

0:00

all right good afternoon and welcome to today's faculty forum thank you all for  
0:05

taking the time to join us for this discussion I'm going to do the new normal a  
warning that I give every time

0:12

we do one of these this is being recorded and this recording will eventually be  
posted the Provost website

0:19

you don't want to go viral so be thoughtful about your comments and you

0:25

make them i also want to before we start thank aprenden hunter for joining us I  
0:31

can tell you that she really wanted to be here when I told her about this months  
ago she said that goes in my

0:36

calendar at noon today's I said well you know when we at three o'clock today when  
we do the form she said that's not on my

0:42

calendar executive presidential action I

0:48

don't know who got bumped but some of it she will have to leave oh it's how

0:53

leadership memorial you will have to leave at four o'clock i do when i do  
appreciate your joining our discussion i

1:00

also want to introduce a new member of the University of Maine Community new as of  
today is his first day that's Larry

1:06

Llewellyn Larry is our director of human resources and he'll be with us for about  
1:11

the next year it comes with a very impressive background having spent quite a bit  
of time being in charge of HR at

1:17

Ohio State University so we're really pleased to have them here you may ok so

1:22

today the topic is the status of women faculty but as I promised at being at

1:29

the beginning of this year that each time we had one of these forums I would also  
spend the little time updating you

1:36

on one University and the academic transformation so true to my word I will do that  
even though the first topic is a

1:43

lot more interesting I will so I think though today we have quite a bit we want  
1:49

to talk about in terms of the stage the women faculty we want to have some  
conversation I will be sure to wrap that

1:56

part up by no later than 430 and though diehards who want to stay and hear about one university and academic

2:02

transformation please stay and I have a few things I can update with you I'll update you on about that the plan for

2:10

today is I'm going to talk a little bit and kind of set the stage but the focus of today's most of today's

2:16

discussion is about the rising tide center in our national science

2:21

foundation advance grant the work that's been done we want to give you a summary of 22 of the pieces of work to grow out

2:28

of that at the most recent climate survey as well as a salary study that was done as part of the advanced cream

2:34

so the way out of work is I'm going to sort of lay the foundation if you will for for the presentation then I'll

2:41

invite any black sewed up he is the director of the rising tide Center and she will summarize for you some of the

2:49

major accomplishments of the rising tide sent over the life of the grant one of 2:55

which is a climate survey Shan McCoy who is part of the social science research team for the grant will take us through

3:02

and show some of the results of the climate survey not not fully but a good 3:08

chunk of the results of the climate survey Amy will talk briefly about the salary study and then I'm going to get

3:15

back up and talk a little bit about the future well how we're thinking about building on the progress that we think

3:21

we've made and keep working on on this into the future so that's the plan

3:26

that's the plan for this afternoon I thought that really kind of set the

3:31

stage you know you what the status of women faculty one thing we might want to start by looking at are some numbers and

3:38

so I thought what would it be interesting to look at just you know just as one sort of gross measure of the

3:45

status of women faculty at the University of Maine would be to say well we look at the faculty at the University of Maine what what percentage or a piece

3:52

of that faculty is made up of women so I asked Ted Khalid are to use your

3:58

somewhere to there is you know to help with this Ted's a director of the Office

4:03

of Institutional research so what period of time do you want to look at and you

4:08

know as Provost you get some some some odd privileges I said well I know what time period of time let's look at the

4:14

period of time that I've worked here so that's 30 years i'm in my thirtieth year here but so why don't we look at that 30

4:20

year time period and so Ted said actually that lines up pretty well with where the data

4:26

or the data are we have pretty good data down back to around the mid 1980s and so

4:31

we pulled together some data and so just again to sort of set the tone if you

4:36

will my clicker doesn't work maybe my

4:46

powerpoint it won't go forward there

4:53

must be an answer to this that's talking to that oh wait let me try this with a Status of Women Faculty

5:10

bit of dull presentation okay so these are so what we have on here is the

5:16

percent of our faculty a female faculty now what we did was look at tenure

5:22

string faculty primarily because that's where we had the best data the most

5:27

reliable data when you start looking at non-tenured faculty the data are more

5:33

difficult to work with so we had consistent data going back to at least the mid-1980s and so here's what we we

5:41

find and so the blue bar is the blue columns are the percentage of our tenure

5:47

stream faculty who are women and so we've gone from around thirteen percent in the mid-80s up to about a third

5:54

currently of our faculty are women and when we look at what percentage of the

6:00

full professors at the University of Maine are women we were down around somewhere around five percent in the mid

6:07

80s and now that's grown to about twenty four percent or so twenty three or four

6:13

percent so you know gives you some idea

6:19

that that was from that the trends anyway to suggest that the university has changed quite a bit in terms of its

6:26

faculty makeup in the last in the last quarter century now the the changes of

6:34

course are not all smooth they're not all

6:39

planned and of course this when you look at things that this broad and image you

6:44

know you don't get a full picture the faculty grew quite a bit in some areas and not at all in other areas or

6:50

minimally in other areas a lot of the growth that occurred in the 80s and 90s

6:55

was you know real efforts to recruit women faculty many of these women end up

7:01

being the only woman faculty member in their Department and that of course presented created its own issues for

7:07

them in the unit so the second thing I want to do is kind of take you through a little bit of a timeline of what a place

7:17

my synopsis of us some significant points leading up to us securing a

7:25

National Science Foundation advanced grant I want to give Karen Horton thanks for this Karen wrote this kind of

7:30

history piece for the grant proposal and i pilfered from it and Maisy papa y

7:36

contact and said hey give me a little information and she sent me some information as well so let me start my

7:43

timeline so what you know significant event was way back in nineteen eighty

7:48

one I'm going to try to stop making self references but but that's the first year Women in Curriculum

7:54

I came universe to me as a graduate student but anyway in 1981 significant

8:00

event Joanne fridge who was a big director Boao obtained a grant for women

8:06

in curriculum about two hundred thousand dollars to start the women in curriculum program looking at integrating

8:14

information by and about women into the curriculum at the University of Maine I think you know those of you who worked

8:20

here for a while but I'll be very familiar with the WIC lunches that went on for think they started in 1981 and

8:27

continued on and again those lunches and those topics that the topics discussed  
8:33

at those lunches we're quite varied but quite often though they were about the  
experience of women faculty here at the

8:39

University of Maine or nationally people bringing in experts having discussions

8:45

about how to how to make

8:50

an institution like the University of Maine which throughout most of its history  
has been male-dominated an

8:56

institution that would be more welcoming supportive of and take advantage of the  
9:01

expertise and qualities that women faculty bring to it now maisie being a

9:06

historian could not help herself but to send me this little bit of tidbit that she  
uncovered and I thought this was

9:12

interesting this is from notes from the WIC Advisory Committee back in 1988-90  
their annual report the committee was

WIC Advisory Committee

9:20

visited by an ad hoc committee of untenured women who voiced a number of concerns  
including the devaluating of

9:26

service insufficient valuation of different pedagogical methods and teaching styles  
the lack of mentoring

9:32

system and inadequate attention to retention both before and after tenure I thought  
that was interesting because

9:37

when you hear about the work of the rising tide center in the advanced grant that's  
pretty much a you know a work

9:43

plan for for it's not least a significant chunk of the work of the

9:49

rising tide center so clearly as the number of women faculty at the University were  
growing the issues were

9:56

growing as well and 11 Avenue for women to get that was to our to voice those

10:03

concerns was with the women in curriculum committee here's another little bit from  
that that same thing at

10:09

the bottom got cut off but they also studied the Faculty Senate committee list and  
concluded that women were

10:14

indeed scarcely represented on faculty senate committees alright so let's jump

10:21

up the 1991 1991 the Women's Resource Center was was created that's the

10:28

mission statement I have up there from the Women's Resource Center I think I'll

10:34

promise to stop doing this but a good I haven't noticed on my CD under significant service to the University

