

March 7, 2008

Dr. Laura Kramer
ADVANCE Program Director
National Science Foundation
4201 Wilson Boulevard
Arlington, Virginia 22230

Dear Dr. Kramer,

We greatly appreciate the opportunity to clarify and provide more information about our ADVANCE-Institutional Transformation proposal, 0811250, "ADVANCE-Nebraska." The PI team and additional interested persons met together and discussed each issue raised in your letter. We address each issue in the attached document.

Participants at our meeting are listed below and, we believe, indicate the deep level of commitment UNL has to the success of the ADVANCE project in diversifying our STEM faculty:

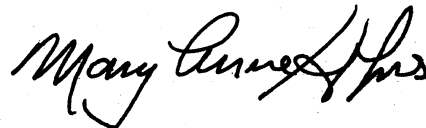
Barbara Couture (Senior Vice Chancellor for Academic Affairs), PI;
Susan Poser, Associate to the Chancellor;
Evelyn Jacobson (Associate Vice Chancellor for Academic Affairs);
Kim Espy (Associate Vice Chancellor for Research);
Stephanie Adams, Associate Dean of the College of Engineering, co-PI;
David Manderscheid, Dean of the College of Arts & Sciences, co-PI;
Nancy Busch, Associate Dean of University Libraries;
Julia McQuillan, Associate Professor of Sociology and Director of the Bureau of Sociological Research, co-PI;
Mary Anne Holmes, Associate Professor of Practice, co-PI;
Dan Hoyt, Chair, Department of Sociology.

We thank you again, and if we can assist in any additional way, please do not hesitate to ask.

Sincerely,



Barbara Couture
Senior Vice Chancellor for Academic Affairs



Mary Anne Holmes
Associate Professor of Practice
Department of Geosciences

Attachment, Response to Dr. Kramer's Query, NSF proposal 0811250

I. Project Management

I.A. Program Director Mary Anne Holmes:

- 1. It is important that the time and effort for different NSF projects be recorded and documented in a way that distinguishes between the different funding sources. The summer time support for Dr. Holmes under the current ADVANCE PAID project cannot be used to work on the proposed Institutional Transformation project. Of course, if this proposal is funded, we would fully encourage the collaboration of the two projects, but it is critical that your institution has the ability to document Dr. Holmes' time and effort on each project accurately and separately.*

The amount of effort to be allocated to the ADVANCE-IT effort was considered carefully, in consultation with Dr. Holmes' department supervisor, the ADVANCE PI team, and colleagues at other ADVANCE institutions, and reflects the percent effort that will be devoted to this ADVANCE-IT project. All employees at UNL complete Personal Activity Reports that indicate what proportion of effort was devoted to different funded research projects, as required by federal law. Accordingly, Dr. Holmes will track her effort on each project and will discuss any deviations from her planned effort with her department supervisor, the Senior Vice Chancellor for Academic Affairs (SVCAA) who oversees the ADVANCE-NE office, the PI team, and the NSF program officer(s). Although not anticipated at this time, her project effort will be reallocated and appropriately rebudgeted, if needed.

- 2. Please clarify the proposed time commitment for Dr. Holmes on the proposed Institutional Transformation project. The budget refers to 75% time of a 9 month academic year appointment which translates to 6.75 academic year months, yet the budget indicates 4.5 academic-year months commitment. Also, the pending and current support information shows a 2.7 month academic year commitment to the PAID project which, combined with the proposed 6.75 months for this project, would result in a commitment of 9.45 months of a 9 month academic year position which is not possible. Most likely this is the result of errors, please clarify.*

Dr. Holmes will devote 6.75 academic year (AY) months to the ADVANCE-IT project, reflecting the substantial effort required to implement and sustain such efforts to truly transform an institution. Financial support for only 4.5 AY months was budgeted on the grant application, and 2.25 AY months of support will be provided by university funds that result from re-assignment of her duties within the Department of Geosciences concurrent with her appointment as an Associate Professor of Practice, both of which increase her effort in academic "Service and Outreach" that is consistent with ADVANCE goals. This university funding of a portion of her effort on the ADVANCE-IT project again demonstrates UNL's commitment to the aims of ADVANCE-NE. In her role as Project Director, the portion of Dr. Holmes' AY effort devoted to ADVANCE-IT will be reviewed by the SVCAA no less than annually. Dr. Holmes PAID grant now provides summer salary; her ADVANCE commitment plus department commitment is 9 months.

- 3. The majority of the workload to implement the project falls to the project director and the full time administrative staff person. In addition, many of the proposed responsibilities of the program director will fluctuate during the five year period, with heavier responsibilities such as establishing*

the HERC during year 2 of the project and (annually) during recruitment seasons to support the dual career program. It is not clear that the proposed project management time and effort will be adequate to implement the project activities. Please evaluate this workload and provide a plan to support the project director particularly through heavy workload periods. Perhaps the experience and expertise level of the administrative staff position could be enhanced in order to provide a more substantive level of support to the project director. Please answer these questions in your written response to this request as well as revise and update the budget and budget justification as necessary to clarify.

We appreciate the acknowledgement of the heavy duties of the Project Director, particularly in the first two years of implementation, and about the role of the webmaster in a subsequent query. To respond, the PI team and campus administrators carefully reviewed the anticipated workload and available resources. UNL is fortunate to have a high quality Office of University Communications that provides some web-services assistance to campus units. Given the availability of these limited services and NSF's concerns, we request to modify project staffing. The priority clearly is to provide Project Director Holmes with top-notch staff to assist her in smoothly implementing and sustaining the ADVANCE-NE effort. Therefore, we request pooling the budget originally allocated for "webmaster" with that of the staff assistant to upgrade the position to "Project Manager," which would be a managerial/professional position with more advanced education, management, and technical abilities. This person also will help with the logistics of data gathering through liaison with Mary Werner, Assistant Director of the UNL office of Institutional Research & Planning. Of course, one of the advantages of the ADVANCE-NE reporting structure being embedded in the office of the SVCAA is that the clerical and staff resources in this office will be brought to bear to address any shorter-term ADVANCE project needs. The staff in the SVCAA office includes three managerial/professional-level and four office service staff persons. The uploaded budget has been modified to combine the originally requested funds for "webmaster" and "staff assistant" in order to upgrade the assistance provided to the Project Director, now titled and budgeted as a "Project Manager."

- 4. After three years of funding individuals through the dual career program, the University will "open up tenure track lines for eligible partners"; will the project director be involved in this stage of the dual career employment plan or will this be part of an administrator's or institutional office's responsibilities?*

Given the limited space in the application, the process that UNL uses to address dual career issues was not articulated clearly. The Project Director will serve as a catalyst at the beginning of this process to facilitate and delineate dual career arrangements up front, at the time of the letter of offer, in collaboration with department chairs, deans, and the SVCAA office that is responsible for all academic appointments. The result will be a written position description accompanied by a Memorandum of Understanding signed by all involved parties that describes the commitments made to the dual career hire. For example, the Project Director will work with the department chair and dean of the potential partner to develop a plan for three years of bridge funding to come from ADVANCE funds, SVCAA dual career funds, and available college funds. The plan will include an agreement that the college and the department will assume the salary obligation after the bridge funding period, based on college reallocation of funds and/or

department funds freed up by anticipated retirement(s). UNL already has successfully developed and agreed to several of these types of dual career plans, in place well before the candidates arrive on campus in the fall. For ADVANCE-NE, the Project Director will serve as “point person,” fostering collaboration among the unit-level administrators who are responsible for the actual implementation. A mix of resources and plans for bridging and creating/opening tenure lines are implemented that are tailored to the individual situation. The SVCAA’s Assistant Vice Chancellor for Business tracks these contracts and commitments to foster smooth implementation after agreement is reached. Thus, the management of these arrangements is administered by the SVCAA’s office, with the assistance of the appropriate college and department personnel, and not directly by the ADVANCE Project Director.

