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## Faculty Forum : Status of Women Faculty at UMaine

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Faculty Forum - Status of Women Faculty at UMaine  
February 1, 2016

TRANSCRIPT

00:00

all right good afternoon and welcome to

00:03

today's faculty forum thank you all for

00:05

taking the time to join us for this

00:07

discussion I'm going to do the new

00:10

normal a warning that I give every time

00:12

we do one of these this is being

00:13

recorded and this recording will

00:16

eventually be posted the Provost website

00:19

you don't want to go viral so be

00:21

thoughtful about your comments and you

00:25

make them i also want to before we start

00:29

thank aparden hunter for joining us I

00:31

can tell you that she really wanted to

00:33

be here when I told her about this

00:34

months ago she said that goes in my

00:36

calendar at noon today's I said well you

00:39

know when we at three o'clock today when

00:40

we do the form she said that's not on my

00:42

calendar executive presidential action I

00:48

don't know who got bumped but some of it

00:50

she will have to leave oh it's how

00:53

leadership memorial you will have to

00:56

leave at four o'clock i do when i do

00:58

appreciate your joining our discussion i

01:00

also want to introduce a new member of

01:02

the University of Maine Community new as

01:04

of today is his first day that's Larry

01:06

Llewellyn Larry is our director of human

01:08

resources and he'll be with us for about

01:11

the next year it comes with a very

01:13

impressive background having spent quite

01:14

a bit of time being in charge of HR at

01:17

Ohio State University so we're really

01:18

pleased to have them here you may ok so

01:22

today the topic is the status of women

01:26

faculty but as I promised at being at

01:29

the beginning of this year that each

01:31

time we had one of these forums I would

01:33

also spend the little time updating you

01:36

on one University and the academic

01:38

transformation so true to my word I will

01:40

do that even though the first topic is a  
01:43  
lot more interesting I will so I think  
01:47  
though today we have quite a bit we want  
01:49  
to talk about in terms of the stage the  
01:50  
women faculty we want to have some  
01:52  
conversation I will be sure to wrap that  
01:56  
part up by no later than 430 and though  
01:58  
diehards who want to stay and hear about  
02:00  
one university and academic  
02:02  
transformation please stay and I have a  
02:04  
few things I can update with you I'll  
02:06  
update you on about that the plan for  
02:10  
today is I'm going to talk a little bit  
02:12  
and kind of set the stage  
02:13  
but the focus of today's most of today's  
02:16  
discussion is about the rising tide  
02:19  
center in our national science  
02:21  
foundation advance grant the work that's  
02:22  
been done we want to give you a summary  
02:25  
of 22 of the pieces of work to grow out  
02:28  
of that at the most recent climate  
02:30  
survey as well as a salary study that  
02:33

was done as part of the advanced cream  
02:34  
so the way out of work is I'm going to  
02:36  
sort of lay the foundation if you will  
02:39  
for for the presentation then I'll  
02:41  
invite any black sewed up he is the  
02:44  
director of the rising tide Center and  
02:45  
she will summarize for you some of the  
02:49  
major accomplishments of the rising tide  
02:52  
sent over the life of the grant one of  
02:55  
which is a climate survey Shan McCoy who  
02:58  
is part of the social science research  
02:59  
team for the grant will take us through  
03:02  
and show some of the results of the  
03:04  
climate survey not not fully but a good  
03:08  
chunk of the results of the climate  
03:09  
survey Amy will talk briefly about the  
03:12  
salary study and then I'm going to get  
03:15  
back up and talk a little bit about the  
03:17  
future well how we're thinking about  
03:18  
building on the progress that we think  
03:21  
we've made and keep working on on this  
03:24  
into the future so that's the plan  
03:26

that's the plan for this afternoon I  
03:29  
thought that really kind of set the  
03:31  
stage you know you what the status of  
03:33  
women faculty one thing we might want to  
03:35  
start by looking at are some numbers and  
03:38  
so I thought what would it be  
03:40  
interesting to look at just you know  
03:41  
just as one sort of gross measure of the  
03:45  
status of women faculty at the  
03:47  
University of Maine would be to say well  
03:48  
we look at the faculty at the University  
03:50  
of Maine what what percentage or a piece  
03:52  
of that faculty is made up of women so I  
03:55  
asked Ted Khalid are to use your  
03:58  
somewhere to there is you know to help  
04:01  
with this Ted's a director of the Office  
04:03  
of Institutional research so what period  
04:07  
of time do you want to look at and you  
04:08  
know as Provost you get some some some  
04:11  
odd privileges I said well I know what  
04:13  
time period of time let's look at the  
04:14  
period of time that I've worked here so  
04:16

that's 30 years i'm in my thirtieth year  
04:18  
here but so why don't we look at that 30  
04:20  
year time period and so Ted said  
04:23  
actually that lines up pretty well with  
04:24  
where the data  
04:26  
or the data are we have pretty good data  
04:27  
down back to around the mid 1980s and so  
04:31  
we pulled together some data and so just  
04:33  
again to sort of set the tone if you  
04:36  
will my clicker doesn't work maybe my  
04:46  
powerpoint it won't go forward there  
04:53  
must be an answer to this that's talking  
04:57  
to that oh wait let me try this with a  
05:10  
bit of dull presentation okay so these  
05:14  
are so what we have on here is the  
05:16  
percent of our faculty a female faculty  
05:19  
now what we did was look at tenure  
05:22  
string faculty primarily because that's  
05:25  
where we had the best data the most  
05:27  
reliable data when you start looking at  
05:29  
non-tenured faculty the data are more  
05:33  
difficult to work with so we had  
05:35

consistent data going back to at least  
05:38  
the mid-1980s and so here's what we we  
05:41  
find and so the blue bar is the blue  
05:45  
columns are the percentage of our tenure  
05:47  
stream faculty who are women and so  
05:50  
we've gone from around thirteen percent  
05:51  
in the mid-80s up to about a third  
05:54  
currently of our faculty are women and  
05:58  
when we look at what percentage of the  
06:00  
full professors at the University of  
06:02  
Maine are women we were down around  
06:04  
somewhere around five percent in the mid  
06:07  
80s and now that's grown to about twenty  
06:11  
four percent or so twenty three or four  
06:13  
percent so you know gives you some idea  
06:19  
that that was from that the trends  
06:22  
anyway to suggest that the university  
06:23  
has changed quite a bit in terms of its  
06:26  
faculty makeup in the last in the last  
06:28  
quarter century now the the changes of  
06:34  
course are not all smooth they're not  
06:38  
all  
06:39

planned and of course this when you look  
06:42  
at things that this broad and image you  
06:44  
know you don't get a full picture the  
06:46  
faculty grew quite a bit in some areas  
06:48  
and not at all in other areas or  
06:50  
minimally in other areas a lot of the  
06:53  
growth that occurred in the 80s and 90s  
06:55  
was you know real efforts to recruit  
06:58  
women faculty many of these women end up  
07:01  
being the only woman faculty member in  
07:03  
their Department and that of course  
07:05  
presented created its own issues for  
07:07  
them in the unit so the second thing I  
07:11  
want to do is kind of take you through a  
07:12  
little bit of a timeline of what a place  
07:17  
my synopsis of us some significant  
07:20  
points leading up to us securing a  
07:25  
National Science Foundation advanced  
07:27  
grant I want to give Karen Horton thanks  
07:29  
for this Karen wrote this kind of  
07:30  
history piece for the grant proposal and  
07:33  
i pilfered from it and Maisy papa y  
07:36

contact and said hey give me a little  
07:38  
information and she sent me some  
07:40  
information as well so let me start my  
07:43  
timeline so what you know significant  
07:47  
event was way back in nineteen eighty  
07:48  
one I'm going to try to stop making self  
07:53  
references but but that's the first year  
07:54  
I came universe to me as a graduate  
07:57  
student but anyway in 1981 significant  
08:00  
event Joanne fridge who was a big  
08:03  
director Boao obtained a grant for women  
08:06  
in curriculum about two hundred thousand  
08:08  
dollars to start the women in curriculum  
08:10  
program looking at integrating  
08:14  
information by and about women into the  
08:17  
curriculum at the University of Maine I  
08:19  
think you know those of you who worked  
08:20  
here for a while but I'll be very  
08:22  
familiar with the WIC lunches that went  
08:24  
on for think they started in 1981 and  
08:27  
continued on and again those lunches and  
08:31  
those topics that the topics discussed  
08:33

at those lunches we're quite varied but  
08:35  
quite often though they were about the  
08:37  
experience of women faculty here at the  
08:39  
University of Maine or nationally people  
08:42  
bringing in experts having discussions  
08:45  
about how to how to make  
08:50  
an institution like the University of  
08:52  
Maine which throughout most of its  
08:54  
history has been male-dominated an  
08:56  
institution that would be more welcoming  
08:58  
supportive of and take advantage of the  
09:01  
expertise and qualities that women  
09:03  
faculty bring to it now maisie being a  
09:06  
historian could not help herself but to  
09:08  
send me this little bit of tidbit that  
09:09  
she uncovered and I thought this was  
09:12  
interesting this is from notes from the  
09:14  
WIC Advisory Committee back in 1988-90  
09:17  
their annual report the committee was  
09:20  
visited by an ad hoc committee of  
09:22  
untenured women who voiced a number of  
09:23  
concerns including the devaluating of  
09:26

service insufficient valuation of  
09:28  
different pedagogical methods and  
09:30  
teaching styles the lack of mentoring  
09:32  
system and inadequate attention to  
09:34  
retention both before and after tenure I  
09:36  
thought that was interesting because  
09:37  
when you hear about the work of the  
09:39  
rising tide center in the advanced grant  
09:41  
that's pretty much a you know a work  
09:43  
plan for for it's not least a  
09:47  
significant chunk of the work of the  
09:49  
rising tide center so clearly as the  
09:51  
number of women faculty at the  
09:53  
University were growing the issues were  
09:56  
growing as well and 11 Avenue for women  
10:00  
to get that was to our to voice those  
10:03  
concerns was with the women in  
10:04  
curriculum committee here's another  
10:07  
little bit from that that same thing at  
10:09  
the bottom got cut off but they also  
10:11  
studied the Faculty Senate committee  
10:13  
list and concluded that women were  
10:14

