

Annual Report for Period:09/2007 - 08/2008

Submitted on: 08/31/2008

Principal Investigator: Silver, Barbara E.

Award ID: 0245039

Organization: U of Rhode Island

Submitted By:

Silver, Barbara - Other Authorized User

Title:

ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island

Project Participants

Senior Personnel

Name: Trubatch, Janett

Worked for more than 160 Hours: No

Contribution to Project:

Dr. Trubatch left the University of Rhode Island for another position, effective July 1, 2005

Name: Wishner, Karen

Worked for more than 160 Hours: Yes

Contribution to Project:

Name: Oxley, Jimmie

Worked for more than 160 Hours: No

Contribution to Project:

Jimmie Oxley has withdrawn her involvement with ADVANCE

Name: Peckham, Joan

Worked for more than 160 Hours: Yes

Contribution to Project:

Name: Harlow, Lisa

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Leadership Team - Chair, Evaluation Committee, Recruitment Committee

Name: Boudreaux-Bartels, Gloria

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Leadership Team - Faculty Development Committee

Name: Knickle, Harry

Worked for more than 160 Hours: No

Contribution to Project:

resigned

Name: Roheim, Cathy

Worked for more than 160 Hours: No

Contribution to Project:

Member, Leadership Team - Faculty Development Committee

Name: Webster, Kate

Worked for more than 160 Hours: No

Contribution to Project:

Member, Leadership Team - Evaluation Committee

Name: Mederer, Helen

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Leadership Team - Networks of Support Committee, Climate Committee

Name: Silver, Barbara

Worked for more than 160 Hours: Yes

Contribution to Project:

Program Director

Name: Bowleg, Ingrid

Worked for more than 160 Hours: No

Contribution to Project:

Dr. Bowleg resigned from the Evaluation Committee, effective July 1, 2005

Name: Swift, Judith

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Leadership Team

Name: Pasquerella, Lynn

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Leadership Team

Name: Beauvais, Laura

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Work-Family-Life and Climate Committees

Name: DiPippo, Lisa

Worked for more than 160 Hours: Yes

Contribution to Project:

Member, Faculty Development Committee

Name: Pasquerella, Lynn

Worked for more than 160 Hours: Yes

Contribution to Project:

Name: Harlow, Lisa

Worked for more than 160 Hours: Yes

Contribution to Project:

Name: Rivero-Hudec, Mercedes

Worked for more than 160 Hours: No

Contribution to Project:

Leadership Team member

Name: Fey-Yensan, Nancy

Worked for more than 160 Hours: Yes

Contribution to Project:

Leadership Team member

Name: Gold, Art

Worked for more than 160 Hours: No

Contribution to Project:

Climate Committee member

Name: LeBrun, Roger**Worked for more than 160 Hours:** No**Contribution to Project:**

Faculty Development Committee member

Name: Silver, Barbara**Worked for more than 160 Hours:** Yes**Contribution to Project:****Name:** Mederer, Helen**Worked for more than 160 Hours:** Yes**Contribution to Project:****Post-doc****Graduate Student****Name:** Hedrick, Molly**Worked for more than 160 Hours:** No**Contribution to Project:**

Graduate assistant has resigned to do her internship

Name: Pasquazzi, Erica**Worked for more than 160 Hours:** No**Contribution to Project:**

graduate student has resigned for full-time teaching position

Name: Woodard, Amy**Worked for more than 160 Hours:** Yes**Contribution to Project:**

assist with data collection and entry, assist Program Director

Name: Gostin, Laura**Worked for more than 160 Hours:** Yes**Contribution to Project:**

Laura Gostin began as a graduate student, offering office assistance, website development, and collecting work-life data from the University

Undergraduate Student**Technician, Programmer****Name:** Neff, Nancy**Worked for more than 160 Hours:** Yes**Contribution to Project:**

fiscal and grant budget management

Other Participant**Research Experience for Undergraduates**

Organizational Partners

Pro-Change Behavior Systems

Pro-Change was our subcontractor hired to help assess readiness to implement change on campus and to offer assistance in strategies for change implementation. Our contract ended with them in 2007.

Center For Human Services

Other Collaborators or Contacts

see activities file

Activities and Findings

Research and Education Activities: (See PDF version submitted by PI at the end of the report)

see attached Year 5 annual report

Findings:

see attached Year 5 annual report

Training and Development:

see attached file

Outreach Activities:

see attached file

Journal Publications

Prochaska, J., Mauriello, L., Sherman, K., Harlow, L., Silver, B., & Trubatch, J., "Assessing Readiness for Advancing Women Scientists Using the Transtheoretical Model", Sex Roles, p. 869, vol. 54, (2006). Published, -

Silver, B., Prochaska, J., Mederer, H., Harlow, L., & Sherman, K., "Advancing women scientists: Exploring a theoretically grounded climate change workshop model", Journal of Women and Minorities in Science and Engineering, p. tbd, vol. tbd, (2007). Submitted, tbd

Books or Other One-time Publications

Silver, B., Boudreaux-Bartels, F., Mederer, H., Pasquerella, L., Peckham, J., Rivero-Hudec, M., Wishner, K., "A Warmer Climate for Women in Engineering at the University of Rhode Island", (2006). Conference Proceedings, Published
Bibliography: ASEE Annual 2006 Conference Proceedings Paper

Peckham, J., Stephenson, P., Mederer, H., Silver, B., Harlow, L., & Stuart, D., "Broadening participation in computing: Issues and challenges.", (2007). Conference Proceedings, Published
Bibliography: Proceedings of ITiCSE 2007, The 12th Annual Conference on Innovation and Technology in Computer Science Education

Web/Internet Site

Other Specific Products

Contributions

Contributions within Discipline:

to be included in final report

Contributions to Other Disciplines:

to be included in final report

Contributions to Human Resource Development:

to be reported in final report

Contributions to Resources for Research and Education:

to be reported in final report

Contributions Beyond Science and Engineering:

to be reported in final report

Special Requirements

Special reporting requirements: None

Change in Objectives or Scope: None

Animal, Human Subjects, Biohazards: None

Categories for which nothing is reported:

Any Web/Internet Site

Any Product

**URI ADVANCE Project
Year 5 Annual Report**

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SECTION I PERSONNEL AND FINANCIAL REPORT

A. BUDGET EXPLANATIONS BY AREA

URI ADVANCE LEADERSHIP TEAM (alphabetical order)

Faye Boudreaux-Bartels, Professor & Chair, Electrical Engineering
Nancy Fey-Yensan, Associate Dean, College of Human Science and Services
Lisa Harlow, Professor, Psychology (Co-PI)
Helen Mederer, Professor, Sociology (Co-PI effective 6/17/08)
Lynn Pasquerella, Vice Provost for Academic Affairs (Lead PI)
(left URI 6/1/08)
Joan Peckham, Professor, Computer Science & Statistics (Co-PI)
(on leave from URI at NSF effective 7/1/08)
Mercedes Rivero-Hudec, Professor, Chemical Engineering.
Barbara Silver, Assistant Research Professor & ADVANCE Program Director
(Lead PI effective 6/12/08)
Judith Swift, Professor, Theater & Communication Studies
Karen Wishner - Professor, Oceanography (Co-PI)

SENIOR PERSONNEL: Lynn Pasquerella, Provost and Vice President for Academic Affairs, continued to act as lead PI for the URI ADVANCE Program until May 31, 2008 when she left the institution for another position at the University of Hartford. Barbara Silver replaced Lynn Pasquerella as Lead PI.

The Co-Principal Investigators, Lisa Harlow, Joan Peckham, and Karen Wishner, continued to direct and facilitate program activities as members of the Leadership Team and, as well, related to their subcommittees. Dr. Harlow was chair of the Evaluation Committee; Dr. Peckham was chair of the Faculty Development Committee. Dr. Wishner was a member of the Faculty Development Committee. Dr.s Harlow and Peckham were compensated one month of summer salary. 10% of their academic year salaries constituted part of the Year 5 In-Kind match (Dr. Wishner is a calendar year employee and is not eligible for summer salary; she was not compensated by the grant). Dr. Peckham accepted a directorship at NSF (Division of Computer and Network Systems) in Washington, D.C. She withdrew as Co-PI from the grant and was replaced by Dr. Mederer, effective 6/17/08.

In Years 1 and 2, Program Director Barbara Silver was a 0.75 FTE employee. In Year 3, Dr. Silver reduced her work time to 0.57 FTE. In Year 4, Dr. Silver resumed 0.75 FTE status and continued in this capacity through Year 5. 100% of her effort was devoted to ADVANCE Program management including oversight of staff and students, development of project initiatives, implementation of program activities, and production and dissemination of information. Upon the departure of Dr. Pasquerella from the institution (May 31, 2008), Dr. Silver assumed the role of Lead PI.

OTHERS: Other Leadership Team members Faye Boudreaux-Bartels, Nancy Fey-Yensan, Helen Mederer, Mercedes Rivero-Hudec, and Judith Swift participated in program activities and committee work. The Year 5 In-Kind match included 10% of academic year salaries of Dr.s Boudreaux-Bartels, and Mederer, and 5% of that of Professor Swift.

Nancy Neff, M.S., continued as program assistant and budget manager at 0.71 FTE; 100% of her effort was directed toward the project.

GRADUATE STUDENTS: Laura Gostin and Anca Moraru, graduate students in Communications Studies; Ashima Singh, graduate student in Psychology; and Karen Stamm, graduate student in Psychology worked for the program in Year 5. Ms. Gostin worked 5 hours/week for the ADVANCE Work-Life Committee which she integrated into her other job at the Charles T. Schmidt, Jr. Labor Research Center (SLRC) at the University of Rhode Island (The Schmidt Labor Research Center is a tripartite, independent, multidisciplinary unit devoted to the study and teaching of all aspects of work and employment, including the practice of labor relations and human resources). Ms. Moraru (12 hours/week) worked on website development, including the development of a web-based mentoring tutorial, the lactation program, and work-life brochure development. Ms. Stamm and Ms. Singh worked on program evaluation, benchmark data, indicator data, and developed many documents and printed materials for campus-wide dissemination through the program committees. These students participated in committee work as well. Ms. Stamm completed her M.A. and her oral and written comprehensive exams toward the completion of her PhD during Year 5 of the program. Ms. Singh completed her PhD in May, 2008 and left the institution. Ms. Stamm was paid a salary as a Graduate Research Assistant. Ms. Gostin, Ms. Moraru, and Ms. Singh were paid hourly.

UNDERGRADUATE STUDENTS: No undergraduates were employed by the program in Year 5.

COMMITTEE MEMBERS:

Project component committee members for Year 5 are as follows:

Climate Committee

Barb Silver, Chair
Laura Beauvais
Faye Boudreaux-Bartels
Art Gold
Lynn Pasquerella
Helen Mederer
Judith Swift

Evaluation Committee

Lisa Harlow, Chair
Helen Mederer
Barb Silver
Ashima Singh
Karen Stamm
Deborah Matthews
Liliana Gonzales

Faculty Development Committee

Joan Peckham, Chair
Faye Boudreaux-Bartels
Barb Silver
Nancy Fey-Yensan
Susan Roush
Nancy Neff
Karen Wishner

Recruitment Committee

Lynn Pasquerella, Chair
 Nancy Neff
 Mercedes Rivero-Hudec
 Barb Silver
 Ashima Singh
 Judith Swift

Work- Life Committee

Helen Mederer, Chair
 Laura Beauvais
 Laura Gostin
 Bobbi Koppel
 Jessica Sherwood
 Barb Silver
 Matt Bodah
 JoAnn Evans
 Carolyn Sovet
 Dorothy Donnelly
 Roxanne Gomes

OTHERS: Dr. Mayrai Gindy, Civil Engineering, transitioned to a tenure-line position (state supported), effective 7/1/07, after three years as an ADVANCE Assistant Professor (Faculty Fellows). In Year 5, Dr. Bethany Jenkins, joint appointment in Cell and Molecular Biology and Oceanography, continued in her third year as an ADVANCE Assistant Professor/Faculty Fellow. 89% of her salary was paid by the grant. Dr.s Kathleen Donohue, Katherine Kelly, Rebecca Robinson, and Tatiana Ryneanson continued as ADVANCE Assistant Professors/Faculty Fellows at the Graduate School of Oceanography. The grant supported these positions at a rate of 92% of one FTE.

BUDGET: PROJECT YEAR 5

NSF Funds	URI	
	In-Kind	Cash
Direct Costs	(Match)	(Match)
Pasquerella	\$0	\$0
Peckham	\$11,379	\$10,291
Wishner	\$0	12,369
Harlow	\$9,639	\$10,251
Silver	\$60,447	
Neff	\$38,647	
Swift	\$6,026	
Mederer	\$9,140	
Boudreaux-Bartels	\$12,874	
Graduate Students (all) & Tuition	\$52,701	\$1,333

Faculty Fellows	\$136,130		
Fringe Benefits	\$89,497		
Domestic Travel	\$3,102		
Materials and Supplies	\$3,632		\$296
Operating, Start-Up	\$45,322		\$25,210
Social Networking			\$4,126
	\$450,496		
		<i>In-Kind Match</i>	<i>Cash Match</i>
TOTAL DIRECT COSTS	\$450,496	\$33,874	\$30,965
INDIRECT COSTS (44%)	\$205,388	\$14,904	\$13,625
TOTAL DIRECT AND INDIRECT	\$655,884	\$48,778	\$44,590

Salaries and wages paid from the grant in Year 5, to date (8/22/2008), total \$295,934. Total salaries and wages paid YTD is \$1,580,025. The distribution of costs within these salary charges for Year 5 is presented below.

% of Salary Charges	Personnel Category
46	ADVANCE Faculty Fellows
39	ADVANCE PIs, Director, staff
15	Students

In-Kind (effort and fringe) cost share for Year 4 totaled \$83,535. The cash portion of the Year 4 cost share (funds derived from the institution) totaled \$30,965.

FRINGE BENEFITS: Fringe benefits for Year 5 (to date) total \$89,497.

TRAVEL: Domestic travel expenses by the Program Director, Lead PI, and Co-PIs in Year 5 totaled \$3,102. Trips were made to conferences to present ADVANCE data, to participate in leadership conferences, as well as to attend the annual NSF ADVANCE PI meeting.

PARTICIPANT SUPPORT: \$10,000 budgeted for Participant Support was rebudgeted (with approval from NSF) to cover salary and start-up costs in year 5.

MATERIAL AND SUPPLIES: Funds totaling \$3632 were used for program operation and consumable supplies.

PUBLICATION/DOCUMENTATION: Publication costs were covered by Materials and Supplies.

CONSULTANT SERVICES: \$20,000 budgeted for Consultant was rebudgeted to cover salary and start-up costs in Year 5.

SUBAWARDS: \$10,000 budgeted for a subaward with ProChange was rebudgeted (with approval from NSF) to cover salary and start-up costs in year 5. The contract with ProChange was terminated in Year 4.