5. *Will the project director be involved in exploring and expediting dual career appointments even in instances that are not co-funded with ADVANCE?*

For this ADVANCE project, the Project Director’s efforts will be focused on STEM faculty positions, for which we expect to utilize ADVANCE co-funding. If there are dual career appointments for STEM faculty that do not utilize ADVANCE co-funding (for example, there have been so many in a single year that available funds already have been expended), the Project Director and ADVANCE still will be involved. The SVCAA’s office will address other dual career appointments outside of STEM disciplines that are not co-funded with ADVANCE. We expect that the highly visible dual career efforts that accompany the ADVANCE project will positively influence the university culture for dual career appointments more broadly, which will benefit non-co-funded dual career appointments indirectly.

I.B. Associate Dean Stephanie Adams:

Will the requested 1.5 academic (Yrs 1 & 2) and 1.5 summer month (Yrs 3 to 5) salary in the proposal budget result in a decrease of her teaching and research responsibilities or administrative responsibilities? Is she a 9 month or 12 month employee? Please clarify her proposed time commitment to all extramural projects and institutional roles. Please note that the NSF ADVANCE program would not be interested in supporting the salary of an administrator for activities that fit into her/his normal job responsibilities. Please answer these questions in your written response to this request as well as revise and update the budget and budget justification as necessary to clarify.

Dr. Stephanie G. Adams, Associate Dean for Undergraduate Education in the College of Engineering, is a 9-month UNL employee. In her role as associate dean, she is responsible for providing leadership for all college programs for the education and welfare of current and prospective undergraduate students, including admissions, advising, assessment, career services, curriculum development, diversity initiatives, first-year courses, interdisciplinary programs, recruiting, scholarships, communications, and other duties as assigned. Dr. Adams’ current apportionment is 50 percent administration, 35 percent research, and 15 percent teaching. She is currently supported for 2 summer months as PI of an NSF CAREER Award (EEC-0237135) and as Co-PI for 1.5 academic months on a STEP AWARD (DUE-0622274). As a Co-PI of the ADVANCE grant, she will serve as the lead representative for the College of

Engineering and assist in the implementation of the grant activities in the College and in project dissemination activities. Because this role is not a part of her current duties, ADVANCE funds have been requested to replace her teaching responsibilities in the first two years of the project (1.5 academic months), while she continues to lead the research on her CAREER Project. The CAREER award ends concurrently with ADVANCE Year 2; therefore, in ADVANCE years 3-5, support for 1.5 summer months from ADVANCE was budgeted.

I.C. Graduate Student:

1. *What percent time (or hours per week) will the graduate student work on the project each year?*

Graduate students devote half of their effort (20 hours per week) on graduate research assistantships.

2. *Will the proposed work fit into the academic training of the graduate student (is this position considered a research assistantship or is this position an alternative to a teaching appointment)?*

By re-structuring the staff assistant+webmaster roles into a single Project Manager with more qualifications and experience and who will liaison with Ms. Anderson-Knott and Dr. Werner in the logistics of data gathering and management, this graduate research assistant (GRA) will be utilized primarily to conduct the project statistical analyses and Dr. Falci's network analyses. These efforts will be supported by a graduate research assistantship, as we anticipate that this GRA will contribute substantively to the analyses, will be involved actively in dissemination activities, and, if desired, will use aspects of the project data for academic projects (e.g., master's thesis or dissertation). One benefit of the GRA position is that it will provide an important and unique training opportunity for interested and talented students, which will serve to extend the impact of the ADVANCE project in the future.

I.D. Webmaster:

It is not clear from the proposed activities that it will be necessary to have a half time webmaster working with the project all five years. Please provide a justification, or revise and update the budget for years 2 through 5 to reflect the reduced percent time commitment.

As discussed under 1A3. on page 2, we request to eliminate the specific webmaster role and to include these duties in a higher-level, administrative position, Project Manager, given the general support in web services provided by the Office of University Communications. The Project Manager will have some skills in web-page management that will be augmented by the numerous workshops offered on campus. Dr. Holmes also can provide some assistance to the Project Manager, as she has extensive html training.

I.E. Evaluation Team:

1. *Please explain how the internal evaluation team will coordinate and work with the project director and IAB on a regular basis. This will be important for coordinating the internal evaluation activities with the implementation and continual improvement of the project activities. It is also important that there be a strong relationship and clear expectations between the project director and the person(s) who will collect data for required reporting to NSF.*

The Evaluation Team will meet face-to-face monthly, although regular communication by email and phone also will be used routinely, facilitated by the team members' ongoing collaborations on several other academic efforts. After the ADVANCE project is implemented and running smoothly, the team will determine the need for regularly scheduled meetings. The team met regularly in the preceding year to gather the data required for developing this application, with demonstrated rapport and keen vision for keeping on top of data collection and analysis. Dr. Julia McQuillan serves on both the Evaluation Team and the Internal Advisory Board, which will facilitate information flow across groups. Dr. Holmes will hold weekly staff meetings as needed with the Project Manager and Ms. Anderson-Knott (evaluation team), which Dr. Busch will attend if needed.

2. *It may be helpful to have a member of the internal evaluation team serve on the IAB or, at least, serve as a liaison to the IAB.*

Dr. McQuillan will serve on both teams in her capacity as Director of the Bureau of Sociological Research. Dr. Mary Werner, Assistant Director of Institutional Research & Planning, also will serve as a liaison between her unit, the IAB, and the evaluation team.

