

**UCI ADVANCE PROGRAM FIFTH YEAR REPORT
SEPTEMBER 2006**

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ADVANCE Program Fifth Year Report
September 30, 2006

The ADVANCE Program at the University of California Irvine, supported by an NSF Institutional Transformation Award, has now completed its fifth year of NSF funding. Our goals remain the recruitment, retention and advancement of tenure-track women faculty at UCI. Our Program included all ten Schools on the UCI campus, with funding for 8 of the 10 schools supported directly from the NSF award and funding from UCI for the other two schools, the Claire Trevor School of the Arts and the School of Humanities. Thus, the UCI ADVANCE Program extended across the entire campus to transform the culture.

Program Organization and Participants

Individuals

Personnel associated with the UCI ADVANCE Program have changed several times during the 2001-2006 NSF-funded program period. Priscilla Kehoe was the initial Program Director assisted by Dina Jankowski as Program Coordinator. Co-location with the ADVANCE PI, Dean Susan V. Bryant, provided a strong foundation upon which to build the program in its initial four years. Based on the NSF site visit late in the UCI ADVANCE Program's third year, several administrative recommendations were adopted to ensure that the Program continue to evolve in an advantageous manner. An additional co-PI, Dean Debra Richardson was asked to join the ADVANCE team in 2004. An external evaluator, Dr. Laura Kramer with considerable expertise on gender issues in higher educational organizations completed a report in early 2005 with recommendations related to the process of institutionalization of the ADVANCE Program at UCI. Dr. Judith Stepan-Norris, one of the UCI ADVANCE Program's social science consultants also completed some evaluation work during the 2004-2005 academic year. With Priscilla Kehoe's impending retirement in late 2005, Program Director, Lisa Frehill was hired (May 2005) to implement both Kramer's and the ADVANCE site visit team's recommendations in order to transition the program from NSF-funding to a permanent institutional organization within UCI. Initially working alongside co-director Kehoe, full program responsibilities eventually were shifted to Frehill, who then prepared the program for transition to a UCI faculty member. (Transition plan materials are in Appendix A.)

Table 1. ADVANCE Program Participants, 2001-2006

Date	PI's (10% effort each)	Staff	Equity Advisors (10% effort each)
October 2001 (Initial staffing)	Susan V. Bryant, Dean Biological Sciences	Pricilla Kehoe, Program Director (50%)	
*Program office located in School of Biological Sciences	Herbert Killackey, Associate Executive Vice Chancellor		
January 2002		Dina Jankowski, Program Coordinator (100%)	Ann Sakai (Biological Sciences) Mary Gilly (School of Business) Nancy DaSilva (Engineering) Sandi Irani (Information & Computer Sci) Sue Duckles (Medicine) Nancy Dougherty (Physical Sciences) Kitty Calavita (Social Ecology) Cecilia Lynch (Social Sciences) Nancy Ruyter (Arts) Jane Newman (Humanities)
January 2003			Ann Sakai (Biological Sciences) John Graham (School of Business) Nancy DaSilva (Engineering) Scott Jordan (Engineering) Sandi Irani (Information & Computer Sci) Magda El Zarki (Information & Computer Sci) Sue Duckles (Medicine) Cris Kenny (Medicine) Richard Chamberlin (Physical Sciences) Ellen Druffel (Physical Sciences) Karen Rook (Social Ecology) Cecilia Lynch (Social Sciences) Janice Plastino (Arts) Jane Newman (Humanities)
January 2004			Diane O' Dowd (Biological Sciences) Andrea Tenner (Biological Sciences) Tom Buchmueller (School of Business) Nancy DaSilva (Engineering) Scott Jordan (Engineering) Magda El Zarki (Information & Computer Sci) Rick Lathrop (Information & Computer Sci) Cris Kenny (Medicine) Frances Leslie (Medicine) Ellen Druffel (Physical Sciences) Karen Rook (Social Ecology) Kris Day (Social Ecology) Teresa Caldeira (Social Sciences) Janice Plastino (Arts) Jane Newman (Humanities)
July 2004		D. Jankowski accepted a position in another UCI unit.	
September 2004	New PI <u>added</u> : Debra J. Richardson, Dean, Donald Bren School of Information and Computer Sciences	New Program Coordinator hired: Rebecca Ashby	
January 2005			Diane O' Dowd (Biological Sciences) Andrea Tenner (Biological Sciences) Tom Buchmueller (School of Business) Scott Jordan (Engineering) Amelia Regan (Engineering) Magda El Zarki (Information & Computer Sci)

			Rick Lathrop (Information & Computer Sci) Frances Leslie (Medicine) Tammy Smecker-Hane (Physical Sciences) Karen Rook (Social Ecology) Kris Day (Social Ecology) Teresa Caldeira (Social Sciences) Charlie Chubb (Social Ecology) Lisa Naugle (Arts) Alice Fahs (Humanities)
March 2005 *Program office moves to Administration Bldg.		Program Coordinator Rebecca Ashby resigns Rehired D. Jankowski part time (50%)	
May 2005		New Program Co-Director hired: Lisa M. Frehill (75%) Priscilla Kehoe (25%) D. Jankowski hired (100%)	
January 2006		Priscilla Kehoe retires. Frehill appointed Program Director.	Andrea Tenner (Biological Sciences) Diane K. O'Dowd (Biological Sciences) Tom Buchmueller (School of Business) Amelia Regan (Engineering) Magda El Zarki (Information & Computer Sci) Michael Goodrich (Information & Computer Sci) Frances Leslie (Medicine) Tammy Smecker-Hane (Physical Sciences) Teresa Caldeira (Social Sciences) Charles Chubb (Social Sciences) Kris Day (Social Ecology) Karen Rook (Social Ecology) Alice Fahs (Humanities) Lisa Naugle (Arts)
July 2006 **Director Salary paid by UCI as part of institutionalization plan	PI Bryant promoted to Vice Chancellor of Research	Program Director change: Frehill leaves, Douglas Haynes appointed (50%)	
October 2006 **Program Institutionalization begins**			Andrea Tenner (Biological Sciences) Paul Feldstein (School of Business) Nancy DaSilva (Engineering) Derek Dunn-Rankin (Engineering) Michael Goodrich (Information & Computer Sci) Frances Leslie (Medicine) Tammy Smecker-Hane (Physical Sciences) Charles Chubb (Social Sciences) Belinda Robnett-Olson (Social Sciences) Kris Day (Social Ecology) Sharon Block (Humanities) Linda Vo (Humanities) Lisa Naugle (Arts)

In December 2005, the Executive Vice Chancellor and Provost (EVC&P), Michael Gottfredson, announced that his office would provide on-going support for the ADVANCE program after the NSF funding period. A new Director was sought from amongst UCI's own faculty. Douglas Haynes, an associate professor of history (Appendix A includes the original call for applications with Dr. Haynes' vita in Appendix B) is now the 50% fte Program Director. Although his appointment began on July 1,

2006, he and Frehill worked closely together throughout May and June to enable a smooth transition of the program from its external to internal funding phase.

In addition to the administration of the program, senior faculty Equity Advisors (EQAs) carried out the work of the program in each of the ten schools on campus. In the institutionalized version of the program, the EVC&P will provide funds for each school to have one EQA, consistent with the initial program design. Several schools have already expressed interest, given the program's effectiveness, to fund an additional EQA or to split the stipend between two individuals to serve as the school's EQA.

As shown in Table 1, the initial ADVANCE Program 2-year period was characterized by many changes in Equity Advisors as we sought candidates who were committed to gender equity, had strong interpersonal skills, could collaborate well within their dean's leadership organization, and had an appropriate amount of time (10%) to dedicate to the ADVANCE effort. At a large, research institution such as UCI, identifying faculty members who met all of these criteria was a challenge.

