



NSF ADVANCE
INSTITUTIONAL TRANSFORMATION
FOR FACULTY DIVERSITY

Year End Report
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I. PARTICIPANTS

A. PROJECT PARTICIPANTS

Posey, J. Evelyn: Principal Investigator

Has worked for more than 160 hours: Yes

Contribution to project: Evelyn Posey is responsible for providing the leadership, education, incentives, and plans to ensure successful implementation of this initiative. The ADVANCE Coordinator and Evaluator report directly to her. Dr. Posey chairs the internal Institutional Action Board and the external Advisory Board. Dr. Posey's support, 10% of her 100% salary for 12 months, comes from the university cost sharing portion of the grant.

Anthony, Y. Elizabeth: Co Principal Investigator

Has worked for more than 160 hours: Yes

Contribution to project: Elizabeth Anthony leads the Policy and Recruitment component. Her responsibilities are to develop work-life policies, support recruitment efforts by interacting closely with search committees and the EO/AA officer, and provide research support to female faculty and/or faculty involved in gender research via open competition Graduate Research Assistantships (GRA). Dr. Anthony's support, 33.3% of her salary 4.5 months, comes from the university cost sharing portion of the grant, and 1 summer month salary from the 'Salaries and Wages' portion of the NSF grant budget.

Gates, Q. Ann: Co Principal Investigator

Has worked for more than 160 hours: Yes

Contribution to project: Ann Gates co-leads the Collaborative Leadership component with Patricia Witherspoon. The overarching objective of the Collaborative Leadership component is to facilitate the creation and sustenance of a culture and climate conducive to recruiting, retaining, and promoting diverse faculty at UTEP. Dr. Gate's support, 33.3% of her salary for 4.5 months, comes from the university cost sharing portion of the grant, and 1 summer month salary from the 'Salaries and Wages' portion of the NSF grant budget.

Reimers, Christine: Co Principal Investigator

Has worked for more than 160 hours: Yes

Contribution to project: Christine Reimers leads the Faculty Development component which is designed to increase retention and promotion of a diverse, highly qualified faculty body by acculturating new faculty into the academe and working with them closely as they prepare themselves for career success. Dr. Reimer's support, 1.5 summer month salary, comes from the 'Salaries and Wages' portion of the NSF grant budget.

Witherspoon, Patricia: Co Principal Investigator

Has worked for more than 160 hours: Yes

Contribution to project: Patricia Witherspoon co-leads the Collaborative Leadership component with Ann Gates. The objectives of the Collaborative Leadership component are described above (see Ann Q. Gates). Dr. Witherspoon's support, 5% of her 100% salary for 12 months, comes from the university cost sharing portion of the grant.

Romero, Manuela: Senior personnel

Has worked for more than 160 hours: Yes

Contribution to project: Manuela Romero leads all evaluation efforts for each component of the grant and for overall grant activities. She works closely with the investigators in designing and implementing evaluation methods. She designs research studies, creates and manages databases and completes analysis for studies to achieve effective program assessment. Dr. Romero's support, 100% of her salary for 12 months, comes from the 'Salaries and Wages' portion of the NSF grant budget.

Andronicos, Kelly: Senior personnel

Has worked for more than 160 hours: Yes

Contribution to project: Kelly Andronicos works closely with the investigators to create, implement, and document the grant activities. She facilitates communication between the investigators and department chairs and faculty to inform them of the progress of the grant and opportunities provided by the grant. She is responsible for the daily operations and management of the ADVANCE office. Ms. Andronicos's support, 100% of her salary for 12 months, comes from the 'Salaries and Wages' portion of the NSF grant budget.

DeSantiago, E. Celia: Administrative Assistant

Has worked for more than 160 hours: Yes

Contribution to project: Celia E. DeSantiago provides administrative support to the Program Coordinator and Program Evaluator including entering data, arranging travel, processing purchase requisitions, managing records, and maintaining the financial records database. Ms. DeSantiago's support, 100% of her salary for 12 months, comes from the 'Salaries and Wages' portion of the NSF grant budget.

Lister, A. Lynda: Graduate student

Has worked for more than 160 hours: Yes

Contribution to project: Ann Lister, Department of Communication, aided in the acquisition of data from the Center for Institutional Evaluation Research and Planning (CIERP) and conducted literature reviews. Ms. Lister's support, 100% of her half-time salary for 6 months, came from the 'Students and Wages' portion of the NSF grant budget.

Torres, R. Roberto: Graduate student

Has worked for more than 160 hours: Yes

Contribution to project: Roberto Torres, from the Department of Computer Science, assists in the evaluation component of the grant. His primary responsibilities are preparing data files for analysis. Mr. Torres's support, 100% of his half-time salary for 12 months, comes from the 'Students and Wages' portion of the NSF grant budget.

Alferez, D. Joana: Undergraduate student

Has worked for more than 160 hours: Yes

Contribution to project: Joana D. Alferez, Department of Biology, assists with general office duties including data entry and event organization and management. Ms. Alferez's support, 100% of her half-time salary for 12 months, comes from the 'Students and Wages' portion of the NSF grant budget.

Mendez-Villaverde, Elvira: Undergraduate student

Has worked for more than 160 hours: Yes

Contribution to project: Elvira Mendez-Villaverde, Department of Mechanical and Industrial Engineering, served as the student assistant for the Faculty Mentoring Program for Women and the IMPACT Seminar. Ms. Mendez-Villaverde's support, 100% of her half-time salary for 4 months, came from the 'Students and Wages' portion of the NSF grant budget.

Cortez, Raquel: Technician, programmer

Has worked for more than 160 hours: No

Contribution to project: Raquel Cortez was responsible for creating data files for the evaluation component of the grant. Ms. Cortez's support, 10% of her salary for 4 months, came from the 'Salaries and Wages' portion of the NSF grant budget.

B. PARTNER ORGANIZATIONS

New Mexico State University: Financial Support; Collaborative Research

UTEP and NMSU are working together on dual career couple recruitment and are collaborating (including sharing financial responsibility) on the production of a brochure to promote this initiative.

C. OTHER COLLABORATORS

1. Advisory Board Members

The Advisory Board is responsible for continuous refinement of the UTEP NSF ADVANCE initiative provides innovative ideas, monitors progress, and, at the

conclusion of the grant, will assess the success of our initiative. The seven members of the board are representative academic, business, and scientific leaders who are recognized nationally for their work in organizational transformation and commitment to diversity.

