<td>DOGE IDGPs</td>
<td>24</td>
<td>3</td>
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<tr>
<td>Graduate Council</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>College Curriculum Committees</td>
<td>56</td>
<td>17</td>
</tr>
</tbody>
</table>

Note: STEM refers to Science Technology, Engineering & Math;  
SBS refers to Social & Behavioral Sciences;  
HBDH refers to Humanities, Business, Design & Human Sciences
External Evaluation Report of
The NSF ADVANCE Program
at Iowa State University

Submitted on January 22, 2008, by:

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External Evaluation Report
Iowa State University
NSF ADVANCE Program

Introduction

We appreciate the opportunity to review the ISU ADVANCE Program during the course of 2 days, January 15th and 16th, 2008. The ISU team scheduled continuous meetings for us with key constituents, including the Co-PI team, the Collaborative Transformation Research Group, Chairs and ADVANCE professors in the three focal departments, Equity Advisors and Associate Deans, Deans of the three colleges involved, the University Provost, STEM faculty in focal and non-focal departments, data and evaluation team members, on-campus partners, and the conference planning committee, culminating in an exit interview with the PI. Our impression is that our questions were well received by all participants, and we had the sense that everyone was genuine and forthcoming in their responses and comments.

We were impressed with the ADVANCE team’s enthusiasm, professionalism, and dedication to the project. Our overwhelming sense is that the Program is well-regarded campus-wide, and we enthusiastically concur in this assessment. It is clearly a well-thought-out and ambitious project, which we expect will have significant impact campus-wide as it develops over the next several years.

Our interactions with the above groups indicated several reasons for their enthusiasm. The collaborative transformation component is unique and has been very successful so far in meeting its goal of stimulating a sense of ownership at the department level. Reports indicate that faculty in the three focal departments so far have “bought into” the need for change, just as the NSF proposal had hoped they would. Department chairs were unanimously enthusiastic about their Collaborative Transformation reports, and we noted much anticipation on the part of the remaining six chairs about receiving theirs. Chairs felt that ADVANCE has made possible conversations about recruitment and retention, and they themselves seemed fluent in the vocabulary (e.g., “unconscious bias”) associated with unbiased recruitment strategies. The on-campus partners reiterated this theme of change in the campus-wide conversation. The Readers’ Theater was mentioned by many interviewees, so it seemed to have had a big impact. We were impressed with the Provost’s strong support, which is another positive element of the program, and which bodes well for the possibility of true and sustainable institutional transformation. The expertise and enthusiasm of the Advance Team was another strong positive element. We believe that progress is excellent for being only a year and a half into the grant.

In the sections that follow, we share the impressions we gathered from our interviews and make recommendations where appropriate.

Suggestions for Reorganization of the Project

Defining Units and Decision Making Authority

The ADVANCE Program at ISU is ambitious. It aspires to meet novel and important goals that will be hard to achieve with the available resources. We suggest reorganizing the project by defining a set of “units,” such as a research unit, a conference unit, an external mentoring unit, a
communications unit, a networking/events unit, and a training unit. Each unit would have a
designated Director in charge of overseeing activities and reporting to the ADVANCE
leadership. Unit autonomy is crucial. By this we mean that once the PI and co-PIs agree on who
will direct each unit, that Director need only report periodically to the leadership team, not solicit
its input on day-to-day decisions. So, for example, the larger leadership team might decide that
the Training Unit should conduct a training module on retention for its Year 4 project. The
Training Unit Director, in consultation with the Training Unit team, would determine whether a
series of small-group workshops, a large lecture, or a theatrical performance would best meet the
training goal. S/he would report progress to the ADVANCE leadership group but need not
justify why the unit preferred one plan over the other. Things would operate similarly for each
unit. The Research Unit, in particular, would seem to benefit from having a Director with a fair
amount of autonomy in deciding issues regarding the scope of the research, its design, the
question format, interviewee training, etc.

We recommend that the ADVANCE leadership come together to decide how best to define units
in a way that is sustainable. Unit members should have key roles in providing input into this
decision. Given the large number of units and the relatively small number of faculty involved, it
is likely that each individual will direct more than one unit. Since some units are likely to be
more labor-intensive than others, it would be desirable to consider a unit’s work load in selecting
directors and try to spread out directorships of the most time-consuming units.