10:40

planning committee for the Women's Resource Center 1989-90 so anyway we're looking at the yoga the climate here at

10:47

the University of Maine for women from faculty Sharon Barker who probably many Sharon Barker

10:53

of you know again one of I say the unsung heroes of this work a lot of what are we going to talk about leading up to

10:59

the advanced grant Sharon was either right there behind the scenes for it I I should have mentioned I talked about

11:05

the women and curricula grant one of the other unsung heroes is here with this in schauburg ER and ran the Women's

11:11

Studies program for quite a long time from 1991 and that day that's why I

11:17

didn't should've had that honor and a strong advocate for the program and for

11:23

women at the University of Maine I can tell you that from personal experience haven't been the Dean she reported to for quite a while that she was a

11:31

tireless isn't it as an advocate anyway the Women's Resource Center I think

11:36

getting played a very significant role throughout its existence in 1992 we were

11:42

organized a little bit differently we had a college of sciences and the Dean of the College of Sciences Dagmar chrome pulled together a group women in STEM

Dagmar Chrome

11:50

education I believe it was called are willing no women in science education stem had come into favor popularity at

11:56

that time and they produced a report containing recommendations about how to increase women representation in the

12:04

disciplines that would succumb to be called the STEM disciplines and that was an interesting piece because she was a

12:10

strong a very good Dean a strong advocate for this it was moving and then

12:16

she left us to go to another university we had other leadership changes at the University and I'd say this work got a

12:22

little bit lost for a while but as you learned from this quick story was rediscovered Center for Teaching

12:29

Excellence started in nineteen ninety eight against an for teaching excellence had a broader mission but I thought it Center for Teaching Excellence

12:35

was interesting and Karen identified this in her history that if you look back and then early you remember the

12:40

Center for Teaching Excellence would offer these small grants to form learning circles for faculty to get together and explore issues cover the

12:47

very first learning circles one was a women who teach men and another was

12:52

women as faculty role models again I think along you know this the we have

12:58

the WIC lunch is going on the work of the women's resource center Center for Teaching Excellence provides another

13:03

venue for women faculty to get together and talk about and see how do we address and make changes as an institution year

13:13

2000 the president who I believe was president ha fat the time creates the President's Council women I won't read you the whole mission Presidents Council Women

13:20

but basically telling here's a group that i'm charging with looking at data and advising me and reviewing policy etc

13:27

i think a positive a positive step as a pointed out in the history though that

13:34

they were they have this mission but it wasn't really clear what authority they had and how to get those data and who

13:41

how they fit into them to the to the broader organization of the University

13:46

of Maine system they were but again I think was a significant step because a

13:52

group again advising the president at the highest level looking at you know

13:58

what are the issues that women faculty are facing 2002 this the Catherine

14:03

Carter report is my summary what it was but kevin carter is an associate professor in the Department of forced Catherine Carter Report

14:10

biology i think it was called at the time and she did her own study no she was actually also the first woman hired

14:16

in forestry at the university of maine hired in nineteen i think 81 first woman hired on this point in her career she

14:23

does her own study where she looks at the faculty who were hired in natural sciences forestry agriculture in the

14:29

1980s and her method was phone books she

14:35

went back to university directories encountered who was there and then what she found is what's listed up there

14:40

they're only about half well we're only retaining about half of the women are women to retain about half the rate of

14:46

men faculty hired into the college she brought this report to the administration that's a nice nice we'll

14:51

have our HR people really look into this and i did they found the exact same thing so they noticed okay we've this

14:57

ring bringing the university's leadership attention to issues problems

15:04

with retaining quality women at the university of maine and the faculty ranks so what do we leave ministers do

15:12

we form committees so we have the gender issues planning committee and i believe

15:17

bob robert kennedy was our provost at the time reporting to him now they did a New New Dynamics

15:22

variety of things one of the things they did was hire a consulting company called new new dynamics and they came out to

15:29

university and interviewed and did I'm at a climate survey and they I'm

15:36

just going to pull up some of the things they found from new dynamics was a difficulty in men faculty to accept the

15:44

range of women faculty in their units uneven lengthy times of promotion of

15:50

women poor retention of women decreasing representation of women positions of leadership and consequently significant

15:57

stress amongst women faculty at the University the next year the gender

16:02

issues plant communities dissolved but the focus from that work is to look at retention of women so out of the the

Retention of Women

16:09



gender issues planning committee grows the task force on retention of women and I believe in an earlier position i think

16:17

our president served on that task force

16:25

the task force actually this is where I the thing is interesting how things come around they rediscover this the wives

16:32

report the women in science education report looked at that and wanted to build on it but identified things and

16:39

again I think you'll see some consistency here when we talk about the rising tide centers work but they said

16:45

look we need to look at an annual collection of institutional data by and about women and men faculty we need to

16:51

review our current policies relating to equity we need research models we need to do research on models of programs at

16:58

other institutions that are working we need to make mentoring opportunities available for our faculty we need to

17:04

improve work-life balance we need to analyze workloads by gender and we need to increase the consistency of peer

17:11

committee reviews we need to conduct exit interviews and we need to start working on culture in the department

17:18

level one method of which would be to do training of department chairs 20 2007  
Training of Department Chairs

17:25

again sharon barker took a lead in the sin were you with HR and our Center for Teaching Excellence started department

17:32

chair training and she brought some of us together where I was a department chair at that time and looked at doing

17:38

training for new chairs and an annual training for department chairs now care share and who is a veteran at this kind

17:46

of work was smart and she said look we're going to do these trainings but we're not going to say come to the

17:52

trainings about women faculty come to the trains about changing the environment for women in your departments because in all likelihood

17:59

that would select group of people who are motivated interested in that and those who might otherwise benefit from

18:05

it would may not be there so what she did was he took again a group of us who  
18:10

were department chairs we talk about what are the issues that chairs face how might  
we bring chairs together to for

18:17

some professional development and we'll integrate gender issues throughout the work  
and so the methodology was to use

18:24

case studies and have at these workshops have chairs work on case studies not all  
of which but many of which gender issues

18:31

were more embedded and we bring out in the relevant expertise for people to to work  
on that the following year our kopi

18:42

eyes start to plot this is the group that eventually were really the driving force  
in writing the the advancement and

Karen Horton

18:50

a Karen Horton I know was very instrumental in coming and reaching out to  
colleagues and finding a group of

18:57

people not only who are similarly motivated to try to make some

19:02

significant changes here at the University by using this mechanism of the National  
Science Foundation at ban

19:07

script but who had the time inclination willingness to do it you couldn't find

19:13

anyone who had the time but she did find people had the willingness and dedication  
and interest in doing in

19:19

developing a grant now at that time Susan hunter was our provost and what

19:26

she did early in 2009 was she formed the advanced initiative council and she

19:31

named to dean's Dana Humphrey and myself to co-chair that in the charge to this

19:36

council council had representatives for faculty it had the code the group that  
would be eventually be the COPI eyes on

19:44

the ground on the grant together folks from EO and HR and said look you have

19:49

two charges one of which I wrote here you need to figure out how we can be  
supportive of the development of this advanced IT

19:55

grant and to you look at the recommendations of this task force on

20:00

the retention of women we need to start working and implementing some of the pieces  
of of that work I mentioned the