UTEP ADVANCE conducted its first Advisory Board Site Visit May 20-21, 2004.
Committee Chair - Karan Watson, PhD, PE, Dean of Faculties and Associate Provost, Texas A&M University
Ms. Myrna Deckert, Consultant

The Advisory Board members:

- Committee Chair - Karan Watson, PhD, PE, Dean of Faculties and Associate Provost, Texas A&M University
- Myrna Deckert, Consultant
- Lisa Frehill, Ph.D., Associate Professor, Department of Sociology and Anthropology, New Mexico State University
- Frances E. Kendall, PhD, Consultant
- Emir José Macari, Ph.D., Professor, Department of Civil and Environmental Engineering, Louisiana State University
- James E. Murphy, Consultant
- Orlando Taylor, Ph.D., Vice Provost for Research and Dean of the Graduate School, Howard University

2. Institutional Action Board

The Action Board is responsible for continuous refinement of the initiative through initiating policy change, defining strategies for change, guiding future grant initiatives, and developing a plan for sustainability. In addition to the grant investigators and program evaluator, the board is comprised of the deans of Business, Engineering, Liberal Arts, and Science; the campus EO/AA officer; chairs of selected ADVANCE departments, and other faculty leaders.

UTEP ADVANCE conducted its first Institutional Action Board Meeting April 28, 2004. The Action Board also met with the Advisory Board during their site visit May 20-21, 2004.

- Barry Benedict, Dean, College of Engineering
- Tom Brady, Dean, College of Science
- Charles Crespy, Dean, College of Business
- Howard Daudistel, Dean, College of Liberal Arts
- Carlos Ferregut, Chair, Civil Engineering
- Joe Heyman, Chair, Sociology and Anthropology

- Janice Joplin, Chair, Marketing and Management
- Kate Miller, Chair, Geology
- Patricia Nava, Associate Professor, Electrical and Computer Engineering
- Deirdre Rommelmeyer, Coordinator, Equal Opportunity/Affirmative Action
- Martha Smithey, Associate Professor, Sociology and Anthropology

3. Subcommittees

- Elizabeth Anthony, Co-PI, Geology
- Diane Doser, Associate Professor, Geology
- Benjamin Flores, Chair, Electrical and Computer Engineering
- John Hadjimarcou, Associate Professor, Marketing and Management
- Cheryl Howard, Associate Professor, Sociology and Anthropology

4. Other Specific People Not Listed:

Sally Andrade, Director, Raquel Cortez, Assistant Director, and Carmen Santana-Melgoza, Senior Research Associate from the Center for Institutional Evaluation, Research and Planning facilitated the acquisition of some of the data used in this report.

II. ACTIVITIES AND FINDINGS

A. RESEARCH AND EDUCATION ACTIVITIES

The University of Texas at El Paso (UTEP) National Science Foundation ADVANCE Institutional Transformation for Faculty Diversity initiative is divided into four components.

- A policy and recruitment process that formulates faculty support and retention policies, supports recruitment efforts, and provides research support.
- A faculty development process that expands the existing faculty mentoring program for women and introduces a seminar series to help faculty develop integrated plans for career success.
- A collaborative leadership process that facilitates productive and supportive departmental climates, identifies innovative leadership behaviors, and shares best practices for recruitment and promotion of a qualified faculty.
- an evaluation process that includes both formative and summative self-assessments and review by an external advisory board.

Following is a summary description of research and education activities for each of the above components during the first year of the initiative.

1. Policy and Recruitment

Policy and Recruitment research and education activities were focused in two areas: 1) establishing protocols for and awarding the first cohort of Graduate Research Assistantships (GRA), and 2) establishing a communications network among the players in faculty recruitment to assist with searches of female and dual career tenure-track faculty. Activity for the first area included an open letter to faculty explaining the GRA competition, constituting a committee to rank the applications, and awarding of support. Further discussion and the list of awardees are included under "Findings."

The second area of activities included Co-PI Elizabeth Anthony meeting frequently with 1) the Provost, 2) Deans of the four colleges under the auspices of ADVANCE, 3) departmental and search committee chairs, 4) the EO/AA officer at UTEP, and 5) candidates for faculty positions who were female and/or had dual career considerations. This first year was intended to familiarize Dr. Anthony with the culture for hiring in the various departments and colleges.

Her plan for future years is to form a cohort of recruitment advocates similar to those at other ADVANCE institutions, e.g. the University of California at Irvine and the University of Michigan.

2. Faculty Development

Faculty Development research and education activities were focused in two areas: 1) the Faculty Mentoring Program for Women (FMPW) and 2) the IMPACT Seminar Series.

The FMPW, which now includes 56 women, invites all new tenure-track women faculty to participate in the program, pairs them with a senior faculty mentor, and provides monthly workshops and brown bag lunches throughout the year on issues of interest to junior faculty members. The program goals:

- *Access:* Increase women faculty's effectiveness and visibility through improved access to information and resources that support academic activities and to networking opportunities for new ventures and relationships.
- *Balancing Work Loads:* Facilitate the attainment of individual strategic career objectives by providing an environment where women faculty can discuss the conflicting demands of work and family and prioritizing the diverse demands of teaching, research and service.
- *Acculturation:* Orient new women faculty to UTEP, including helping them avoid mere trial and error approaches to managing relationships with students, faculty, staff and administrators.

The schedule of events for FMPW is included as Appendix A.

The IMPACT Seminar is a week-long seminar that is designed to increase the effectiveness of participating faculty by developing new ways of integrating teaching, research and service. A major component of the seminar is the development of leadership skills in the academe. ADVANCE IMPACT Fellows meet regularly with the Director of the Center for Effective Teaching and Learning (CETaL) throughout the academic year to work on specific career projects. What is learned about leadership development in IMPACT is shared with the entire campus through invitation to campus of leadership experts and dissemination of IMPACT best practices. Further discussion and a list of the participants for the first IMPACT Seminar is provided in "Findings."

3. Collaborative Leadership

Collaborative Leadership research and education activities were focused in three areas: 1) development of a work life survey, 2) interviews with department chairs and women faculty; and 3) development of a diversity inventory.