START-UP COSTS: \$213,000 was committed in Start-Up costs in Years 1-3 as part of the compensation packages to 6 Faculty Fellows positions. Only \$85,132 was budgeted in the original proposal. As of the end of Year 4, \$146,100 had been spent. In Year 5, the remaining \$66,900 was spent by the ADVANCE Professors. Expenses included domestic and foreign travel and conference registration fees, graduate student pay, lab equipment, computers, and summer salary. The budget deficit was met by rebudgeting Incentive Funds, Consulting Services, and Participant costs funds.

SOCIAL NETWORKING: \$4,126 was spent on the Topical Lunch series and other gatherings (Mentee Lunch, Mentee Social, working lunches for sponsored workshops) in Year 5. These funds were expensed from the cash portion of the cost share account.

DIRECT COSTS YEAR 5: \$450,496

TOTAL DIRECT COSTS Years 1-5: \$2,219,592

INDIRECT COSTS: Indirect costs are calculated at 44% of allowable direct costs. To date, **\$962,302** has been incurred in indirect costs.

COST SHARE: The total cost share obligation for the project is \$700,526. Cost share includes both In-Kind match (effort) and cash match from the Provost (state funds). The Year 5 cost share report has not yet been finalized by the Contract and Grant Accounting Office at the University. An addendum to this report will be filed shortly.

B. UNOBLIGATED FUNDS

At the end of Year 4, rebudgeting of some program funds was necessary to meet promised salary and start-up costs in Year 5 and for staff (salary) to maintain operation of the ADVANCE Resource Center. The program operated very frugally. Faculty workshop facilitators and Leadership Team members contributed their time to the project in the form of service. Workshop participants were offered meals but were not paid stipends to participate. Travel and operating expenses were kept to a minimum. With careful budgeting, the program was able to end the project year with funds remaining. As planned, we will expend these funds to finish the program report, continue the work of the Faculty Mentoring Program, forward the efforts of the Work-Life Committee, and work to further an institutionalization of the ADVANCE initiatives. Equity groups on campus are in discussions with the President and the Provost about establishing a Center for Equity and Diversity. It is hoped to combine remaining ADVANCE funds with additional extramural funding to carry on many of the initiatives started during the grant period.

C. PROPOSED BUDGET WITH REMAINING FUNDS

NSF Funds	
Direct Costs	
Wishner	\$0
Harlow	\$0
Silver	\$12,799
Neff	\$8,183
Swift	\$0
Boudreaux-Bartels	\$0
Mederer	\$0
Graduate Students	\$10,898
Fringe Benefits	\$20,938
Domestic Travel	\$1,730
Materials and Supplies	\$3,632
Operating	\$5,487
Social Networking	\$0
	\$63,667

D. CURRENT OTHER SUPPORT INFORMATION FOR KEY PERSONNEL

Faye Boudreaux-Bartels

(Current)

Principal Investigator: Lynn Pasquerella/Barbara Silver (June 08)
Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island
Sponsor: NSF
Amount of Award: \$3.5 million
Duration of Award: 9/1/03 – 8/31/08
Time Devoted to Project: 0.75 calendar months

Principal Investigator:
Title: Collaborative Research: CCLI-EMD; Development of On-line Laboratories for Networks
Sponsor: NSF
Amount of Award: \$29,451
Duration of Award: 01/05 – 12/07
Time Devoted to Project: 0.25 calendar months

Lisa Harlow

(Current)

Principal Investigator: Lynn Pasquerella/Barbara Silver (06-08) (Harlow, co-PI)
Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island
Sponsor: NSF
Amount of Award: \$3.5 million
Duration of Award: 9/1/03 – 8/31/08

Time Devoted to Project: 1 summer month

Principal Investigator: Lisa Harlow
 Title: Quantitative Training for Underrepresented Groups
 Sponsor: NSF
 Amount of Award: \$362,750
 Duration of Award: 11/1/07 – 9/31/10
 Time Devoted to Project: 1 summer month

Helen Mederer

(Current)

Principal Investigator: Lynn Pasquerella
 Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island
 Sponsor: NSF
 Amount of Award: \$3.5 million
 Duration of Award: 9/1/03 – 8/31/08
 Time Devoted to Project: 0.75 calendar months

Principal Investigator: Helen Mederer
 Title: Revisioning Women in the Southern New England Fishing Industry
 Sponsor: Rhode Island Sea Grant Omnibus
 Amount of Award: \$14,254
 Duration of Award: April 1, 2008 - March 31, 2010
 Time devoted to project: .75 calendar months

Lynn Pasquerella

(Current)

Principal Investigator: Lynn Pasquerella/Barbara Silver (June 08)
 Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island
 Sponsor: NSF
 Amount of Award: \$3.5 million
 Duration of Award: 9/1/03 – 8/31/08
 Time Devoted to Project:

Principal Investigator: Lynn Pasquerella
 Title: Northeast Alliance for Graduate Studies and the Professoriate
 Sponsor: NSF
 Amount of Award: \$750,000
 Duration of Award: 2/05 – 2/28/09
 Time Devoted to Project: 2%

Joan Peckham

(Current)

Principal Investigator: Lynn Pasquerella/Barbara Silver (June 08) (Peckham, co-PI through May 08)
 Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island
 Sponsor: NSF
 Amount of Award: \$3,500,000
 Duration of Award: 9/1/03 – 7/14/08

Time Devoted to Project: 1 summer month & 0.45 calendar month

Principal Investigator: Joan Peckham (through May 08)
 Title: REU Site: Interdisciplinary Graphics Research in Rhode Island

Sponsor: NSF
 Amount of Award: \$320,000
 Duration of Award: 6/1/07 – 7/14/08
 Time Devoted to Project: 1 academic month

Principal Investigator: Joan Peckham, co-PI
 Title: Behavioral Model of Pedestrian Dynamics Under Emergency Evacuation and Non-Emergency Scenarios using Cellular Automata

Sponsor: NSF
 Amount of Award: \$500,000
 Duration of Award: 9/15/03 – 7/14/07
 Time Devoted to Project: 0.5 academic & 0.5 summer months

Principal Investigator: Joan Peckham, co-PI
 Title: INBRE Bioinformatics Core

Sponsor: NIH
 Amount of Award: \$100,000
 Duration of Award: 9/1/04 – 8/31/07
 Time Devoted to Project: 0.5 academic & 0.5 summer months

Mercedes Rivero-Hudec
(Current)

Principal Investigator: Manbir Sodhi (Mercedes Rivero-Hudec, Co-PI)
 Title: INBRE Bioinformatics Core

Sponsor: NIH
 Amount of Award: \$100,000
 Duration of Award: 9/1/04 – 8/31/07
 Time Devoted to Project: 0.5 academic & 0.5 summer months

Barbara Silver
(Current)

Principal Investigator: Lynn Pasquerella/Barbara Silver (June 08)
 Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island

Sponsor: NSF
 Amount of Award: \$3.5 million
 Duration of Award: 9/1/03 – 8/31/08
 Time Devoted to Project: 9 calendar months (74% FTE)

Judith Swift
(Current)

Principal Investigator: (Judith Swift, co-PI)
 Title: Achieving Institutional and Individual Cost Savings while Improving Educational Delivery in the Health and Life Sciences. WEB-Based Academic Roadmaps

Sponsor: FIPSE
 Amount of Award: \$600,000
 Duration of Award: 10/06 – 9/09

Time Devoted to Project:

Principal Investigator: (Judith Swift, co-PI)
Title: Creation of a Minor Course of Study in Sustainability
Sponsor: CSREES Higher Education Programs
Amount of Award: \$95,000
Duration of Award:
Time Devoted to Project:

Karen Wishner
(Current)

Principal Investigator: Lynn Pasquerella/Barbara Silver (June 08) (Karen Wishner, co-PI)
Title: ADVANCE Institutional Transformation Award: A Change in the Culture at the University of Rhode Island
Sponsor: NSF
Amount of Award: \$3,500,000
Duration of Award: 9/1/03 – 8/31/08
Time Devoted to Project: 1 calendar month

Principal Investigator: Karen Wishner
Title: Zooplankton in the Redoxcline of the Cariaco Basin: Impact on Biogeochemical Cycling
Sponsor: NSF
Amount of Award: \$560,794
Duration of Award: 8/1/06 – 7/31/09
Time Devoted to Project: 1+ month

Nancy Fey-Yensan
(Current)

Principal Investigator: Nancy Fey-Yensan
Title: USDA/RI Food Stamp Nutrition Education Project
Sponsor: USDA and RI Dept of Human Services and USDA
Amount of Award: \$1,116,414.00
Duration of Award: 10/1/07 – 9/30/08
Time Devoted to Project: 15% academic year

(Pending)

Principal Investigator: Nancy Fey-Yensan
Title: USDA/RI Food Stamp Nutrition Education Project
Sponsor: USDA and the RI Department of Human Services
Amount of Award: \$ 1,287,382.00
Duration of Award: October 1, 2008 – September 30, 2009
Time devoted to project: 15% Calendar Year

SECTION II

SUMMARY OF PROJECT ACTIVITIES, JULY 2007 – JUNE 2008

A. PROGRAM PARTICIPANTS

LEADERSHIP TEAM

Principal Investigator

Lynn Pasquerella, Vice Provost for Academic Affairs, served as PI through May 2008, when she left URI to assume the position of Provost at the University of Hartford. She represented the ADVANCE project to the larger University community and has been instrumental in ensuring close collaboration with the Provost's Office and the Research Office.

Barbara Silver, Assistant Research Professor of Psychology, and the ADVANCE Program Director, became the ADVANCE PI in June 2008. She coordinates and oversees all program initiatives, and sits or chairs every ADVANCE committee. As primary spokesperson for the program, she develops collaborations, offers consultation on ADVANCE-related topics, and represents ADVANCE to the University and outside communities. She represents ADVANCE on the COE Diversity Committee, the Equity Coalition, the President's Commission on the Status of Women (PCOSW), and the Multicultural Center's Diversity Week Committee.

Co-Principal Investigators

Lisa Harlow, Professor of Quantitative Psychology, coordinates the Evaluation Committee. She oversees the construction, distribution, and analyses of the ADVANCE climate survey, and the benchmark data, and coordinates program evaluation, and the institutionalization of benchmark data gathering at URI.

Helen Mederer, Professor and former Chair, Sociology & Anthropology, replaced Joan Peckham as co-PI in June when Dr. Peckham began her 2-year position at NSF. She coordinates the URI Work-Life Committee and is a member of the Climate Committee and the Evaluation Committee. She co-authored the Parental Leave Policy and the Dual Career Policy, and coordinates many work-life balance events at the university. She represents ADVANCE on the PCOSW and the Equity Coalition.

Joan Peckham, Professor of Computer Science and Statistics, served on the Faculty Development Committee, and has been instrumental in the Mentor Training Program. In June 2008 she suspended her activities with ADVANCE for a 2-year position at NSF. She also represented ADVANCE on the Research Council, and is involved with several other projects that enable ADVANCE involvement, such as the broadening participation in computing initiative and outreach to local schools.

Karen Wishner, Professor of Oceanography, is a member of the Faculty Development Committee. She oversees the Topical Lunch series and participates in workshop development and mentor training. She is the primary ADVANCE representative on the Narragansett Bay campus.

Senior Personnel

Faye Boudreaux-Bartels, Professor and Chair, Electrical, Computer, & Biomedical Engineering, is a member of the Faculty Development Committee and the Climate Committee, and develops and facilitates career workshops. She is instrumental in the Mentor Training Program, and facilitates annual mentor training workshops. She represents ADVANCE on the President's Commission on the Status of Women

(PCOSW). As a member of the College of Engineering (COE) Diversity Committee, she has helped increase the liaison between that committee and ADVANCE.

Nancy Fey-Yensan, Associate Dean, Human Science & Services, and Associate Professor, Nutrition & Food Science, is a member of the Faculty Development Committee.

Mercedes Rivero-Hudec, Associate Professor, Chemical Engineering is a member of the Recruitment and Work-Life Committees. As the coordinator of the COE Diversity Committee, she has helped increase the liaison between that committee and ADVANCE.

Judith Swift, Professor of Communication Studies and Theater, is a member of the Climate Committee and the Recruitment Committee. She has been instrumental in representing ADVANCE to the Provost's Office and the Development Office.

Staff

Nancy Neff, Research Associate, is the ADVANCE Program Coordinator. In collaboration with the Program Director, she helps manage all aspects of the program, and oversees the project budget. She is chair of the Faculty Development Committee, and is the primary consultant for the administrative needs of the faculty fellows.

COMMITTEE MEMBERSHIP

The ADVANCE program is organized under 5 committees, which include Leadership Team members, and usually outside participants and students. Table 1 below describes the 2007-2008 committee structure.

Table 1. ADVANCE Committee Membership 2007-2008

	Leadership Team	Other Faculty & Staff	Students
Evaluation	Lisa Harlow, coordinator Helen Mederer Barb Silver	Deborah Mathews, Center for Human Services	Ashima Singh, Psychology PhD candidate Karen Stamm, Psychology PhD candidate
Recruitment	Lynn Pasquerella, coordinator Nancy Neff Mercedes Rivero-Hudec Barb Silver Judith Swift		Ashima Singh, Psychology PhD candidate
Faculty Development	Joan Peckham, coordinator Faye Boudreaux-Bartels Nancy Fey Yensan Nancy Neff Barb Silver Karen Wishner	Lisa DiPippo, Associate Professor, Computer Science & Statistics Susan Roush, Professor, Physical Therapy	
Work-Life-Family	Helen Mederer, coordinator Mercedes Rivero-Hudec Barb Silver	Laura Beauvais, Professor, Business Administration Matthew Bodah, Ass't Director, Schmidt Labor Research Center Dorothy Donnolly, Professor, English Roxanne Gomes, Acting Director, AA/EEOD Bobbi Koppel, Director, Career Services Richard Scholl, Director, Schmidt Labor Research Center Jessica Sherwood, Women in Sociology Carolyn Sovet, Director, Women's Center	Laura Gostin, MA Candidate, Communication Studies Anca Moraru, MA Candidate, Communication Studies
Climate Change	Barb Silver, coordinator Faye Boudreaux-Bartels Helen Mederer Lynn Pasquerella Judith Swift	Laura Beauvais, Professor, Business Administration Art Gold, Professor, Natural Resource Economics	Jillian Pastina, undergraduate Biology major

PARTNERS AND COLLABORATORS

Center for Human Science and Services. ADVANCE has contracted the Center for Human Services to develop and implement an external program evaluation plan. *John Boulmetis*, Director, and *Deborah Mathews*, Project Director, will conduct the evaluation.

Equity Coalition was formed in 2008 to promote a University-wide diversity agenda, and includes members from every office or initiative on campus that relates to diversity. ADVANCE was instrumental in the formation of this important council.

President's Commission on the Status of Women (PCOSW) is actively collaborating with ADVANCE in many areas, especially work-life-family initiatives. Its

co-chairs are *Grace Frenzel*, University Psychologist, and *Karen Stein*, Professor of English and Director of the Women's Studies Program.

URI Research Office has collaborated with ADVANCE in sponsoring research workshops and in absorbing Incentive Fund activities into their own award program.

