

YEAR 4 EXTERNAL EVALUATION:

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

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1. EXECUTIVE SUMMARY

The University of New Hampshire is completing its fourth year of a five-year NSF-funded ADVANCE-IT grant for their proposal, “UNH Unbiased: Leadership Development and Policy Change to Promote Institutional Transformation.” The overall mission of the project is to initiate sustainable institutional transformation to increase the number, retention, and success of STEM women faculty by empowering them to succeed. The external evaluation of the grant’s fourth year covers the period of October 2015 through September 2016. Drawing upon both quantitative and qualitative methods and data, this report highlights progress toward the six goals of UNH Unbiased and offers recommendations to facilitate long-term impacts.

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

Key findings for Goal #1:

- GEAR-UP continues to educate faculty about biases and microaggressions and provide a common language to address such instances in the search process. Surveys and interviews confirm that participants value the GEAR-UP material as useful, educational, engaging, and vital to the mission of the university. The training continues to provide significant visibility for UNH Unbiased.
- Eighty-six percent of participants in the April 2016 GEAR-UP training agreed that the workshop increased their understanding of how gender, microaggressions, and implicit biases impact the evaluation of faculty candidates; at least 73% learned ways to reduce gender biases, and the impact of microaggressions and implicit biases in candidate evaluation. More than 90% would recommend the workshop to colleagues.
- Data from the annual climate survey reveal a statistically significant increase in the mean faculty response to the statements, “My department actively recruits underrepresented faculty members” and “Committee members were made aware of unintentional biases that can affect everyone’s evaluation of applicants.”
- The March 2015 approval of the Promotion and Tenure Guidelines by the Faculty Senate supports institutionalization, but stakeholders noted not all departments are reviewing their P&T guidelines for consistency. Incentivizing departments to do so and making necessary adjustments will be critical to ensure accountability and institutionalization. Review of current guidelines for promotion from Associate Professor to Professor is particularly important as they have been identified as particularly ambiguous, which may have a disproportionate negative impact on women faculty.
- The Visiting STEM Women Scholars Program continues to help recipients engage in enhanced collaborations, new grant proposals, research and networks.
- The “Building Blocks for Your Career” initiative, launched in Year 4, featured six luncheon workshops addressing the professional needs of women faculty. More than half of the participants agreed that the workshop(s) they attended will support them in advancing their career goals.

Goal #2—*Improve support and department-level climate for STEM faculty women through increased department chair professional development and assessments, and formal mentoring policies and practices*

Key findings for Goal #2:

- The new Advancing Chairs as Leaders program effectively integrated and maintained the integrity of the content from the REAL workshops that were used prior for Chair Professional Development.
- Evaluation data and interviews confirmed that the content, interactive theatre component, and discussion of case studies were particularly useful and helped facilitate a positive climate, particularly for women faculty.
- Survey data from the second cohort of Assistant Professors in the Pathways to Tenure program (33% STEM and SBS women faculty) revealed statistically significant increases in the participants’ knowledge of promotion and tenure processes and UNH’s policies on tenure clock extension and family leave.
- Pathways to Tenure participants reported being “better prepared” to go through the tenure process and valuing the supportive connections they formed with other members of the cohort.

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

Key findings for Goal #3:

- The 2015 salary equity study conducted in Year 4 found a slightly smaller gender difference compared to Year 3 of between \$1,112.92 and \$1,771.38, favoring male faculty.
- The ADVANCE team generated a list of faculty by college, department, and gender with estimated residuals it will provide to each Dean for further examination.
- Stakeholders described the salary equity issue as “nuanced” with many factors at play. They suggested additional communication to get buy-in in this area.
- Support from the Provost will be essential to “charge the units with action.”

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

Key findings for Goal #4:

- Meaningful changes to the new five-year faculty contract took place, including an “opt out” tenure clock extension policy, parental leave as an employee benefit, and modified duties upon approval by the Dean or Chair.
- A Career Life Balance report summarizing findings from the 2013 and 2014 climate surveys revealed that all UNH faculty struggle with career life balance to some extent and that such struggles negatively impact overall job satisfaction. STEM women reported the highest work schedule-related stress.
- To address career-life challenges, the Career Life Balance Subcommittee developed a list of resources to help faculty find child and elder care, which is

available on the HR website. They also launched a support network for parents to meet as a community and share experiences.

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

Key findings for Goal #5:

- The UNH Unbiased website is continually refreshed with new information and resources helpful to the grant’s constituents.
- The ADVANCE team will release a report on bystander behavior utilizing the 2015 climate survey data that will address the incidents of bias experienced by faculty, explore interventions, and address the impact of bias on job satisfaction.
- Faculty awareness of UNH ADVANCE initiatives and programs has grown from 22% in 2014 to 27% in 2015.
- Visible support from Provost Targett for ADVANCE initiatives will further enhance campus-wide awareness and maintain attention on these important issues.

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

Key findings for Goal #6:

- The design of the Social Science Research Study purposefully staggered the “treatment” (participation in Chair Professional Development training) over time in order to have a control group of departments against which to compare impacts on those who had participated in the training. Now that the last cohort of Chairs has completed the Advancing Chairs as Leaders training, and the Fall 2016 climate survey report is released, the Social Science Research Team is positioned to begin data analysis and prepare a report on their findings.

Key Recommendations

- Work with key stakeholders to implement a system that hold departments accountable for reviewing their P&T guidelines, especially those for promotion from Associate Professor to Professor, to ensure alignment with the guidelines approved by the Faculty Senate.
- Utilize the assistance of the Internal Steering Committee to develop a sustainability plan now that the new Provost is in place.
- Engage in additional communication and discussion with key stakeholders about data and findings from the salary equity studies to cultivate buy-in in consideration of next steps.
- Align priorities for sustainability with the institutional priorities established by the new Provost. Visible support and public communication about ADVANCE initiatives from the Provost will facilitate sustainability.

2. UNH UNBIASED OVERVIEW

The University of New Hampshire just completed its fourth year of a 5-year NSF-funded ADVANCE-IT grant for their proposal, “UNH Unbiased: Leadership Development and Policy Change to Promote Institutional Transformation.” The overall mission of the project is to initiate sustainable institutional transformation to increase the number, retention, and success of primarily STEM¹ women faculty by empowering them to succeed and establishing quick-action ability for retention. Working within the Office of the Provost, the project seeks to transform the university by engaging faculty and institutional leadership to improve the university climate through increased fairness, transparency, and clarity of recruitment, retention, and promotion and tenure policies and practices.

The program is conceptually guided by the congruence model that views organizations as an open system, examining context, people, processes, culture, and structure to understand undesirable organizational outcomes. The grant builds on UNH’s strategic plan and other university-wide initiatives focusing on inclusive excellence, promotion and tenure, curricular change, advancing individual scholarship through external funding, and advancing interdisciplinary research teams. UNH Unbiased has six transformational goals:

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

Initiative 1.1. Search Committee Training

Initiative 1.2. Increase the number of female faculty at the senior level through both promotion of existing mid-level faculty and targeting new hires at the senior level, as possible

Goal #2: Improve support and department-level climate for STEM faculty women through increased department chair professional development and assessments, and formal mentoring policies and practices

Initiative 2.1. Chair Professional Development

Initiative 2.2. Establish Formal Mentoring Policy

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

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

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

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

¹ In the project goals, the term “STEM” is meant to include “SBS” as well.

A quasi-experimental design will test the following hypotheses:

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

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

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

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

3. EVALUATION OBJECTIVES AND METHODS

3.1 EVALUATION PERIOD AND OBJECTIVES

This evaluation covers the period between October 2015 (completion of Year 3 external evaluation report) and September 2016, corresponding to the grant's fourth year of funding.

Evaluation objectives for this annual report are primarily formative and include:

- Describing implementation activities, successes and challenges
- Monitoring the status of implementation progress toward program goals
- Providing formative feedback to facilitate project refinements
- Enhancing communication among the Leadership Team and stakeholders
- Establishing baseline measures to assess the impact of program initiatives
- Documenting impacts of the program activities to date

3.2 EVALUATION METHODS AND DATA

The Year 4 evaluation incorporates both quantitative and qualitative data, derived from the following sources:

Interviews and Focus Groups: Dr. Chang visited UNH on October 4 and October 19, 2016, to conduct interviews with stakeholders. Additional interviews were conducted by phone for those unable to be scheduled during the site visit. A total of 34 people were interviewed, including the Provost, Co-PIs, Program Coordinator, AVP for Community, Equity and Diversity, members of the Internal Steering Committee, members of the initiative committees (GEAR-UP, Research and Evaluation, Career Life Balance, Pathways, Advancing Chairs as Leaders), Deans, Department Chairs, and participants in ADVANCE programming.

Observation: During Year 4, Dr. Chang observed an Internal Steering Committee Meeting (December 3, 2015), and an External Advisory Board Meeting (April 4, 2016). She also participated in a virtual External Advisory Board Meeting (November 23, 2016).

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

Climate Survey Data: Selected findings from the UNH Fall 2015 Climate Survey were provided to the external evaluator by the Research Team.

Institutional Data: Department-level data on STEM/SBS faculty composition (such as the number of faculty by rank and sex) and other ADVANCE Indicators Toolkit data were provided by the ADVANCE team.

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

4. FINDINGS

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

The first program goal contains two initiatives:

Initiative 1.1. Search Committee Training

Initiative 1.2. Increase the number of female faculty at the senior level through both promotion of existing mid-level faculty and targeting new hires at the senior level, as possible

4.1.1 Initiative 1.1: Search Committee Training

The GEAR-UP (Gender Equity and Recruitment of Underrepresented People) Committee was charged with the following:

1. Develop a UNH faculty search process aimed at increasing the representation of women and underrepresented minorities at UNH and particularly in the STEM disciplines
2. Develop a professional development program for faculty search committee members and an implementation schedule
3. Develop a policy that requires all members of faculty search committees to attend the seminar as a condition of search committee membership

During Year 4, GEAR-UP training was held on April 22, 2016. The UNH Power Play Troupe depicted a faculty search process to facilitate the following goals:

- Assist workshop participants in recognizing unconscious biases

- Assist participants in understanding that microaggressions result from putting these biases into action

The desired learning outcomes for GEAR-UP participants include:

- Increase participants’ ability to recognize biases in self and others
- Understand how biases operate and their negative impact
- Assist participants in developing strategies to eliminate such biases and improve search committee processes
- Increase number of women and underrepresented faculty in STEM and more widely
- Report successes from which others can learn

The Committee has also developed resources for search committees and disseminates the resources at the trainings and via the UNH ADVANCE website.

The UNH Power Play Troupe was established as a formal entity at UNH in Spring 2016 with funding from the Office of the Senior Vice Provost for Research. The group’s formal establishment supports the institutionalization of GEAR-UP past the grant period. Power Play has offered GEAR-UP training at other institutions, contributing to the broader dissemination of UNH’s ADVANCE efforts.

As shown in Table 1, during the first three years of the grant, 252 people attended GEAR-UP. Across Years 2-4, women comprised 56% of participants and most faculty participants were Associate Professors or Professors. Participants were drawn from all STEM/SBS colleges, with the largest proportion coming from CEPS and COLA.

Table 1. Characteristics of GEAR UP Workshop Participants

	Spring 2016	TOTAL to Date (Years 2-4)*
College		
CEPS	1	50
CHHS	0	17
COLA (Including Carsey Institute)	7	56
COLSA	3	25
EOS	0	5
Paul	1	19
Other (Library, UNHM, Provost’s Office, etc.)	10	80
Faculty Rank		
Assistant Professor	2	28
Associate Professor	6	74
Professor	3	59
Non-Tenure Track (Lecturer, Research Fac., etc.)	4	19
Non-Faculty (Administrators, etc.)	7	72
Gender		
Female	17	141
Male	5	111
TOTAL Number:	22	252

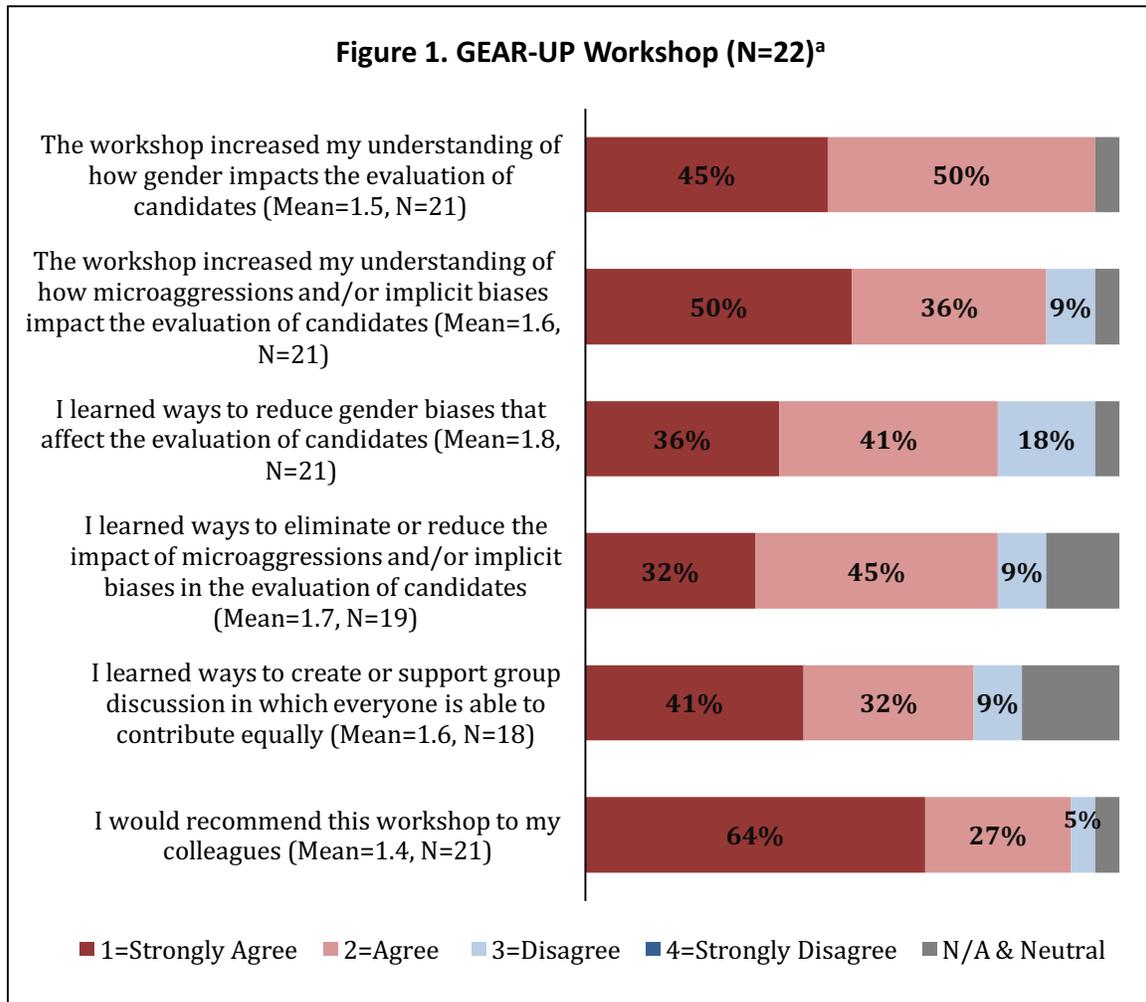
*Note: Year 2 and 3 data is drawn from previous external evaluation reports.