Research began into best practices used at other ADVANCE institutions and in selected corporate and non-profit organizations, related to the recruitment, retention and promotion of a diverse workforce.

Co-PI's Ann Gates and Patricia Witherspoon worked with ADVANCE Program Evaluator, Manuela Romero, to adapt and refine the "Study of Faculty Work Life" survey instrument, developed by the University of Wisconsin Madison, to be used to assess work-life issues at UTEP. All tenured, tenure-track faculty and full-time lecturers were asked to complete the survey in January 2004. The results of this assessment will be used to establish a baseline of the issues concerning recruitment, retention and departmental, college and overall university climate and culture.

The second major activity was to interview four chairs selected from the Colleges of Business, Engineering, Liberal Arts and Science. The objective of this activity is to identify existing efforts and initiatives within the department, document best practices, identify issues within the department and facilitate the departments in creating action plans for improving or maintaining a climate and culture that supports the goals of ADVANCE. The reason for selecting a subset of the departments is to go through a complete departmental assessment, document lessons learned, refine the process and then work with the remaining departments. The original assessment plan was to include holding a focus group with the faculty in the department; however, because serious issues surfaced concerning female faculty, it was decided that a third major activity would be to interview all female faculty concerning critical issues. The faculty focus groups for the initial four departments were postponed until Fall 2004.

The last major activity was development of the UTEP Diversity Inventory. The goal of this effort is to document existing ADVANCE-related initiatives on campus. The activity involves documenting all initiatives at the departmental, college and university levels that meet one or more of the following goals:

- provide education about issues concerning women and others from underrepresented groups
- provide training or professional development of women and others from underrepresented groups
- mentor women or those from underrepresented groups
- sponsor lectures or panels that highlight women or those from underrepresented groups

4. Evaluation

The internal evaluation component involved coordinating evaluation efforts for each component of the grant and for overall grant activities. The major activities that were completed: design of overall and baseline evaluation models, design of a database to meet reporting requirements and a preliminary analysis of national and state data files. The complete evaluation model (attached as Appendix B) outlines the methods that will be used to evaluate each objective and outcome proposed for the grant initiative.

The second activity involved collaborating with the Center for Institutional Evaluation, Research and Planning (CIERP) to develop a database to meet the reporting requirements. Additionally, the database will be used to conduct a longitudinal analysis to track differences in tenure trajectories across gender and ethnicity.

Last, preliminary analyses were conducted to create national and state benchmarks. All of these activities are ongoing and spawn other internal studies; some of the studies planned for the upcoming years include salary equity, course-load study, and job candidate study (to track experiences with the interview process).

The evaluation component also has an external evaluation component. On May 20th and 21st, the UTEP ADVANCE Advisory Board met on the UTEP campus. This external board is responsible for continuous improvement of the UTEP NSF ADVANCE initiative.

The seven members of the board represent academic, business, and scientific leaders who are recognized nationally for their work in organizational transformation and commitment to diversity. They will conduct regular campus site visits each spring for the five years of the project. Names and affiliations of board members are listed in the “Participants”/“Collaborators” section of this report.

In preparation for and during the first meeting, board members were asked to:

- Read the proposal and other grant-related materials provided
- Review the board guidelines and make suggestions for improvement
- Elect a Chair and a Secretary
- Listen to PI, Co-PI, and evaluator status reports
- Discuss first year activities with the ADVANCE team and make suggestions for improving the initiative's programs and services
- Brief the UTEP Provost and members of the internal Institutional Action Board on assessment
- Write an assessment report to the UTEP President

Five members of the board attended this first meeting. They elected Karan Watson, Dean of Faculties and Associate Provost, Texas A&M University, as Chair and Emir José Macari, Professor of Civil and Environmental Engineering, Louisiana State University, as Secretary. At the conclusion of the 1 ½ day session, the board gave a debriefing to the PI's, Provost, and Institutional Action Board. The Advisory Board Chair then wrote a report (see Appendix C) to the President.

The ADVANCE team has scheduled a 1 ½ day retreat in August to discuss the report and its recommendations in the context of strategic planning for next year's ADVANCE goals, objectives, and activities.

B. FINDINGS

1. Policy and Recruitment

In the spring of 2004, 19 faculty submitted 24 proposals for Graduate Research Assistant (GRA) funding. The one page application mirrors applications for funding from the UTEP Graduate School thus streamlining submission. Deadline for submission was November 2003; notification to awardees and non-awardees was December 15, 2003 with start date January 15, 2004, so that faculty and students could plan their time. Co-PI Elizabeth Anthony met with many faculty to encourage their submission of a request and to explain the goals of ADVANCE. Uniformly, those she spoke to then and in the time since award praise the GRA funding program for the following aspects: 1) it is an open competition with a simple form and fast turn-around, 2) the faculty feel grateful to the NSF and the ADVANCE program for enfranchising them and allowing them the opportunity to work with students. The benefit is to both the faculty and the students. Dr. Anthony plans to include the faculty with GRA awards in her cohort for faculty recruitment.

The following 10 faculty members received funding:

	LAST	FIRST	TITLE	DEPARTMENT	FUNDING
1	Garza	Tina	The Induction of T Cell Responses in Leptin-Deficient Mice	Biology	2506.00
2	Walsh	Elizabeth	Conservation and Current Status of Chihuahuan Desert Springs	Biology	7117.00
3	Courtney	Ellen	Children's Interpretation of Idioms	Languages and Linguistics	4112.00
4	Fernandez	Leticia	Border Population Issues	Sociology and Anthropology	4112.00
5	Quinones	Stella	Electrochemical Characterization of Titanium Oxide Film Formation	Metallurgical and Materials Engineering	4612.00
6	Nava	Patricia	UTEP-VDC Site: A Project-Oriented Environment for Encouraging Gender Diversity	Electrical and Computer Engineering	4662.00
7	Ward	Karen	Infrastructure for Spoken-Language Understanding Research	Computer Science	4662.00
8	Gardner	Beth	Fluorescent Tags for Nanoscale Silver Deposited by Physical Developer	Chemistry	5012.00
9	Lee	Wen-Yee	Occurrence and Concentration of Persistent Organic Pollutants in the Paso Del Norte Region	Chemistry	3341.00
10	Bain	Lisa	Impacts of Arsenic on Reproduction and Development	Biology	4383.00

Faculty recruitment efforts were aimed at improving communication among the Provost, the Deans, departmental Chairs, search committees and candidates. As of July 2004, Dr. Anthony, aided by the other co-principal investigators, has met with over 30 female and/or dual career candidates. In each interview we stressed the national goals of ADVANCE and the importance of a diverse, qualified faculty. Currently, of the 21 hires made in the 18 ADVANCE departments, 8 are female and an additional 2 are dual career spouses. Thus the recruitment effort has resulted in the hiring of 10 of 21 hires (48%). The interviewees not hired are approximately evenly split between those who were the top finalist and opted for another position and those who were not the top finalist.

