



NSF ADVANCE: ADAPTATION

UA ENGAGE

YEAR 1 ANNUAL REPORT

JANUARY – DECEMBER 2021

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**ANNUAL REPORT
YEAR 1: JANUARY 2021 – DECEMBER 2021
NATIONAL SCIENCE FOUNDATION
COOPERATIVE AGREEMENT 2017744**

ACCOMPLISHMENTS

I. WHAT ARE THE MAJOR GOALS OF THE PROJECT?

Our interests lie in the institutionalizing re/distribution of service workloads toward meaningful and applied work, intentional interventions disrupting inequities and misalignment of institutional policies, connecting women faculty with mentoring networks, and attracting/integrating them into the institution to ensure a sense of inclusion and support toward their success. Building on Sturm's (2006) argument that change interventions must involve institutional catalysts making critical decisions, we work with key institutional stakeholders, especially Deans and Chairs, to attract and empower women of color and white women faculty.

Goal 1: Empower women of color and white women through the redistribution of service workloads to both support research and make service obligations transparent.

Goal 2: Connect and network isolated white women and women of color to active research teams.

Goal 3: Attracting and Integrating women of color and white women to campus.

II. WHAT WAS ACCOMPLISHED UNDER THESE GOALS?

Summary statement: UA ENGAGE activities focus on integrating intersectional gender equity processes into workload distribution, evaluative criteria, procedures for promotion and tenure, and faculty mentoring/networking and hiring/onboarding processes. Year One accomplishments include setting up UA ENGAGE offices in the administration building, hiring a program manager, a program director, and a graduate assistant, and formally launching the grant. A list of personnel members can be found in **Appendix A: Personnel**. Major activities include creating the UA ENGAGE website, and the grant virtual launch with keynote speaker Dr. Jocelyn Elders, conducting a policy equity audit, piloting of the first two waves of the Bridge Program for new faculty, initiation of peer mentoring circles and additional mentoring initiatives, creating a partnership with the library to aid in faculty publication and promotion, advocating for and supporting the use of COVID impact statements, numerous outreach presentations on campus and abroad, and collaborating on a hiring best practices handbook and other initiatives. More details on our specific activities, objectives, and outcomes can be found below.

A. MAJOR ACTIVITIES:

- **Goal 1 Activities: *Policy Audit and Service/Workload Dashboards***
 - Under the leadership of Co-PI Murphy-Erby in Spring 2021, the ENGAGE Team collected documents guiding tenure and promotion, evaluative criteria, general standards for initial and successive appointments, used by the university. National expert Dr. O’Meara, and Co-PIs Murphy and Sloan 1) conducted a policy audit of university documents for alignment, clarity, and equity, 2) generated a policy audit report with recommendations for policy changes, 3) participated in consultative workshop and discussions with Dr. O’Meara, 4) Prioritized changes into to three categories: Category A - completed / immediate, Category B - short-term, and Category C - long-term, and 5) attached estimated timeframes and primary leader and anticipated resource needs to items in Category B and C.
 - PI Morimoto and Dr. Ramsey collected and analyzed university, college, and department level data on service and workload via the faculty information system (FIS) to create a pilot dashboard; they have set up preliminary spreadsheets of service assignments at the university and analyzed the race and gender distribution of service workload in the College of Engineering. To date, participants include the VP of Faculty Affairs, and the Dean and Associate Deans of the College of Engineering. Most Goal 1 activities are scheduled to take place in Years Two and Three.
- **Goal 2 Activities: *Faculty Mentoring Training and Peer Mentoring Circles***
 - In fall 2021, the Office of Faculty Affairs initiated a six-part workshop series “Mentoring Graduate Students and Postdocs.” When faculty complete all six 90-minute sessions, they receive a certificate of completion through the provost’s office. Co-PIs Sloan and S. Adams based the workshop curriculum on the Entering Mentoring program offered by the Center for the Improvement of Mentored Experiences in Research (CIMER) based at the University of Wisconsin; Co-PI Sloan completed Entering Mentoring training in 2020. Topics include Introduction to Mentoring; Mentor and Mentee Wellbeing; Who Are You as a Mentor; Effective Communication and Setting Expectations; Addressing Diversity, Equity and Inclusion; Promoting Self-Efficacy, Independence, and Professionalism; and

Legal and Ethical Considerations in Mentoring Assessment. The last session occurred on November 17, 2021, and the assessment survey has been sent to all participants.

- The Peer Mentoring Circles (PMCs) project was initiated in Fall 2020, under the leadership of Co-PI Sloan. Cohorts of 5-8 faculty members are led by two senior faculty facilitators. Cohorts are faculty rank and status specific, and the groups meet once per month during the academic year. The second year of cohorts launched fall 2021. The UA ENGAGE team assessed the 2020-21; the 2021-22 program will undergo a midpoint assessment in December and early January and a full assessment in May 2022. Facilitators apply to the program, and if accepted, receive a \$1,000 contribution to their research/professional development fund. Applications ask them to detail their experience with mentoring as it intersects with DEI. Facilitators attend an hour-long orientation that discusses the role of the facilitator and the expectations for the program. They are also introduced to the tools and resources available via our membership in the National Center for Faculty Development and Diversity (NCFDD), including the mentoring maps. Cohort applicants fill out a survey in which they can designate their challenges or pain points, including such topics as time management, writing block, work-life balance, managing conflict, etc. Circles are organized so individuals are not placed with peers or facilitators from their own department to ensure a brave, safe space for sharing with peers. All participants sign a confidentiality agreement. All faculty are eligible to participate regardless of rank, status, or full or part time status. A list of participants can be found in **Appendix B: Peer Circle Participants**.
- Goal 3 Activities: *Best Hiring Practices and the Bridge Program, Pre-boarding / On-boarding, and Success Teams*
 - The UA ENGAGE team collaborated with the Director of the Arts and Sciences Office of Diversity, Equity & Inclusion, Romona West, J.D. and College of Engineering Assistant Dean for Student Recruitment and Diversity, Bryan Hill to complete a Hiring Best Practices Guide, which can be found attached, and a 10 Step Checklist can be found in **Appendix C: Hiring Best Practices Checklist**. The guide was vetted for input and feedback from key stakeholders. 5 key departments in ARSC worked in conjunction with the ARSC DEI office to evaluate search pools to ensure diversity for candidates at each stage of the search process. We are championing the guide to supplement training from the campus Office of Employment Compliance. We are piloting the guide in two colleges (FULB and ENGR) and preparing a strategy to roll out the guide campus wide.
 - Co-PI Needy has conducted various presentations related to work life balance, leadership, setting priorities, and career advice. The details of these presentations can be found in the PRODUCTS section.
 - The Bridge Program provides structured mentoring to incoming faculty. The new faculty, faculty mentors, and unit leaders are provided with multiple resources, including mentoring contracts, checklists that assist with the most important tasks, and discussion topics to structure and all parties. New faculty are provided with a welcoming committee that initiates systematic pre-arrival communications (pre-boarding). On-boarding begins when the faculty arrives on campus and will include the development of success plans and clarifying T&P expectations and pathways throughout the first year in residence. The Bridge Program also includes mentoring activities undertaken by

Success Teams created after the new faculty have completed the first year in residence at the UA; these teams remain in place through T&P. In addition to the mentoring teams, a few key parts of the bridge program include: 1) provide new faculty with a success plan template **Appendix D: Bridge Success Plan Template** to complete and aid in planning towards their tenure early on and get feedback from their mentors and chair, 2) give new faculty the NCFDD mentoring map to help them build a network of mentors and identify gaps in their mentoring network. The Bridge Program advert can be found in **Appendix E: Bridge Program Advertisement**. Mentors are asked to attend mentor training and schedule regular meetings with their mentees. Mentees are asked to participate in a 5 session workshop series providing T&P procedure information, peer networking and connections to resources on campus. Department chairs in the pilot departments have agreed to have the mentoring commitment count towards departmental service requirements. A list of Bridge Program participants can be found in **Appendix F: Bridge Program Participants**.

- In 2021, the Bridge Program Team:
 - Conducted one virtual workshop for Bridge mentors (32 attendees, recording provided to those not able to attend – 8 views)
 - Conducted a 5 session workshop series for new faculty, covering topics such as the T&P process, grant writing and publishing, mentoring students and getting involved with DEI on campus (11 in person attendees, 2 virtual)
 - Conducted 16 individual meetings with department chairs/heads
 - Gave two presentations to the Council of Chairs comprised of all UA Chairs
 - December 2021 - Gave four presentations to the heads of STEM departments that are approved to hire for AY 2022-23 in the following: College of Business (all chairs, 2 STEM), STEM Chairs in ARSC (3 departments), Bumpers College (4 departments), and the College of Engineering (all 10 departments)
 - Revised all checklists and other key Program materials and made them accessible PDFs, which were placed on the website for easy access
 - Gave two presentations of the Bridge Program to external audiences, including a presentation the SEC DEI associate deans/leaders in the Colleges of ARSC and a presentation at the Equity and Inclusion Summit organized by the University of South Carolina
 - Connected with participating department chairs to answer questions, update on any changes in documents, and to follow up on any missing information related to mentoring teams for their junior faculty.

B. SPECIFIC OBJECTIVES:

- Goal 1 Objectives: Our approach to reform and empowerment adapts the University of Maryland Faculty Workload and Rewards Project, which focused on clarifying the value and commitment of the array of obligations that fall under “service,” and making departmental leadership and faculty aware of service assignment impacts. We also adapt lessons from Lehigh

University's ADVANCE Service Summit, which emphasizes the need for systemic actions, and entails making service more legible by creating service taxonomy. Further, our university-wide personnel policy audit will help us to achieve alignment, clarity, and equity in workload distribution. Making the process of workload distribution legible and transparent will empower women faculty by clarifying expectations and making explicit which service is valued and rewarded.

- Goal 2 Objectives: UA ENGAGE leverages institutional mechanisms to ensure mentoring and cohort building for isolated faculty. Institutional network analysis will identify both isolated and integrated scholars to be subsequently connected through the University's interdisciplinary research areas. Our objectives for connecting consist of opportunities for mentoring and peer communities, and mentor-trainers will be incentivized and certified by IDEALS for their activities. We approach mentoring with the understanding that faculty succeed when they have a network of mentors at every stage in their academic career. Our aim is not to replace department-level mentoring, but to add an additional layer of support at all stages for graduate students, post-docs, and pre-tenure, tenured, and non-tenure track faculty. Moreover, we understand that mentoring is not just about individual faculty members receiving advice and guidance, but also includes developing the skills and culture of effective mentorship. We achieve this by training faculty to be mentors of students and post-docs because mentoring skills are critical everyone's overall success at all stages of the academic life course. We also implement and facilitate peer mentoring circles for faculty at the same or similar career stages. For the peer mentoring circles, faculty facilitators lead small groups of 5 or 8 and convene monthly meetings during the nine-month academic year. Facilitators must be at a career stage one milestone or greater than members of their group. No member of a group—facilitator or mentees—will be from the same department or program. Peer mentoring has the great potential to create new connections across colleges and disciplines and provides faculty members an opportunity to participate in non-judgmental, inclusive, and supportive conversations. Peer Mentoring Circles are organized based on faculty status and professional and/or personal challenges indicated on the data survey. There is no “correct” approach to mentoring, but this six-part workshop peer mentoring circle series allows faculty to develop a mentoring philosophy, experiment with various methods of mentoring, and to discuss mentoring challenges and successes with peers. Based on Maryland's ADVANCE program, all new women STEM faculty as well as those women faculty that we identified as isolated will participate in a three-person mentoring cluster of senior faculty related to their research areas. Women faculty will also develop an academic development plan with their mentors, who will complete mentoring training discussed above and schedule regular research meetings/topics of discussion. Mentors will be chosen for their ability to facilitate mentee's research and build networks within the university and beyond.
- Goal 3 Objectives: To address the lack of women and diversity of faculty we seek to increase our recruitment and retention of women by attracting them to the university and ease the transition process. To create a culture where women faculty are integrated into the research community and can thrive, the UA needs more tenure and tenure track women. Activities that focus on attracting candidates, pre-boarding, onboarding, and integrating new hires are partially based on the University of Michigan's STRIDE. By strategically recruiting and systematically retaining, we aim to increase and incorporate more women into the university and wider community. This will catalyze research and integration among women and faculty of color to fuel innovation and

creativity, also reaching the wider community. Working with the IDEALS Institute (<https://ideals.uark.edu/>), Romona West (FULB) and Bryan Hill (ENGR) we have adapted key components of the University of Michigan's successful and widely implemented STRIDE recruitment and search committee training. The Deans and Council of Chairs will participate in annual training on best practices for pro-active recruitment and search committee formation and processes. Co-PI Murphy-Erby serves as the IDEALS liaison and Co-PI Sloan leads with the support of Dean Shields. In addition to search committee training and processes, we foster community and inclusion through the Bridge Program that ensures a sense of inclusion and support toward the candidate(s) success before they arrive on campus (pre-boarding) and on an ongoing basis after they arrive on campus (on-boarding) during the first semester in residence and throughout the T&P process, while also being integrated into the mentoring programs discussed above.

C. SIGNIFICANT RESULTS:

➤ Goal 1 Results:

- Dr. O'Meara provided feedback on the policy audit to Co-PI Murphy-Erby and the grant team, which has been reviewed by Co-PI Sloan; the full report can be found attached. Findings include:
 - Areas of Strength: Academic Policy 1405.11 is clearly written and well-organized, and there is transparency between the candidate and the reviewer, and there are safe-guards and clear terms to provide accountability throughout the process.
 - Potential Areas for Reform Across Policies: Recognition of diversity of inclusion, clarity on service recognition, diversifying recognized forms of scholarship and impact, increased work-life flexibility and transparency, and consistency at the university level.