20:06

AIC because I think it played an important role in the life of the grant and continued later in 2009 the grant  
20:13  
was submitted with then Provost hunter as the p.i and this band as the coqui  
20:19  
eyes joni jellison left at some point after we got the grantor shortly after  
20:25  
we got the girl and Ellie Grodin took her place amongst the COPI eyes so that  
20:34  
brings us up to the current period so for the past five years plus we've been  
20:40  
involved with an National Science Foundation advanced IT or institutional  
20:46  
transformation grant the lofty goal is to try to transform our institution so  
20:53  
that we are more successful at recruiting retaining and helping our  
20:59  
advancing women in the stem and social behavioral sciences disciplines now  
21:05  
those disciplines were targeted because that's where the money was that's where  
National Science Foundation was  
21:12  
providing support for but very early on this group realized that this was a way  
21:18  
to change the institution and improve the quality of the experience for not only  
all women but I'll faculty here at  
21:24  
the at the University of me and that's really been the philosophy as the grant has  
been implemented so with that  
21:33  
background I'm going to invite the current director Amy Blackstone up talk  
21:39  
about the work of the rising tide center  
Amy Blackstone  
21:46  
hello again I'm Amy Blackstone chair of it was excuse me a director of the  
21:52  
rising tide center I also wear another hat on campus and chair of the sociology  
department as well I should say that I'm  
21:59  
happy to report on what the rising tide center has been up to for the last five  
years but really I'm riding the  
22:05  
coattails of my colleagues who did all of the work that I'll be reporting on so the  
COPI eyes of the last few years  
22:12  
Karen Horton le Grodin Susan Gardner and Amy freed and then of course the  
22:19  
original p eye on the grant president Susan hunter and the current p I in the grant  
to Jeff pecker so the rising tide

22:28

center as Jeff said was created to support the work of the NSF grant and

22:34

though the mission of the rising tide Center really is focused on recruiting retaining and advancing women faculty in

22:41

the sciences the name rising tide center was chosen intentionally with the idea

22:46

that the work that we do to toward the goal of gender equality and campus

22:52

really does benefit all faculty regardless of discipline and regardless of gender and I hope that those of you

Rising Tide Center

22:59

who are faculty here are familiar with our programming and perhaps have been to some of our workshops and programming

23:06

over the last five years our work has included quite a broad range of professional development climate and

23:12

policy activities and i'd like to share just a little bit about what some of those activities have involved so one of

23:23

the primary areas of focus of the grant is to support and develop family-friendly policies and our kopi I

23:31

and policy advocate Amy freed has worked quite a lot with HR an equal opportunity

23:37

over the last few years to both develop and then help communicate a couple of FamilyFriendly Policies

23:43

family-friendly policies that you may want to stop the clock policy for a tenure-track faculty another one is our

23:51

alternatives to teaching faculty amy has also worked with HR to develop the

23:57

portion of hrs website that described a number of programs and policies that

24:02

support work-life balance and and and and working families and I if you

24:09

haven't seen the website I definitely recommend you check it out you can you can find it easily by just googling

24:14

family friendly on the HR portion of the website that site does describe the

24:20

policies in detail but also share some of the experiences of faculty who have used those policies and so they're a

24:28

great resource if you're interested in what the impact of those policies have been and what it's like to actually

24:33

utilize them in the spring of 2014 the

24:44

rising tide Center instituted a couple of new awards on campus to recognize Womens Excellence Awards

24:50

women faculties excellence we had two awards that we instituted that year one

24:56

was a career achievement a grant and that grant is celebrated in the spring

25:02

every year with a public luncheon and an address from recipients so we have a luncheon for each of the recipients

25:08

where we have a chance to hear about their work and the impact of their work and we also have a mentoring award to

25:15

recognize the excellent mentoring of our women faculty and that award is celebrated every spring at the

25:21

commencement lunch that happens between the two commencement ceremonies in May so you can see here our set of award

25:29

recipients from the very first year that we offered these awards and then last year as well we had three career award

25:36

recipients and one mentoring Award recipient in addition to the awards

Grants Program

25:43

another major portion of our work is a Grants Program that I hope you all know about and some of you perhaps have taken

25:50

advantage of we offer grants for professional development for research seed for some developing new research

25:57

projects and also we offer climate grants and these are just a few of the

26:03

outcomes of some of those grants that we've offered over the years one of our main points of focus and rising tide

26:09

center is to reduce feelings of isolation among so we're especially happy to see that

26:15

the the grants that we've given over the years have resulted in over 100 new collaborations among faculty some of

26:22

those have occurred on campus some off-campus we've also had the chance to support graduate students who work with

26:27

faculty recipients of those grants we've seen a number of new papers submitted and published and over seven hundred

26:34

thousand dollars in external grant funding has resulted from those internal

26:40

grants in addition to the grants and awards we we offer a number of trainings

26:46

and workshops and have done so over the period of the grant one of our major points of focus and Jeff mentioned this

26:53

too is chairs and directors training that we offer every year we've also been

26:58

involved with other partners on campus in offering programming and orientation for our new faculty we've done a number

27:05

of peer committee and search committee trainings just a note about for search committees we also worked with equal

27:13

opportunity and human resources to develop a guide on recruiting faculty which is now available it's available on

27:21

our website but it's also available as part of the higher touch resources so if you're on a search committee you can

27:26

very easily access that guide we've also offered a number of workshops over the last few years on a range of topics from

27:33

collegiality to reducing bias and we're working on a workshop right now that I

27:39

hope you'll stay tuned for early fall of 2016 we'll be bringing a group in to

27:45

work on diversifying faculty searches so the that work is not not yet done we're

27:51

still doing that and another big piece of our program especially in the last few years has to do with our male

Male Advocates Allies

27:58

advocates and allies program over the last couple of years kopi I and pure trainer Karen Horton has worked with a

28:05

wonderful group of male faculty and staff who make up our mail advocates and allies program our advocates meet

28:12

regularly and both the advocates and allies are men who are committed to reducing gender bias on campus and they

28:20

have offered a couple of workshops on campus as well that you might have

28:25

in addition to doing the work on campus we are also interested in networking and

28:32

building partnerships off campus and we've done that in a few ways over the years one of the big ways that we've

28:39

done that is to offer an annual networking conference this happens in May every year and we are offering it

Networking

28:44

again this may I believe May seventeenth but stay tuned for announcements that

28:50

workshop is something that we have planned together with partners from across Maine and really across New

28:55

England and the the main focus as implied by the name of the conference is to offer an opportunity for faculty to

29:02

network with one another across the system and across the state and conference sessions focus on topics such

29:10

as academic leadership work-life balance policy issues and other topics that are

29:17

relevant to the rising tide mission another project that rising tide has been involved in is the development of a

29:25

nonprofit organization called main career connect which was started with a

29:30

supplemental grant that the COPI is received from the National Science Foundation a few years ago main career

29:36

connect is a consortium of employers in the state of Maine some of you who have worked on search committees on campus

29:43

may be familiar with the work of main career connect their goal is to offer services for dual career and and

29:50

families who are new to the state of Maine and just as of last fall main

29:59

career connect was started by Bayou main out of the rising tide center but it is now operated under the umbrella of the

30:05

Maine State Chamber of Commerce we have a new director for main career connect who has been continuing her work with

30:11

clients at the University of Maine but is also working to build that consortium of employers to to grow it across the

30:18

state of Maine in addition to our work with the networking conference in Maine

30:23

career connect we also have worked with with the system and been very well

30:28

received in sharing our work with the humane system and we've begun to collaborate with them on some of our

30:34

programming one of the other projects that that the rising tide

30:41

center is involved in is conducting social science research and among among

30:48

the projects that we do we do a climate survey that I hope you've seen and that

30:53

helps us assess the climate on campus and also get an idea about what impact the work that the rising tide center has

31:00

been doing has had and Shannon McCoy is going to share some of those results

31:14

and be better be hit

31:38

okay can you hear me that way all those oh right I'm sorry I just have to chain

31:46

myself to ok ok so I'm Shanna McCoy I'm

31:51

an associate professor in psychology and I've been working with the advanced grant doing social science research

31:58

since the beginning of the advanced grant and what I want to share with you today is comparing data from our 2011