B. PROGRAM ACTIVITIES

Evaluation

The Evaluation Committee distributed the second Climate Survey, sent reminders, tracked responses, and analyzed the data. This fall an executive summary will be developed. The survey can be accessed from the ADVANCE home page at www.uri.edu/advance. Results of the survey can be found in Appendix A.

Benchmark data from Year 4 is presented in Appendix B. Year 5 benchmark data is still being collected. Institutionalizing benchmark data collection through the IDEA committee formed last year and the Vice Provost's office has been slow to occur. However, the newly expanded Equity Coalition has this as a priority, which is promising. Space data that was to be provided by the URI Planning Committee has not occurred.

The Mentoring Survey was also managed by the Evaluation Committee (described below). As well, the College of Engineering Diversity Committee offered a small grant to the ADVANCE program in the spring to evaluate the effectiveness of their Diversity Fund, an internal fund that distributes awards to projects fostering diversity in the college. This should be completed over the summer.

Program evaluation data continues to be collected by graduate assistants in coordination with the Center for Human Services, our external evaluator.

Recruitment

In Academic Year 2007-2008, 14 STEM/SBS hires were made. Of these, 6 were women. Also, 3 ADVANCE fellows transitioned to tenure-track status. (These fellows were counted as hires during the year they were appointed as fellows – if they were to be considered as new tenure track hires this year, the total percentage of women hired into tenure line positions would be 64%). The influence of the ADVANCE program on the recent hiring of female faculty is presented in Table 2.

Table 2. Female Tenure-Line Hires in STEM at URI 2000 – 2008

Year	# Total Hires	# Female Hires	% Female Hires	3-Year Average %
00-01	19	7	37%	} 26%
01-02	7	1	14%	
02-03	8	2	25%	
03-04	3	1	33%	} 54%
04-05	11	6	55%	
05-06	8	6	75%	
06-07	11	5	46%	
07-08	14	6	43%	
Total	81	34		

Four remaining fellows, all from the Gradual School of Oceanography, are due to transition this fall 2008 into tenure line positions.

As in Year 4, the focus this year of the Recruitment Committee has been directed toward retention and sustainability. Search committees were given the Faculty Recruitment Handbook, referred to the Recruitment Web Tutorial (both at <http://www.uri.edu/advance/recruitment.html>), and 4 were visited by an ADVANCE representative for a brief workshop (GSO, Civil Engineering, Mechanical Engineering, Electrical Engineering).

The Graduate School and ADVANCE co-sponsored a Student Diversity Recruitment Workshop in the fall of 2007 at URI for a regional audience. The breakfast meetings with the ADVANCE Fellows have continued, facilitated by Lynn Pasquerella.

Faculty Development and Support

Incentive Fund. 2007-2008 was the second year that the annual ADVANCE Incentive Fund has been fully supported by an allocation from the URI Council for Research. Funds were again earmarked for Career Enhancement and Proposal Development proposals that included ADVANCE goals. Because of budget cuts this year, the Council for Research grant budget was cut 30%. Three awards totaling \$22,055 were made to ADVANCE fellows/professors and others whose proposals satisfied the ADVANCE goal of supporting underrepresented faculty research. This represents 32% of the total fund and is less than half that awarded in Year 4.

The Topical Lunch Series enjoyed another successful year with attendance being maintained between 20-30. Because we hosted so many other events this year, including a parallel Brown Bag Work-Life Lunch Series, we didn't offer a topical lunch every month, as we normally try to do. A listing of speakers and topics follows:

- **November 2007**, *Mentor Matters for Junior Faculty*, open discussion facilitated by Barb Silver and Nancy Neff, ADVANCE Program
- **December 2007**, *"Should I Make an Appearance? Advancement and Artifice or Artifact"* What is the place of appearance in the workplace and does it really matter?. Facilitated by Judith Swift, Professor of Communications and Theater, and Lynne Derbyshire, Professor of Communications.
- **February 2008**, *URI Tech Support: Finding What You Need*, facilitated by URI Technical Support Services
- **March 2008**, *Work: Stop, Stretch, and Breathe*, interactive presentation by Anne Marie Connolly, Director of Get Fit Rhode Island.
- **May 2008**, *Lunch with Clarice Odhiambo, MA, Chemical Engineering and URI Alum*, on creating partnerships for sustainable economic development initiatives in African communities

Career Workshops. As mentioned above, ADVANCE co-hosted a Diversity Recruitment Workshop in the fall. We also sponsored a Lab & Project Management Workshop in April 2008. Materials can be found at http://www.uri.edu/advance/faculty_development/project_management.html. Panelists included Candace Oviatt, Professor Oceanography, Art Gold, Professor, Natural Resources Science, and Faye Boudreaux-Bartels, Professor & Chair, Electrical, Computer, and Biomedical Engineering. In addition, Mentoring workshops were held, as described below.

Faculty Mentor Program. This program developed well over the past year and has become recognized as a University asset. This was evidenced, for example, in a

recent letter from the Provost to the Council of Deans encouraging diligent attention to strong mentoring for all incoming faculty, referencing many features that are included in the ADVANCE mentoring program.

Consultation with Colleges. ADVANCE met with all college deans and reviewed the overall program and their individual mentoring policies and practices. All colleges now have a tailored policy, though some are still being finalized. To increase awareness and keep mentoring a priority, mentoring brochures tailored to each college are in development by ADVANCE for distribution to all faculty members. Each college was encouraged to create a calendar of mentoring events to be included in the ADVANCE Mentor calendar.

Mentor Matching and Check-In's. A data base has been maintained of all mentor-mentee matches, to ensure 100% of faculty have effective mentoring. All junior faculty were contacted by phone or email in the spring to check-in. Through this and through requests coming into the ADVANCE office, we provided new mentor matches to 8 junior faculty. A Junior Faculty Social was held in February to discuss mentoring issues in a casual setting. We think because of very stormy weather that day, the attendance included 9 junior faculty and 7 ADVANCE Leadership Team members.

Mentor Training Workshops. A Mentor Training Workshop lunch (Appendix C) was held on October 12 for senior faculty assigned mentees over the past 2 years. Small group work was followed by a panel presentation of 4 who spoke on different aspects of mentoring. The workshop was attended by 20 faculty, including 2 guests from Bridgewater State College, who were interested in learning from our program as they explore starting their own. This will be an annual fall event. A summary of the workshop can be found at:

http://www.uri.edu/advance/faculty_development/mentoring_workshops.html. A companion Junior Faculty Mentoring Workshop lunch was held on November 6 and attended by 23 (almost half) of new faculty hired in the past 2 years. This will also be an annual event.

Mentor Survey. In addition to the Mentoring section in the 2007 Climate Survey, an online Mentor/Mentee Survey was offered via Survey Monkey to all faculty hired in the past 3 years (N=100) and their mentors (N=89). The response rate was about 47% for both. This survey will offer baseline data as the Mentor Program takes hold next year. Results show that 85% of mentors reported having a positive relationship with their mentees, whereas only 65% of mentees reported having a positive relationship with their mentors, a finding that will be useful to discuss during the Mentor Training Workshop. Furthermore, results show that 74% of mentors wish to continue their mentoring relationship, whereas only 65% of mentees want to continue their mentoring relationship. In addition, 30.4% of mentees report that they did not have enough mentoring. Junior male faculty reported significantly higher levels of agreement with the statements that they had positive relationships with their mentors, found it easy to get together with their mentors, felt welcome to go to their mentors for advice, felt understood by their mentors, and that their research was enhanced by mentoring than their female counterparts. In addition, faculty hired in 2006 or later agreed more that it was easy to talk to their mentors and that they were able to put mentors' suggestions into practice than those hired prior to 2006, hopefully an indication that early mentoring initiatives have begun to have some impact. An executive summary will be written over the summary.

Faculty Mentor Award. In May ADVANCE announced the first Faculty Mentor Award (Appendix D), to be given to a faculty member or administrator who most effectively promotes mentoring. The response was very positive, with 17 individuals nominated

by over 40 submissions. The winners were Winnie Brownell, Dean of Arts and Sciences, and Roger Lebrun, Professor, Plant Sciences. An award ceremony will be held in the early fall.

Mentor Handbook. A 2008 edition of the Mentor Handbook was completed over the summer and can be found at http://www.uri.edu/advance/faculty_development/mentoring.html.

Work-Life-Family

The Work-Life Committee was very active this year and made significant inroads in University awareness toward work-life issues.

Work-Life Administrators' Breakfast Summit meeting was held October 18, to correspond to Work & Family Month in the Workplace, sponsored by the Alliance for Work-Life Progress. The President spoke in support of work-life initiatives and the work of ADVANCE. The meeting was very well attended by 40 administrators, some of the highest ranking at the University, and resulted in a heightened awareness by the URI community. One example of this is the updating of the URI Human Resources webpage to include a link to Work-Life Resources and to the ADVANCE Work-Life-Family website.

The URI Lactation Program. ADVANCE PI Barbara Silver and co-PI Helen Mederer received an \$80,000 grant from the Elsevier to establish a lactation program at the University. This includes policy development, outfitting and bringing several sites online, providing education and community awareness, and developing a model program to take to regional schools. Site renovation for the first room in the ADVANCE Center was completed in the spring. However, since the ADVANCE office was moved over the summer because of a request from the Vice President for Research, who desired the space, the outcome of this newly renovated lactation facility is to be determined. A second site was opened in the Memorial Union. Future sites have been identified for future openings. A University Lactation policy has been completed, reviewed, and is going through University approval process (draft available in Appendix E). We expect approval by end of the summer. We are working with the Rhode Island Health Department and Lactation Consultant. Brochures, a press release, and brown bag lunches in the fall are planned to help announce the program.

Dual Career Policy. After many delays, the Dual Career Policy was approved in December and finalized in February. It can be found in Appendix F. An article in the AAUP newsletter advertised the policy. Brochures have been produced and a press release is also being pursued.

Child Care. A sub-committee has been formed to explore the possibility of re-opening a space on campus for drop-in child care, possibly as a bi-lingual facility. This is in an early stage, and will likely take several months to accomplish.

Work-Life Series of Events. The planning for a work-life conference evolved into a month-long series of events, rather than a single event. The series included 6 events and was launched at the end of February at the Rhode Island State House where a Senate Resolution acknowledging the importance of work-life balance in the Rhode Island workforce was passed. The full text can be found in Appendix G. Other events included brown bag and topical lunches, presentations by outside speakers, and a movie-discussion night. A policy panel was changed to a

presentation to the Work-Life Committee due to illness of one of the speakers. The calendar for the month can be found in Appendix H.

Parental Leave. Helen Mederer met with the AAUP Negotiating Team with a revised and improved parental leave policy to be negotiated during the fall 2007. The policy was revised to include children under 16 rather than under 12; however other progressive changes we were hoping for were not included.

Climate Change

Campus Collaborations. In February, a 5-hour Equity Forum (Appendix I) was sponsored by the Equity Coalition formed in Year 4 (consisting of 5 organizations: President's Commission on the Status of Women, President's Commission on the Status of People of Color, Harassment Committee, Affirmative Action Committee, and ADVANCE). It was attended by over 100 people from the University community, and represented a groundswell of interest in coordinating a unified diversity agenda for the University. ADVANCE was prominent during the day. One of the outcomes of the day was the expansion of the Equity Coalition to about 25 members, now including representatives from every organization relating to diversity on campus. The Coalition has been meeting and communicating with the President about a diversity agenda, which includes the creation of a Center for Equity and Diversity, which the ADVANCE Center would evolve into.

ADVANCE has had active collaborations this year with the College of Engineering Diversity Committee and received 3 mini-grants to assist them: 1) an evaluation of their Diversity Fund; 2) development of a Diversity webpage for the college; and 3) development of a brochure for underrepresented student recruitment. An ADVANCE graduate students assisted with these 3 projects, which will be finalized this summer. In addition, ADVANCE has agreed to organize a new faculty social for the college in the fall, funded by the Diversity Committee.

ADVANCE Center. The proposal to create a permanent ADVANCE Center that was approved by the President in 2006 was superseded by severe budget challenges that resulted in many difficult budgetary decisions across the University. The Vice President for Research, Peter Alfonso, has been charged with significant fundraising responsibilities and he determined he needed the ADVANCE space to accomplish his goals. The President approved his request, and the ADVANCE Resource Center has been relocated and is now 2 offices. This has been a very difficult and disappointing transition for ADVANCE, as the plan for a Center for Equity and Diversity now appears unlikely anytime soon. The University has no funding to support staffing for ADVANCE post-award, and we are continuing to seek external funding. We are also working with the new Provost, Donald DeHayes and the Vice President of Administration, Bob Weygand, with proposals to create a Work-Life Specialist position and to incorporate Faculty diversity and development in the Provost's plans as he develops his agenda. Both have been receptive.

ADVANCE Day October 3, 2008. To review and honor the accomplishments of ADVANCE, the Leadership Team is planning a day of activities in October. The highlight will be a keynote address by Joan Williams, legal scholar focusing on caregiver discrimination in the workplace. Williams will also meet with administrators, Human Resources, legal counsel, chairs, and STEM women in an effort to increase campus awareness about this issue. Williams is coming to URI through a generous donation to the ADVANCE program from a local family.

D. PUBLICATIONS AND PRODUCTS

Papers

Silver, B., Prochaska, J., Mederer, H., Harlow, L., & Sherman, K. *Advancing women scientists: Exploring the theoretical integration of gender as structure and the transtheoretical models through appreciative inquiry.* Journal of Women and Minorities in Science and Engineering, June 2007.

Presentations

Harlow, L., Mederer, H., Neff, N.,
Peckham, J., & Silver, B.

NSF ADVANCE Annual PI Meeting, Alexandria, VA,
May 2008

[*Building and Maintaining an ADVANCE Leadership Team at the University of Rhode Island*](#)

Silver, B., Peckham, J., Neff, N.,
Mederer, H., & Harlow, L.

NSF ADVANCE Annual PI Meeting, Alexandria, VA,
May 2008.

[*Recruiting for Diversity: The URI ADVANCE Faculty Fellows Program*](#)

Boudreaux-Bartels, F.

New Jersey's Science & Technology University,
Spring 2008

Workshop for women engineers in advanced administrative position: Effecting change in higher education.

Gostin, L.

National Communication Association, Chicago,
November 2007

Chilly Climates in Academia; Women and Faculty from underrepresented groups still affected

Harlow, L.L., Stamm, K., Singh, A., Silver, B., Mederer, H., Venkatraman, P., Gonzalez, L., & Prochaska, J.