As of Fall 2006, two Equity Advisors served in each of the following schools:

- Henry Samueli School of Engineering: Nancy Da Silva and Derek Dunn-Rankin
- School of Social Sciences: Charlie Chubb and Belinda Robnett-Olson
- School of Humanities: Sharon Block and Linda Vo

The following schools had one EQA:

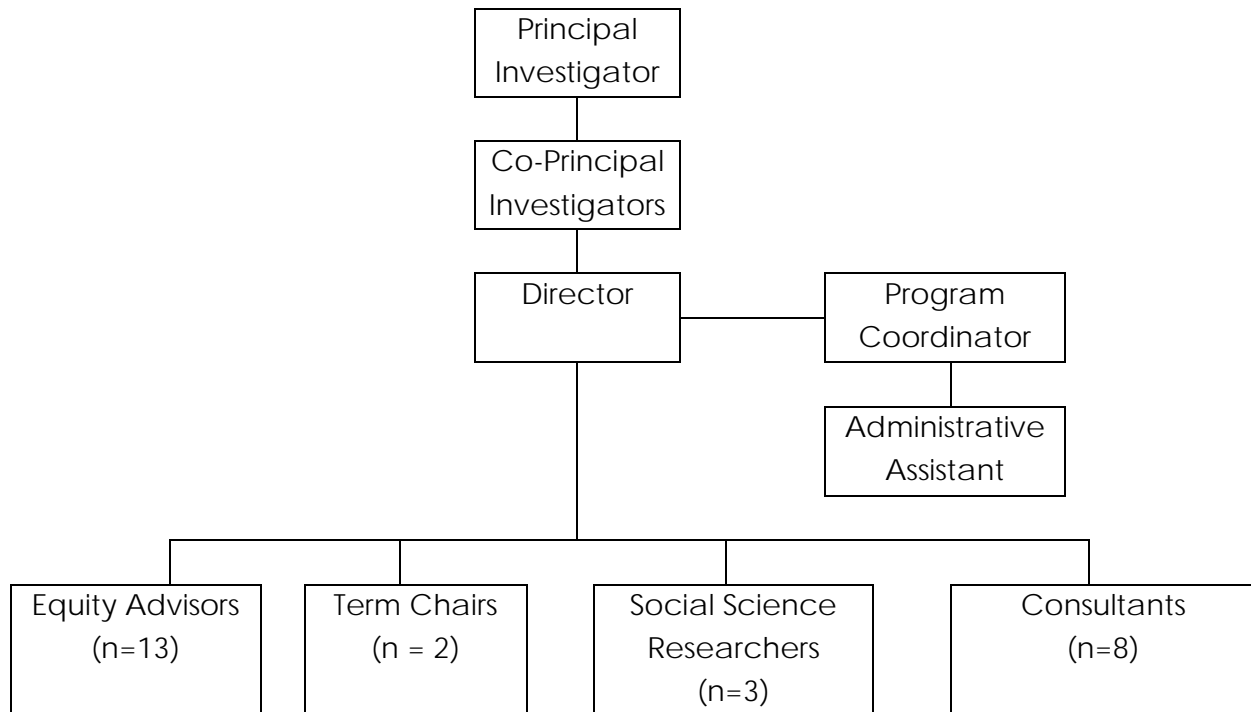
- School of Biological Sciences: Andrea Tenner
- College of Health Sciences, School of Medicine: Frances Leslie
- Donald Bren School of Information & Computer Sciences: Michael Goodrich
- Merage School of Business (formerly the Graduate School of Management): Paul Feldstein
- School of Physical Sciences: Tammy Smecker-Hane
- School of Social Ecology: Kristen Day
- Claire Trevor School of the Arts: Lisa Naugle

In addition, two ADVANCE Term Chairs, Dr. Ellen Druffel and Dr. Chuu-Lian Terng, both in the School of Physical Sciences, provided additional support and guidance to the program and to the School of Physical Sciences EQA. EQAs and Term Chairs were advocates of gender equity in their schools working closely with relevant faculty and administrators on issues related to recruitment, retention and advancement processes.

Three faculty in the School of Social Sciences—Matthew Huffman, Kristen Monroe, and Judith Stepan-Norris—conducted institutional research on behalf of the ADVANCE

Program while Judith Rosener (Merage School of Business) served as a general consultant during the first three years of the program. Other consultants were contracted on an as-needed basis. In the fourth program year, for example, Bonnie Shea was contracted to assemble a longitudinal data set and Dara Sorkin (School of Social Ecology) completed a report analyzing the exit interview data collected by the Program Director (Priscilla Kehoe). Lisa Barron provided negotiation workshops at several times during the program. In all, approximately 40 faculty across the campus actively carried out the work of the program.

Organizational Chart (Positions-See names, above)



Equity Advisors

We use the present-tense because the EVC&P has **institutionalized** the Equity Advisors with budgetary support from his office. The Equity Advisors are senior faculty nominated by the dean in each of the ten schools and approved by the PIs and Director to serve as Faculty Assistant to the Dean of that particular school. The process outlined in Appendix A was formalized during 2006 to provide guidance to the deans about how the EQAs would be selected, specifications of the EQA's role, and a succession plan to enable a consistent cadre of experienced EQAs who could serve as peer-trainers to newly-appointed EQAs.

EQAs are paid \$15,000 per year, (either as a stipend or research allowance) for the two or three year term with each school provided access to a \$5,000 budget for items and events that are needed to implement relevant school-specific programming¹. As Faculty Advisor to the Dean, the EQA works closely with their dean and may be privy to confidential material with the dean's approval. These senior faculty are respected scholars who work with their colleagues to disseminate information about gender equity and "best practices" in recruitment, retention and advancement to colleagues within their schools and to collaborate with other EQAs to bring about institutional transformation.

Under the EVC&P's institutionalization of the program, these scholars will also advise their deans and faculty colleagues about matters related to ethnic diversity. The past year's Equity Advisor programming has been structured to provide background information on ethnic diversity issues in higher education, with a readings packet provided to each Equity Advisor (see Appendix C). Importantly, each EQA is familiar with his/her school constituency including the particular equity issues within the school's disciplines.

In the first year of the program we hired one EQA per school, but soon found that the workload was too heavy, so we doubled the number of EQAs in five schools (see Table 1). The EQAs themselves were very encouraged by this increase and found that much more could be done with a colleague dividing the workload either structurally or functionally, depending on the school's dynamics. For example, in the School of Social Sciences, the EQAs divided the work functionally with one EQA handling recruitment while the other established the orientation and mentoring programs for new faculty. In Biological Sciences, the EQAs divided the work structurally, with each Advisor working with two of the four departments on recruitment, mentoring and individual equity issues. Having a "partner" provided synergy and support for the EQAs in carrying out the often nuanced (and sometimes stressful) work of institutional transformation.

Most of the first group of EQAs finished their two-year terms in December 2003², although there had already been some turnover due to sabbaticals or unexpected needs. We staggered hiring to have term overlaps: the succession plan in Appendix A shows how we anticipate filling EQA positions over the next several years to maintain program strength and institutional memory. New EQAs are trained via meetings with the program director and interactions with the other EQAs in formal settings such as the

¹ The EVC's institutionalization of the program will provide \$2,500 for these purposes with the understanding that each school's dean should provide additional support as needed. Over the course of the program, few schools have fully spent these funds each year, therefore, we expect that \$2,500 is a sufficient commitment.

² Three of the initial Equity Advisors continued in the role an additional year, providing continuity for the program.

monthly ADVANCE Program Advisory Committee (APAC) meetings and informally by collaborating within and across schools.

APAC meets at least once each month for two hours during the three academic quarters. When necessary, additional meetings have been called. During these two hour meetings, guest speakers are often invited to provide additional training and information about topics related to the EQAs role. For example, information about the Council on Academic Personnel (CAP, which reviews all dossiers for promotion and advancement at UCI) is given and an occasional meeting with members of this important committee is arranged so that the EQAs can ask the questions necessary to advise their constituents. We provide instruction by the Office of Equal Opportunity and Diversity (OEOD) and awareness seminars by our Merage School of Business consultant, whose scholarship is on gender differences in business and academia. Workshops have highlighted various mentoring models, such as the "Strategic Planning Program" implemented by Susan Duckles, Associate Dean, School of Medicine. These meetings also provide a regular forum in which EQAs share their experiences and discuss various problem-solving methods for effectively working with their school's faculty and administrators to implement best practices for gender equity in recruitment, retention and advancement.

In addition to the committee meetings, the Director meets every month with the EQAs from each school. As per Dr. Kramer's recommendations (see Appendix D) Frehill established "clusters" to enhance interactions outside the regular APAC meetings, a practice that the new Director Haynes, may maintain. The following clusters were formed:

- Biological Sciences, Health Sciences and Physical Sciences (4 advisors total)
- Donald Bren School of Information and Computer Sciences and Henry Samueli School of Engineering (4 advisors total)
- Social Ecology, Social Sciences, and Merage School of Business (5 advisors total)
- Claire Trevor School of the Arts, Humanities and Community Equity Advisor (3 advisors total)

These more focused EQA meetings are important to scrutinize the quarter's events, the status of recruitments, mentoring programs and how problems of inequity have been or can be handled. The purpose of these meetings is to assist in problem solving, to facilitate the EQAs' functions and to serve as an information conduit between the EQAs and the PIs and the UCI administration. As the program is institutionalized, an advisory board will be formed to serve functions similar to those served to date by the NSF ADVANCE PIs.