indeed scarcely represented on faculty  
10:16  
senate committees alright so let's jump  
10:21  
up the 1991 1991 the Women's Resource  
10:24  
Center was was created that's the  
10:28  
mission statement I have up there from  
10:30  
the Women's Resource Center I think I'll  
10:34  
promise to stop doing this but a good I  
10:36  
haven't noticed on my CD under  
10:38  
significant service to the University  
10:40  
planning committee for the Women's  
10:42  
Resource Center 1989-90 so anyway we're  
10:45  
looking at the yoga the climate here at  
10:47  
the University of Maine for women from  
10:50  
faculty Sharon Barker who probably many  
10:53  
of you know again one of I say the  
10:55  
unsung heroes of this work a lot of what  
10:57  
are we going to talk about leading up to  
10:59  
the advanced grant Sharon was either  
11:01  
right there behind the scenes for it I  
11:04  
I should have mentioned I talked about  
11:05  
the women and curricula grant one of the  
11:07  
other unsung heroes is here with this in  
11:09

schaumburg ER and ran the Women's  
11:11  
Studies program for quite a long time  
11:14  
from 1991 and that day that's why I  
11:17  
didn't should've had that honor and a  
11:20  
strong advocate for the program and for  
11:23  
women at the University of Maine I can  
11:25  
tell you that from personal experience  
11:27  
haven't been the Dean she reported to  
11:28  
for quite a while that she was a  
11:31  
tireless isn't it as an advocate anyway  
11:34  
the Women's Resource Center I think  
11:36  
getting played a very significant role  
11:38  
throughout its existence in 1992 we were  
11:42  
organized a little bit differently we  
11:44  
had a college of sciences and the Dean  
11:45  
of the College of Sciences Dagmar chrome  
11:47  
pulled together a group women in STEM  
11:50  
education I believe it was called are  
11:52  
willing no women in science education  
11:53  
stem had come into favor popularity at  
11:56  
that time and they produced a report  
11:58  
containing recommendations about how to  
12:01

increase women representation in the  
12:04  
disciplines that would succumb to be  
12:06  
called the STEM disciplines and that was  
12:08  
an interesting piece because she was a  
12:10  
strong a very good Dean a strong  
12:13  
advocate for this it was moving and then  
12:16  
she left us to go to another university  
12:18  
we had other leadership changes at the  
12:20  
University and I'd say this work got a  
12:22  
little bit lost for a while but as you  
12:24  
learned from this quick story was  
12:25  
rediscovered Center for Teaching  
12:29  
Excellence started in nineteen ninety  
12:31  
eight against an for teaching excellence  
12:32  
had a broader mission but I thought it  
12:35  
was interesting and Karen identified  
12:36  
this in her history that if you look  
12:38  
back and then early you remember the  
12:40  
Center for Teaching Excellence would  
12:41  
offer these small grants to form  
12:43  
learning circles for faculty to get  
12:45  
together and explore issues cover the  
12:47

very first learning circles one was a  
12:49  
women who teach men and another was  
12:52  
women as faculty role models again I  
12:55  
think along you know this the we have  
12:58  
the WIC lunch is going on the work of  
12:59  
the women's resource center Center for  
13:01  
Teaching Excellence provides another  
13:03  
venue for women faculty to get together  
13:05  
and talk about and see how do we address  
13:07  
and make changes as an institution year  
13:13  
2000 the president who I believe was  
13:15  
president had at the time creates the  
13:16  
President's Council  
13:17  
women I won't read you the whole mission  
13:20  
but basically telling here's a group  
13:22  
that i'm charging with looking at data  
13:23  
and advising me and reviewing policy etc  
13:27  
i think a positive a positive step as a  
13:32  
pointed out in the history though that  
13:34  
they were they have this mission but it  
13:36  
wasn't really clear what authority they  
13:37  
had and how to get those data and who  
13:41

how they fit into them to the to the  
13:44  
broader organization of the University  
13:46  
of Maine system they were but again I  
13:48  
think was a significant step because a  
13:52  
group again advising the president at  
13:54  
the highest level looking at you know  
13:58  
what are the issues that women faculty  
13:59  
are facing 2002 this the Catherine  
14:03  
Carter report is my summary what it was  
14:05  
but kevin carter is an associate  
14:07  
professor in the Department of forced  
14:10  
biology i think it was called at the  
14:11  
time and she did her own study no she  
14:14  
was actually also the first woman hired  
14:16  
in forestry at the university of maine  
14:17  
hired in nineteen i think 81 first woman  
14:20  
hired on this point in her career she  
14:23  
does her own study where she looks at  
14:26  
the faculty who were hired in natural  
14:28  
sciences forestry agriculture in the  
14:29  
1980s and her method was phone books she  
14:35  
went back to university directories  
14:36

encountered who was there and then what  
14:39  
she found is what's listed up there  
14:40  
they're only about half well we're only  
14:42  
retaining about half of the women are  
14:44  
women to retain about half the rate of  
14:46  
men faculty hired into the college she  
14:49  
brought this report to the  
14:49  
administration that's a nice nice we'll  
14:51  
have our HR people really look into this  
14:53  
and i did they found the exact same  
14:55  
thing so they noticed okay we've this  
14:57  
ring bringing the university's  
14:59  
leadership attention to issues problems  
15:04  
with retaining quality women at the  
15:06  
university of maine and the faculty  
15:07  
ranks so what do we leave ministers do  
15:12  
we form committees so we have the gender  
15:14  
issues planning committee and i believe  
15:17  
bob robert kennedy was our provost at  
15:19  
the time reporting to him now they did a  
15:22  
variety of things one of the things they  
15:24  
did was hire a consulting company called  
15:26

new new dynamics and they came out to  
15:29  
university and interviewed and did  
15:30  
I'm at a climate survey and they I'm  
15:36  
just going to pull up some of the things  
15:38  
they found from new dynamics was a  
15:41  
difficulty in men faculty to accept the  
15:44  
range of women faculty in their units  
15:47  
uneven lengthy times of promotion of  
15:50  
women poor retention of women decreasing  
15:52  
representation of women positions of  
15:54  
leadership and consequently significant  
15:57  
stress amongst women faculty at the  
15:58  
University the next year the gender  
16:02  
issues plant communities dissolved but  
16:04  
the focus from that work is to look at  
16:06  
retention of women so out of the the  
16:09  
gender issues planning committee grows  
16:11  
the task force on retention of women and  
16:14  
I believe in an earlier position i think  
16:17  
our president served on that task force  
16:25  
the task force actually this is where I  
16:27  
the thing is interesting how things come  
16:29

around they rediscover this the wives  
16:32  
report the women in science education  
16:33  
report looked at that and wanted to  
16:35  
build on it but identified things and  
16:39  
again I think you'll see some  
16:40  
consistency here when we talk about the  
16:42  
rising tide centers work but they said  
16:45  
look we need to look at an annual  
16:46  
collection of institutional data by and  
16:48  
about women and men faculty we need to  
16:51  
review our current policies relating to  
16:52  
equity we need research models we need  
16:56  
to do research on models of programs at  
16:58  
other institutions that are working we  
17:00  
need to make mentoring opportunities  
17:01  
available for our faculty we need to  
17:04  
improve work-life balance we need to  
17:07  
analyze workloads by gender and we need  
17:09  
to increase the consistency of peer  
17:11  
committee reviews we need to conduct  
17:13  
exit interviews and we need to start  
17:15  
working on culture in the department  
17:18

level one method of which would be to do  
17:20  
training of department chairs 20 2007  
17:25  
again sharon barker took a lead in the  
17:27  
sin were you with HR and our Center for  
17:29  
Teaching Excellence started department  
17:32  
chair training and she brought some of  
17:35  
us together where I was a department  
17:36  
chair at that time and looked at doing  
17:38  
training for new chairs and an annual  
17:40  
training for department chairs now care  
17:43  
share and who is a veteran at this kind  
17:46  
of work was smart and she said look  
17:49  
we're going to do these trainings but  
17:50  
we're not going to say come to the  
17:52  
trainings about women faculty come to  
17:54  
the trains about changing the  
17:55  
environment for women in your  
17:57  
departments because in all likelihood  
17:59  
that would select group of people who  
18:01  
are motivated interested in that and  
18:03  
those who might otherwise benefit from  
18:05  
it would may not be there so what she  
18:09

did was he took again a group of us who  
18:10  
were department chairs we talk about  
18:12  
what are the issues that chairs face how  
18:14  
might we bring chairs together to for  
18:17  
some professional development and we'll  
18:20  
integrate gender issues throughout the  
18:22  
work and so the methodology was to use  
18:24  
case studies and have at these workshops  
18:27  
have chairs work on case studies not all  
18:29  
of which but many of which gender issues  
18:31  
were more embedded and we bring out in  
18:34  
the relevant expertise for people to to  
18:36  
work on that the following year our kopi  
18:42  
eyes start to plot this is the group  
18:44  
that eventually were really the driving  
18:46  
force in writing the the advancement and  
18:50  
a Karen Horton I know was very  
18:52  
instrumental in coming and reaching out  
18:54  
to colleagues and finding a group of  
18:57  
people not only who are similarly  
18:59  
motivated to try to make some  
19:02  
significant changes here at the  
19:03