➤ Goal 2 Results:

- In Fall 2021, forty-five faculty members applied and 24 were accepted into the first cohort of the Office of Faculty Affairs six-part workshop series "Mentoring Graduate Students and Postdocs." Two dropped out but indicated that they would sign up for the spring 2022 series. Feedback on the effectiveness of each session can be found in **Appendix G: Evaluation Figures**
- The Peer Mentoring Circles (PMCs) project was initiated in Fall 2020. Cohorts of 5-8 faculty members are led by two senior faculty facilitators. To date, 180 faculty members (ranging from part-time lecturers to full professors) have participated in peer cohorts. The cohorts have been led by a total of 54 facilitators. The 2020-21 program was assessed by UA ENGAGE Co-PI Sloan. 67 responses were received from cohort STEM faculty (the perceived effectiveness of the program can be seen in **Appendix G: Evaluation Figures** and 21 responses from 30+ facilitators. At least two cohorts each cycle have included exclusively mixed gender STEM faculty.
- A Stress Survey was sent to participants in the UA Peer Mentor Circle Program in April 2021 in recognition that they have been part of this program during a particularly difficult year, given the COVID-19 pandemic and social and racial disruption in the U.S. We were interested in better understanding how the pandemic has affected the working lives and careers of UA faculty. Faculty stressed their concerns related to their

effectiveness as researchers and teachers, interfacing with others face-to-face as well as work-life balance. Their main ask was for more flexibility in work arrangements and an acknowledgement of their concerns.

➤ Goal 3 Results:

- Initial Bridge Program Pilot evaluation was developed by Co-PI Zajicek and Romona West, Director of the Office of Diversity, Equity, and Inclusion in the College of Arts and Sciences, and was implemented in Spring 2021. The goal of the initial evaluation was to collect feedback from mentees, unit leaders, and mentors/members of the Welcoming Teams to inform Program improvement. The evaluation was not designed to evaluate Program success even though it did provide some baseline data that, together with this report, can be used as a reference point for future evaluations. Information collected through the program improvement survey and our meetings with unit leaders culminated in revisions to the Bridge Program Description and improvements of the supporting materials. A draft of the Bridge Program Survey can be found in **Appendix H: Bridge Program Survey**.

D. KEY OUTCOMES OR OTHER ACHIEVEMENTS:

- Policy Audit: Outcomes include new high-level conversations in the College of Arts and Sciences regarding the recognition of diversity and inclusion efforts for tenure and promotion, new university wide instructions on how to evaluate a candidate who has taken parental leave, and new required language regarding the different types of promotions across the university. Mandated in April 2021, solicitation letters to external reviewers now includes mandatory language for tenure clock extension (when the candidate is being considered for tenure). Faculty members may be eligible for a maximum of two years total exclusion from countable service under childbirth and dependent care policies. Likewise, UA issued two years of tenure clock extensions due to the COVID-19 pandemic. Any exclusions of countable years towards the tenure clock to accommodate childbirth, dependent care, illness, other personal emergencies, or the COVID-19 crisis do not alter the criteria by which schools and colleges will review faculty members for tenure. Time since degree or initial appointment is not a factor in this review. See **Appendix I: Letter for Chairs**, for a letter to department chairs and heads regarding this new mandated language in a letter to chairs and department heads.
- Peer Mentoring Circles: While the original purpose of PMCs was to support early career tenure-track STEM white women and women of color faculty, other tenure-track, non-tenure-track, and tenured faculty joined the PMC cohort. Some faculty have also enrolled in Year 2 of the PMCs.
- Bridge Program has a broad reach across campus: Implementation via a pilot study began in Spring 2020 in the Department of Sociology and Criminology. Between Spring and Fall 2020, four other units in the College of Arts and Science joined the formal Bridge Program pilot: Department of Communication, Department of Music, the School of Social Work, and the School of Art. In Fall 2020, three units in other colleges, the Department of Food Sciences (College of Agriculture) and the Department of Health, Human Performance, & Recreation (College of Education and Health Professions) and the Department of Geosciences (College of Arts and Sciences) began implementing the Program and its different components. Other departments currently enrolled: Communications; Health, Human Performance and Recreation; Library; Music; Rehabilitation, Human Resources and Communication Disorders; Social work; School of Arts; Animal Sciences; Chemistry & Biochemistry; Chemical Engineering; Crop, Soil and

Environmental Sciences; Entomology and plant pathology; Food Science; Geosciences; Industrial Engineering; Math Sciences; and Sociology. As of December 2021, eleven STEM departments enrolled in the Program; among the 48 mentees included in the Program, 30 mentees are TT Assistant Professors representing both STEM (11) and non-STEM departments. We connected with the 13 stem departments that were not yet enrolled, but that have been approved to hire for next year.

- Leadership: PI Shauna Morimoto has been selected as a member of the 2021-2022 UARK Leaders cohort. This program is designed to “support the growth of influential and up-and-coming university leaders while enhancing collaboration and innovation on campus.”
- Institutionalization Commitment: We have office space in the Administration building, and as of January 1, 2022, we will have an additional dedicated location which includes two gathering spaces and a meeting space. This new space will be a key component in institutionalization and building our ADVANCE community and presence on campus. We will host workshops, gatherings with specific themes, and create a space for faculty to engage in writing workshops. As there is no dedicated space for faculty or a faculty lounge on campus, this space will be key to networking and integrating faculty, especially those who are isolated in their home department.

III. WHAT OPPORTUNITIES FOR TRAINING AND PROFESSIONAL DEVELOPMENT HAS THE PROJECT PROVIDED?

- In fall 2021, the Office of Faculty Affairs initiated a six-part workshop series “Mentoring Graduate Students and Postdocs.” The last session occurred on November 17, 2021, and the assessment survey has been sent to all participants. Please see the training details in **Accomplishments II Sections A -D** under Goal 2 (page 5).
- Peer Circles facilitators attend an hour-long orientation that discusses the role of the facilitator and the expectations for the program. They are also introduced to the tools and resources available via our membership in the National Center for Faculty Development and Diversity (NCFDD), including the mentoring maps. All faculty are eligible to participate regardless of rank, status, or full or part time status. Please see the training details in **Accomplishments II Sections A - D** under Goal 2 (page 5).
- The Bridge Program led a five workshop series for Bridge Program mentees (13 total, 8 STEM, 9 women participants; 11 in person, 2 virtual). The following topics were discussed: The bridge program, success plan writing & the mentor map; Grant writing and publishing; 3rd year review, Tenure & promotion; Mentoring undergraduate and graduate students; and Your impact on DEI at UA. The team also conducted one virtual workshop for Bridge mentors (32 attended, recording provided to those not able to attend – 8 views) For more details, see **Accomplishments II Sections A – D**, Goal 3 (page 5).
- Co-PI Needy has conducted various presentations related to work life balance, leadership, setting priorities, and career advice. The details of these presentations can be found in the PRODUCTS section.

IV. HOW HAVE THE RESULTS BEEN DISSEMINATED TO COMMUNITIES OF INTEREST?

The Communications team held a workshop for the grant members to discuss our audiences and messaging. Audiences include department chairs, women faculty in STEM, deans and associate deans,

the faculty senate executive committee, and various women's advocacy groups on campus. Once audiences were identified the team used the following avenues to disseminate our results and to communicate our activities and opportunities.

- UA ENGAGE Website: Core elements of the website include: 1) the project goals as well as video, people & event highlights, 2) initiatives with explanations and resources, 3) links of on campus resources, local resources, other advance institutions/resources, other related organizations (ASPIRE, AWIS, NCFDD, WEPAN etc.), 4) who are we 5) how to contact us. To be added when available: reports, summaries, videos. To expand our website's reach as well as the reach of our other information sharing efforts regarding our work, we are working with UAs Director of Strategic Communications in the Provost's Office to leverage social media outlets and platforms to reach the diverse constituencies. To ensure the information is available to all, accessibility of all components of the website has been an area of focus. Details on our website analytics can be found in **Appendix J: Website Analytics**.
- UA ENGAGE Social Media: Our social media strategy is informed by the communication program at ADVANCE at UNM, then scaled to our purposes. While our students are not interns, they will gain valuable, transferrable communication skills. The students are co-creating a social media manual with the project management and communications teams. Under the guidance and supervision of the teams, students are empowered to take an iterative approach to understanding what platforms and messaging, marketing, networking, and listening strategies work best for our project. This includes researching what platforms our target audiences use, how they use them, and how we can leverage them to meet our social media and grant goals. Social media is also an excellent way to reach faculty who do not have community on campus, or their community has been disrupted by covid. For example, when lockdowns interfere with time in the lab, or when there are no affinity groups on campus, faculty can turn to social media for community. Students will use social media to locate and listen to intersectional communities to discover new communication and service avenues. Carefully curating audiences and contact lists will ensure that when we highlight our work, or the work of women in stem, that the content will be presented to influential people in academia and industry, as well as peers and students. This will also increase opportunities for connecting faculty to professional development or other career opportunities and resources.
- UA ENGAGE Virtual Launch: A virtual launch was held on October 13, 2021, with keynote speaker UAMS alum and professor emeritus, Dr. Jocelyn Elders. Dr. Elders served as the US surgeon general from 1993-4, as the first African American and second woman to hold this position. To open the event, the Chancellor spoke in support of the grant and PI Morimoto provided an overview of UA ENGAGE. To close the session the grant PIs participated in a Q&A with participants. The event was advertised in the campus news, our website, Instagram, and handouts were mailed to stem faculty on campus. 95 people attended the event, and a list of participants and a copy of the invitation can be found in **Appendix K: ENGAGE Launch Attendance and invitation**. This event also fulfilled the goal of an annual event hosted by the IDEALS institute that focuses on the intersection of gender/race equity and features a notable and motivating keynote speaker; Co-PIs Murphy-Erby and Shobe are founding members of the IDEALS institute. The recording of Dr. Elder's talk is present on the website and used as a teaching tool by Co-PI Needy in leadership courses.
- Informational and Influential Talks and Meetings:

- The Bridge team held 39 informational meetings and discussions in September – December 2021. A detailed list of meetings related to the Bridge Program can be found in **Appendix L: Meetings related to the Bridge Program**. In addition, to the meeting summarized above, the VP for Faculty Development hosted two Bridge Program discussions/presentations during spring 2021 meetings of the Council of Chairs. These presentations/discussions included comments from departmental leaders, program mentees, and program mentors. The team gave two presentations of the Bridge Program to external audiences, including a presentation to the SEC DEI associate deans/leaders in the Colleges of ARSC and a presentation at the Equity and Inclusion Summit organized by the University of South Carolina. The Bridge Team also conducted five meetings with the leadership of the pilot units in the College of Arts and Sciences and hosted a larger meeting in April 2021 that was attended by the leadership of the ARSC pilot departments as well as Department Heads from other campus units: HHR, GEOS, and Food Science. The goal of this meeting was to share common challenges and strategies for Program improvement. Additional Bridge Program communication information can be found in **Accomplishments II Sections A – D, Goal 3** (page 5).
 - Short Talks from the Hill Podcast Interview: This is a research podcast at UA where PI Morimoto and Co-PI O’Leary-Kelly promoted and educated the campus on UA ENGAGE and NSF ADVANCE. There have been 102 online views/ listens of this episode. A transcript of the podcast can be found in **Appendix M: Podcast Transcript**.
 - Promotional Videos with Women Faculty: Six faculty participated in promotional videos describing what they believe the grant can do for them, and how it is value-added to the university. Videos are designed to be posted on the website and social media to promote events and activities, and the goals of the grant. The videos are being filmed and directed by graduate student Paulina Sobczak. The following professors are currently participating in these videos:
 - Dr. Di Fang, Assistant Professor, Department of Agricultural Economics and Agribusiness
 - Dr. Christa Hestekin, Associate Professor, Department of Chemical Engineering
 - Dr. Tulin Kaman, Assistant Professor, Department of Mathematical Sciences
 - Dr. Janine A. Parry, Professor, Department of Political Science
 - Dr. Audie Key Thompson, Assistant Professor, Department of Chemical Engineering
 - Dr. Amelia Villasenor, Assistant Professor, Department of Anthropology
 - UA ENGAGE has a dedicated spot in the monthly Faculty Affairs Newsletter to disseminate all grant related information.
 - Communication Plans for Year 2: We will disseminate the work of UA ENGAGE through presentations at regional/national STEM conferences (e.g., ARC, NCORE, AAUP, NSF, SWS), speaking opportunities, journal publications (e.g., JWM, PLOS One). We will target outlets that are widely read across higher education such as the Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Ed. Working with Global Campus, we will offer webinars to share our key transformational strategies, barriers, and successes. Working with the University Office of Strategic Communication and the School of Journalism and Strategic Media we will develop articles for state and regional news outlets, and regional popular magazines. Through these efforts we seek to increase public awareness, including state and regional policy makers, about the benefits of diversity and inclusivity in STEM academic settings, and the importance of addressing current institutional barriers, and effective strategies for diversifying STEM faculty.

UA Engage will host an annual convening focused on the intersection of gender/race equity. The convening will involve a diverse cross section of faculty and leaders. As with our program launch, it will provide information and facilitate discussions of gender/race equity at the UA; be a forum to share successes (organizational, personal) and challenges; and generate a common goal/call to action to remain energized to move forward. Toward this goal, the convening will feature a notable and motivating keynote speaker. The social media manual will be completed and implemented.