American Psychological Association, San Francisco, CA, August 2007

[*Evaluating the advancement of women in science*](#)

Mederer, H., Sherwood, J., & Silver, B	Fifth Annual Carework Network Conference, New York, August 2007 <i>Is a caring workplace possible?Targets for organizational change.</i>
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Silver, B., Mauriello, L., Mederer, H., & Harlow, L.	. New England Psychological Association Annual Conference, Western Connecticut State University, October, 2007 <i>The Advance Program: Promoting Women's Careers in Science and Engineering</i>
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Other Products

- Mentor Training Handbook and web tutorial
- Work-Life Series of brochures

SECTION III

SUMMARY OF PROJECT FINDINGS, JULY 2007 – JUNE 2008

A. FINDINGS SUMMARY

Recruitment

- Diversity Recruitment Workshop fall 07
- Best Practices presentation made to several search committees
- 43% (N=6) of all STEM hires in 2006-2007 were women
- 3 additional fellows transitioned to tenure line (remaining 4 to transition fall '08)

Faculty Development

- Topical lunch series continues to draw 20-25 attendees per lunch
- Incentive Fund absorbed by the Council for Research funded 3 awards, or 32% of total, totaling \$22,055
- ADVANCE Mentoring Program fully developed; all URI colleges visited
- Mentor Survey completed
- Mentor Handbook and web tutorial available
- 2 Mentor workshops sponsored and one junior faculty social
- Faculty Mentor Award given to one administrator and one faculty mentor
- Lab & Project Management workshop

Work-Life

- Dual career guidelines approved
- Work-life Administrators Breakfast sponsored
- Work-life series of events conducted
- Rhode Island Senate Resolution passed
- Receipt of \$80,000 Elsevier Foundation grant to develop a Lactation program out of the ADVANCE office
- Lactation policy submitted to Administration for approval
- Two lactation sites opened; more designated
- Work-life series of brochures produced (child care; dual career; work-life at URI general overview; family leave; lactation facilities; Work-Life-Family website overview)
- Child Care subcommittee formed
- Joan Williams to visit ADVANCE Oct. 3, 2008

Evaluation

- Second climate survey distributed and data analyzed
- Mentor survey data analyzed
- College of Engineering Diversity Fund evaluated
- 7 Conference Presentations; 1 paper published

Climate Change

- Permanent space for ADVANCE now in limbo
- Expansion of the URI Equity Coalition
- Co-sponsored campus-wide Equity Forum
- New Provost in close communication with ADVANCE, especially concerning mentor program
- Work-life specialist position being considered by Administration

B. Benchmark Report Year 4 & 5

The benchmark report is found as Appendix B. The year 5 benchmark report is forthcoming.

C. 2007 WORK ENVIRONMENT SURVEY

The second climate survey, "2007 Academic Work Environment Survey" was distributed in the fall. A summary of the results appears in Appendix A. A summary write-up is underway.

APPENDICES

- A. Results of Second Climate Survey
- B. Year 4 Benchmarks
- C. Mentor Training Workshop Materials
- D. Faculty Mentor Award
- E. Draft Lactation Policy
- F. Dual Career Policy
- G. Rhode Island Senate Resolution
- H. URI Work-Life Series of Events
- I. URI Equity Forum

ADVANCE 2007 Academic Work Environment Survey - Draft

The 2007 Work Environment Survey was distributed to all faculty at the University of Rhode Island during the 2007-2008 academic year. The survey was web-based.

Each of the 15 major constructs in the survey is briefly described below with results from any descriptive and group difference statistics. For multiple item constructs, we present internal consistency reliability (i.e., coefficient alpha) where values greater than or equal to 0.70 are indicative of consistent and reliable constructs within this population.

1. Demographics

A total of 129 female and 110 male faculty members responded to our survey. Two individuals did not identify their sex. 123 faculty members were from science, technology and math (STEM) fields (46 females and 77 males), and 104 were from non-STEM (78 females and 26 males). No academic field was provided for 14 of the respondents. This response rate represents approximately 37.5% of the total URI faculty (tenure-track faculty and research faculty). The response rate for female faculty was approximately 56%, whereas the response rate was approximately 27% for male faculty.

The average age of male respondents was 53.54 years, and the average age of female respondents was 49.27 years. The average number of children for female faculty was .74 and the average number of children for male faculty was 1.07. The average number of elderly dependents was .17 for female faculty and .21 for male faculty, and the average number of other dependents was 19 for female faculty and .21 for male faculty.

In terms of racial/ ethnic identity, 90.6% of respondents identified as White or Caucasian, 3.0% Asian, 2.1% as multiracial, 1.2% as Native American, 1.2% as Hispanic, 1.2% as Black or African American, and .4% as other. Of the total number of respondents, 94% indicated that they are U.S. citizens, whereas 6% reported that they are not U.S. citizens. Thus, the total sample is fairly homogeneous with relatively few non-Caucasians and non-US citizens.

2. Job/Tenure Issues

Of the total respondents, 24.4% identified themselves as assistant professors (15 male, 43 female), 21.9% as associate professors (19 male, 33 female), and 46.0% as full professors (68 male, 41 female), and 7.6% as other appointments (7 male, 11 female). Female respondents have been at URI an average of 13.74 years, whereas male respondents have been at URI and average of 20.82 years. The average number of years that faculty respondents have been at URI is 17.00.

Overall, it took survey respondents an average of 5.62 years to receive tenure (M for females = 6.08, M for males = 5.22). There was no significant difference in the amount of time that it took male versus female faculty to reach tenure. When asked if their department allowed them to stop the tenure clock, 47% of respondents reported yes, 4% reported no, and 49% indicated that they did not know. This suggests confusion about tenure clock stoppage policies. Very few URI faculty respondents reported stopping the tenure clock. Only 11 respondents (4.5%) indicated that they have ever stopped the tenure clock. Of those respondents that have stopped the tenure clock, the most frequent reason cited was for childbirth or

dependent care duties. Twelve (5%) respondents indicated that they chose not to stop the tenure clock even though they were entitled to do so.

In terms of perceived level of supportiveness if a faculty member were to stop the tenure clock, 71.1% of female respondents and 67.7% of male respondents indicated that their department would be either somewhat or very supportive in facilitating this choice. There was no significant difference between perceived supportiveness of tenure clock stoppage between males and females.

3. Climate

This construct was measured by 4 multiple-item scales. Overall, higher scores for the first 3 scales indicated a more positive climate. The first scale, *Overall Work Environment*, consisted of 10 highly reliable items (i.e., coefficient alpha = .87). Faculty were asked to rate the nature of their work environment in 10 areas, e.g., friendly, racist, diverse, with responses ranging from 1 = never to 5 = very often. Negatively worded areas (i.e. racist) were reverse coded. High scores represented a positive work environment. The second climate scale, *Gender Equity*, was assessed with 8 highly reliable items (i.e., coefficient alpha = .87) on a 5-point scale (from 1 = strongly disagree to 5 = strongly agree). Sample items include: "There is equal access for both men and women to lab/research space," "The environment promotes adequate collegial opportunities for women," and "Sex discrimination is a big problem in my department." Negatively worded items were reverse-scored to be consistent with a high score indicating a positive (equitable) climate. The third Climate scale, *Department Leadership*, was measured by 13 very reliable items (i.e., coefficient alpha = .97). Faculty were asked to rate (from 1 = inferior, to 5 = superior) their department leader on such areas as "Maintains high academic standards," "Is an effective administrator," and "Creates a cooperative and supportive environment." High scores represented positive leadership.

The fourth Climate scale assessed *Perceived Discrimination*. Respondents were asked to indicate job-related discrimination practices that they had personally experienced at URI in the last 3 years. This included discrimination based on race or ethnicity, gender, sexual orientation, physical disability, and religious affiliation across areas that affected their career including hiring, promotion, salary, resource allocations, access to administrative staff, graduate student or resident fellow assignments, committee assignments, and professional collaborations.

In terms of racial/ethnic discrimination, 2% of respondents indicated that they had experienced discrimination based on promotion and hiring decisions, 1% indicated racial discrimination based on resource allocations and committee assignments, and .5% based on salary, access to administrative staff, graduate student or resident fellow assignments, and professional collaborations.

With respect to gender discrimination, in the past 3 years 3% of respondents indicated they had experienced discrimination based on hiring, 4% indicated discrimination based on promotion, 8% based on salary, 5% based on resource allocations, 4% based on access to administrative staff, 2% based on graduate student or resident fellows, 5% based on committee assignments, and 5% based on professional collaborations.

Regarding discrimination related to sexual orientation, physical disability, and religious affiliations, approximately 2% of respondents indicated experienced discrimination based on hiring, 1% based on promotion, salary, resource allocations, and professional collaborations, and .5% based on access to administrative staff, graduate student or resident fellow assignments, and committee assignments.

Very little discrimination based on physical disability and religious affiliation. Between 0 and 1% of respondents indicated that they had experiences discrimination across these areas.

Respondents were also asked to indicate any instances of job-related discrimination against others in the last 3 years based on race/ethnicity, gender, sexual orientation, physical disability, and religious affiliation. 58% of respondents indicated that they had not perceived any job-related discrimination against others in the past 3 years. Job-related discrimination against others was perceived due to race/ethnicity in 10% of respondents, due to gender in 22% of the respondents, due to sexual orientation in 8% of respondents, due to physical disability in 5% of respondents, and due to religious affiliation in 3% of the respondents.

As a measure of an overall discriminatory index, a sum of discriminatory incidents was computed based on the number of types of discrimination personally experienced and the number of types of discrimination perceived against others. Approximately 57% of female respondents indicated experiencing or perceiving some form of discrimination, whereas only 26% of male respondents reported some form of discrimination. Female faculty reported significantly more incidents of discrimination than did male faculty, $F(1, 237) = 26.30, p < .001$, partial $\eta^2 = .10$. Female respondents reported, on average, 2.15 incidents of discrimination in the last 3 years. Male respondents indicated, on average, .49 incidents of discrimination in the last 3 years.

MANOVAs were used to examine group differences in the Climate construct. For gender, the overall MANOVA was significant, Wilks' Lambda = .86, $F(3, 177) = 9.727, p < .001$, partial $\eta^2 = .14$. Follow-up ANOVAs indicated gender equity was significant, $F(1, 179) = 27.44, p < .001$, partial $\eta^2 = .13$. Males (4.22) had a greater rating of equity than males (3.57). There were no significant differences on Overall Work Environment or Department Leadership.

The overall MANOVA for college was significant, Wilks' Lambda = .77, $F(24, 484) = 2.57, p = .006$, partial $\eta^2 = .08$. Follow-up ANOVAs revealed that there were significant differences in Department Leadership, $F(8, 168) = 2.45, p = .015$, partial $\eta^2 = .11$. Post-hoc tests revealed that COE (4.46) rated department leadership higher than GSO (3.16). There were no significant differences for Overall Work Environment or Gender Equity.

The overall MANOVA for discipline was not significant.

4. Career Attitudes

This construct was measured with 2 multiple-item scales. The first, *Career Satisfaction*, consisted of 12 highly reliable items (i.e., coefficient alpha = .84). These items asked how satisfied (on a 5-point scale with 1 = very unsatisfied to 5 = very satisfied) faculty were with such areas as "Opportunity to collaborate with other faculty," "Level of funding for my research or creative efforts," and "Sense of being valued as a teacher by my students." The second, *Career Level of Influence*, consisted of 7 highly reliable items (i.e., coefficient alpha = .79). For these items we asked how much influence (on a 5-point scale with 1 = no influence to 5 = tremendous influence) faculty felt they had regarding such issues as "Department curriculum decisions," "Obtaining money for travel to professional meetings," and "Determining who gets tenure."

MANOVAs were used to examine group differences in the Career Attitudes construct. The overall MANOVA for college was significant, Wilks' Lambda = .794, $F(16, 350) = 2.67$, $p = .001$, partial $\eta^2 = .109$. Follow-up ANOVAs indicated that there were differences on *Career Satisfaction*, $F(8, 176) = 2.13$, $p = .035$, partial $\eta^2 = .09$. Post-hoc comparisons revealed that NUR (3.99) had a greater level of satisfaction than CPH (3.22). A follow-up ANOVA also indicated that there were significant differences in *Career Level of Influence*, $F(8, 176) = 2.92$, $p = .004$, partial $\eta^2 = .12$. Post-hoc comparisons revealed that CELS (2.97) had a greater level of career influence than A&S (2.43).

The overall MANOVAs for gender and discipline were not significant.

5. Interpersonal/Work Issues

This construct was assessed with 3 multiple-item scales. *Collegiality* was measured with 12 highly reliable items (i.e., coefficient alpha = .89). Faculty were asked to rate items on a 5-point scale (ranging from 1 = strongly disagree to 5 = strongly agree), such as "My colleagues value my research interests," "My colleagues expect me to represent 'the point of view' of my gender," and "My colleagues solicit my opinion about important matters in the department." Negatively worded items were reverse-scored such that a high score indicated greater collegiality. *Work-Life Balance* was measured by 3 items with a reliability coefficient alpha of .72. Faculty were asked to indicate their responses on a 5-point scale (ranging from 1 = never to 5 = very often) on items such as "How often has your work at URI helped you to do a good job at home?," "How often have you had more energy to do things with your family or other important people in your life because of your job at URI?," and "How often have you found enough time for your job at URI as well as your family?" *Work-Life Conflict* was measured 5 items with a reliability coefficient alpha of .73. Faculty were asked to indicate their responses on a 5-point scale (ranging from 1 = never to 5 = very often) on items such as "How often have you not had enough time for your family or other important people in your life because of your job at URI?" and "How much do your job and your life off the job interfere with each other?" Higher scores on the 3 scales represented greater perceived collegiality, balance between job and family, and work-life conflict.

MANOVAs were used to examine group differences the Interpersonal/Work Issues construct. The overall MANOVA for Gender was significant, Wilks' Lambda = .93, $F(3, 177) = 4.734$, $p = .003$, partial $\eta^2 = .07$. A follow-up ANOVA revealed that there were significant differences in Collegiality, $F(1, 179) = 5.92$, $p = .003$, partial $\eta^2 = .05$. Males (3.98) reported more collegiality than females (3.62). Additionally, a follow-up ANOVA revealed that there were significant differences in Work-Life Conflict, $F(1, 179) = 7.14$, $p = .008$, partial $\eta^2 = .04$. Females (2.99) reported more work-life conflict than males (2.81). There were no significant differences on Work-Life Balance.

The overall MANOVAs for discipline and college were not significant on the Interpersonal/Work Issues construct.

6. Spouse/Partner Issues

This construct was assessed with 3 single-items. The first item, *Dual Career Assistance Importance*, asked "How unimportant or important is it for URI to offer employment assistance for partners?" with responses ranging from 1 = very unimportant to 5 = very important. The second item, *Partner Career Satisfaction*, asked "How satisfied are you with URI's help in locating appropriate opportunities for partners?" with responses ranging from 1 = very unsatisfied to 5 = very satisfied. The third item, *Partner Career Priority*, asked "Have you ever considered leaving the

university to improve career opportunities for your partner?" with responses ranging from 1 = never, to 5 = very often. Higher scores on these 3 items suggest greater emphasis on partner's opportunities, whether at a current or future job.

MANOVAs were used to examine group differences in the Spouse/Partner Issues construct. The overall MANOVA for gender was significant, Wilks' Lambda = .87, $F(2, 75) = 5.66$, $p = .005$, partial $\eta^2 = .13$. A follow-up ANOVA indicated that there were significant differences on Partner Career Priority, $F(1, 76) = 11.38$, $p = .001$, partial $\eta^2 = .13$. Post-hoc tests revealed that females (3.39) had a greater emphasis on a partner's opportunities than males (2.35). There were no significant differences in Partner Career Assistance.

