NSF Award 1107214
UWF Faculty ADVANCE Program
Annual Project Report
9/1/2013 – 8/31/2014

Submitted June 30, 2014

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This material is based upon work supported by the National Science Foundation under Grant Number 1107214. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.
Accomplishments

What are the major goals of the project?

Goal 1: Fostering a Supportive and Inclusive Climate and Culture for Faculty Success

Goal 2: Establishing Recruitment and Retention Policies and Procedures to Enhance Diversity of Faculty

Goal 3: Providing Professional Development and Advancement of Women Faculty

What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

Major Activities:

Goal 1: Fostering a Supportive and Inclusive Climate and Culture for Faculty Success:
1) Climate/Culture Survey
2) Work-Life Effectiveness (WLE) Task Force
3) Faculty Luncheons
4) Workshops for Administrators

Goal 2: Establishing Recruitment and Retention Policies and Procedures to Enhance Diversity of Faculty:
1) Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Task Force
2) Faculty Career Networking and Grant Proposal Development Awards
3) Mentoring Program
4) Distinguished Visiting Scholars Series

Goal 3: Providing Professional Development and Advancement of Women Faculty:
1) Professional Career Coaching Program
2) Professional and Leadership Development Workshops
3) Leadership Development Assessment Workshops
4) Writing Group
5) Network of Research Scholars
6) Faculty Women in STEM Annual Showcase and Scholars Celebration
Specific Objectives:

Goal 1: Fostering a Supportive and Inclusive Climate and Culture for Faculty Success:
1) To recruit and retain women STEM faculty, with special attention to women of color;
2) To advance women STEM faculty through the tenure career path and administration positions by providing professional development and preparation for leadership;
3) To educate the current University leadership on the benefits and value of a diverse and quality faculty.

Goal 2: Establishing Recruitment and Retention Policies and Procedures to Enhance Diversity of Faculty:
1) To increase the diversity and quality of the applicant pool, with special attention to women of color;
2) To increase the number of women hired into STEM tenured/tenure-track faculty positions, with special attention to women of color;
3) To retain women STEM faculty, with special attention to women of color

Goal 3: Providing Professional Development and Advancement of Women Faculty:
1) To retain women STEM faculty, with special attention to women of color;
2) To advance women STEM faculty through the tenure career path and administrative positions by providing professional development and preparation for leadership with an emphasis on building psychological capital of each woman faculty member

Significant Results:

Goal 1: Fostering a Supportive and Inclusive Climate and Culture for Faculty Success:
1) Climate/Culture Survey Baseline Report: The Principal Investigators used the Culture Survey Baseline Report (2012) to educate and advocate for change to current University leadership using an organizational development survey-feedback approach.
2) Work-Life Effectiveness (WLE) Task Force: The WLE Committee made headway on three key initiatives: 1) Developing a Tenure-Clock Extension Policy (rated as high priority of issues ranked by faculty), 2) Exploring options for increased access to on-site childcare, and 3) developing a formal lactation policy and lactation room on the UWF Campus. All of these initiatives are currently in progress.
3) Faculty Luncheons: Six monthly faculty luncheons were hosted with 3 scholars’ research presentations in fields of biology, applied science and technology, and electrical and computer engineering, two guest speakers, and one luncheon for informal networking. The total attendance of ADVANCE Scholars for the luncheons during year three was N=87, with an average attendance
of approximately N=15 ADVANCE Scholars per luncheon.

4) Workshops for Administrators: Based on the data collected from our Climate/Culture Survey, three focus topics were identified: hiring and recruitment, retention and advancement of women faculty and Members of Underrepresented Ethnic and Racial Groups (MUREGs). Working together with the Office of Equity, Diversity and International Affairs, a diversity workshop for chairs and administrators was hosted in early spring. The 2014 UWF Faculty ADVANCE Showcase included a meeting for chairs and administrators about these topics.

**Goal 2: Establishing Recruitment and Retention Policies and Procedures to Enhance Diversity of Faculty:**

1) STRIDE Task Force: The STRIDE Task Force findings report on the status of STEM faculty diversity across ranks and departments and faculty recruitment and selection practices at UWF was published in December 2013, and disseminated to the college deans and personnel committees, and Faculty Senate. The report includes information on factors influencing implicit bias in faculty recruitment and selection as well as recommendations for minimizing bias and increasing faculty diversity to improve representation by women and MUREGs. The report revealed that, although there is great variability across departments, women are well represented at the Assistant Professor rank but seriously underrepresented at the Full Professor rank in the STEM departments.