32:06

faculty Climate Survey which is from the beginning of the grant to one we did

32:11

last spring which is really sort of the end of the grant and we want to see on areas where we might see gender bias or

32:18

basically the reason we got the grant and first lady did we improve did we get any better so let's see which direction

32:25

this goes yes right ok so I want to focus today those surveys were very

32:31

large and I appreciate all the faculty who took the time to fill them out so i'm not going to present the data on

32:37

every single item what I'm going to focus on for us today are the areas or the items from the 2011 survey that

32:43

demonstrated gender bias so there was a gap between men and women on these items okay well look at those for 2011 and

32:50

we'll see is the gap reduced in 2015 does it remain in 2015 did we do any

32:56

better what I will say is that there are not new areas of concern in 2015 so

33:01

things that didn't have problems in 2011 still don't in 2015 so I didn't cherry picker isolate data I'm also not going

33:08

to show us every single item I'm just going to show you some representative items



from different categories of from

33:16

the 2011 data to 2015 before we do that we have to sort of think about setting

33:22

the context for interpreting piece data and I don't want to take us down the rabbit hole too deep but we do need to

33:28

think about a couple of things one is that the sample size is very different between 2011 and 2015 and that poses

33:33

some issues for thinking about the size of that gap in the importance of that gap between men and women and then the

33:39

other piece is you all know because you've been here between 2011 and 2015

33:45

but the budget has been fantastic right the whole time and it hasn't affected morale at all right

33:51

everyone's feeling great so there could be potential for everyone to be doing

33:56

worse in 2015 on these outcome variables simply because we're under a lot of stress from the humane system fiscal

34:03

environment so we need to be thinking about that in the background as we look at these data but the areas that I want

34:09

to focus on our area is that both Jeff and Amy highlighted it as areas of focus for the grant which is faculty job

34:16

satisfaction issues surrounding tenure and promotion departmental climate so do Areas of Focus

34:22

you feel respected in your in your department and then issues surrounding work-life balance and all of these areas

34:29

demonstrated significant gender bias in 2011's we want to look at those in 2015 at the end I want to summarize all the

34:37

effects even the ones I didn't show you just to give you kind of a take-home point about thinking about whether we

34:43

reduce that gap between men and women on these items i'm going to use effect size to do that and then at the very end

34:48

we'll talk a little bit about did participating in rising tide events these workshops and different

34:54

programming events that amy was discussing did that actually improve people's satisfaction okay at umaine

35:03

okay so here's our first issue is sample size so you can see we drop by 100

Sample Size

35:09

respondents in 2015 and when you only have three hundred and thirty nine people in your data set in 2011 that's a

35:15

that's a big drop right so it poses concerns particularly around representativeness of the sample so do

35:21

we have a higher percentage of women in 2015 than we did in 2011 are there more full professors right are there more

35:27

people from stem those are issues but there are absolutely no differences in

35:33

demographic representation in any category think about that we collected from 2011 and 2015 so by some miracle

35:39

very representative right thank goodness ok the other issue we have to think

35:46

about is that effects that we're significant in 2011 might not be significantly different in 2015 just

35:52

because the sample size is smaller right not because we reduced any effect so we're going to need to think about

35:58

effect size when we look at these data and the measure of effect size that I'm going to use today something called

36:03

Cohen's D which is a measure of exercise we use a lot in psychology and it has a nice metric a little rule of thumb and

36:10

so effect size is around point 2 2.5 are small the medium anything above point 5

36:16

is heading to large and anything above point 8 is very large and the effect sizes we're going to be looking at are

36:22

going to be in that small to medium range right and that's because all the things that we asked you about hopefully

36:28

are multiplied determined and gender is only one thing that's going to influence them so there's lots of things that

36:33

influence your job satisfaction and hopefully you know it's not a gender might have an effect but it's not the

36:39

most important thing influencing your job satisfaction so we're going to be seeing effect sizes around point 2 45

36:45

why does that happen why did why does the example sign go down why is the

36:51

sample size go down yeah fewer of faculty chose to fill out the survey in 2015 than they did in 2011 but I don't

37:01

have any systematic difference in respondents to make an educated guess about why other than faculty mahallan

37:09

general is down maybe don't want to fill out service do you

37:14

have something Susan I just also point out that it wasn't a sample we actually surveyed the entire population so right

37:22

right well these are the only produced our sample right yeah snorting sighing

37:32

yeah it's just a population of faculty different 11 to 20 we reduce the number

37:43

of faculty but we looked at how many people who sent the survey to right and

37:49

it's similar in 2011 2015 isn't it yeah so it's a lower response rate 2015 for

37:57

sure it was longer also and it was longer that was the other thing it was

38:02

much longer there were a whole bunch of questions about the participation and riding high center activities does

38:08

anybody remember this did you go to this workshop did it make you happy to be at umaine and you had to do that for every

38:16

possible workshop that ever got put on so I think we could have had some drop out at the beginning of the survey too

38:22

so these are our respondents they are represented similarly representative of

38:27

the different categories of faculty as we had in 2011 so the other contexts

38:34

that I sort of want to set is this idea about fiscal stress and originally I included this in the survey because I was thinking about using it as a

Fiscal Stress

38:40

covariant or something to to control for the effect of just this budget crisis on

38:45

people's morale and look at the effect of gender controlling for that variable you can see that both men and women are

38:54

above the midpoint in terms of perceiving that the university's fiscal environment has an impact on them but

38:59

they're not different from each other but surprisingly this variable only

39:05

influences outcomes for men ok so the more men perceive the fiscal environment

39:10

is having an effect on them they'll lower their job satisfaction and the lower they are in a number of variables

39:16

that we're going to look at today but it's unassociated for women I mean I'm talking about correlations below point

39:23

10 the are not the beginning okay um on the

39:28

graphs that I'm going to show you today I'll always put the response scale that that you saw as faculty respondents here

39:34

where lower numbers are going to be less endorsement of whatever the question is higher numbers need more okay so let's

39:43

look at job satisfaction in 2011 we had a significant difference between men and women in terms of their satisfaction

Job Satisfaction

39:50

with their job at UMaine men were significantly higher than women in 2015

39:57

we completely wiped out that effect but perhaps not in a way we would have hoped

40:02

right um I don't know if smidgen is a technical term in statistics but women

40:09

are smidgen higher alright 2015 but men definitely we're seeing this drop in

40:15

satisfaction in 2015 but we don't see that for women the you can see our

40:20

effect sizes in that small range small heading to medium and it's 0 in 2015 so

40:27

another way to think about satisfaction is how satisfied you are with your career progression at UMaine how your

40:33

career has progressed and in twenty eleven men were significantly higher in their perception of the or their

40:40

satisfaction with their career progression than women were women again a little smidgen up men come down that

40:46

gap is no longer significant in 2015 but they're also just isn't a gap right the effect size is basically zero okay so no longer gender differences in

40:59

satisfaction but not the way we hope to get there right okay alright so let's

41:09

look at tenure and promotion variables and we had variables in the survey that tenure and promotion

41:14

looked at satisfaction with the tenure process for assistant professors for promotion to associate right and then

41:22

promotion to full so we'll look at look at all three of those groups

41:31

okay so here's the largest effect we had in the survey in 2011 where we had men

41:38

significantly higher in their perception of pre tenure support than women in 2011

41:44

we reduce that effect but again it's heading towards small so it's not significant in 2015 but we might still

41:50

care about that difference between men and women but you can see sadly women

41:56

are unchanged in 2015 and men drop on this variable so there's still more work

42:01

to do here for pre tenure support ok are

42:07

we ready for good news now anyone let's look at an area that folks spent a lot

42:15

of time on trying to clarify the criteria for tenure in different departments so this is associates

42:21

looking back right now they're looking back at the experience of achieving tenure I understood the criteria for