Evidence of Impact — Evaluation Forms:

Evaluation forms from the workshop were analyzed to determine whether the workshop goals were met. As Figure 1 shows, 86% or more of the participants who completed evaluation forms at the workshop “agreed” or “strongly agreed” with statements that their understanding of how gender, microaggressions, and/or implicit biases impact the evaluation of faculty candidates had increased.

The next three items focused on whether they learned ways to (a) reduce gender biases in the evaluation of candidates, (b) eliminate or reduce the impact of microaggressions and/or implicit biases in the evaluation of candidates, and (c) create or support group discussion in which everyone is able to contribute equally. Between 73% and 77% of participants “agreed” or “strongly agreed” they had learned ways to address these objectives.

Overall, participant responses suggest the workshop was more effective in increasing understanding of the issues than in equipping participants with methods to use to achieve a more equitable faculty search process. This finding is consistent with the outcomes of prior years’ workshops (reported in Year 2 and Year 3 external evaluation reports).



^a The total number of participants was used to calculate the percentages in the bar graph whereas only those who checked 1-4 on the scale were included in the calculation of the means.

Overall Satisfaction:

More than 90% of participants affirmed that they would recommend the workshop to colleagues. For many of the participants, the workshop was particularly relevant as 13 of the 22 participants mentioned on the evaluation form that they were currently on a search committee or anticipated being on a search committee next year. Feedback from the workshop was very positive. Participant comments, representative of their responses to the survey's open-ended questions, include:

"Great performance & workshop. Wouldn't change a thing."

"The short play was very effective."

"Loved it! Thought it was awesome!"

"The skit was a powerful way to communicate this message, but the conversation was also very helpful."

"A play is a great way to illustrate these ideas! Very clever."

Suggestions for Improvement:

The primary suggestions for improvement that emerged from participants' responses to the open-ended questions focused on alternative ways to use the "switch:"

"Just to slow down the 'switch' section to give me time to think & consider (and remember who was who!)"

"The switch roles portion of the presentation. It was hard to keep up. Maybe break it down/discuss after each switch."

"Instead of the switches it might have been easier to question - what ifs...? i.e. what if all the women were in the power roles?"

"For me, the switching of characters was helpful, but I would have preferred a smaller number of switches followed by a discussion of how they would change the dynamics."

"The switches were helpful, but it would have been more useful if we talked as a whole room after each switch."

Other suggestions for improvement included:

"Adding more time to the 'how to address' or 'application' purposes. We all know these problems exist, but need to practice dealing with them in a safe space."

"Less time on analyzing the play and more on direct information."

"I thought that I might be learning some techniques for selecting the best candidate or the nuts & bolts of chairing a search committee."

“Maybe take a shot on the meeting where the decision was made.”

“Have an actor actually play the Chair.”

“Possibly having a second play after the dysfunctional group that demonstrates a healthy process.”

Workshop Takeaways:

When prompted to explain how they would use the information from the workshop, the participants voiced common themes including the importance of defining a vision and a philosophy for the search, engaging in front-end work before the committee meets to maximize the committee’s success, greater awareness of biases and microaggressions, and speaking up when these occur.

Evidence of Impact — Interviews:

In interviews, GEAR-UP participants reported on how the training impacted their own behavior and gave them a practical vocabulary for addressing inequities in the process:

“GEAR-UP taught me to pay attention to how candidates are being evaluated. It also taught me to look at the larger context in terms of the political culture and the people involved. They are all human and have insecurities and fears. It helped me understand where others might be coming from and I learned skills for listening and communicating.”

“It provided a language, a set of vocabulary, that could be used to ensure the committee’s evaluation of candidates was fair. If someone raised an issue that was perhaps a source of bias, we could say, ‘Remember in the search committee training—we aren’t supposed to use that criteria.’”

Participants also emphasized the value of the training to the university, for example, “It’s a big investment to hire faculty. The institution needs to invest in this, as it makes our faculty better.” Additionally, those interviewed considered the interactive component an extremely successful way to relay the information, a viewpoint consistent with the results from the evaluation forms.

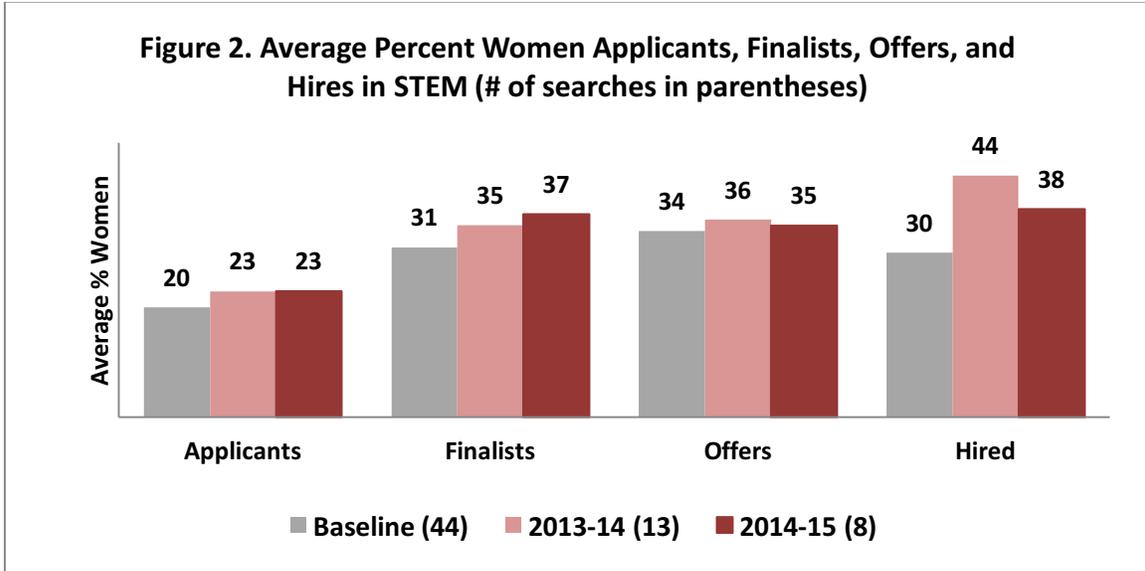
Evidence of Impact — Applicant Pool and Hiring Data:

Data from the Office of Affirmative Action and Equity on the percent of women in the applicant pool, finalists, made offers, and hired for faculty positions 2006-2015² is presented in Figure 2.³ The baseline includes the 2006-2013 time period. ADVANCE training for search committees began during the 2013-14 academic year.

² This data was reported in the Year 3 external evaluation report. It is reproduced here for informational purposes and data for the 2015-16 academic year will be added when it becomes available.

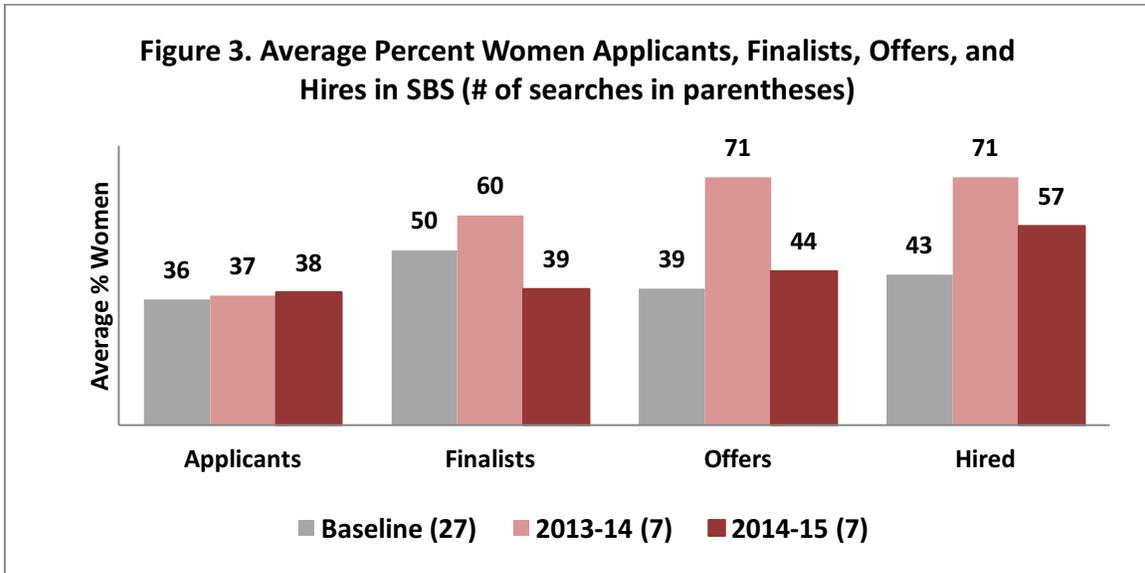
³ Data reported here excludes searches for which no applicant pool data was available. In some cases, a small percentage of the applicants did not provide their gender. The percentage of

In STEM searches, the percent of women in the applicant pool, finalists, receiving offers, and hired has increased over the baseline period.



In SBS (Figure 3), the percent of women has increased over the baseline in the applicant pools, receiving offers and in hired during both the 2013-14 and 2014-15 years. A bit more fluctuation is apparent in the percent of women finalists, with the 2013-14 year showing an increase over baseline and the 2014-15 year showing a decrease over baseline. Such fluctuation is not surprising given the relatively small number of searches conducted annually and expected variation in the disciplines and areas of specialty for the open positions.

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

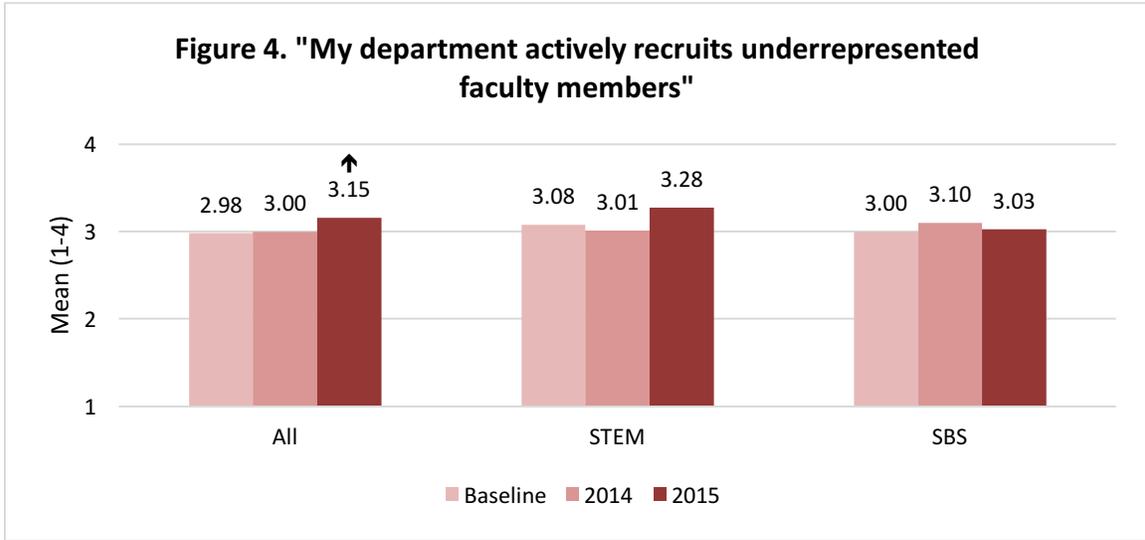


Taken as a whole, data suggest there has been an increase in women’s representation over the baseline in almost all components of the search process in STEM and SBS, beginning with the applicant pool and ending in hires.