ADVANCE Term Chairs

The ADVANCE Program, through the work of the UCI Honors and Awards Committee, has selected—on the basis of their scholarship and commitment to gender equity—two distinguished professors to hold ADVANCE Term Chairs. Professor Chuu-Lian Terng (Mathematics) and Professor Ellen Druffel (Earth System Science) will each hold the Chair for five years and act as an ambassador of the program. As members of APAC, they assist ADVANCE in mentoring program development across campus, serve as mentors, and assist in fundraising for an endowment to fund future term chairs and other aspects of ADVANCE. In addition, these eminent scholars are advocates of gender equity with access to other awards committees, providing an important institutional mechanism by which awards processes have been attentive to gender equity issues during the ADVANCE Program period.

Endowed chairs are a key position within the culture and structure of a large research university. For example, there are certain awards committees on which only those with an endowment can participate. It is difficult for women or people of color to win endowed chairs when the membership of these awards committees is often predominantly white and male, with awards then going to those people with whom members of this group are most familiar: i.e., white males. In other words, oftentimes these committees replicate the very structures of the university. At the same time, endowed chairs represent an essential cultural element at large research universities, where recognition by one's peers enable an individual's status and prestige. With relatively modest financial incentives in academia in general (as compared to those for people with comparable skills and training in industry³), status and prestige are important rewards.

Partnering Organizations

The Office of Equal Opportunity and Diversity (OEOD), Academic Personnel, and Institutional Research were key partners with the ADVANCE Program throughout the five-year grant period. In the program's last few years, ADVANCE also worked closely with the Faculty Women's Association and the Academic Planning Group. Finally, UCI is a member of the Southern California Higher Education Recruitment Consortium (HERC).

ADVANCE worked closely with OEOD on recruitment issues, especially in developing the recruitment forms, which institutionalized proactive accountability for recruitment campus-wide. Pamphlets developed by OEOD on recruitment were used by ADVANCE

³ Commission on Professionals in Science and Technology. 2005. *Salaries of Scientists, Engineers and Technicians: A Summary of Salary Surveys*. Washington, DC.

while the ADVANCE-developed pamphlet on “Best Practices” was used by OEOD personnel.

Academic Personnel and the Office of Institutional Research provided data throughout the five years, for analyses by ADVANCE Program staff or affiliated sociological researchers. In addition, the ADVANCE Program staff worked alongside Academic Personnel on an on-going basis to implement key programming elements.

During the 2005-2006AY the ADVANCE Program at UCI strengthened earlier connections that had been established with the UCI Faculty Women’s Association (FWA). The FWA is a voluntary association capable of resource mobilization for change efforts at UCI. In the past, FWA activism led to the salary equity review process at UCI, which was then further refined during the ADVANCE award period. More recently, for example, in the Spring quarter of 2005, the FWA in tandem with ADVANCE mobilized faculty to petition the EVC&P for more on campus childcare. The broad-reaching effort was successful with the EVC&P making childcare one of his higher priorities.

The Academic Planning Group (APG) is a committee appointed by the Executive Vice Chancellor and Provost (EVC&P) to advise the EVC&P on faculty allocations (FTE). The Academic Senate Planning and Budget Committee is a liaison to this University committee. Starting with the 2003-2004AY, the EQA from the School of Engineering, Nancy DaSilva and then in the 2004-20056AY the EQA from the School of Physical Sciences, Tammy Smecker-Hane (who continues even now), and then Frehill (and now Haynes) have been formal ADVANCE Program representatives to APG, ensuring that attention to equity and diversity issues is carefully woven into the process by which new faculty fte are allocated. ADVANCE Program input has been essential in crafting the call for proposals from departments and programs and has generally been well-received by the APG.

HERC provides an institutionalized context in which UCI’s Vice Provost (ADVANCE Co-PI Herb Killackey) collaborates with other universities in the southern California region to find effective ways to recruit a diverse faculty. HERC is one other resource to assist the spouses and partners of faculty and staff in securing area employment via its 27 member institutions including the University of California (Los Angeles, Riverside, Santa Barbara, San Diego and Irvine campuses), private colleges and universities, and community colleges. Member representatives include staff and academic human resources professionals and leaders, well as faculty relations experts.

HERC members’ employment openings are prominently featured on the only comprehensive higher-education employment web site in Southern California. The organization enables better sharing of “best practices” in recruitment among members

by emphasizing networking with colleagues in similar positions at the member campuses. The HERC quarterly meetings provided an opportunity for the UCI ADVANCE Program to disseminate information and materials related to the ADVANCE Program's successful diversity recruitment effort (see materials in Appendix E). Director Frehill attended the September 21, 2005 HERC meeting where she was on a panel of experts on "Best Practices for Diversity Recruiting."

Activities and Findings

UCI's ADVANCE Program activities focused on recruitment, retention, and advancement of women in STEM. Appendix F provides a comprehensive "Activities and Events" table for the entire life of the program. Many of our activities have revolved around training, development and outreach. In addition, since the goal of the program was to transform the institution, activities related to the purpose of institutionalization were key throughout the program, with even greater emphasis on transitioning the program placed on the program during the January – June 2006 period.

Activities

Recruitment

UCI has been in the midst of a period of rapid growth with adding an average of 62.5 new tenured or tenure-track faculty each year for the past five years. Based on the University of California overall growth plans, the UCI is expected to continue to grow at this pace for another several years, after which faculty lines will be filled only when made available via retirements or other attrition. At the start of the ADVANCE Program, there was a unique opportunity to implement more transparent search procedures, best practices in hiring, and careful attention to equity and diversity in order to make a dramatic impact upon UCI's faculty.

Key recruitment-related activities were:

- Codification of search processes and increased search process transparency via implementation of **search process forms AP80A, AP80B, and AP80C**.
- "Train the trainers" model whereby **EQAs** were trained by ADVANCE and then, in turn, they trained faculty in their schools on best practices in recruitment.
- Participation in the Academic Planning Group (discussed, above).
- Participation in HERC (also discussed above).
- Refinement and expansion of use of the **UCI Career Partners Program**.
- Implementation of new position **advertisement language** to emphasize UCI as an employer that has embraced equity and diversity.

Recruitment Process Transparency: Forms and Publications

In the past year, the "Best Practices" brochure, developed during the first year of the ADVANCE Program at UCI, was updated and re-crafted. The new brochure features a stronger connection to UCI by using official university images and logos and organizes the "best practices" according to the various forms and stages of the recruitment process. Over the past year, another search-related form was developed by the Director in collaboration with EQAs, Faculty Senate, OEOD, and Academic Personnel.

Appendix E shows the new brochure, and Appendix G shows the three search activity forms.

Over the lifetime of the grant, three new forms were developed to make the search process more transparent. In the grant's first year, the "Search Plan and Advertisement" form (see Appendix G) with Equity Advisor approval was instituted for all searches. During the fifth year of the grant, the UCI ADVANCE Program developed an "Interim Search Activities Statement," which effectively split one previous form that had been required at the end of each search into two forms. This interim search activities statement provides a moment when the Equity Advisor can meet with the search chair or the search committee to examine the demographic characteristics of the candidate pool in comparison to the availability data published by OEOD and to then compare the candidate pool with the group of candidates who the search committee would like to invite for campus interviews. The final form now actually requires less work at the end of each search because of the cumulative nature of the reporting. The "Final Search Activities Statement" is essential for OEOD certification purposes and provides information about the final candidate. However, in the final grant year, just as the first two forms required the Equity Advisor's signature, so too does this final form also require the Equity Advisor's signature, thereby further cementing the role of the advisor within the administrative structure of the schools.

The search forms sequence now involves:

- Part 1 AP-80-A titled "Search Plan and Advertisement";
- Part 2 AP-80-B titled "Interim Search Activities Statement"
- Part 3 AP-80-C titled "Final Search Activities Statement"

To emphasize the role of the school-based Equity Advisors in the search process, the new "Interim" form requires only approval within the school. That is, both the first and last forms must wind their way through the UCI bureaucracy. Previously, there had been resistance to developing the "Interim" form because faculty members were concerned these multiple oversights by central administration would unacceptably slow the interview process.

To implement the new processes, the ADVANCE Director met with each schools' dean, personnel staff, and equity advisor(s) in order to describe the new process, address concerns and answer questions. Interestingly, many of the staff members (Chief Personnel Officers for each unit) had a favorable reaction to the new process because previously they had already collected the data at the end of the search when they felt that it was "too late" for anyone to make use of the information within the context of the search.

By having Equity Advisor and dean's approval, and providing contact information to deans and their staff about how to gain approval in the event that an EQA for their school was unavailable, the new form was able to be fairly-well implemented even in the middle of the 2005-2006 academic year.

