**Collecting data for climate change**

Sometimes, it’s important to

**Types of Data:** NSF12 Indicators

As part of the Advance FORWARD project, NDSU collects and compiles NSF 12 Indicators data annually as one means to assess progress.  These data are shared with academic deans and department chairs/heads and posted on this web page.

1. Number and percent of women faculty in science/engineering departments.
2. Number and percent of women in tenure-line positions by rank and department.
3. Tenure/promotion outcomes by gender.
4. Years in rank by gender.
5. (a) Time at Institution (b) Attrition by gender.
6. Number of women in science/engineering who are in non-tenure-track positions (teaching and research).
7. Number and percent of women scientists and engineers in administrative positions.
8. Number and percent of women faculty in science/engineering in endowed/named chairs.
9. Number and percent of women faculty in science/engineering on promotion and tenure committees.
10. Salary of science/engineering faculty by gender (controlling for department, rank, years in rank).
11. Space allocation of science/engineering faculty by gender (with additional controls such as department, etc.): baseline and year 5.
12. Start-up packages of newly hired science/engineering faculty by gender (with additional controls such as field/department, rank, etc.)

**Types of Data:** What department chairs need to know

There are a variety of data that department chairs and deans may want access to help them understand real workloads. For examples, we often collect data on teaching load, but not student load; some teachers teach mainly first year students, and hence, larger class sizes. The goal is to think about how labor is distributed in each unit.

1. Number of grades given, by faculty gender.
2. Number of courses taught at each level, by faculty gender.
3. Number of advisees, by faculty gender.
4. Number of senior projects, and or graduate theses, by faculty gender.
5. Number of committees, by faculty gender.
6. Type and prestige of faculty committees, by gender. (And if you think all service is equal, study the path to leadership. What committees do almost all department chairs or other administrators have service on? At our institution, it was director of graduate studies . . . but it could be curriculum, or policy, etc. You could also ask in a quick survey faculty to rank the prestige of service obligations. Ask for faculty rank and gender. I’m nearly certain there will be patterns, which usually include full professor males suggesting all service is equal.)
7. Awards, by gender.
8. Award nominations, by gender.
9. Award nominators, by gender. (Awards are important because they often are the first step to compiling nominations for regional or national awards.)