Evidence of Impact — Climate Survey Data:

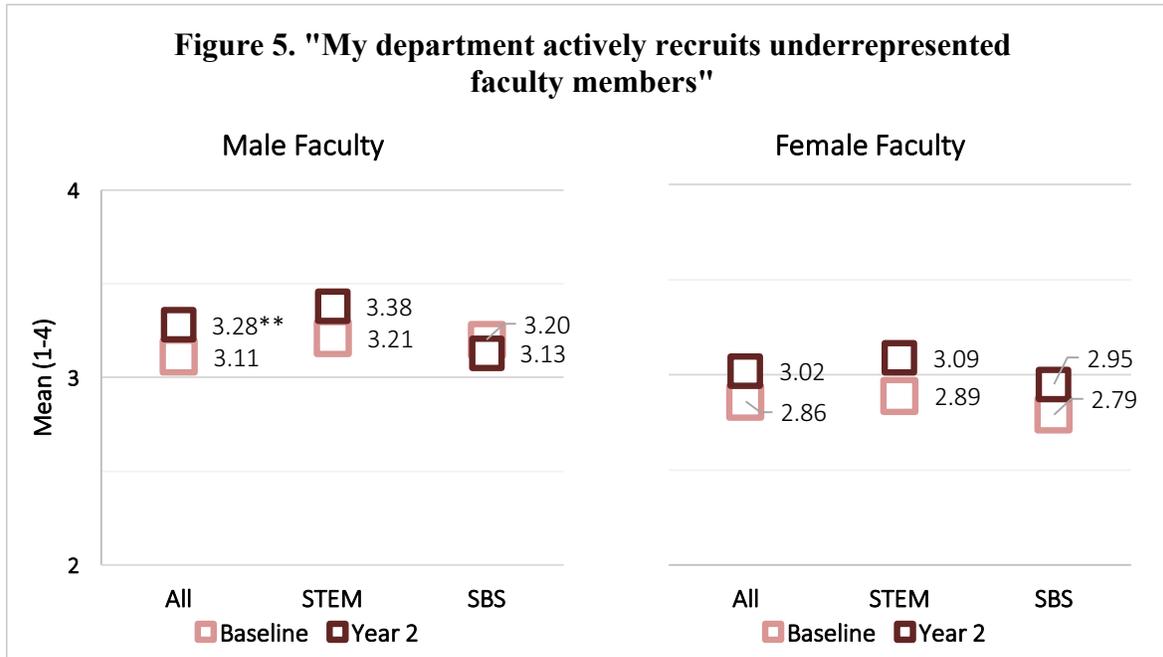
Questions in the annual climate survey address practices of search committees and will be used to assess changes in search committee practices over the course of the grant. Baseline data was collected in Fall 2013 and the Fall 2014 and Fall 2015 data provide a glimpse into changes that may have occurred one and two years after the launch of the GEAR-UP training.

As shown in Figure 4, by Year 4 (2015-2016), there was significant positive change over the baseline in the mean faculty responses to the question, “My department actively recruits underrepresented faculty members.”



Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
All Baseline N=240, *All* Year 1 N=207, *All* Year 2 N=254; *STEM* Baseline N=83, *STEM* Year 1 N=82, *STEM* Year 2 N=95; *SBS* Baseline N=36, *SBS* Year 1 N=30, *SBS* Year 2 N=37
 ↑↓ $p < .05$ – Year 2 mean significantly higher / lower vs Baseline

When investigating differences in response by gender from baseline to Year 2 (Figure 5), women faculty had lower average scores at both baseline and Year 2 than their male counterparts. In the Year 2 data, the difference between male and female faculty overall is statistically significant ($p < .05$), with men more likely than women to agree that their department actively recruits underrepresented faculty members. In terms of change over time, both women and men made some gains, although women faculty seemed to gain in positive perception more consistently (overall, STEM and SBS).



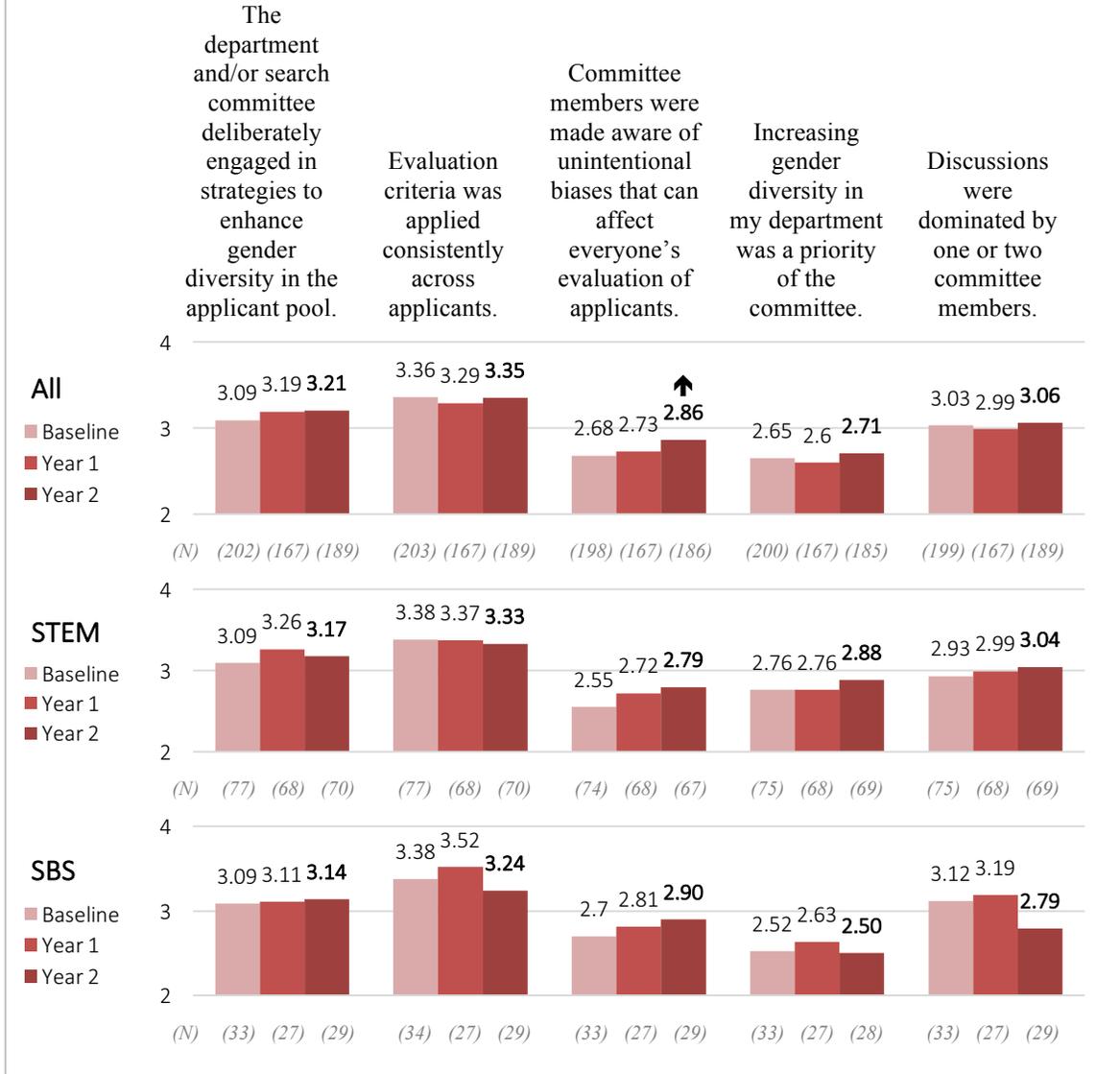
Q34. Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

* $p < .1$ ** $p < .05$ - significantly higher to the other gender

The climate survey also asked five questions of faculty who had served on a search committee (Figure 6). Four questions assessed desired outcomes and one addressed an undesired outcome (“discussions were dominated by one or two committee members”). For the four desired outcomes, increases in agreement were found from the baseline to Year 2 for all UNH, STEM, and SBS faculty in the deliberate use of strategies to enhance the gender diversity of the applicant pool and in the awareness of unconscious biases that affect the evaluation of applicants. The gains in the awareness of unintentional bias among committee members are statistically significant (consistent with the likelihood that search committee members may have attended GEAR-UP).

The question with the highest average agreement was “Evaluation criteria was applied consistently across applicants.”

Figure 6. Climate Survey Responses of All, STEM and SBS Faculty Who Served on a Search Committee



Q55. Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

↑↓ $p < .05$ – Year 2 mean significantly higher / lower vs Baseline

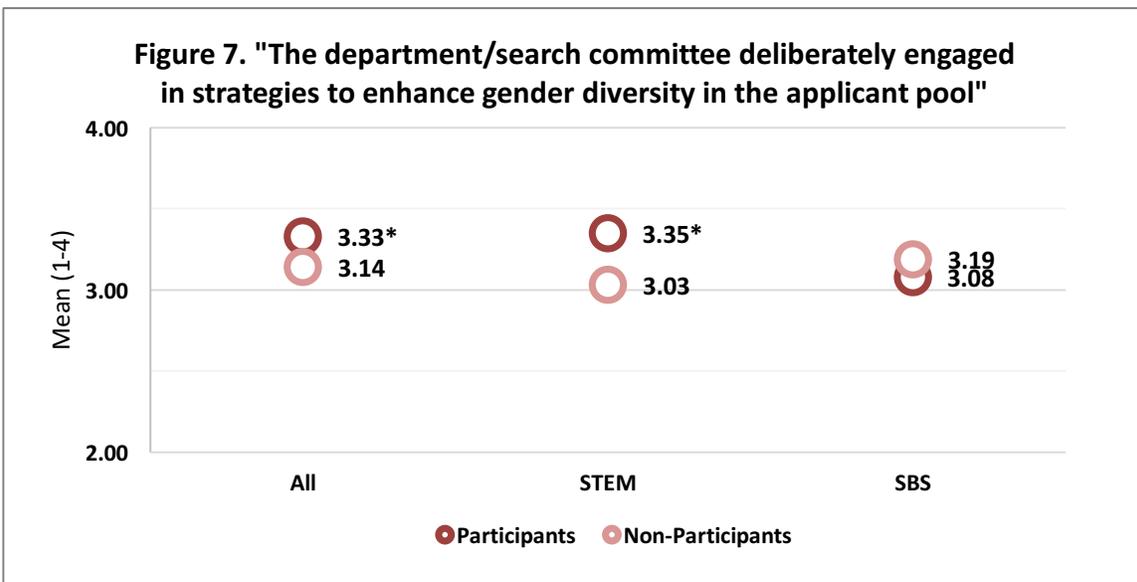
GEAR-UP Participants vs. Non Participants

Of faculty who reported serving on a search committee during the past year, 35% had participated in GEAR-UP (Table 2).

Table 2. GEAR-UP Participation Reported in 2014 and 2015 Climate Surveys Among Those Who Served on Searches

	Total Number		Number Participated in GEAR UP		% Participated in GEAR UP	
	2014	2015	2014	2015	2014	2015
ALL UNH	167	189	49	66	29%	35%
STEM	68	70	28	31	41%	44%
SBS	27	29	7	13	26%	45%

Differences in responses to the series of search committee questions based on whether the respondent had participated in GEAR-UP are presented in Figures 7-11. Committee members who participated in GEAR-UP training were more likely to agree that strategies were used to enhance applicant pool gender diversity, that such diversity was a priority, and that members were made aware of unconscious biases. This is especially true for STEM faculty, while SBS faculty GEAR-UP participants were more critical in their statements than non-participants (and significantly so in the case of making increasing gender diversity a priority). The interpretation of these differences is complicated, however, the impact of the training can vary depending on what share of committee members attended GEAR-UP.

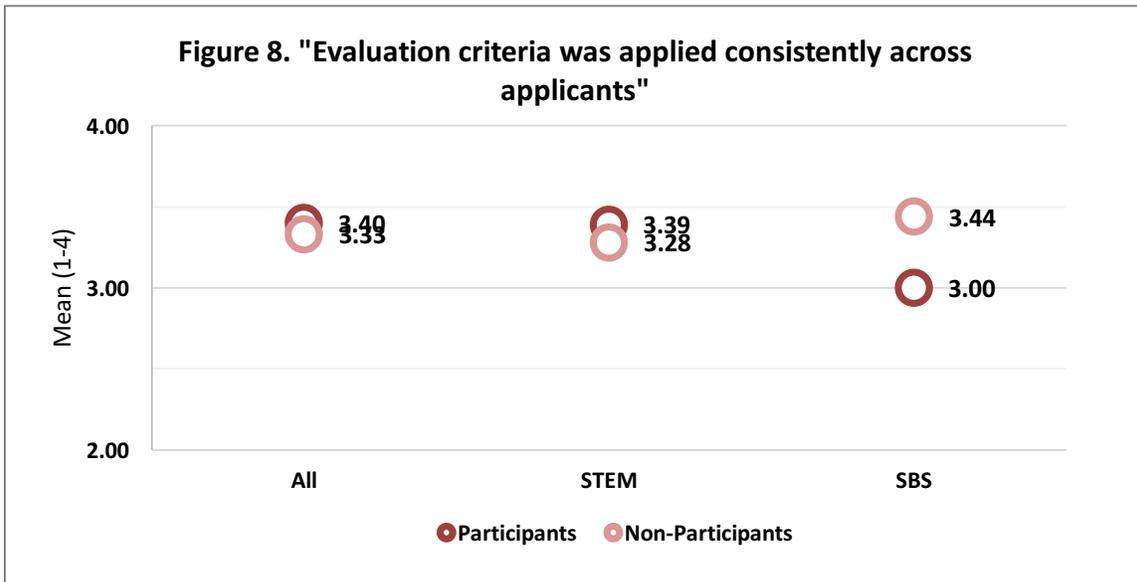


Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

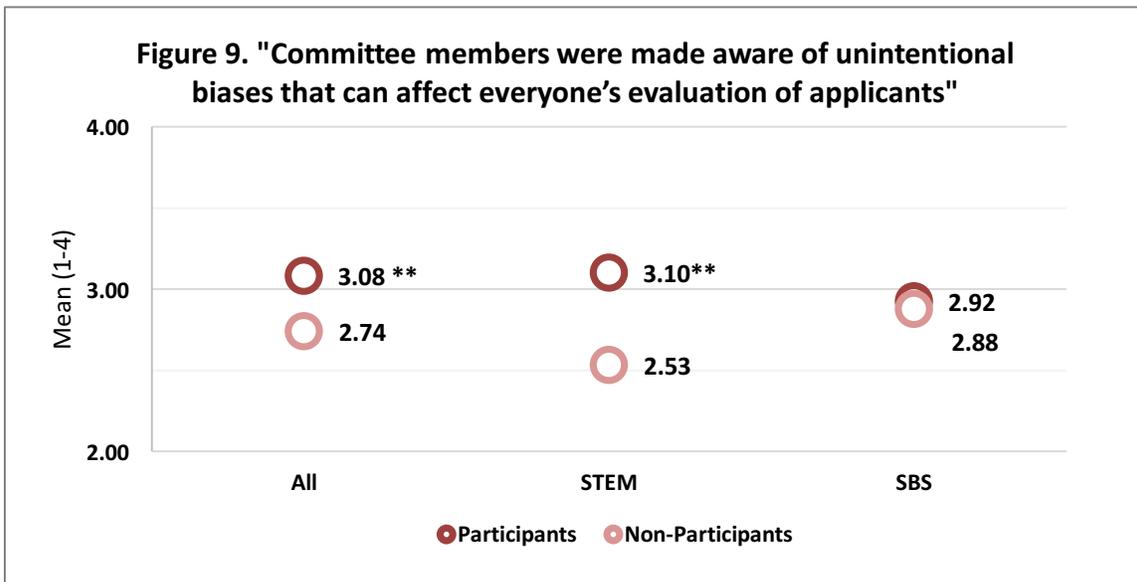
Participants: All Year 2 N=66; STEM Year 2 N=31; SBS Year 2 N=13