Challenge: The most troubling aspect of this first recruitment cycle was the apparent unwillingness of search committees to rank highly competitive women as their top finalists.

2. Faculty Development

The Faculty Mentoring Program for Women mentors and mentees participate in focus groups and complete an assessment survey. Participants in the Faculty Mentoring Program for Women (FMPW) program say they find support in ways that departments cannot or are not providing. The program offers opportunities for pre-tenure women faculty to ask questions and talk about issues they are uncomfortable discussing with their immediate colleagues in their department. Participants mention that being able to meet other pre-tenure women outside their department helps them to discuss and solve problems and to feel less isolated and alone. Mentees from the first year have expressed explicit interest in continuing with such discussions over the next years.

An emerging pattern for new women faculty is that they are very active in the program in their first year of participation, cease participating during their second year, but return for more discussion and request opportunities to help orient the first year faculty during their third year on campus. Senior faculty members now approach the Director of the FMPW to ask whether they may be mentors.

Challenge: The biggest challenge for FMPW is finding mentors. The next biggest challenge is continually refining the mentor and mentee orientations so that relationships are more effective.

3. Collaborative Leadership

Following is a list of the activities and findings for the Collaborative Leadership component:

- a. Survey. The faculty work life survey was administered in late February and early March in all of the 18 ADVANCE Departments. Preliminary findings indicate a 48% response rate. The final analysis of the data is not yet complete. Females make up 21% of faculty in ADVANCE departments, yet 31% of the respondents are female indicating a slightly higher response rate among females. The full report of the survey will be available Fall 2004.
- b. Interviews with Chairs. The Collaborative Leadership team interviewed Chairs in four ADVANCE departments. From these interviews, the team identified several best practices. Each is described briefly below:
 - Aggressive recruitment of faculty candidates from underrepresented groups. Recommended strategies include identify Ph.D. students through review of abstracts and résumé books at conferences and contact with chairs at other universities, remain in touch with interested Ph.D. students, include of one of

the ADVANCE investigators during the interview process as a way of attracting female candidates to the department.

- Mentoring junior faculty on the topics of research funding, publishing and teaching.
- Creating a departmental strategic plan that addresses diversification of faculty.
- Incorporating a third-year review process that identifies concrete corrections and provides constructive advice to faculty.
- Supporting and rewarding faculty who attend development workshops.

The interviews showed that each department has a unique history and climate that affects how the department functions and that this should be considered when moving toward a supportive culture for women. The area that needs attention is mentoring and developing associate professors for promotion to full professor. The Chairs were receptive toward developing plans for creating productive and collegial environments in the department. The full report is attached as Appendix

- c. Interviews with Faculty. The critical issues that emerged from interviews with tenure-track faculty included responding to inappropriate remarks; inequities in course load, salary and merit increases; and lack of support from administration in addressing inequities. The critical issues that emerged from senior faculty were differences in how administrators present themselves and their decisions; lack of trust in administration; giving senior faculty a voice.
- d. Diversity Inventory. Through understanding of current diversity efforts on campus, the ADVANCE team believes that it will be possible to leverage ADVANCE initiatives with existing ones, record best practices and lessons learned (regarding current and past efforts), and identify areas of need. The inventory can be found on the ADVANCE Web site <www.utep.edu/advance> under “Our Programs”/”Collaborative Leadership.”

Challenges: The University is undergoing a major transformation toward becoming a research extensive university while continuing to serve as a model for recruiting diverse students and faculty. The inherent changes will impact climate and the faculty who are viewed as change agents. Faculty concerns amid changes in leadership (Provost and two deans from the targeted departments).

4. Evaluation

Findings of the NSF quantitative indicators of activity and progress are included in Appendix E. The figures and tables outline the status of women and ethnic minorities

at UTEP. In this section, we first outline the methodology used in the analysis. Second, we provide a brief demographic overview of UTEP and the ADVANCE departments. Third, we outline the major findings for 5 of the 12 NSF required indicators. We are in the process of collecting information for the remaining indicators and will include them with the Annual Report for Year 2.

In some cases we make distinctions between departments in Science, Technology, Engineering and Mathematics (STEM), Social and Behavioral Sciences (S & BS) and Business. Finally, we end by outlining some of the major challenges of collecting and analyzing data for the NSF required indicators.

- a. **Methodology.** UTEP established as its benchmark the five-year period prior to the granting year. However, we were able to collect data for seven years prior to the granting period allowing us to show some analysis from 1996 through 2003. For this reporting period we concentrate on showing data for Fall 2003 and some data across the seven-year period. For the next reporting period we will supplement analysis to include the seven-year period.

Additionally, because of its exemplar representation of Hispanic faculty in the university at large and Science and Engineering in particular, we track most of the data by ethnicity as well as gender. All data are for faculty in non-administrative positions.

For all years, data is for fall of each given year. Thus, faculty entering mid-year (e.g. January) are not picked up until the following year.

The ADVANCE departments include the following: (1) STEM Departments: Biological Science; Chemistry; Computer Science; Geological Science; Mathematical Science; Physics; Civil Engineering.; Electrical & Computer Engineering.; Mechanical & Industrial Engineering.; Metallurgical & Material Engineering. (2) S & BS: Communication; Languages & Linguistics; Political Science; Psychology; Sociology & Anthropology. (3) Business: Economics & Finance; Information & Decision and Marketing & Management. For ease of presentation, data are almost always collapsed across all 18 departments and are labeled as ADVANCE Departments. The demographic overview compares the ADVANCE departments to UTEP as a whole. Data presented for UTEP are for all UTEP faculty in non-administrative positions.

