

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

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

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

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I. PROJECT OVERVIEW

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

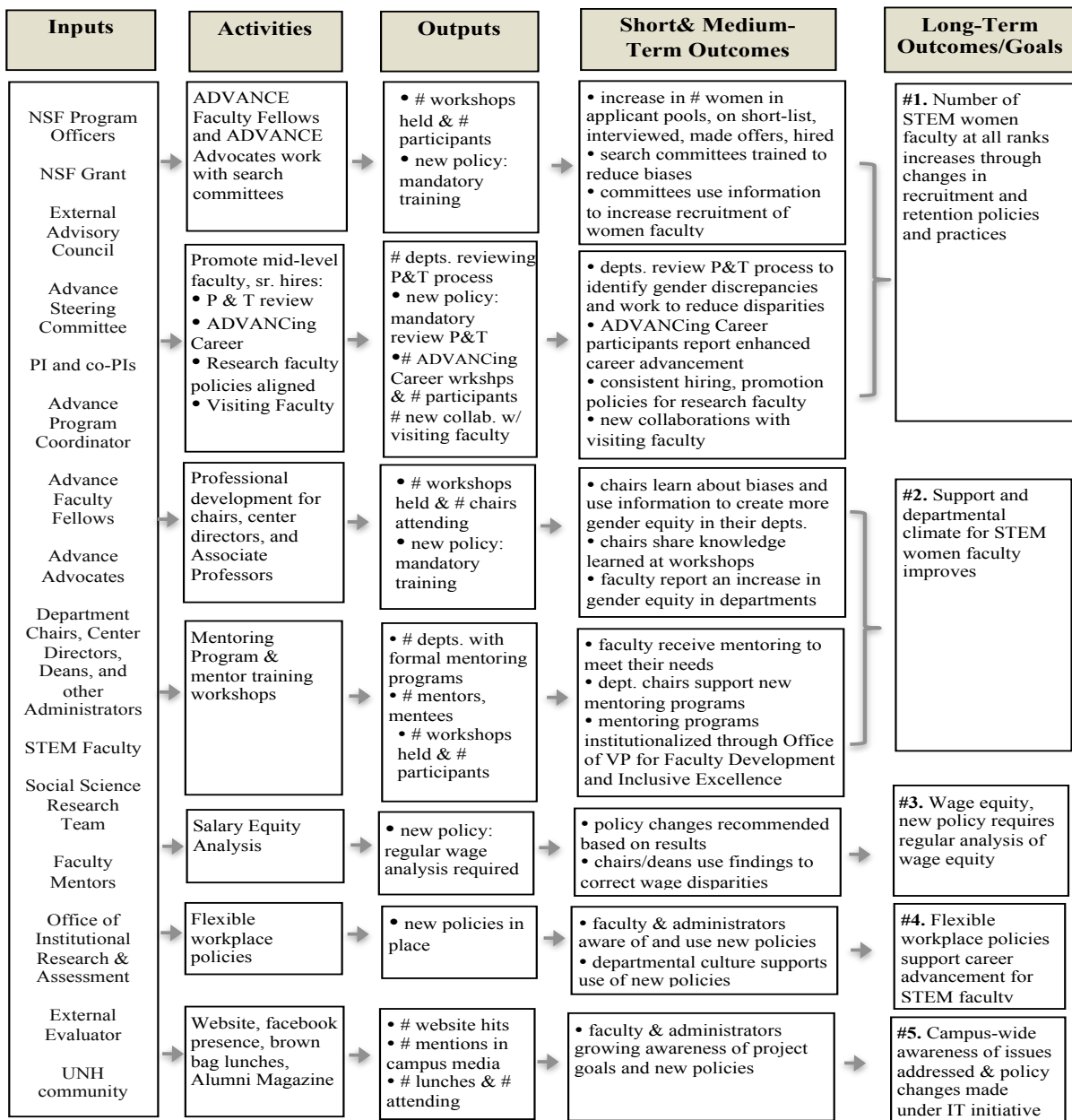
Hypothesis 3: There will be no significant gender difference in faculty's perceived departmental level climate and degree of influence subsequent to the implementation of department chair professional development programs

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

II. LOGIC MODEL

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

Figure 1. UNH Unbiased Logic Model.