Non-Participants: All Year 2 N=123; STEM Year 2 N=39; SBS Year 2 N=16

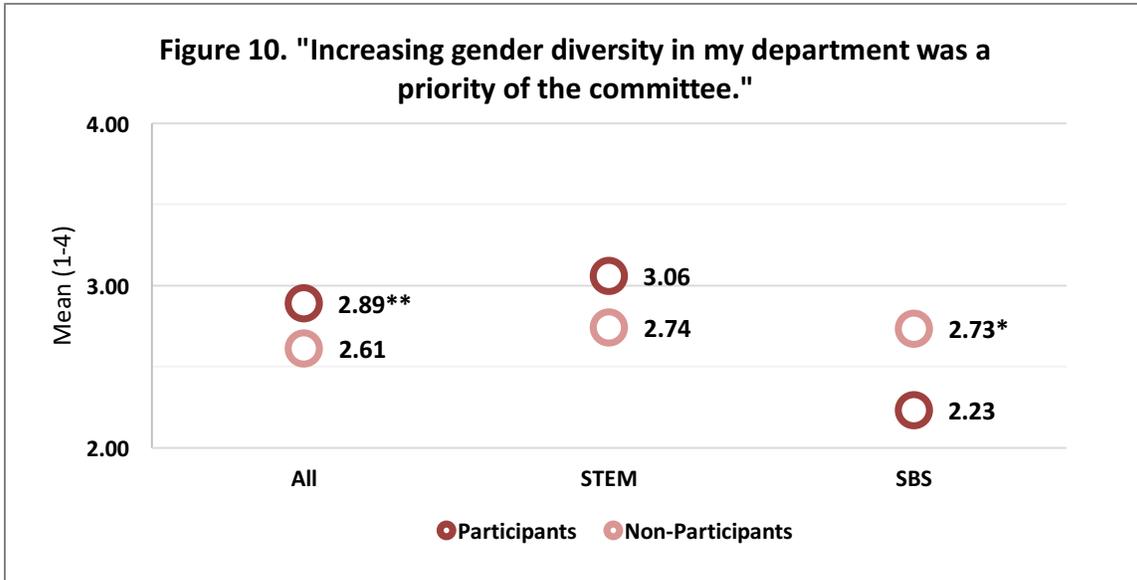
* $p < .1$ ** $p < .05$ – significant difference between participants and non-participants



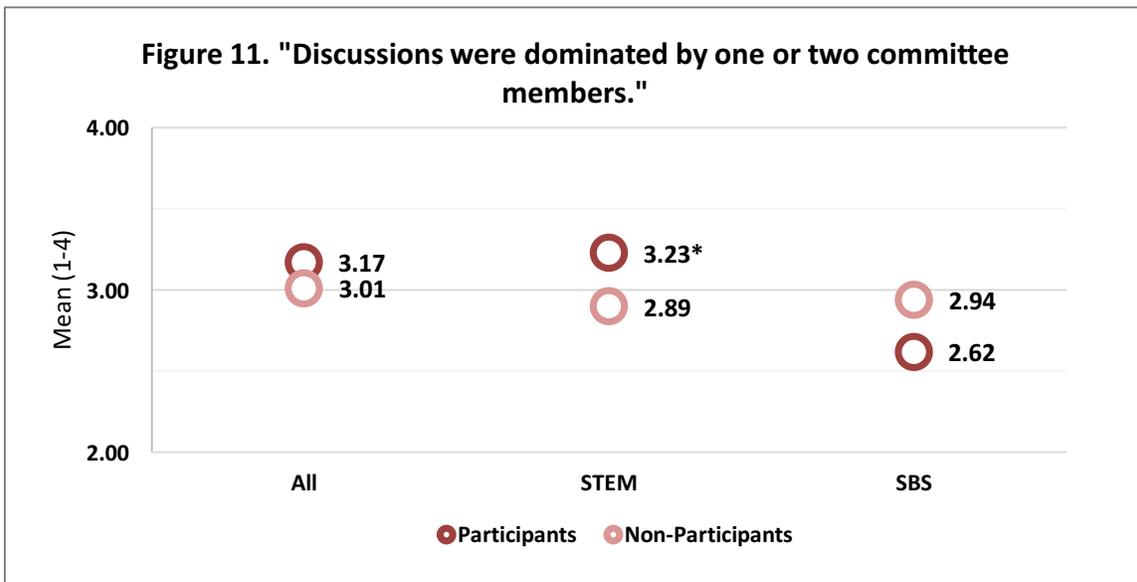
Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
 Participants: All Year 2 N=65; STEM Year 2 N=31; SBS Year 2 N=13
 Non-Participants: All Year 2 N=124; STEM Year 2 N=39; SBS Year 2 N=16
 * $p < .1$ ** $p < .05$ – significant difference between participants and non-participants



Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
 Participants: All Year 2 N=66; STEM Year 2 N=31; SBS Year 2 N=13
 Non-Participants: All Year 2 N=120; STEM Year 2 N=36; SBS Year 2 N=16
 * $p < .1$ ** $p < .05$ – significant difference between participants and non-participants



Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
 Participants: All Year 2 N=64; STEM Year 2 N=31; SBS Year 2 N=13
 Non-Participants: All Year 2 N=121; STEM Year 2 N=38; SBS Year 2 N=15
 * $p < .1$ ** $p < .05$ – significant difference between participants and non-participants



Response categories: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.
 Participants: All Year 2 N=64; STEM Year 2 N=31; SBS Year 2 N=13
 Non-Participants: All Year 2 N=121; STEM Year 2 N=38; SBS Year 2 N=15
 * $p < .1$ ** $p < .05$ – significant difference between participants and non-participants

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

4.1.1.1 Initiative 1.1 Summary

GEAR-UP continues to be the initiative that provides significant visibility for UNH Unbiased and is very well received by participants. Data from evaluation forms and interviews emphasize that participants find the material useful, engaging, and important to the mission of the university. The training is educating faculty about biases and microaggressions and providing a common language and reference for addressing them as they occur in the search process. Data on the composition of applicant pools, finalists, offers, and hires indicate women's representation in the process from applicants to hires has increased over the baseline period. Annual climate survey data reveal a statistically significant increase in the mean faculty response to the questions, "My department actively recruits underrepresented faculty members" and "Committee members were made aware of unintentional biases that can affect everyone's evaluation of applicants."

Progress Toward Sustainability:

While stakeholders expressed the desire to sustain GEAR-UP, concerns were raised about the potential for reaching saturation (while new faculty may arrive, the existing faculty who agree to participate will reach a plateau) and about an appropriate institutional "home" for sustaining GEAR-UP (some felt the absence of an office of Faculty Affairs at the university was an impediment to institutionalization). While acknowledging these concerns, other stakeholders emphasized that the continual influx of new faculty makes GEAR-UP essential and that should the upper administration support sustaining GEAR-UP, an appropriate institutional home could be identified.

Recommendations:

- Discuss with the External Evaluator and the External Advisory Board whether additional data should be collected to guide GEAR-UP sustainability deliberations
- Engage the new Provost and Internal Steering Committee in discussions about whether to sustain GEAR-UP, and if so, how it should be sustained.

4.1.2 Initiative 1.2: Increase the number of female faculty at the senior level through both promotion of existing mid-level faculty and targeting new hires at the senior level, as possible

During Year 4, the following program activities addressed Initiative 1.2:

- Visiting STEM Women Scholars Program
- Women Faculty Development
- Promotion and Tenure Policy Alignment

4.1.2.1 Visiting STEM Women Scholars Program

The Visiting STEM Women Scholars Program, launched in Spring 2014, seeks to provide exposure and networking with senior women faculty in STEM disciplines from other institutions to build research collaborations with UNH faculty. UNH departments, programs, or individual faculty can apply. To date, five proposals have been funded (two were funded in Year 4).

Interviews with the Year 4 awardees indicate several meaningful impacts to date, such as:

- Opportunities for female graduate students and postdocs to work with and be mentored by established STEM women scholars outside of UNH
- Increased networks for STEM women faculty, postdocs, and graduate students
- Expanded research opportunities for STEM women faculty, postdocs and graduate students
- New collaborations resulting in new grant proposals and publications

Recipients described these positive impacts in more detail:

“To have this collaboration, to have her visit was definitely beneficial. The research that will come out of this collaboration will have a positive impact on my promotion and tenure review. I believe it will make my packet stronger.”

“Other faculty and students in my college will definitely benefit from her presentation.”

“Our skills are complementary and we can tap even more funding sources through our collaboration than either of us could do on our own.”

“We are writing a NSF proposal that will be submitted in a couple of months, we wrote one article that has been published with two more under review. We hope to generate more collaborative proposals and continue working together.... Students are also involved and have exposure to and now collections with her.”

Analysis of the longer-term impacts of the Visiting STEM Women Scholars Program will be undertaken in the final summative evaluation of the grant.

4.1.2.2 Women Faculty Development

To meet the professional development needs of women faculty, the “Building Blocks for Your Career” lunch series was launched in Year 4 (in collaboration with the UNH Research Development Office). A series of six luncheon workshops were offered during the 2015-16 academic year, addressing the following topics:

- Before You Write Your Next Proposal...
- Finding Funding
- Writing to Win
- Mentoring Graduate Students for Success
- Building and Growing a Lab
- Promoting Your Research

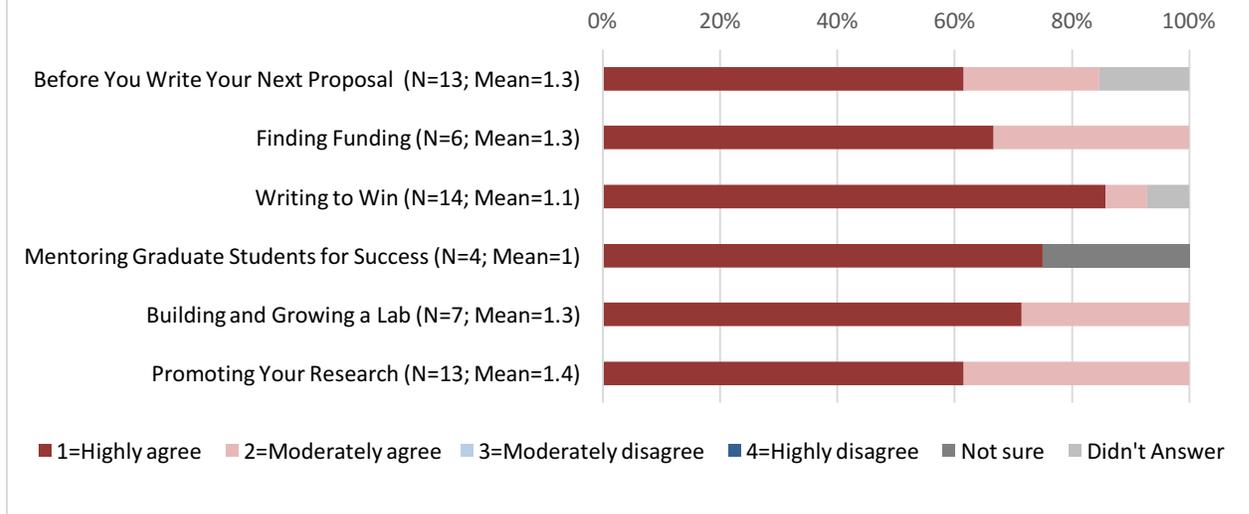
The vast majority of participants were pre-tenure Assistant Professors (and a fair number were not tenured/tenure track faculty) and many were STEM and SBS women faculty, consistent with the proposed scope of the workshops (Table 3). In the first year of “Building Blocks for Your Career,” attendance by STEM and SBS women faculty was highest (in terms of total numbers) for the “Promoting Your Research” session.