V. WHAT DO YOU PLAN TO DO DURING THE NEXT REPORTING PERIOD TO ACCOMPLISH THE GOALS?

- Goal 1 Plans for Year 2:
 - Phase II for the policy audit focuses on implementing a SMART action plan and strategy to gain buy in and support, most likely in the form of stakeholder forums focused on our proposed recommendations. Stakeholders include faculty senate, department chairs, and deans that must ultimately support and approve the suggested actions.
 - The next steps for the Service / Workload Dashboards are to plot data on workload in the College of Engineering and Fulbright College of Arts and Sciences, and to work with STEM departments to pilot the dashboard and establish a workload distribution system.
 - Our campus will be participating in the COACHE survey this year, which we will analyzed in conjunction with our workload changes and service dashboards.
- Goal 2 Plans for Year 2:
 - The 2021-22 Peer Circle program will undergo a midpoint assessment in early January and a full assessment in May 2022. After the midpoint assessment, the vice provost will meet with faculty facilitators to talk about the results and learn how they think the program is going. This meeting will occur at the end of January 2022.
 - Based on Maryland's ADVANCE program, all new women STEM faculty as well as those women faculty that we identified as isolated will participate in a three-person research mentoring cluster of senior faculty related to their research areas. Women faculty will also develop an academic development plan with their mentors, who will complete mentoring training discussed above and schedule regular research meetings/topics of discussion. Mentors will be chosen for their ability to facilitate mentee's research and build networks within the university and beyond. Co-PI Sloan will meet with new STEM faculty in fall 2022 to discuss research interests, gaps, and needs, and will work with STEM faculty to use the mentoring map to find external mentors for faculty. The Mentoring Plan (that also uses the National Consortium for Faculty Diversity Development (NCFDD) Mentoring Map) that is part of the Bridge Program will also be helpful to the Research Cluster participants.
- Goal 3 Plans for Year2:
 - Implement a strategy and process to encourage campus wide use of the Hiring Best Practices guide, devise a strategy to measure the effectiveness of the guide, devise a communication strategy to promote the guide, and use the guide to conduct a professional development and strategy session during one of the college level assistant deans of DEI meetings.

- Implement the UA ENGAGE leadership development program for women on the faculty who are interested in exploring and pursuing academic leadership positions on campus.
- Work with Fulbright Arts and College's Diversity Equity and Inclusion (DEI) program to assess the practice and value of requesting candidate DEI statements.
- Bridge Program:
 - Improvement: We will conduct two types of Bridge Program evaluations: (1) a comprehensive evaluation of the entire Program will be conducted in Spring 2022; (2) an evaluation of the Bridge Mentee Workshop Series will be conducted in December 2021/January 2022. The comprehensive evaluation will include data collection from Program mentees, mentors, and department chairs/heads. The goal will be to improve the implementation of the Bridge Program, including workshop content, program resources, communication strategies, and other aspects of the Program based on feedback from program participants.
 - Expansion: We will expand the Program to additional STEM departments on the list of departments scheduled to conduct and finalize their faculty hires during the 2021/2022 hiring cycle. Our list includes 12 STEM departments.
 - Recurrence: The UA ENGAGE Bridge Team and our collaborators (e.g., Director of the Office of Diversity Equity and Inclusion in the College of Arts and Sciences) will continue to disseminate information about the Program, provide advice, assistance, and resources to all STEM units as well as the non-STEM units willing to implement it (with the goal to eventually implement the program institution-wide). In Spring 2022, we will offer two workshops to Bridge Mentors and two workshops to Bridge Mentees. In Fall 2022, we will again offer the Bridge Mentee Workshop series; and we will continue to provide workshops to Bridge Mentors. The recurrence of the Fall/Spring workshop cycle will be supported by the ENGAGE Team.
 - Synergy: since the overarching goals of the PMC and the Bridge Program are similar in nature, another goal for the second year is to create synergy between the Bridge Program and the Peer Mentoring Circles Program
 - Embeddedness: To institutionalize this program we will embed the Program in recurring activities, such as new faculty orientations, new chair/head workshops, and Department Chair Council, undertaken by the key university and college level actors (e.g., Office of Faculty Affairs and its college-level liaisons, Teaching and Faculty Support Center, Division of Diversity Equity and Inclusion and its college counterparts). Additionally, information about the Program will be embedded on college websites and across all key university websites that are visited by faculty applying to the UA as well as the faculty who have been hired.

PRODUCTS

- **Other Conference Presentations / Papers:**
 - Co-PI Needy has conducted several talks:

- “Setting the Priorities and Finding the Right Balance” at Missouri Science & Technology, February 8, 2021.
 - “Being First, but Not Last” at the University of Arkansas weekly DEI hour, March 4, 2021.
 - “Navigating Life as a Female Graduate Student: Advice to Women for a Successful Career” at the Institute of Industrial and Systems Engineers, March 9, and October 22, 2021.
 - IISE New Faculty Colloquium: “Work-Life Balance”, at the IISE virtual Annual Conference and Expo, May 23, 2021.
 - “Colloquium on Research and Scholarship Work / Life Integration”, University of Arkansas, October 26, 2021.
- **Websites:** The UA ENGAGE grant Website [UAENGAGE.uark.edu](https://uaengage.uark.edu)
 - **Other Products:**
 - Promotional Videos (See **Section IV. Dissemination** for details)
 - Small Talks on the Hill Podcast Episode (See **Section IV. Dissemination**, page 11, for details)
 - PI Morimoto participated in DEI Happy Hour to discuss ADVANCE and UA ENGAGE, September 8, 2021
 - PI Morimoto was interviewed for an article in the Arkansas Demographic Gazette
 - PI Morimoto was interviewed for PBS To the Contrary, April 1, 2021
 - Policy Equity Audit completed by Kerry Ann O’Meara and Lindsey Templeton, January 25, 2021
 - Survey to Assess Impact of Pandemic and Social/Racial Disruption (Stress Survey from Peer Circles)
 - Annual Faculty Evaluation COVID-19 Impact Statement (See **Appendix N: COVID Impact Statement**)
 - University of Arkansas Best Practices for Inclusive Faculty Searches and Faculty Retention Manual (See **Appendix C: Hiring Best Practices Checklist** and attached document)

PARTICIPANTS

- **What individuals have participated in the project?**
 - Please see the following Appendices and Section for lists of participants:
 - **Appendix A: Personnel**
 - **Appendix B: Peer Circle Participants**
 - **Appendix F: Bridge Program Participants**
 - **Appendix K: Launch Attendees**
 - **Appendix L: Bridge Meetings and Participants**
 - **Accomplishments IV Dissemination** (page 11): Promotional Video Participants
- Below is a summary of the Bridge Program Participants, the Peer Circle Participants, the mentoring graduate student workshop series and the UA ENGAGE launch attendees.

SUMMARY TABLES

Bridge Program

2021-2022	UNIVERSITY WIDE	STEM	WOMEN
Departments Enrolled	17	10	
Mentors	60	20	
Mentees	48	11	
- New Faculty	21	2	
- Junior Faculty	26	9	
In workshop series	13	8	9
Additional departments targeted for 2022	12	12	

PILOT (2020-2021)	UNIVERSITY WIDE	STEM
Departments Enrolled	6	1
Mentors	38	5
Mentees	15	3

Peer Circles

2021-2022	UNIVERSITY WIDE	STEM
Facilitators	45	18
Participants	152	52

Mentoring Graduate Students Workshop Series

FALL 2021	UNIVERSITY WIDE	STEM
Female	13	8
Male	11	8
Total	24	16

Launch

OCT 21	UNIVERSITY WIDE	STEM
Live attendants	90	23
Recording views	33	N/A

➤ **What individuals have worked on the project or been involved as partners / collaborators?**

NAME	MOST SENIOR PROJECT ROLE	NEAREST PERSON MONTH WORKED
Shauna Morimoto	Principal Investigator	2
Yvette Murphy-Erby	Co-PI	*
Kim LaScola Needy	Co-PI	*
Charles Robinson	Co-PI	0
Kathryn Sloan	Co-PI	*
Stephanie Adams	Key Personnel	*
Anne O’Leary-Kelly	Key Personnel	*
Todd Shields	Key Personnel	0
Marcia Shobe	Key Personnel	1
Anna Zajicek	Key Personnel	*
Janette Byrd	Project Director	7.5**
Lenny Ramsey	Project Manager	7.5**
Diana Cascante Vallejo	Graduate Assistant	8**

*Chancellor Charles Robinson (Co-PI), Vice Chancellor Yvette Murphy-Erby (Co-PI), Vice Provost Kathy Sloan (Co-PI), Deans Kim Needy (Co-PI) and Todd Shields (KP), and Associate Deans Anne O’Leary-Kelly (KP) Anna Zajicek (KP) are executive administrators. Per the NSF ADVANCE guidelines, they are not eligible to receive salary and are thus not reported here in terms of person months since their responsibilities across our campus community includes implementation of these types of transformative initiatives. They have all, however, contributed significantly to this important project. In particular, as part of the core project team, Co-PI Murphy-Erby, Co-PI Kathy Sloan, Co-Pi Kim Needy, KP Anne O’Leary-Kelly and KP Anna Zajicek have spent a considerable amount of time and resources strategizing about the project, implementing grant activities and contributing to the success of the ADVANCE project on campus.

**Grant personnel and graduate students are on 12 month contract under the project, but there hours are prorated here based on their employment and onboarding. Due to the implementation of Workday and COVID hiring freezes at the university, onboarding of grant personnel was significantly delayed.

The following personnel have also worked in conjunction with the project in various capacities:

NAME	MOST SENIOR PROJECT ROLE
Andy Albertson	Communication Team Member
Kerry Ann O’Meara	Policy Audit Contractor
Lindsey Templeton	Policy Audit Contractor
Romona West	Best Hiring Practice Document Collaborator
Bryan Hill	Best Hiring Practice Document Collaborator
Paulina Sobczak	Graduate Student Documentarian
Melody Herr	Office of Scholarly Communications Collaborator
Laura Jacobs	UA ENGAGE Team Communication Workshop Facilitator
Robert Pilgrim	Institutional documentarian, oversees COACHE data and institutional network analysis
Laura Fickett	Webmaster, developed website and accessibility

➤ **What organizations have been involved as partners?**

TYPE OF PARTNER ORGANIZATION	ORGANIZATION NAME	LOCATION	CONTRIBUTION TO PROJECT
UA DEI Organization	IDEALS	UA Campus	Co-PIs Shobe and Murphy-Erby are co-founders of IDEALS and because our goals are aligned, we can co-sponsor events such as the launch and other talks and professional development
UA Entrepreneur Facility	Brewer Entrepreneur Hub	Fayetteville, AR off Campus Facility	We are connected to the HUB through Co-PI O’Leary-Kelly, and The UA ENGAGE Team utilizes the HUB space for workshops and retreats.
UA Compliance Office	Office of Equal Opportunity and Compliance	UA Campus	We have worked with OEOC on the hiring best practices guide to ensure complementary material and distribution alongside mandatory compliance training.
UA Department	Faculty Affairs	UA Campus	Co-Pi Sloan and S Adams, who run faculty affairs coordinate the peer mentoring circles, the graduate student mentoring workshops, and are a core part of the Bridge Program. Our events are highlighted through the Faculty Affairs newsletter.
UA Department	Division of Diversity, Equity, and Inclusion	UA Campus	Collaborator in generating best practices guide and championing proposals and recommendations for practice and policy changes

Have other collaborators or contacts been involved? Yes No

IMPACTS

Summary statement: In Year One, the UA ENGAGE Team has engaged in the development, implementation, and evaluation of its projects. As part of an ongoing process, the team has also engaged in multiple, structured discussions with STEM departments and colleges across campus to market UA ENGAGE initiatives, recruit STEM faculty participants, and solicit feedback regarding initiative feasibility, projected outcomes, and additional faculty needs. At the same time, the UA ENGAGE project has engaged in multiple outreach and engagement activities with white women and women of color STEM faculty designed to educate them about the UA ENGAGE initiatives that are designed to support their research and scholarship and recruit them for our programs. The UA Engage Team has developed and implemented several key initiatives, which are summarized in the next sections. In terms of Year 2 plans, we will have gathered Year 1 data for several of these initiatives and will have a more comprehensive report on project outcomes. We also plan to launch additional initiatives and to re-implement those initiatives we offered in Year 1 for new STEM faculty as well as Year 1 participants if they are so inclined to participate.

I. WHAT IS THE IMPACT ON THE DEVELOPMENT OF THE PRINCIPAL DISCIPLINE(S) OF THE PROJECT?

It is too soon to have a clear picture of the impact of Year 1's initiatives for the UA STEM faculty, departments, and colleges – this is because we are still in the process of collecting data and engaging in data entry in preparation for data analyses. Anecdotally, we can say that we have reached out to STEM white women and women of color faculty to share information about and invite faculty to participate in our many initiatives designed to support their research and scholarship development. We have had success in recruiting white women and women of color STEM faculty for these initiatives and are in the process of collecting project data – we will have a better understanding of the impact of our programs on STEM faculty mentorship and professional development.

II. WHAT IS THE IMPACT ON OTHER DISCIPLINES?

- A. Faculty Mentor Training** Current faculty mentor training is part of the graduate student and post doc mentoring series. Participants in this workshop receive a certificate of completion from the provost.
- **Impact:** This project will ensure that STEM faculty mentors have the necessary information, resources, and skills to engage in successful mentorship of STEM future faculty, and facilitates the cycle of mentorship, wherein faculty learn to mutually benefit from their roles as both mentors and mentees.
- B. Peer Mentoring Circles:** While the original purpose of PMCs was to support early career tenure-track white women and women of color faculty, other tenure-track, non-tenure-track, and tenured faculty joined the PMC cohort. Some faculty have also enrolled in Year 2 of the project.
- **Impact:** Participation in the Peer Mentoring Circles will impact the campus community and beyond as STEM women faculty and faculty of color will have (a) made new networking connections, (b) received support and recommendations for their research and scholarship initiatives, and (c) learned mentorship skill sets from their peers. Participation is designed to positively impact faculty research and scholarship productivity and rigor; it is also designed

to have a positive impact on students of the peer mentoring circle faculty, be it in their classes or their research labs. In time, it is expected that the UA is better equipped to recruit white women and women of color students to the STEM fields because it is evident (by research and scholarship productivity and faculty success) that the UA is invested in its white women faculty and women of color faculty and students will have opportunities to learn from diverse faculty.