The overall MANOVA for college was significant, Wilks' Lambda = .87, $F(2, 75) = 5.66$, $p = .005$, partial $\eta^2 = .13$. A follow-up ANOVA indicated that there were significant differences on Partner Career Priority, $F(1, 76) = 11.38$, $p = .001$, partial $\eta^2 = .13$. Post-hoc tests revealed that females (3.39) had a greater emphasis on a partner's opportunities than males (2.35). There were no significant differences in Partner Career Assistance.

The overall MANOVAs for discipline were not significant.

7. Work and Gender Issues

This construct was assessed with 4 single-item scales. The first, *Gender-Separate Roles*, asked, "How much do you agree or disagree that it is much better for everyone involved if the man earns the money and the woman takes care of the home and children?" with response choices ranging from 1 = strongly agree, to 5 = strongly disagree. The second item, *Mother-Child Relationship*, asked, "How much do you agree or disagree that a mother who works outside the home can have just as good a relationship with her children as a mother who does not work?" with response choices ranging from 1 = strongly disagree, to 5 = strongly agree. The third item, *Delay Having Children*, asked, "Regardless of gender, did/will you consider delaying having children because of your appointment at the university?" with response choices ranging from 1 = never to 5 = very often. The fourth item, *Not Have Children*, asked, "Regardless of gender, did/are you considering not having children at all because of your appointment at the university?" with response choices ranging from 1 = never to 5 = very often.

MANOVAs were used to examine group differences in the Work and Gender Issues construct. The overall MANOVA for Gender was significant, Wilks' Lambda = .89, $F(4, 199) = 6.00$, $p < .001$, partial $\eta^2 = .11$. Follow-up ANOVAs were conducted for each of the 4 single-item scales. First, there were significant differences on Gender-Separate Roles, $F(1, 202) = 6.70$, $p = .01$, partial $\eta^2 = .03$. Men (1.61) scored higher than women (1.30) on Gender-Separate Roles, indicating men's stronger agreement with the question. Second, there were significant differences in Mother-Child Relationship, $F(1, 202) = 20.07$, $p < .001$, partial $\eta^2 = .09$. Women (4.57) scored higher than men (3.91) on Mother-Child Relationship, indicating women's stronger agreement. Third, there were significant differences on Delay Having Children, $F(1, 202) = 5.33$, $p = .022$, partial $\eta^2 = .02$. Women (3.79) were more likely than men (3.12) to have considered delaying having children. There were no significant differences on Not Have Children.

The overall MANOVAs for discipline and college were not significant.

8. Research Productivity

This construct was assessed with 4 single-item scales and one 2-item scale. The four single items were the number of *Grants*, *Grant Dollars*, *Publications*, and *Books or Other Major Works*. The two-item scale, *Productivity Rating*, was the average of a self-rating in comparison to researchers in their area and rank and a departmental rating of productivity in comparison to the average level of productivity in their department. This scale had response choices ranging from 1 = much less productive to 5 = much more productive, such that higher scores indicated greater self- and departmentally-perceived ratings of an individual's productivity. Reliability as measured by coefficient alpha for the Rating scale was .75.

MANOVAs were used to examine group differences in the Research Productivity construct. The overall MANOVA for discipline was significant, Wilks' Lambda = .83, $F(5, 186) = 7.78$, $p < .001$, partial $\eta^2 = .17$. A follow-up ANOVA indicated that there were significant differences on the number of Grants, $F(1, 190) = 15.34$, $p < .001$, partial $\eta^2 = .08$. Individuals in STEM fields (3.84) reported receiving more grants than individuals in non-STEM fields (1.29). Additionally, a follow-up ANOVA indicated that there was a significant difference on the number of Publications, $F(1, 190) = 4.63$, $p = .033$, partial $\eta^2 = .02$. Individuals in STEM fields (8.37) reported having more publications than individuals in non-STEM fields (2.69). There were no significant differences in Grant Dollars, Books or Major Works, and Productivity Rating.

The overall MANOVA for college was significant, Wilks' Lambda = .702, $F(40, 783) = 1.66$, $p = .007$, partial $\eta^2 = .07$. A follow-up ANOVA indicated that there was a significant difference on the number of Grants, $F(8, 183) = 2.23$, $p = .027$, partial $\eta^2 = .09$. GSO (5.64) reported receiving more grants than CBA (.33). There were no significant differences in Grant Dollars, Publications, Books or Other Major Works, and Productivity Rating.

The overall MANOVA for gender was not significant.

9. Teaching Contributions

This construct included two scales. *Teaching Involvement* included the sum of the number of undergraduate and graduate advisees and the sum of new and revised courses. *Teaching Hours* included the sum of the number of undergraduate and graduate courses taught, the number of hours spent teaching per week, and the number office hours provided per week.

The overall MANOVAs for gender, discipline, and college were not significant.

10. Service Contributions

This construct was measured with one 3-item scale and a single item. The scale, *Committee Membership*, included 3 items: the number of committees served on, the number of committees chaired, and the number of committees volunteered for. For each of these items, participants were asked to fill in a number where higher values indicate greater service contributions. The single item, *Committee Willingness*, asked participants how willing they were to take on time-consuming leadership tasks with responses ranging from 1 = very unwilling to 5 = very willing. A high score indicated greater willingness.

MANOVAs were used to examine group differences in the Service Contributions construct. The overall MANOVA for discipline was significant, Wilks' Lambda = .97, $F(2, 190) = 3.32$, $p = .038$, partial $\eta^2 = .03$. However, follow-up ANOVAs were not significant.

The overall MANOVAs for gender and college were not significant.

11. Resource Satisfaction

This construct was measured with one 3-item scale. Reliability coefficient alpha was .94. Faculty were asked to rate how satisfied they were with the level of resources that have been available over the last 3 years on a 5-point scale (i.e., 1 = very unsatisfied to 5 = very satisfied). The three items asked about satisfaction with accessibility to needed resources, resources received relative to resources needed, and the level of resources that have been available. High scores represented greater resource satisfaction.

The ANOVA for college was significant, $F(8, 218) = 3.30$, $p = .001$, partial $\eta^2 = .11$. Post-hoc comparisons revealed that CBA (3.56) and COE (3.51) had a greater level of resource satisfaction than A&S (2.49).

ANOVAs for gender and discipline were not significant.

12. Recognition

This construct was measured by 8 items asking about teaching, research, service, and others awards received from or outside of the University of Rhode Island. Participants were asked to indicate the number of awards they had received in the last 3 years.

ANOVAs for gender, discipline, and college were not significant on the Recognition construct.

13. Mentoring

This construct was measured by two scales. *Mentoring Attitudes* consisted of 6 highly reliable items (i.e., coefficient alpha = .81). Sample items included: "My department places a high priority on mentoring," "My department has a process to ensure that mentoring relationships are going well," and "I am satisfied with the level/quality of mentoring I am currently receiving." *Mentoring Importance* consisted of 5 highly reliable items (i.e., coefficient alpha = .87). Sample items included: "I believe good mentoring is important to most faculty" and questions about the importance of mentoring about teaching, the promotion process, publications, finding resources, and work-life issues.

Participants were also asked to indicate the number of assigned mentors within and outside of their department. On average, participants reported .63 assigned mentors within their department and .29 mentors outside of their department. Additionally, participants were asked to indicate the number of unassigned formal or informal mentors within and outside of their department. On average, participants reported 1.22 unassigned mentors within their department and .92 mentors outside of their department.

MANOVAs were used to examine group differences in the Mentoring construct. The overall MANOVA for gender was significant, Wilks' Lambda = .93, $F(2, 203) = 7.56$, $p = .001$, partial $\eta^2 = .07$. A follow-up ANOVA indicated that there were significant differences on Mentoring Importance, $F(1, 204) = 14.76$, $p < .001$, partial $\eta^2 = .07$. Women (4.56) reported higher scores on mentoring importance than men (4.22). There were no significant differences on Mentoring Attitudes.

The overall MANOVA for college was significant, Wilks' Lambda = .87, $F(16, 380) = 1.70$, $p = .04$, partial $\eta^2 = .07$. A follow-up ANOVA indicated that there were significant differences on Mentoring Attitudes, $F(1, 190) = 14.76$, $p = .003$, partial η^2

= .12. EGR (3.50) reported higher scores on mentoring attitudes than A&S (2.77). There were no significant differences on Mentoring Importance.

The overall MANOVA for discipline was not significant.

14. Climate Change

The *Climate Change* construct was measured by 5 highly reliable items (i.e. coefficient alpha = .78). Participants were asked to rate observed changes in 5 areas: professional collaborations, mentoring of faculty, access to resources for scholarly activities, collegiality, and overall work climate. Responses ranged from 1 = much worse to 5 = much better. Higher scores represented change in a positive direction.

MANOVAs were used to examine group differences in the Climate Change construct. The overall MANOVA for discipline was marginally significant, Wilks' Lambda = .94, $F(5, 199) = 2.26$, $p = .05$, partial $\eta^2 = .06$. A follow-up ANOVA indicated that there were significant differences on changes in mentoring, $F(1, 195) = 5.68$, $p = .02$, partial $\eta^2 = .03$. Individuals in STEM fields (3.48) reported more positive changes than individuals in non-STEM fields (3.22). A follow-up ANOVA also indicated that there were significant differences on changes in access to resources, $F(1, 195) = 6.58$, $p = .01$, partial $\eta^2 = .03$. Individuals in STEM fields (2.85) reported more positive changes than individuals in non-STEM fields (2.52).

There were no significant differences on gender or college.

15. ADVANCE Influence

The *ADVANCE Influence* construct was measured by a 4 highly reliable items (i.e., coefficient alpha = .91). Participants were asked the rate the extent to which ADVANCE activities have influenced change at URI, including faculty development, work-life initiatives, recruitment, and information and awareness. Responses ranged from 1 = not at all to 5 = very much. Higher scores indicated greater ADVANCE influence.

MANOVAs were used to examine group differences in the ADVANCE Influence construct. The overall MANOVA for gender was significant, Wilks' Lambda = .92, $F(4, 192) = 4.00$, $p = .004$, partial $\eta^2 = .08$. A follow-up ANOVA indicated that there were significant differences on faculty development, $F(1, 195) = 6.03$, $p = .02$, partial $\eta^2 = .03$. Women (3.03) reported greater ADVANCE influence on faculty development than men (2.62). A follow-up ANOVA also indicated that there were significant differences on work-life issues, $F(1, 195) = 9.11$, $p = .003$, partial $\eta^2 = .05$. Women (3.12) reported greater ADVANCE influence on work-life issues than men (2.56). There were no significant differences on recruitment or information and awareness.

The overall MANOVA for discipline was significant, Wilks' Lambda = .83, $F(4, 184) = 9.68$, $p < .001$, partial $\eta^2 = .17$. First, a follow-up ANOVA indicated that there were significant differences on faculty development, $F(1, 187) = 13.16$, $p < .001$, partial $\eta^2 = .07$. Individuals in STEM fields (3.08) reported greater ADVANCE influence on faculty development than individuals in non-STEM fields (2.47). Second, a follow-up ANOVA also indicated that there were significant differences on work-life issues, $F(1, 187) = 13.96$, $p < .001$, partial $\eta^2 = .07$. Individuals in STEM fields (3.15) reported greater ADVANCE influence on work-life issues than individuals in non-STEM fields (2.44). Third, a follow-up ANOVA indicated that there were significant differences on recruitment, $F(1, 187) = 37.64$, $p < .001$, partial $\eta^2 = .17$. Individuals in STEM fields (3.73) reported greater ADVANCE influence on recruitment than individuals in non-

STEM fields (2.52). Fourth, a follow-up ANOVA indicated that there were significant differences on information and awareness $F(1, 187) = 13.38, p < .001$, partial $\eta^2 = .07$. Individuals in STEM fields (3.31) reported greater ADVANCE influence on information and awareness than individuals in non-STEM fields (2.63).

The overall MANOVA for college was significant, Wilks' Lambda = .75, $F(32, 654.34) = 1.66, p = .01$, partial $\eta^2 = .07$. A follow-up ANOVA indicated that there were significant differences on recruitment, $F(8, 180) = 4.28, p < .001$, partial $\eta^2 = .16$. GSO (4.26) reported greater ADVANCE influence than A&S (3.01), CBA (2.22), GSLIS (2.22), and HSS (2.69). A follow-up ANOVA also indicated that there were significant differences on information and awareness, $F(8, 180) = 2.14, p = .03$, partial $\eta^2 = .09$. EGR (3.62) reported greater ADVANCE influence on information and awareness than CBA (1.89).

APPENDIX B. YEAR 4 BENCHMARKS

Benchmark Report 2006-2007 *Prepared by the URI ADVANCE Evaluation Committee*

This report contains information reported during AY 2006-2007. Data for this year's report were acquired through the University of Rhode Island's Office of the Provost. Same as last year, data for Social and Behavioral Sciences (SBS) have been disaggregated from the Science, Technology, Engineering, and Math (STEM) disciplines.

1. Faculty Gender Composition in STEM and SBS Departments (2006-07)

Tenured and tenure-track faculty women account for 22.9% ($n = 67$) of the 293 STEM and SBS tenured and tenure-track faculty (see Table 1). This is a slight improvement over last year's 21.7% ($n = 290$) out of 290. Non-tenure track faculty women ($n = 15$, 28.8%), like their tenured or tenure-track peers, also remain a numeric minority of the overall non-tenure track pool ($n = 52$), which for this report is comprised of research professors, clinical researchers, marine research scientists, and lecturers.

Similar to last year, Biological Sciences (Full Professors = 3, 42.9%, Associate Professors = 3, 100.0%, and Assistant Professors = 1, 25%) and Psychology (Full Professors = 5, 29.4%, Associate Professors = 4, 66.7%, and Assistant Professors = 3, 60.0%) boast the highest percentages of female faculty. The department of Sociology and Anthropology also has comparatively higher percentages of female faculty (Full Professors = 3, 33.3%, Associate Professors = 1, 50.0%, and Assistant Professors = 2, 66.7%), but because it is a relatively small department at URI it is not an anchor comparable in size to Biological Sciences and Psychology (see Table 2).

The remainder of departments across all other colleges do not house nearly the same numbers of women faculty as those already mentioned. Of note are departments where women are absent in the higher ranks, such as Full Professors or Associate Professors. For example, women remain absent in Full Professor positions in 5 out of 6 departments in the College of Engineering (COE) and 5 out of 8 departments in the College of Environmental & Life Sciences (CELS). Women Associate Professor ranks remain similarly

sparse in those two colleges; they are absent in 4 out of 6 departments in COE and 3 out of 8 colleges in CELS (see Table 2).

One ADVANCE Fellow in the COE – Electrical Engineering – at the end of her fellowship successfully transitioned into an Assistant Professor tenure-tracked position which is funded by URI's general revenue funds. This was the first in a series of such upcoming transitions and a marker in the institutionalization of ADVANCE's recruitment efforts.