Table 3. Year 4 Building Blocks for Your Career Participant Data

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
College						
CEPS	5	0	3	0	1	1
CHHS	2	1	3	0	1	2
COLA	1	0	2	1	0	3
COLSA	4	2	0	2	4	3
Other	2	3	6	1	4	5
Rank						
Assistant Professor	10	1	6	2	5	6
Assoc. Prof/Professor	0	1	0	1	0	0
Other	4	4	8	1	5	8
Gender and STEM/SBS						
Female	5	3	7	3	5	9
STEM	2	0	1	1	3	2
SBS	0	0	1	1	0	2
Non-STEM/SBS	3	3	5	1	2	5
Male	9	3	7	1	5	5
STEM	6	2	2	1	2	2
SBS	3	0	0	0	0	1
Non-STEM/SBS	3	1	5	0	3	2
TOTAL Number	14	6	14	4	10	14

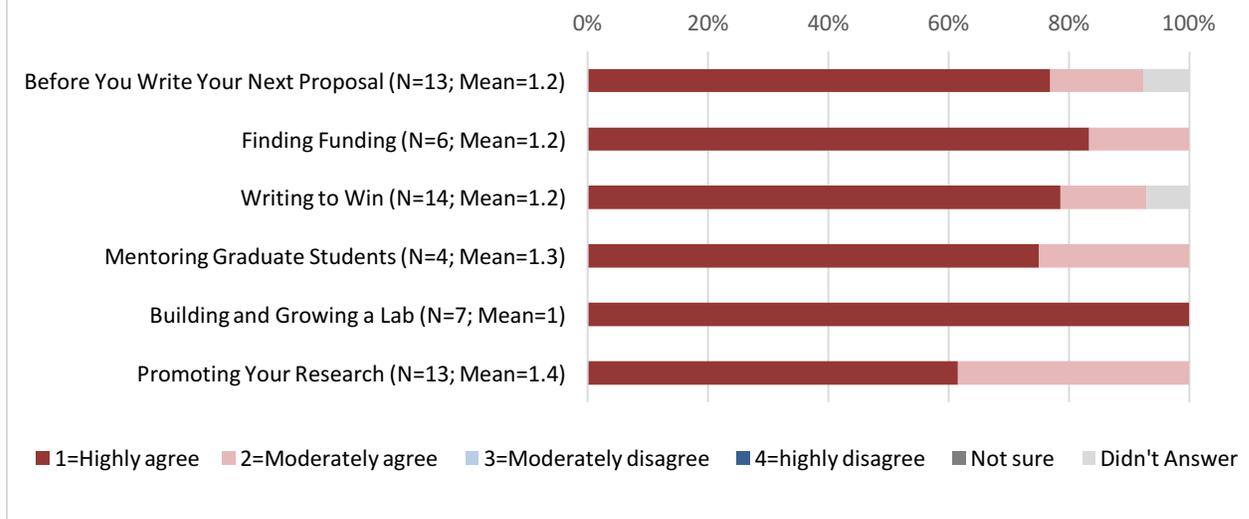
Figure 12 indicates that more than half of all workshop participants agreed the workshop they attended supported their career advancement. The “Writing to Win” workshop earned the most affirmation on this measure, with more than 80% of participants highly agreeing the workshop will support them in advancing their career goals.

Figure 12. "This program will support me in advancing my career goals"



The large majority of workshop participants reported they would recommend the workshop they attended to their colleagues (Figure 13). In fact, all participants who answered the question either highly or moderately agreed that they would recommend the workshop.

Figure 13. "I would recommend this workshop to a colleague"



4.1.2.3 Promotion and Tenure Policy Alignment

The Promotion and Tenure Guidelines developed by the Career Progression subcommittee (in collaboration with the Ad Hoc Faculty Senate Promotion & Tenure committee), were approved by the Faculty Senate in March 2015.

While stakeholders felt the approval of the Promotion and Tenure Guidelines by the Faculty Senate was a critical step, interviews suggest that there is likely wide variation in the extent to which departments are reviewing their own guidelines to ensure they are consistent:

“To my knowledge, departments have not acted on them.”

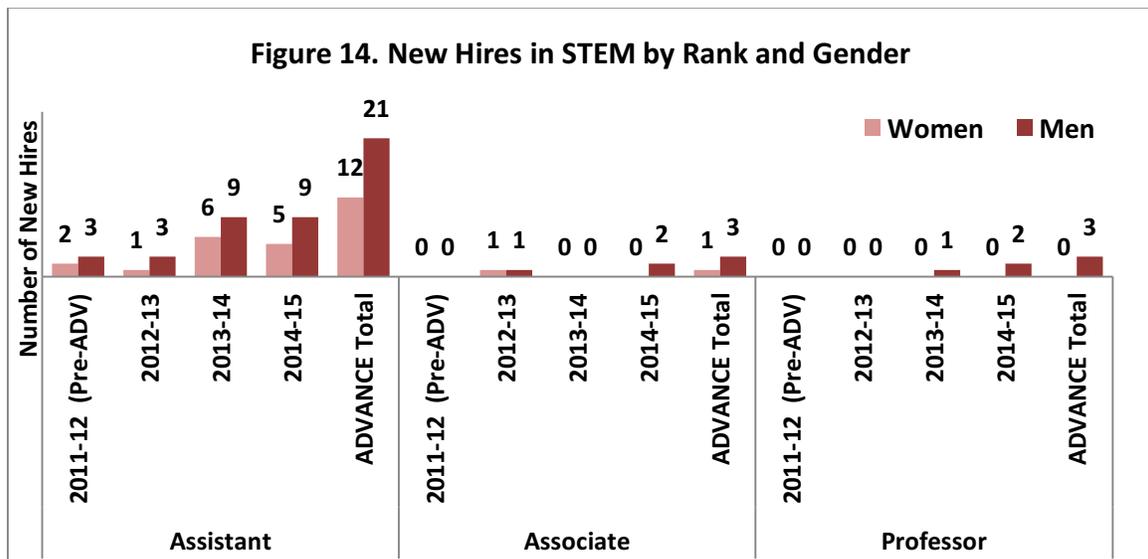
“Our department did a quick review to see that our guidelines were in line but I don’t think this has happened in all units.”

“Accountability may be an issue; ensuring that departments review their guidelines and make adjustments. I’m not confident it’s happening consistently.”

*Institutional Data: Hires, Tenure and Promotion:*⁴

The goal of ADVANCE is to align tenure and promotion procedures for all ranks, with a focus on increasing the number of female faculty at the senior level through new hires and by promoting existing faculty.

As illustrated in Figure 14 the number of new hires of both female and male Assistant Professors in the STEM fields increased in the last two project years over the baseline. Of the total number of Assistant Professors hired during the first three years of ADVANCE, 36% were women. New hires at the rank of Associate Professor and Professor were very small, with a single woman being hired as an Associate Professor in 2012-13 and no women hired at the rank of Professor in STEM.



In SBS, women comprised 52% of Assistant Professor hires during the first three years of ADVANCE (Figure 15). There were no new hires for Associate Professors or Professors in SBS during the 2011-2015 time frame.

⁴ Data for the 2015-16 Academic Year (ADVANCE Year 4) will be included in the next report.

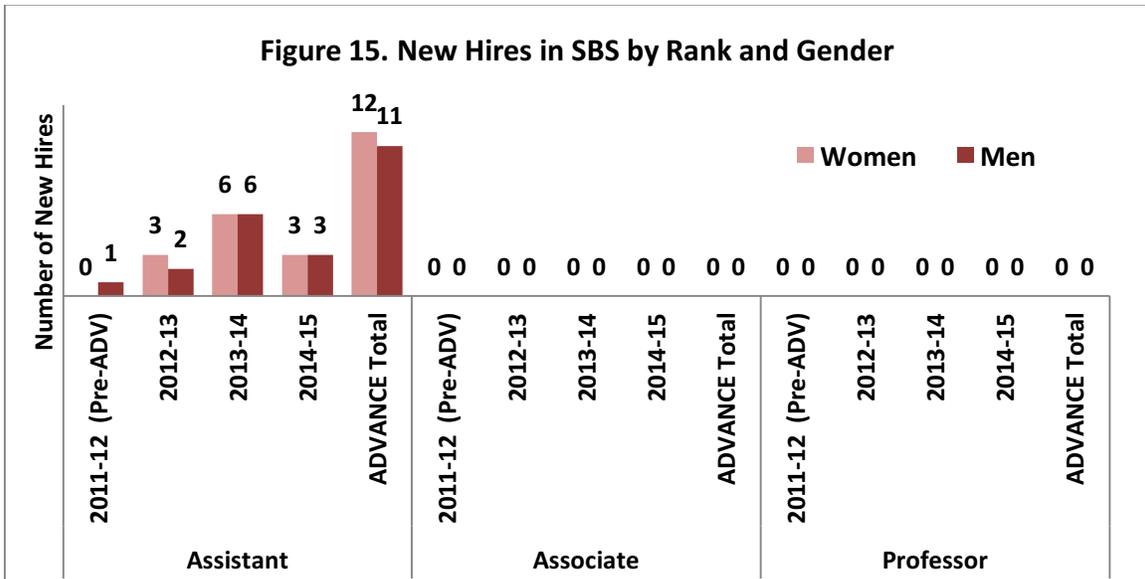


Figure 16 illustrates promotion decisions from Assistant to Associate Professor and from Associate Professor to Professor in STEM and SBS for the pre-ADVANCE (baseline) and ADVANCE Years. ADVANCE Year 3 was the first year since baseline that STEM women were reviewed for promotion to Associate Professor. Of the four STEM women reviewed, three were promoted. In SBS, during the first three years of ADVANCE, five women were reviewed for promotion to Associate Professor and all were promoted.

At the review for promotion from Associate Professor to Professor, during the first three years of ADVANCE, seven STEM women were reviewed (six were promoted) and no women were reviewed for promotion in SBS during this time period (two men in SBS were promoted to Professor). During the baseline period, one woman in SBS was reviewed for promotion to Professor and she was denied promotion. While the past four years may be an anomaly, the experience of women Associate Professors in SBS should be monitored carefully to determine if there are obstacles experienced by women Associate Professors that impact their career advancement.

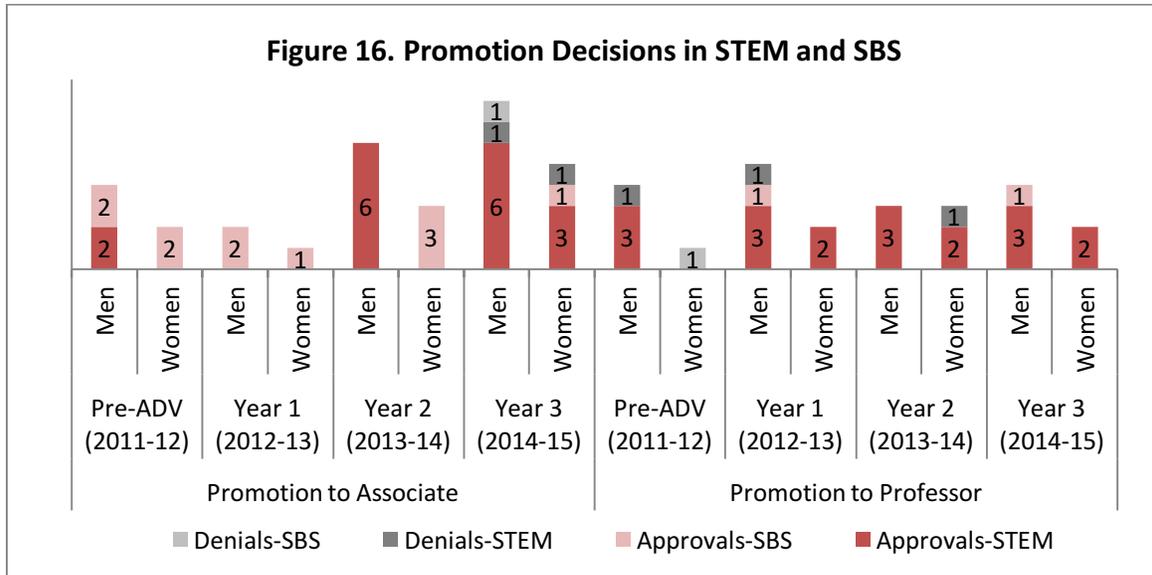


Table 4 presents the number of women in tenure track positions and the percent of women among all those in tenure track positions. Figure 17 below, illustrates the right side of Table 4 (the percent of women in tenure track positions). Both the number and percent of women Assistant and Full Professors in STEM generally increased during the first four years of the grant, but decreased slightly for Associate Professors in STEM.

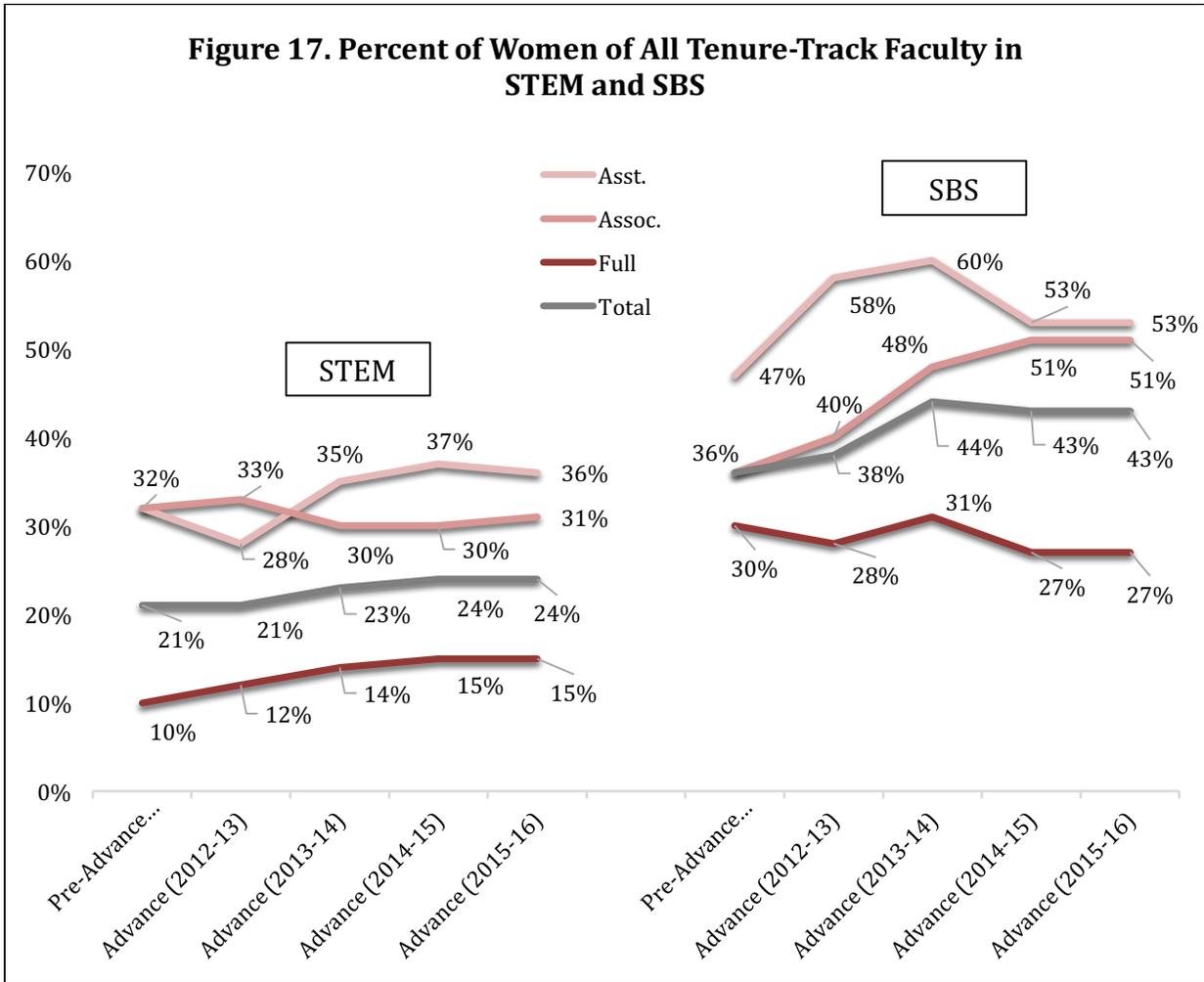
Women tend to constitute a larger percent at all ranks in SBS compared with STEM. In SBS, the number and percent of women remained constant at each rank during Years 3 and 4. The number of women at the rank of Professor in SBS is consistent (N=9 or N=10) across all five years, however the proportion drops to 27% in the last two project years (2014-15 and 2015-16).