III. WHAT IS THE IMPACT ON THE DEVELOPMENT OF HUMAN RESOURCES?

A. Flexible Work/Remote Work Policy

1. ENGAGE team members worked closely with the UA administration to support flexible remote work arrangements in certain circumstances, including but not limited to employee health conditions making it difficult or dangerous to work on campus; child or elder care responsibilities; etc.
2. This policy directly impacts STEM white women and women of color who have multiple responsibilities in the home that have an impact on their ability to work on campus.

B. Best Practices for Inclusive Faculty Searches and Faculty Retention

1. The UA ENGAGE team collaborated with Diversity, Equity, and Inclusion directors from the College of Engineering and Fulbright College of Arts & Sciences to develop a Handbook designed to serve as a best practice guide for recruiting and retaining candidates from historically underrepresented groups to ensure a more diverse UA community.
2. The UA ENGAGE team and DEI directors are currently collaborating with the Office of Equal opportunity and Compliance (OEOC) to ensure that the Handbook maintains compliance policies and serves as a complement to resources already provided by the Human Resources and OEOC offices.
3. The impact of the handbook on Faculty Search processes can have an important impact on the ways in which STEM departments engage in outreach, recruitment, hire, transition, and retention strategies as it relates to attracting and supporting the success of diverse faculty.

IV. WHAT IS THE IMPACT ON INSTITUTIONAL RESOURCES THAT FORM INFRASTRUCTURE (PERSONNEL, BUILDINGS, OR EQUIPMENT)?

Below are several examples of the ways in which the UA infrastructure has been impacted by the ENGAGE project.

A. Cultural Identity Centers (CICs)

- In late 2020, early 2021, the Division of Diversity, Equity, and Inclusion team, which includes two ADVANCE team members, hosted multiple focus groups with undergraduate and graduate students to discuss their interest in and suggestions for implementing dedicated Cultural Identity Center (CIC) spaces on campus.

B. Teaching Faculty Support Center

- The TFSC is moving to the Student Success Center building and the university has provided Faculty Affairs their former space, which includes two seminar rooms with technology, a kitchen area, and two individual offices. UA ENGAGE will occupy the space. The space will

be repurposed to host UA ENGAGE workshops, including writing circles, professional development webinars, mentoring circles, etc.

C. **Aspire/ICChange Project – STEM Faculty/Personnel Policies and Practices**

- The UA was invited to join the Aspire/ICChange Task Force to engage in a comprehensive, systemic approach to transform our University whereby traditionally white women and women of color STEM faculty are recruited, hired, and retained and where diversity, equity, and inclusion are integral components to the culture of the STEM programs as it relates to teaching, research and scholarship, mentorship, and service. The UA Provost developed an Aspire Task Force – on which the majority of the ADVANCE team are members - to engage in an institutional faculty STEM Diversity, Equity, and Inclusion evaluation to determine the strengths and weaknesses at the University. The Task Force identified the following goals:
 1. Deepen the preparation of all faculty, particularly STEM faculty to be inclusive and effective in their teaching, research, and advising.
 2. Diversify STEM faculty through effective recruitment, hiring, retention via institutional transformation in practices, policies, and resources.
 3. Foster institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.

Based on a comprehensive self-assessment, the Task Force developed an action plan for initial change and will submit specific recommendations to the Provost in early spring 2022. Below are several of the recommendations the Task Force plans to submit:

Personnel/Infrastructure Strategies for STEM Faculty Recruitment, Hire, and Retention

Recruitment Goal: To develop a targeted universalism strategy and fund to incentivize and promote innovative recruitment, attraction, and engagement of white women and women of color faculty in STEM.

A. **STEM Faculty Cluster Hires**

1. Establish a Cluster Hire support pool that is governed by an appointed oversight committee.
2. STEM academic units initially serve as the primary benefactor, then scale up to other targeted areas of need.
3. One hard funded line (including fringe) at the average salary for a UA faculty line would be deposited into the fund each year.
4. Once every 3 years the committee would select **one** proposal to fund. Funding will include up to three hard funded salary lines, start up support from VCRD, and 15K from the Provost Office to enhance outreach, engagement and marketing efforts related to the cluster hire search.
5. It is possible that one of the three hires could be a non-TT faculty or even a staff hire.
6. The committee would announce the areas 18 months in advance so that the relevant unit(s) can begin to employ their proposed targeted strategies.
7. The committee will receive and review cluster hire proposals from units. Proposals will include:
 - Documentation of the identified targeted area of need and how meeting the need will address a key priority within the unit(s) and campus in general.

- The unit’s plan for publicizing the search, collaborative strategies to leverage networks, and innovative strategies to engage potential candidates.
 - Overview of proposed interview process, recruitment and retention strategy, plan for connecting selected candidates with the campus community, research community and their identified community connection needs. **STEM Faculty Partner Hires**
8. Connect with peer or aspirant networks that have a partner hire effort to gauge best practices
 9. Conduct focus groups with deans, department chairs, faculty, OEOC, and HR to vet potential concerns or pushback
 10. Dedicate Diversity Hire funds each year to allow for 2-3 “partner diversity STEM hires” to ensure we do not lose qualified prospective hires or their partners
 11. Ensure that STEM department faculty and staff engage in (a) Diversity & Inclusion Training (IDEALS Institute), (b) OEOC Search Committee Training, and (c) Privilege Training to be eligible for the funds
 12. Make sure campus visits and interactions align with efficacy, complimentary to both candidates

B. STEM Immediate Hire Program

1. Dedicate Diversity Hire funds each year to allow for 2-3 “immediate diversity STEM hires” to ensure we do not lose qualified prospective hires
2. Ensure that STEM department faculty and staff engage in (a) Diversity & Inclusion Training (IDEALS Institute), (b) OEOC Search Committee Training, and (c) Privilege Training to be eligible for the funds.
3. Make sure campus visits and interactions align with efficacy, complimentary to the candidate

C. STEM Hire Transition Program (includes outcome measures to evaluate success)

Transition Goal: To create consistent and comprehensive transition experiences across the UA.

1. Assistance with Transition to NWA
 - Percentage of new hires receiving HR assistance with transition to NWA
 - Percentage of faculty hires receiving relocation support
 - Percentage of faculty hires receiving assistance from business services
2. Awareness of UA Priorities
 - Number of clicks on the UA Guiding Priorities Website
 - Number of university communications (e.g., emails) informing about UA Priorities
 - Percentage of university communications informing about UA Priorities opened by new hires
3. Welcoming Teams
 - Percentage of new hires who have been assigned Welcoming Teams
4. Social Event Programming
 - Number of social events geared toward new hires
 - Percentage of new hires attending these events

D. STEM Retention Plans

1. Increase Satisfaction and Support for diverse STEM faculty
 - Training
 - Reporting
 - Support
2. Professional Development Trainings and Workshops on the following topics
 - Peer Mentoring Program
 - Grant Writing
 - Teaching and Mentoring
 - Leadership Development Training
3. Advancement
 - Tenure and Promotion Training on Implicit & Explicit Bias
 - Bootcamp for Preparing T&P Dossier
 - Continued DEI Training for all faculty and administrators

V. WHAT IS THE IMPACT ON INFORMATION RESOURCES THAT FORM INFRASTRUCTURE?

A. COVID-19 Pandemic

1. The University developed a COVID-19 webpage and dashboard designed to provide guidance to students, faculty, staff and community members about campus and procedures related to COVID as well as up-to-date information about COVID-19 vaccinations, mask policy, illness self-reporting, etc. Webpage link - health.uark.edu/coronavirus/
2. Several of our established UA ENGAGE team members have engaged in conversations with the Provost and Chancellor regarding the undue burden that COVID-19 has placed on white women and women of color in particular who must (a) home school their children and (b) take care of elders or other family members.
 - a. As a result of these conversations, the UA developed several new policies to accommodate tenure-track faculty during the COVID-19 pandemic – they are as follows:
 - Tenure-track faculty have the option of moving their tenure and promotion application back 1-2 years due to interruptions in productivity due to COVID-19.
 - UA faculty may apply to work remotely due to health needs, caregiving duties, childcare.

B. ENGAGE website

1. The ENGAGE website was developed to provide current and potential STEM faculty with UA information and resources to support their transition to the University as well as their professional development and success as it relates to teaching, research and scholarship, mentorship, and service.
2. The ENGAGE website was designed to meet accessibility guidelines to ensure content is accessible to a wide range of people with disabilities, including accommodations for low

vision and blindness, hearing loss and deafness, speech disabilities, cognitive limitations, etc.

3. The ENGAGE team will be able to measure the impact of this information on current and potential faculty and administrators by tracking the number of visits and length of time individuals spend on the website.

C. Employee Impact Groups

- In 2021, the UA administration dedicated funds to Employee Impact Groups (EIGs) –EIGs impact the UA campus and community by providing information and resources related to cultural awareness events, mentoring opportunities for students, and partnering with the Northwest Arkansas Employee Resource Groups.

VI. WHAT IS THE IMPACT ON TECHNOLOGY TRANSFER?

N/A

VII. WHAT IS THE IMPACT ON SOCIETY BEYOND SCIENCE AND TECHNOLOGY?

Arkansas continues to grapple with our history of gender inequity and racial strife. Through our efforts on campus and communication within the community, we strive toward a significant cultural shift on campus that entails valuing the contributions of all faculty through recognition that social location and lived experience affects both research and service. These cultural changes impact all on campus and ripple out to the wider academic community through our stakeholders of community leaders and communication strategies. One early success in this regard was the inspirational lecture by Dr. Joycelyn Elders, who shared her story of STEM success in the context of her rural Arkansas background. In the coming year, we will continue with outreach to share our success with other campuses, particularly those in southern rural locations and those engaged with ASPIRE/IChange who have a similar context. Together with UA's IDEALS Institute for DE&I (IDEALS) UA ENGAGE's intersectional focus on campus, UA ENGAGE and IDEALS are working for change and serve as a resource for both the UA and wider academic and non-academic community.

CHANGES

I. CHANGES IN APPROACH AND REASON FOR CHANGE:

- Significant leadership change at the University, including the resignation of Chancellor Joseph Steinmetz.
 - Co-PI Robinson was the Provost when the proposal was written. He is now serving as the interim Chancellor. Due to his responsibilities as Chancellor, Co-PI Robinson has less availability for hands-on assistance with implementation of the grant.
 - Hiring of Stephanie Adams as Director of Faculty Development and addition of Dr. Adams to the UA Engage Team.
- Implementation of Workday Software Program has significantly slowed down the hiring process at all levels within the University system, including the hiring and onboarding of a personnel associated with the grant.
- With the implementation of Workday alongside campus moving to remote and then back to in person, we have had delays and organizational challenges associated with these changes. Because of this, we added personnel to our staff to include a program manager to oversee our program activities, and a program director to oversee the larger goals of the project, timeline and budget.
- Because of COVID and concerns about possible budget constraints and shortfall, the University implemented a hiring freeze for the 2020-2021 academic year. As a result of this hiring freeze, there were significantly fewer opportunities to implement some of the key components pertaining to search practices, onboarding and mentoring in year one.
- Co-PIs Sloan and Adams based the workshop mentoring curriculum on the Entering Mentoring program offered by CIMER based at the University of Wisconsin; Co-PI Sloan completed Entering Mentoring training in 2020. This inspired a shift from only training faculty to mentor other faculty, to including graduate student mentoring training.
- While researching and dialoguing around service dashboards and workload equity, PI Morimoto discovered that emphasizing workload equity over service equity provided more entry points and opportunities for department head / chair buy-in. This will be explored in Year 2.

II. CHANGES THAT HAVE A SIGNIFICANT IMPACT ON EXPENDITURES:

- Due to the implementation of Workday, grants and their implementation has been slowed significantly. This includes payment of expenses, as well as our ability to hire help on the grant, view the expenditures and costs associated with the grant, and provide compensation for those whose salaries are through the grant.
- Due to issues in other units, the University has changed its approach to issuing Purchasing cards. This has prevented UA ENGAGE from obtaining a purchasing card, causing us to be reliant on PIs' departments and schools to make purchases on our behalf. This is extra workload for their staff and slows the purchasing process for us. We will continue work with university administration to resolve this issue.
- With the departure of key personnel Jennifer Taylor, we have been able to use salary savings to create an additional staff position to include a program director.
- Hosting the grant launch virtually reduced expenditures. We did not purchase food, or rent a venue, and the technology costs were minimal.

III. ACTUAL OR ANTICIPATED PROBLEMS OR DELAYS AND ACTIONS OR PLANS TO RESOLVE THEM:

- Excerpt from Annual Faculty Evaluation COVID-19 Impact Statement:
 - The University of Arkansas acknowledges that the COVID-19 pandemic has had differential impacts on UA faculty productivity and well-being. Many have endured lab and library closures; restrictions of travel to research and data collection sites; cancelled conferences, performances, and exhibitions; as well as the lack of access to campus infrastructure. In addition, many faculty members have been overseeing the education of their children’s schooling at home, caregiving, and increased time meeting the needs of students.
- The grant team has been impacted in all the ways mentioned in the statement above. Below are some of the ways we have been adapting to the disruption caused by COVID.
 - Remote meetings and working: We hold most of our meeting remotely, and individuals have the option and resources to do most of their work from home.
 - Remote Launch: Hosting the grant launch virtually allowed us to comply with COVID safety guidelines, as well as provide an accommodation for our target audiences who have been impacted in the ways outlined in the statement above.
 - Social Media: Increasing our focus on social media is also a way to adapt to the challenges of COVID. We can use social media to keep faculty connected while working remotely, especially when access to labs and research communities become restricted. This is also useful for those with increased caregiving duties; they have more options for staying connected and creating communities remotely via different social media platforms that are convenient, familiar, and relevant to them.