2) Faculty Career Networking and Grant Proposal Development Awards: Three proposals were favorably reviewed and subsequently funded by the UWF Office of Research and Sponsored Programs. Each of these awards support the grant proposal development efforts of individual STEM faculty recipients by providing funding for travel and related costs to work with external mentors, peers, and partners in the grant development process. A prior recipient of this award was successful in securing a five-year, approximately $1 million, STEM education grant through NIH, receiving notice of award this year. She credits the Faculty Career Networking and Grant Proposal Development Award received during year 2 of funding with contributing substantially to her success.

3) Mentoring Program: UWF hosted workshops for mentors and mentees in August 2013, which were facilitated by Dr. Jenna Carpenter, ADVANCE investigator at Louisiana Tech University. The mentoring program was launched during Fall 2013, with monthly newsletters, and an Advisory Committee was established. Mentor/mentee pairs were assigned in the fall, based on professional development goals and interests identified in a survey distributed to mentees.

4) Distinguished Visiting Scholars Series: Two Distinguished Visiting Speakers (Dr. Wendy Regoeazi, Cleveland State University, and Dr. Judie Bronstein, University of Arizona) were hosted by two of the ADVANCE Scholars in the areas of justice studies and biology with a total of 200 participants with 20 STEM faculty in attendance. The distinguished visitors hosted public lectures that were open to the UWF and local community, and met with the ADVANCE Scholars and STEM faculty to discuss professional development, research, and collaboration opportunities.
Goal 3: Providing Professional Development and Advancement of Women Faculty:

1) Professional Career Coaching Program: External professional coach and ADVANCE grant partner Dr. Joan Brannick coached three mid-career STEM faculty members currently in or moving into leadership positions. The process was revised slightly based on feedback from last year’s coaching recipients. Dr. Brannick reports that all three participants have been extremely committed to the coaching process and have made good progress on their plans.

2) Professional and Leadership Development Workshops: Four Professional and Leadership Development Workshops were implemented on topics including “Preparing for Tenure and Promotion” (50 participants), “Developing Positive Leadership Skills (Parts 1 and 2, approx. 12 participants each), and “Managing Conflict” (35 participants). All workshops were open to ADVANCE Scholars and faculty across campus, and offered opportunities for professional development in areas identified as priorities on the needs assessment survey.

3) Leadership Development Assessment Center / Workshops: The results of a needs assessment survey distributed to ADVANCE Scholars revealed that they did not wish to be externally evaluated in a purely developmental assessment center due to concerns about information making its way to promotion and tenure committees, even though confidentiality was assured. In response, the leadership development assessment center was conducted for STEM women faculty interested in leadership as two self-assessment workshops and corresponding workbook based on Positive Psychology principles, offered as part of the P&LD Workshops.

4) Writing Group: The Writing Group was sent weekly emails to support ADVANCE Scholars’ research publication goals, which included brief surveys that helped scholars identify their writing goals, provided opportunities for peer feedback or collaboration on manuscripts or grant proposals, and offered brown bag lunches for social support for writing and networking opportunities.

5) Network of Research Scholars: A meeting was held during March to discuss common research interests and collaboration opportunities among faculty, identify support for research activities including funding opportunities, grant writing, and evaluation, identify collaboration interests, and to create sub-groups for next steps. Eighteen faculty members attended, including 4 ADVANCE Scholars. The program also included a web site that allows faculty to create publicly accessible research profiles and search through other faculty profiles. Over 43 faculty have participated in the program and/or created research profiles, including 10 ADVANCE Scholars.