The total percent of women increased from a baseline of 21% to 24% in STEM and 36% to 43% in SBS during the last two grant years.

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

	Number of Women				Percent Women			
	Asst.	Assoc.	Full	Total	Asst.	Assoc.	Full	Total
STEM								
Pre-ADVANCE (2011-12)	11	21	10	42	32%	32%	10%	21%
ADVANCE Year 1 (2012-13)	10	20	12	42	28%	33%	12%	21%
ADVANCE Year 2 (2013-14)	14	17	13	44	35%	30%	14%	23%
ADVANCE Year 3 (2014-15)	17	19	16	52	37%	30%	15%	24%
ADVANCE Year 4 (2015-16)	16	18	15	49	36%	31%	15%	24%
SBS								
Pre-ADVANCE (2011-12)	8	14	10	32	47%	36%	30%	36%
ADVANCE Year 1 (2012-13)	7	16	9	32	58%	40%	28%	38%
ADVANCE Year 2 (2013-14)	9	20	10	39	60%	48%	31%	44%
ADVANCE Year 3 (2014-15)	9	21	9	39	53%	51%	27%	43%
ADVANCE Year 4 (2015-16)	9	21	9	39	53%	51%	27%	43%

Figure 17. Percent of Women of All Tenure-Track Faculty in STEM and SBS



4.1.2.4 Initiative 1.2 Summary

Year 4 marked the continuation of the Visiting STEM Women Scholars Program and the launching of the “Building Blocks for Your Career” series. Both are designed to support women faculty’s career advancement and feedback for these two programs has been positive.

Data on hiring indicates that almost all faculty hires are at the rank of Assistant Professor. In fact, during the first three years of the grant only one STEM woman was hired at the rank of Associate Professor and none were hired at the rank of Professor (in contrast, six STEM men were hired at the rank of Associate Professor or Professor). If hiring trends continue, an increase in the number of female faculty at the senior level will need to occur through promotion of women hired as Assistant Professors. If promotion is the main mechanism for increasing women’s representation at the senior level, continued career development opportunities are important as are transparent guidelines for promotion and tenure. While the Faculty Senate has approved the new Promotion and Tenure Guidelines, departments must be held accountable for reviewing their own

guidelines to ensure they are compliant. The review of guidelines and standards for promotion from Associate Professor to Professor is especially important given that the ADVANCE Career Progression Subcommittee identified existing guidelines for promotion to Professor as particularly ambiguous and that the ambiguity may have a disproportionate negative impact on women faculty.

Progress Toward Sustainability:

The “Building Blocks” sessions could potentially be sustained within the Research Office if all parties agree (and administrative support for programming would be helpful). The approval of the Promotion and Tenure Guidelines and Standards by the Faculty Senate supports institutionalization, but will fall short if departments are not held accountable for reviewing their own guidelines to make sure they are in alignment. The sustainability of the Visiting STEM Women Scholars Program is not certain at this time.

Recommendation:

- Work with key stakeholders to provide a system of accountability for departments to review their own P&T guidelines, including those for promotion from Associate Professor to Professor, to ensure they are in alignment with the Guidelines approved by the Faculty Senate

4.2 Goal 2: Improve support and department level climate for STEM faculty women through increased department chair professional development and assessments, and formal mentoring policies and practices

Goal #2 has two initiatives:

Initiative 2.1. Develop and implement a leadership professional development program for Chairs. Implement a policy that requires this training of all Chairs and emerging future leaders at UNH.

Initiative 2.2. The ADVANCE Program will work with the Office of the Vice Provost for Faculty Development and Inclusive Excellence and the deans and directors to establish a formalized mentoring program and policy.

4.2.1 Initiative 2.1: Chair Professional Development

The Chair Professional Development Committee launched REAL (Reaching Excellence in Academic Leadership) in Spring 2014. The objectives of the REAL Chair and Directors Professional Development training were established as:

1. Increase department Chairs’ awareness of implicit assumptions and unconscious biases and their effect on decision-making and behavior
2. Guide them in an exploration of their own implicit assumptions to see how these may be impacting departmental climate and hiring and promotion decisions

3. Help them to develop the skills and tools needed to overcome their implicit biases or assumptions

As originally-formulated the training consisted of three components:

1. Seminar 1: Interactive theater-based training workshop in the spring
2. Booster Sessions: Readings, video clips and Implicit Association Test during the summer months
3. Seminar 2: Workshop for discussing case studies in the fall semester

In the 2015-16 academic year, the REAL training was integrated into a new four-day workshop series for department Chairs and Program Directors offered by the Office of Engagement and Academic Outreach. The new training, “Advancing Chairs as Leaders” is comprised of four workshops:

1. Exploration of Management and Leadership
2. Creating an Inclusive Climate
3. Faculty and Staff—The Core of the Department
4. Strategic Leadership

In the new Advancing Chairs as Leaders program, Workshop #2 incorporates the interactive theater training and Workshop #4 includes the discussion of case studies developed as part of REAL. Participants also received the “Booster Session” material, consistent with what was offered during the two prior REAL workshops. According to stakeholders, the goal was to “seamlessly integrate” the ADVANCE content from REAL into the new series and the Committee is very pleased with the result.

In the inaugural year of Advancing Chairs as Leaders, the majority of Chairs who attended were from COLA (Table 5), consistent with the design of the Social Science Research component of the grant (see section 4.6).

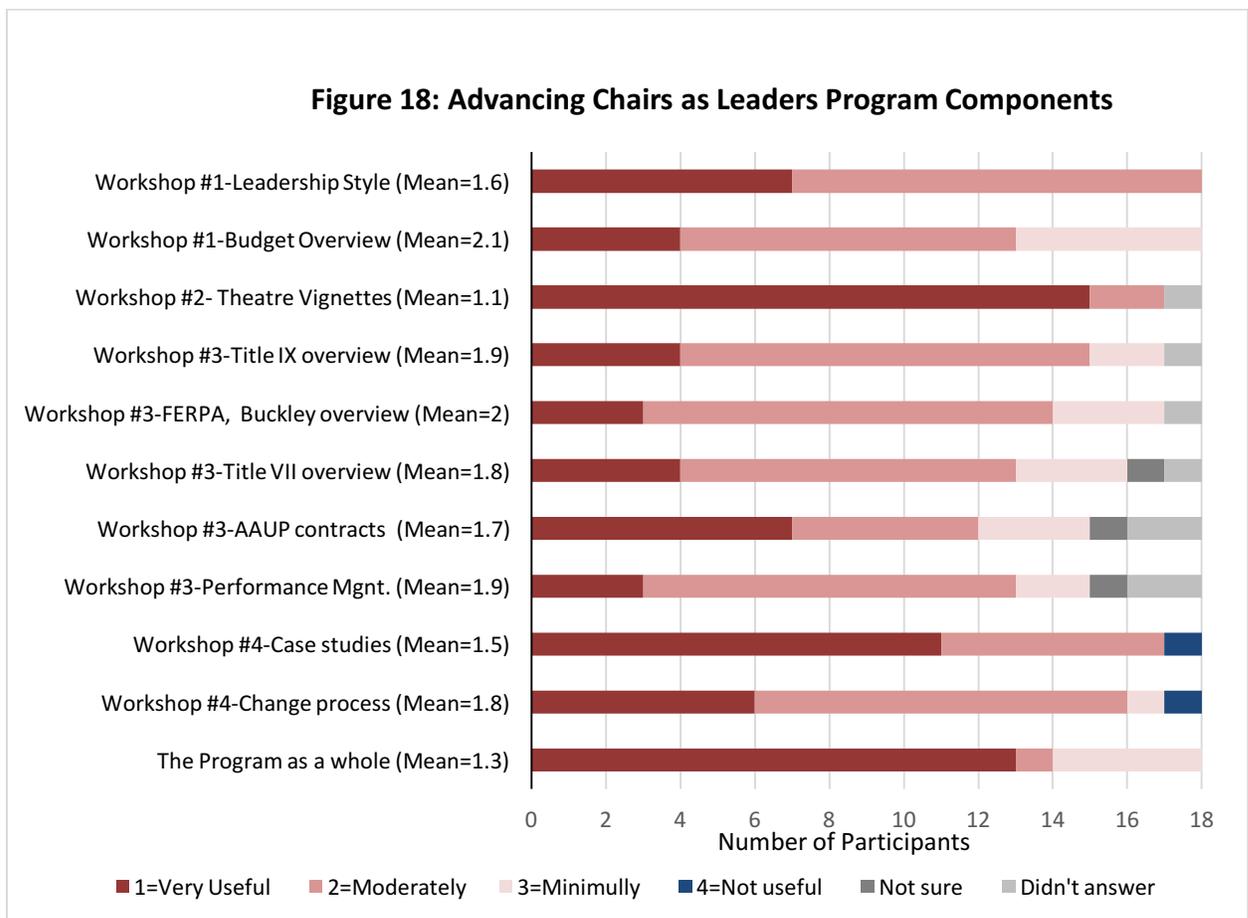
Table 5. Characteristics of Advancing Chairs as Leaders Participants in Year 4

	Workshop #2	Workshop #4
College		
CEPS	2	2
CHHS	2	2
COLA (Including Carsey Institute)	9	8
COLSA	1	1
EOS		
Paul		
Other (Library, UNHM, Provost’s Office, etc.)	6	5
Position		
Chair (including Associate & Interim Chair)	17	15
Program Director	3	3
Gender		
Female	11	12
Male	9	6
TOTAL Number	20	18

Evidence of Impact — Evaluation Forms:

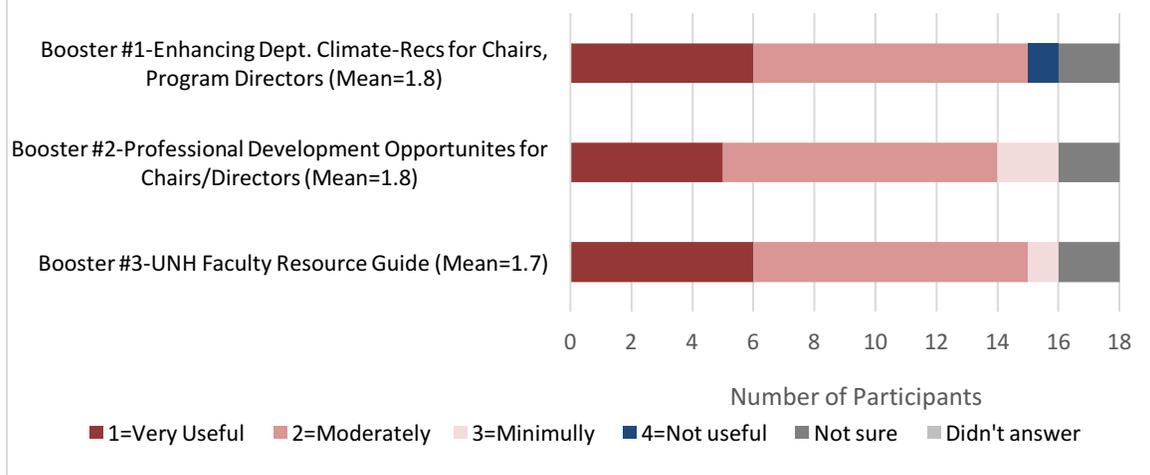
At the end of the final workshop, participants were asked to complete evaluation forms rating the usefulness of each of the program components in helping them facilitate a positive climate for faculty, *particularly women faculty* in their department or unit. Figure 18 shows responses for the various workshop components and Figure 19 for the booster material.

All participants agreed that the program as a whole was useful, with 83% (15 of 18) reporting the program as a whole was “very useful” (Figure 18). The sessions that featured components adapted from REAL were the most highly rated in terms of the number rating them as “very useful” and according to the mean responses: the Theater Vignettes in Workshop #2 (83% “very useful”) and the Case Studies in Workshop #4 (61% “very useful”).



As shown in Figure 19, the majority of participants found each of the Booster Sessions “moderately” or “very useful” (ratings of the Booster Sessions were more favorable than in prior years; results not shown).