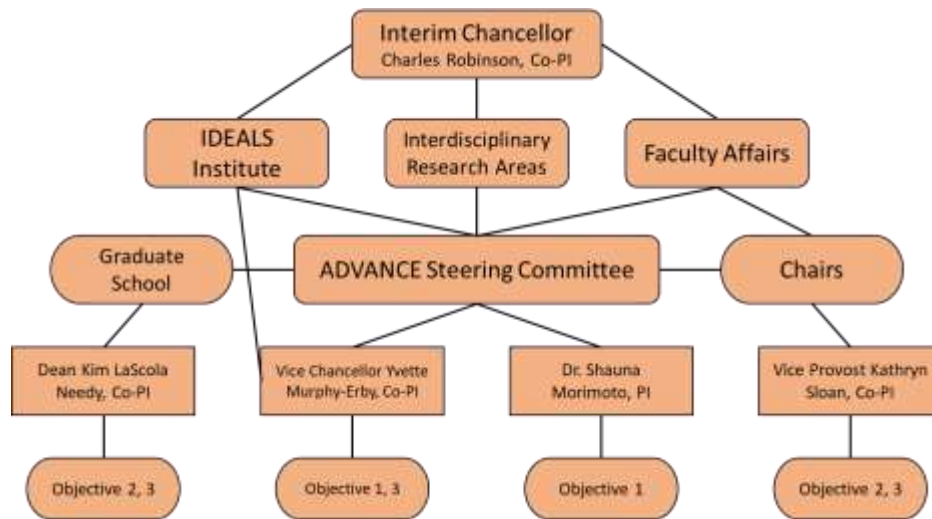
IV. SIGNIFICANT CHANGES IN USE OR CARE OF HUMAN SUBJECTS:

N/A

APPENDICES

APPENDIX A: PERSONNEL

- Principal Investigator: Shauna Morimoto, Department Chair and Associate Professor, Sociology
- Leadership Team:
 - o Stephanie G. Adams, Director of Faculty Development, Faculty Affairs
 - o Yvette Murphy-Erby, Vice Chancellor for Diversity and Inclusion
 - o Kim LaScola Needy, Dean, College of Engineering
 - o Anne O’Leary-Kelly, Associate Dean, Walton College of Business
 - o Charles Robinson, Interim Chancellor F
 - o Todd Shields, Dean, College of Arts and Sciences
 - o Marcia Shobe, Director of Research and Professor, PhD, LCSW, ACSW
 - o Kathryn Sloan, Vice Provost, Faculty Affairs
 - o Anna Zajicek, Associate Dean, College of Arts and Sciences
- Project Director: Janette Byrd
- Project Manager: Lenny Ramsey
- Graduate Assistant: Diana Cascante Vallejo



APPENDIX B: PEER CIRCLE PARTICIPANT LISTS

STEM FACILITATORS (NAME, TITLE, DEPARTMENT/PROGRAM AFFILIATION)

Alishia Ferguson, Director, School of Social Work, Social Work
Andrew Braham, Associate Professor, CVEG
Andrew Raich, Professor, MASC
Christa Hestekin, Associate Professor, Chemical Engineering
Dennis Brewer, Professor, Mathematical Sciences
Griffiths Atungulu, Associate Professor, FDSC
Ioannis Tzanetakis, Professor, ENPL
Jackie Mosley, Professor, School of Human Environmental Sciences
Janine Parry, Professor, PLSC
Jeff Lewis, Associate Professor, Biological Sciences
Jennifer Veilleux, Associate Professor, Psychological Science
Juan Bustamante, Associate Professor, Sociology/LALS
Karl Schubert, Professor of Practice, Data Science
Kelly Way, Associate Professor, HESC - HOSP
Phil Crandall, Professor Food Science, Food Science
Raja Kali, Professor and Dept Chair, Economics
Samantha Robinson, Clinical/Teaching Assistant Professor, Department of Mathematical Sciences
Shannon Dingman, Professor, MASC

NON-STEM FACILITATORS (NAME, TITLE, DEPARTMENT/PROGRAM AFFILIATION)

Anne O'Leary-Kelly, Professor, Senior Assoc Dean, Management, Walton
Arthur T. Matthews J.D, Lecturer, WCOB
Dave Bostwick, Teaching Assistant Prof for Online Journalism, School of Journalism and Strategic Media
Deborah Korth, Clinical Professor, ARSC
Er-Gene Kahng, Professor, Music
Feng Wang, Professor, CHBC
Jason Endacott, Associate Professor, CIED
John Pijanowski, Professor, CIED, Educational Leadership
Kelly Hammond, Assistant Professor, History
Kevin Brady, Professor, Curriculum and Instruction
Lia Uribe, Dr., Music/associate chair
Lindsey Aloia, Associate Professor, Dir of Center for Communication Research, Dep of Communication
Lisa Hinrichsen, Associate Professor, English
Lorraine Brewer, Instructor, CHBC
Lynda Coon, Dean, Honors College
Lynn Koch, Professor, RHRC
Matthew Ganio, Dept Head and Professor, Health, Human Performance and Recr.
Michael Riha, Chair & Professor, Theatre
Michelle Gray, Associate Professor - Exercise Science, HHPR
Peggy Catron-ping, Instructor, Communication
Rachel Glade, Clinical Assistant Professor, RHRC/Communication Sciences and Dis.
Ronda Mains, Chair/Professor, Music
Steve Dittmore, Assistant Dean, COEHP
Suresh K. Thallapuram, Professor, CHBC

Tiffany Murphy, Associate Dean for Academic Affairs and Professor of Law, Law
Vicki Collet, Associate Professor, CIED/CHED
Yoko Hori, Instructor of Japanese, WLLC

STEM PARTICIPANTS (NAME, TITLE, DEPARTMENT/PROGRAM AFFILIATION)

Alejandro Rojas, Assistant Professor, ENPL
Ali, Ubeyitogullari, Assistant Professor, Food Science
Amanda Williams, Assistant Professor, Human Environmental Sciences
Ananda Rosa, Field Education Director, Social Work
Anastasia Makhanova, Assistant Professor, Psychological Science
Anna, prof, SOCI
Brittini Littlejohn, Assistant Professor, ANSC
Carole Shook, Teaching Assistant Professor, ISYS/WCOB
Celina Suarez, Associate Professor, Geosciences
Christa, Hestekin, Associate Professor, Chemical Engineering
Darya Zabelina, Assistant Professor, Psychological Science
Di, Fang, Associate Professor, AEAB
Elizabeth Keiffer, Teaching Assistant Prof, Information Systems
Emily McDermott, Assistant Professor, ENPL
Ioannis Tzanetakis, Professor, ENPL
Ivan Vargas, Assistant Professor, PSYC
Jennifer Acuff, Assistant Professor, Food Science
Jill Marshall, assistant professor, GEOS
John Shaw, Associate Professor, Geosciences
John Tipton, Assistant Professor, Mathematical Sciences
Josiah Leong, Assistant Professor, Psychological Science
Karen Sebold, Assistant Professor, Political Science
Kartik Balachandran, Associate Professor, BMEG
Kelly Vierck, Assistant Professor, Animal Science
Kelly Webber, Associate Professor of Practice, Human Environmental Sciences
Kevin Fitzpatrick, University Professor, Sociology and Criminology
Kevin, Befus, Assistant Professor, GEOS
Kim Needy, Dean, Graduate School and International Education, Industrial Engineering
LaShawnda Fields, Assistant Professor, Social Work
Lauren Quetsch, Assistant Professor, Psychological Science
Leigh Southward, Associate Professor, HESC
Lora, Shadwick, Instructor, BISC
Matt Gerner, Instructor, Chemistry & Biochemistry
Melinda (Mindy) Stallings, Lecturer, HESC
Michael, Niño, Assistant Professor, Sociology/LALS
Mindy Bradley, Professor, SOCI
Mortensen, Jennifer, Teaching Assistant Professor, BISC
Nancy Buckley, Instructor, HESC/Human Nutrition and Hospitality Management
Puja Bhattacharya, Assistant Professor, Economics
Rachael Moyer, Visiting Assistant Professor, Political Science/ MPA
Rocio Paez, Teaching Assistant Professor, Sociology and Criminology
Rodica Lisnic, Lecturer, Sociology and Criminology

Samantha, Robinson, Teaching Assistant Professor, MASC
Shannon Servoss, Associate Professor, Chemical
Shauna Morimoto, Associate Professor, Sociology and Criminology
Susanne Striegler, Professor, Chemistry and Biochemistry
Tacy Joffe-Minor, Teaching Assistant Professor, Physics
Tori Ryburn, Instructor, Mathematics
Ukash, Nakarmi, Assistant Professor, Computer Science and Computer Engineering
Wenchao, Zhou, Associate Professor, MEEG
Young Hye, Song, Assistant Professor, Biomedical Engineering

NON-STEM PARTICIPANTS (NAME, TITLE, DEPARTMENT/PROGRAM AFFILIATION)

Ali Place, Assistant Professor of Graphic Design, School of Art
Alishia Ferguson, Clinical Associate Professor, School of Social Work
Alissa Blair, Assistant Professor, CIED/TESOL
Amanda Troillett, Assistant Professor, Occupational therapy
Andrew Lynch, Assistant Professor, Finance
Anna Harris, Clinical Assistant Professor, Occupational Therapy
Annie Doucet, Assistant Professor, World Languages
Anthony Sargenti, Instructor and PhD Candidate, WLLC:Italian and CLCS
Aynur Charkasova, Teaching Assistant Professor, RHRC
Bethany Henry Rosenbaum, Lecturer, History
Brian Holland, Assistant Professor, Architecture
Carl Smith, Professor, Landscape Architecture
Carly Franklin, Clinical Assistant Professor, School of Social Work
Casey Kayser, Assistant Professor, English
Charles Sharpless, Assistant Professor, Interior Design
Christy Smith, Assistant Professor of Practice, CIED/EDLE
Cinder Zhang, Visiting Assistant Professor, Finance
Clio Rom, Instructor, Art History
Colleen Thurston, Assistant Professor, Journalism and Strategic Media
Constance Bailey, Assistant Professor, English/African & African American Stud.
Daniela D'Eugenio, Assistant Professor, WLLC
Deborah Korth, Director Fulbright Student Success & Clinical Professor, ARSC
Dede Hamm, Instructor, HESC/Hospitality
Dennis Beck, Associate Professor, CIED
Diana Dunbar, Clinical Instructor, Nursing
Elizabeth, Jilka, Instructor, Theatre
Emily Baker, Assistant Professor, Architecture
Erika Almenara, Assistant Professor of Spanish, WLLC - Spanish
Erin Henry, Assistant Professor, Accounting
Fernanda, Zayas, Clinical Instructor, COEHP/Nursing
Glade, Rachel, Clinical Assistant Professor, RHRC, CDIS
Helene Siebrits, Associate Professor, Theatre
Hope A Ballentine, Teaching Assistant Professor, Nursing
Hyun Kim, Visiting Assistant, Music
Jake, Hertzog, Senior Instructor of Guitar, Music
Jamin An, Instructor, School of Art, Art History

Jan Emory, Associate Professor, School of nursing
Janet Penner-Williams, associate professor, CIED/TESOL
Janet, Knighten, Instructor, Music
Jeanne Eichler, Assistant Professor, OTD
Jee Young Chung, Assistant Professor, Journalism
Jen Becnel, Assistant professor, HESC
Jennifer Becnel, Assistant Professor, HESC/HDFS
Jennifer Hoyer, Associate Professor, WLLC
Jessica Colangelo, Assistant Professor, Architecture
Jessica Danley, Clinical Education Coordinator / Clinical Faculty, RHRC/ Communication Sciences and Dis.
Jim Maddox, Teaching Assistant Professor, RHRC
Joel Thornton, Director for Research & Instruction Services, University Libraries
John, Morris, Instructor, Communication
Josh Wright, Lecturer, Management
Justin Hunter, Instructor, Music
Kaitlin Gallagher, Assistant Professor, HHPR
Kandy Salter, Capstone Coordinator, Assist. Clinical Professor, Occupational therapy
Kara Jolliff Gould, Assistant Professor, Journalism
Kasey Walker, Teaching Assistant Professor, Communication
Kelly Hammond, Assistant Professor, History
Kenda S. Grover, Associate Professor, RHRC/ADLL
Kimberley Furlong, Associate Professor, IDES
Larissa Sprecher, Ms., English Rhet/Comp
Lisa Bowers, Associate Professor, Communication Sciences and Disorders, RHRC, COEHP
Lisa Hinrichsen, Associate Professor, English
Lobat Siahmakoun Bayyari, Faculty / Instructor, HESC/Hospitality Mgm
Lora Walsh, Assistant Professor, English
Lorien Jordan, Assistant Professor, Rehabilitation, Human Resources, and Communication Disorders
Lucy Brown, Clinical Assistant Professor, Journalism and Strategic media
Manuel Olmedo, Assistant Professor, World Languages and Literatures
Margaret Butcher, Teaching Assistant Professor, Communication
Margaret Miller Butcher, Assist Teaching Prof, Communication
Maria Ball, Clinical Assistant Professor, Academic Fieldwork Coordinator, Occupational Therapy
Marianne, Williams, Undergraduate Engagement Librarian, Libraries
Marjan Miri, Visiting Assistant Professor, Interior Design
Mark Koch, Clinical Assistant Professor, Department of Occupational Therapy
Martha Anderson, Head, Digital Services Department, Mullins Library
Meline Schaffer, Teaching Assistant Professor, Management
Micaela Baranello, Assistant Professor, Music
Michele Kilmer, Assistant Professor, NURS
Mohammad Haghighi, Assistant Professor, RHRC/CDIS
Moon-Sook Park, Associate Professor, MUSIC
Morgan, Clarke, Instructor and Assistant Director of Engagement and Outreach, Accounting
Nadja Berkovich, Teaching Assistant Prof., WLLC
Nicole Wilson, Assistant Professor of Sculpture, School of Art/ Sculpture
Oleg, Petrenko, Assistant Professor, SEVI / Walton
Page Dobbs, Assistant Professor, PBHL
Patrick Wolf, Distinguished Professor & Interim Head, Education Reform