Equity Advisors have appreciated the conversations about equity and diversity that have arisen from implementing the new form. The signatory occasion provides them with an opportunity for one more structured contact with the search chair.

A brochure produced by UCI's OEOD "Guidelines for Search Committees" is also distributed to EQAs to use with search committees.

Equity Advisor's Role and Participation in the Recruitment Process

Over the five years of the NSF-funded ADVANCE program, the EQAs have become essential **partners** with the Deans in the search process. Rather than being viewed as "interlopers" their advice to deans, department and search committee chairs, and search committee members has been instrumental in increasing the hiring of women and under-represented minority faculty at UCI. Their significant structural involvement in the search process has been **codified** as an approval signature on the forms used by UCI: AP-80-A, AP-80-B, and AP-80-C, presented in Appendix G. The final signature on AP-80-A, the form that initiates the search is the Vice Provost, a Co-PI of our grant, who ensures that active recruitment strategies have been correctly followed. The ADVANCE program office receives a copy of the signed search form which is then sent to the relevant school-based EQA(s) to insure that both the ADVANCE staff and the relevant EQAs are well-informed about all the searches that are underway.

Two publications are used in the EQAs' advisement of search participants: the ADVANCE brochure on "Best Practices for Achieving Equity & Diversity in the Faculty Recruitment Process" (Appendix E) and the OEOD pamphlet titled "Guidelines for Search Committees." This latter publication includes the "do's and don't's" of searching, including a list of questions that can and cannot be asked of applicants. EQAs Diane O'Dowd and Andrea Tenner of the School of Biological Sciences developed a PowerPoint presentation to educate search committees about best practices for gender equity in hiring. ADVANCE staff have provided a copy of this presentation, with slides tailored for each school to each of the EQAs. Trix and Psenka's 2003 article titled "Exploring the color of glass: letters of recommendation for female and male medical faculty" is often shared with search committees (with a link on the ADVANCE webpage).

Data on applicant pools is gathered by OEOD and provided to search committee chairs (and the EQAs) via the FAST system at UCI. As indicated in the newly-developed

AP-80-B form, FAST provides information about applicants' gender and ethnicity so that search committees can better determine the extent to which their applicant pool matches the availability statistics that are provided online by OEOD. As shown in Appendix E, FAST and the website for availability data are included in the "Best Practices" brochure. This brochure is available online with a link sent to the EQAs and as a hard-copy upon request from the ADVANCE Program office.

With the addition of the AP-80-B form, search committees were required to provide their Dean and EQA with a short list of applicants that they would consider for an interview and together they can determine if the short list resembles the applicant pool and availability as best they can determine.

Most EQAs report that the search committees have been receptive to their participation and offerings. Some say that it is hard to ascertain how much of what they offer is absorbed and taken seriously. Judy Stepan-Norris has completed a series of annual reports summarizing the voluminous information provided on search activities by the EQAs in their required annual reports. Models reported in her first such report (Spring 2005) indicate that the percentage of women among new hires was greatest in those schools in which the EQAs reported the most involvement in searches—with deans, search committees, and department chairs—indicating that the EQA model can be effective at this stage (see Appendix H).

A subsequent report (Appendix I) examining the 2004-2005 academic year EQA reports documents the nearly 100% adoption by UCI search committees of many of the "best practices" for recruitment. Additionally, this report also demonstrated an interesting relationship between the number of openings and the likelihood that a particular department would hire a woman. Dr. Stepan-Norris' most recent report (Appendix V) examining the 2005-2006 AY EQA reports, yielded several interesting findings. Overall, the proportion of female hires at UCI rose during the middle years of the ADVANCE Program. Most Equity Advisor activities have been fully implemented, and in most cases, they have been integrated into the schools' hierarchies.

Finally, based largely on the findings in Appendix I, a new EQA report form is being developed to probe in greater detail the relationship that the EQA had with his/her dean. Because we had discovered the centrality of this relationship in the implementation of the full suite of programmatic elements (especially those subtle features that involve convincing deans to try new behaviors), this seemed like a fruitful area for exploration, especially given the need to provide meaningful advice now that the NSF-funding has concluded.

Career Partners Program (FTE for Ladder-Rank Faculty Appointments)

The Career Partners Program was formally initiated at UCI in 1997-98 in response to the employment needs of dual-career academics. Beginning in 2001, funding for Career Partners became a three-way partnership: the recruiting unit of the primary appointee provides 1/3 FTE, the host unit of the partner provides 1/3 FTE, the EVC provides 1/3 FTE. When the Career Partners Program involves collaboration with the School of Medicine, the partial FTE provided by a general campus unit and by the EVC must be filled in a general campus unit. If a Career Partner recruitment proves unsuccessful, or if a career partner incumbent leaves UCI, the partial FTE supporting the position reverts to the originating units. It appears that the new funding structure has led to broader "buy-in" to the program and there has been an increase in the hiring of career partners within the past four years.

The Career Partners Program using shared FTE is not the only avenue through which a unit might pursue a partner hire. Deans may also choose to set aside portions of their resource allocations to be used exclusively for partner hires. Finally, UCI's membership in the Southern California Higher Education Recruitment Consortium (see below) provides candidates with easy access to academic job postings at 26 other institutions in our geographic area.

After the primary recruiting unit and the partner's unit have agreed to pursue the Career Partner hire, the Chair of the primary unit submits a request to the EVC for the final 1/3 FTE. This request includes:

- an explanation of the primary recruitment effort giving rise to the request for a Career Partner position;
- statements of support for the proposal from the Chair and Dean of the primary recruiting unit with a commitment of 1/3 FTE;
- statements of support from the Chair and Dean of the proposed host unit of the spouse/partner with commitment of 1/3 FTE.

Once the EVC has approved the request for the final 1/3 FTE, the recruiting and co-sponsoring units are then authorized to proceed with the Career Partner appointment according to existing campus procedures.

The appointment process for a Career Partner hire follows the normal Academic Personnel Manual (APM) procedures for faculty appointments, including review by the Council on Academic Personnel (CAP). The required file documentation for the appointment at the proposed rank is assembled by the partner's department and submitted through normal channels via the Dean's Office to Academic Personnel. This is an important step in the Career Partners process because it ensures that only faculty

members who have sufficient credentials to maintain the high standards of UCI are able to be recruited. Once approved, no subsequent written record that the particular individual had been a Career Partners hire remains, so that the potential stigma associated with having received a position as a result of the program is diminished.

Prior to the ADVANCE Program, between 1998 and 2001, a total of 14 women and 11 men had been hired, as the primary candidate, via the Career Partners program. With the ADVANCE Program beginning in 2001, there have been 19 career partners hired, 10 women and 9 men hired, as the primary candidate, as a result of the Program. The Career Partners Program has been essential in our successful recruitment efforts since the inception of the ADVANCE Program.

ADVANCE Program Advertisement

Over the course of the five-year ADVANCE Program, the UCI Equity Advisors and ADVANCE PIs worked closely with Academic Personnel (AP) and the Office of Equal Opportunity and Diversity (OEOD) to implement key institutional strategies that would increase the likelihood that UCI's advertisements would welcome diverse scholars. In the first four years of the grant, the coalition of ADVANCE, AP and OEOD were able to implement new advertisement "wording" as follows:

The University of California, Irvine has an active Career Partner Program, is an equal opportunity employer committed to excellence through diversity, and has a National Science Foundation ADVANCE Program for faculty gender equity.

While this seems like a minor change, placing an emphasis on the "gender-friendly" Career Partners and ADVANCE initiatives—across the board at UCI—represents an incremental institutional transformation. In the final grant year, based upon our experiences over the first four years, in "comparing notes" with other ADVANCE Programs across the nation and in participating in HERC, we were able to request that faculty ads include the following language, again, designed to emphasize diversity in a positive way:

UCI is an equal opportunity employer committed to excellence through diversity and strongly encourages applications from all qualified applicants, including women and minorities. UCI is responsive to the needs of dual career couples, is dedicated to work-life balance through an array of family-friendly policies, and is the recipient of an NSF ADVANCE Award for gender equity.

Recognizing that in some contexts lengthy ads might be prohibitively expensive, the Program indicated to search committees that at a minimum the first sentence was required. Again, while the statement seems like a minor change, it represents a different “framing” of the usual legal statement that appears in most job ads, which usually reads as follows: “qualified women and minorities are encouraged to apply,” the implicit message of which is that non-women and non-minorities who apply must already be “qualified” while only certain women and minorities should even consider the position. Such language has been critiqued as being overly negative, providing search committee members a convenient frame that excludes some people and includes others. By merely recrafting the required statement on UCI’s advertisements, the UCI ADVANCE Program, in conjunction with professionals in OEOD and Academic Personnel, were able to provide an alternative candidate framing in which women and minorities were “included” as part of a larger pool of potentially qualified candidates.