42:27

achieving tenure and you can see men were higher on that in 2011 and that

42:34

effect is gone in 2015 and nicely women are moving up on that variable to to

42:39

help eliminate that gap now why am i

42:46

showing you this there's no difference right there's no difference between men and women in 2011 we were just focusing

42:51

on life this is another area of good news and folks spent a lot of time

42:57

talking with faculty on campus and with chairs about promoting more faculty to

43:03

full and here you can see but there's no difference between men and women but

43:09

they're not particularly satisfied with the chair helping them to go to full and

43:14

you can see in 2015 both men and women are much higher on that variable and

43:21

hopefully that's a result of some of the efforts led by the rising tide center I will say that I did check to make sure

43:28

that this wasn't on a one-to-five scale in 2011 and then 126 in 2015 it's not a

43:35

fluke it was a real-- fries okay so now

Departmental climate

43:40

I think about departmental climate how who did you feel and how respected within your department in 2011 you can

43:50

see that men were significantly higher and feeling that they were treated with respect by colleagues then women were

43:56

and you can see just smidgens up and smidgen down to reduce that gap in 2015

44:02

and the effect sizes is about half and no longer significant we did not do a

44:12

good job this is just an example variable of items that assess how

44:17

included or excluded you feel within your own department ok so this is just

44:23

one example item you can see this red box here means it's still significant in 2015 and that's the first one we've seen

44:30

so that's good but you can see the effect sizes unchanged and women remain

44:38

feeling more isolated in their department Benji men luckily not you

44:44

know isolation is generally low on our campus which is good but women definitely feel more isolated than men

44:50

this might not be surprising that that remains because we a lot of the

44:56

networking that amy was talking about was across campus right or a cross

45:03

system or across the state right and so we're trying to reduce isolation and

45:08

exclusion for women in STEM disciplines by creating collaborations and you said

45:13

104 new collaborations or something so we do see it if we say do you feel

45:20

isolated at you may write when we're not asking about just the department we did reduce isolation at UMaine for women

45:28

well we don't know if we reduce it is lower for women in 2015 than it was in

45:34

2011 and that effect size is smaller the gap between men and women ok work-life Worklife balance

45:42

balance variables these this is another area that the grant focused on trying to

45:47

increase awareness of these policies use of these policies but there's also another aspect in terms of ok I know

45:54

they exist but might be it does it support them right or I can't do that because my department does it

45:59

support work-life balance and in some previous work we did with the 2011 survey we found that perceiving that the

46:05

University in the Department was supportive of balancing your work life and your personal life was a very strong

46:12

predictor of faculty job satisfaction and well-being so we know these variables are important for a faculty

46:18

here so the first thing we want to know is did we increase awareness of things

46:24

like the stop of the tenure clock policy so sixty four percent of our faculty in 2011 were aware of that policy the gray

46:33

piece of pie where it says missing is people who didn't answer the question they're not and they're not missing

46:39

people we're not lost okay but there didn't answer the question and then in

46:46

2015 we increased awareness of the policy to seventy seven percent another

46:51

nice way to think about it that came up the last time I presented these data is this dark blue pie of people unaware is

46:57

now half right so we reduced unawareness by half the other policy that we looked

47:05

at was the alternative assignment fifty-three percent of our faculty were aware of the alternative assignment

47:11

policies in 2011 seventy percent are aware now again are unaware faculty this

47:18

dark blue is basically cut in half okay

47:25

but did people use them I'll say we

47:30

doubled the percentage of people that use them but to seven percent almost

47:36

definite like thing four percent of our faculty reported using these family-friendly policies in 2011 we've

47:42

upped that to seven percent in 2015 so do departments support right these these

47:52

policies or they do faculty feel that their department knows about the options in twenty eleven men reported that the

48:03

department was more knew about those options for faculty who had a baby there

48:09

were more likely to endorse that item then women were and you can see here's a nice case where women actually come up in 2015 and

48:17

there's no significant difference between men and women in 2015 we see a

48:23

similar pattern here when we look at whether people perceive other faculty in

48:29

their department as supportive of work-life balance so we see it men perceiving there are other faculty is

48:36

more supportive in 2011 but the gap is gone in 2015 ok um and this one is the

48:51

department of support of a family leave it was a small effect in twenty eleven i'm sorry the effect size didn't

48:56

pronounce and then there's no effect in 2015 you can see women came up a bit

49:02

it's the effect sizes 0 point 0 6 and 2015 okay so those were just some

Gender gap

49:11

representative items from the different categories but they show similar

49:17

patterns to all the items so i tried to think about ways i could summarize those data for you so there were 23 items on

49:24

2011 survey that showed a gender gap where men and women were different so if

49:30

we average those that effect size for those items kind of like a mini meta-analysis and create a confidence of

49:35

an interval around that and we could average those effect sizes in 2015 and

49:40

create a confidence interval around that so i didn't show you all 23 items but here's kind of in a nutshell what that

49:47

looks like so in 2011 this gap between men and women was around point 4 5 which

49:54

is heading towards a medium effect size right and this is a ninety-five percent confidence interval here and in 2015 we

50:02

basically cut that gap in half okay so we're now headed toward a small effect

50:09

it doesn't mean we don't have more work to do we definitely do it's not zero

50:15

right and the confidence interval there but we basically cut it in half

50:21

importantly there's about nine items I showed a lot of them to you today there's nine items where men decrease to

50:28

reduce that gap between men and women right so nine out of the 23 men come

50:34

down to help us help okay so we had



## Participation

50:41

limited data in the survey for participation although it took a long time to collect the beginning it was

50:49

actually limited in terms of the data analysis I could do on whether or not folks participated in workshops that I

50:57

could use to examine if participators or attenders fared better than folks who

51:03

didn't attend right so these analyses are going to look at whether you went to

51:09

a rising tide workshop or event or not so of the respondents the the people who

51:15

responded to the survey 76 / that son of them responded that they went to one or

51:22

more rising tide event okay um the

51:28

actual percentage of our faculty that attended events would be available from

51:33

Stacey maybe Stacy door in the back right there but of the respondents to the survey seventy-six percent of them

51:40

went to at least one rising tide event okay these are the different kinds of Workshops

51:46

workshops that you responded to on the survey so did you go to a chair training event how many that kind of thing so

51:52

women are in the light blue and men are in the dark blue and immediately after

51:58

we asked you did you attend a chair training or a networking event we said do you think that attending that

52:04

networking event contributed to your job satisfaction alright so did you perceive it as as beneficial to your job

52:12

satisfaction and women perceived all of the workshop events as more important

52:19

for their job satisfaction than men did right but these are all people who actually went to the events right I

52:25

can't compare on this graph people who went to the graph went went to the ground when to the workshop and did it

52:31

and did people who went to workshops fare better than women who didn't for example and the answer is no people

52:39

perceive that these workshops were beneficial for their for their satisfaction or other outcomes but

52:45

there's there's no difference between the job satisfaction of people who attended events and people who did

52:51

except for one the bias events okay so

52:56

let's look at that so people who reported attending at least one of these

53:03

bias events held by the rising tide center are in the light lime green here and then folks who didn't attend are in

53:12

the black or brown right men over here women over here there's no effect of

53:19

attending the event on the job satisfaction for men attending a bias

53:24

event didn't make them feel bad but it didn't do anything no no effect but if

53:30

you look over at women women who attended the bias events reported higher significantly higher job satisfaction on

53:38

the survey than women who didn't attend okay but that was the only workshop where we have this kind of evidence from

53:46

the survey alright so just summing up we

Summary

53:53

basically have a reduction by about half in the effect size or that gender gap

53:59

between men and women between 2011 and 2015 but again some of that is because

54:04

men are less happy now the extent to

54:11

which that less happiness or that drop in satisfaction for men and outcomes for men is driven by their concern with the