University by using this mechanism of  
19:06  
the National Science Foundation at ban  
19:07  
script but who had the time inclination  
19:09  
willingness to do it you couldn't find  
19:13  
anyone who had the time but she did find  
19:14  
people had the willingness and  
19:16  
dedication and interest in doing in  
19:19  
developing a grant now at that time  
19:22  
Susan hunter was our provost and what  
19:26  
she did early in 2009 was she formed the  
19:28  
advanced initiative council and she  
19:31  
named to dean's Dana Humphrey and myself  
19:34  
to co-chair that in the charge to this  
19:36  
council council had representatives for  
19:39  
faculty it had the code the group that  
19:41  
would be eventually be the COPI eyes on  
19:44  
the ground on the grant together folks  
19:46  
from EO and HR and said look you have  
19:49  
two charges one of which I wrote here  
19:50  
you need to figure out how we can be  
19:52  
supportive of the development of this  
19:54  
advanced IT  
19:55

grant and to you look at the  
19:57  
recommendations of this task force on  
20:00  
the retention of women we need to start  
20:02  
working and implementing some of the  
20:03  
pieces of of that work I mentioned the  
20:06  
AIC because I think it played an  
20:08  
important role in the life of the grant  
20:09  
and continued later in 2009 the grant  
20:13  
was submitted with then Provost hunter  
20:15  
as the p.i and this band as the coqui  
20:19  
eyes joni jellison left at some point  
20:23  
after we got the grantor shortly after  
20:25  
we got the girl and Ellie Grodin took  
20:27  
her place amongst the COPI eyes so that  
20:34  
brings us up to the current period so  
20:36  
for the past five years plus we've been  
20:40  
involved with an National Science  
20:43  
Foundation advanced IT or institutional  
20:46  
transformation grant the lofty goal is  
20:50  
to try to transform our institution so  
20:53  
that we are more successful at  
20:56  
recruiting retaining and helping our  
20:59

advancing women in the stem and social  
21:02  
behavioral sciences disciplines now  
21:05  
those disciplines were targeted because  
21:08  
that's where the money was that's where  
21:10  
National Science Foundation was  
21:12  
providing support for but very early on  
21:15  
this group realized that this was a way  
21:18  
to change the institution and improve  
21:19  
the quality of the experience for not  
21:22  
only all women but I'll faculty here at  
21:24  
the at the University of me and that's  
21:25  
really been the philosophy as the grant  
21:28  
has been implemented so with that  
21:33  
background I'm going to invite the  
21:34  
current director Amy Blackstone up talk  
21:39  
about the work of the rising tide center  
21:46  
hello again I'm Amy Blackstone chair of  
21:50  
it was excuse me a director of the  
21:52  
rising tide center I also wear another  
21:54  
hat on campus and chair of the sociology  
21:56  
department as well I should say that I'm  
21:59  
happy to report on what the rising tide  
22:02

center has been up to for the last five  
22:03  
years but really I'm riding the  
22:05  
coattails of my colleagues who did all  
22:07  
of the work that I'll be reporting on so  
22:10  
the COPI eyes of the last few years  
22:12  
Karen Horton le Grodin Susan Gardner and  
22:17  
Amy freed and then of course the  
22:19  
original p eye on the grant president  
22:21  
Susan hunter and the current p I in the  
22:24  
grant to Jeff pecker so the rising tide  
22:28  
center as Jeff said was created to  
22:31  
support the work of the NSF grant and  
22:34  
though the mission of the rising tide  
22:36  
Center really is focused on recruiting  
22:38  
retaining and advancing women faculty in  
22:41  
the sciences the name rising tide center  
22:43  
was chosen intentionally with the idea  
22:46  
that the work that we do to toward the  
22:51  
goal of gender equality and campus  
22:52  
really does benefit all faculty  
22:54  
regardless of discipline and regardless  
22:57  
of gender and I hope that those of you  
22:59

who are faculty here are familiar with  
23:01  
our programming and perhaps have been to  
23:04  
some of our workshops and programming  
23:06  
over the last five years our work has  
23:08  
included quite a broad range of  
23:10  
professional development climate and  
23:12  
policy activities and i'd like to share  
23:15  
just a little bit about what some of  
23:17  
those activities have involved so one of  
23:23  
the primary areas of focus of the grant  
23:25  
is to support and develop  
23:28  
family-friendly policies and our kopi I  
23:31  
and policy advocate Amy freed has worked  
23:34  
quite a lot with HR an equal opportunity  
23:37  
over the last few years to both develop  
23:40  
and then help communicate a couple of  
23:43  
family-friendly policies that you may  
23:45  
want to stop the clock policy for a  
23:48  
tenure-track faculty another one is our  
23:51  
alternatives to teaching faculty amy has  
23:53  
also worked with HR to develop the  
23:57  
portion of hrs website that described  
23:59

a number of programs and policies that  
24:02  
support work-life balance and and and  
24:06  
and working families and I if you  
24:09  
haven't seen the website I definitely  
24:11  
recommend you check it out you can you  
24:12  
can find it easily by just googling  
24:14  
family friendly on the HR portion of the  
24:17  
website that site does describe the  
24:20  
policies in detail but also share some  
24:23  
of the experiences of faculty who have  
24:25  
used those policies and so they're a  
24:28  
great resource if you're interested in  
24:29  
what the impact of those policies have  
24:31  
been and what it's like to actually  
24:33  
utilize them in the spring of 2014 the  
24:44  
rising tide Center instituted a couple  
24:47  
of new awards on campus to recognize  
24:50  
women faculties excellence we had two  
24:53  
awards that we instituted that year one  
24:56  
was a career achievement a grant and  
24:59  
that grant is celebrated in the spring  
25:02  
every year with a public luncheon and an  
25:04

address from recipients so we have a  
25:06  
luncheon for each of the recipients  
25:08  
where we have a chance to hear about  
25:09  
their work and the impact of their work  
25:12  
and we also have a mentoring award to  
25:15  
recognize the excellent mentoring of our  
25:17  
women faculty and that award is  
25:19  
celebrated every spring at the  
25:21  
commencement lunch that happens between  
25:23  
the two commencement ceremonies in May  
25:25  
so you can see here our set of award  
25:29  
recipients from the very first year that  
25:31  
we offered these awards and then last  
25:33  
year as well we had three career award  
25:36  
recipients and one mentoring Award  
25:38  
recipient in addition to the awards  
25:43  
another major portion of our work is a  
25:46  
Grants Program that I hope you all know  
25:48  
about and some of you perhaps have taken  
25:50  
advantage of we offer grants for  
25:52  
professional development for research  
25:55  
seed for some developing new research  
25:57

projects and also we offer climate  
26:01  
grants and these are just a few of the  
26:03  
outcomes of some of those grants that  
26:05  
we've offered over the years one of our  
26:07  
main points of focus and rising tide  
26:09  
center is to reduce feelings of  
26:12  
isolation among  
26:13  
so we're especially happy to see that  
26:15  
the the grants that we've given over the  
26:17  
years have resulted in over 100 new  
26:19  
collaborations among faculty some of  
26:22  
those have occurred on campus some  
26:24  
off-campus we've also had the chance to  
26:26  
support graduate students who work with  
26:27  
faculty recipients of those grants we've  
26:30  
seen a number of new papers submitted  
26:32  
and published and over seven hundred  
26:34  
thousand dollars in external grant  
26:36  
funding has resulted from those internal  
26:40  
grants in addition to the grants and  
26:43  
awards we we offer a number of trainings  
26:46  
and workshops and have done so over the  
26:48

period of the grant one of our major  
26:51  
points of focus and Jeff mentioned this  
26:53  
too is chairs and directors training  
26:55  
that we offer every year we've also been  
26:58  
involved with other partners on campus  
27:00  
in offering programming and orientation  
27:03  
for our new faculty we've done a number  
27:05  
of peer committee and search committee  
27:07  
trainings just a note about for search  
27:10  
committees we also worked with equal  
27:13  
opportunity and human resources to  
27:14  
develop a guide on recruiting faculty  
27:16  
which is now available it's available on  
27:21  
our website but it's also available as  
27:22  
part of the higher touch resources so if  
27:25  
you're on a search committee you can  
27:26  
very easily access that guide we've also  
27:29  
offered a number of workshops over the  
27:31  
last few years on a range of topics from  
27:33  
collegiality to reducing bias and we're  
27:37  
working on a workshop right now that I  
27:39  
hope you'll stay tuned for early fall of  
27:42

2016 we'll be bringing a group in to  
27:45  
work on diversifying faculty searches so  
27:48  
the that work is not not yet done we're  
27:51  
still doing that and another big piece  
27:54  
of our program especially in the last  
27:56  
few years has to do with our male  
27:58  
advocates and allies program over the  
28:01  
last couple of years kopi I and pure  
28:03  
trainer Karen Horton has worked with a  
28:05  
wonderful group of male faculty and  
28:08  
staff who make up our mail advocates and  
28:10  
allies program our advocates meet  
28:12  
regularly and both the advocates and  
28:14  
allies are men who are committed to  
28:17  
reducing gender bias on campus and they  
28:20  
have offered a couple of workshops on  
28:23  
campus as well that you might have  
28:25  
in addition to doing the work on campus  
28:28  
we are also interested in networking and  
28:32  
building partnerships off campus and  
28:34  
we've done that in a few ways over the  
28:36  
years one of the big ways that we've  
28:39

done that is to offer an annual  
28:40  
networking conference this happens in  
28:42  
May every year and we are offering it  
28:44  
again this may I believe May seventeenth  
28:47  
but stay tuned for announcements that  
28:50  
workshop is something that we have  
28:51  
planned together with partners from  
28:53  
across Maine and really across New  
28:55  
England and the the main focus as  
28:57  
implied by the name of the conference is  
29:00  
to offer an opportunity for faculty to  
29:02  
network with one another across the  
29:05  
system and across the state and  
29:07  
conference sessions focus on topics such  
29:10  
as academic leadership work-life balance  
29:14  
policy issues and other topics that are  
29:17  
relevant to the rising tide mission  
29:19  
another project that rising tide has  
29:22  
been involved in is the development of a  
29:25  
nonprofit organization called main  
29:27  
career connect which was started with a  
29:30  
supplemental grant that the COPI is  
29:32

received from the National Science  
29:33  
Foundation a few years ago main career  
29:36  
connect is a consortium of employers in  
29:39  
the state of Maine some of you who have  
29:41  
worked on search committees on campus  
29:43  
may be familiar with the work of main  
29:44  
career connect their goal is to offer  
29:47  
services for dual career and and  
29:50  
families who are new to the state of  
29:53  
Maine and just as of last fall main  
29:59  
career connect was started by Bayou main  
30:01  
out of the rising tide center but it is  
30:02  
now operated under the umbrella of the  
30:05  
Maine State Chamber of Commerce we have  
30:07  
a new director for main career connect  
30:08  
who has been continuing her work with  
30:11  
clients at the University of Maine but  
30:13  
is also working to build that consortium  
30:15  
of employers to to grow it across the  
30:18  
state of Maine in addition to our work  
30:22  
with the networking conference in Maine  
30:23  
career connect we also have worked with  
30:26

with the system and been very well  
30:28  
received in sharing our work with the  
30:31  
humane system and we've begun to  
30:33  
collaborate with them on some of our  
30:34  
programming one of the other  
30:39  
projects that that the rising tide  
30:41  
center is involved in is conducting  
30:43  
social science research and among among  
30:48  
the projects that we do we do a climate  
30:51  
survey that I hope you've seen and that  
30:53  
helps us assess the climate on campus  
30:55  
and also get an idea about what impact  
30:58  
the work that the rising tide center has  
31:00  
been doing has had and Shannon McCoy is  
31:02  
going to share some of those results  
31:14  
and be better be hit  
31:38  
okay can you hear me that way all those  
31:41  
oh right I'm sorry I just have to chain  
31:46  
myself to ok ok so I'm Shanna McCoy I'm  
31:51  
an associate professor in psychology and  
31:54  
I've been working with the advanced  
31:56  
grant doing social science research  
31:58