Retention

Retention activities are detailed in Appendix F. These activities consisted of:

- Mentoring programs
- Networking opportunities
- Professional skills building workshops

ADVANCE Program Mentoring, Orientation and Faculty Handbooks

Mentoring, orientations, and the development of faculty handbooks are important features of the ADVANCE Program at UCI. Appendix J is the report from a survey of all UCI assistant professors about mentoring at UCI. The purpose of the survey was to ascertain their involvement in mentoring—within and outside of the ADVANCE Program—and to gather information related to their satisfaction with and ideas about how to improve mentoring of junior faculty at UCI.

The strength of the EQA model is that each school’s EQAs are able to craft mentoring strategies that are appropriate for that school. For example, while many schools have adopted the practice of using “Strategic Planning Panels,” other schools have set up more traditional “pairings” or workshops series. The School of Social Sciences has established a group of senior faculty who take junior faculty to lunch and via these informal luncheons provide a context in which a mentoring relationship may develop. Because this is a new model, its effectiveness, like that of all ADVANCE Program initiatives, will need to be evaluated in the coming academic year. The table, below, summarizes the types of mentoring and schools in which each form of mentoring is used at UCI based on EQA 2005-2006 annual reports and informal discussions with EQAs.

Type of Program	Brief Description	Schools that Use this Type of Program
New Faculty Orientation	Session for new faculty members, often with the Dean in addition to School staff and senior faculty.	Claire Trevor School of the Arts; Biological Sciences; Humanities; Social Ecology, Social Sciences
Departmental programs	Typically a department chair assigns a senior mentor for junior faculty within the department.	Biological Sciences and Henry Samueli School of Engineering
Pairings	One-on-one mentoring provided by either the Equity Advisor or via formal or semi-formal processes of matching junior and senior faculty members. This includes "ad hoc" mentoring provided by Equity Advisors.	Claire Trevor School of the Arts; Humanities; Social Sciences (semi-formal); Health Sciences; Physical Sciences; Information & Computer Sciences
Panels	Usually three senior faculty members are recruited by the Equity Advisor or a department chair to provide formalized guidance to junior faculty. Some are one hour, others only a half hour in duration. In most cases, the panels are convened once each year.	Biological Sciences; School of Health Sciences; Merage School of Business; Henry Samueli School of Engineering; Social Ecology; Information & Computer Sciences

Related to retention, The ADVANCE Program has encouraged each school to establish an orientation program and to produce a "Faculty Handbook" to ensure that assistant professors are given a full overview of the school's operations, from personnel offices to computing centers. Again, with EQAs in each school, these orientations can be tailored to fit the needs of faculty within particular disciplinary areas. So that, for example, in the natural sciences (e.g., the Schools of Biological Sciences, Medical Science and Physical Sciences) hiring employees for the lab, finances and purchasing issues are essential to new professors who are setting up labs. In the social sciences and humanities, effective use of graduate teaching assistants to handle heavier teaching loads can be more essential. Appendix K includes a sample "Faculty Handbook" assembled by Teresa Caldeira and Charlie Chubb, EQAs in the School of Social Sciences. This handbook is modeled on another that had been created in the School of the Humanities. By bringing together EQAs across the schools, we are able to share

such best practices across a large university setting in which opportunities for such coordination are rare.

Overall satisfaction with mentoring at UCI is high, as reported in Appendix J. Each school has established its mentoring program under a different timeline, therefore, there are variations across schools in terms of the access that junior faculty have had to mentoring. Panels have been very successfully run for several years in the Schools of Medicine and Biological Sciences as well as the Donald Bren School of Information and Computer Sciences but, as mentioned earlier, the School of Social Sciences mentoring program started in the 2004-2005 academic year. At the present time, mentoring is available to all faculty in all schools at UCI.

Evaluation of mentoring is important. The UCI Mentoring Survey had grown from an effort initiated by Diane O'Dowd and Andrea Tenner, the Biological Sciences EQAs, who wanted to gather feedback about mentoring within their school. Magda El Zarki, the EQA in the Donald Bren School of Information and Computer Sciences regularly evaluates the panels that are arranged in that school. Former Director Frehill worked with her on these evaluations this past year. Integrating some evaluative mechanism into these diverse programs will be a goal of the program in the coming year. Regular evaluations will be essential in ensuring that mentoring programs fit the needs of all faculty within the schools.

Networking Opportunities

As detailed in Appendix F, the ADVANCE Program provided many opportunities over the course of the program for women to meet across schools. This work was aided by the efforts of the Faculty Women's Association (FWA), in which ADVANCE program staff participated. These included the annual FWA reception (held at the start of the fall quarter) and an annual meeting of the FWA with the EVC&P (usually in the spring quarter).

In addition to these pan-institutional activities, the ADVANCE Program EQAs coordinated events within their schools both in conjunction with and independent from the mentoring programs established in their schools. These events provided additional settings in which faculty could meet to forge research connections or just get to know one another, to build a community of scholars.

Professional Skills Building Workshops

The ADVANCE Program provided many skills-based workshops to benefit existing faculty at all levels. As detailed in Appendix F, workshop topics included:

- Negotiation skills
- Beyond bureaucracy: Department chairs as leaders

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- The Job Search
 - The Interview
 - Career Transitions in Academia
 - Grant Writing

Institutionalization

A number of activities were undertaken to ensure continuity of the program. First, program evaluation was provided by the third-year NSF site visit, Dr. Laura Kramer as an external evaluator during the program's fourth year, and by UCI social scientists Dr. Judith Stepan-Norris and Dr. Kristen Monroe. Evaluative activities were essential in determining the "sticking points" of the program to expand its reach and to improve faculty and administrators' acceptance of the change initiatives embodied by the program. Second, the program engaged in fundraising efforts. Third, an ad hoc committee met to work on a proposal to the EVC&P to institutionalize the program using his funds. Finally, two proposals for external funding were submitted to the NSF: ADVANCE Program: one for a Leadership award and another for a Partnerships for Adaptation, Implementation and Dissemination (PAID) award.

Program Evaluation

Two activities were undertaken in response to the NSF site visit team report in 2004. First, in February of 2005, Montclair State University Professor Laura Kramer performed an evaluation of our program. Dr. Kramer's report is in Appendix D. The second was to request Dr. Stepan-Norris to examine the EQA annual reports and other data collected to date on the UCI ADVANCE Program to determine the extent to which the EQA model has been effective in meeting the program goals of recruitment, retention and advancement. Dr. Stepan-Norris' report is included as Appendix H.

Fundraising

In addition to the new funds committed to ADVANCE from the EVC's office, we have actively engaged in strategies to seek private funds to support ADVANCE initiatives and follow-on funding for elements of the ADVANCE Program from the NSF. Our first fundraising event was a luncheon in May, 2004 that featured a talk by ADVANCE Term Chair Professor Ellen Druffel. The audience included a group of philanthropic individuals with whom Dr. Druffel shared her experiences as a woman in science and academia. After the event we developed a attractive brochure about the ADVANCE initiative to distribute at subsequent events, which we expected would follow on the initial successful luncheon. Funding areas were outlined as an insert to this brochure (see Appendix L).

Unfortunately, after the luncheon the campus-sponsored individual who was to have put forth 25% effort on ADVANCE fundraising accepted a position at 100% effort

elsewhere on campus and was not replaced. The advancement office was reorganized to be more consistent with UCI's decentralized institutional culture (i.e., each school or pair of schools now shared a development officer who would seek out specific funding opportunities within the relevant communities of interest for the school). Working with University Advancement the Program Director (Floyd Harmon). Consistent with his suggestion, she met with all of the Deans and their relevant staffs between July 2005-December 2005 to build programmatic support at that level. Fundraising for such initiatives (as those described, above) is often left to each of the schools rather than conducted centrally at UCI, therefore, establishing a framework in which deans would recognize the value of the program within their own school was an essential starting point for fundraising. Since the early Fall, Director Haynes has successfully incorporated the needs of ADVANCE into the priority setting conversations in relation to the planned comprehensive campaign for the campus. (See Appendix L)

Institutionalization Committee

During the 2004-05 and 2005-2006 academic years, an ad hoc committee developed a plan for institutionalization of the ADVANCE Program. Over the period from July – December 2005, various proposals were discussed with the PIs, EQAs, and the EVC&P with the EVC&P announcing in December 2005 that his office would provide approximately \$250,000 annual support for the ADVANCE Program.