I.F. Internal Advisory Board:

1. *Please provide the roles and responsibilities of the Internal Advisory Board including the frequency of meetings. In the project description, the plan is for quarterly meetings; PI Couture indicates in her letter that she will meet monthly with the Internal Advisory Board.*

PI Couture will meet monthly with Project Director Holmes and quarterly with the Internal Advisory Board. Of course, if circumstances arise, PI Couture will make time in her schedule to meet with either Dr. Holmes or the IAB as needed. Over time, some IAB members may provide service on one of the ADVANCE-NE committees. Their assistance and perspective on the IAB will be particularly valued as the ADVANCE project is implemented. We envision the following roles and responsibilities for the co-PIs and IAB members.

| PI, Co-PIs & IAB Members | Role | Responsibility |
|--------------------------|---|---|
| Barbara Couture | PI Senior Vice Chancellor for Academic Affairs | Provide oversight and insights into campus implementation and resources to assist in achieving project goals, and foster coordination among colleges and units. |
| David Manderscheid | Co-PI Dean, College of Arts and Sciences | Represent the perspective of the college and the field of mathematics and oversee implementation of the project in the college and units. |

| | | |
|-------------------|---|--|
| Stephanie Adams | Co-PI Associate Dean, College of Engineering | Provide insights into diversity issues in engineering and team work expertise, provide the perspective of the college of engineering, and oversee implementation of the project in the college and units. |
| Julia McQuillan | Co-PI, IAB Associate Professor of Sociology | Provide information on sociology of gender in organizations and social change. Help with RECRUIT-NE and PROMOTE-NE training as IAB member. |
| Jim Lewis | IAB Chair Professor and former chair of the Department of Mathematics | Provide Information on successful local experience fostering departmental change to increase women faculty and women PhDs to facilitate transformation in other units. |
| Margaret Jacobs | Professor of History and Director of Women's Studies | Serve as liaison with broader women's focus on campus; Women's Studies was instrumental in promoting on-campus communication during proposal preparation and could continue in this role. Women's Studies' new strategic plan includes expanding "Women in STEM" as an area of specialization. |
| Sally Mackenzie | Professor of Biological Sciences, Director, Center for Plant Science Innovation | Offer a campus perspective as a key STEM female faculty campus leader and encourage ADVANCE-NE activities within her department, Center, and college. |
| Judy Walker | Professor of Mathematics | Offer a campus perspective as a key STEM female faculty campus leader and encourage ADVANCE-NE activities within her department and college. |
| Sherilyn Fritz | Professor of Geosciences | Offer a campus perspective as a key STEM female faculty campus leader and encourage ADVANCE-NE activities within her department and college. |
| M. Susan Hallbeck | Professor of Industrial & Management Systems Engineering | Offer a campus perspective as a key STEM female faculty campus leader and encourage ADVANCE-NE activities within her department and college. |
| Jerry Hudgins | Professor and Chair of the Department of Electrical Engineering | Provide information on successful local experience fostering departmental change to increase women faculty and women PhDs to facilitate transformation in other units in the college. |
| Susan Fritz | Associate Vice Chancellor, Institute of Agriculture and Natural Resources | Represent the perspective of the institute and the field of agriculture and natural resources and oversee implementation of the project in the institute and units. |
| Mary Werner | Assistant Director, Institutional Research & Planning (IRP) | Serve as liaison between IRP, the ADVANCE Evaluation Team, and the IAB and assist with quick and efficient data access. |

2. *It may be helpful to have a representative from the Institutional Research and Planning office on the IAB in order to coordinate the program efforts and the proposed related institutional activities identified in the letter of support from the Director of the IRP.*

Please note that Dr. Mary Werner, Assistant Director of Institutional Research & Planning, has been added to the IAB.

I.G. External Advisory Board:

Typically, the external advisory committee members should not be involved in the implementation of the project activities. Since Joyce Yen will be providing services to the project by administering the IAT, it is not recommended to have her on your external advisory committee.

In discussion with Dr. Yen, it was apparent that her interests and talents are best utilized through service on the EAB. She will help us find another, appropriate person to administer the IAT. There also are several cognitive and social psychologists on campus who have expressed interest in helping with IAT administration if needed.

I.H. Program Space:

Will the Program Director will have a private office in close proximity to the administrative staff person and access to adequate meeting space?

The designated room in the Canfield Administration Building where all central administrators are located is easily large enough to house two persons (385 ft²) with table space for meetings. The space will be refurbished and furnished with institutional funds to provide separate spaces for the Project Manager and Project Director. One advantage of office space in Canfield is that it has numerous options for conference space for small to large groups, including dedicated meeting space that will be available to ADVANCE in the Office of the SVCAA, two floors above the ADVANCE-NE office.

II. Proposed Activities

II.A. Faculty Served:

Please indicate which activities, if any, are restricted to women or men only, or to tenure/non-tenure track only. If you are limiting any opportunities to women or men only, describe your plan for avoiding, minimizing, or responding to resentment (which might be directed toward individuals who are eligible for the opportunity, or to the ADVANCE project itself).

Many programs are focused on addressing the needs of tenured/tenure-track faculty, although some events, like presentations, will permit larger audiences. We recognize that men as well as women are concerned about fairness and professional development; therefore, we have balanced the need for the focus of this project and for broader participation when possible. All tenure-track faculty in STEM disciplines will be invited to participate in all activities, and some events will be open to broader audiences (e.g., non-tenure-track faculty) to foster widespread buy-in and effect institutional transformation. Any event restrictions are listed in the table that starts on the next page.

II.B. Institutional Homes

Please evaluate each of the proposed activities in order to determine if existing institutional offices or centers at UNL should be involved with the project's implementation in order to share resources as well as begin to find institutional homes for the responsibilities within the normal institutional infrastructure. For example, the UNL Office of Research could be an important partner in the proposed efforts to establish a HERC and the dual career program. Please provide a plan to involve these offices in the program's efforts.

This information is included in the table that starts on the next page.

ADVANCE-NE ACTIVITIES, INSTITUTIONAL HOMES and FACULTY SERVED

| Activities | Institutional Homes | Gender of Faculty Served | Tenure-track or Non-tenure-track Faculty Served |
|--|---|--|--|
| <p>ADVANCE-NE Office Activities</p> <p>Facilitate communication of potential Dual Career hires across departments & colleges</p> <p>Form a HERC in the region; partner with other employers to attract families to UNL *</p> <p>Create promotional materials for recruitment that showcase the Dual Career program, daycare center, Flexible Work Arrangements (FWAs) and Family-Friendly Policies (FFPs)</p> <p>Convene & assist RECRUIT-NE and PROMOTE-NE committees (see below)</p> <p>Recruit & train Recruitment Ambassadors (see below)</p> <p>Assist departments with broadening their searches</p> <p>Assist departments with recruiting showcase visitors (see below)</p> <p>Inform short-list candidates in-person (whenever possible) of the Dual Career and other diversity-enhancing programs</p> <p>Disseminate information on FWAs, FFPs and daycare center to faculty</p> | <p>Office of the Senior Vice Chancellor for Academic Affairs (OSVCAA); SVCAA is PI Couture</p> <p>OSVCAA; Office of Research will facilitate new members in economic development role.</p> <p>Chancellor's Commission on the Status of Women (CCSW) & University Communications</p> <p>OSVCAA</p> <p>OSVCAA</p> <p>OSVCAA</p> <p>OSVCAA</p> <p>Departments</p> <p>OSVCAA & CCSW</p> | <p>Either; partners of women hired in STEM departments</p> <p>Either; partners of women hired in STEM departments</p> <p>Women and men</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Women and men</p> <p>Women and men</p> | <p>Tenure-track STEM faculty. Dual Career hires may be tenure-track or non-tenure-track partners.</p> <p>Tenure-track STEM faculty. Dual Career positions resulting from the HERC may be for tenure-track or non-tenure-track partners.</p> <p>All faculty</p> <p>Tenure-track</p> <p>Tenure-track</p> <p>Tenure-track</p> <p>Tenure-track</p> <p>Tenure-track STEM faculty candidates. Dual Career hire candidates may be tenure-track or non-tenure-track partners.</p> <p>All faculty</p> |