Once the units are defined, a decision tree needs to be constructed indicating how the project
leadership and unit leadership will share responsibility for decision making. We recommend
flexibility and independence within units as much as possible. In this scheme, Deans would
have little in the way of supervisory roles. The same autonomy should extend to decisions about
resource issues. Once the rebudgeting (please see section below) is done, the units should be
allocated appropriate resources to accomplish their individual tasks. They should then be allowed
to utilize these resources at their own discretion. Clearly, the unit Directors would report at
appropriate intervals to the ADVANCE leadership the state of resources.

Rebudgeting

Given the ambitious nature of the project, it is clear that resources are stretched in an attempt to
accomplish all the goals. As a result, we believe that it is necessary to consider rebudgeting the
project. We recommend that some faculty participants’ time, particularly Equity Advisors’
(although not limited to theirs), should be leveraged through their individual departments and
colleges. For example, if a faculty member’s ADVANCE time has been designated as 30% of
their assignment, this 30% should be shared between the ADVANCE grant and their department
and/or college. Thus, without adding responsibilities, half the faculty’s time should come from
the grant and half from the department/college. This change would allow the grant to be better
able to accomplish its goals and might allow the hiring of an additional assistant to help with any
increased workload arising from implementation of the reorganization scheme we propose. This
change also would indicate the commitment from individual departments and colleges to
institutional transformation. At the same time, it is critical that the faculty members’ workload
not be negatively impacted by this new arrangement.
**Associate Professors’ Promotion**

We noted that many of the key individuals with critical responsibilities are Associate Professors who in most cases are women. Given the extraordinary amount of time they devote to the ADVANCE project, it is unclear that the impact of this project will facilitate their career advancement, and it could possibly hurt their chances for promotion to Full Professor if their progress is not monitored. We strongly recommend that a mentoring group be set up for each Associate Professor who is intensively involved in ADVANCE. This group would be comprised of ADVANCE leadership, appropriate department heads, and senior faculty from their departments who would collaborate with the faculty member to design a plan that will lead to promotion to Full Professor in a reasonable amount of time. This plan should include an explicit expectation of how ADVANCE will contribute to the faculty member’s progress towards promotion. In cases where other requirements for promotion exist (e.g., a research expectation) there should be a plan on how those requirements will be met in addition to the person’s ADVANCE responsibilities. One mechanism to achieve these goals is to encourage the department to find ways to include the individual faculty member as a collaborator on joint externally-funded research projects. Once this mentoring plan has been drafted it should be taken to the Dean for her/his agreement.

**Extending Departmental Transformation Efforts**

The input from all constituents unanimously indicated that the collaborative transformation efforts were received very positively. Individuals who had engaged in focus group activities or individual interviews spoke very enthusiastically about their participation and about the value of the reports. Consequently, we feel that this effort, which stems from an acknowledgement that every departmental culture is different from every other, should continue for the remaining six focal departments.

Our discussions with the many different groups, however, indicated some common concerns and some potential strategies to address the concerns in the near-term. For example, three common issues identified were mentoring, work-life issues, and recruiting. We suggest some changes regarding each that we believe should be designed as University initiatives organized at fairly high levels in the University structure. In the case of mentoring, while our interviewees were all aware of the current University policy, most believed that it was not very effective. There also was a general consensus that Associate Professors receive less consistent mentoring than Assistant Professors and that this was a problem. Our suggestion is for appropriate individuals, including faculty from a broad spectrum of campus, come together and redesign a mentoring process based on state-of-the art methods for effective mentoring. Regarding work-life issues, at several of our meetings some work-life issues were raised as impediments to hiring new faculty, especially women. One individual, for example, stated that some women job candidates in his department were shocked to find that there was no maternity leave policy. We believe that rectifying this situation is an example of an initiative the University can immediately review and seek to implement via a policy change. In some cases, it appeared that work-family policies were in place but not well known or understood. For example, the fact that the “stop-the-tenure clock” option is relatively easy to obtain was not well known; there also was confusion about the new spousal accommodation policy. In particular, chairs could be informed in a systematic way about all the different policies that exist in order to ensure that their faculty are properly informed. Such training would have a positive spillover effect when the faculty interact with
prospective candidates. Regarding recruiting, we recommend that search committees and chairs receive training regarding overcoming unconscious cognitive biases. Many individuals we spoke with had received such training via ADVANCE events, and they uniformly found it helpful.