Additional Proposals for NSF Funding of ADVANCE Initiatives

In July 2005, a proposal with Frances M. Leslie as PI and Andrea Tenner, Diane K. O'Dowd and Tammy Smecker-Hane, four of UCI's EQA's, was submitted to the ADVANCE: Institutional Transformation Leadership Program (see Appendix M) for a project summary). This proposal would have provided partial continued funding for the four EQAs so that they could continue their work with the Biomedical Training Network (BMTN), initiated by Dr. Leslie. The focus was on improving mentoring of postdocs in the biological, medical, and physical sciences at UCI. The indirect effect was to leverage postdocs as a means of increasing senior faculty participation in ADVANCE-sponsored mentoring programs in which equity and diversity would be emphasized. The proposal received strong marks from the NSF reviewers but was not funded.

A second proposal, NSF PAID, built a coalition among the five southern campuses of the University of California in order to develop and implement on-going department chair trainings (see project summary in Appendix N), was awarded. The plan consists of new chairs (those who had been chairs for at most one year) to attend a common retreat at the UCLA Arrowhead Conference Center to forge connections across campuses, especially within disciplines and to have on-going campus-based programming. Curricula for the program would be developed by a professional skilled in executive training. The program would also provide an opportunity for the further

dissemination of UCI's successful ADVANCE Program practices to four other UC campuses. The program was intended to serve as a means of dissemination of ADVANCE program activities throughout and beyond the UC system, the largest university system in the United States. This program will begin in January of 2007.

Outreach Activities

Dissemination to the Wider Community

As detailed in the "Activities and Events" table in Appendix F, UCI ADVANCE engaged in sustained outreach regarding the program over the full life of the program. In the program's final year, September 2005-September 2006, for example, the following presentations were made about UCI's program with additional presentations planned for the remainder of 2006:

- Southern California Higher Education Recruitment Consortium (9/05)
 - Presentation made by Frehill "Best Practices for Recruiting a Diverse Faculty "
- National Academies Convocation, Washington, DC (12/05)
 - Poster presentation by Tammy Smecker-Hane, Equity Advisor, School of Physical Sciences, "
- American Mathematics Society (1/06)
 - Term Chair, Chuu-Lian Terng served as a panelist for: Models that Work: Building Diversity in Advanced Mathematics
- American Association for the Advancement of Science, St. Louis, MO (2/06)
 - Poster presentation by L. Frehill, Program Director
- Eastern Sociological Society, Boston, MA (2/06)
 - Paper presentation by L. Frehill "The Place of Women in Academia: Increasing Women in Science & Engineering at a Research University
- National Postdoc Association Annual Conference, Bethesda, MD, (4/06) Linda Hammond, Ph.D. presented a poster about the ADVANCE-sponsored Biomedical Trainees Network at UCI titled " Extending the NSF ADVANCE Model Toward Pre- and Post-Doctoral Trainees"
- American Immunological Society Conference, Boston, MA (/06)
 - Poster presentation by Andrea Tenner, Equity Advisor, School of Biological Sciences
- American Sociological Association, Montreal, Quebec (8/06)
 - Paper presentation by M. Huffman, L. Frehill, and J. Stepan-Norris
 - J. Stepan-Norris, UCI Sociology and consultant to UCI ADVANCE participated as a panelist "
- Grace Hopper Celebration of Women in Computing, San Diego, CA (10/06)
 - Debra Richardson, Co-PI, will be on a panel titled Advancing Women in Computer Sciences, UCI NSF ADVANCE Program

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- Michael Goodrich, Equity Advisor, Donald Bren School of Information and Computer Sciences, will participate on a panel titled "Another Ride on the Crazy Train. "
 - Frontiers in Education Conference, San Diego, CA (10/06)
 - Amelia Regan, Equity Advisor, Henry Samueli School of Engineering panelist to discuss ADVANCE on panel
 - Women in Medicine, UC Davis (5/07)
 - Susan V. Bryant, PI, will discuss the results of the ADVANCE Program

On-campus presentations about the progress of the UCI ADVANCE Program were made as follows:

- UCI Faculty Senate Committee on Faculty Welfare
- School of Social Ecology, Mentoring Program luncheon
- Academic Personnel Officers' monthly meeting
- Academic Dean's Council
- Departmental Chairs Retreat

In the coming year, we plan to engage in several additional dissemination strategies. First, our website will continue to be modified in response to requests and suggestions from the UCI community. In addition, we plan to add links to the many diversity-related programs on campus and those programs will be asked to add links to our website to expand the accessibility of the resources ADVANCE has accumulated on the website since the program's inception.

In addition, a series of presentations about the UCI ADVANCE Program will be made in the coming year. In particular, these presentations will emphasize the:

- important role that the EQAs have played in the success of ADVANCE at UCI,
- use of the three search forms (AP-80-A, B, and C in Appendix G),
- "Best Practices" (Appendix E) and "Guidelines for Search Committees" brochures,
- findings shown in Appendix O, and
- other findings from the voluminous research conducted to date by Drs. Stepan-Norris, Huffman and Monroe.

Findings

Appendix P provides data on the required 12 indicators of women's status in STEM at UCI. This section discusses a few of these indicators, specifically those which were critical in documenting program impact.

Evidence of Recruitment Program Effectiveness

ADVANCE's short-term results have been positive in terms of hiring as shown in Table 2 and Figures 1, 2 and 3. Indeed, as is often the case, increased implementation of "best practices" related to women's recruitment also resulted in increased recruitment of ethnically diverse faculty. The UCI ADVANCE Program has been successful in increasing the number and percentage of women tenured and tenure-track faculty hired at the university. Over five years of the ADVANCE Program, of the 326 newly hired faculty, there were 128 new women added to the tenure and tenure-track ranks at UCI.

Table 2. Women as a Percent of New Appointments at UCI and in the UC System

	UCI	UC System-Wide	
	Total Number of New Appointments	Percent Women Among New Appointments	Percent Women Among New Appointments ¹
2001-2002	80	27.5%	31%
2002-2003	78	35.0%	36%
2003-2004	69	39.1%	36%
2004-2005	73	37.0%	35%
2005-2006	62	45.2%	35%
2006-2007 ²	44	43.1%	N/A

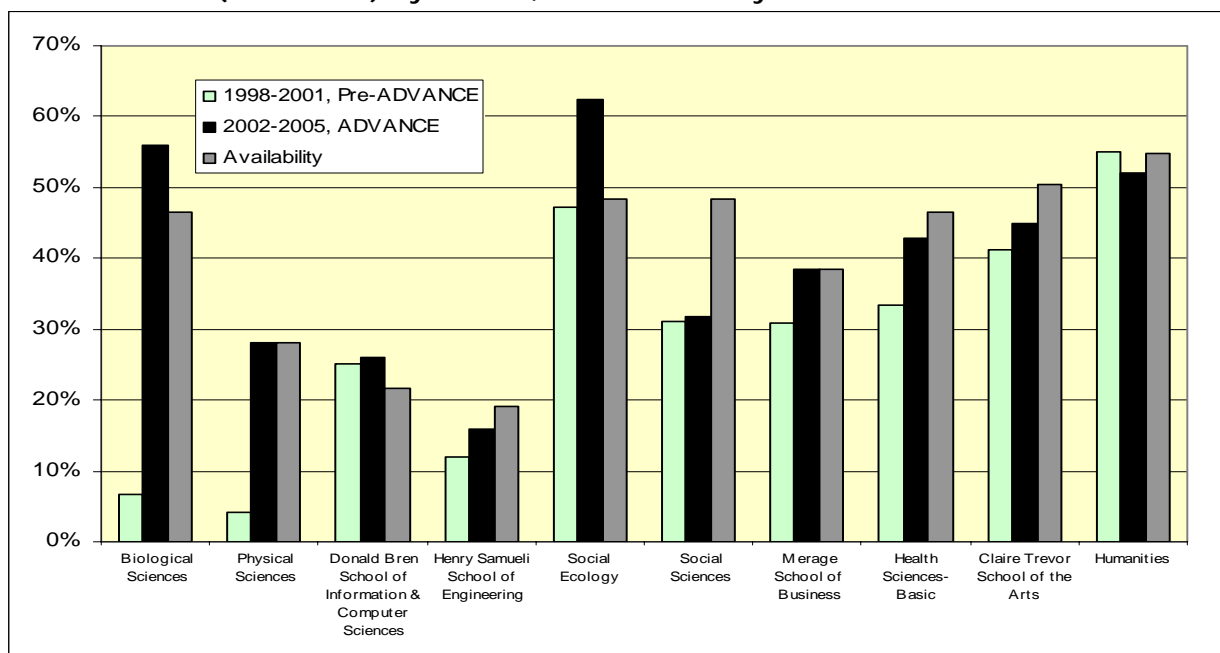
¹Source: University of California Office of the President, ²Includes only faculty appointed as of July 1, 2006.