6) Annual Showcase and Scholars Celebration: This year’s theme “Celebrating Diversity and Scholarship” highlighted diversity and included four ADVANCE Scholars’ presentations in the areas of psychology, criminal justice, government and biology. The Showcase featured a keynote speech by Dr. David Asai, Senior Director of Science Education Programs, Howard Hughes Medical Institute titled “Listening to Difference”. Approximately 80 participants attended, including UWF administrators, faculty, staff, students and community partners. The ADVANCE Program took the lead in co-coordinating UWF’s Annual Scholars Celebration, which brought together the ADVANCE Annual Showcase, Women’s Studies Conference, Student Scholars Symposium, and Faculty Research Showcase into a cohesive annual celebration.
Key Outcomes or Other Achievements:

The University of West Florida hired a Chief Diversity Officer (CDO) for the first time in August of 2013, and established an Office of Equity, Diversity and International Affairs (OEDIA). An ADVANCE PI was on the search committee. The ADVANCE investigators met with the new CDO, the Provost, and the VP for Student Affairs, explaining the ADVANCE program and impact, and culture survey data. The culture survey was used to identify strategic objectives for faculty diversity for the new UWF Diversity Strategic Plan. It was also used to develop priorities for the WLE Task Force.

The WLE Task Force used the culture survey data to identify priorities and make headway on three key initiatives: 1) Developing a Tenure-Clock Extension Policy (rated as priority as most important of issues ranked by faculty), 2) Exploring options for increased access to on-site childcare, and 3) developing a formal lactation policy and lactation room on the UWF Campus. All of these initiatives are currently in progress.

The 2014 UWF Faculty ADVANCE Showcase: Celebrating Diversity and Scholarship, which featured a keynote talk by Dr. David Asai, Senior Director of Science Education Programs at Howard Hughes Medical Institute, was well attended by UWF administrators, faculty, chairs, students and community partners, including several UWF Vice Presidents and all three College Deans. As a result of this Showcase, UWF is working on hosting the UWF Diversity Symposium in 2015, which will be co-sponsored by ADVANCE, the Office of Equity, Diversity and International Affairs, and the College of Arts and Sciences.

The STRIDE Task Force developed and disseminated a report with recommendations for enhancing the recruitment and retention of women faculty and Members of Underrepresented Racial and Ethnic Groups (MUREGs) to college deans, college and university personnel committees, the Office of Human Resources, and other UWF units.

Three ADVANCE Scholars received Career Networking and Grant Development Awards, which will provide support for research activities, external collaborations, and grant development. As a result, these faculty plan to develop and submit external grant proposals to NSF and NIH in alignment with their professional development goals.

The ADVANCE Mentoring Program was established, as well as an Advisory Committee to oversee the program. All ADVANCE Scholars who elected to receive mentoring were paired with mentors based on their professional development goals and interests. All mentors and mentees received training and monthly mentoring-related newsletters. This year the mentoring program matched 24 mentor/mentee pairs including 15 female mentors and nine male mentors and utilizing a three-member evaluation team for monitoring the mentor/mentee program.
Three Distinguished Visiting Scholars visited UWF during the academic year and met with ADVANCE Scholars and UWF faculty and students. The Distinguished Scholars gave well-attended public lectures in alignment with the ADVANCE Program goals, which were open to the UWF and local community. The Distinguished Scholars also met with UWF faculty and students to share their expertise and enhance collaboration opportunities.

Nine ADVANCE Scholars participated in the Writing Group during the academic year to support their publication and grant writing goals.

Ten ADVANCE scholars have participated in the Network of Research Scholars / Research Connections Program and created web-based research profiles, and 43 UWF faculty have participated in the program overall. The program supports the research goals of ADVANCE Scholars through increased networking, collaborations with other faculty, and support for research activities.

The ADVANCE Program helped establish the UWF Parent Association and co-hosted a public lecture with the Association on Work Life Balance, which was given by an ADVANCE Scholar.

**What opportunities for training and professional development has the project provided?**

The Professional and Leadership Development Workshops provided training and professional development for ADVANCE Scholars and faculty on several key topics that were identified as high priority on a survey administered to ADVANCE Scholars. These workshops were open to all UWF faculty and included the following topics: preparing for tenure and promotion, developing positive leadership skills, and managing conflict.

Two Leadership Development Assessment Center / Workshops were offered to ADVANCE Scholars and faculty, including “Developing Positive Leadership Skills Part I: Whistle While You Work: The Importance of Hope and Optimism in Goal attainment” and “Part II: I Think I can, I Think I Can: Developing Self-Efficacy and Resilience in your Professional Life.” The workshops were based on research on PsyCap (Luthans et al. 2011), which was a key component of our initial grant proposal. About 12 women faculty from the STEM disciplines participated in the first workshop; about 8 participated in the second. Evaluations of the workshops were uniformly positive.