- b. **Demographic Overview.** In UTEP as a whole, females comprise 36% of the faculty (Figure 1), while in ADVANCE departments they comprise only 21% of the faculty (Figure 2); this is slightly less than the National average (28%) for female faculty in science and engineering (Table 21, National Science Foundation, 2001 Survey of Doctorate Recipients). As illustrated in Figures 1 & 2, UTEP aggressively targets Hispanics, and because males also dominate in the

Hispanic category, this may explain the slightly lower than National average for females. At UTEP, Hispanics account for almost a quarter of the faculty (Figures 1 & 2). In ADVANCE departments, Hispanics represent 22% of the faculty (Figure 2) whereas nationwide Hispanics account for only 3% of the faculty (Table 23, National Science Foundation, 2001 Survey of Doctorate Recipients). Outside of universities in Puerto Rico, UTEP is perhaps the university with the largest representation of Hispanic faculty in science and engineering departments.

c. Analysis of Indicators

(1) Tenure by Gender. Tables 1A, 1B, and 1C show the percent and number of females for UTEP in general and ADVANCE departments for Fall 2003 by tenure status. Similar to other research extensive universities nationwide, females account for 22% of the tenured faculty and 60% of non-tenure track faculty (Table 1A). In ADVANCE departments, females account for one in ten tenured faculty, while almost four in ten non-tenure track faculty are female (Table 1A). This representation varies by sub-discipline as shown in Table 1B. In STEM departments 18% of the faculty is female as opposed to 30% nationwide (Table 21, National Science Foundation, 2001 Survey of Doctorate Recipients); thirty-three of S & BS faculty is female, this is similar to national percentages at 32% (Table 21, National Science Foundation, 2001 Survey of Doctorate Recipients).

The departmental distributions show similar results (Table 1C). For example, in Biological Science, females comprise 13% of tenure faculty whereas females account for 20% of tenured faculty in Biological Sciences nationwide, (Table 21, National Science Foundation, 2001 Survey of Doctorate Recipients). However, the percent of tenure-track females in Biological Science surpasses the national average: 43% as opposed to 32% nation-wide. In Mathematical Sciences the percent female also surpasses the national average in all categories: 27% as opposed to 14% overall; 19% as opposed to 11% for tenured faculty and 29% as opposed to 28% for tenure-track (Table 21, National Science Foundation, 2001 Survey of Doctorate Recipients). Unfortunately, the same is not true for engineering departments as a whole. Two of the engineering departments at UTEP do not have female faculty, while the other two have only one female. There is only one tenured female in all of the engineering departments and no females on tenure-track. Clearly this will be a recruitment challenge.

(2) Tenure by Ethnicity. Tables 2A and 2B show the percent and number of UTEP and ADVANCE Department faculty for Fall 2003 by ethnicity and tenure status. Nationwide, Asian/Pacific Islander is the group which predominates in the non-white category in STEM fields, but this is not the case at UTEP. Unlike other research extensive universities nationwide, the largest non-white ethnic group at UTEP is Hispanic. Regardless of tenure status, in ADVANCE departments at UTEP, the percent Hispanic faculty is four or six times greater

than the national average. For example, nationwide in science and engineering, 3% of tenured faculty is Hispanic (Table 23, National Science Foundation, 2001 Survey of Doctorate Recipients), while in ADVANCE departments at UTEP, Hispanics account for 9% of tenured faculty (Table 2A). The numbers are equally as outstanding when the comparisons are drawn within ADVANCE Departments. For example, nationwide in the Social Sciences, Hispanics account for 3% of tenured faculty (Table 23, National Science Foundation, 2001 Survey of Doctorate Recipients), whereas at UTEP, 20% of tenured faculty in Social and Behavioral Sciences is Hispanic. In science fields nationwide, 4% of tenure-track faculty is Hispanic (Table 23, National Science Foundation, 2001 Survey of Doctorate Recipients), while at UTEP, 25% of tenure-track faculty in STEM departments is Hispanic.

(3) Faculty Position by Gender. Tables 3A, 3B, and 3C show the percent and number of females for UTEP and for ADVANCE departments for Fall 2003 by faculty position. Of all full professors in ADVANCE departments, only 7% are female (Table 3A); the national average for female full professors in science and engineering is 15% (Table 18, National Science Foundation, 2001 Survey of Doctorate Recipients). The same is true for Associate and Assistant Professor where 18% and 23% (Table 3A), respectively, of this faculty are female while the national average is 30% and 39% female Associate and Assistant Professors (Table 18, National Science Foundation, 2001 Survey of Doctorate Recipients). The same patterns follow when disaggregating amongst the various sub-areas within the ADVANCE departments where 20% of STEM associate professors are female (Table 3B), while the national average is 32% (Table 18, National Science Foundation, 2001 Survey of Doctorate Recipients). In the social sciences, 14% and 15% of full Professors and Associate Professors, respectively (Table 3B), are female whereas 20% and 35% nationwide, respectively are female (Table 18, National Science Foundation, 2001 Survey of Doctorate Recipients). These distinctions are much more dramatic when considering individual level departments, as is illustrated in Table 3C. For example for all Engineering departments, there is only one female Associate Professor and no Full or Assistant Professors (Table 3C). These tables imply that recruitment efforts need to focus at all levels. Given that in areas, such as engineering and business, there are none or few women in the pipeline, we cannot expect the numbers to increase if simply left to promotion. If some of these departments wish to increase their representation of women, then they need to recruit women in senior level positions in addition to women in junior level positions.

(4) Faculty Position by Ethnicity. UTEP's exemplar record of recruiting Hispanics is once again illustrated in Tables 4A and 4B. In ADVANCE departments, 18% of Full Professors are Hispanic (Table 4A), dramatically surpassing the 3% national average (Table 20, National Science Foundation, 2001 Survey of Doctorate Recipients) and the same pattern follows for Associate and

Assistant Professors and through the various sub-disciplines (Table 4B). These tables suggest that perhaps the same tactics used for recruiting Hispanics could be used towards recruiting women.

(5) Time Series Analysis by Gender and Ethnicity. Figures 3, 4, 5, and 6 show the faculty in ADVANCE departments by gender and ethnicity and by tenure status and faculty position for the Fall 1996 through the Fall 2003. Figures 3 and 4 display a potentially alarming trend for women in non-tenure track (other faculty) positions. The percent of women in the other faculty category increased by 16% through this seven-year period, while the percent of women in the Assistant Professor category decreased by 18% (Figure 4); conversely, the percent of females in tenure-track positions decreased by almost 16% (Figure 3). At the same time, the percent of females in the tenured and associate and full professor categories stayed about the same.