While the general recruitment of women has progressed satisfactorily, there are differences across the ten schools and one department (i.e., Education) on campus. The bar chart in Figure 1 shows women as a percent of newly hired faculty in the five-year period preceding the ADVANCE award and during the ADVANCE award as compared to the national-level availabilities of women compiled by OEOD. Prior to ADVANCE, women accounted for less than 10% of new hires in the schools of Biological Sciences and Physical Sciences despite far higher availabilities. During the ADVANCE program, women's successful recruitment to tenure-track positions in these schools equaled (Physical Sciences) or surpassed (Biological Sciences) national availability. The school of Social Ecology, while hiring at availability levels prior to the ADVANCE program, far exceeded availability levels during the program's implementation. Likewise, the Merage School of Business, which lagged the availability pools in the 1998-

2001 period saw an increase in women’s share of new faculty tenure track positions during the ADVANCE program.

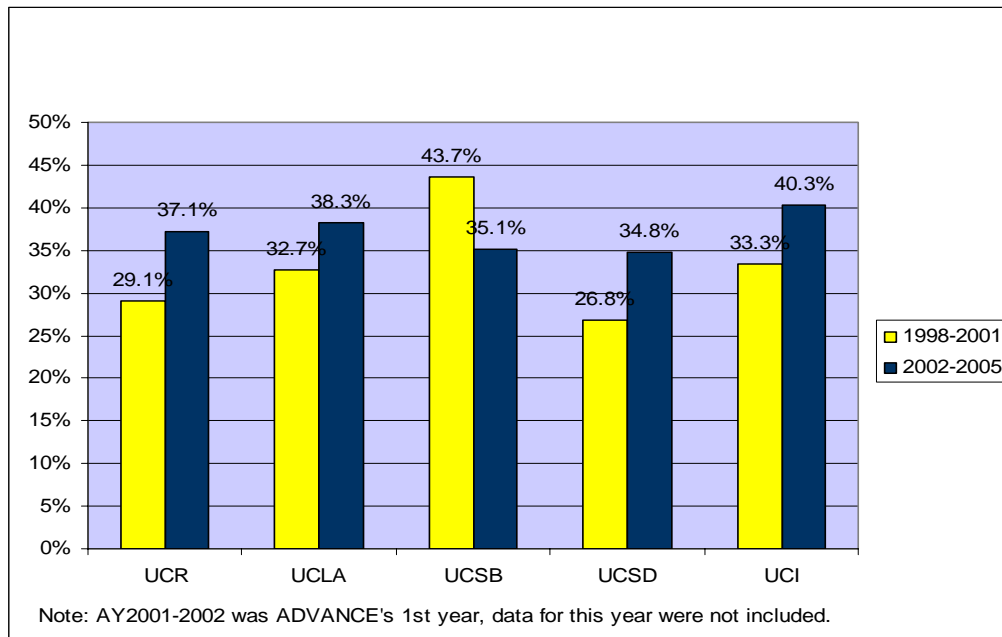
More modest success was evidenced in the Donald Bren School of Information and Computer Sciences and the Henry Samueli School of Engineering, which house the disciplines with the lowest levels of women’s availability. Slight increases in women’s representation among new faculty occurred in these schools during the ADVANCE Program. Increases in women’s hiring were also evident in the medical school’s basic sciences departments and the Claire Trevor School of the Arts even though these levels did not meet the availability levels. Hiring of women in the humanities fields remained relatively unchanged and close to availability.

Figure 1. Women as a Percent of Newly-hired UCI faculty, 1998-2001 (Pre-ADVANCE) and 2002-2005 (ADVANCE) by School, with Availability Data



To what extent was the ADVANCE Program responsible for increased recruitment of women? While assessing causality is difficult, comparing women’s recruitment at UCI with that for women at other UC campuses in southern California can shed some light on an answer to this question. In the wake of special hearings and symposia on gender equity in hiring in the UC system held in the 2001-2002AY, it is reasonable to expect that all UC campuses would have paid closer attention to this issue.

Figure 2. Women as a Percent of Newly Hired Untenured Faculty at Five Southern California UC Campuses, 1998-2001 (Pre-ADVANCE) and 2002-2005 (ADVANCE)



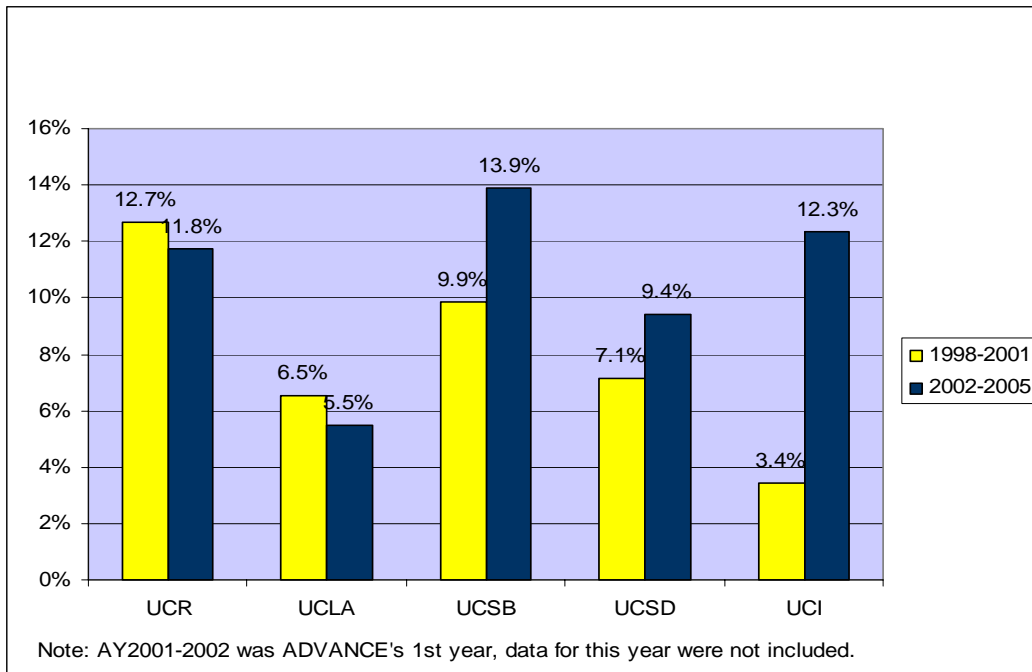
Source: University of California, Office of the President, 2005c.

Figure 3 shows that there was also a significant increase in the rate at which underrepresented minorities (i.e., African Americans, Latinos/as, and American Indians) were hired at UCI during the ADVANCE period. In the three years prior to ADVANCE (1998-2001) members of these groups accounted for 3.4% of all newly-hired untenured faculty, but in the 2002-2005 period, during the ADVANCE initiative, members of these groups accounted for 12.3% of new untenured faculty.

Increasing the number of women faculty has relied on two aspects of our program: our generally successful recruitment effort and retention, which is dependent on strategies we implemented to warm the climate for women at UCI. We now turn our attention to these strategies, which will be key in ensuring that UCI does not “backslide” as is a common concern with any short-term institutional transformation effort⁴.

⁴ Eckel, P., M. Green, & B. Hill. 2001. “On Change V: Riding the Waves of Change: Insights from Transforming Institutions.” American Council on Education, Center for Institutional and International Initiatives available online at <http://www.acenet.edu/bookstore/> select “Change Management.”

Figure 3. Under-Represented Minorities as a Percent of Newly Hired Untenured Faculty at Selected UC Campuses, 1998-2001 (Pre-ADVANCE) and 2002-2005 (ADVANCE)



Source: University of California Office of the President, Academic Advancement, 2005d.

Retention of Women Faculty

Women assistant professors who are reviewed by the Council for Academic Personnel are as likely as men assistant professors to achieve tenure. In the last five years, (from 2001-2006) 93% of the women who have undergone review were promoted to associate professor, while men were actually less likely at 83%. Of course, these figures reflect only the outcomes for those individuals who went through the review process: there could be differences in the rates at which male and female faculty resign prior to the tenure review. It is therefore, very important that we address the number of men and women leaving the institution as assistant professors. Table 3, below, shows that since the inception of the ADVANCE Program, 22 women assistant professors left UCI and 26 male assistant professors left during this same period. In light of the variation in exits year over year, determining the reasons for this attrition is imperative.