The Mentoring Program hosted a Mentoring Program Orientation that was facilitated by Dr. Jenna Carpenter from Louisiana Tech University. Separate sessions were devoted to training mentors and mentees in the Fall 2013.

The Workshops for Administrators provided facilitated discussions of best practices to enhance recruitment and retention of diverse faculty for STEM department chairs.
The Professional Career Coaching Program provided professional development-related coaching for three ADVANCE Scholars.

The Career Networking and Grant Development Awards provided professional development opportunities for three ADVANCE Scholars, including support to visit other ADVANCE institutions and grant writing support.

The Distinguished Visiting Scholar Series provided professional development for ADVANCE Scholars and UWF faculty via lectures, meetings and networking opportunities.

The Network of Research Scholars Program provided ADVANCE Scholars and faculty with training to identify appropriate grant proposal opportunities, develop grant proposals, develop student-centered research projects and collaborate with internal and external peers.

The ADVANCE Showcase and Scholars Celebration provided ADVANCE Scholars and UWF faculty and students an opportunity to present their research activities at an on-campus symposium and help them prepare presentations for national conferences and other events.

The Writing Program offered opportunities for social support for manuscript and grant writing and networking opportunities.

The Culture Survey data and a needs-assessment survey of Chairs are being used to develop training programs for chairs and administrators.

**How have the results been disseminated to communities of interest?**

The results have been disseminated to several communities of interest through a variety of methods:

1. UWF administrators, faculty, staff and students via updates at meetings, including the President, Provost, Chief Diversity Officer, Faculty Senate, Campus Chairs Group, President’s Diversity Council, President’s Cabinet, Office of Human Resources, etc.;
2. UWF ADVANCE Internal Steering Committee and External Advisory Board members via presentations at scheduled meetings throughout the year;
3. UWF community via a poster presentation at the UWF Faculty Research Showcase;
4. UWF faculty and students via a presentation at the UWF Women and Gender Studies conference;
5. UWF and NSF ADVANCE community via regular updates on our ADVANCE web site;
6. Various reports and results, including the Culture Survey Report and STRIDE Task Force Findings Report, are available on the UWF ADVANCE website, and hence are available to UWF faculty and administrators, as well as externally to other ADVANCE institutions through the NSF Portal.
7. A poster at the annual NSF ADVANCE PI Conference will be presented on the two Leadership
Development workshops to share with other ADVANCE institutions.

8. The mentoring program includes a three-member evaluation team and a pre and post assessment survey measure of the program. Data from 16 pairs of mentors and mentees were retrieved and analyzed statistically by the Project Evaluator. Results of the mentoring program will be shared with the scholars and project participants (including mentors and mentees) at the first meeting in August 2014 for Year Four. Data from 16 pairs of mentors and mentees were retrieved and analyzed statistically by the Project Evaluator. Results of the mentoring program will be shared with the scholars and project participants (including mentors and mentees) at the first meeting in August 2014 for Year Four.

What do you plan to do during the next reporting period to accomplish the goals?
The attached Year Three Program Evaluation Report describes plans to accomplish the goals for the next two years.

NOTE: You may upload PDF files with images, tables, charts, or other graphics in support of the Accomplishments section. You may upload up to 4 PDF files with a maximum file size of 5 MB each.

1. NSF UWF Faculty ADVANCE Program: Year Three Program Evaluation Report
2. NSF UWF Faculty ADVANCE Program Year Three Evaluation Report Appendix A: Process and Implementation Measures
3. NSF UWF Faculty ADVANCE Program Year Three Evaluation Report Appendix B: Overview of UWF Faculty Diversity Data
4. NSF UWF Faculty ADVANCE Program: Sample Mentoring Program Newsletter
Products

Within the Products section, you can list any products resulting from your project during the specified reporting period, such as:

Journals:

Books:

Book Chapters:

Thesis/Dissertations:

Conference Papers and Presentations:


Other Publications:

STRIDE Task Force Findings Report, December 2013
Recommendations for enhancing the recruitment and retention of women faculty and Members of Underrepresented Racial and Ethnic Groups (MUREGs)

UWF ADVANCE Culture Survey Summary Report, August 2013
Results of the 2012 ADVANCE UWF Climate and Culture Survey
Schneider, El-Sheikh, E., Hays-Thomas, R., Vaughan, P., and Walch, S.