III. EVALUATION ACTIVITIES

As the external evaluator, Dr. Mariko Chang will work with the internal evaluator, UNH's Office of Institutional Research and Assessment,¹ to provide both formative and summative evaluation to assist the UNH Unbiased team with the successful implementation and evaluation of project activities.

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

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

The evaluation will be guided by the following questions:

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

Methods of Evaluation:

Both quantitative and qualitative data will be used to inform the evaluation, including observation, interviews and/or focus groups, institutional data (faculty by department,

¹ UNH's Office of Institutional Research and Assessment will collect the ADVANCE Indicators Toolkit Data and conduct the wage equity study (Goal 3). The Toolkit data and results of the wage equity study will be made available to Dr. Chang to inform the evaluation activities. Moreover, representatives from the Office of Institutional Research and Assessment will help develop the surveys to be used in the social science study.

sex, rank, etc.), review of university policies, workshop surveys, findings from the social science research component, and documentation from program events (e.g., sign-in sheets). A brief description of the evaluation methods and data are described below:

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

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

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

Other Sources of Data:

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

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

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

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

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

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

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

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

Program Activities	Guiding Evaluation Questions	Possible Benchmarks and Indicators	Data, Evaluation Methods
Goal 1: Increase the number of STEM women faculty at all ranks through changes in recruitment and retention policies and practices.			
<p>1.1 ADVANCE Faculty Fellow and ADVANCE Advocates work with search committees (composition, training, liaison)</p>	<ul style="list-style-type: none"> • Are search committees trained to reduce unconscious biases, diversify applicant pools and recruit diverse faculty? • Are gender-inclusive practices being utilized in the search process? • What factors impede or support the use of gender-inclusive practices in the search process? • Is search committee training increasing the recruitment of women faculty? 	<ul style="list-style-type: none"> • Search committee training program developed • University creates policy requiring all search committee members to complete training • % of women STEM faculty in applicant pools, on short-list, interviewed, made job offers, and hired • Search committees report using information learned in training to increase the recruitment of women faculty • Advance Advocates and Advance Faculty Fellows notice changes in search committee practices 	<p>Search committee data (gender composition of applicants, short list, interviews, offers, hires)</p> <p>Toolkit data (new hires, promotion, distribution of faculty by dept., rank, and sex)</p> <p>Interviews or focus groups with faculty, search committees, chairs,² Advance Faculty Fellows, Advance Advocates</p>
<p>1.2 Increase STEM faculty at senior levels through promotion of mid-level faculty and new senior hires:</p> <p>Promotion & tenure review process involving an assessment of data</p> <p>ADVANCing Your Career at UNH & Beyond professional development program</p> <p>Align hiring & promotion policies for research faculty with best practices</p>	<ul style="list-style-type: none"> • How do current policies impact the retention and promotion of STEM women faculty? How might policies be improved? • What information or resources do mid-level faculty need to advance their careers? Are they receiving what they need? • Are departments using data on faculty promotion to identify gender discrepancies and take corrective measures? • Are departments using data on faculty promotion to identify gender discrepancies and take corrective measures? Which corrective measures are most successful? • What factors affect how well faculty develop 	<ul style="list-style-type: none"> • University creates policy requiring all departments to review promotion data to identify gender discrepancies and take corrective measures • Departments report using faculty promotion data to identify discrepancies and take corrective measures • ADVANCing Career participants report program facilitated their career advancement • Research faculty and administrators report consistent hiring and promotion policies aligned 	<p>Toolkit data on new hires, promotion, and distribution of faculty by department, rank, and sex</p> <p>Interviews or focus groups with faculty, deans, chairs, ADVANCing Career participants, Advance Faculty Fellows</p> <p>Surveys (ADVANCing</p>

² The term “chairs” is meant to include both department chairs and center directors.