since the beginning of the advanced  
32:00  
grant and what I want to share with you  
32:02  
today is comparing data from our 2011  
32:06  
faculty Climate Survey which is from the  
32:09  
beginning of the grant to one we did  
32:11  
last spring which is really sort of the  
32:13  
end of the grant and we want to see on  
32:16  
areas where we might see gender bias or  
32:18  
basically the reason we got the grant  
32:20  
and first lady did we improve did we get  
32:23  
any better so let's see which direction  
32:25  
this goes yes right ok so I want to  
32:30  
focus today those surveys were very  
32:31  
large and I appreciate all the faculty  
32:33  
who took the time to fill them out so  
32:36  
i'm not going to present the data on  
32:37  
every single item what I'm going to  
32:39  
focus on for us today are the areas or  
32:42  
the items from the 2011 survey that  
32:43  
demonstrated gender bias so there was a  
32:46  
gap between men and women on these items  
32:48  
okay well look at those for 2011 and  
32:50

we'll see is the gap reduced in 2015  
32:53  
does it remain in 2015 did we do any  
32:56  
better what I will say is that there are  
32:58  
not new areas of concern in 2015 so  
33:01  
things that didn't have problems in 2011  
33:03  
still don't in 2015 so I didn't cherry  
33:06  
picker isolate data I'm also not going  
33:08  
to show us every single item I'm just  
33:11  
going to show you some representative  
33:13  
items from different categories of from  
33:16  
the 2011 data to 2015 before we do that  
33:20  
we have to sort of think about setting  
33:22  
the context for interpreting piece data  
33:24  
and I don't want to take us down the  
33:25  
rabbit hole too deep but we do need to  
33:28  
think about a couple of things one is  
33:30  
that the sample size is very different  
33:31  
between 2011 and 2015 and that poses  
33:33  
some issues for thinking about the size  
33:35  
of that gap in the importance of that  
33:37  
gap between men and women and then the  
33:39  
other piece is you all know because  
33:42

you've been here between 2011 and 2015  
33:45  
but the budget has been fantastic right  
33:47  
the whole time and it  
33:49  
hasn't affected morale at all right  
33:51  
everyone's feeling great so there could  
33:54  
be potential for everyone to be doing  
33:56  
worse in 2015 on these outcome variables  
33:59  
simply because we're under a lot of  
34:01  
stress from the humane system fiscal  
34:03  
environment so we need to be thinking  
34:05  
about that in the background as we look  
34:07  
at these data but the areas that I want  
34:09  
to focus on our area is that both Jeff  
34:11  
and Amy highlighted it as areas of focus  
34:13  
for the grant which is faculty job  
34:16  
satisfaction issues surrounding tenure  
34:18  
and promotion departmental climate so do  
34:22  
you feel respected in your in your  
34:23  
department and then issues surrounding  
34:25  
work-life balance and all of these areas  
34:29  
demonstrated significant gender bias in  
34:31  
2011's we want to look at those in 2015  
34:34

at the end I want to summarize all the  
34:37  
effects even the ones I didn't show you  
34:38  
just to give you kind of a take-home  
34:40  
point about thinking about whether we  
34:43  
reduce that gap between men and women on  
34:45  
these items i'm going to use effect size  
34:46  
to do that and then at the very end  
34:48  
we'll talk a little bit about did  
34:51  
participating in rising tide events  
34:53  
these workshops and different  
34:54  
programming events that amy was  
34:55  
discussing did that actually improve  
34:58  
people's satisfaction okay at umaine  
35:03  
okay so here's our first issue is sample  
35:06  
size so you can see we drop by 100  
35:09  
respondents in 2015 and when you only  
35:12  
have three hundred and thirty nine  
35:13  
people in your data set in 2011 that's a  
35:15  
that's a big drop right so it poses  
35:17  
concerns particularly around  
35:19  
representativeness of the sample so do  
35:21  
we have a higher percentage of women in  
35:24

2015 than we did in 2011 are there more  
35:26  
full professors right are there more  
35:27  
people from stem those are issues but  
35:30  
there are absolutely no differences in  
35:33  
demographic representation in any  
35:34  
category think about that we collected  
35:36  
from 2011 and 2015 so by some miracle  
35:39  
very representative right thank goodness  
35:43  
ok the other issue we have to think  
35:46  
about is that effects that we're  
35:48  
significant in 2011 might not be  
35:50  
significantly different in 2015 just  
35:52  
because the sample size is smaller right  
35:55  
not because we reduced any effect so  
35:57  
we're going to need to think about  
35:58  
effect size when we look at these data  
36:00  
and the measure of effect size that I'm  
36:02  
going to use today something called  
36:03  
Cohen's D which is a measure of exercise  
36:05  
we use a lot in psychology and it has a  
36:08  
nice metric a little rule of thumb and  
36:10  
so effect size is around point 2 2.5 are  
36:14

small the medium anything above point 5  
36:16  
is heading to large and anything above  
36:18  
point 8 is very large and the effect  
36:20  
sizes we're going to be looking at are  
36:22  
going to be in that small to medium  
36:23  
range right and that's because all the  
36:26  
things that we asked you about hopefully  
36:28  
are multiplied determined and gender is  
36:30  
only one thing that's going to influence  
36:32  
them so there's lots of things that  
36:33  
influence your job satisfaction and  
36:35  
hopefully you know it's not a gender  
36:38  
might have an effect but it's not the  
36:39  
most important thing influencing your  
36:41  
job satisfaction so we're going to be  
36:42  
seeing effect sizes around point 2 45  
36:45  
why does that happen why did why does  
36:49  
the example sign go down why is the  
36:51  
sample size go down yeah fewer of  
36:53  
faculty chose to fill out the survey in  
36:56  
2015 than they did in 2011 but I don't  
37:01  
have any systematic difference in  
37:03

respondents to make an educated guess  
37:05  
about why other than faculty mahallan  
37:09  
general is down maybe  
37:10  
don't want to fill out service do you  
37:14  
have something Susan I just also point  
37:16  
out that it wasn't a sample we actually  
37:19  
surveyed the entire population so right  
37:22  
right well these are the only produced  
37:24  
our sample right yeah snorting sighing  
37:32  
yeah it's just a population of faculty  
37:36  
different 11 to 20 we reduce the number  
37:43  
of faculty but we looked at how many  
37:47  
people who sent the survey to right and  
37:49  
it's similar in 2011 2015 isn't it yeah  
37:54  
so it's a lower response rate 2015 for  
37:57  
sure it was longer also and it was  
37:59  
longer that was the other thing it was  
38:02  
much longer there were a whole bunch of  
38:04  
questions about the participation and  
38:06  
riding high center activities does  
38:08  
anybody remember this did you go to this  
38:10  
workshop did it make you happy to be at  
38:13

umaine and you had to do that for every  
38:16  
possible workshop that ever got put on  
38:18  
so I think we could have had some drop  
38:20  
out at the beginning of the survey too  
38:22  
so these are our respondents they are  
38:24  
represented similarly representative of  
38:27  
the different categories of faculty as  
38:28  
we had in 2011 so the other contexts  
38:34  
that I sort of want to set is this idea  
38:35  
about fiscal stress and originally I  
38:37  
included this in the survey because I  
38:38  
was thinking about using it as a  
38:40  
covariant or something to to control for  
38:42  
the effect of just this budget crisis on  
38:45  
people's morale and look at the effect  
38:48  
of gender controlling for that variable  
38:50  
you can see that both men and women are  
38:54  
above the midpoint in terms of  
38:56  
perceiving that the university's fiscal  
38:57  
environment has an impact on them but  
38:59  
they're not different from each other  
39:01  
but surprisingly this variable only  
39:05

influences outcomes for men ok so the  
39:09  
more men perceive the fiscal environment  
39:10  
is having an effect on them they'll  
39:12  
lower their job satisfaction and the  
39:14  
lower they are in a number of variables  
39:16  
that we're going to look at today but  
39:18  
it's unassociated for women I mean I'm  
39:21  
talking about correlations below point  
39:23  
10  
39:23  
the are not the beginning okay um on the  
39:28  
graphs that I'm going to show you today  
39:29  
I'll always put the response scale that  
39:32  
that you saw as faculty respondents here  
39:34  
where lower numbers are going to be less  
39:36  
endorsement of whatever the question is  
39:38  
higher numbers need more okay so let's  
39:43  
look at job satisfaction in 2011 we had  
39:46  
a significant difference between men and  
39:48  
women in terms of their satisfaction  
39:50  
with their job at UMaine men were  
39:52  
significantly higher than women in 2015  
39:57  
we completely wiped out that effect but  
39:59

perhaps not in a way we would have hoped  
40:02  
right um I don't know if smidgen is a  
40:06  
technical term in statistics but women  
40:09  
are smidgen higher alright 2015 but men  
40:13  
definitely we're seeing this drop in  
40:15  
satisfaction in 2015 but we don't see  
40:18  
that for women the you can see our  
40:20  
effect sizes in that small range small  
40:23  
heading to medium and it's 0 in 2015 so  
40:27  
another way to think about satisfaction  
40:29  
is how satisfied you are with your  
40:30  
career progression at UMaine how your  
40:33  
career has progressed and in twenty  
40:35  
eleven men were significantly higher in  
40:37  
their perception of the or their  
40:40  
satisfaction with their career  
40:41  
progression than women were women again  
40:44  
a little smidgen up men come down that  
40:46  
gap is no longer significant in 2015 but  
40:50  
they're also just isn't a gap right the  
40:53  
effect size is basically zero okay so no  
40:57  
longer gender differences in  
40:59

satisfaction but not the way we hope to  
41:02  
get there right okay alright so let's  
41:09  
look at tenure and promotion variables  
41:11  
and we had variables in the survey that  
41:14  
looked at satisfaction with the tenure  
41:16  
process for assistant professors for  
41:19  
promotion to associate right and then  
41:22  
promotion to full so we'll look at look  
41:26  
at all three of those groups  
41:31  
okay so here's the largest effect we had  
41:35  
in the survey in 2011 where we had men  
41:38  
significantly higher in their perception  
41:40  
of pre tenure support than women in 2011  
41:44  
we reduce that effect but again it's  
41:47  
heading towards small so it's not  
41:48  
significant in 2015 but we might still  
41:50  
care about that difference between men  
41:52  
and women but you can see sadly women  
41:56  
are unchanged in 2015 and men drop on  
42:00  
this variable so there's still more work  
42:01  
to do here for pre tenure support ok are  
42:07  
we ready for good news now anyone let's  
42:12