54:18

fiscal environment those are analyses that I'm still doing but I didn't want to do moderator regression today so we

54:25

have effects with job satisfaction tenure and promotion departmental climate I think the best news so far is

54:32

with the work-life balance variables those look really good I do know from

54:38

some other analyses that all of the items in which men are dropping have strong correlations with concern with

54:44

the fiscal environment here for men and no association for women and then those

54:50

biased workshops seem to be particularly effective for our women faculty in terms

54:55

of their job satisfaction so that's what we have now we are putting together a  
55:00

report on all of the items comparing 2011 to 2015 that will be available on the  
rising tide center website so you'll

55:09

see that I didn't cherry pick right because there's lies damn lies and statistics  
right okay thank you

55:37

just I've got a couple of brief slides I want to share a little bit more about  
research that has been done but through

55:45

the center and what I'd like to show you is the highlights from the findings from

55:50

a study that was done in 2012 the center

55:57

with the help of HR an equal opportunity and other members of a committee brought  
56:03

in an external group from ohio university's center for higher education to look at  
comparing faculty salaries by

56:11

gender at UMaine specifically the question that that group was was tasked

56:16

with answering is here is there evidence of gender discrimination in pay for  
faculty at the University of Maine in

56:23

the 2011-2012 academic year I should say also if you're interested in the full

56:28

report from the study it is available on the Provost website on the page that  
describes today's faculty forum so do

56:35

please check that out but i'll give you the end of the story so when they first  
conducted the analysis without

56:41

controlling for differences between men and women the initial finding was a wage  
gap of twenty one percent so men male

56:49

faculty on average were shown to earn more than female faculty but once the

56:55

group brought in some significant and important differences so once they

57:02

controlled for differences in rank between faculty differences in years of  
experience departmental affiliation and

57:10

time and rank the difference between women and men went down to one nine point nine  
percent and that difference

57:16

was no longer statistically significant so the bottom line the takeaway from this  
salary study that was conducted is

57:24

this the the the folks who conducted the study found no clear evidence of a

statistically significant unexplained

57:30

pay gap between male and female faculty at the University of Maine from again those 2011-12 salary data I'm going to

57:40

turn things over to Jeff let me finish out by talking a bit about

57:48

moving forward as you saw the grant completes at the end of this year and of

57:55

course is you also see there's a lot of work to be done for my take on being involved with this and looking at data I

58:02

mean I think at the University of me to take the big picture there's actually a lot to celebrate about the changing status and experience of women at the

58:09

University of Maine and if you look at the data there's also still a lot of work to do and so we want to continue to

58:15

have a focus on this work Oh kind of trying to some Rob well what you know

58:20

what did you know being engaged in this what does it tell us about what we need to do to continue to have a focus on

58:27

improving the quality of experience for women faculty for growing the number

58:33

booming faculty for making sure we're retaining that they have opportunities for advancement and at our institution

58:39

benefits from from having that kind of environment having wound faculties are

58:45

retained and successful here at the University of Maine so one thing we

58:51

deduced and looking back historically at different efforts and looking at what's been done in the last five years is that

58:56

if we're going to make continue to make progress on this it has to be built into the structure of the university there

59:03

has to be some group or groups who have their eyes on the prize that are looking at this one off task forces are good

59:10

they can kick-start things and get things going but really is an institution to change we want to build

59:15

into our structure people who are accountable for this who's responsible for continuing to look at these data to

59:21

continually to look at our policies and and continue to work on change the

59:28

second perhaps obvious point even if you look back at some of those reports or 20

years ago said it and we're

59:34

rediscovering it you need data and you need to make sure you're looking at the data and that you're using the data that

59:41

wisely that you gather it you you know you use the data to guide decision-making you then go back and get

59:47

the data again it's you know learning through experience

59:52

and be having a system that allows you to you know to look at data wisely I

59:59

think the third big take-home point that we've learned is to make change you really have need investments at all

1:00:04

levels of the institution you need the ground swell of people who are coming

1:00:11

into the institution saying hey I wouldn't work at a good institution you need the people at the top so to speak

1:00:17

also invested in these goals and you need everyone in between and I think

1:00:24

we've had success I would like to think we've had success having the president hunter at the top and having a committed

1:00:30

group of Dean's and others wanting to work on this over the past several years so I want to just talk a little bit

1:00:36

about what our plans are moving forward how we're going to sustain work on this goal of having truly an equitable

1:00:45

experience and a quality experience for all faculty here at the University of Maine including the women faculty I want

1:00:51

to talk about it I mentioned the advanced initiative counselor the AIC and the IC was important and starting

1:00:57

this work and it's in its role has evolved over the life of the grant this

1:01:02

kind of conceptually this is this is the the Lisa stab at the the change model

1:01:09

for the work of the grant the idea is that through research you identify what the issues are and that research might

1:01:15

be research on our own our own data Oh faculty their own experiences things

1:01:20

like the climate survey you develop some strategies you try them out you evaluate

1:01:28

that you do more research based on what you learn you modify your strategies you

1:01:33

evaluate your revised and look at the data again that's the process you know for chains for changing institution

1:01:39

that's the model at the University main way we've worked over the past five years or so is this the advanced

1:01:46

initiative councils played a role in each of these pieces it's a group that the data come to that we get

1:01:53

representative voices from the faculty and from administrators generating ideas on how we might try to impact and make

1:01:58

change we try those out we ask the group to come back and look at the data again you look at the

1:02:05

stop the clock tenure policy as an example Amy freed and Sandy Karen I

1:02:11

think deserve a lot of credit when they were in faculty senate and initiating a serious look at this at these family

1:02:17

family friendly policies including stop the stuff the clip the tenure clock they worked up and develop

1:02:24

good policies that were accepted by the senate and by the administration when the early parts of the grant the data

1:02:31

suggested people didn't know about these and so the focus became on how do we get people to know about these and then that

1:02:37

data suggested people are learning about them but didn't want to use them then we say okay would now we need to new strategies on how do we make this part

1:02:43

of our culture and it's not just one strategy it's not developing the policy posting on the website but looking at

1:02:48

the data and having that guide decision making and that was what we've been trying to do over the life of the gram

1:02:55

so we think the advanced initiative council is important but we want to signal that this is an ongoing effort

1:03:01

and not only tied to our advanced grant so we've called the great strategy of renaming it we have now going forward

1:03:09

next year the AIC will be gone and the provost council and advancing women faculty will exist the current AIC has

1:03:17

been you know working on this and thinking through who should be what should be the charge to this group who

1:03:22

should what should the membership be and what's our model so this is how we thought it through the charge the

1:03:28

mission of the council's to advance equality and a diverse faculty workforce by promoting positive working climate

1:03:35

for all faculty further the counselor serves as an advisory capacity with rising tide center so the council

1:03:41

reports to me and also reports or has an advisory connection with the rising tide

1:03:47

center we want to make sure that there's representation so the provost will serve the director of the rising tide center

1:03:53

with someone from the president's office vice president from research all of the deans executive director of Cooperative

1:04:00

Extension will be working with faculty senate to have at least one faculty rep from each college equal opportunity HR

1:04:07

director of institutional research our representative from the male advocates and allies group and we'll invite ask

1:04:12

them to participate as well since when these issues we relate to to Labor Relations the own

1:04:22

go through each of these but this is what the council members responsibilities are and I will

1:04:28

highlight the review the fourth one down review campus data and make

1:04:34

recommendations review rising tide Center assessments and make recommendations part of the job of this group is to be able to be as a group

1:04:43

that's holding the institution accountable saying we need these data go

1:04:48

get them bring them back and now let's look at them and now with those people who you saw there let's think through