| | | | |
|--|------------------------|---------------|--------------|
| <p>RECRUIT-NE Committee</p> <p>Compile information about the national applicant pool composition (PHD & post-doc)</p> <p>Compile information about strategies to increase the diversity of applicant pools</p> <p>Disseminate preceding information, particularly to search committees through presentations and by invitation to department faculty meetings</p> <p>Inform short-list candidates in-person of UNL's FFPs</p> <p>Select Recruitment Ambassadors</p> | OSVCAA | Women | Tenure-track |
| | OSVCAA | Women | Tenure-track |
| | OSVCAA | Women and men | All faculty |
| | OSVCAA | Women and men | Tenure-track |
| | OSVCAA | Women | Tenure-track |
| <p>PROMOTE-NE Committee</p> <p>Compile information about implicit bias in evaluations & intimidation in use of family leave, stop-the-tenure clock & similar policies</p> <p>Disseminate compiled information, particularly to P&T committees through presentations and by invitation to department faculty meetings</p> | OSVCAA | Women | Tenure-track |
| | OSVCAA | Women and men | All faculty |
| <p>Recruitment Ambassadors</p> <p>Apply for funds to increase the diversity of department applicant pools, including to send a faculty member to a national conference for the sole purpose of seeking potential applicants for upcoming positions</p> | Colleges | Women | Tenure-track |
| | Departments | Women | Tenure-track |
| <p>Showcase Visits</p> <p>Apply for funds to bring potential recruits to campus to showcase UNL's friendly and desirable campus and town</p> | Colleges | Women | Tenure-track |
| | UNL Office of Research | Women and men | All faculty |
| <p>ADVANCE-NE Grants</p> <p>Provide up to \$3,000 to qualifying departments to expand diversity-enhancing activities</p> | Colleges | Women | Tenure-track |
| <p>Visiting Women Faculty Luncheons</p> <p>Invite high-profile women, who are brought to campus for a colloquium, to informally make a presentation on work-life balance (at an open but numerically limited luncheon)</p> | UNL Office of Research | Women and men | All faculty |

| | | | |
|---|---|----------------------|---|
| <p>Department Chairs Workshops Arrange for external & internal presenters to provide chairs with strategies to recruit and promote excellent applicants to UNL STEM departments</p> | <p>OSVCAA</p> | <p>Women and men</p> | <p>Tenure-track</p> |
| <p>Network Analysis Study Map social and professional networks in STEM departments to determine how ADVANCE-NE programs improve women's sense of connectedness within departments and on campus</p> | <p>Dr. Christina Falci (Sociology) will lead this innovative research</p> | <p>Women and men</p> | <p>Tenure-track</p> |
| <p>Program Evaluation Evaluate the ADVANCE-NE program overall and each activity (formative & summative) to determine whether each activity is still needed and, if so, what modifications may be needed for success</p> | <p>OSVCAA</p> | <p>Women and men</p> | <p>Tenure-track (may serve non-tenure-track partners)</p> |

* The Office of the President of the University of Nebraska (NU) is considering a plan to develop a network of information about professional and academic positions available at the four NU campuses and in the state's metropolitan areas. The Assistant to the UNL Chancellor for Equity, Access & Diversity Programs would be responsible for implementing this network on all four NU campuses.

II.C. Dual Career Hires:

In the Vice Chancellor of Research's letter of support, there is a reference to providing start up funds to "female faculty hired through the dual career program." How will male partners of dual career hires be supported?

We apologize for the inconsistency between the text and letter. As indicated in the grant application, start-up funds also will be provided for male partners of women to be hired into STEM departments.

II.D. RECRUIT-NE Committee:

- 1. It is not clear that financial rewards to departments that reach ADVANCE-NE goals will actually "enhance buy-in from faculty that currently see no advantage to diversifying their applicant pools" (page 8). Please provide an explanation based on literature or survey data that would justify this strategy*

In the application, the purpose of the incentives was not well stated. We model these incentives on a program currently underway at UNL whose purpose is to enhance the undergraduate curriculum through a new Achievement Centered General Education program. The incentives are predicated on the recognition that institutional change requires initial extra work and time on the part of the faculty. Over time, the change in the general education program is expected to be fully integrated into the curriculum, and therefore, the same level of substantial faculty effort will no longer be needed. In ADVANCE-NE, similar incentives will be used to reduce barriers, foster change, and provide some shared compensation for "added" departmental efforts. These incentives then "remove the excuse" that some faculty will raise when asked to engage in such efforts. There is literature to suggest that benefits directed only to minorities ("affirmative action" efforts, such as extra start-up funds, special appointments, or fellowships) can foster resentment among non-eligible persons (e.g., Kuklinski et al., 1997; Rosser, 2006). Based on our current model, and in light of the research on resentment, we believe that this incentive program is innovative and will be an important element in reducing barriers to effecting institutional transformation. Like all program elements, its effectiveness will be evaluated closely.

- 2. The proposal does not have clear, quantifiable, departmental goals by which to measure success. Who will develop them, how will you build agreement on the goals, and when will these be shared with the departments so they know what they need to do to have access to the reward funds?*

Given the variation in the number of lines opening in a given year and that the proportion of women receiving PhDs varies among disciplines, target UNL departments will develop their own goals that are tailored to their individual discipline through the annual strategic planning process that is administered by the Office of the SVCAA. We recognize this will add another step to the evaluation procedure, but it will make the evaluation more valuable by including goals specific to the department that recognize real differences among disciplines in the number of women eligible for STEM faculty positions (Rosser & Chameau, 2006). The annual strategic planning process involves departments developing benchmarks and specific and concrete steps that will be taken

to reach their overall recruitment, instructional, and research goals. These plans are then reviewed by the deans of the colleges (ADVANCE-NE Co-PIs or IAB members) and then by the SVCAA (PI of the ADVANCE-NE project). Because the SVCAA oversees all of the academic units on campus and will see all of college strategic plans, she will focus on these goals in her review and feedback to ensure that colleges and units are consistently implementing best practices to achieve a diverse faculty. In other words, the SVCAA will sustain the sharp focus of the STEM departmental goals and strategic plans on where they need to be and will coordinate the college and the broader campus effort to increase faculty diversity, consistent with the NU Board of Regents goals. This method fosters both local buy-in and active oversight to ensure that the goals are set high, the means by which to achieve them are realistic, and there is accountability for achieving them. We anticipate that the SVCAA and the participating college deans will expect, and the departments will set, goals that emphasize the implementation of best practices to ensure a diverse faculty and that exceed PhD production rates of women in their discipline (see section III on page 20 for more details).

3. Please provide your plan to train and support the RECRUIT-NE committee.

Dr. Holmes has been in close communication with Dr. Samuel Mukasa of Michigan's STRIDE committee. Either Dr. Mukasa or another STRIDE committee member will visit UNL, meet with the Internal Advisory Board, and provide training to RECRUIT-NE Committee members in Year 1. Later in Year 1, Dr. Mukasa or another STRIDE committee member will return to UNL to co-train the first STEM faculty search committee with the newly trained RECRUIT-NE members. RECRUIT-NE members will then be well-prepared to train subsequent STEM faculty search committees, which will complement the existing, required search committee training provided by UNL's Office of Equity, Access, and Diversity that addresses legal issues and appropriate practices. To adequately compensate Dr. Mukasa for his assistance in training RECRUIT-NE, we have rebudgeted \$2000 that was budgeted previously as incentives awards.