Figure 19. Advancing Chairs as Leaders Booster Sessions



In open-ended comments about the most useful components of the sessions, participants attributed tremendous value to the opportunities to interact and have discussions with other Chairs and Directors. Representative statements include:

“Very useful just to hear all the experiences of the other Chairs, and the similarities and differences.”

“Ideas from other Chairs extremely helpful.”

“Getting to discuss change with colleagues”

“The interactive elements—opportunity to talk with others about issues, theatre vignettes”

In terms of suggestions for improvement, some noted that the material was “Chair-centric” and not always as applicable to Directors.

Evidence of Impact — Interviews:

Interview comments supported the themes most prominent in the evaluation forms: Chairs found the series very useful and valued the opportunity to meet with other Chairs and Directors. For example, one participant explained, “I learned so much. The content was valuable, very comprehensive. Another especially valuable benefit was the sharing of resources and information with the others. There aren’t other opportunities for us [Chairs and Directors] to meet with other Chairs informally without the Deans.”

Additional Evaluation Data:

Pre-and post-test data is being collected by the Social Science Research team to measure changes in attitudes and knowledge over the course of the Chair trainings. The research team is also using the climate survey data to examine the impact of the trainings on departmental climate (section 4.6). When findings become available, they will be shared with the external evaluator.

4.2.1.1 Initiative 2.1 Summary

Stakeholders report the integration of the REAL workshops into the new Advancing Chairs as Leaders series offered under the Office of Engagement and Academic Outreach has been successful. Those interviewed emphasized that the integrity of the REAL content was maintained and the new program offers much-needed professional development for Chairs and Directors. It also provided a valuable forum for Chairs and Directors to discuss ideas, challenges, and best practices with each other. Data from evaluation forms and interviews reveal the content is helpful for facilitating a positive climate for faculty, particularly women faculty. The interactive theatre component and discussion of case studies were especially helpful to participants.

Progress Toward Sustainability:

The seamless integration of the REAL content into the new Advancing Chairs as Leaders series is promising for long-term sustainability.

Recommendations:

- Continue to include a member of ADVANCE as a resource on the Advancing Chairs as Leaders planning team
- Continue to evaluate the Advancing Chairs as Leaders, at least through the term of the ADVANCE grant

4.2.2 Initiative 2.2: Establish Formal Mentoring Policy

In Year 4, a second cohort of Assistant Professors participated in the Pathways to Tenure Program,⁵ a three-workshop series that covered the following topics:

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

⁵ The team had originally planned to provide mentoring targeted at Associate Professors to help them achieve promotion to Professor. However, in Fall 2014, the Office of Engagement and Academic Outreach initiated the Pathways to Professorship program to address the needs of Associate Professors. With this need met, the ADVANCE Program pivoted to target the mentoring needs of Assistant Professors.

In response to feedback from the first cohort of participants (Year 3), the committee made a few adjustments to the timing of the sessions and sought to further diversify the panelists in terms of experiences (for example, including panelists without children and panelists in partnerships in the Work-Life panel,). The committee also adjusted the identification codes used to match pre- and post-test responses, which improved the ability to match responses for the second cohort.

During Year 4, 18 Assistant Professors participated in the program, of whom 33% were STEM and SBS women faculty (Table 6). A total of 49 Assistant Professors have participated (37% of those eligible) in the two years since the program began.

Table 6. Pathways to Tenure Workshop Participants in Year 4

	Year 4	Total to Date (Years 3 & 4)
College		
CEPS	8	15
CHHS	0	5
COLA	5	15
COLSA	1	5
PAUL	0	2
UNHM	2	4
Other	2	3
Gender and STEM/SBS		
Female	8	24
STEM	5	8
SBS	1	2
Non-STEM/SBS	2	14
Male	10	25
STEM	4	10
SBS	1	3
Non-STEM/SBS	5	12
TOTAL Number	18	49

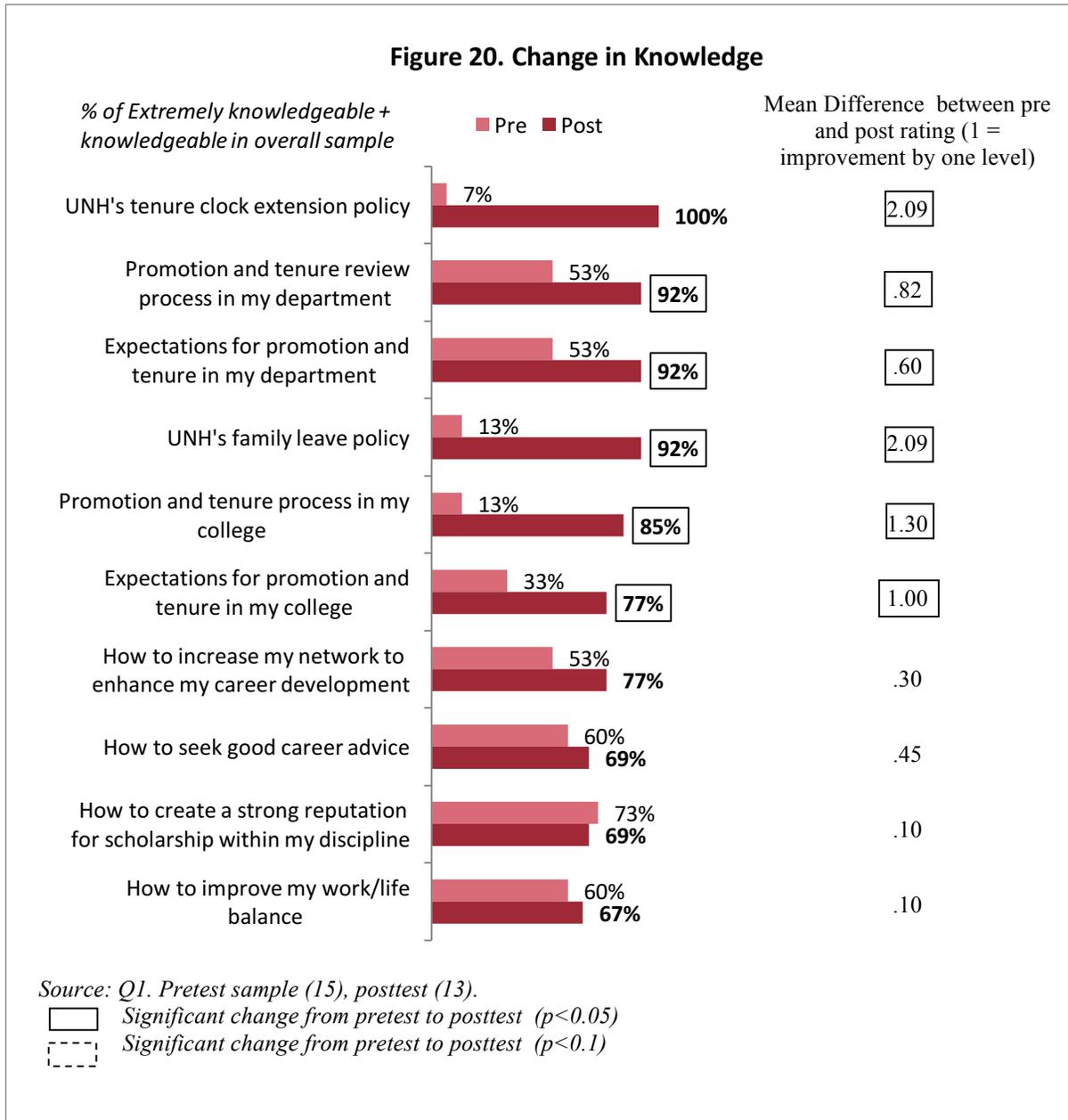
Findings from Pre- and Post-Surveys:

Participants were asked to complete pre- and post-surveys to collect formative feedback and to measure any changes in knowledge and satisfaction that occurred over the course of the program. In the pre-survey, participants created an identification code based on the day and month of their mothers’ birthday and the first three letters of the place they were born. Participants were asked for this same code in the post-survey so that pre- and post-responses could be matched. A total of 15 people completed the pre-survey and 13 completed the post-survey. Eleven pre- and post-surveys could be matched either by their identification code or using a combination of other demographic information and/or partial codes.⁶

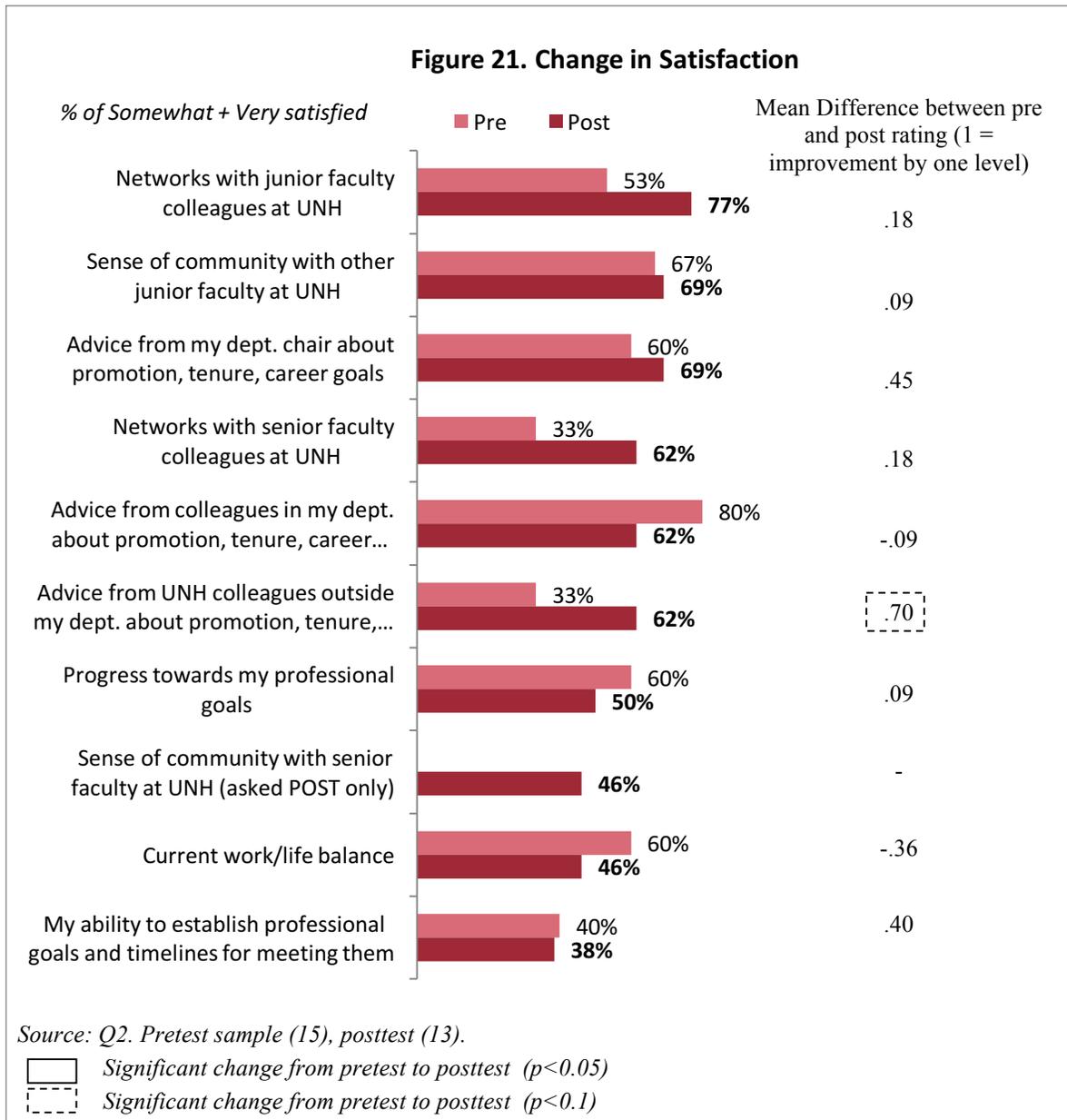
⁶ The ID codes matched perfectly for nine participants; two were matched by partial ID and demographic characteristics.

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

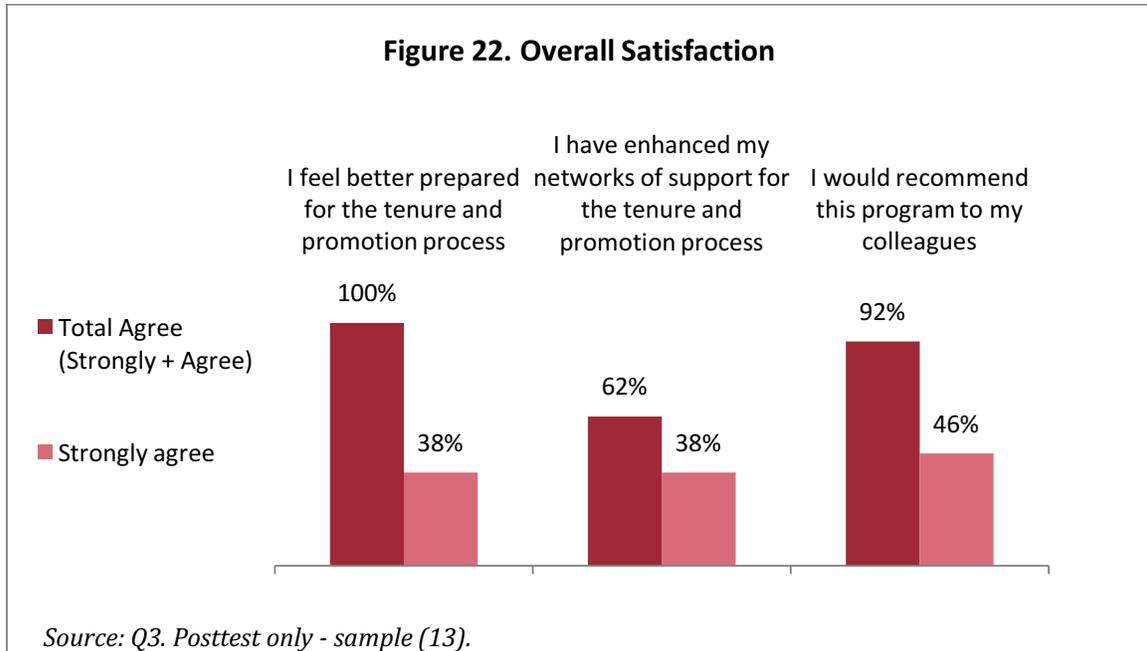
Figure 20 presents changes in knowledge after attending Pathways to Tenure. Participant knowledge increased in many areas and statistically significant improvements were found in the following areas: promotion and tenure processes and expectations (both in one's department and in one's college) and UNH's policies regarding tenure clock extension and family leave.