look at an area that folks spent a lot  
42:15  
of time on trying to clarify the  
42:16  
criteria for tenure in different  
42:19  
departments so this is associates  
42:21  
looking back right now they're looking  
42:23  
back at the experience of achieving  
42:25  
tenure I understood the criteria for  
42:27  
achieving tenure and you can see men  
42:30  
were higher on that in 2011 and that  
42:34  
effect is gone in 2015 and nicely women  
42:37  
are moving up on that variable to to  
42:39  
help eliminate that gap now why am i  
42:46  
showing you this there's no difference  
42:47  
right there's no difference between men  
42:49  
and women in 2011 we were just focusing  
42:51  
on life this is another area of good  
42:53  
news and folks spent a lot of time  
42:57  
talking with faculty on campus and with  
43:00  
chairs about promoting more faculty to  
43:03  
full and here you can see but there's no  
43:07  
difference between men and women but  
43:09  
they're not particularly satisfied with  
43:11

the chair helping them to go to full and  
43:14  
you can see in 2015 both men and women  
43:17  
are much higher on that variable and  
43:21  
hopefully that's a result of some of the  
43:23  
efforts led by the rising tide center I  
43:26  
will say that I did check to make sure  
43:28  
that this wasn't on a one-to-five scale  
43:30  
in 2011 and then 126 in 2015 it's not a  
43:35  
fluke it was a real-- fries okay so now  
43:40  
I think about departmental climate  
43:42  
how who did you feel and how respected  
43:44  
within your department in 2011 you can  
43:50  
see that men were significantly higher  
43:51  
and feeling that they were treated with  
43:54  
respect by colleagues then women were  
43:56  
and you can see just smidgens up and  
43:59  
smidgen down to reduce that gap in 2015  
44:02  
and the effect sizes is about half and  
44:06  
no longer significant we did not do a  
44:12  
good job this is just an example  
44:14  
variable of items that assess how  
44:17  
included or excluded you feel within  
44:19

your own department ok so this is just  
44:23  
one example item you can see this red  
44:25  
box here means it's still significant in  
44:28  
2015 and that's the first one we've seen  
44:30  
so that's good but you can see the  
44:34  
effect sizes unchanged and women remain  
44:38  
feeling more isolated in their  
44:40  
department Benji men luckily not you  
44:44  
know isolation is generally low on our  
44:46  
campus which is good but women  
44:48  
definitely feel more isolated than men  
44:50  
this might not be surprising that that  
44:52  
remains because we a lot of the  
44:56  
networking that amy was talking about  
44:57  
was across campus right or a cross  
45:03  
system or across the state right and so  
45:06  
we're trying to reduce isolation and  
45:08  
exclusion for women in STEM disciplines  
45:10  
by creating collaborations and you said  
45:13  
104 new collaborations or something so  
45:17  
we do see it if we say do you feel  
45:20  
isolated at you may write when we're not  
45:23

asking about just the department we did  
45:25  
reduce isolation at UMaine for women  
45:28  
well we don't know if we reduce it is  
45:31  
lower for women in 2015 than it was in  
45:34  
2011 and that effect size is smaller the  
45:36  
gap between men and women ok work-life  
45:42  
balance variables these this is another  
45:44  
area that the grant focused on trying to  
45:47  
increase awareness of these policies use  
45:50  
of these policies but there's also  
45:52  
another aspect in terms of ok I know  
45:54  
they exist but might be  
45:56  
it does it support them right or I can't  
45:58  
do that because my department does it  
45:59  
support work-life balance and in some  
46:01  
previous work we did with the 2011  
46:03  
survey we found that perceiving that the  
46:05  
University in the Department was  
46:07  
supportive of balancing your work life  
46:09  
and your personal life was a very strong  
46:12  
predictor of faculty job satisfaction  
46:13  
and well-being so we know these  
46:16

variables are important for a faculty  
46:18  
here so the first thing we want to know  
46:21  
is did we increase awareness of things  
46:24  
like the stop of the tenure clock policy  
46:26  
so sixty four percent of our faculty in  
46:29  
2011 were aware of that policy the gray  
46:33  
piece of pie where it says missing is  
46:35  
people who didn't answer the question  
46:36  
they're not and they're not missing  
46:39  
people we're not lost okay but there  
46:42  
didn't answer the question and then in  
46:46  
2015 we increased awareness of the  
46:49  
policy to seventy seven percent another  
46:51  
nice way to think about it that came up  
46:52  
the last time I presented these data is  
46:55  
this dark blue pie of people unaware is  
46:57  
now half right so we reduced unawareness  
47:01  
by half the other policy that we looked  
47:05  
at was the alternative assignment  
47:08  
fifty-three percent of our faculty were  
47:10  
aware of the alternative assignment  
47:11  
policies in 2011 seventy percent are  
47:16

aware now again are unaware faculty this  
47:18  
dark blue is basically cut in half okay  
47:25  
but did people use them I'll say we  
47:30  
doubled the percentage of people that  
47:32  
use them but to seven percent almost  
47:36  
definite like thing four percent of our  
47:38  
faculty reported using these  
47:40  
family-friendly policies in 2011 we've  
47:42  
upped that to seven percent in 2015 so  
47:47  
do departments support right these these  
47:52  
policies or they do faculty feel that  
47:55  
their department knows about the options  
47:57  
in twenty eleven men reported that the  
48:03  
department was more knew about those  
48:07  
options for faculty who had a baby there  
48:09  
were more  
48:09  
likely to endorse that item then women  
48:11  
were and you can see here's a nice case  
48:14  
where women actually come up in 2015 and  
48:17  
there's no significant difference  
48:19  
between men and women in 2015 we see a  
48:23  
similar pattern here when we look at  
48:26

whether people perceive other faculty in  
48:29  
their department as supportive of  
48:31  
work-life balance so we see it men  
48:34  
perceiving there are other faculty is  
48:36  
more supportive in 2011 but the gap is  
48:40  
gone in 2015 ok um and this one is the  
48:51  
department of support of a family leave  
48:52  
it was a small effect in twenty eleven  
48:54  
i'm sorry the effect size didn't  
48:56  
pronounce and then there's no effect in  
49:00  
2015 you can see women came up a bit  
49:02  
it's the effect sizes 0 point 0 6 and  
49:05  
2015 okay so those were just some  
49:11  
representative items from the different  
49:15  
categories but they show similar  
49:17  
patterns to all the items so i tried to  
49:19  
think about ways i could summarize those  
49:20  
data for you so there were 23 items on  
49:24  
2011 survey that showed a gender gap  
49:27  
where men and women were different so if  
49:30  
we average those that effect size for  
49:32  
those items kind of like a mini  
49:33

meta-analysis and create a confidence of  
49:35  
an interval around that and we could  
49:37  
average those effect sizes in 2015 and  
49:40  
create a confidence interval around that  
49:42  
so i didn't show you all 23 items but  
49:44  
here's kind of in a nutshell what that  
49:47  
looks like so in 2011 this gap between  
49:50  
men and women was around point 4 5 which  
49:54  
is heading towards a medium effect size  
49:56  
right and this is a ninety-five percent  
49:58  
confidence interval here and in 2015 we  
50:02  
basically cut that gap in half okay so  
50:07  
we're now headed toward a small effect  
50:09  
it doesn't mean we don't have more work  
50:11  
to do we definitely do it's not zero  
50:15  
right and the confidence interval there  
50:18  
but we basically cut it in half  
50:21  
importantly there's about nine items I  
50:23  
showed a lot of them to you today  
50:24  
there's nine items where men decrease to  
50:28  
reduce that gap between men and women  
50:30  
right so nine out of the 23 men come  
50:34

down to help us help okay so we had  
50:41  
limited data in the survey for  
50:44  
participation although it took a long  
50:46  
time to collect the beginning it was  
50:49  
actually limited in terms of the data  
50:51  
analysis I could do on whether or not  
50:54  
folks participated in workshops that I  
50:57  
could use to examine if participators or  
51:00  
attenders fared better than folks who  
51:03  
didn't attend right so these analyses  
51:06  
are going to look at whether you went to  
51:09  
a rising tide workshop or event or not  
51:12  
so of the respondents the the people who  
51:15  
responded to the survey 76 / that son of  
51:19  
them responded that they went to one or  
51:22  
more rising tide event okay um the  
51:28  
actual percentage of our faculty that  
51:31  
attended events would be available from  
51:33  
Stacey maybe Stacy door in the back  
51:36  
right there but of the respondents to  
51:38  
the survey seventy-six percent of them  
51:40  
went to at least one rising tide event  
51:43

okay these are the different kinds of  
51:46  
workshops that you responded to on the  
51:48  
survey so did you go to a chair training  
51:49  
event how many that kind of thing so  
51:52  
women are in the light blue and men are  
51:55  
in the dark blue and immediately after  
51:58  
we asked you did you attend a chair  
52:00  
training or a networking event we said  
52:02  
do you think that attending that  
52:04  
networking event contributed to your job  
52:07  
satisfaction alright so did you perceive  
52:09  
it as as beneficial to your job  
52:12  
satisfaction and women perceived all of  
52:15  
the workshop events as more important  
52:19  
for their job satisfaction than men did  
52:20  
right but these are all people who  
52:23  
actually went to the events right I  
52:25  
can't compare on this graph people who  
52:27  
went to the graph went went to the  
52:29  
ground when to the workshop and did it  
52:31  
and did people who went to workshops  
52:32  
fare better than women who didn't  
52:34

for example and the answer is no people  
52:39  
perceive that these workshops were  
52:40  
beneficial for their for their  
52:42  
satisfaction or other outcomes but  
52:45  
there's there's no difference between  
52:47  
the job satisfaction of people who  
52:49  
attended events and people who did  
52:51  
except for one the bias events okay so  
52:56  
let's look at that so people who  
53:00  
reported attending at least one of these  
53:03  
bias events held by the rising tide  
53:05  
center are in the light lime green here  
53:08  
and then folks who didn't attend are in  
53:12  
the black or brown right men over here  
53:15  
women over here there's no effect of  
53:19  
attending the event on the job  
53:21  
satisfaction for men attending a bias  
53:24  
event didn't make them feel bad but it  
53:27  
didn't do anything no no effect but if  
53:30  
you look over at women women who  
53:32  
attended the bias events reported higher  
53:35  
significantly higher job satisfaction on  
53:38