2014 UWF Scholars Celebration Program, April 2014
Program and abstracts for 2014 UWF Scholars Celebration
Vaughan, P., Dockens, R. and El-Sheikh, E.

Monthly Mentoring Newsletters, 2013-2014
Monthly newsletters for ADVANCE Program mentors and mentees
Vaughan, P. and Fontaine, V.

ADVANCE WLE Report to Faculty Senate, December 2013
WLE recommendations on tenure clock extension policy and faculty child care options
Schneider, S. and Tatum, K.

Technologies or Techniques:
Patents:
Inventions:
Licenses:
Websites:
   UWF ADVANCE Web Site http://uwf.edu/advance/
   UWF Scholars Celebration http://uwf.edu/advance/scholarscelebration/
   UWF Mentoring Program and Expert Hotline http://uwf.edu/advance/mentoring/
   UWF Parent Association https://www.facebook.com/groups/UWFParentAssociation/

Other Products:
   Faculty Career Networking and Grant Proposal Development Awards: Call for proposals and review rubric
   Distinguished Visiting Scholars Series: Call for proposals

NOTE: You may upload PDF files with images, tables, charts, or other graphics in support of the Products section. You may upload up to 4 PDF files with a maximum file size of 5 MB each.
1. NSF UWF Faculty ADVANCE Program: Climate and Culture Survey Summary Report, September 2013
2. NSF UWF Faculty ADVANCE Program: Climate and Culture Survey Executive Summary, December 2013
3. NSF UWF Faculty ADVANCE Program: STRIDE Task Force Findings Report, December 2013
4. 2014 UWF Scholars Celebration Program
Participants

What individuals have worked on the project?

Senior Personnel
Name: El-Sheikh, Eman (Principal Investigator and Project Director)
Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 4
Funding Support: NSF Award
Contribution to Project:

As part of her regular faculty duties, Dr. El-Sheikh served as PI, Project Director, Chair of the Internal Steering Committee, and Chair of the External Advisory Board. She provided overall project coordination, including annual work plan, budget, personnel, team meetings, web site, reporting, and dissemination. She also provided project management for the Distinguished Visiting Scholars Program, Network of Research Scholars, Professional Coaching Program, and Writing Group, and contributed to the following activities: faculty luncheons, Annual Conference and Scholars Celebration, and administration and partner support.

Name: Vaughan, Pamela (Co-Investigator)
Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 2
Funding Support: NSF Award
Contribution to Project:

As part of her regular faculty duties, Dr. Vaughan provided project management for Faculty Luncheons, the Annual ADVANCE Showcase, and the Mentoring Program, and led efforts to coordinate UWF Scholars Celebration. She served on the Internal Steering Committee and assisted with the External Advisory Board. She assisted with disseminating materials and information and contributed to the following activities: training modules for administrators and participants, professional coaching program, faculty networking awards, and distinguished visiting scholars program.

Name: Walch, Susan (Co-Investigator)
Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 2
Funding Support: NSF Award
Contribution to Project:

As part of her regular faculty duties, Dr. Walch chaired the STRIDE Task Force, provided project management for the Professional and Leadership Development Workshops, and coordinated
the Faculty Career Networking and Grant Proposal Development Award process. She served on Internal Steering Committee. She helped disseminate materials and information and contributed to the following activities: mentoring program, training modules for administrators, External Advisory Board, faculty luncheons, Annual Conference and Scholars Celebration, climate/culture survey, and Distinguished Visiting Scholars program.

Name: Schneider, Sherry (Co-Investigator)

Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 2

Funding Support: NSF Award

Contribution to Project:

As part of her regular faculty duties, Dr. Schneider provided project management for the climate/culture survey and Leadership Development Assessment Center (LDAC), and co-chaired the Work-Life Effectiveness (WLE) Task Force. As part of her LDAC activities, she developed and delivered two leadership workshops for ADVANCE Scholars based on positive psychology and leadership principles. She also served as liaison of the ADVANCE Program on the President’s Council on Diversity, the Faculty Senate, and the Office of Human Resources through the University Comprehensive and Work-life Benefits Committee (co-chair), and the Chief Diversity Officer search committee. She also served on the ADVANCE Internal Steering Committee, assisted with the External Advisory Board, Faculty Career Networking Awards, Distinguished Visiting Scholars Program, disseminated materials and information; and contributed to the following activities: Mentoring Program, faculty luncheons, Coaching Program, and the Annual Conference and Scholars Celebration.