Visiting Faculty Program	collaborations with visiting faculty?	with best practices <ul style="list-style-type: none"> Faculty report new research collaborations with visiting faculty # of STEM women faculty increases at all levels 	Career participants)
Goal 2: Improve support and culture at the department level for STEM women faculty.			
2.1 Professional development for chairs, center directors, and Associate Professors	<ul style="list-style-type: none"> Are workshops effective for enhancing chair knowledge of implicit bias and other issues affecting STEM women faculty? Do chairs attend workshops offered by professional organizations? Do these workshops help them foster more gender-balanced departments? How do Associate Professors utilize the information they receive in the professional development programs? 	<ul style="list-style-type: none"> University creates mandatory professional development program for chairs & center directors Professional development program participants report increased awareness of implicit assumptions and unconscious biases and how they affect decision-making and climate Chairs report using the information to improve the culture for STEM women in their department Women faculty report improved departmental-level climate # attending professional development programs 	<p>Interviews or focus groups with faculty, deans, chairs, program participants</p> <p>Surveys (professional development program participants)</p> <p>Faculty climate survey results (Social Science Study)</p>
2.2 Faculty mentoring program, including mentor training workshops	<ul style="list-style-type: none"> In what ways does a formal mentoring program improve levels of support for STEM women faculty? What factors make mentoring relationships most effective? Are formal mentoring programs becoming institutionalized through the Office of the Vice Provost for Faculty Development and Inclusive Excellence? Are mentor training workshops improving mentoring skills? 	<ul style="list-style-type: none"> # of depts. with formal mentoring programs STEM women faculty report receiving mentoring that meets their professional needs Mentors report training increased their effectiveness Participants report mentoring program improved support and department climate Department chairs and administrators support the new mentoring programs 	<p>Interviews or focus groups with faculty, chairs, mentors, mentees, VP for Faculty Dev. and Inclusive Excellence</p> <p>Surveys (mentor training workshops)</p> <p>Review of mentoring policies</p>
Goal 3: Conduct salary equity analysis and create recommendations to equalize salaries			
Salary equity analysis	<ul style="list-style-type: none"> What factors account for any salary differences? 	<ul style="list-style-type: none"> Policy in place requiring regular analysis of wage 	Results of salary equity analysis ³

³ UNH's Office of Institutional Research and Assessment will conduct the salary equity analysis and make results available to Dr. Chang

	<ul style="list-style-type: none"> • What recommendations would reduce disparities? 	equity at UNH <ul style="list-style-type: none"> • Chairs and deans use findings to correct wage disparities 	Interviews or focus groups with faculty, chairs, deans
Goal 4: Create more flexible workplace policies to support career advancement			
Flexible workplace policies are created	<ul style="list-style-type: none"> • Are faculty and administrators aware of new policies? • Do faculty feel stigmatized for using new policies? • How well do policies support STEM women's career development? 	<ul style="list-style-type: none"> • New work-life policies are in place • Faculty report institutional support for new policies and report the policies enhance their career advancement • Does departmental culture support the use of flexible workplace policies? 	Review of past and current policies Interviews or focus groups with faculty, chairs, deans
Goal 5: Create and maintain campus-wide awareness of project goals and policy changes			
Website Facebook presence Brown bag lunches	<ul style="list-style-type: none"> • Have the project's goals and policies been disseminated to the UNH community? 	<ul style="list-style-type: none"> • UNH community reports awareness of project's goals, activities and new policies 	Review of media Interviews or focus groups with faculty, administrators Website hits

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

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

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

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

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

The external evaluator will:

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

V. TIMELINE OF EVALUATION ACTIVITIES

Year 1

January 2013:

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

February-March 2013:

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

April-May 2013:

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

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

External evaluator provides first annual report.

Years 2-5:

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