1:04:54

how to make decisions around these data around policy around practices around

1:04:59

faculty and professional development to imp eps and make a change between

1:05:05

buttons the provost council will have

1:05:12

subcommittees they'll be an executive committee given the size of it to sort of think through and plan to work for the year one of the on growing ongoing

1:05:20

committees will be a data tracking committee so we're starting this work already right now we have Stacy door

1:05:26

take out our team my chemist and Karen Horton working on this there are media charges to identify what are the data

1:05:32

the council need to look at what we want to do is say okay what are the data let's develop a plan and a schedule when

1:05:38

will you look at this we've let climate data now from 2015 will be the next time we'll look at climate data what data

1:05:44

should we for what you know what should be our questions how should we go about getting those kinds of data as an

1:05:50

example we look regularly at the gender makeup at each rank in the the

1:05:56

university to give us suggestions about where work needs to be done we'll also

1:06:01

anticipate having ad hoc committees committees that may not necessarily be ongoing standing groups but to address

1:06:08

specific issues one issue that's come to my attention and others is around in the proper use of course evaluations and our

1:06:16

their gender biases in course evaluation there's a literature on this right like all literature's it's imperfect but we

1:06:23

should understand that literature we should look at our own data and come up with some guidelines so to

1:06:30

provide to be helpful to peer committees chairs Dean's provost and presidents in thinking about how do we use these data

1:06:38

that's the course evaluations in the best way right so we've got a group now

1:06:44

working on that looking at that and you can read the charge to them there i'm

1:06:50

asking for guidelines now again in case you're you're concerned that we're sort of empowering this group no remember

1:06:56

their advisory they would give it recommend set of recommendations to me I'll work with faculty senate on the

1:07:02

here these recommendations now how do we get this information out working together to our peer committees etc so

1:07:10

that we're using this in a wise way that's how that's a I go through that to give you an example how we foresee the

1:07:17

Provost Council work there'll be standard things that will be looking at on a schedule overtime standard data and



1:07:25

and you know developing strategies to address policy and practices but will

1:07:32

also want to look at what our issues that we need some special focus on and that we ad hoc committees form the other

1:07:42

thing we're going to be doing is continuing the rising tide center the rising tide center was funded by the grand wonderful thing about Graham's

1:07:47

you've got a few bucks you can do you can do things so how are we going to maintain this well there I the advanced

1:07:53

rising tide center will become the University of Maine rising tide center and this will be an ongoing part of the

1:07:58

the institution structure the mission is to improve gender equity on campus and

1:08:04

throughout our university community now how do we do this under these

1:08:09

challenging financial times what we've done is we've taken resources that were the win the women's resource center when

1:08:16

the work lumens resource center will be folded into the rising tide center the

1:08:21

central administration President hunter and I are of invested resources when we went to one of our budget talks you took

1:08:27

that we talked about strategic investments one of our investments is in supporting the rising tide center we're

1:08:34

also building stronger relationship and partnership with women's gender and sexuality studies where I'll now recruit

1:08:41

a director of the rising tide Center who will have a joint appointment in wind women gender and sexuality studies we're

1:08:47

quite excited about this pulling together the academic sort of side the teaching research side with this more

1:08:53

public service policy side to have similar folks at the table so there will

1:08:59

be a rising tide center director we've done a national search that search is

1:09:04

ongoing right now mark Brewer is chairing that marking back there we have

1:09:09

two folks we're somewhere in law in the process of being scheduled for on-campus interviews keep your eyes out we'll make

1:09:16

sure we get worried about that I'll be an administrative specialist is graduate assistant under graduate assistant I

1:09:22

want to talk a little bit about the rising tide professors this is an

1:09:28

interesting idea there's rising tide professors so this is an idea that we this is our effort to try to keep a

1:09:34

focus and to keep bring different voices to the table in looking at these issues

1:09:39

we want to reach out to our faculty and so and we also want to tie in a

1:09:44

commitment from our colleges to continue to work to this kind of work so what we'll be doing is putting out a call for

1:09:50

rising tide professors to be a rising tide professor you need to make a proposal you make a proposal about some

1:09:58

project you want to work on related to the goals of the rising tide center it

1:10:03

can be within your own college or even your own Department this proposal goes to your Dean and the deans have all made

1:10:11

a commitment to be supportive of this so the deans will be funding these projects if the you know what that means what is

1:10:19

the glue what would be the compensation for rising tide professor that will depend upon what the project is for more

1:10:26

ambitious project that'll be a course buyout or other kinds of compensation

1:10:31

for other projects there may be other ways whether college to be supportive of

1:10:36

of the work we're we're be sending out these proposals annually the

1:10:42

appointments will be from one to two years depending upon what the what the project is and the college's work and

1:10:48

commitment to it this right the rising tide professors will serve on the rising advisory council and be participating in

1:10:56

the thinking through of the work of the rising tide center so again the idea is that we want this to be you know part of

1:11:03

the life of the campus we don't want there to be one of the rising tide folks and they're over here and the rest of us are off doing our work when annually for

1:11:10

me to challenge the university community to think about would you be interested for to spending you're focusing on these

1:11:16

issues working with us to advance these issues at the University the other pieces of course with this deal with

1:11:22

this joint appointment we want to build stronger ties with the wind women's gender and sexuality studies the the

1:11:28

missions there are distinct missions but there's also overlap and we want to make sure that we were building on each

1:11:35

other's strengths and creating a synergy now one of the other great things that

1:11:40

had been done with the rising tide at the rising tide center with the help of the advanced grant was the faculty

1:11:46

development opportunities and Amy showed you some of the results of that and again that's one of the wonderful things when you've got some bucks put out and

1:11:53

you get support until we wanted to maintain the work of the faculty

1:11:59

development and we've been very fortunate and she was here I would think I'll think her anyway but at the

1:12:04

president Hunter has taken a lien on this she has created the Susan J hunter

1:12:11

fund with her own her own donation to the University she created this fund now

1:12:17

the fun was also built around the time of her installation we did a call out for for contributions to it and we had a

1:12:25

fundraising dinner for folks to contribute to the susan j hunter fun what the fund is going to be used for is

1:12:32

to continue the work of professional development for faculty with a to blur

1:12:39

for me really exact words but with a inclination towards supporting women and

1:12:44

fat and underrepresented faculty in professional development so we'll use the funds that come out of this is an

1:12:50

endowed fund so we we anticipated you know going on in 42 atique and we hope

1:12:55

we all saw out there continuing to raise funds for it that each year there'll be a call for faculty development proposals

1:13:02

and we'll use the Susan J hunter fund which will be the responsibility izing tide center to manage and dispense

1:13:08

to continue this work and providing providing faculty development

1:13:14

opportunities for our faculty particularly women and other underrepresented faculties so that's

1:13:21

kind of where we're at now in terms of the work that we've done and our plans moving forward at this time I'm taking

1:13:29

any questions or comments yes yeah I'm curious about how much

1:13:38

bigger than they have been gathered so far about new hires or higher over the last ten years into tenure-track

1:13:45

positions and whether more women are entering the papas aureate as you do you

1:13:52

do up here I can tell you that it has a part of the data subcommittee that

1:13:57

that's a piece that we're looking at fairly closely I mean part of it is that we for the grant we had to limit it to

1:14:04

just tenured and tenure-track faculty because of NSF guideline but for going

1:14:10

forward our goal is to basically expand that and so when you do that you created

1:14:16

you had set of definitions that have to be looked at and so I think we'll have some data for you about that but we just

1:14:22

don't have it yeah because thirty percent thirty two percent eat much

1:14:31

right there well it's more than four percent buddy time there's a lot of us

1:14:38

let's go because obviously you're not hiring up the junior level and succeed

1:14:45

there are questions we I think we all agree that

1:14:52

congratulate of the rising tide group and thank everybody that's put so much

1:14:58

work into it including your chest I will

1:15:06

say I've been involved with a whole variety of initiative university but this is the most committed hardest-working where we are nervous