As is evident from the lengthy list of IAB members, we have a high level of interest among faculty in working to achieve the ADVANCE goals (at least a dozen others have offered to help "in any way possible"). If funded, a special faculty meeting will be held for faculty in the target STEM departments to explain the ADVANCE program. During that meeting, volunteers will be solicited, which will be followed with a request for applications via a STEM faculty listserv. Chairs also have pledged to find appropriate faculty willing to serve on these committees.

II.E. PROMOTE-NE Committee:

- 1. The two responsibilities of the committee are to compile research on biases that affect evaluation and "produce promotional materials" to present to P&T committees (page 9). But the next sentence talks about the "training" that the PROMOTE-NE committee will provide to P&T committees. Producing promotional materials and providing training are very different expectations. In order for this activity to be effective it is clear that the committee should be "training" their peers, in addition to producing materials to distribute to their peers. Please provide your plan to train and support the PROMOTE-NE committee.*

PROMOTE-NE committee members will focus on training their peers; provision of materials will be a minor activity. Similar to our approach for the RECRUIT-NE committee and the Michigan STRIDE model, we plan to utilize the expertise of our colleagues of the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison for initial consultation and training for PROMOTE-NE committee members in Year 1. To adequately compensate our WISELI colleague for his/her assistance in training the PROMOTE-NE committee, we have rebudgeted \$1000 previously budgeted as incentive awards. In addition, Drs. Julia McQuillan and Dan Hoyt (Sociology) and other persons on campus are familiar with this literature and will help launch and support the committee. Representatives of WISELI will explain the mandate of the PROMOTE-NE committee to its members, and they will work closely with Drs. Holmes and McQuillan to create presentations to educate their peers. Fortunately, extensive materials have been prepared by other ADVANCE institutions that can easily be adapted for use at UNL. Finally, the SVCAA and deans will make training by PROMOTE-NE available to all STEM department and college P&T committees prior to candidate evaluation.

2. *It is not clear that giving the IAT test to faculty and administrators will result in the participants becoming "ready" for the implementation of change. Please provide details on how you plan to follow up the IAT administration in order to achieve the intended goal.*

The IAT is an invaluable tool for revealing the gender-specific latent biases that most faculty, whether male or female, STEM or not, share. We anticipate that many chairs and STEM faculty, like many Americans, resist the idea that they have implicit biases. In one of the workshops, chairs will be encouraged to take the IAT as a way to assess their own implicit (non-cognitive) biases. Results of the chairs' IATs are expected to provide direct evidence of their own gender schemas and of how ubiquitous such biases are in their fellow colleagues around the room. Several IAB members have taken the IAT in similar training exercises and reported that the IAT is quite effective in revealing such latent psychological processes, particularly in physical and life scientists who are less familiar and comfortable with these processes. Based on literature that most participants will have biased schemas that are evident through the IAT, our goal is to reduce skepticism about future ADVANCE workshops and to foster advocacy for ADVANCE efforts with their faculty. We also will evaluate directly whether the IAT influenced their interest in ADVANCE goals and objectives through the planned ADVANCE program evaluation activities.

II.F. RECRUIT-NE and PROMOTE-NE Committees:

1. *If faculty and chairs do not express an interest in participating on the committee how will appropriate faculty and chairs be identified and recruited? Will additional faculty regularly be invited to participate in the committees throughout the project in order to prepare for roll over?*

All STEM chairs already have indicated direct interest in participation, evident in their signed letter included in the application in which they agree to support ADVANCE goals, attend workshops, and encourage their faculty to participate on the committees. Given the already expressed high degree of faculty interest in PROMOTE-NE and RECRUIT-

NE committee service, we anticipate adoption of service term limits, modeled after Michigan's STRIDE committee. Term limits also will enhance disseminating ADVANCE concepts to more faculty.

2. *From the description of the work that the RECRUIT-NE and PROMOTE-NE committees will do (page 8-9), it appears that they could benefit from working together to review the literature and to develop some of the supporting materials and to ensure consistency in the committee's messages. Will these two committees work together during the project?*

Co-PIs Holmes and McQuillan both will work with these committees, ensuring good communication between the committees. These two committees also will meet together at least once per semester, as considerable overlap exists in their missions, and each will benefit from what the other committee learns.

II.G. Recruitment Ambassadors:

- 1 & 2. *What is the expected time commitment and what will the Ambassadors do to "assist with recruitment"? Will they receive release time or stipends or budgets to implement activities?*

Ambassadors will be selected by their department chairs to attend conferences with the primary purpose of searching for qualified applicants to diversify UNL STEM department applicant pools without the necessity of delivering a talk or poster session during the trip. Currently, travel for faculty dissemination of research results at conferences is supported by individual faculty grants, departments, and deans' offices. Supporting conference travel for recruitment purposes will allow the attendees to focus on candidate identification and "promotion" of UNL as a potential employer with promising candidates, which is why ADVANCE funds are budgeted to support these Ambassador trips. The Ambassadors will receive necessary information from RECRUIT-NE (e.g., numbers of women receiving doctoral degrees in different sub-disciplines). Project Director Holmes also will work with Ambassadors to find diverse venues for advertisement of positions at UNL (e.g., while attending a conference, an Ambassador will learn about women's organizations, listservs, or committees within the discipline for UNL position advertisements).

3. *Who will train and support the Ambassadors?*

The Ambassadors will not need much training beyond a two-hour strategy session with the Project Director and/or members of the RECRUIT-NE committee to help them make the most of their trips. The Ambassadors will follow up their trips with a report or conversation with Dr. Holmes to ensure that aggressive and appropriate steps were taken to diversify the applicant pool. It is anticipated that over the course of the ADVANCE project, departments will find these trips useful and will institutionalize Recruitment Ambassadors within their unit (i.e., in addition to supporting faculty to present at conferences, they will support faculty to recruit at conferences).

II.H. Policy Change vs. Policy Dissemination:

1. *It seems that there are some policies in place (FFP/FWA) that simply need to be centrally disseminated and some policies that are yet to be developed and approved (dual career). Please describe the UNL process for effecting policy change and what role the ADVANCE project will have in this process?*

There are various levels of review for different types of policies. New policies may be proposed by any recognized campus group, and how the change is effected depends on the nature of the policy. Some examples may serve to clarify this process:

- A new syllabus policy was recommended this past year by the Association of Students of the University of Nebraska, subsequently approved by the Faculty Senate, and disseminated/implemented by the Office of the SVCAA.
- A recommendation to introduce a new modified equivalent rank faculty title (Professor of Practice) was recommended by a faculty/administrative committee appointed by the SVCAA and subsequently discussed, reviewed, and approved by the Chancellor's Cabinet, the Deans' Council, the Faculty Senate, Central Administration, and the University of Nebraska Board of Regents. This level of review was necessary because the policy involved a change in university bylaws.
- In general, any policy that involves a change in benefits that will affect employment conditions system-wide will go through the same level of review as adding a new equivalent rank faculty title. Thus, the flexible tenure-interruption policy in place at the University had to be approved by the Board of Regents since BOR bylaws stipulate tenure review policies in line with AAUP policies.
- A dual career policy that will simply redirect more funds to STEM dual career hires does not need formal review. It is simply a matter of agreement and discussion among UNL central academic administrators (the Chancellor, the SVCAA, and the Vice Chancellor for the Institute of Agriculture and Natural Resources) as to how UNL funds will be deployed. We have made significant progress this year in aligning our policies with ADVANCE goals.