Satisfaction in most targeted areas also increased over the course of the program (Figure 21), with statistically significant increases found in the satisfaction with advice from UNH colleagues outside of participants' own departments. By the end of the program, faculty were least satisfied with their ability to establish professional goals and timelines for meeting them.



Pathways to Tenure participants were satisfied with the program overall and reported positive outcomes (Figure 22). All participants agreed to being better prepared for the tenure and promotion process, most (92%) agreed that they would recommend the program to their colleagues and about two-thirds (62%) agreed their networks of support for the tenure and promotion process had been enhanced.



In open-ended comments, many participants reported that because of their participation, they will be approaching mentoring differently (for example, finding people to fill the gaps on their mentor map) and engaging in more advance planning.

Suggestions for Improvement:

Slightly more than half of the participants offered suggestions for improvement. Most suggestions focused on the desire to see successful examples of materials and to increase opportunities for discussing the reading materials.

Findings from Interviews:

In interviews, participants described the series was beneficial—both professionally and personally:

“It was nice to meet colleagues in the same situation as I am and especially to meet people from different disciplines. I felt like I was part of a larger cohort than just the small number of pre-tenure faculty in my own department.”

“I think that people really wanted to know what was required for tenure in their own departments and that wasn’t what this program was about. But what we learned was still very valuable, especially the panels...I thought the requirement that we talk to our Chairs was also beneficial even though my Chair was vague about the tenure requirements. But being pushed to talk with the Chair was important, to establish communication about the expectations.”

“I feel better prepared to go through the tenure process now. And I have a cohort of people I connected with. We can support each other. I really value those personal connections.”

While emphasizing their experience was very positive, participants identified additional areas they would find potentially useful. These include discussion of the balance between teaching and research, more opportunities to discuss the homework as a group, more feedback about timelines, and opportunities to learn more about college-specific differences.

4.2.2.1 Initiative 2.2 Summary

The favorable impacts of the Pathways to Tenure Program were reflected in the pre- and post-program surveys and in the interviews with participants. Similar to the first year of the program, statistically significant improvements in participant knowledge occurred in the area of work-life policies (tenure clock extension, UNH family leave policy). Participants in the second cohort also reported gaining knowledge in other key areas such as their own departments and colleges’ expectations and processes for tenure.

Progress Toward Sustainability:

The Pathways to Tenure Program was modeled after the Pathways to Professor Program offered under the Office of Engagement and Outreach. The stakeholders interviewed mentioned that should the Pathways to Tenure Program be sustained, its logical home would be with the Office of Engagement and Outreach, where the Pathways to Professor Program is housed. However, the potential for sustaining the program has not yet been addressed.

Recommendations:

- Continue to utilize participant feedback to refine sessions
- Engage in discussions about whether to sustain the Pathways to Tenure Program and if so, where and how it will be sustained (including what resources will be available)

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

A salary equity study was completed in Year 3 (2014). At the recommendation of the NSF Third Year Site Visitors, the study was repeated in Year 4 (2015). The gender gap in salary was slightly smaller in 2015, but revealed differences in the salaries between men and women faculty that were unexplained by differences in rank, years of service, college, past administrative appointment, and other factors that affect salary. The 2015 analyses found a gender difference of between \$1,112.92 and \$1,771.38, favoring male faculty that was not explained by the variables in the model.

To help address the gender differences in salary, the ADVANCE team has generated a list of faculty by college, department, and gender with estimated residuals. The team plans to provide this college-specific list to each Dean for further examination.

Stakeholder interviews suggest that additional communication to support buy-in and planning for appropriate action may be warranted:

“Some Deans had questions about the data and want to have more confidence in the data before making adjustments.”

“The data does demonstrate that there have been inequities, but solutions involve taking into account the individual cases and additional data that might potentially help explain some of the differences. I think the Deans have this type of additional data.”

“We need to be cognizant that these things are more nuanced. A draft of next steps needs to recognize that there are many factors at play.”

Stakeholders also concurred that the Provost’s support will be essential, as she is the appropriate person to “charge the units with action.”

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

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

The Career Life Balance subcommittee worked with AAUP to submit the proposals for consideration in the 2015 contract negotiations. In Year 4, the following changes were accepted and implemented in the new five-year faculty contract:

- Tenure clock extension policy is now “opt out” instead of “opt in”
- Parental Leave is now an employee benefit rather than a family benefit (both parents can take leave rather than sharing the leave)
- Modified duties are allowed (to be approved by Dean and Chair)

Some stakeholders had been informed, however, that not all key institutional partners were aware of the new policies and procedures, as reflected in their conversations with faculty.

A Career Life Balance report was released in Year 4, summarizing career life findings from the 2013 and 2014 climate surveys. The report revealed that all UNH faculty struggle with career life balance to some extent and that the struggle of career life balance

has a negative impact on overall job satisfaction. STEM women, however, reported the highest work schedule-related stress.

In Year 4, the Career Life Balance Subcommittee also developed a list of resources to help faculty find childcare, elder care, and other important information, which is now available on the HR website. The Subcommittee has also convened a parent support network—providing parents the opportunity to get together to network, share experiences and resources, and meet as a community.

Recommendations:

- Utilize the information that STEM women reported the highest work schedule-related stress to inform current programming
- Continue to educate faculty, Chairs, Directors, Deans, and HR about the new work-life benefits through existing programming (Advancing Chairs as Leaders, Pathways to Tenure) and through other opportunities for communication,
- Discuss how efforts to support work-life balance can be sustained past the grant period

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

4.5.1 UNH Unbiased Website

The UNH Unbiased website has been continually updated and populated with new information (including Career-Life Balance Resources researched by the Career Life Balance Subcommittee, as mentioned above).

4.5.2 Distribution of Climate Study Findings

The team continues to release findings from climate surveys and plans to release a report on bystander behavior to correspond with the launching of the Fall 2016 climate survey. The report utilizes the 2015 climate survey data and will address the prevalence of bias incidents experienced by faculty, who is more likely to recognize bias, who intervenes when they recognize an instance of bias, and the impact of bias on faculty job satisfaction.

4.5.3 Other Communication and Dissemination within UNH

Information about ADVANCE is communicated and disseminated throughout UNH in a variety of ways including links with other university webpages, collaborations with other offices, climate survey reports, programming for faculty and Chairs (especially GEAR-UP, Pathways to Tenure, Building Blocks for Your Career, Advancing Chairs as Leaders), and annual presentations at college faculty meetings.

Faculty awareness of ADVANCE as self-reported on the climate survey indicate that awareness has grown from 22% reporting being “very aware” of the UNH ADVANCE Program in 2014 to 27% reporting being “very aware” in 2015.

4.5.4 Goal 5 Summary

The UNH-Unbiased team has been consistent in efforts to communicate and raise awareness of the goals and achievements of the initiative. The arrival of Provost Targett provides a new opportunity for further enhancing campus-wide awareness of the initiative. Making her support visible through her active communication about the importance of ADVANCE and the centrality of ADVANCE to the university’s mission will help propel awareness and maintain campus-wide attention on these areas.

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

The Social Science Research Study investigates 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 was proposed to test the following hypotheses:

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

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

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

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

The design involves staggering the “treatment” (REAL Chair Professional Development) over time by college to create a control group of departments that did not yet receive “treatment.” During Year 4, the remaining cohort of Chairs completed training as part of the new Advancing Chairs as Leaders training.⁷

⁷ In Year 2, Chairs and Directors in the College of Engineering and Physical Sciences (CEPS) and the College of Health and Human Services (CHHS) participated; in Year 3, the College of

Now that the final cohort of Chairs has just completed their training and the Fall 2016 climate survey is being prepared for release, the Research Committee will soon be able to begin data analysis.

4.7 Other Findings

1. Transition in UNH Leadership

Since the beginning of the grant, there has been much transition in the Office of the Provost. Despite multiple transitions, the UNH Unbiased team has been able to move forward. The team is enthusiastic about the arrival of Provost Targett (she began her position on September 1, 2016), who has prior knowledge about and experience with ADVANCE (she was Acting President at the University of Delaware during the first two years of their ADVANCE-IT grant).

Provost Targett's commitment to the goals of UNH Unbiased will be essential for sustaining the gains achieved during the grant.

2. Equity Advisors

The Equity Advisors Program is under development. An overview of the program goals and responsibilities of the Advisors has been drafted. Possible responsibilities include discussing active recruiting strategies with search committees or committee chairs at the start of every search, meeting with on-campus candidates to provide a broader UNH perspective, and understanding faculty benefits and pointing faculty to appropriate resources on campus. The Equity Advisors would be housed under the Office of the Associate Vice President for Community, Equity and Diversity.

The team is hoping to have a vetted plan for sustainability (resources to support the training and compensation of the Advisors) before the Equity Advisors Program is launched.

3. Dissemination

UNH Unbiased has been active in disseminating results outside of the University of New Hampshire. The Power Play Troupe has brought their interactive theatre depiction to other universities as a mechanism for raising awareness of implicit biases and microaggressions within the context of faculty hiring. In addition, research currently underway on Bystander Interventions in the academic workplace (not originally proposed as part of the grant) is being disseminated to other ADVANCE institutions and through publications.

Life Sciences and Agriculture (COLSA) and the Paul College of Business and Economics (PAUL) participated and in Year 4, Chairs and Directors from the remaining colleges (and new Chairs/Directors) participated.

5. CONCLUSION AND RECOMMENDATIONS

UNH-Unbiased is in a strong position entering the 5th year of the grant. Two of the large-scale signature initiatives—GEAR-UP and Chair Training are mature and evaluation results to date suggest both are well-received by participants and helping to change the UNH culture by raising awareness of implicit biases, microaggressions, and best practices for supporting a positive climate for faculty, and for women faculty in particular. Findings from the Social Science Research Study (to be analyzed in Year 5) will provide a rigorous empirical examination of the effect of the Chair Professional Development training upon climate for women faculty at UNH.

The likely impact of GEAR-UP is revealed through several data sources. First, information from interviews suggests that GEAR-UP is helping committees to address biases as they emerge by providing faculty with important vocabulary and tools. Secondly, data on the composition of applicant pools, finalists, offers, and hires indicate that women's representation in the search process—from applicants to hires—has increased over the baseline period. Moreover, data from the annual climate survey reveal a statistically significant increase in faculty agreement with the statements “My department actively recruits underrepresented faculty members” and “Committee members were made aware of unintentional biases that can affect everyone's evaluation of applicants.”

Other signature initiatives, such as Pathways to Tenure and Visiting STEM Women Scholars Program are also well-established. Participants in Pathways to Tenure are reporting statistically significant increases in knowledge about work-life policies and the process and expectations about tenure in their department and college. Recipients of the Visiting STEM Women Scholars Program are reporting enhanced collaborations that have led to new grant proposals, new areas of research, and new networks. While the longer-term impacts of the program have yet to be assessed, the short-term impacts are very promising.

The most recently-launched program, “Building Blocks for Your Career” received favorable evaluations from participants and will continue to be evaluated in Year 5.

With respect to policy and procedural change, much of the work of the Career Progression Subcommittee and Work-Life Subcommittee came to fruition with the approval of the Promotion and Tenure Guidelines by the Faculty Senate and the acceptance of improved work-life policies in the new five-year faculty contract. Likewise, the two salary equity studies that have been completed can be an effective conduit for additional data review and/or action.

In addition to carrying out the Social Science Research (scheduled for completion in Year 5), the team has been actively disseminating findings from the climate survey to the campus community. It is also pursuing research on bystander intervention that is being disseminated to the campus community, to other ADVANCE institutions, and to the larger academic community through presentations and peer-reviewed publications (under review).

Progress Toward Sustainability

The issue of sustainability was at the fore of discussions with stakeholders during the evaluator's site visit. Of the various key initiatives undertaken by UNH Unbiased, stakeholders were most optimistic that the Chair professional development (initiated as REAL) would be sustained within the new Advancing Chairs as Leaders Program.

Progress toward sustainability for the remaining initiatives is still in development. Stakeholders were quick to note that the realities of budget constraints should be acknowledged when planning for sustainability and that no priorities for sustainability had yet been established. Moreover, the infrastructure for sustainability has not yet been settled. With the arrival of the new Provost, the team is now in a more stable institutional environment from which to proceed with these discussions.

Key Recommendations:

- Proceed with efforts to develop a sustainability plan now that the new Provost is in place. The assistance of the Internal Steering Committee in this process (to assess priorities and institutional support for sustainability) will be essential.
- Devise a system of accountability for departments to review their own P&T guidelines to ensure they are aligned with the Guidelines passed by the Faculty Senate. Guidelines for promotion from Associate Professor to Professor merit particular attention given that the Career Progression Subcommittee identified the existing guidelines as especially ambiguous.
- Engage in additional communication with key stakeholders about data and findings from the salary equity studies and vet appropriate next steps.
- Align priorities for sustainability with the institutional priorities established by the new Provost. Visible support and public communication about ADVANCE from the Provost will facilitate sustainability.

Entering Year 5, UNH Unbiased is in a very strong position to work productively with the new Provost, the Internal Steering Committee, External Advisory Board, and campus stakeholders to develop and vet a plan identifying which initiatives to sustain, how they will be sustained, and the structures needed to sustain them.