Aggregated across all colleges, among all tenured and tenure-track positions, women remain outnumbered by men across all ranks, with the most striking differences in the higher Full Professor ranks (Full Professors = 24, 12.6%, Associate Professors = 17, 39.5%, and Assistant Professors = 26, 44.1%). Disciplines such as Psychology, Biological Sciences, and Sociology & Anthropology, help boost the total numbers of women in STEM & SBS. And presumably, if not for recent ADVANCE STEM hires in the Assistant Professor ranks, women may be even scarcer still.

This year, because we acquired data from the Office of the Provost, we were able to get a snapshot of faculty demographics at URI by gender, rank, and race. Though unsurprising, this image was nevertheless sobering. White women ($n = 57$, 19.5%), though certainly underrepresented compared to White men ($n = 192$, 65.5%), are present across all ranks in the STEM disciplines, there are no women faculty of color in the Full Professor rank in any of the STEM disciplines (see Table 3). Cumulatively, women faculty of color comprise 3.4% ($n = 10$) of the entire STEM & SBS faculty at URI, a drop from 4% ($n = 11$) last year. The implications of this multiple marginalization – i.e. woman and being of color in STEM -- remain even more obscure than the implications of being a White woman in STEM.

2. Number of Women in STEM who are in Non-Tenure Track Positions

We have identified primarily four categories of non-tenure-track positions: Researchers (research professors, clinical researchers, and Marine Research Scientists in the Graduate School of Oceanography), Lecturers, Instructors, and other adjunct or temporary positions without union representation or tenure process. Of these positions the following are most relevant to ADVANCE: research professors, clinical researchers, marine research scientists, and lecturers. Positions of instructors are often occupied by graduate students, and thus are not counted.

As noted earlier, women are underrepresented ($n = 82$, 28%) in all ranks (tenure-track, or otherwise), pooled across all STEM & SBS departments. However, they do proportionately comprise a slightly larger

portion ($n = 15$, 28.8%) of the non-tenure track positions than of the tenured or tenure-track positions ($n = 67$, 22.9%). In two departments – Psychology and Sociology & Anthropology – women comprise the entire (100%) non-tenure-track workforce. In some, they are a majority of the non-tenure-track workforce (Chemistry 66.7%, Cell & Molecular Biology 50%, and Biomedical Sciences 50%). However, relative numeric parity in these ranks is meaningless because these ranks carry no political influence in the University; these non tenure-tracked women have no faculty-union representation, let alone any decision-making voice in departmental or institutional policies. (See Table 1).

3. Number and Percent of Women in Tenure-Line Positions by Rank and Department

Of all ranks across all STEM & SBS departments, women are most densely clustered in the lower ranks: Full ($n = 24$, 12.6%), Associate ($n = 17$, 39.5%), Assistant ($n = 26$, 44.1%), and non-tenure-track positions ($n = 15$, 28.8%). There remains unequal representation of women across each position in individual departments and colleges. Most of the increases at the assistant level can be attributed to the hiring of ADVANCE fellows within the STEM departments.

4. Promotion Outcomes in STEM Fields by Gender

(Pending)

5. Years in Rank in STEM & SBS by Gender

In 2003, URI implemented a database that tracks partial data for years in rank in STEM & SBS departments by rank and gender. However, the data are not reliable across all cases since critical information such as rank at hire is available only for the most recent years (i.e. most recent hires). Such data as were accessible are included in Tables 4a & b; however, because of data unreliability, any meaningful comparisons are not recommended.

Data were partially available, with unclear accuracy, for 43 female (STEM = 30, SBS = 13) and 165 male (STEM = 152, SBS = 13) professors for years in rank at the Associate level for those hired as Assistant professors (see Table 4a). No females, hired at the Assistant level, had spent 15 or more years in the Associate rank. There were 10 male professors (STEM = 9, SBS = 1) who, hired as associate professors, had spent either 15 or more years in that rank in either STEM or SBS (mean = 19.11 yrs, median = 17.00 yrs, range = 13.00 yrs, SD = 4.46 yrs).

Data were partially available for 4 female (STEM = 3, SBS = 1) and 31 male (STEM = 28, SBS = 3) professors for years in rank at the Associate level for those hired as Associate professors (see Table 4b). Notably,

among those for whom data were available, no female, either in STEM or SBS, hired at the Associate level, had spent 15 or more years in that rank. There were 3 males (all STEM) who, hired at the associate level, had spent 15 or more years at that rank (mean = 17.00 yrs, median = 17.00 yrs, range = 4.00 yrs, SD = 2.00)

6. Voluntary, non-Retirement, non-Death Attrition by Gender for STEM Faculty

Exiting faculty -- tenured, tenure-track, or otherwise -- are not required to divulge reasons for leaving. At present, there are no institutionalized and systematic means of conducting exit interviews upon a faculty member's departure. Indeed, there may be instances where there are discrepancies between official and rumored (word-of-mouth conjectured) reasons for why a faculty member left. We have reported on the official data. During AY 2006-07, two female professors (Associate = 1, Full = 1) left the College of Arts and Sciences at URI, one to relocate to her research population of interest and another to take a position with NSF (see Table 5). One male full professor resigned/partially retired from the Graduate School of Oceanography to assume a position elsewhere. ADVANCE is currently exploring the feasibility of conducting exit interviews with recently departed faculty.

7. Number and Percent of New Hires in STEM and SBS

The number and percent of new hires who are women had steadily increased from the advent of ADVANCE at URI until AY 2006-07 when the ratio of female to male new hires evened out.

Two years prior to the start of ADVANCE, in an uncharacteristically heavy hiring year, women accounted for only 25% of new hires at the Assistant Professor level, although they comprised 80% of new hires at the Associate Professor level (See Table 6 and Figure 4). A year later (one year prior to ADVANCE) that figure dropped to 16.7% at the Assistant Professor level and 0% at the Associate Professor level. During the first year of ADVANCE (2002-03), those figures began to be resuscitated; women were 29% of new hires at the Assistant Professor level. Since then, the percent of women new hires at the Assistant Professor level has seen a steady increase, from 33% in 2003-04, to 60% in 2004-05, and 75% in 2005-06. However, during AY 2006-07, the percent of female new hires at the Assistant level dropped to 40% ($n = 4$) of all new hires at that rank ($n = 10$).

There have been no female new hires at the Associate or Full Professor levels since 2000-01. However, starting in 2006-07, CELS hired a female at the Associate Professor level (her rank at hire was misreported as Full Professor in last year's benchmark report), whose hiring was influenced by ADVANCE. The Graduate School of Oceanography also hired a female at the Associate level, whose hire -- from a soft-

money non-tenure-track Assistant Research Professor to tenured Associate Professor – was directly influenced by ADVANCE.

ADVANCE is continuing to explore the feasibility of encouraging female new hires in STEM and SBS without providing funding incentives to departments.

8. Number and Percent of Women in Faculty Leadership Positions

(Pending)

9. Salary of STEM Faculty by Gender

Per the Frehill (2005) toolkit recommendations, as provided by NSF-ADVANCE, these data were reported during Years 1 and 3 and will be reported again during Year 5 of the ADVANCE grant.

10. Start-up Packages of newly hired STEM Faculty by Gender

Per the Frehill (2005) toolkit recommendations, as provided by NSF-ADVANCE, these data were reported during Years 1 and will be reported again during Year 5 of the ADVANCE grant.

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Table 1. Faculty Gender Composition in STEM and SBS Departments (2006-07)

	Tenured & Tenure Track			Non-Tenure Track			Non-Tenure Track as % All Women
	All	Women	% Women	All	Women	% Women	
College of Arts & Sciences (STEM)	55	10	18.2	14	4	28.6	28.6
Chemistry	14	1	7.1	3	2	66.7	66.7
Computer Science & Statistics	11	3	27.3	1	0	0	0
Mathematics	18	4	22.2	4	1	25.0	20.0
Physics	12	2	16.7	6	1	16.7	33.3
College of Engineering	65	8	12.3	3	1	33.3	11.1
Chemical	10	1	10.0	1	0	0	0
Civil	9	2	22.2	0	0	0	0
Electrical	19	2	10.5	0	0	0	0
Industrial	5	1	20.0	0	0	0	0
Mechanical	14	1	7.1	0	0	0	0
Ocean	8	1	12.5	2	1	50.0	50.0
Environment & Life Sciences	79	19	24.1	9	2	22.2	9.5
Biological Sciences	14	7	50.0	2	0	0	0
Cell & Molecular Biology	9	3	33.3	2	1	50.0	25.0
Environmental & Natural Resource Economics	9	1	11.1	0	0	0	0
Fisheries, Animal, & Veterinary Sciences	8	3	37.5	3	1	33.3	25.0
Geosciences	8	1	12.5	1	0	0	0
Marine Affairs	8	1	12.5	0	0	0	0
Natural Resource Science	11	1	9.1	1	0	0	0
Plant Sciences	12	2	16.7	0	0	0	0
College of Pharmacy	19	5	26.3	2	1	50.0	16.7
Biomedical Sciences	19	5	26.3	2	1	50.0	16.7
Graduate School of Oceanography	33	7	21.2	20	3	15.0	30.0
GSO	33	7	21.2	20	3	15.0	30.0
College of Arts & Sciences (SBS)	42	18	42.9	4	4	100.0	18.2
Psychology	28	12	42.9	3	3	100.0	20.0
Sociology & Anthropology	14	6	42.9	1	1	100.0	14.3
Total	293	67	22.9	52	15	28.8	18.3

Source: URI Office of the Provost

Table 2. Tenured & Tenure-Track Faculty by Gender & Rank Composition in STEM and SBS Departments (2006-07)

	Women			Men			Percent Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
College of Arts & Sciences (STEM)	4	3	3	33	4	8	10.8	42.9	27.3
Chemistry	1	0	0	10	1	2	9.1	0	0
Computer Science & Statistics	1	2	0	5	1	2	16.7	66.7	0
Mathematics	2	1	1	8	2	4	20.0	33.3	20.0
Physics	0	0	2	10	0	0	0	0	100.0
College of Engineering	1	2	5	45	6	6	2.2	25.0	45.5
Chemical	0	1	0	6	2	1	0	33.3	0
Civil	0	0	2	4	2	1	0	0	66.7
Electrical	1	0	1	15	0	2	6.3	0	33.3
Industrial	0	0	1	3	1	0	0	0	100.0
Mechanical	0	0	1	11	1	1	0	0	50.0
Ocean	0	1	0	6	0	1	0	100.0	0
Environment & Life Sciences	5	7	7	40	9	11	11.1	43.8	38.9
Biological Sciences	3	3	1	4	0	3	42.9	100.0	25.0
Cell & Molecular Biology	1	1	1	4	2	0	20.0	33.3	100.0
Environmental & Natural Resource Economics	1	0	0	6	0	2	14.3	0	0
Fisheries, Animal, & Veterinary Sciences	0	1	2	5	0	0	0	100.0	100.0
Geosciences	0	1	0	5	1	1	0	50.0	0
Marine Affairs	0	0	1	4	1	2	0	0	33.3
Natural Resource Science	0	0	1	5	4	1	0	0	50.0
Plant Sciences	0	1	1	7	1	2	0	50.0	33.3
College of Pharmacy	3	0	2	9	2	3	25.0	0	40.0
Biomedical Sciences	3	0	2	9	2	3	25.0	0	40.0
Graduate School of Oceanography	3	0	4	22	2	2	12.0	0	66.7
GSO	3	0	4	22	2	2	12.0	0	66.7
College of Arts & Sciences (SBS)	8	5	5	18	3	3	30.8	62.5	62.5
Psychology	5	4	3	12	2	2	29.4	66.7	60.0
Sociology & Anthropology	3	1	2	6	1	1	33.3	50.0	66.7
Total	24	17	26	167	26	33	12.6	39.5	44.1

Table 3: Number of STEM & SBS Tenured and Tenure-Track faculty by Rank, Gender, and Racial Group (2006-07)

	Females		Males		% Women of Color
	White	of Color	White	of Color	
Assistant Professor	21	5	28	5	8.4%
Associate Professor	12	5	21	5	11.6%
Full Professor	24	0	143	24	0%
Totals (%)	57 (19.5%)	10 (3.4%)	192 (65.5%)	34 (11.6%)	3.4%

Table 4a. Years in Rank at the Assistant Professor Level for STEM and SBS Faculty Hired as Assistant Professors (2006-07)

Years in Rank	STEM				SBS			
	Women		Men		Women		Men	
	Number	% of Women	Number	% of Men	Number	% of Women	Number	% of Men
0-2	12	5.69	23	10.90	4	1.90	3	1.42
3-5	4	1.90	41	19.43	4	1.90	5	2.37
6-8	8	3.79	52	24.64	4	1.90	6	2.84
9-11	4	1.90	16	7.58	1	0.47	2	0.95
12-14	2	0.95	11	5.21	0	0.00	1	0.47
15 or more	0	0.00	9	4.27	0	0.00	1	0.47
Total	30	14.22	152	72.04	13	6.16	18	8.53

Source: URI Office of the Provost

Table 4b. Years in Rank at the Associate Professor Level for STEM and SBS Faculty Hired as Associate Professors (2006-07)

Years in Rank	STEM				SBS			
	Women		Men		Women		Men	
	Number	% of Women	Number	% of Men	Number	% of Women	Number	% of Men
0-2	1	2.86	1	2.86	1	2.86	0	0.00
3-5	1	2.86	15	42.86	0	0.00	1	2.86
6-8	1	2.86	6	17.14	0	0.00	0	0.00
9-11	0	0.00	3	8.57	0	0.00	2	5.71
12-14	0	0.00	0	0.00	0	0.00	0	0.00
15 or more	0	0.00	3	8.57	0	0.00	0	0.00
Total	3	8.57	28	80.00	1	2.86	3	8.57

Source: URI Office of the Provost

Table 5. Voluntary, Non-Retirement, Non-Death Attrition, by Rank, Gender & College (Tenured & Tenure-Track Faculty, 2006-07)

	Women			Men		
	Assistant	Associate	Full	Assistant	Associate	Full
College of Arts & Sciences	-	1	1	-	-	-
College of Engineering	-	-	-	-	-	-
Environment & Life Sciences	-	-	-	-	-	-
College of Pharmacy	-	-	-	-	-	-
Graduate School of Oceanography	-	-	-	-	-	1
Total	0	1	1	0	0	1