Figures 5 and 6 show a similar trend for Hispanics. In 1996, only 6% of Hispanic faculty were non-tenure track or other faculty, whereas in 2003, 22% of Hispanic faculty were non-tenure track or other faculty, a 16% increase (Figures 5 and 6). At the same, the percent of Hispanic tenured faculty declined by 12% while the percent of Hispanic tenure-track faculty remained about the same (Figure 5). Figures 3 through 6 suggest the need for further analysis, specifically longitudinal analysis. These figures suggest that UTEP has been quite successful at recruitment but perhaps not as successful at retention. Following individuals or a cohort of individuals throughout time will verify whether this is the case.

(6) Promotion and Tenure Committees. Table 5 shows the number and percent female in promotion and tenure committees for ADVANCE departments. The committees are small and in most case (except Engineering), there were 1 or 2 females on the committees, bringing the representation of women to either 20% or 30%.

(7) Endowed/Named Chairs. Table 6 shows the number and percent female in Endowed/Named Chairs and Professorships for UTEP. As illustrated, only one woman out of seven is in an endowed chair position. Only the Colleges of Health Science and Liberal Arts have women in endowed professorship positions.

Challenges. Two major challenges remain in providing accurate reporting on the NSF quantitative indicators of activity and progress: (1) accurate data and (2) time to complete studies of salary and start-up packages.

(1) Data. This year, most of our data were acquired through the Center for Institutional Evaluation, Research and Planning (CIERP). The data, however, were incomplete. Time in rank and original year of hire were missing. Without these two key variables, we were unable to provide information on two of the

indicators. Salary was available, however, the information would be misleading without being able to control for time in rank. Also, CIERP data did not include accurate coding for people in administrative positions and so we were unable to provide information on this indicator. Next year we plan to supplement CIERP data from other sources that will allow us to collect these additional variables.

(2) Additional Studies. First, we were not able to complete the space study for this reporting period. We plan to complete a qualitative and quantitative analysis of space by the next reporting period. Second, we are in the process of developing a start-up packages study. We have collected information on start-up packages, but the information is incomplete and we need to design a method for drawing comparisons.

C. TRAINING AND DEVELOPMENT

The NSF ADVANCE initiative sponsored numerous training and awareness sessions. Some of the more notable ones are listed below. For a complete list of dissemination activities, see Appendix F.

1. ADVANCE sponsored the following training activities:
 - a. University of Washington's Chairs' Leadership Workshop: The following faculty attended:
 - (1) Louis Everett, Chair, Mechanical and Industrial Engineering
 - (2) Carlos Ferregut, Chair, Civil Engineering
 - (3) Jorge Gardea Torresdey, Chair, Chemistry
 - (4) Janice Joplin, Chair, Marketing and Management
 - (5) Kate Miller, Associate Dean, College of Science
 - (6) Eppie Rael, Chair, Biological Sciences
 - (7) Tine Reimers, Co-PI, UTEP ADVANCE
 - b. IMPACT Seminar, conducted for twelve faculty members: This week-long seminar is designed to increase the effectiveness of participating faculty by developing new ways of integrating teaching, research and service, and by developing leadership skills. Eight were funded by NSF ADVANCE (\$11,410.40) while 4 were funded by the Provost (\$5902.40):
 - (1) Irasema Coronado, Assistant Professor, Political Science
 - (2) Elizabeth Gardner, Assistant Professor, Chemistry
 - (3) Tina Garza, Assistant Professor, Chemistry
 - (4) Peter Golding, Associate Professor, Metallurgical and Materials Engineering
 - (5) John Hadjimarcou, Associate Professor, Marketing and Management

- (6) Alfonso Morales, Assistant Professor, Sociology and Anthropology
- (7) Todd Primm, Assistant Professor, Biology
- (8) Stella Quinones, Lecturer, Metallurgical and Materials Engineering

The following four faculty were funded by the Provost:

- (1) Meredith Abarca, Assistant Professor, English
- (2) Gary Braun, Associate Professor, Accounting
- (3) Ezra Cappell, Assistant Professor, English
- (4) Rockie Pederson, Assistant Professor, Kinesiology

- c. With the Center for Effective Teaching and Learning, a campus-wide all-day Leadership Retreat: led by Dr. Marc Frankel, a leadership psychologist specializing in educational and health institutions. 71 faculty and several ADVANCE team members attended.
 - d. Faculty Mentoring Program for Women: conducted 11 workshops on issues of effective scholarship and publishing, mentoring success, goal setting and personal success strategies, and networking for the Faculty Mentoring Program for Women. See Appendix A for full list of workshops.
 - e. Brown Bag Lunches: conducted 7 informal lunch meetings for pre-tenure women faculty around readings and issues of concern to them.
2. The ADVANCE team, as a group or individually, also met with a number of constituencies on campus to heighten awareness of the project:
- a. Advisory Board Meeting: met with the external advisory board to review the activities and findings of the first year, discuss concerns, and hear suggestions for improvement. A discussion of this meeting can be found in "Findings."
 - b. Action Board Meeting: met with the internal action board to review the activities and findings of the first year, discuss concerns, and hear suggestions for improvement.
 - c. Open House: All UTEP faculty were invited to learn more about ADVANCE.
 - d. Chairs' Workshop: met with the Chairs of the 18 ADVANCE departments to discuss the initiative.
 - e. Deans' Meeting: met with the Deans of the ADVANCE colleges to discuss the initiative.
 - f. President's and Provost's Meeting: Met with the President and Provost to discuss the ADVANCE initiative.
 - g. Rhetoric and Composition PhD Retreat: discussed the ADVANCE initiative with the Department of English PhD faculty. This dissemination activity moves ADVANCE beyond the 18 departments and into the university mainstream.
 - h. "Third Year Review," Center for Effective Teaching and Learning: shared departmental experience with faculty attending this workshop. Spoke of

- ADVANCE activities to assist faculty in preparation for review.
- i. “The Hiring Process,” Provost’s Chairs’ Workshop: panelist at this workshop to discuss how ADVANCE could help with recruitment.
 - j. “ADVANCE Institutional Transformation,” Administrative Forum: introduced the initiative to UTEP administrators.
 - k. One-hour individual meetings with 14 groups composed of department and search committee chairs: explained the resources available through ADVANCE, such as the Faculty Mentoring Program for Women, Graduate Research Assistants application process, and recruitment funds. In addition, comments and opinions were elicited on how to effectively enhance recruitment and policy making to ensure success of a diverse faculty.
3. Training and Development Sessions Attended by ADVANCE Personnel

Finally, ADVANCE team members attended the following training sessions on and off- campus to better prepare to implement the ADVANCE initiative.