New policy recommendations may, therefore, arise through the ADVANCE project, and they will be sent to the appropriate faculty governance and administrative levels for consideration and implementation. Another advantage of having the ADVANCE project's home be in the Office of the SVCAA is that this office is in the position to implement most of the policies that align with ADVANCE goals.

The ADVANCE office will disseminate these policies to the faculty using effective marketing strategies (flyers, websites, emails, press releases, repeated as needed).

2. *According to the timeline, a review of the dual career and FFP/FWA policies will be done in year 4 of the project. Typically, policy reviews are done early in the project in order to have time to make policy changes if needed before the end of the project. Please explain.*

We appreciate this concern; therefore, we will review these policies in Year 2 of the project. We will aim for Year 1, but we concur that the workload in the first year will be heavy. We will be ready to conduct a thorough policy review in Year 2.

3. *Please confirm the leadership commitment to shepherding policy change if areas for improvement are identified.*

SVCAA Couture, Chancellor Perlman, and Vice Chancellor for Research Paul have reconfirmed their commitment to ADVANCE goals, and SVCAA Couture, Kimberly Andrews Espy, Associate Vice Chancellor for Research, and Susan Poser, Associate to the Chancellor and Chief of Staff, participated in the meeting to discuss and prepare this response.

II.I. Writing Workshop:

1. *Is the workshop on site or offsite? If offsite, will it be a challenge to recruit either male or female participants for a weeklong workshop away from their work and family commitments? Is there another model, i.e. a shorter retreat with follow up meetings, which would not present such a potential barrier to participation?*

These concerns have led us to modify the planned format of the writing workshop. Now a shorter, 1.5 day, off-campus retreat with six follow-up on-campus luncheon meetings will be implemented, which will be more amenable to our faculty's schedules and other outside responsibilities.

2. *One benefit of the workshop is anticipated to be the establishment of informal networks among junior faculty (page 8). Please note that there is some research which indicates that women do not benefit as much as men from informal networks. It is anticipated that your project evaluation will allow you to quickly make adjustments to the workshop if needed.*

Yes, one added benefit of our network analysis research and approach is that this question can be addressed empirically. If through these analyses or the other program evaluation results, it is apparent that the workshop is not resulting in the intended effect, adjustments will be made as needed.

II.J. Chair Workshops:

1. *Please describe the planned chair workshops in more detail, including the specific goals and length of the workshops.*

After extensive feedback and experience in conducting various workshops for chairs over many years, the Office of the SVCAA has determined a successful workshop model that works optimally at UNL. Currently, the SVCAA chair workshops are twice per semester and last no more than a half-day. The ADVANCE office partners will partner with the Office of the SVCAA to provide one extra workshop per semester. The goals of these workshops will be to enable chairs to recruit a more diverse faculty, retain that faculty, and promote women to achieve their goals in academia. In the current spring semester, the Office of the SVCAA is offering three workshops and thus far, attendance has been excellent. Therefore, a third workshop on ADVANCE topics per semester is not expected to over-burden chairs. We will use chairs' evaluation of the workshops to adjust timing and topics as necessary. Project Director Holmes in partnership with SVCAA staff will select the content for these workshops that promote ADVANCE goals,

e.g., diversification of searches and recruitment; retention of faculty; compilation of issues that face isolated faculty members and identification of strategies to address isolation; conflict resolution; and moving women into academic leadership positions.

2. *The concept of having a “successful chair” conduct one chair workshop a year could help with acceptance of the information by her/his peers, but it seems like the content of the workshop could easily become an exposition on what her/his department has done and would not result in “training” the chairs on gender issues and equity. This may be acceptable if there are other opportunities to train the chairs, but we would caution you against overloading chairs with too many workshops. Is there evidence that two per year will be acceptable?*

We appreciate this comment as academics who are familiar with the “exposition syndrome.” The two chairs we have identified, Dr. Jim Lewis and Dr. Jack Morris, are widely respected on campus and have excellent reputations for diversifying their own departments. Their role in a workshop would be to participate in one segment of the workshop or to provide insightful examples. The Project Director and SVCAA will conduct the workshops and moderate the speakers.

II.K. Network Analysis:

1. *Please confirm that the climate survey and network mapping activities have started in the Spring of 2008 with the seed money described in the Vice Chancellor for Research’s letter of support.*

The network and COACHE surveys have been finalized, the contract with COACHE has been negotiated and signed, and IRB approval has been obtained (IRB approval letter on the last page of this response). The network survey is ready for launching and will be administered on-line on March 24, 2008. The COACHE survey will be administered on-line later in April 2008 (the specific date will soon be finalized).

2. *Please explain how the study will account for the impact of the ADVANCE intervention activities on the study.*

Two quasi-experimental designs will be used to investigate the impact of the ADVANCE intervention activities on the institution. First, a Pre-Post design will be used in which the baseline “pre” assessment will be the first wave of data from the network and COACHE surveys that will be conducted in spring 2008, which is prior to the initiation of any ADVANCE interventions. Thus, the first wave will establish the baseline networks that exist among STEM faculty before the ADVANCE program is implemented. Subsequent waves of data collection (wave 2 in Year 3 and wave 3 in Year 5) will be used to assess how the structure of department networks changes with project implementation, compared to the baseline. One strong feature is that this pre-ADVANCE data will permit systematic, empirical evaluation of the ADVANCE program impact. Another feature is that a non-randomized comparison group design will be used as the surveys are administered to faculty in all 26 STEM departments at UNL. Because the first series of interventions will only target 16 STEM departments, we will be able to determine variation in the amount and kind of change in network structure between departments that receive the interventions to departments that will not have received interventions.

3. *Will other factors that influence “productivity” also be included in your analysis? For example, PhD granting institution of the faculty person or time since degree.*

Yes, because one of the primary focal dependent variables will be research productivity, in addition to the social network connections, several concepts likely to influence research productivity among faculty also will be measured, e.g., PhD granting institution, time since degree, postdoctoral appointments, teaching and service responsibilities, number of graduate student research assistants, number of teaching assistants, number of course releases, and number of new course preparations. For additional measures, a description of the content for the COACHE and network surveys follows. Any missing data can be filled in by searching departmental websites or material in the department, dean, and SVCAA offices, where this information typically is available.