Table 3: Number of Assistant Professors Who Left UCI by Year and Gender

	Women	Men	Percent Women
2001-2002	3	3	50.0%
2002-2003	5	5	50.0%
2003-2004	0	3	0.0%
2004-2005	8	2	80.0%
2005-2006	6	13	31.5%

Data Source: Academic Personnel Database

Although two surveys have been conducted to understand the experiences of faculty at UCI (the most recent survey is in Appendix Q), to learn about why faculty leave UCI, we conducted exit interviews. An ad hoc committee comprised of members of APAC, the Office of Academic Personnel and OEOD and chaired by Former Director Priscilla Kehoe developed a process for exit interviews (see Appendix R). This process was implemented with an initial report in Spring 2005 (also in Appendix R). The committee decided to interview faculty who had left UCI between three and five years ago. The Office of Academic Personnel provided us with the names and location of the separated faculty. In the future, the Program will aggregate the exit interviews over a 2-3 year period for study.

Table 4: Number of faculty by gender contacted for exit interview verse number interviewed

	<u>Women</u>			<u>Men</u>		
	Contacted	Interviewed	Response Rate	Contacted	Interviewed	Response Rate
Assistant	6	2	33.3%	2	2	100.0%
Associate	7	6	85.7%	5	4	80.0%
Full	3	2	66.7%	13	7	53.8%
Overall	16	10	62.5%	20	13	65.0%

As shown in table 4, above, a total of 36 former faculty were contacted with 23 interviews completed by former Program Director Priscilla Kehoe. The overall response to the request for exit interviews was good, with nearly two-thirds of both men and women agreeing to be interviewed. The quantitative and qualitative data derived from the interviews have been analyzed by Dr. Dara Sorkin in the School of Social Ecology, whose report is in Appendix R.

These data will be used to establish a baseline for faculty satisfaction levels in specific areas and then a comparison to be made with future exit interviews. It is our contention that this type of data collection will assist us in developing outcome measures and better evaluate the ADVANCE Program's influence on faculty satisfaction. In addition,

we anticipate that the measurements related to the amount and kind of mentoring or counseling the faculty were given at UCI as reported in exit interviews will be useful in better refining the ADVANCE school-based mentoring programs. The Office of Academic Personnel and OEOD will take over the function of faculty exit interviews within the next two years, after we have refined the process. The Program is consulting with these offices. In the meantime, former Director Frehill is working on scholarly work related to exit interview methodologies, which will be useful as we institutionalize this important program function.

The Climate for Women and Minority Faculty: Findings from the ADVANCE Climate Survey, 2004

To date, two faculty surveys have been completed by Judy Stepan-Norris and Matthew Huffman. The first survey was completed in 2002 to provide baseline data while the second survey was administered in 2004, with a preliminary report completed in 2005 (see Appendix Q). These extensive surveys gauge faculty attitudes, opinions and perceptions of the UCI work environment, including research, teaching and service duties. Only tenured and tenure-track faculty were surveyed. Dr. Huffman recently completed analyses of the most recent climate survey (2004) to determine the extent to which there were similarities and differences in the perceptions of UCI among non-white faculty members. See Appendix S.

Additionally, Dr. Huffman has studied data related to teaching loads at UCI. Institutional data about courses taught by tenured and tenure-track faculty in the 2002-2003 academic year at UCI have been obtained, with some preliminary analyses completed (see Appendix S). Among the key findings, women taught significantly more undergraduate courses than we might expect given their overall representation among primary course instructors. Primary courses are regularly scheduled, unit-bearing offerings of general campus classes, usually known as lectures or seminars. The relationship between gender and graduate versus undergraduate teaching among primary courses was also found to be statistically significant for the campus as a whole, but it not significant in any particular school. However, women are overrepresented in undergraduate teaching in the Arts, Physical Sciences, Social Sciences, Humanities, and Engineering. Women are underrepresented in undergraduate teaching in Biological Sciences, Social Ecology, GSM, and ICS. Regarding class size, among undergraduate courses, there was no evidence of a significant gender difference in class size for any School, or campus wide. Thus, there is no evidence that women faculty are teaching large courses. However, the results do suggest that women are disproportionately concentrated in undergraduate courses.

Again, however, these data will be integrated with relevant items concerning the perceptions of teaching load from the faculty survey as well as items from the

department chairs' surveys related to teaching to gain a more thorough understanding of how gender and ethnicity impact the distribution of teaching responsibilities at UCI.

Judy Stepan-Norris has surveyed department chairs in each of the past three academic years: 2002-2003, 2003-2004, and 2004-2005. When consolidating the data across all three years, almost all department chairs have responded at one time or another, indicating that the repetition of the surveys may thwart subsequent completion. Results from the most recent survey are presented in Appendix T as the "Chairs List".

Qualitative Research

For the past five years Kristen Monroe and her team, have been carrying out individual in-depth qualitative interviews with faculty women at UCI. To date, 80 interviews have been completed, although only 72 of these have been thoroughly edited (by the respondents and the research team) and analyzed by the team. Dr. Monroe presented a paper at a conference that is now under review at the journal *Political Psychology*. The most recent report from Dr. Monroe is included as Appendix U. This is a large number of qualitative interviews, which covered a range of important themes, including questions about the ADVANCE Program. While the timing of the interviews varies (most were conducted in 2003-2004 but some were in 2004-2005), the findings will provide important additional insights to the ADVANCE Program team about possible ways in which the program may be most efficaciously institutionalized.

Publications and Products

Paper under review:

Kristen Renwick Monroe, Saba Ozyurt, Ted Wrigley, Amy C. Alexander. *Success in Academia, Success in Life: Coping Styles, Mentoring and the Ability to Flourish*. 2005

Program website: <http://advance.uci.edu>.

2-Page Summary Report

Best Practices for Achieving Equity and Diversity in the Faculty Recruitment Process

Changing a Culture: Advancing Women in Higher Education

Contributions

Within the discipline

The ADVANCE PIs represent two disciplines that have had particular difficulty in ensuring academic gender equity: the life sciences and computer and information sciences. The leadership of the ADVANCE initiative by two strong deans from a highly-ranked research university has been critical in demonstrating to colleagues within their fields that gender equity need not be an elusive goal. In the case of the biological sciences, Dr. Susan V. Bryant and Vice Provost Herb Killackey occupy important positions not only at UCI (Dr. Bryant was recently appointed as the new Vice Chancellor for Research), but have established strong reputations within their academic field. During the ADVANCE Program, the dramatic shift in women's hiring within the school—which is now above availability—serves as a significant example of the utility of the NSF-funded ADVANCE program.

Likewise, Dean Debra Richardson has a strong record of attention to both equity and diversity in the computer and information sciences with her background of participation in a range of efforts at all segments of the computer science “pipeline.” Because she is an eminent scholar in her discipline, she has access to and serves as an example to other academic administrators. As a pioneering administrator within the UC system—she was the first dean of a separate academic unit for computer and information sciences—she has led by example showing how gender can have an impact upon academic work cultures.

Other Disciplines

As discussed earlier, the ADVANCE EQAs as a hallmark of UCI's ADVANCE program have represented the initiative to multiple disciplinary audiences both within UCI (in their own schools) as well as at professional meetings and the like, as shown in Appendix F.

Human Resources Development

The ADVANCE program workshops have been essential to developing skills of faculty members at UCI. Increased capacity for mentoring; better understanding of human relations issues; and the concrete “tools of the trade” for success in academia have been the focus of the ADVANCE Program. The efforts of the UCI ADVANCE Program have led to the institutionalization of funding for school-based programming (\$17,500 per school across ten schools) and centralized programming (\$25,000 per year for the ADVANCE Program office) to continue human resource development programming for UCI's faculty members.

Resources for Research and Education

The ADVANCE Program was built on a foundation of strong institutional research that addressed questions considered important by the UCI faculty. Sociologists Judith Stepan-Norris and Matthew Huffman and political scientist Kristen Monroe, all researchers who have established social science credentials, were supported during the ADVANCE period to turn their considerable talents to answering institutional questions.

More importantly, the NSF-funded ADVANCE program at UCI provided a powerful demonstration of the impact of distributed education within an academic institution. The institutionalization and solidification of the Equity Advisor within UCI reflects the significant role played by these faculty in educating their colleagues about equity and diversity in the processes of recruitment, retention and advancement in higher education.

Beyond Science and Engineering

The UCI ADVANCE Program, from its inception, included academic disciplines at UCI that fell outside those that normally benefit from NSF funding. The humanities, arts, professional fields, and medical sciences were all involved in the project at UCI. As a result, UCI has developed a cadre of advocates outside the STEM fields to initiate or participate in on-going discussions of the status of women in these other fields. On the one hand, at first glance the larger availability of women in these other fields may suggest that these other fields have “solved” their gender equity imbalance. However, “critical mass” does not necessarily mean that equity and fairness have been achieved. Women’s progress in these other fields can serve as a bellweather for the STEM fields as next steps in improving equity are developed.