Rachel Glade, Program Director, CDIS, RHRC/Communication Sciences and Dis.
Rachel ten Haaf, Assistant Professor, WLLC
Rahul, Ray, Instructor, Finance
Rania Mahmoud, Assistant Professor, WLLC
Ren Pepitone, Assistant Professor, History
Ricky Thein, Assistant Professor, Journalism
Robert Powell, Instructor/Lecturer, Hospitality
Sarah Jensne, Instructor, Business/Marketing
Sargenti, Anthony, Instructor, WLLC/Italian
Sean Morrissey, Associate Professor, Art
Stephanie Pierce, Head, Physics Library, MULN
Tameeka Hunter, Assistant Professor, RHRC
Valandra, Associate Professor, SCWS and AAST
Veronica, Mobley, Instructor of Communication, Communication
Wing Lau, Instructor of Music Theory, Music
Xi Li, Associate professor, finance

APPENDIX C: HIRING BEST PRACTICES CHECKLIST

IDENTIFY COLLEGE AND DEPARTMENTAL NEEDS (18-24 MONTHS FROM START DATE)

- Review current college or department diversity plans for curricular and research needs and objectives
- Remember hiring diverse faculty requires a long-term approach. Consider bringing applicants in for seminars, visits, invited talks before a position is posted to develop a strong, diverse applicant pool

ASSESS DIVERSITY WITHIN YOUR COLLEGE OR DEPARTMENT (18-24 MONTHS FROM START DATE)

- Review department's current demographic profile
- Compare with national PhD diversity data for your discipline

DEVELOP A HIRING PLAN

- Consider whether cluster hiring may be appropriate for your department or college
- Consider whether your department's diversity hiring could be supported through various funding initiatives

RECOGNIZE BIASES (CONSCIOUS AND UNCONSCIOUS)

- Every search committee member should take a Facing Bias Workshop
- Every search committee member should take at least one Implicit Association Test (IAT)

PREPARE FOR A PRODUCTIVE SEARCH

- Define the position. Ensure the position is inclusive and denotes the importance of diversity, equity, and inclusion. The position language is important.
- Form the search committee. Consider broadening perspectives of the search committee by adding faculty outside of the department to participate in search committees.
- Select the committee chair
- Appoint a diversity advocate

LAUNCH RECRUITMENT INITIATIVES FOR CURRENT SEARCH

- Post the advertisement with diverse networks and publications
- Contact relevant organizations
- Share the position posting with senior faculty
- Share the posting with other influential contacts
- Solicit guidance from other departments
- Proactively recruit highly regarded faculty and other candidates
- Include hyperlinks to community resources
- Develop a pool of potential candidates from your department
 - Provide mentoring to promising undergraduate and graduate students in your program to increase the potential applicant pool
- Seek to build connections
 - Refer to list of publications and organizations that can increase your outreach to diverse field of applicants

CONTINUE ONGOING RECRUITMENT INITIATIVES

- Reach out to candidates from other institutions
- Approach doctoral candidates
- Consider a pre-doctoral approach
- Recruit from relevant caucuses
- Solicit referral candidates

SCREEN AND SELECT CANDIDATES FOR INTERVIEWS

- Conduct initial screening
- Conduct expanded screening, if necessary
- Assess search committee practices
- Confirm consistent documentation

INTERVIEW CANDIDATES AND MAKE AN OFFER

- Conduct preliminary interviews
- Host campus visits
 - Ask candidates if they would like to meet with other prospective colleagues or offices on campus.
 - Ensure prospective candidates have receive information about community networks on campus and outside of campus.
- Make an offer

CONDUCT RETENTION INITIATIVES AND EVALUATE

- Host onboarding information sessions
- Involve new faculty member in Bridge Program: Pre-Boarding, On-Boarding and Peer Mentoring
- Involve new faculty member in faculty development programs
- Transparency in promotion and tenure guidelines
- Faculty awards and initiatives
- Climate of inclusiveness and fairness
- Evaluate for indicators of success

APPENDIX D: BRIDGE SUCCESS PLAN TEMPLATE

FACULTY SUCCESS PLAN TEMPLATE

A success Plan is an action plan designed to help Assistant Professors clarify their academic responsibilities and expectations leading up to tenure and/or promotion and promote short- and long-term professional development. Ideally, the Success Plan is completed with feedback and advice from their Department Head/Chair along with other mentor(s). The Plan assists with creating consistency and continuity of feedback that junior faculty receive. As such, success plans are a living document and an especially useful faculty development and mentoring tool, helping the new faculty to determine their goals, learn about expectations, identify areas for improvement, and track progress.

We recommend starting with a 3-year success plan, but plans can be made for all pre-tenure and/or pre-promotion years as well. Success Plans should be developed by the end of the first semester in residence and discussed with the Chair/Head during the annual evaluation meetings.

PREPARING THE SUCCESS PLAN

Your Success Plan goals should be SMART:

- A. **Specific**
 - *What* do I want to accomplish?
 - *Who* is involved?
- B. **Measurable**
 - *How much/many*?
 - How will I know it's accomplished?
- C. **Achievable**
 - *How realistic* is the goal, based on other constraints, such as the review process?
- D. **Relevant**
 - Is my goal relevant at this current time?
 - Does my goal align with my other efforts?
- E. **Time bound**
 - *When* will I see the outcomes?

To prepare for writing your Success Plan write a short statement with your aspirations for:

1. Research goals: where do you want to be in 3-6 years
2. Teaching goals: what are your goals, what are your areas for improvement, and how will you address those
3. Service goals: how can you contribute to the department, college, university, profession, and/or community, if appropriate
4. Diversity equity and inclusion: How will you contribute to creating an equitable environment in the department, at the university, and/or in your field

Make sure to think about integrating and aligning your various activities. Once you have aligned your goals, fill out the Success Plan Sheet. Make sure to pick 2-3 achievable goals for each section, keeping your limited resource of TIME in mind.

DISCUSSION OF THE SUCCESS PLAN

After the plan is filled out, discuss it with your mentors and your chair to make sure your goals are achievable and align with tenure and/or promotion as well as the needs of your department.

EDITING OF THE SUCCESS PLAN

The success plan is not a static document. As you make progress, hit obstacles, receive windfalls you will need to update this plan.

THE SUCCESS PLAN TEMPLATE

1. Research

GOALS LIST YOUR MAIN GOALS	APPROACHES/STRATEGIES WHAT STEPS DO YOU NEED TO TAKE TO ACHIEVE THE GOAL?	TIME FRAME WHEN DO YOU PLAN TO COMPLETE EACH STEP?	RESOURCES WHAT AND WHO WILL BE NEEDED?	DESIRED OUTCOMES HOW WILL YOU KNOW THE GOAL HAS BEEN ACHIEVED?
<i>Example:</i> Run a pilot study	- Order and test equipment & get IRB approval - collect data - analyze data	- November 2022 - February 2022 - May 2022	Research equipment, research assistant	Pilot study results

2. Teaching & Mentoring

GOALS List your main goals	APPROACHES/STRATEGIES What steps do you need to take to achieve the goal?	TIME FRAME When do you plan to complete each step?	RESOURCES What and who will be needed?	DESIRED OUTCOMES How will you know the goal has been achieved?
<i>Example:</i> Improve active learning strategies	- Participate in workshops - Implement in course	Spring 2022	Teaching and Faculty Support Center	Implementation of strategies in course work, improvements in course evaluations

3. Service

GOALS List your main goals	APPROACHES/STRATEGIES What steps do you need to take to achieve the goal?	TIME FRAME When do you plan to complete each step?	RESOURCES What and who will be needed?	DESIRED OUTCOMES How will you know the goal has been achieved?
<i>Example:</i> serve as an officer of a professional society	Identify the most applicable societies and get involved	Summer 2022	Funds for travel to conference	Served in an official capacity in professional society

4. Diversity, Equity, and Inclusion

GOALS List your main goals	APPROACHES/STRATEGIES What steps do you need to take to achieve the goal?	TIME FRAME When do you plan to complete each step?	RESOURCES What and who will be needed?	DESIRED OUTCOMES How will you know the goal has been achieved?
<i>Example:</i> Become a search advocate	Be trained to become a search advocate	Spring 2022	Workshop access, Chair to identify search committee opportunity	Completed training, served on a search committee

** categories such as *Leadership, Certifications* or *Other Career Development* could be added if applicable.

APPENDIX E: BRIDGE PROGRAM ADVERTISEMENT

BRIDGE PROGRAM IN STEM

Why?

- At the assistant professor level, only 28% of the faculty in the STEM fields are women, including women of color.
- Across the tenure track ranks, only 4% of the faculty in STEM are historically underrepresented women and men.
- Research has documented that diverse women faculty are under supported and isolated.

GOAL: Connect white women and women of color faculty in STEM to integrated and research-productive faculty through mentoring. Use success planning and guiding resources to empower new women faculty and set them up for academic success.

The Bridge Program offers the new faculty member:



Support through a Welcoming Team that aids the faculty in successful integration into the home unit and assists with resources that are central to the faculty's success. The Welcoming Team supports the faculty from before they arrive to campus throughout their first year in residence.



Support through a Mentoring Team that provides mentoring assistance and continued success planning starting the second year in residence throughout the tenure and/or promotion process.



Informational support and peer-to-peer connections across the campus in conjunction with the Mentoring Circles Program that is structured around academic success strategies.

The Bridge Program provides the new faculty, faculty mentors, and unit leaders with multiple resources, including mentoring contracts, checklists that assist with the most important tasks, and discussion topics to structure and unburden the new faculty, their mentors, and unit leaders. Mentors will be asked to attend mentor training and schedule regular meetings with their mentees. We ask that the mentoring commitment counts towards departmental service requirements.

APPENDIX F: BRIDGE PROGRAM PARTICIPANTS

MENTEES

Jennifer Acuff
Jeremy Allen
Kayla Allson
Asher Armstrong
Helen Becque
Dina Benbrahim
Mance Buttram
Abigail Carpenter-Schmitt
Aynur Charkasova
Lauren Clare
Lauren Clare
Jessica Danley
Page Dobbs
Bin Dong
LaShawnda Fields
David Glisch-Sanchez
Jacob Goffnet
Lenora Green
Katey Halbert
Joe Hatfield
Gaby Hernandez
Tameeka Hunter
Ringo Jones
Lorien Jordan
Miezah (Ebenezer) Kwofie
Joshua Lens
Brittini Littlejohn
Philip Massey
Emily McDermott
Kevin Murach
Karthik Nayani
Michael Nino
Elizabeth Parke
Betty Parker
Deshun Peoples
Aurelie Poncet
Guadalupe Rodriguez
Alex Russell
Craig Schmitt
Ryan Slone
Jonathan Stinson
Jeff Summers
Jessica Vansteenburgh
Luzita Vela
Kelly Vierck

Dongyi Wang
Susumu Watanabe
Nicole Wilson

MENTORS

Kayla Allison
Lindsey Aloia
David Andree
Micaela Baranello
Bob Beitle
Allison Boykin
Juan Bustamante
David Chioffi
Bob Davis
Theresa Delaplain
Rebecca Drolen
Martin Edwards
Alishia Ferguson
Kaitlin Gallagher
Kristen Gibson
Rachel Glade
Fiona Goggin
Alan Gosman
Michelle Gray
Nic Greene
Bart Hammig
Thomas Hapgood
Brittany Hearne
Jacob Hertzog
Kristin Higgins
Lori Holyfield
Jeannie Hulen
Tomoko Kashiwagi
Chris Knighten
Deb Korth
Abra Levenson
Wen-Juo Lo
Kelly Loftin
Linda Lopez
Ronda Mains
John Marcy
Brendon McDermott
Marc Mitchell
Shauna Morimoto
Sean Morrissey
Jeffrey Murdock
Yuanlu Niu

Donal O'Donoghue
Scott Osborn
Yajaira Padilla
Moon-Sook Park
Kyle Quinn
Ananda Rosa
Ana Rull
Alex Russell
Mandel Samuels
Shannon Servoss
Bethany Springer
Kim Stauss
Julie Stenken
Amanda Sullivan
Janine Sytsma
Greg Thoma
Lia Uribe
Dr. Valandra
Feng Wang
Ron Warren
Romona West
Ranil Wickramasinghe
Brent Williams
Injeong Yoon-Ramirez

WORKSHOP SERIES PARTICIPANTS

Jennifer Acuff
Abigail Carpenter-Schmitt
Bin Dong
LaShawnda Fields
Lenora Green
Tameeka Hunter
Lorien Jordan
Miezah (Ebenezer) Kwofie
Brittini Littlejohn
Emily McDermott
Michael Nino
Kelly Vierck
Dongyi Wang