The Faculty Research, Responsibilities and Connections Survey (i.e., Network Survey)

This survey has three general topic areas: network connections, research productivity, and teaching and service responsibilities: The measures include:

- *Network Connections*
 - Research exchange
 - How often faculty members have received helpful research-related information, advice, or equipment from each faculty member in their department
 - Faculty will also be able to list connections to faculty outside of their tenure home department at UNL and the number outside of their institutions
 - How often faculty members have provided research-related information, advice, or equipment to each faculty member in their department
 - Faculty will also be able to list connections to faculty outside of their tenure home department at UNL
 - Non-work related connections
 - How often faculty members have spent free time together or discussed personal issues with each faculty member in their department
 - Faculty will also be able to list connections to faculty outside of their tenure home department at UNL
 - Graduate student committee membership
 - Whether or not a faculty member is serving on a graduate student committee with each of the faculty members in their department
 - Departmental service committee membership
 - Whether or not a faculty member is serving on a graduate student committee with each of the faculty members in their department

- *Research Productivity*
 - Number of publications (peer-reviewed journal articles, book chapters in edited volumes and books), number of first-authored journal articles, number of articles in journals covered by the Thomson ISI database (i.e., science citation index), amount of external grant funding, number of current graduate research assistants, and proportion of time spent on research
- *Teaching and Service*
 - Number of courses taught, number of course releases, number of new course preps, number of graduate student committees (and whether or not the chair/advisor), number of undergraduates mentoring in research or advising, number of teaching assistants, and proportion of time spent on teaching
 - Number of UNL service committees, number of departmental service committees, and proportion of time spent on service

The COACHE Survey

This survey has five general topic areas. The measures include:

- *Demographic Characteristics*
 - PhD granting institution, time since degree, length of time in current faculty position, post-doctoral appointments, faculty rank, race, gender, age, salary, number of children, spouse/partner, etc.
- *Tenure and Promotion*
 - Questions about the clarity and reasonableness of research, teaching, and service expectations for earning tenure and being promoted from associate to full professor
- *Nature of Work*
 - Questions about faculty members' satisfaction with teaching and service responsibilities
- *Departmental Policies and Practices*
 - Questions about the importance and effectiveness of various departmental policies, such as faculty performance reviews, informal and formal mentoring of junior faculty, travel funds, assistance with teaching and grant writing, etc.
 - Questions about faculty members' work/family balance
- *Departmental Collegiality*
 - Questions about faculty members' satisfaction with professional and personal interactions with other faculty in their department
- *Global Satisfaction*
 - Questions about faculty members' overall job satisfaction
 - Questions about faculty members' plans to remain in their current position

4. *Will you consider or identify non-traditional “productivity” measures such as number of undergraduate and graduate students mentored and campus service?*

The survey includes questions about committee service (numbers of committees, roles), and STEM chairs have agreed to supply us with standing committee names and the names of members on each committee. We will separate more influential committees (such as executive committee, graduate student admission committee) from less influential committees (such as scholarship committee) and examine gender differences and whether these differences change through the life of the ADVANCE-NE project.

III. Evaluation

- 1 & 2. *In setting the goal of increasing the number of women STEM faculty, what numeric level are you aiming for, in what period of time? Is this goal department, school (or college) level, and/or institution-wide? Similarly, specify the numerical goals for the retention of women and the supporting of women’s promotion to positions of leadership, and the units to which these goals apply.*

As discussed in II.D.2 starting on page 11, each STEM department will set its own goals through the campus-wide strategic planning process, in which the long term goal is for the composition of UNL’s STEM faculty to reflect the composition of the “pipeline” of those who receive PhDs in the disciplinary field. Our retention data for the last five years provided in the application demonstrate that UNL has a high rate of retention of female STEM faculty of 80 percent of the current women faculty. We do, though, appreciate that some women will leave UNL for “positive reasons” to further their career in a manner consistent with ADVANCE goals. We expect to maintain and more likely exceed this high retention rate during our ADVANCE-NE efforts, and have used this level of retention in considering our hiring goals within departments. Therefore, departmental goals will be to meet or exceed discipline-specific PhD production rates (as described below) in order to result in the long term in a faculty that fully reflects the pipeline proportion, given the protracted rate that lines become available through retirements and retention rates.

For a specific example, the Geosciences Department at UNL has had, on average one search for each of the last five years. Due to retirements, turnover, and new positions, we would anticipate this rate of new hiring to continue (as a minimum) for the next five years, given qualified applicants. In academic year 2006-07, women comprised 12% of two Geoscience applicant pools, or 1 and 4 women per search (with up to 30 total applicants). In contrast, women comprised 32% of Geosciences PhDs between 2001 and 2005. Geosciences, then, would have a goal of increasing women in its applicant pools to 32% of the pool + 6% (an additional 20% to account for attrition), or about 38% of their applicant pools. For applicant pools of 30 candidates, Geosciences will aim to have 11 women in their applicant pools by year 5 of the program. We believe that having a 3- to 10-fold increase in the number of qualified women in the applicant pools, along with arming our search committees with strategies to reduce the impact of implicit bias, will lead to greater numbers of women hired into our target STEM departments. Our data indicate that we do hire and retain women at or above the rates at which they

appear in our applicant pools. Thus, increasing the number of qualified women in our applicant pools will increase women hired onto the faculty of UNL's STEM departments.

These departmental goals will be rigorously reviewed by the college deans (who are Co-PIs/IAB members for this ADVANCE project) in consultation with the SVCAA to ensure appropriately aggressive goals. By fostering local buy-in and conducting careful oversight and intensive program planning, we anticipate that the "pipeline + 20 percent goal" as described above will be reached by Year 5 of the program

The participating deans are taking an active role in identifying associate and full professor women faculty who will make excellent department chairs, with the intent to provide active mentorships for new women chairs. Furthermore, we anticipate a number of chair searches in the coming years, and the recruitment of diverse candidates will be a high priority. With these efforts, we anticipate a substantial increase in the number of departments with female chairs by Year 5.

IV. Budget and Budget Justification

1. *Please explain the statement in the budget justification "The actual benefits for each individual will be charged to the project."*

At UNL, fringe benefits are specifically identified to each employee and are charged individually as direct costs. To simplify our budgeting procedures, we use an estimated benefit rate based on an average of the actual benefit percentages. Therefore, the 28 percent listed for faculty, 42 percent listed for office staff, and 32 percent listed for graduate student tuition remission are estimates. The sentence in question is to give notice that the actual specific fringe benefit amounts for each individual will be charged to the project. "Actuals" may be slightly lower or slightly higher than the estimate.

2. *Personnel. Please revise the budget justification as needed in order to address the questions under project management. Please pay special attention to accurately completing the "NSF-funded person months" columns.*

Please see uploaded and attached "Budget" on page 27. In addressing the project management queries on page 1, the faculty staffing pattern and duties were clarified and did not result in any changes in budgeted faculty effort, which obviated the need for a revised budget justification. We are happy to provide NSF further information if after review it is needed.

3. *Travel. The departmental trips to national conferences for recruiting are not mentioned in the proposal description. Please describe the purpose of the trips and include the programming related to the trips that will ensure that the trips result in positive outreach experiences with diverse candidates? Does this budget reflect the entire cost of travel or is this a supplement to allow the traveler to stay longer in order to attend career fairs and/or to make appointments with identified candidates? How will this money be allocated to departments?*

We regret that the relation of the Recruitment Ambassadors and these travel costs was not articulated more clearly. These travel costs are for the Recruitment Ambassador

conference recruiting trips. Ambassadors may be supported entirely for the trip or for an extra day to attend a minority-serving session (e.g., at Geological Society of America meetings, the Association for Women Geoscientists' board meeting is the day before the meeting, so a Recruitment Ambassador may request funds for just the extra day to attend such meetings. The departments will apply to the ADVANCE-NE office with a request describing how these travel funds will be used by the Recruitment Ambassador. Final decisions will be made by the Project Director, on the recommendation of the Internal Advisory Board.