the survey than women who didn't attend  
53:41  
okay but that was the only workshop  
53:43  
where we have this kind of evidence from  
53:46  
the survey alright so just summing up we  
53:53  
basically have a reduction by about half  
53:56  
in the effect size or that gender gap  
53:59  
between men and women between 2011 and  
54:02  
2015 but again some of that is because  
54:04  
men are less happy now the extent to  
54:11  
which that less happiness or that drop  
54:13  
in satisfaction for men and outcomes for  
54:16  
men is driven by their concern with the  
54:18  
fiscal environment those are analyses  
54:20  
that I'm still doing but I didn't want  
54:22  
to do moderator regression today so we  
54:25  
have effects with job satisfaction  
54:28  
tenure and promotion departmental  
54:30  
climate I think the best news so far is  
54:32  
with the work-life balance variables  
54:34  
those look really good I do know from  
54:38  
some other analyses that all of the  
54:40  
items in which men are dropping have  
54:42

strong correlations with concern with  
54:44  
the fiscal environment here for men and  
54:47  
no association for women and then those  
54:50  
biased workshops seem to be particularly  
54:52  
effective for our women faculty in terms  
54:55  
of their job satisfaction so that's what  
54:58  
we have now we are putting together a  
55:00  
report on all of the items comparing  
55:03  
2011 to 2015 that will be available on  
55:04  
the rising tide center website so you'll  
55:09  
see that I didn't cherry pick right  
55:11  
because there's lies damn lies and  
55:13  
statistics right okay thank you  
55:37  
just I've got a couple of brief slides I  
55:40  
want to share a little bit more about  
55:41  
research that has been done but through  
55:45  
the center and what I'd like to show you  
55:47  
is the highlights from the findings from  
55:50  
a study that was done in 2012 the center  
55:57  
with the help of HR an equal opportunity  
56:00  
and other members of a committee brought  
56:03  
in an external group from ohio  
56:04

university's center for higher education  
56:06  
to look at comparing faculty salaries by  
56:11  
gender at UMaine specifically the  
56:13  
question that that group was was tasked  
56:16  
with answering is here is there evidence  
56:18  
of gender discrimination in pay for  
56:21  
faculty at the University of Maine in  
56:23  
the 2011-2012 academic year I should say  
56:27  
also if you're interested in the full  
56:28  
report from the study it is available on  
56:31  
the Provost website on the page that  
56:32  
describes today's faculty forum so do  
56:35  
please check that out but i'll give you  
56:38  
the end of the story so when they first  
56:40  
conducted the analysis without  
56:41  
controlling for differences between men  
56:43  
and women the initial finding was a wage  
56:46  
gap of twenty one percent so men male  
56:49  
faculty on average were shown to earn  
56:51  
more than female faculty but once the  
56:55  
group brought in some significant and  
57:00  
important differences so once they  
57:02

controlled for differences in rank  
57:04  
between faculty differences in years of  
57:07  
experience departmental affiliation and  
57:10  
time and rank the difference between  
57:12  
women and men went down to one nine  
57:15  
point nine percent and that difference  
57:16  
was no longer statistically significant  
57:19  
so the bottom line the takeaway from  
57:21  
this salary study that was conducted is  
57:24  
this the the the folks who conducted the  
57:27  
study found no clear evidence of a  
57:28  
statistically significant unexplained  
57:30  
pay gap between male and female faculty  
57:33  
at the University of Maine from again  
57:35  
those 2011-12 salary data I'm going to  
57:40  
turn things over to Jeff  
57:44  
let me finish out by talking a bit about  
57:48  
moving forward as you saw the grant  
57:51  
completes at the end of this year and of  
57:55  
course is you also see there's a lot of  
57:57  
work to be done for my take on being  
57:59  
involved with this and looking at data I  
58:02

mean I think at the University of me to  
58:03  
take the big picture there's actually a  
58:05  
lot to celebrate about the changing  
58:07  
status and experience of women at the  
58:09  
University of Maine and if you look at  
58:11  
the data there's also still a lot of  
58:12  
work to do and so we want to continue to  
58:15  
have a focus on this work Oh kind of  
58:19  
trying to some Rob well what you know  
58:20  
what did you know being engaged in this  
58:22  
what does it tell us about what we need  
58:23  
to do to continue to have a focus on  
58:27  
improving the quality of experience for  
58:31  
women faculty for growing the number  
58:33  
booming faculty for making sure we're  
58:35  
retaining that they have opportunities  
58:37  
for advancement and at our institution  
58:39  
benefits from from having that kind of  
58:43  
environment having wound faculties are  
58:45  
retained and successful here at the  
58:47  
University of Maine so one thing we  
58:51  
deduced and looking back historically at  
58:54

different efforts and looking at what's  
58:55  
been done in the last five years is that  
58:56  
if we're going to make continue to make  
58:58  
progress on this it has to be built into  
59:01  
the structure of the university there  
59:03  
has to be some group or groups who have  
59:05  
their eyes on the prize that are looking  
59:07  
at this one off task forces are good  
59:10  
they can kick-start things and get  
59:12  
things going but really is an  
59:13  
institution to change we want to build  
59:15  
into our structure people who are  
59:18  
accountable for this who's responsible  
59:20  
for continuing to look at these data to  
59:21  
continually to look at our policies and  
59:24  
and continue to work on change the  
59:28  
second perhaps obvious point even if you  
59:31  
look back at some of those reports or 20  
59:33  
years ago said it and we're  
59:34  
rediscovering it you need data and you  
59:37  
need to make sure you're looking at the  
59:38  
data and that you're using the data that  
59:41

wisely that you gather it you you know  
59:44  
you use the data to guide  
59:45  
decision-making you then go back and get  
59:47  
the data again it's you know learning  
59:49  
through experience  
59:52  
and be having a system that allows you  
59:55  
to you know to look at data wisely I  
59:59  
think the third big take-home point that  
60:01  
we've learned is to make change you  
60:03  
really have need investments at all  
60:04  
levels of the institution you need the  
60:08  
ground swell of people who are coming  
60:11  
into the institution saying hey I  
60:12  
wouldn't work at a good institution you  
60:15  
need the people at the top so to speak  
60:17  
also invested in these goals and you  
60:21  
need everyone in between and I think  
60:24  
we've had success I would like to think  
60:26  
we've had success having the president  
60:28  
hunter at the top and having a committed  
60:30  
group of Dean's and others wanting to  
60:32  
work on this over the past several years  
60:34

so I want to just talk a little bit  
60:36  
about what our plans are moving forward  
60:39  
how we're going to sustain work on this  
60:41  
goal of having truly an equitable  
60:45  
experience and a quality experience for  
60:47  
all faculty here at the University of  
60:48  
Maine including the women faculty I want  
60:51  
to talk about it I mentioned the  
60:52  
advanced initiative counselor the AIC  
60:54  
and the IC was important and starting  
60:57  
this work and it's in its role has  
60:58  
evolved over the life of the grant this  
61:02  
kind of conceptually this is this is the  
61:06  
the Lisa stab at the the change model  
61:09  
for the work of the grant the idea is  
61:11  
that through research you identify what  
61:13  
the issues are and that research might  
61:15  
be research on our own our own data Oh  
61:18  
faculty their own experiences things  
61:20  
like the climate survey you develop some  
61:24  
strategies you try them out you evaluate  
61:28  
that you do more research based on what  
61:30

you learn you modify your strategies you  
61:33  
evaluate your revised and look at the  
61:35  
data again that's the process you know  
61:37  
for chains for changing institution  
61:39  
that's the model at the University main  
61:42  
way we've worked over the past five  
61:44  
years or so is this the advanced  
61:46  
initiative councils played a role in  
61:47  
each of these pieces it's a group that  
61:50  
the data come to that we get  
61:53  
representative voices from the faculty  
61:54  
and from administrators generating ideas  
61:56  
on how we might try to impact and make  
61:58  
change we try those out we ask the group  
62:01  
to come back and  
62:02  
look at the data again you look at the  
62:05  
stop the clock tenure policy as an  
62:08  
example Amy freed and Sandy Karen I  
62:11  
think deserve a lot of credit when they  
62:12  
were in faculty senate and initiating a  
62:15  
serious look at this at these family  
62:17  
family family friendly policies  
62:19

including stop the stuff the clip the  
62:21  
tenure clock they worked up and develop  
62:24  
good policies that were accepted by the  
62:27  
senate and by the administration when  
62:29  
the early parts of the grant the data  
62:31  
suggested people didn't know about these  
62:33  
and so the focus became on how do we get  
62:35  
people to know about these and then that  
62:37  
data suggested people are learning about  
62:38  
them but didn't want to use them then we  
62:39  
say okay would now we need to new  
62:41  
strategies on how do we make this part  
62:43  
of our culture and it's not just one  
62:45  
strategy it's not developing the policy  
62:47  
posting on the website but looking at  
62:48  
the data and having that guide decision  
62:51  
making and that was what we've been  
62:52  
trying to do over the life of the gram  
62:55  
so we think the advanced initiative  
62:57  
council is important but we want to  
62:59  
signal that this is an ongoing effort  
63:01  
and not only tied to our advanced grant  
63:03

so we've called the great strategy of  
63:05  
renaming it we have now going forward  
63:09  
next year the AIC will be gone and the  
63:12  
provost council and advancing women  
63:13  
faculty will exist the current AIC has  
63:17  
been you know working on this and  
63:18  
thinking through who should be what  
63:20  
should be the charge to this group who  
63:22  
should what should the membership be and  
63:24  
what's our model so this is how we  
63:27  
thought it through the charge the  
63:28  
mission of the council's to advance  
63:30  
equality and a diverse faculty workforce  
63:32  
by promoting positive working climate  
63:35  
for all faculty further the counselor  
63:37  
serves as an advisory capacity with  
63:39  
rising tide center so the council  
63:41  
reports to me and also reports or has an  
63:44  
advisory connection with the rising tide  
63:47  
center we want to make sure that there's  
63:49  
representation so the provost will serve  
63:51  
the director of the rising tide center  
63:53