Name: Chung, Hui-Min (Co-Investigator)

Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 2

Funding Support: NSF Award

Contribution to Project:

As part of her regular faculty duties, Dr. Chung provided project management for the diversity training workshops for administrators. Working together with the Office of Equity, Diversity and International Affairs, Dr. Chung co-facilitated discussions for chairs and administrators with UWF’s Chief Diversity Officer, Dr. Kim LeDuff, and Dr. David Asai, Senior Director of Science Education Programs at Howard Hughes Medical Institute, on the importance of diversity and best practices for enhancing recruitment and retention of diverse faculty. Additionally, she coordinated Dr. Asai’s visit as the Keynote Speaker for the 2014 UWF Faculty ADVANCE Showcase: Celebrating Diversity and Scholarship. She also served on the ADVANCE Internal Steering Committee, assisted with the External Advisory Board, Distinguished Visiting Scholars Program, disseminated materials and information; and contributed to the following activities:
Mentoring Program, faculty luncheons, and the Annual Conference and Scholars Celebration.

Name: Thompson, Carla (Program Evaluator)
Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 2
Funding Support: NSF Award
Contribution to Project:

Dr. Thompson as Director of the Community Outreach Research and Learning (CORAL) Center is conducting the external program evaluation for the UWF ADVANCE Program. She is completing this work as part of her regular duties as Director.

Graduate Student
Name: Fontaine, Valentina
Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 6
Funding Support: NSF Award
Contribution to Project:

Valentina provided administrative support and project management throughout the academic year. She managed the ADVANCE office, public website, internal archiving site, scheduled numerous meetings, prepped for meetings and events, assisted with the Annual Showcase and Scholars Celebration, as well as organized work plans, and materials for ADVANCE activities and meetings. She provided assistance to the ADVANCE investigators on the various ADVANCE activities. She also assisted with the travel arrangements for the Distinguished Visiting Scholars and for the keynote speaker for the Annual Showcase.

Graduate Student
Name: Howard, Maureen
Nearest Person Month Worked (A person month equals approximately 160 hours of effort): 3
Funding Support: UWF funding for ADVANCE project
Contribution to Project:

Maureen provided support for the project evaluation and assisted Dr. Carla Thompson with the evaluation activities and report.

What other organizations have been involved as partners?

1) The ASTA Group, LLC- Pensacola, FL (Commercial Firm)
The ASTA Group administered and collected data for the faculty culture survey.

2) **Brannick HR Connections- Tampa, FL (Commercial Firm)**
Dr. Joan Brannick, President of Brannick HR Connections, is an organizational psychologist that consults, writes, and speaks on employee selection, development and engagement issues. She is the Professional Career Coach for the UWF Faculty ADVANCE program.

**Have other collaborators or contacts been involved?**  Yes  No

- UWF President’s Office
- UWF Provost Office
- UWF College of Arts and Sciences
- UWF College of Professional Studies
- UWF Research and Sponsored Programs
- UWF Research Connections Program
- UWF Office of Equity, Diversity and International Affairs
- UWF Office of Human Resources
- UWF Office of Diversity and International Education and Programs
- UWF Center for University Teaching, Learning, and Assessment
- UWF Center for Applied Psychology
- UWF Office of Undergraduate Research
- UWF Women’s Studies Program
- UWF Community Outreach Research and Learning Center
Impacts

What is the impact on the development of the principal discipline(s) of the project?
Focusing on STEM disciplines, this project enhanced networking, collaboration and knowledge sharing among the disciplines represented by the participants, including collaboration among the various sciences. Year three descriptive results provide some initial indicators that the project will likely improve the knowledge and skills of the participants in support of participants’ professional development goals and the overall project goals. The project will likely improve the positive psychological capital of the participants.

What is the impact on other disciplines?
The project brought together several STEM and diversity related UWF events into an integrated “Scholars Celebration” program that was open to the public and well attended by campus leaders, faculty, staff, students and community partners. This year’s theme was Celebrating Scholarship and Diversity. The program recognized the scholarly contributions of women faculty in STEM disciplines, and enhanced awareness of the importance of faculty and student diversity. Participants included faculty, administrators and students from a variety of STEM and non-STEM disciplines, which enhanced awareness of women in STEM and diversity issues.