4. *Other. The budget includes \$30,000 for ten \$3,000 departmental "incentive awards." Are these the "departmental rewards" mentioned on page 8 which are \$4,000 each? If these are rewards for achieving ADVANCE goals it is clear that you will not be able to make these awards in the first year of the project. Therefore you should reduce your requested Other line item for year 1 by \$30,000 and reduce the requested indirect costs for year 1 accordingly. Additional budget cuts may be requested depending on your response to the questions under the RECRUIT-NE committee activity.*

We apologize for the inconsistency. This budgeted item is the departmental "incentive awards," ten at \$3,000 each, described in section II.G. ("Recruitment Ambassadors") on page 14. These incentives are intended to foster the process by which departments develop their own mechanisms to increase the diversity of their applicant pools. Because we plan to launch ADVANCE through a special faculty meeting to be held this spring (if funded), we believe that departments will generate useful ideas that can be implemented in searches for Fall 2008. Although we are confident in our faculty's enthusiasm about setting forth to achieve ADVANCE goals, we are not as sure that there will be ten good ideas that merit funding, particularly given the recent implementation of ADVANCE. Therefore, the number of anticipated incentive awards has been reduced to five, with a concomitant reduction in the Year 1 budget by \$15,000.

5. Other. Please provide an annual breakdown for the Other line item category.

G. Other Direct Costs

6. Other - Breakdown by year

| Item | Year 1 Costs | Year 2 Costs | Year 3 Costs | Year 4 Costs | Year 5 Costs |
|---|-----------------|-----------------|------------------|-----------------|------------------|
| COACHE and BOSR Evaluation. COACHE evaluation is for years 1, 3 and 5. Bureau of Sociological Research (BOSR) internal evaluation costs are ~\$6,000 per year with additional costs to start up Year 1 and for summative evaluation Year 5. | \$11,433 | \$5,819 | \$28,378 | \$6,360 | \$30,222 |
| Committee Stipends: 10 committee members, 5 for RECRUIT-NE and 5 for PROMOTE-NE \$2,000 each. | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 |
| RECRUIT-NE and PROMOTE-NE Committee Chairs: 1 chair for each of 2 committees, \$4,000 each. We anticipate that most of the development of promotional material by each committee will be by the chair. | \$8,000 | \$8,000 | \$8,000 | \$8,000 | \$8,000 |
| Faculty Development Workshops, 2 per year @\$4,000 each. | \$8,000 | \$8,000 | \$8,000 | \$8,000 | \$8,000 |
| Department chair/head workshops, 2 per year. | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| Writing retreat: costs for double occupancy room and meals for five nights at Mahoney State Park lodge. | \$2,900 | \$2,900 | \$2,900 | \$2,900 | \$2,900 |
| Informal Networking Luncheons, 1 per semester with visiting or local woman STEM speaker. | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| External Advisory Board honoraria. | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| STRIDE Training for RECRUIT-NE: 2 sessions of 1.5 days each @\$500 for any portion of a day | \$2,000 | \$0 | \$0 | \$0 | \$0 |
| WISELI Training for PROMOTE-NE: 1.5 days @ \$500 for any portion of a day | \$1,000 | | | | |
| Departmental Incentives, 10 departments Yrs 2-5; 5 departments Yr 1, \$3,000 each. | \$15,000 | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| TOTAL | \$82,333 | \$88,719 | \$111,278 | \$89,260 | \$113,122 |

6. Please provide an annual breakdown of the costs for the external evaluator. Include the expected daily rate, number of days of work that will be provided, and the number of type of expected reports and materials that will be produced. Also, these funds should be listed under the Consultant line item in the budget.

The Work of the External Evaluator

As stated in the proposal, the role of the external evaluator is to provide "an independent review of the evaluation process and outcomes" annually, as well as

"summative evaluation at the close of the project (Year 5) to assess the program's overall success." To achieve this intention, the external evaluator will devote 8 days per year to the project in Years 1 - 4 at the daily rate of \$1,000/day. In Year 5, the external evaluator will devote 15 days to the project at the same daily rate.

Years 1 - 4:

During each of the first four years, the evaluator's work will be focused as follows: a) reviewing the evaluation process, tools, and findings of the internal evaluation team; b) conducting on-campus qualitative interviews annually with project leaders, institutional leaders, and a sample of faculty members in departments involved in the project concerning progress toward project goals, strengths and limitations of strategies being used to achieve project goals, barriers to the project, and emerging lessons; c) providing consultation to the PIs, based on knowledge of higher education organizational change processes, review of the internal evaluation findings, and analysis of the interview data.

Each year, the external evaluator will produce a written report that a) summarizes the results of the qualitative interviews and the review of the internal evaluation studies and b) offers observations, questions, and suggestions to the PIs for the purpose of enhancing the likelihood of success in achieving the project goals.

The 8 days of time each of Years 1 - 4 will be allocated approximately as follows: 1.5 days to review and analyze written materials from the project and reports from the internal evaluation team; 3 days on campus to conduct interviews; 3.5 days to analyze data, and write the report, and talk/consult with PIs.

Year 5:

The tasks delineated for Years 1 - 4 also will be conducted in Year 5. Additionally, the external evaluator will review all findings from the internal evaluation team's research and will conduct more extensive on-campus interviews with project leaders, institutional leaders, and participants in ADVANCE programs to gather data concerning the following questions: a) To what extent have the goals of the program been achieved? b) What strategies have been most effective and why? c) What strategies have been less successful than anticipated and why? d) What barriers have arisen, what has been their impact, and how have they been handled? e) What lessons have been learned from the University of Nebraska's ADVANCE Program that may be helpful to other institutions?

The product of Year 5 will be a formal report addressing the questions just presented, with an Executive Summary appropriate for posting on a web site, sharing at conferences, or sending to other institutions. The 15 days delineated for Year 5 will be allocated approximately as follows: 3 days to review and analyze written materials from the project and reports from the work of the internal evaluation team; 2 three-day visits to campus; 6 days to analyze data and write the final external evaluation report.

V. References Cited

- Kuklinski, James H., Sniderman, Paul M., Knight, Kathleen, Piazza, Thomas, Tetlock, Philip E., Lawrence, Gordon R., and Mellers, Barbara. (1997). "Racial Prejudice and Attitudes toward Affirmative Action," *American Journal of Political Science*, 41(2):402-419.
- Rosser, Sue V. (2006). "Using Powre to ADVANCE: Institutional Barriers Identified by Women Scientists and Engineers." In *Removing Barriers: Women in academic science, technology, engineering, and mathematics*. (Ed.) Jill M. Bystydzienski and Sharon R. Bird. Bloomington, IN: Indiana University Press: 69-92.
- Rosser, Sue V. and Chameau, Jean-Lou. (2006). "Institutionalization, Sustainability, and Repeatability of ADVANCE for Institutional Transformation," *Journal of Technology Transfer*, 31:335-344.