1:15:17

about the grand pending hope you guys going off in the plains that's what we put a lot of thought into how to keep

1:15:23

that momentum investing engaged in this again we're hoping to the Rose console

1:15:28

on advancing new faculty that would be when that rizal dutiful we're nervous so

1:15:35

this grant could not be renewed network as I recipe this time the Langley am

1:15:41

from NSF others are we can

1:15:46

there one time making this help an institution do this what we've done kickstart change I think the data may be

1:15:53

others could talk about where I can live and I've it if you look at the first generation of institutions that got

1:16:00

advanced awards you know they made some changes but were they really started to see more significant impact was ten

1:16:06

years out my rights isn't in years up when they got their awards and that's

1:16:11

nice foundations ideas again look at your policies and practices create some things that will have some stability but

1:16:18

the greatest designed to kick-start that work not to fund it on there looking for

1:16:24

the institution make a commitment this kind of work as well obviously the grant

1:16:31

was intended to support particularly work on women and the sciences and in

1:16:37

STEM fields then the renaming of the AIC towards the different purpose suggest a

1:16:42

broader view of future activity could you comment in more detail on how you

1:16:48

see future efforts surveying women faculty as a whole without respect to

1:16:55

disappoint sure I mean I think again most of our work has been had that as

1:17:00

the guiding principle of your themes in the work is going to look at houses of

1:17:06

yet so as an example I can put a lot of work into training around promotion and

1:17:12

tenure procedures from develop no slide show me when I'm good training but we

1:17:18

did do to satisfy the grand living to do that missed em social sciences just made

1:17:24

a decision oxygen that training around the campus to make those resources during the case I think

1:17:30

what the only real change I think we'll be in being more explicit about that and

1:17:35

more maybe the name change that's part of the thinking behind the name change is that we don't want people to do this

1:17:42

as well that's something we'll send this broadly and again with our idea the

1:17:48

rising tide professors try to bring faculty from wawa he was named positive extension to come in and be part of the

1:17:55

discussion the the professional development work i think is another piece where there will be more

1:18:01

opportunity for more women faculty so because of the mission of NSF the the  
1:18:07  
professional development grants the rising tide Center has offered have been  
limited to women faculty and stem and  
1:18:12  
the social behavioral sciences but the Susan G hunter fund will provide  
professional development funds for  
1:18:19  
faculty regardless of discipline they gather for the entertainment part of  
1:18:25  
what we're looking forward to rising tide director of the rising tide center is on  
a good grant granting skills can  
1:18:32  
get out there and look and they're all being you know there's other sources of  
funds that are not cardioverted to the  
1:18:38  
stem discipline  
1:18:47  
initiative deserve a lot of credit and we've all profited from it and I really  
1:18:53  
like that you work infrastructure and that's key to the continuing issues I'm  
1:19:01  
wondering about the when they're women gender and sexuality studies program which  
you know as you know since you've  
1:19:08  
been here has seen substantial cuts and and which obviously couldn't be directly  
1:19:14  
addressed under the auspices of the rising time and I'm glad to see a partnership  
there there there plans to  
1:19:22  
develop when I mean more than the program itself be going to turn I'll say  
1:19:30  
a couple things things over I think you know the thinking was the  
1:19:37  
word studies program for these promotions history run my hand got a  
1:19:44  
wonderful job Macy doing three jobs at one time succeeded they built a strong  
1:19:51  
cohort of adjunct faculty and to work with them things are changing right it  
1:20:00  
was retired so I think the model really has been to truck is in to look at the  
joint appointment model we changed  
1:20:07  
Maisie's positions so this is tenured faculty finding faculty joint employment  
history rehired Thank You Elizabeth with  
1:20:17  
a joint of hundred in English an elder rising tide professor will be and we're  
hiring it at a higher rank we're hiring  
1:20:24  
someone at least the associate professor level they will also have a joint

appointment likely of being one of the social science disciplines and women's  
1:20:31  
and gender and sexuality studies but the idea is raised to develop this in the  
1:20:38  
next sort of phase of that programs that have this joint appointment model and it  
1:20:43  
happens reaching out to their colleagues in those units to bring them in with the  
1:20:49  
building on the existing model teacher an overload or by output to future we're  
1:20:54  
trying to build it into the star that was great in a fact by having the  
1:21:04  
leadership of of women's gender and sexuality said he's not dependent upon a  
faculty member with a joint appointment  
1:21:11  
we're actually adding capacity in effect to wgs because instead of Maisie having  
1:21:17  
to carve out time AZ or Elizabeth or somebody carve out time to manage those  
1:21:23  
leadership responsibilities they'll be built into this purposeful position which  
then allows more time for other  
1:21:31  
aspects of the program and I believe in Hope also more visibility for leadership  
1:21:39  
because that person will have a you know instead of just going to academic group  
with me as Dean you know this you know  
1:21:46  
which is great but there will be a higher level of involvement and opportunity for  
greater advocacy so I  
1:21:53  
think it that having this shared partnership model actually positions wgs  
1:21:59  
really well going into the future and I'm delighted that that's been able to work  
1:22:07  
so sixty eight or eighty percent of the population in mail but a lot of the  
1:22:14  
differences that we saw that occurred we're due to their growing dissent  
1:22:20  
system dissatisfaction so we want to make everybody happy because if you're sitting  
in a room with sixty or eighty  
1:22:27  
percent of unhappy people it's not a very productive thing so what's there  
1:22:32  
this is really interesting data what's being done to enhance the male's there  
1:22:38  
because obviously there's synergism that goes back and forth right so we don't  
1:22:44  
want to forget that we want everybody to be happy so what is anything come out of  
this to say what do you clears trying to  
1:22:49

do is not to document them I mean it's what we're not making women happy at the  
1:22:57  
expense of right somebody else right so i would suggest come on every you know  
you're going to get a lot more going lot  
1:23:03  
more power everybody said I mean my mind I you know the second time I've seen  
1:23:08  
Jenna walk through that man you know as i say this i know channel is but my my  
1:23:15  
optimist view of the baby because that you know yes has been pointed out preparing  
some are challenging times  
1:23:22  
here at the University and that's stressful for everyone that perhaps we  
1:23:28  
work on the rising tide center and those other efforts have been great about 44  
women  
1:23:34  
a lot of attention on Climate Center for Women and perhaps with one  
1:23:40  
interpretation of the data that maybe there's this correlation between the hob  
stress there about the budget changes to  
1:23:46  
their size or not change but their satisfaction so I mean the answer goes  
1:23:51  
this could we want to make it any better for everyone we want to compare the way to  
go the strong women to get up in front of these budgetary pricing move  
1:24:00  
our institution you know board for everybody that's my goal my job and  
1:24:07  
presents and you know I mean I wanna  
1:24:12  
cause you think you're trying to do but in the basic thing is we're trying to  
figure out how to create a financially  
1:24:18  
sustainable institution here that serves the service inmate and we're doing  
1:24:24  
we're looking at things that try to be more successful in improving students we  
need students balance our budget to  
1:24:30  
retain the students that we have here we need to keep your students here well  
that's good for the students good for  
1:24:35  
the state also good for our white it and we're looking at where would we are  
1:24:40  
navigating the world of one University which I great you know try to get to the  
1:24:46  
other side of this is way builds a strong University of me that was are all  
challenging the average but I mean your  
1:24:53  
point is a good one when I saw these Ada and my rising tide with my new Provost



1:25:06

okay well thank you right now I promise to give an update on academic transformation if you're not arresting

1:25:11

that feel free to step out I won't step up but I you folks I didn't step out and

1:25:19

then every looks good and I'll kind of just walk into few things on

1:25:25

thank you for coming appreciate