with someone from the president's office  
63:55  
vice president from research all of the  
63:57  
deans executive director of Cooperative  
64:00  
Extension will be working with faculty  
64:01  
senate to have at least one faculty rep  
64:04  
from each college equal opportunity HR  
64:07  
director of institutional research our  
64:09  
representative from the male advocates  
64:11  
and allies group and we'll invite ask  
64:12  
them to participate as well since when  
64:14  
these issues  
64:15  
we relate to to Labor Relations the own  
64:22  
go through each of these but this is  
64:23  
what the council members  
64:24  
responsibilities are and I will  
64:28  
highlight the review the fourth one down  
64:33  
review campus data and make  
64:34  
recommendations review rising tide  
64:36  
Center assessments and make  
64:37  
recommendations part of the job of this  
64:39  
group is to be able to be as a group  
64:43  
that's holding the institution  
64:45

accountable saying we need these data go  
64:48  
get them bring them back and now let's  
64:50  
look at them and now with those people  
64:52  
who you saw there let's think through  
64:54  
how to make decisions around these data  
64:56  
around policy around practices around  
64:59  
faculty and professional development to  
65:03  
imp eps and make a change between  
65:05  
buttons the provost council will have  
65:12  
subcommittees they'll be an executive  
65:13  
committee given the size of it to sort  
65:15  
of think through and plan to work for  
65:16  
the year one of the on growing ongoing  
65:20  
committees will be a data tracking  
65:21  
committee so we're starting this work  
65:24  
already right now we have Stacy door  
65:26  
take out our team my chemist and Karen  
65:28  
Horton working on this there are media  
65:30  
charges to identify what are the data  
65:32  
the council need to look at what we want  
65:34  
to do is say okay what are the data  
65:35  
let's develop a plan and a schedule when  
65:38

will you look at this we've let climate  
65:40  
data now from 2015 will be the next time  
65:42  
we'll look at climate data what data  
65:44  
should we for what you know what should  
65:46  
be our questions how should we go about  
65:48  
getting those kinds of data as an  
65:50  
example we look regularly at the gender  
65:53  
makeup at each rank in the the  
65:56  
university to give us suggestions about  
65:58  
where work needs to be done we'll also  
66:01  
anticipate having ad hoc committees  
66:03  
committees that may not necessarily be  
66:05  
ongoing standing groups but to address  
66:08  
specific issues one issue that's come to  
66:10  
my attention and others is around in the  
66:12  
proper use of course evaluations and our  
66:16  
their gender biases in course evaluation  
66:19  
there's a literature on this right like  
66:20  
all literature's it's imperfect but we  
66:23  
should understand that literature we  
66:26  
should look at our own data  
66:27  
and come up with some guidelines so to  
66:30

provide to be helpful to peer committees  
66:33  
chairs Dean's provost and presidents in  
66:35  
thinking about how do we use these data  
66:38  
that's the course evaluations in the  
66:41  
best way right so we've got a group now  
66:44  
working on that looking at that and you  
66:48  
can read the charge to them there i'm  
66:50  
asking for guidelines now again in case  
66:52  
you're you're concerned that we're sort  
66:54  
of empowering this group no remember  
66:56  
their advisory they would give it  
66:58  
recommend set of recommendations to me  
67:00  
I'll work with faculty senate on the  
67:02  
here these recommendations now how do we  
67:04  
get this information out working  
67:07  
together to our peer committees etc so  
67:10  
that we're using this in a wise way  
67:12  
that's how that's a I go through that to  
67:14  
give you an example how we foresee the  
67:17  
Provost Council work there'll be  
67:18  
standard things that will be looking at  
67:20  
on a schedule overtime standard data and  
67:25

and you know developing strategies to  
67:30  
address policy and practices but will  
67:32  
also want to look at what our issues  
67:34  
that we need some special focus on and  
67:36  
that we ad hoc committees form the other  
67:42  
thing we're going to be doing is  
67:43  
continuing the rising tide center the  
67:45  
rising tide center was funded by the  
67:46  
grand wonderful thing about Graham's  
67:47  
you've got a few bucks you can do you  
67:49  
can do things so how are we going to  
67:50  
maintain this well there I the advanced  
67:53  
rising tide center will become the  
67:54  
University of Maine rising tide center  
67:56  
and this will be an ongoing part of the  
67:58  
the institution structure the mission is  
68:01  
to improve gender equity on campus and  
68:04  
throughout our university community now  
68:07  
how do we do this under these  
68:09  
challenging financial times what we've  
68:11  
done is we've taken resources that were  
68:13  
the win the women's resource center when  
68:16

the work lumens resource center will be  
68:18  
folded into the rising tide center the  
68:21  
central administration President hunter  
68:23  
and I are of invested resources when we  
68:25  
went to one of our budget talks you took  
68:27  
that we talked about strategic  
68:28  
investments one of our investments is in  
68:31  
supporting the rising tide center we're  
68:34  
also building stronger relationship and  
68:36  
partnership with women's gender and  
68:37  
sexuality studies where I'll now recruit  
68:41  
a director of the rising tide Center who  
68:43  
will have a joint appointment in wind  
68:44  
women gender and sexuality studies we're  
68:47  
quite excited about this pulling  
68:49  
together the academic sort of side the  
68:50  
teaching research side with this more  
68:53  
public service policy side to have  
68:56  
similar folks at the table so there will  
68:59  
be a rising tide center director we've  
69:02  
done a national search that search is  
69:04  
ongoing right now mark Brewer is  
69:06

chairing that marking back there we have  
69:09  
two folks we're somewhere in law in the  
69:12  
process of being scheduled for on-campus  
69:14  
interviews keep your eyes out we'll make  
69:16  
sure we get worried about that I'll be  
69:18  
an administrative specialist is graduate  
69:20  
assistant under graduate assistant I  
69:22  
want to talk a little bit about the  
69:23  
rising tide professors this is an  
69:28  
interesting idea there's rising tide  
69:29  
professors so this is an idea that we  
69:32  
this is our effort to try to keep a  
69:34  
focus and to keep bring different voices  
69:36  
to the table in looking at these issues  
69:39  
we want to reach out to our faculty and  
69:41  
so and we also want to tie in a  
69:44  
commitment from our colleges to continue  
69:46  
to work to this kind of work so what  
69:48  
we'll be doing is putting out a call for  
69:50  
rising tide professors to be a rising  
69:52  
tide professor you need to make a  
69:55  
proposal you make a proposal about some  
69:58

project you want to work on related to  
70:01  
the goals of the rising tide center it  
70:03  
can be within your own college or even  
70:05  
your own Department this proposal goes  
70:08  
to your Dean and the deans have all made  
70:11  
a commitment to be supportive of this so  
70:13  
the deans will be funding these projects  
70:16  
if the you know what that means what is  
70:19  
the glue what would be the compensation  
70:21  
for rising tide professor that will  
70:23  
depend upon what the project is for more  
70:26  
ambitious project that'll be a course  
70:28  
buyout or other kinds of compensation  
70:31  
for other projects there may be other  
70:34  
ways whether college to be supportive of  
70:36  
of the work we're we're be sending out  
70:41  
these proposals annually the  
70:42  
appointments will be from one to two  
70:44  
years depending upon what the what the  
70:46  
project is and the college's work and  
70:48  
commitment to it this right the rising  
70:51  
tide professors will serve on the rising  
70:53

advisory council and be participating in  
70:56  
the thinking through of the work of the  
70:58  
rising tide center so again the idea is  
71:00  
that we want this to be you know part of  
71:03  
the life of the campus we don't want  
71:05  
there to be one of the rising tide folks  
71:06  
and they're over here and the rest of us  
71:07  
are off doing our work when annually for  
71:10  
me to challenge the university community  
71:12  
to think about would you be interested  
71:14  
for to spending you're focusing on these  
71:16  
issues working with us to advance these  
71:18  
issues at the University the other  
71:20  
pieces of course with this deal with  
71:22  
this joint appointment we want to build  
71:24  
stronger ties with the wind women's  
71:26  
gender and sexuality studies the the  
71:28  
missions there are distinct missions but  
71:32  
there's also overlap and we want to make  
71:33  
sure that we were building on each  
71:35  
other's strengths and creating a synergy  
71:38  
now one of the other great things that  
71:40

had been done with the rising tide at  
71:42  
the rising tide center with the help of  
71:44  
the advanced grant was the faculty  
71:46  
development opportunities and Amy showed  
71:48  
you some of the results of that and  
71:50  
again that's one of the wonderful things  
71:51  
when you've got some bucks put out and  
71:53  
you get support until we wanted to  
71:55  
maintain the work of the faculty  
71:59  
development and we've been very  
72:00  
fortunate and she was here I would think  
72:03  
I'll think her anyway but at the  
72:04  
president Hunter has taken a lien on  
72:06  
this she has created the Susan J hunter  
72:11  
fund with her own her own donation to  
72:15  
the University she created this fund now  
72:17  
the fun was also built around the time  
72:19  
of her installation we did a call out  
72:22  
for for contributions to it and we had a  
72:25  
fundraising dinner for folks to  
72:27  
contribute to the susan j hunter fun  
72:29  
what the fund is going to be used for is  
72:32

to continue the work of professional  
72:34  
development for faculty with a to blur  
72:39  
for me really exact words but with a  
72:41  
inclination towards supporting women and  
72:44  
fat and underrepresented faculty in  
72:46  
professional development so we'll use  
72:48  
the funds that come out of this is an  
72:50  
endowed fund so we we anticipated you  
72:53  
know going on in 42 atique and we hope  
72:55  
we all saw out there continuing to raise  
72:57  
funds for it that each year there'll be  
72:59  
a call for faculty development proposals  
73:02  
and we'll use the Susan J hunter fund  
73:04  
which will be the responsibility  
73:06  
izing tide center to manage and dispense  
73:08  
to continue this work and providing  
73:12  
providing faculty development  
73:14  
opportunities for our faculty  
73:16  
particularly women and other  
73:17  
underrepresented faculties so that's  
73:21  
kind of where we're at now in terms of  
73:23  
the work that we've done and our plans  
73:26