Although this issue was not part of the ADVANCE transformation agenda, in our conversations with several faculty, the issue of formal feedback on progress towards promotion came up. Our understanding is that departments vary widely in their procedures. We recommend that a university-wide policy be adopted that provides annual formal written feedback to all Assistant and Associate professors informing them of the views of the promotion committees in the department.

Also, in our meeting with Associate Deans, the LAS member indicated that his college had initiated some activities based on outcomes from the COACHE survey. These activities included informing the faculty about promotion and tenure procedures, bringing more transparency to college finances, and providing better guidance to Associate Professors about requirements for promotion to Full. One question that could be considered is the nature of the relationship between outcomes of the COACHE survey and the departmental transformation research. It may be helpful for the ADVANCE team to compare COACHE results to the departmental transformation results.

In sum, while the final synthesis report based on the nine collaborative transformation projects will be very useful, we recommend that the University not wait to implement some of the changes that have already emerged as themes.

Dissemination

Faculty and Chairs in the focal departments were aware of and appreciative of ADVANCE programs. In particular, many had attended job search related programs and events and found them to be worthwhile. Faculty in non-focal departments were less aware of the programs and many said that ADVANCE programs were not raised at departmental meetings and that “random emails” were their only source of information. We recommend that administrators at the Dean’s level send invitations to faculty for some ADVANCE events, thereby indicating the University administration’s endorsement of the program. This would also help with the institutionalization of the ADVANCE initiatives.

The upcoming October, 2008, conference sounds superb and will definitely publicize ISU ADVANCE to a national level audience and to the ISU community. We are impressed with the caliber of the keynote speakers. Nevertheless, we feel it is important to include men as the conference unit continues the process of selecting panel members. Including men would prevent any perception that the ADVANCE program and institutional change more generally is only about women and conducted only by women. The participation of men would support the concept that everyone needs to be part of institutional transformation.

At whatever point in time the ADVANCE leadership deems it appropriate, the Synthesis report regarding departmental transformation should be disseminated on a wider scale.

ADVANCE information is slowly making its way into conversations across campus, which is a very positive development. Our informants told us that discussions among search committee
members about recruitment strategies, in particular, are taking place, and we noted that people
we interviewed used vocabularies indicating knowledge about how to recruit diverse faculty.

No one mentioned the ADVANCE webpage, despite our belief that the webpage is informative
and well-done. We recommend that the ADVANCE team make efforts to publicize the site. We
also recommend that the University homepage provide a link to the ADVANCE initiative. As it
stands, it can be found by clicking on A and looking for ADVANCE, but one would need to
know it exists in order to find it via this process. Even if ADVANCE is on WebCT, it will be
more visible if it were also a direct link to the ISU homepage.

Creating New Partners

The ADVANCE program should try to recruit more participants who are natural allies and likely
not to expect direct compensation (e.g., course buyouts) for participating. As part of the goal of
transforming the institution, it is important to partner with many of the existing campus groups
devoted to women’s issues and diversity issues.

Leadership Training

Leadership training does not seem to be a component of this particular ADVANCE program, and
yet some initiatives in this direction are likely to have long-term payoffs. We recommend that
Equity Advisors be considered for Assistant Dean positions, and we offer two alternative ways to
go about this. Some Equity Advisors could be moved into such positions immediately, thereby
formalizing the University’s commitment to institutional transformation. A byproduct of this
change is that it would release funds that could then be used by other ADVANCE units.
Alternatively, Equity Advisors could be groomed to take on Assistant Dean positions in the
future, thereby institutionalizing their knowledge and experience.

Conclusion

The ISU ADVANCE program is well on its way to successfully creating institutional
transformation. So far, the biggest push has been the Collaborative Transformation initiative,
and all the indications are that this has had and is likely to continue to have a big payoff for
women and men in the nine focal STEM departments. It is an intensive and expensive element
of the grant, however, and we have recommended some reorganization and rebudgeting plans
that would free up funds to finish the remaining department reports and further other grant goals.
We also have suggested that the University not wait on the final set of departmental reports in
order to initiate changes in areas that repeatedly came up as problematic in our interviews:
work-life issues, recruitment, and mentoring. We also recommend that personnel issues be
attended to, in particular, the potentially negative impact of ADVANCE involvement on the
careers of women Associate Professors and the potentially positive impact on institutional
transformation of a leadership development plan.

Overall, we are impressed and enthusiastic about the progress of the ADVANCE project at ISU.
We hope that our observations and suggestions will help the team and all participants achieve the
goals of institutional transformation.