- a. SAC’s (Southern Association of Colleges and Schools) and Carnegie Classification: a workshop on how Chairs can help improve the research potential of the university.
- b. Chair’s SAC’s Workshop: a workshop on preparing for SAC’s accreditation.
- c. ADVANCE Leadership Conference in Washington, D.C.: organized by ADVANCE Leadership grant awardees and fellow geoscientists, Drs. Mary Ann Holmes and Suzanne O’Connell. Conference was very effective in learning commonality of issues that impede female recruitment, retention, and advancement, and in establishing network of female faculty in the geological sciences. Currently, only three co-principal investigators from ADVANCE Institutional Transformation awards are geoscientists.
- d. UTEP EO/AA officer: met to coordinate 1) efforts for faculty recruitment and 2) record- keeping practices in order to evaluate success of ADVANCE recruitment strategies.
- e. Computing Research Association (CRA) Cohort of Associate Professors Project (CAPP) Professional Development Seminar: included topics such as getting promoted to full professor; taking a leadership role; remaking your career, and planning for career transitions. In addition, there were research breakouts that provided networking opportunities for the participants. Small groups met with a distinguished professor to discuss strategies for getting ahead in their research community. The second day consisted of workshops on leadership.
- f. NSF Regional ADVANCE Meeting: held in conjunction with The American Association for the Advancement of Science meeting. Met with Evaluators from other NSF ADVANCE sites.
- g. Third Annual Georgia Tech NSF Conference/PI Meeting
- h. Administrative Professionals Conference: produced by National Seminars Group.

D. OUTREACH ACTIVITIES

Members of the ADVANCE team provided outreach to members of other communities. Some of the more notable ones are listed below. For a complete list of dissemination activities, see Appendix E.

- “Faculty Mentoring Programs: Increasing Institutional Capacity for a Highly Qualified Faculty,” Women in Engineering Programs and Advocate Network (WEPAN), Albuquerque, NM: presented on UTEP’s ADVANCE initiative and the Faculty Mentoring Program for Women.
- Brown bag meeting for female geoscientists at the American Geophysical Union meeting in San Francisco, CA.: attended by 30 plus females including undergraduate students, graduate students, post-doctoral fellows, and faculty. Presentations were made describing the ADVANCE program and other resources for academic success.
- Presented poster on UTEP ADVANCE initiative at American Geophysical Union Fall meeting in session “Fixing the Leaky Pipeline”. 9892 attendees at meeting.
- Attended Geological Society of America Council meeting as elected representative from South-central Section. At meeting, initiated contacts with the Women and Minorities Committee.
- Computing Research Association (CRA)-W Cohort of Associate Professor Project: addressing the advancement of women to full professor.
- "Here's My Idea": Women as Successful Communicators in the Workplace”: Offered a three-hour workshop at the annual WEPAN conference. The workshop, which included multiple opportunities for small group discussions and interaction within the group at large, reviewed research on gender and communication interpersonal and organizational settings. It provided information on the kinds of communication experiences that enable women to exercise leadership behaviors in work settings.
- Seminar leader for two sessions in Delta Kappa Gamma Leadership and Management Seminar (for 35 leaders from across the U. S., Mexico, Canada, Sweden in this education sorority/society for women); hosted by the Executive Education Program, McCombs School of Business, the University of Texas at Austin
- The Diversity Inventory activity is providing awareness to the UTEP and El Paso communities about science and technology through the contacts that are being established by the inventory and the information provided on the website. Please refer to the Project Findings section of the report.
- Ann Gates is a founding member of the Academic Alliance for the National Center for Women and Information Technology (NCWIT), a national network of programs and research to advance participation of women and girls in IT. The center is creating a broad coalition among academic, industry, and social institutions, uniting all current efforts. It will have the power to implement effective new programs, identify best practices, and disseminate valuable research

and data on a national level. The first meeting was held on May 18, 2004 and, at this meeting, Gates described the efforts of the UTEP ADVANCE program.

- “Climate Survey: Methods and Procedures,” NSF National Conference at Georgia Tech. The session was presented in workshop format allowing participants to interact and learn from other sites about how to conduct Climate Assessments in their campuses.
- “Charting the Uncharted Path: A Study of Career Trajectories of Female Engineers,” Women in Engineering Programs and Advocate Network (WEPAN), Albuquerque, NM: presented on the alternative longitudinal methods available for capturing careers through time.

III. PUBLICATIONS

A. Journal Publications

Anthony, E., "NSF ADVANCE Initiative: Institutional Transformation to Achieve Faculty Diversity", *Geological Society of America Abstracts: Special Session Minorities, Women, and Persons with Disabilities in the Geosciences: Continuing Issues and Innovative Solutions* . Submitted

Anthony, E.; Bell, R., "Empowering Women Scientists and Engineers: The ADVANCE Program at the NSF", *American Geophysics Union Abstracts: Special Session on Strategies for Academic Success*. Submitted

Archuleta, R.J.; Hoppes, Y.P.; Primm, T.P., "Mycobacteria Enter a State of Metabolic Dormancy in Response to Starvation", *Tuberculosis*. Submitted

Cappell, Ezra, "Review Essay: Key Text in American Jewish Culture, Jack Kugelmass, ed.", *Modern Jewish Studies*. Accepted

Fernandez, L.; Amastae, J.; Howard, C., "Education and Migration in a Border City", *Journal of Borderland Studies*. Forthcoming

Gonzalez, H.O.; Bain, L.J., "Physiological Changes and Differential Gene Expression in Mummichogs (*Fundulus Heteroclitus*) Exposed to Arsenic", *Environmental Health Perspectives*. In preparation