Source: URI Office of the Provost

Table 6. New-Hires in STEM and SBS by year

	Assistant			Associate			Full Professor		
	Men	Women	% Women	Men	Women	% Women	Men	Women	% Women
Pre-ADVANCE Year: 2000-01	9	3	25.0%	1	4	80.0%	1	-	0%
College of Arts & Sciences (STEM)	2	1	33.3%	-	1	100%	-	-	-
College of Engineering	1	-	-	1	1	50.0%	-	-	-
Environment & Life Sciences	3	1	25.0%	-	1	100%	-	-	-
College of Pharmacy	1	1	50.0%	-	-	-	-	-	-
Graduate School of Oceanography	1	-	-	-	-	-	1	-	0%
College of Arts & Sciences (SBS)	1	-	-	-	1	100%	-	-	-
Pre-ADVANCE Year: 2001-02	5	1	16.7%	1	-	-	-	-	-
College of Arts & Sciences (STEM)	1	-	-	-	-	-	-	-	-
College of Engineering	1	1	50.0%	1	-	-	-	-	-
Environment & Life Sciences	2	-	-	-	-	-	-	-	-
College of Pharmacy	1	-	-	-	-	-	-	-	-
Graduate School of Oceanography	-	-	-	-	-	-	-	-	-
College of Arts & Sciences (SBS)	-	-	-	-	-	-	-	-	-
ADVANCE Year: 2002-03	5	2	28.6%	-	-	-	1	-	0%
College of Arts & Sciences (STEM)	3	-	-	-	-	-	-	-	-
College of Engineering	1	1	50.0%	-	-	-	-	-	-
Environment & Life Sciences	1	1	50.0%	-	-	-	-	-	-
College of Pharmacy	-	-	-	-	-	-	-	-	-
Graduate School of Oceanography	-	-	-	-	-	-	1	-	0%
College of Arts & Sciences (SBS)	-	-	-	-	-	-	-	-	-
ADVANCE Year: 2003-04	2	1	33.3%	-	-	-	-	-	-
College of Arts & Sciences (STEM)	-	-	-	-	-	-	-	-	-
College of Engineering	-	1	100%	-	-	-	-	-	-
Environment & Life Sciences	2	-	-	-	-	-	-	-	-
College of Pharmacy	-	-	-	-	-	-	-	-	-
Graduate School of Oceanography	-	-	-	-	-	-	-	-	-
College of Arts & Sciences (SBS)	-	-	-	-	-	-	-	-	-
ADVANCE Year 2004-05	4	6	60.0%	-	-	-	1	-	0%
College of Arts & Sciences (STEM)	-	2	100%	-	-	-	-	-	-
College of Engineering	1	2	66.7%	-	-	-	-	-	-
Environment & Life Sciences	1	1	50.0%	-	-	-	1	-	0%

College of Pharmacy	-	-	-	-	-	-	-	-	-
Graduate School of Oceanography	1	-	-	-	-	-	-	-	-
College of Arts & Sciences (SBS)	1	1	50.0%	-	-	-	-	-	-
ADVANCE Year 2005-06	2	6	75.0%	-	-	-	-	-	-
College of Arts & Sciences (STEM)	1	-	-	-	-	-	-	-	-
College of Engineering	-	-	-	-	-	-	-	-	-
Environment & Life Sciences	-	3	100%	-	-	-	-	-	-
College of Pharmacy	1	-	-	-	-	-	-	-	-
Graduate School of Oceanography	-	3	100%	-	-	-	-	-	-
College of Arts & Sciences (SBS)	-	-	-	-	-	-	-	-	-
ADVANCE Year 2006-07	6	4	40.0%	-	2	100%	-	-	-
College of Arts & Sciences (STEM)	1	-	0%	-	-	-	-	-	-
College of Engineering	1	-	0%	-	-	-	-	-	-
Environment & Life Sciences	3	1	25.0%	-	1	100%	-	-	-
College of Pharmacy	-	-	-	-	-	-	-	-	-
Graduate School of Oceanography	-	-	-	-	1	100%	-	-	-
College of Arts & Sciences (SBS)	1	3	75.0%	-	-	-	-	-	-

Source: URI Human Resources

Faculty Mentor Profile

a self-analysis

How are you doing as a faculty mentor? Mentoring includes many types of support - rarely can one person fulfill them all. Use this form to gauge where your mentoring strengths are, and where you might want to refer your mentee to other sources.

Characteristic (not necessarily in order of priority)	Things I Could Do					
	I'm doing fine with this (or I've found someone else to help with this).	My mentee doesn't have a need for this.	I should talk about the possible need for this with my mentee.	I should begin doing this, or think about ways I can do this better	I should find someone to help with this (please list possible names)	Other?
Provide guidance about conducting research & scholarship						
Provide guidance about the tenure & promotion process						
Provide guidance about publications						
Provide guidance about teaching						
Serve as an advocate						
Provide help finding resources						
Provide advice about service						
Provide advice on navigating URI systems						
Advise on work-life issues						
Help establish professional relationships						

Help establish social relationships						
Educate, encourage department to take mentoring seriously						
Offer support						
Encourage direct and frequent communication						
Help with settling in to URI						

Characteristic	For Example:
Provide guidance about conducting research & scholarship	Pertinent funding sources; lab management; how to find and inspire grad students; budget management; communicating with funding agencies; etc.
Provide guidance about the tenure & promotion process	Encourage attendance at AAUP P&T workshop; show examples of successful dossiers; assistance in preparing for annual review, tenure evaluation; etc.
Provide guidance about publications	Pertinent journals and meetings; how to deal with reviewer revision requests; dealing with paper rejection; writing efficiently; collaborations; etc.
Provide guidance about teaching	Suggestions for class inspiration; encourage attendance at IDP teaching workshop; dealing with large classes; grading; communication boundaries with students; etc.
Serve as an advocate	Help expedite lab or office renovations; represent mentee's needs and concerns to chair/dean; protect mentee from inappropriate demands on time, department politics; etc.
Provide help finding resources	Interface with dean, etc; take on a trip to visit a grant monitor; make aware of in-house COR and other funding opportunities; etc.
Provide advice about service	Which committees to volunteer for at which point in career; importance of being at some time on dept./college/university committee; appropriate balance of service time; etc.
Provide advice on navigating URI systems	Getting budget paperwork approved; names of key people in administrative offices; what are TARs and other forms, and how early to submit; how to "walk paperwork" through system; etc.
Advise on work-life issues	How to ask for parental and/or other leaves; dual career assistance; balancing work and life responsibilities; etc.
Help establish professional relationships	Arrange meetings/lunches with colleagues; introduce to administrators and potential faculty collaborators; invite to working lunches; etc.
Help establish social relationships	Invite to lunches, events, etc; plan social gathering or introduce to similar others; meet regularly on an informal basis; etc.
Educate, encourage department to take mentoring seriously	Ask to get on dept. meeting agenda to talk about mentoring; encourage mentor gatherings; talk about your college mentoring policy; endorse and practice idea that mentoring & nurturing junior faculty is entire department's responsibility; etc.
Offer support	Be sensitive to anxiety – gauge when to step in, offer advice, etc.; be a good sounding board – listen without judgment; remain positive and encouraging,

	not critical; etc.
Encourage direct and frequent communication	Schedule regular (not haphazard) and frequent meetings, even if just to say hello; be proactive – don't wait for issues to arise – ask for ways you can assist; schedule some meetings off-campus; stay in touch until tenure decision; etc.
Help with settling in to URI	Be sure employment paperwork is in place BEFORE mentee arrives on campus; office, lab, studio are ready; provide info on realtors, day care, schools, restaurants, civic orgs, community action groups, etc; introduce around campus; take on campus tour; info about unique aspects of URI; tips on University and Rhode Island "culture;" etc.



FACULTY MENTORING WORKSHOP

October 12, 2007

AGENDA

12:00 – 12:15

Welcome and Introduction

Lynn Pasquerella, Vice Provost for Academic Affairs and Barbara Silver, ADVANCE Program Director

12:15 – 12:45

Group Discussion & Activity: Mentoring Experiences

Faye Boudreaux-Bartels, Professor & Chair, Electrical, Computer, & Biomedical Engineering

12:45 – 1:05

Mentors and Mentoring: Different Types

Faye Boudreaux-Bartels and Breck Peters, Professor, Sociology & Anthropology

1:05 – 1:30

Best Individual & College Practices: Panel Discussion

Nan Fey-Yensan, Assoc. Dean, Human Science & Services & Professor of Nutrition & Food Sciences, Breck Peters, Professor, Sociology & Anthropology, Susan Roush, Professor, Physical Therapy Program, Arun Shukla, Simon Ostrach Professor & Chair, Mechanical Engineering

1:30 – 1:50

Mentor Profiles: Outlining Your Mentor Plan

Faye Boudreaux-Bartels

1:50 – 2:00

Closing Remarks and Evaluation

Barb Silver, ADVANCE Program Director



Call for Nominations

for the First Annual

Faculty Mentor Award

The ADVANCE Program has been working with the Provost's office and URI colleges since early 2007 to develop and promote effective faculty mentoring programs within each college. We believe it is vital to the early success of new faculty that they receive support, advice, and input from all department colleagues, but in particular from assigned faculty mentors.

To acknowledge the significant efforts and contributions offered by faculty mentors and administrators, ADVANCE announces a call for nominations for the first annual URI Faculty Mentor Award. This award will honor a senior faculty member or administrator who provides and/or promotes conscientious, proactive, effective, and broad-based faculty mentoring.

To submit a nomination, please submit the name of the nominee and a brief explanation (150 words or less) of why you believe that person should be considered.

Deadline for Nominations is May 2, 2007

Please submit via email to advance1@etal.uri.edu
or through campus mail to:

ADVANCE Resource Center
001 Carlotti Hall
Kingston campus

APPENDIX E. DRAFT LACTATION POLICY

UNIVERSITY OF RHODE ISLAND BREASTFEEDING AND LACTATION SUPPORT PROGRAM

Originators: ADVANCE Office & URI Work-Life Committee (Provost's Office?)

Date: August 18, 2008

Policy #

Purpose:

The University of Rhode Island recognizes the importance and benefits of breastfeeding for both mothers and their infants, and in promoting a family-friendly work and study environment. By implementing a breastfeeding and lactation policy, the University strives to create an exceptional environment conducive to working and learning and attuned to both professional and personal needs, such as a nursing mother's needs to feed and/or to express milk for her baby while she is at work or school.

1. Background:

- Mothers of infants and toddlers are the fastest-growing segment of the U.S. labor force
- Breastfeeding has become preferred as the optimal form of infant nutrition, having a multitude of benefits for both mother and child.
- The American Academy of Family Physicians deems breastfeeding as the physiological norm for both mothers and their infants and further recommends that all babies be breastfed and/or receive expressed human milk exclusively for the first 6 months of life
- Breastfed children reap both preventive as well as developmental benefits. In addition, research indicates that breastfeeding decreases the risk of developing breast cancer for both mothers and daughters.
- Employers who support employee lactation programs help to reduce worker absenteeism and associated loss of income, staff turnover, and psychological stress, and increase retention of skilled workers, and job satisfaction.
- Societal and environmental benefits such as reduced health care costs, decreased costs for public health programs, decreased environmental burden, and decreased energy demands, have been attributed to breastfeeding infants

2. Rhode Island Breastfeeding Legislation:

Rhode Island Law provides for the needs of nursing mothers and their infants, as outlined below. URI intends to fully comply with these provisions of State law by implementing a breastfeeding and lactation policy for students, faculty, and staff.

§ 08-223 (amended 2008, Chapter 23-13.5-1). Breastfeeding in public places. A woman may breastfeed or bottle feed her child in any place open to the public.

§ 23-13.2-1 Workplace policies protecting a woman's choice to breastfeed.

– (a) An employer may provide reasonable unpaid break time each day to an employee who needs to breastfeed or express breast milk for her infant child to maintain milk supply and comfort. The break time must, if possible, run concurrently

with any break time already provided to the employee. An employer is not required to provide break time under this section if to do so would create an undue hardship on the operations of the employer.

(b) An employer shall make a reasonable effort to provide a private, secure and sanitary room or other location in close proximity to the work area, other than a toilet stall, where an employee can express her milk or breastfeed her child.

(c) The department of health shall issue periodic reports on breastfeeding rates, complaints received and benefits reported by both working breastfeeding mothers and employers.

(d) As used in this section: "employer" means a person engaged in business who has one or more employees, including the state and any political subdivision of the state; "employee" means any person engaged in service to an employer in the business of the employer; "reasonable efforts" means any effort that would not impose an undue hardship on the operation of the employer's business; and "undue hardship" means any action that requires significant difficulty or expense when considered in relation to factors such as the size of the business, its financial resources and the nature and structure of its operation.

§ 11-45-1 Disorderly conduct. – Protects mothers breastfeeding in public from disorderly conduct laws.

Applicable To:

All female University faculty, staff, and students.

Responsibility:

All University supervisors are responsible for being aware of the policy and working with female employees to arrange mutually convenient lactation break times.

Policy:

The University of Rhode Island recognizes the importance and benefits of breastfeeding for both mothers and their infants, and in promoting a family-friendly work and study environment. Therefore, in accordance with Rhode Island state law, the University of Rhode Island acknowledges that a woman may breastfeed or bottle-feed her child in any place open to the public on campus, and shall provide sanitary and private **lactation facilities**, other than a toilet stall, in close proximity to the work or study area for nursing employees or students. Supervisors/chairs will work with nursing employees to schedule reasonable and flexible unpaid **break time** each day for this activity.

1. Lactation Breaks

- ❖ The University of Rhode Island shall provide schedule flexibility for staff and faculty mothers who give their Department Chair or Supervisor adequate notice identifying a need for lactation support and facilities.
- ❖ Mothers are responsible for requesting lactation support prior to or during maternity leave, preferable no later than two weeks before returning to work.
- ❖ The unpaid time, generally not to exceed one hour, ideally should run concurrently with an employee's paid break time, but the University shall make separate time available, if this is not reasonable. Supervisors and employees shall work together to establish mutually convenient times.

- ❖ Alternatively, sick time, personal leave, vacation time, or flexible scheduling may be used for this accommodation.
- ❖ It is assumed that no serious disruption of University operations will result from providing lactation time.
- ❖ Recognizing the importance of supporting the needs of working caregivers, supervisors will respond seriously, positively, and will ensure that there are no negative consequences to nursing mothers who need lactation break time.
- ❖ Students planning to use lactation facilities must do so around their scheduled class times. Although any necessary student accommodations should be negotiated with individual professors, professors are not required to excuse tardiness or absences due to lactation needs.

2. Lactation Facilities

- ❖ The University of Rhode Island shall provide sanitary and private facilities in close proximity to the work area across campus, other than a toilet stall, for mothers to breastfeed or to express breast milk.
- ❖ The location may be the place an employee normally works if there is adequate privacy, cleanliness, and is comfortable for the employee.
- ❖ Areas such as restrooms are not considered appropriate spaces for lactation purposes, unless the restroom is equipped with a separate, designated room for lactation purposes.

Procedure:

1. Supervisors who receive a lactation accommodation request should review available space in their department/unit and be prepared to provide appropriate nearby space and break time.
2. If the employee or student wishes to use designated lactation rooms, they are listed at http://www.uri.edu/advance/work_life_support/lactation_facilities.html. At this time (fall 2008), there are 2 available, with more in the planning stages:
 - a. 001 Carlotti Hall – secure room with hospital-grade pump and other amenities. Currently users must register by calling 874-9422.
 - b. Memorial Union – secure room within ground floor women’s restroom – no pump – users must sign in.
3. Breastfeeding mothers and mothers expressing milk shall be responsible for keeping the facilities clean as well as cleaning and sanitizing the breast pumps after each use.
4. Presently, comments, concerns, or questions regarding the breastfeeding and lactation policy or lactation facilities should be directed to the ADVANCE office at (401) 874-9422. This includes those who believe they have been denied appropriate accommodation and those who need advice about making or responding to a request for accommodation.