What is the impact on the development of human resources?
Year three descriptive results provide some initial indicators that the project is likely to increase recruitment and retention rates of women STEM faculty, as well as the diversity and quality of applicant pools, especially specific to women of color. The project will also likely increase the number of women STEM faculty in the tenure career path and in administrative positions. The project has provided funding to support participants’ research development, including funding to visit peer and peer-aspirant institutions, host research collaborators, and expand research networks. As a result, the project has led to the preparation of several grant proposals by participants for submission to NSF, NIH and other funding agencies. One of the ADVANCE Scholars received a $1 million NIH grant this year, and she credits the ADVANCE Career Networking and Grant Proposal Development Award that she received during year two with contributing substantially to her success. The ADVANCE Program also exposed project participants and UWF and local community members to new knowledge and skills.

What is the impact on physical resources that form infrastructure?
The WLE task force is working on two importance infrastructure issues that should allow women faculty with infants and young children to more successfully manage their career and
parental responsibilities. The first issue is to establish a lactation policy and lactation room on campus where faculty, staff, and student women may go to breast feed their infants. The second issue is more complex. Faculty members are currently allowed to apply for a space for their children in the well-regarded childcare center on campus. However, as the center was built with student fees, the State of Florida mandates that students get first priority before any faculty member. The average waiting time for a faculty child to get into the childcare center is over two years. The childcare facility is almost new and is already over capacity. The WLE task force is working with administration to work on short-term and long-term solutions to this issue. The long-term goal is to expand the childcare center, but not with student funds, thus allowing faculty to legitimately be given priority for some of the available places.

**What is the impact on institutional resources that form infrastructure?**

Year three descriptive results provide some initial indicators that the project will likely result in enhanced recruitment and retention policies to improve diversity and excellence. The project has resulted in the establishment of a local chapter of the Association for Women in Science (AWIS) at UWF, with collaborative activities between AWIS and ADVANCE programs including a reception for all women faculty and students in STEM disciplines. The project has also resulted in the formation of a UWF Parent Association to provide support and resources for faculty, staff and students with children.

**What is the impact on information resources that form infrastructure?**

The project resulted in the development of several web-based information resources to enhance infrastructure:

a. The ADVANCE web site to disseminate information about the ADVANCE Program and a variety of resources.

b. The Work-Life A-Z Guide to provide resources for faculty, staff and students.

c. The Work-Life “Did you know?” Guide to disseminate helpful work-life information to the UWF community.

d. The ADVANCE Mentoring web site, including the Expert Hotline to help faculty identify other faculty with expertise in various areas who can provide mentoring assistance.

e. The UWF Scholars Celebration web site to provide a central hub for all Scholars Celebration events, including the ADVANCE Annual Showcase, Women’s Studies Conference, Student Scholars Symposium and Faculty Research Showcase.

**What is the impact on technology transfer?**

Nothing to report

**What is the impact on society beyond science and technology?**
Year three descriptive results provide some initial indicators that the project will likely improve public knowledge and attitudes related to important issues for women faculty in STEM and diversity. The project will likely improve practices, policies and decision making related to the recruitment, retention and advancement of women faculty in STEM disciplines.
Changes / Problems

Changes in approach and reason for change:
Leadership Development Assessment Center / Workshops: The results of a needs assessment survey distributed to ADVANCE Scholars in year two revealed that they did not wish to be externally evaluated in a purely developmental assessment center due to concerns about information making its way to promotion and tenure committees, even though confidentiality was assured. In response to this feedback, the Leadership Development Assessment Center was conducted for STEM women faculty interested in leadership as two self-assessment workshops and corresponding workbooks based on Positive Psychology principles. These workshops were offered as part of the ADVANCE Professional and Leadership Development Workshops.

Actual or Anticipated problems or delays and actions or plans to resolve them:
Nothing to Report

Changes that have a significant impact on expenditures:
Nothing to Report

Significant changes in use or care of human subjects:
Nothing to Report

Significant changes in use or care of vertebrate animals:
Nothing to Report

Significant changes in use or care of biohazards:
Nothing to Report
Special Requirements

This report section is only available when Special Requirements are specifically noted in the solicitation and approved by the Office of Management and Budget.

Not applicable