Lee, Wen-Yee; Iannucci-Berger, William; Eitzer, Brain D.; White, Jason C.; Mattina, Mary Jane I., "Quantitation of Soil-to-Plant Transfer of Weathered Chlordane: Consequences for POPs Cycling and Phytoremediation", *Environmental Toxicology and Chemistry*. Accepted

Morales, A.; Fernandez, L., "The Social Origins and Prospects for Mobility of Recent Mexican Law School Graduates", *Social Science Quarterly*. Submitted

Rajabi, L.; Courreges, C.; Montoya, J.; Aguilera, R.J.; Primm, T. P., "Actophenones With Selective Antimycobacterial Activity", *Letters in Applied Microbiology*. In revision

Tran, T.; Saheba, E.; Arcerio, A.; Chavez, V.; Martinez, L.E.; Primm, T.P., "Quinones As Antimycobacterial Agents", *Bioorganic & Medicinal Chemistry*. In press

Valerio-Flores, O.L.; Murr, L.E.; Hernandez, V.S.; Quinones, S.A, "Observations and Simulations of the Low Velocity to Hypervelocity Impact Crater Transition for a Range of Penetrator Densities Into Thick Aluminum Targets", *Journal of Materials Science* Accepted

Ward, K., "The Fifty-Four-Day Thesis Proposal: First Experiences With a Research Course", *Sixth Annual Northwestern Regional Conference of the Consortium for Computing Science in Colleges*, vol. Oct., (2004), p. 8. Accepted

Ward, K.; Hollingsed, T.; Aldaz-Salmon, J.A., "Acknowledgement Use With Synthesized and Recorded Prompts", *Proceedings of the 5th SIGdial Workshop on Discourse and Dialogue*. (2004), p. 85. Published

B. Other Specific Products

Brochure

NSF ADVANCE: Institutional Transformation for Faculty Diversity Provides information about the UTEP NSF ADVANCE initiative. This brochure is used both on and off-campus to promote ADVANCE.

Brochure

New Mexico State University and the University of Texas at El Paso Dual Career Opportunities UTEP and NMSU will use this as part of their faculty recruitment efforts, striving to jointly increase methods of accommodating the needs of dual career couples.

Data or databases

Faculty Work-Life Survey (modification of the University of Wisconsin Madison Faculty Work-Life Survey).

This survey establishes baseline data for issues of culture and climate to draw distinctions across gender, ethnicity, departments and colleges and to document a case study for future research and publications.

During the Fall semester, we will hold town hall meetings to share survey findings with the faculty in the 18 ADVANCE departments. We will also share findings at regional and annual NSF ADVANCE conferences as well as at other professional conferences.

Data or databases

UTEP's NSF ADVANCE: Dissemination Matrix

This database is a collection of dissemination activities. It briefly describes the activity, the date of the activity, the component responsible for the activity and the number of individuals involved in the activity.

This database helps track the effort involved in guiding institutional change. We will encourage any researchers interested in tracking such activity to use the information we have collected. We will also share this matrix with other ADVANCE sites and encourage them to collect this type of information so that comparisons can be made across the various institutions.

Data or databases

NSF Quantitative Indicators of Activity and Progress

This database tracks the 12 NSF indicators over time. Data is available from 1996 - 2003. The data will be supplemented each fall. Since the data set includes individual-level information, confidentiality issues will prevent us from sharing any information other than in aggregate form.

C. Internet Dissemination

<http://www.utep.edu/advance>

This is the official Web site for the award.

IV. CONTRIBUTIONS

A. Contributions within Discipline

Sustainability of ADVANCE goals is immeasurably strengthened by principal investigators involving their professional societies in the ADVANCE initiative. This bipartite approach also benefits the principal investigators, who must retain their own research careers through the duration of the initiative. Additionally, through these efforts females from ADVANCE institutions, who have not been actively involved in the ADVANCE initiatives on their own campus, become part of the network. The UTEP ADVANCE team is committed to contributing to the knowledge base by presenting on NSF ADVANCE at their professional meetings. A list of presentations is provided in the 'Activities and Findings'/'Outreach' section of this report.

B. Contributions to Other Disciplines

Through the Faculty Mentoring Program for Women, institutional structures and processes were created and/or strengthened, thus building the capacity of the institution to maintain a highly qualified and diverse faculty. The ADVANCE team has made several presentations at national conferences on this program where participants have examined opportunities and/or alternatives for fostering new faculty success. Several members of the ADVANCE presented on this program at national conferences and have received requests for additional information on establishing mentoring programs.

C. Contributions to Education and Human Resources

Female and dual career candidates we met as part of the recruitment process were uniformly impressed with the goals and organization of the ADVANCE program. Even when they do not sign a contract with UTEP, they carry knowledge of the program to other (usually non-ADVANCE) institutions. They are an untapped resource for dissemination of the program and its goals. We will soon undertake an assessment of faculty interviewees to explore best practices for using the recruitment process as a means of dissemination of ADVANCE goals. The joint development with New Mexico State University of a brochure to disseminate information about opportunities for dual career couple hires is a model for university collaboration to promote ADVANCE goals.

The first annual week-long IMPACT Seminar with 12 faculty members participating, four of whom were funded by the Provost, was held in May. IMPACT topics included planning for career success, integration of research, teaching and service activities; time management and balance, development of leadership strategies among others.

With faculty beginning to think through a coherent career plan for themselves, setting goals for their research and building local networks of colleagues with whom they can discuss their work, they become more productive scholars nationally and internationally.

Chairs/search committee chairs are uncertain how to advertise to attract qualified female applicants. ADVANCE is working with EO/AA to compile a list of electronic resources that sort by gender and a list of Web sites of female professional societies.

D. Contributions to Resources for Science and Technology

The need for data for the NSF 12 indicators has caused UTEP to reconsider the way it collects and maintains faculty data. The current system of coding individual-level data is not complete and, on occasion, leads to unintended alteration of previous data. As a result, new processes are being established and shared with other Institutions.

Faculty interviews provided the opportunity for selected department chairs and faculty women at all ranks to share information, opinions and concerns related to the culture and climate surrounding the recruitment, retention and promotion of a diverse workforce. The interviews also provided opportunity for UTEP faculty to share information about themselves and their opinions and experiences related to faculty work life at the institution via a work life survey.

These opportunities, in and of themselves, became initial contributions to efforts at creating a more positive climate for recruitment, retaining, appreciating and promoting a diverse faculty.