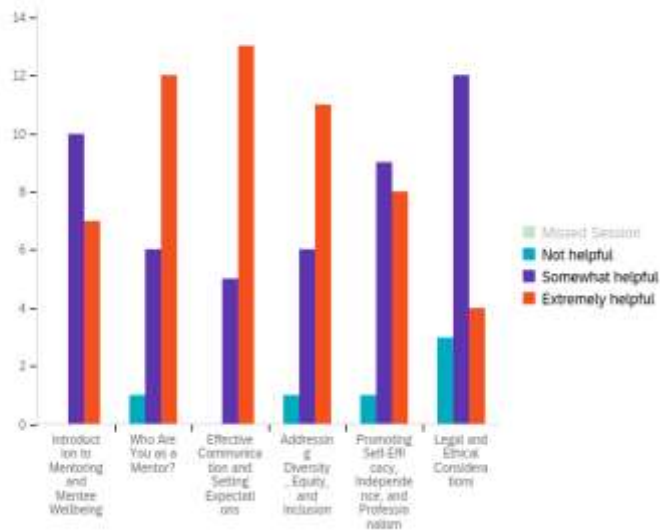
WORKSHOP SPEAKERS

NAME	TOPIC
Anna Zajicek	The bridge program & mentoring
Marcia Shobe	DEI grants
Melody Herr	Library services
Trish Starks	Book publishing
Heather Nachtmann	STEM grant writing and publishing
Kathy Sloan	Tenure & Promotion
Kathy Jones	Tenure & Promotion
Ketevan Mamiseishvili	Tenure & Promotion
Shannon Servoss	Undergraduate research
Paul Adams	Mentoring Students
Margaret Worthington	Mentoring Students
Ana Bridges	Mentoring Students
Yvette Murphy-Erby	Office of DEI
Tameka Baily	Her work with diverse high school students and undergraduates
Jorge Almodovar	His LSAMP grant for graduate students in STEM

APPENDIX G: EVALUATION FIGURES

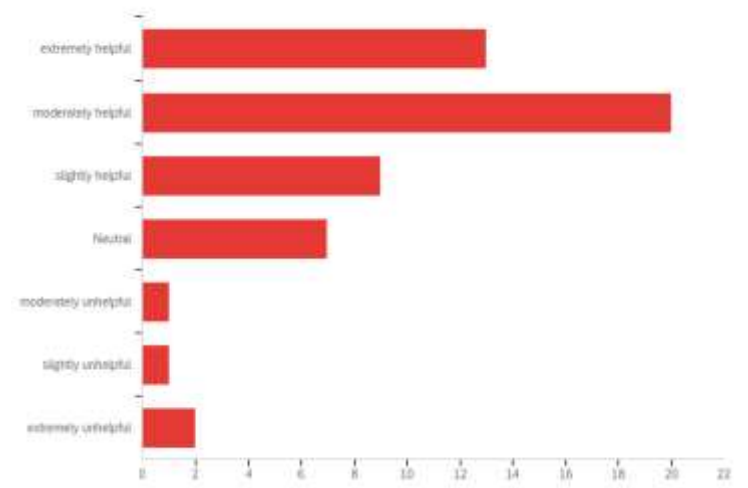
A. Mentoring Graduate Students survey question result:

Please indicate the helpfulness of each session



B. Peer Circles survey question result:

How helpful did you find this program?



APPENDIX H: BRIDGE PROGRAM SURVEY

Q1 Gender. Please identify your gender from the list below.

- Female
- Male
- Non-Binary
- Other _____
- Prefer not to answer

Q2 Are you a faculty member in a STEM field?

- Yes
- No

Q3 Which Mentoring Tool did you choose to complete?

- Mentor Map (NCFDD)
- Success Plan
- Both Plans
- Neither Plan

Q4 What influenced your decision to choose one plan over another or to choose both or neither plans?

Q5A Where are you currently in the process of completing your Mentor Map?

- I have not yet begun my Mentor Map
- The Mentoring Map is partially completed
- I have completed my Mentoring Map

Q5B Where are you currently in the process of completing your Success Plan?

- I have not yet begun my Success Plan
- The Success Plan is partially completed
- I have completed my Success Plan

Q6 Which of the following sessions did you attend either virtual, in person, or through the recording (select all you attended)

- Session 1: The Bridge Program
- Session 2: Grant Writing & Publishing
- Session 3: 3rd year review and T&P
- Session 4: Mentoring students
- Session 5: Your impact on DEI at UARK

Q7 On September 29, 2021, four faculty members (Drs. Heather Nachmann, Tricia Sparks, Marcia Shobe, and Melody Herr) presented on grant writing and research development, community-based research with diverse populations, and publishing and promoting your research. Thinking back, please indicate the level of helpfulness of the following topics for your professional development.

Q7	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	DON'T REMEMBER
Grant Writing Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing Your Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Project Life Cycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building an Effective Research Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GrantForward Search Engine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Streamlyne Internal Routing Platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workday PI Dashboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing Pipeline for STEM Researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEI and Community-Based Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effects of D&I Research Exclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building A Diverse Research Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging Diverse Community Partners in Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Issues in Research with Diverse Populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In her presentation, Dr. Melody Herr (Head, Office of Scholarly Communications, University Libraries) indicated that she is available to support faculty with several professional development opportunities. Please select any of the following services in which you wish to engage (select all that apply).

- Branding
- Publishing an article
- Publishing a book
- Editing
- Career Planning
- Other _____

Q9 Have you already met with Dr. Herr, University Libraries, to collaborate on any of the services noted above?

- Yes
- No

Q10 Which types of services have you engaged with Dr. Herr, University Libraries?

- Branding
- Publishing an article
- Publishing a book
- Editing
- Career Planning
- Other _____

Q11 *Promotion and Tenure Process*. Vice Provost for Faculty Affairs Kathryn Sloan, Interim Vice Provost for Academic Affairs Ketevan Mamiseishvili, and Provost's Office Executive Assistant Kathy Jones presented on the Tenure & Promotion process. Please indicate the level of helpfulness to your understanding of the T&P process for each topic.

Q11	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	DON'T REMEMBER
3rd Year Review Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making Decisions about the COVID-19 Extension Opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure and Promotion Criteria (Policy 1405.11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deadlines for promotion and tenure dossier submission (Policy 1405.101)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Review Checklist (Policy 1405.13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parameters around Identifying External Reviewers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Reviewer Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowable Tenure and Promotion Dossier Changes (e.g., if your article for publication that was listed as "under review" changes to "published").	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 If there are other aspects of the tenure and promotion process in which you would like more information, please note them below.

Q13 On November 11, Drs. Shannon Servoss, Paul Adams, Ana Bridges, and Margaret Worthington presented on best practices for mentoring students. Please indicate the level of helpfulness to your professional development for each topic.

Q13	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	DON'T REMEMBER
Dr. Servoss discussed reasons why faculty mentor undergraduate students including but not limited to: it's fun, helps student obtain scholarships/fellowships, supports student recruitment to labs via teaching, etc.	o	o	o	o
Dr. Servoss gave several tips on mentoring students including: hiring graduate students to supervise undergraduates, meeting regularly, writing letters of recommendation for jobs or grad school, nominating students for awards, publishing together, and working together on student long-term academic and professional goals.	o	o	o	o
Dr. Servoss gave specific suggestions on how to track undergraduate research by having students enroll in 0 credit hour research class.	o	o	o	o
Dr. Adams discussed the lack of diversity in Engineering programs across the nation and noted the benefits of mentorship for diverse students including having a faculty member who (a) is interested in their personal and professional development and (b) can offer important learning opportunities.	o	o	o	o
Dr. Bridges discussed the need to understand your own philosophical approach to mentorship and sharing this with your mentees.	o	o	o	o
Dr. Bridge shared a table outlining aspects of good versus bad mentorship	o	o	o	o
Dr. .Bridges discussed the differences between Advisors and Mentors	o	o	o	o
Dr. Worthington shared mentorship tips including the following: have an open door policy with students, be up front at the start about expectations, recruit carefully and choose students wisely since you will spend 2-5 years working together, and recruit from students in your classrooms.	o	o	o	o

Q14 On December 1, 2021, Drs. Jorge Almodovar, Tameka Bailey, and Yvette Murphy-Erby presented on Diversity, Equity, and Inclusion (DEI) research projects and resources on campus. Thinking back, please indicate the level of helpfulness of the following topics for your research and scholarship development.

Q14	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	DON'T REMEMBER
Dr. Almodovar's Louis Stokes Alliances for Minority Participation (LSAMP) Program in Engineering to support research opportunities for traditionally underserved graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dr. Bailey's Summer STEM Program for low-income, racially and ethnically diverse students from the Delta (Dumas, AR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice Chancellor Murphy-Erby's DEI Research Resources at the UA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. Women's Giving Circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Honors College Student Research Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Vice Chancellor for Division of DEI Office Hours Consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Vice Chancellor for DEI Research Innovation Fund	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Employee Impact Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 What aspects of the Bridge Program Workshops did you find *most* helpful to your development as a faculty member?

Q16 What aspects of the Bridge Program Workshops did you find *least* helpful to your development as a faculty member?

Q17 Please list other topics you would like to be included in the Bridge Program workshops.

APPENDIX I: LETTER TO CHAIRS

Dear Chairs/Heads:

I communicated with your deans yesterday but in the interest of speeding communication I want to alert you to a new section that is mandatory to include in letters soliciting external reviewers. The new section is only applicable to candidates seeking **tenure** and promotion. This new section was recommended through an external audit of our faculty policies and in the context of the pandemic.

I have attached the mandatory sections to cut and paste into your solicitations and pasted them below.

Required tenure clock extension language (when the candidate is being considered for tenure):

Faculty members may be eligible for a maximum of two years total exclusion from countable service under childbirth and dependent care policies. Likewise, the UA issued two years of tenure clock extensions due to the COVID-19 pandemic. Any exclusions of countable years towards the tenure clock to accommodate childbirth, dependent care, illness, other personal emergencies, or the COVID-19 crisis do not alter the criteria by which schools and colleges will review faculty members for tenure. Time since degree or initial appointment is not a factor in this review. We hope you will use an empathetic assessment of productivity that acknowledges the vastly different circumstances that faculty are operating under and adapting to.

Required confidentiality language (per APS 1405.11):

UA makes every effort to maintain the anonymity of external reviewers. Under University policy, candidates for promotion and/or tenure will consider a list of potential reviewers from which final reviewers are selected (but remain unknown to the candidate). Additionally, candidates for tenure and/or promotion may read the external letters of review, but identifying information, such as the letterhead and signature, will be redacted. In the event a candidate requests a copy of an external review letter under the Arkansas Freedom of Information Act, he/she/they would be entitled to receive a copy of the unredacted recommendation as a part of their personnel file.

APPENDIX J: WEBSITE ANALYTICS

Page	Pageviews	Unique Pageviews
	1,572 % of Total: 0.02% (8,450,451)	895 % of Total: 0.01% (6,831,554)
1. uaengage.uark.edu/index.php	610 (38.80%)	354 (39.55%)
2. uaengage.uark.edu/initiatives/index.php	269 (17.11%)	138 (15.42%)
3. uaengage.uark.edu/our-team/index.php	178 (11.32%)	95 (10.61%)
4. uaengage.uark.edu/initiatives/bridge-program.php	160 (10.18%)	78 (8.72%)
5. uaengage.uark.edu/resources/index.php	158 (10.05%)	91 (10.17%)
6. uaengage.uark.edu/index-1.php	44 (2.80%)	21 (2.35%)
7. uaengage.uark.edu/connect-with-us.php	40 (2.54%)	29 (3.24%)
8. uaengage.uark.edu/initiatives/peer-mentoring-circles.php	32 (2.04%)	27 (3.02%)
9. uaengage.uark.edu/resources/publishing-promoting-building/index.php	22 (1.40%)	9 (1.01%)
10. uaengage.uark.edu/our-team/index/uid/sgadams/name/Stephanie+G.+Adams/index.php	6 (0.38%)	4 (0.45%)
11. uaengage.uark.edu/our-team/index/uid/azajicek/name/Anna+Zajicek/index.php	5 (0.32%)	4 (0.45%)
12. uaengage.uark.edu/our-team/index/uid/dccascan/name/Diana+Cascante+Vallejo/index.php	4 (0.25%)	3 (0.34%)
13. uaengage.uark.edu/our-team/index/uid/ksloan/name/Kathryn+Ann+Sloan/index.php	4 (0.25%)	4 (0.45%)
14. uaengage.uark.edu/our-team/index/uid/mshobe/name/Marcia+A.+Shobe/index.php	4 (0.25%)	3 (0.34%)
15. uaengage.uark.edu/our-team/index/uid/tshield/name/Todd+G.+Shields/index.php	4 (0.25%)	4 (0.45%)
16. uaengage.uark.edu/our-team/index/uid/aalbert/name/Andy+Albertson/index.php	3 (0.19%)	3 (0.34%)
17. uaengage.uark.edu/our-team/index/uid/aokelly/name/Anne+O'Leary+Kelly/index.php	3 (0.19%)	2 (0.22%)
18. uaengage.uark.edu/our-team/index/uid/janetteb/name/Janette+Byrd/index.php	3 (0.19%)	3 (0.34%)
19. uaengage.uark.edu/our-team/index/uid/kneedy/name/Kim+LaScola+Needy/index.php	3 (0.19%)	3 (0.34%)
20. uaengage.uark.edu/our-team/index/uid/ymurphy/name/Yvette+Murphy-Erby/index.php	3 (0.19%)	3 (0.34%)
21. uaengage.uark.edu/our-team/index/uid/lennyr/name/Lenny+Ramsey/index.php	2 (0.13%)	2 (0.22%)