moving forward at this time I'm taking  
73:29  
any questions or comments  
73:34  
yes yeah I'm curious about how much  
73:38  
bigger than they have been gathered so  
73:39  
far about new hires or highers over the  
73:42  
last ten years into tenure-track  
73:45  
positions and whether more women are  
73:48  
entering the papas aureate as you do you  
73:52  
do up here I can tell you that it has a  
73:55  
part of the data subcommittee that  
73:57  
that's a piece that we're looking at  
73:59  
fairly closely I mean part of it is that  
74:01  
we for the grant we had to limit it to  
74:04  
just tenured and tenure-track faculty  
74:06  
because of NSF guideline but for going  
74:10  
forward our goal is to basically expand  
74:14  
that and so when you do that you created  
74:16  
you had set of definitions that have to  
74:17  
be looked at and so I think we'll have  
74:20  
some data for you about that but we just  
74:22  
don't have it yeah because thirty  
74:26  
percent thirty two percent eat much  
74:31

right there well it's more than four  
74:34  
percent buddy time there's a lot of us  
74:38  
let's go because obviously you're not  
74:40  
hiring up the junior level and succeed  
74:45  
there are questions  
74:49  
we I think we all agree that  
74:52  
congratulate of the rising tide group  
74:55  
and thank everybody that's put so much  
74:58  
work into it including your chest I will  
75:06  
say I've been involved with a whole  
75:08  
variety of initiative university but  
75:10  
this is the most committed  
75:11  
hardest-working where we are nervous  
75:17  
about the grand pending hope you guys  
75:19  
going off in the plains that's what we  
75:21  
put a lot of thought into how to keep  
75:23  
that momentum investing engaged in this  
75:26  
again we're hoping to the Rose console  
75:28  
on advancing new faculty that would be  
75:32  
when that rizal dutiful we're nervous so  
75:35  
this grant could not be renewed network  
75:37  
as I recipe this time the Langley am  
75:41

from NSF others are we can  
75:46  
there one time making this help an  
75:48  
institution do this what we've done  
75:50  
kickstart change I think the data may be  
75:53  
others could talk about where I can live  
75:55  
and I've it if you look at the first  
75:57  
generation of institutions that got  
76:00  
advanced awards you know they made some  
76:02  
changes but were they really started to  
76:03  
see more significant impact was ten  
76:06  
years out my rights isn't in years up  
76:09  
when they got their awards and that's  
76:11  
nice foundations ideas again look at  
76:13  
your policies and practices create some  
76:16  
things that will have some stability but  
76:18  
the greatest designed to kick-start that  
76:20  
work not to fund it on there looking for  
76:24  
the institution make a commitment this  
76:26  
kind of work as well obviously the grant  
76:31  
was intended to support particularly  
76:33  
work on women and the sciences and in  
76:37  
STEM fields then the renaming of the AIC  
76:41

towards the different purpose suggest a  
76:42  
broader view of future activity could  
76:46  
you comment in more detail on how you  
76:48  
see future efforts surveying women  
76:51  
faculty as a whole without respect to  
76:55  
disappoint sure I mean I think again  
76:57  
most of our work has been had that as  
77:00  
the guiding principle of your themes in  
77:03  
the work is going to look at houses of  
77:06  
yet so as an example I can put a lot of  
77:08  
work into training around promotion and  
77:12  
tenure procedures from develop no slide  
77:15  
show me when I'm good training but we  
77:18  
did do to satisfy the grand living to do  
77:22  
that missed em social sciences just made  
77:24  
a decision oxygen  
77:25  
that training around the campus to make  
77:28  
those resources during the case I think  
77:30  
what the only real change I think we'll  
77:33  
be in being more explicit about that and  
77:35  
more maybe the name change that's part  
77:39  
of the thinking behind the name change  
77:40

is that we don't want people to do this  
77:42  
as well that's something we'll send this  
77:45  
broadly and again with our idea the  
77:48  
rising tide professors try to bring  
77:50  
faculty from wawa he was named positive  
77:52  
extension to come in and be part of the  
77:55  
discussion the the professional  
77:58  
development work i think is another  
77:59  
piece where there will be more  
78:01  
opportunity for more women faculty so  
78:04  
because of the mission of NSF the the  
78:07  
professional development grants the  
78:09  
rising tide Center has offered have been  
78:11  
limited to women faculty and stem and  
78:12  
the social behavioral sciences but the  
78:15  
Susan G hunter fund will provide  
78:17  
professional development funds for  
78:19  
faculty regardless of discipline they  
78:22  
gather for the entertainment part of  
78:25  
what we're looking forward to rising  
78:26  
tide director of the rising tide center  
78:29  
is on a good grant granting skills can  
78:32

get out there and look and they're all  
78:33  
being you know there's other sources of  
78:36  
funds that are not cardioverted to the  
78:38  
stem discipline  
78:47  
initiative deserve a lot of credit and  
78:50  
we've all profited from it and I really  
78:53  
like that you work infrastructure and  
78:56  
that's key to the continuing issues I'm  
79:01  
wondering about the when they're women  
79:04  
gender and sexuality studies program  
79:06  
which you know as you know since you've  
79:08  
been here has seen substantial cuts and  
79:12  
and which obviously couldn't be directly  
79:14  
addressed under the auspices of the  
79:17  
rising time and I'm glad to see a  
79:19  
partnership there there there plans to  
79:22  
develop when I mean more than the  
79:25  
program itself be going to turn I'll say  
79:30  
a couple things things over  
79:32  
I think you know the thinking was the  
79:37  
word studies program for these  
79:39  
promotions history run my hand got a  
79:44

wonderful job Macy doing three jobs at  
79:48  
one time succeeded they built a strong  
79:51  
cohort of adjunct faculty and to work  
79:54  
with them things are changing right it  
80:00  
was retired so I think the model really  
80:03  
has been to truck is in to look at the  
80:05  
joint appointment model we changed  
80:07  
Maisie's positions so this is tenured  
80:09  
faculty finding faculty joint employment  
80:12  
history rehired Thank You Elizabeth with  
80:17  
a joint of hundred in English an elder  
80:19  
rising tide professor will be and we're  
80:22  
hiring it at a higher rank we're hiring  
80:24  
someone at least the associate professor  
80:25  
level they will also have a joint  
80:27  
appointment likely of being one of the  
80:29  
social science disciplines and women's  
80:31  
and gender and sexuality studies but the  
80:34  
idea is raised to develop this in the  
80:38  
next sort of phase of that programs that  
80:40  
have this joint appointment model and it  
80:43  
happens reaching out to their colleagues  
80:44

in those units to bring them in with the  
80:49  
building on the existing model teacher  
80:51  
an overload or by output to future we're  
80:54  
trying to build it into the star  
80:58  
that was great in a fact by having the  
81:04  
leadership of of women's gender and  
81:06  
sexuality said he's not dependent upon a  
81:08  
faculty member with a joint appointment  
81:11  
we're actually adding capacity in effect  
81:14  
to wgs because instead of Maisie having  
81:17  
to carve out time AZ or Elizabeth or  
81:20  
somebody carve out time to manage those  
81:23  
leadership responsibilities they'll be  
81:24  
built into this purposeful position  
81:27  
which then allows more time for other  
81:31  
aspects of the program and I believe in  
81:36  
Hope also more visibility for leadership  
81:39  
because that person will have a you know  
81:42  
instead of just going to academic group  
81:44  
with me as Dean you know this you know  
81:46  
which is great but there will be a  
81:49  
higher level of involvement and  
81:51

opportunity for greater advocacy so I  
81:53  
think it that having this shared  
81:56  
partnership model actually positions wgs  
81:59  
really well going into the future and  
82:01  
I'm delighted that that's been able to  
82:02  
work  
82:07  
so sixty eight or eighty percent of the  
82:11  
population in mail but a lot of the  
82:14  
differences that we saw that occurred  
82:17  
we're due to their growing dissent  
82:20  
system dissatisfaction so we want to  
82:23  
make everybody happy because if you're  
82:25  
sitting in a room with sixty or eighty  
82:27  
percent of unhappy people it's not a  
82:30  
very productive thing so what's there  
82:32  
this is really interesting data what's  
82:34  
being done to enhance the male's there  
82:38  
because obviously there's synergism that  
82:41  
goes back and forth right so we don't  
82:44  
want to forget that we want everybody to  
82:45  
be happy so what is anything come out of  
82:48  
this to say what do you clears trying to  
82:49

do is not to document them I mean it's  
82:54  
what we're not making women happy at the  
82:57  
expense of right somebody else right so  
82:59  
i would suggest come on every you know  
83:01  
you're going to get a lot more going lot  
83:03  
more power everybody said I mean my mind  
83:06  
I you know the second time I've seen  
83:08  
Jenna walk through that man you know as  
83:11  
i say this i know channel is but my my  
83:15  
optimist view of the baby because that  
83:17  
you know yes has been pointed out  
83:20  
preparing some are challenging times  
83:22  
here at the University and that's  
83:23  
stressful for everyone that perhaps we  
83:28  
work on the rising tide center and those  
83:30  
other efforts have been great about 44  
83:33  
women  
83:34  
a lot of attention on Climate Center for  
83:37  
Women and perhaps with one  
83:40  
interpretation of the data that maybe  
83:41  
there's this correlation between the hob  
83:44  
stress there about the budget changes to  
83:46

their size or not change but their  
83:48  
satisfaction so I mean the answer goes  
83:51  
this could we want to make it any better  
83:53  
for everyone we want to compare the way  
83:55  
to go the strong women to get up in  
83:56  
front of these budgetary pricing move  
84:00  
our institution you know board for  
84:04  
everybody that's my goal my job and  
84:07  
presents and you know I mean I wanna  
84:12  
cause you think you're trying to do but  
84:13  
in the basic thing is we're trying to  
84:15  
figure out how to create a financially  
84:18  
sustainable institution here that serves  
84:21  
the service inmate and we're doing  
84:24  
we're looking at things that try to be  
84:26  
more successful in improving students we  
84:28  
need students balance our budget to  
84:30  
retain the students that we have here we  
84:31  
need to keep your students here well  
84:34  
that's good for the students good for  
84:35  
the state also good for our white it and  
84:38  
we're looking at where would we are  
84:40

navigating the world of one University  
84:43  
which I great you know try to get to the  
84:46  
other side of this is way builds a  
84:48  
strong University of me that was are all  
84:50  
challenging the average but I mean your  
84:53  
point is a good one when I saw these Ada  
84:54  
and my rising tide with my new Provost  
85:06  
okay well thank you right now I promise  
85:08  
to give an update on academic  
85:10  
transformation if you're not arresting  
85:11  
that feel free to step out I won't step  
85:15  
up but I you folks I didn't step out and  
85:19  
then every looks good and I'll kind of  
85:21  
just walk into few things on  
85:25  
thank you for coming appreciate  
English (auto-generated)