APPENDIX F. DUAL CAREER POLICY

Policy Statement

The University of Rhode Island acknowledges the importance of supporting dual career partners in attracting and retaining a quality workforce, and in its long-range economic benefit to the University, and is committed to offering placement advice and assistance whenever feasible and appropriate. It is therefore the policy of the University of Rhode Island to establish and implement a program for dual career assistance for faculty hires beginning with the Spring 2008 semester.

What is the Dual Career Assistance Program?

University of Rhode Island recognizes that top faculty candidates increasingly have partners who simultaneously are seeking employment, and acknowledges that to remain competitive in recruitment and retention, it is important to consider the employment needs of partners in any faculty hire. The presence of a successful dual career assistance program is likely to enhance institutional effectiveness in recruitment, retention, overall diversity, and family friendly climate. Thus, *this program includes suggested guidelines to assist accompanying partners of job candidates in searching for appropriate employment opportunities.* This program is envisioned to work in coordination with and is subject to Affirmative Action programs and goals.

Employment Assistance, Not Job Placement

Dual Career Assistance at the University of Rhode Island does not replace or supersede existing Affirmative Action obligations, or applicable policies of the Board of Governors for Higher Education, the University or provisions of the faculty and/or other collective bargaining agreements. Due to the specifics of various labor union contracts, these guidelines currently are intended to meet the needs of AAUP faculty. However, the following recommendations are designed to be a first step in an ongoing process of developing guidelines that effectively address dual career needs at URI for all employees. Moreover, the University of Rhode Island recognizes the need to continuously evaluate the impact of dual career assistance on maintaining balance with the overall goals of diversity within the University.

The value of assisting individuals in dual career partnerships to obtain employment opportunities is readily acknowledged, and URI has established these guidelines in that spirit. However, it is critical to note that the Dual Career Assistance Program does not operate as a University promise or guarantee of employment and individuals are encouraged to take advantage of additional career search resources in Rhode Island and online.

Dual Career Assistance Hiring Guidelines

The following guidelines shall be applicable to and govern all dual career assistance hiring opportunities in accordance with the dual career assistance program established at the University of Rhode Island:

1. Advertising

URI will add a notice of dual career guidelines to job advertisements stating that the University of Rhode Island is an Equal Employment Opportunity/Affirmative Action (EEO/AA) employer that is responsive to dual career partners.

2. Providing Information

The Office of Affirmative Action, Equal Opportunity and Diversity ("Affirmative Action") shall, upon request, provide information to an employment applicant regarding the University's ability to accommodate a dual career partner. All candidates in a job search as well as current University employees have a right to inquire about opportunities and procedures for dual career partner hires. Equal Employment Opportunity policies dictate that such inquiries will not influence hiring or promotion decisions.

3. Definition of Dual Career Partner

A dual career partner must be the spouse or domestic partner of an employment applicant, as defined by state law and referred to in the collective bargaining agreement.

4. Responding to a Request for Dual Career Assistance

A. Off-Campus Employment. Dual Career Partners of employment applicants who have received tentative job offers may seek available University services, including the Office of Career Services, Human Resources, the Dean of the candidate's college, and/or Affirmative Action, in searching for appropriate employment opportunities off campus. These representatives are authorized to utilize their formal and informal contacts to assist the dual career partner in identifying, applying for, and interviewing for appropriate off-campus employment. A designated facilitator should be appointed in these cases, as well, and should be responsible for ensuring the best possible communication between University and community connections.

B. URI Nonacademic Employment. Dual Career Partners of employment applicants who have received tentative job offers may also seek the services of Career Services, Human Resources, the Dean of the candidate's college, the Unit Director and/or Affirmative Action in searching for appropriate employment opportunities on campus. These representatives will be responsible for assisting the dual career partner in identifying, applying for, and interviewing for available campus employment opportunities. The following steps should be taken:

1. The employment applicant who has received the tentative job offer may request assistance in identifying other on-campus employment for his or her dual career partner.
2. The unit head/chair may collaborate with other University offices, including Career Services, Human Resources, the Dean of the employment applicant's college, and/or Affirmative Action in identifying possible avenues for the partner.
3. The unit head/chair may also collaborate in identifying an appropriate facilitator who to assist in the job search to ensure that all possible avenues are being explored for the partner.
4. A dual career partner, like any other employment applicant, must be systematically reviewed by the hiring unit. If that unit believes the dual career partner has appropriate credentials and has skills that are compatible with the unit's needs and mission, and if the dual career partner meets published deadlines for application, it

may request that the dual career partner be considered for an interview or other placement alternatives (as described below) to the extent permitted by applicable collective bargaining contracts, and affirmative action policies as well as applicable laws and regulations.

5. A dual career partner may also apply to the identified position or any other available employment position through the University's regular hiring policies and procedures.

C. URI Academic Employment. When any employment applicant or existing employee inquires about academic employment at URI for a dual career partner, the following steps are recommended:

1. The employment applicant who has received the tentative job offer should request assistance in identifying academic employment opportunity at URI for her or his dual career partner.
2. If it is determined that an appropriate academic employment opportunity exists, a copy of the dual career partner's curriculum vitae and other relevant materials shall be forwarded confidentially to the Department Chair and Dean of the College in which the dual career partner is seeking employment. These administrators will explore the fit between the partner and the target department and to determine whether to pursue the dual career partner hire request.
3. If it is determined to pursue a dual career partner hire, the requesting department must contact the Director of Affirmative Action as soon as possible in this process to discuss the feasibility of a specific Dual Career Partner search waiver request before submitting the paperwork, which includes the Dual Career Partner Request form, the vitae of the individual under consideration, additional supporting documentation, and a Request to Fill form. The appropriate Dean or Director must sign the Dual Career Partner Hire Request form. If approved by the Director of Affirmative Action, he or she will forward a recommendation to the Provost, who is responsible for the final review and decision.
4. If the search waiver request has been denied by the Director of Affirmative Action, the dual career partner shall have the opportunity to apply for the available academic position in accordance with normal hiring policies and procedures provided the application deadline has not expired.

D. Monitoring and Oversight. Prior to a dual career hire or appointment, Affirmative Action will review the process of all dual career partners hires to ensure that discrimination of any type has not occurred. Affirmative Action in cooperation with Human Resources (HR) and Institutional Research (IR) will regularly collect and provide information on dual career requests and request outcomes to monitor the effectiveness of these guidelines in recruitment, retention, and diversity, and to ensure that no negative effects or unlawful discrimination against specific persons or subgroups has occurred because of these guidelines.

Dual Career Accommodation Strategies

Expedited application for open position. A dual career partner of a finalist in a University search may request consideration for an interview for another open University

position as long as they meet the published qualifications and as long as the application deadline is met. A search committee chair that receives such a request must contact Affirmative Action immediately. No action or further steps on the request can be made without approval of Affirmative Action.

Split position. Split positions may be considered in order to meet the needs of several departments/units. The Vice Provost and/or Human Resources will coordinate these efforts.

Shared appointment. Faculty dual career partners in the same academic discipline may ask to be considered for a shared appointment. In such cases, the concerned department must determine whether both individuals have appropriate credentials and qualifications, have a demonstrated potential to become tenured members of the department and that the shared appointment meets the department needs. If the department determines that the shared appointment is feasible it will be submitted to the dean and provost for final consideration. If approved the dean and provost shall determine the terms and conditions of the shared appointment.

Soft money appointment. Eligible dual career partners may be considered for soft money positions or other short-term internal payroll positions. These appointments are fully eligible to apply for any tenure-line or more permanent positions that become available.

Visiting Professor Position. In some situations, a temporary (usually not to exceed one year) Visiting Professor Position may be created in order to either meet the needs of a particular department or offer a specialty area to a department that would otherwise be unavailable. During this temporary Professorship, the academic dual career partner is encouraged to apply for other open job opportunities within and outside the University.

Lectureships & per course instruction. If no position can be identified, dual career partners who teach may ask to be considered for employment on a per-course basis, or for a lectureship.

Search Waiver Request. University Policy requires a national or regional search for faculty and professional staff appointments. The URI Dual Career Partner Guidelines are designed for appointments that meet institutional priorities and that require rapid University action. In some cases, the Director of Affirmative Action may grant search waivers upon request based upon established criteria. For staff postings, only external posting waivers may be granted as the University must comply with internal posting requirements as well as with requirements of specific unions. Decisions on request for waivers of the search process under this policy shall be made by the Director of Affirmative Action.

While the University of Rhode Island recognizes the value of promoting opportunities for dual career partners, and has established these guidelines to help secure this value, **IT CANNOT GUARANTEE EMPLOYMENT TO ANYONE SIMPLY ON THE BASIS OF THESE GUIDELINES.**

APPENDIX G. RHODE ISLAND SENATE RESOLUTION

SENATE RESOLUTION RECOGNIZING THE EFFORTS OF THE UNIVERSITY OF RHODE ISLAND WORK/LIFE COMMITTEE

WHEREAS, it is widely recognized that annual hours worked have increased in the United States during the past several decades; and

WHEREAS, the United Nation's International Labour Organization and the Organization for Economic Cooperation and Development currently rank the United States near the top of countries in annual hours worked; and

WHEREAS, employers, labor organizations, and policy makers have increasingly come to realize the importance of maintaining work/life balance; and

WHEREAS, leading firms have developed progressive work/life programs to enhance employee recruitment, promote retention, lessen health care costs, and provide a better work environment; and

WHEREAS, state governments across the country have developed policies and passed laws to promote work/life balance; and

WHEREAS, allowing employees time for family matters, civic involvement, cultural development, and leisure strengthens families and communities and improves the health of individuals; and

WHEREAS, faculty, staff, and students from several areas of the University of Rhode Island, including the Department of Sociology and Anthropology, Schmidt Labor Research Center, College of Business Administration, ADVANCE Project, Women's Center, and Career Services, have formed the URI Work/Life Committee to study and promote work/life balance; and

WHEREAS, the URI Work/Life Committee will be hosting several events during the months March and April to enhance awareness of work/life issues; now therefore be it

RESOLVED, That this Senate of the State of Rhode Island and Providence Plantations supports the efforts of the URI Work/Life Committee in raising awareness of this important issue; and be it further

RESOLVED, That this Senate of the State of Rhode Island and Providence Plantations wishes the URI Work/Life Committee well in the series of events it will be holding during the months of March and April, 2008; and be it further

RESOLVED, That the Secretary of State be and he hereby is authorized and directed to transmit duly certified copies of this resolution to the URI Work/Life Committee.

APPENDIX H. URI WORK-LIFE SERIES OF EVENTS



The URI Work-Life Committee *Welcomes You to the* **2008 Series of Work-Life Events**



February 28	State House Event: Information session for legislators and the public, 3-4 pm, Senate Lounge, Rhode Island State House, Providence.
March 6	International Women's Day Presentation: <i>Rethinking Globalization: Gender and the Politics of Possibilities</i> , presented by Manisha Desai, Ph.D., Director of Women's Studies, University of Connecticut. 11:00 am-12 pm, Memorial Union. <i>Event co-sponsored by the Department of Sociology and Anthropology & Sociologists for Women in Society.</i>
March 13	ADVANCE Topical Lunch: <i>Wellness at Work: Stop, Stretch, and Breathe</i> , interactive presentation by Anne Marie Connolly, Director of Get Fit, Rhode Island, 12-1 pm, URI U-Club. Lunch compliments of ADVANCE. RSVP to 874-9422. <i>Event sponsored by the ADVANCE Resource Center.</i>
March 27	Work-Life Presentation: <i>Managing Your Life Without Stressing Out: Balancing Work, Life, and Family</i> presented by Alma Hughes, Vice President and Career Development & Management Consultant, Lee Hecht Harrison. 4-6 pm, URI U-Club. Refreshments provided. <i>Event co-sponsored by the Alumni Association, Career Services, & the College of Business Administration.</i>
April 2	Movie & Discussion, <i>Century of Women: Work and Family</i> , a must-see "documentary" narrated by Jane Fonda, with performances and testimony by Meryl Streep, Gloria Steinem, Twyla Tharp, and others. 7-9 pm, 277 Chafee. Refreshments provided. <i>Event sponsored by the AAUP.</i>
April 4	Work-Life Policy Panel: <i>Building a Balance: Campus & Corporate Work-Life Issues and Challenges</i> with panelists Ann Higginbotham, Professor & Chair, History, Eastern Connecticut State University, and William B. Sherwood, Ed.D, Vice President of Work-Life Services, Corporate Counseling Associates. 1:30-3:00 pm, Galanti Lounge. Refreshments provided. <i>Event co-sponsored by the AAUP, Graduate Student Association. & the Greater RI Labor Employment Association.</i>

APPENDIX I. URI EQUITY FORUM



The Office of the President and the URI Equity Coalition invite you to participate in a:

URI Equity Forum

A URI community meeting to discuss the organizational structure of equity and inclusion efforts on campus.

Friday, February 1, 2008
8:30 a.m. to 1:30 p.m.
Memorial Union Ballroom

The President's 2006-2009 Strategic Plan and recent changes in the Affirmative Action office provide an opportunity to examine how equity, diversity, and inclusion efforts are organized on campus. The Equity Coalition (a group of representatives from diversity/inclusion organizations and initiatives on campus) and President Carothers are interested in hearing from the campus community. Please join us in a facilitated conversation as we explore potential organizational models that would best match the needs of the University of Rhode Island. G-2

In preparation, you may wish to review various documents regarding diversity on the URI campus, including several strategic plans, and related diversity literature. These documents are collected on the ADVANCE website (www.uri.edu/advance) under *Climate Change*; or click on:

http://www.uri.edu/advance/climate_change/URI%20Diversity%20Documents_Plans.html

Lunch is included **ONLY** for those who pre-register.

RSVP to advance1@etal.uri.edu

H-1

Be a part of the plan. Please join us.



URI Equity Forum

February 1, 2008

Agenda

Our charge today is to consider how diversity can best be integrated into our institution by exploring options for URI's organizational structure.

- 8:30 a.m.** **Arrival and check in/registration**
- 8:45 a.m.** **Welcome and Introductions**
- What is our purpose today?**
- Review of current organizational structure at URI with regard to supporting equity/inclusion/diversity**
- Work to date: Studies and Reports**
- 9:10 a.m.** **Small Group Discussions:** *What are the broad needs or functions that relate to how we structure inclusion/diversity/equity efforts at URI?*
- 10:00 a.m.** **BREAK**
- 10:10 a.m.** **Presentation and Small Group Discussions:** *What do organizational models look like and what should we consider when contributing to a plan for our own University?*
- 10:50 a.m.** **Participants Circulate:** *Utilizing best information from other discussion groups – what do others consider important?*
- 11:05 a.m.** **Small Group Discussions:** *How should the University be organized to achieve existing and proposed new functions to foster a climate of inclusion?*
- 11:45 a.m.** **BREAK AND BOX LUNCH PICK-UP**
- 12:00 p.m.** **Report Out & Discussion**
- 1:15 p.m.** **Closing/Feedback and Next Steps**
- 1:30 p.m.** **Program Ends**