APPENDIX K: ENGAGE LAUNCH ATTENDANCE AND INVITATION

FACULTY

Amy Allen
Chris Bader
Jason Battles
Jamie Baum
Steve Beaupre
Douglas Behrend
Ed Bengtson
Cierra Briggs
Colleen Briney
Morgan Clarke
Page Daniel Dobbs
John Delery
lucas delezene
Xochitl Delgado Solorzano
Steve Dittmore
Bin Dong
Jeannine Durdik
Alan Ellstrand
John English
Gisela F. Erf
Di FANG
Alishia Ferguson
Matthew Ganio
Ethel Goodstein-Murphree
Sarah Grace Brown
Donna Graham
Gary Gunderman
Peg Hart
Brittany Hearne
Melody Herr
Michael Hevel
Kristin Higgins
Faith Hilary Lessner
Bryan Hill
Jeannie Hulen
Linda Jones
Lorien Jordan
Raja Kali
Tulin Kaman
Ken Korth
Deborah Korth
Patricia Koski
Jo Kvamme
Ebenezer (Miezah) Kwofie
Chris Liner

Rita Littrell
Pu LIU
Mary Long
Kate Mamiseishvili
Terry Martin
Carl Matthews
Marty Maxwell Lane
Suzanne McCray
Brendon McDermott
David McNabb
Lewatis McNeal
Laura Moix
Cheryl Murphy
Heather Nachtmann
L. Angie Ohler
Lin Oliver
Megan Owen
Necia Parker-Gibson
Janine Parry
Susan Patton
Robert Pilgrim
Mark Power
Michelle Pribbernow
Cherie Rachel
Raj Rao
Lona Robertson
Claudia Rosales
Karen Sebold
Amy Shell
Todd Shields
Gerry Snyder
Kimberly Stauss
Jeyamkondan Subbiah
Amanda Sullivan
Elaine Terrell
Elaine Thornton
Molly Throgmorton
Dr Valandra
Lalit Verma
Amelia Villasenor
Reeta Vyas
Romona West
Jeannie Whyne
Rachel Whitman
Fernanda Zayas

STUDENTS:
Kendra Ervin
Jerry Harness

NON UARK
Andrew Epperson
Casey Kry
Debby Winters

Live attendants:
Total: 90
STEM: 32
Recording views (as of Dec, 2021): 33

The University of Arkansas

NSF ADVANCE
UA ENGAGE
Program Launch

The University of Arkansas NSF ADVANCE program Empowering Network Groups for Arkansas Gender Equity (ENGAGE) promotes institutional change for intersectional gender equity in STEM departments and across campus.



Keynote by Dr. Joycelyn Elders,
former Surgeon General

Dr. Joycelyn Elders served as the US surgeon general from 1993-4, as the first African American and second woman to hold this position. Dr. Elders hails from Schall, Arkansas, having completed her MD (1960) and residency in pediatrics at UAMS, where she also earned an MS in biochemistry (1967). She is currently professor emeritus at UAMS.

Virtual Event

October 13

11:30am - 1pm

Learn more
uaengage.uark.edu



UA ENGAGE
EMPOWER · LEAD · TRANSFORM

APPENDIX L: MEETINGS RELATED TO THE BRIDGE PROGRAM

- September 16 & 18 - Bridge Presentations with the Council of Chairs
- October 2 – Bridge Program Overview with ENGL Chair
- February 10th – Bridge Program Assessment meeting with Social Work Chairs
- February 12th – Bridge Program Assessment meeting with Sociology Chair
- February 17th – Bridge Program Assessment meeting with Communications Chair
- February 19th – Bridge Program Assessment meeting with School of Art Chair
- March 2nd – Bridge Program Assessment meeting with Music Chair
- March 3rd – Bridge Program Document Review – with Romana West, Kathy Sloan, Anna Zajicek, Stephanie Adams
- March 18th – Bridge Program Overview meeting with Associate Dean of Bumpers College – Dr. Lona Robertson
- March 30th – Bridge Program Overview with Geosciences
- March 31st – Bridge Program Overview with Chemistry
- April 2nd – Bridge Program Overview with Mathematical Sciences
- April 6th – Bridge Program Overview with Associate Dean (at the time) Matt Ganio
- April 7th – Bridge Program Overview with Animal Science Chair
- April 8th – Bridge Program Assessment conversation with Marcia Shobe
- April 12th – Bridge Program Overview with Libraries
- April 14th – Bridge Program Overview with Chemical Engineering
- April 20th – Bridge Program Restructure Meeting – Ramona, Anna, Stephanie
- April 20th – Bridge Program Presentation with Animal Science Department
- April 27th – Bridge Program Team meeting
- May 5th – Bridge Program Overview with Industrial Engineering Chair
- May 11th – Bridge Program Overview with RHRC Chair
- May 12th – Bridge Program Overview with CIED Chair
- June 6th – Bridge Program Analysis Meeting – Anna, Lenny, Stephanie
- June 9th – Bridge Program Pre-On Boarding Meeting – Anna, Lenny, Stephanie
- July 6th – Bridge Program Meeting – Anna, Lenny, Stephanie
- July 27th – Mentor workshop training meeting – Anna, Lenny, Stephanie
- August 9th – Bridge Program Overview with ENPL Chair
- August 10th – Bridge Program Overview with SOIL Chair
- September 8th- Bridge Program Assessment Meeting – Anna, Lenny, Marcia, Stephanie
- September 9th – Bridge Program Web & Map presentation
- September 24th – Bridge program Mentor Training
- September 28th – Bridge Program Overview with CHEG Chair
- October 11th – Bridge Program Assessment meeting with Art
- October 11th – Bridge Presentation with Crop Soil faculty
- November 29 - Bridge Presentation with Leadership Team in the College of Engineering
- November 30 – Bridge Presentation with the Walton College of Business
- December 2 - Bridge Presentation with the College of Agriculture
- December 3 - Bridge Presentation with the Department of Horticulture

APPENDIX M: PODCAST TRANSCRIPT

Shauna Morimoto: I'm Shauna Morimoto, and I'm an associate professor of sociology and criminology and the chair of the department. And I'm also PI on our NSF Advance grant.

Anne O'Leary-Kelly: And my name is Anne O'Leary-Kelly. I'm the senior associate dean in the Walton College of Business and also a professor of management.

Andy Albertson: Thank you both for taking the time to talk with us. Today we're going to be talking about the NSF advance grant that the University of Arkansas received and the program you've developed called UA Engage. I'd like to start with... If you could tell me a little bit about what this program is.

SM: NSF has developed a program to address inequities for women in STEM, in academic fields and primarily looking at women faculty through institutions of higher education. The University of Arkansas received a grant this year to address this issue. And so with Anne and our collaborators, our entire research team, we've devised a program specific to the University of Arkansas to help address the issues of women's equity on campus.

AOK: And I think it's important to add that it's really about transforming the institution and helping us identify some ways that we can exist differently in the future?

SM: Women in stem tend to have the lowest representation of faculty in academic fields, so you will see women underrepresented in areas of science, technology, engineering, and mathematics, as graduate students, but really, as primarily what we're looking at, as assistant professors all the way up to ranks of distinguished professors and in academic leadership. And so one of the things that we really want to address is this inequity in the process, but also the ways that the institution constrains and enables the opportunities for women at the university.

AOK: You know, I think all of us can think back to a time where we felt excluded from a group. I mean it might be high school, it might be, you know, a job, but that is a really profound experience. And when it's about your work working, you've trained for and invested in for so many years, to not find your footing, and to feel that you're not able to have the same experience and connections as others, that is... that's a really deep issue and, it's not just a matter of, well, I don't like everybody in my department. This is really profound stuff that affects how people can launch their careers and, and it's often sort of occurs because of invisible, non-tangible things, so that's what makes it so hard to address.

SM: And to follow up on Anne's point, too, it's something that we experience very personally, and it seems like something that is about us as individuals or that makes us behave in certain ways in groups or in our department or at our workplace? But it's also part of the environment and part of the culture and so one of the things that the grant and the advance program generally tries to address is both that individual-level experience as well as the greater culture and structure of the environment that produces it.

AOK: And I think that's the issue of the difference between diversity and inclusion and belonging, right? So I think sometimes we think, oh, we hired some women. So now we've got diversity, but what we're talking about is inclusion and belonging, and those are in many ways harder to address and get people to see, but just as critically important to success to the institution, the department and the scholar.

SM: We have several things that are already underway and that we've launched, and we're very excited about. Some people may have noticed or been involved in the mentoring programs that we have running through partially with Kathy Sloan, who is the vice provost for faculty affairs, and her office is working with us on creating mentoring circles and having mentoring available, peer mentoring for all faculty. We've also established what we call a bridge program and that is to welcome new faculty to campus when they arrive, and it's to integrate them into the community, set them up with mentors and contacts, provide professionalization opportunities and let them know about resources that are available on campus. Some of the other things that are forthcoming are we're looking at workload distributions and particularly how service is distributed for faculty across the board and ways to make that those distributions more transparent and obvious. One of the things that we found in our institutional data is that women tend to do a lot more service which is labor that is... tends to be unrecognized or given lower priority or importance. And so we want to find ways to both elevate the importance of that work, but also distribute it evenly among faculty. And so that is something that's forthcoming. We also want to do more on leadership opportunities to make those available for faculty in general, but women in particular.

AOK: I think what's great about the advanced program from NSF is that there are many, many universities that have received these grants, and one of them might have focused specifically on mentoring and identified really best practices around mentoring. And our particular area focus is the service issue that Shauna just described, but what we can do then is to really engage in a deep way with mentoring. It's not the, okay, you go with this person and you go with that person. It's truly trying to prepare people for the experience and to set expectations for the experience and help them kind of live into it in a way that brings about the really positive outcomes of mentoring.

SM: One common thing that people say about gender equity in general, but in academics in particular is that it's a time thing. Women haven't been educated at levels for as long as men and so over time over a few generations, and the numbers will equalize. That just doesn't happen, and so at the university we've actually... overall, our numbers of women have gone down since 2013 at every level and not in every department or every field, but just sort of across the board. They've either stayed steady or gone down and not dramatically gone down but, but there aren't that many. Women make up a significantly smaller percentage of the faculty than men, and so when we are unable to retain women faculty, we see it, we see it in our numbers. So one of our goals is to increase our ability to attract and retain women and then develop them, some of them into leadership positions.

Well, we're very excited. We're going to have a virtual launch event, which on October 13th, and it will be a lunch-time event, and people can come in and join us on zoom. We have a guest speaker who will be delivering our keynote, which is Dr. Joycelyn Elders, and we're very excited to meet her and think that her experience and her background speak to many of the things that we are addressing in our grant. And she is, you know, a native Arkansan and the first woman Surgeon General and first African American Surgeon General, I believe, and knows a lot about the Arkansas, her Arkansas roots and how that connects to her own experiences as a Black woman going through a science degree and medical school. And we're very excited to have her join us for that event and also be an opportunity to meet the whole team and talk with us a little bit about the things that we have going on and get more details about how the project, the grant going forward.

One of the reasons that diversity and equity are so important is not just for representation or even for social justice issues or economic reality, right, we want we want women to be educated and educators in in a in a society to get the most out of that society. All of these are very important reasons. But also I feel like for academic institutions what you want is diversity of thought, and that's the only way that knowledge really increases and you can attain excellence. And so if you have the same people doing it thinking the same things and going through the same process, you're going to come up with slightly different but pretty much their same results. And so it's so important to think about the ways that people's lived experiences will differ their approaches to problems, whatever those problems are, if there are problems in physical science or problems in social science or problems in management science. Everybody has an experience that will speak to you, the ways they solve problems and the questions that they're going to ask, and as we increase that pool of knowledge that will create a more educated society overall and help us advance.

Matt McGowan: Music for Short Talks From the Hill was written and performed by local musician Ben Harris. For more information and additional podcasts, visit Arkansas Research, that's arkansasresearch.uark.edu, the home of science and research news at the University of Arkansas.

APPENDIX N: COVID IMPACT STATEMENT

Annual Faculty Evaluation COVID-19 Impact Statement

The University of Arkansas acknowledges that the COVID-19 pandemic has had differential impacts on UA faculty productivity and well-being. Many have endured lab and library closures; restrictions of travel to research and data collection sites; cancelled conferences, performances, and exhibitions; as well as the lack of access to campus infrastructure. In addition, many faculty members have been overseeing the education of their children's schooling at home, caregiving, and increased time meeting the needs of students.

In light of these circumstances, the Provost's Office asks that faculty document the COVID-19 pandemic's impact on teaching, research, and service in their 2020 annual faculty evaluation. The COVID-19 impact statements will become a part of a faculty member's permanent record to ensure fair and equitable annual evaluation and subsequent evaluation for tenure and/or promotion.

Faculty members may prepare one statement of no more than three pages (single-spaced) or six pages (double-spaced) that details the impact of COVID-19 on Teaching, Research, and Service in 2020. If you print out your own Digital Measures annual evaluation report simply append the impact statement before you submit it. If your department prints the report, turn your statement in to your department chair/head or his/her designee. If you are unsure of the process, consult with your department leadership. All materials including the optional COVID-19 Impact Statement will be provided to all parties conducting the annual evaluation.

Please document impacts that you would like to disclose. Below are various scenarios for your information. The list is not exhaustive.

Teaching

- Changes to courses in the move to remote or online teaching
- Increased hours in preparing and teaching in new modalities, including hybrid teaching
- Specific challenges with technology, including training, access to high speed internet
- Increased advising, meeting, and mentoring students
- Time and effort assisting colleagues and graduate teaching assistants in transitioning to remote/hybrid/online teaching
- Cancelled study abroad trips/courses

Research/Creative Activity

- Disruptions in carrying out research and/or creative activity, i.e., closed libraries, labs, travel restrictions, cancelled performances and installations
- Cancelled conferences and professional organization meetings
- Pivoting to change research agendas out of necessity
- OCDA or grant delays to carry out sustained research activities

Service

- Reduced national and/or international service to academic societies, granting agencies, etc.
- Increased service to the university due to the pandemic, i.e., holding workshops to assist colleagues and teaching assistants on remote teaching, use of Zoom, etc.