UC LEAF

NSF Year 3, Interim 1

Section 15.12
I. What are the Major Goals of the Project?

(This information is already in the report. It comes from the goals of the grant itself.)

1. Improve pathways for women faculty, including underrepresented faculty, in STEM by broadening recruitment, improving hiring, increasing retention, and promoting advancement.
   - **Bottom Up**: Proposed activities include three separate professional development workshop series for women STEM faculty, and a LEAF mini-grants program to support women STEM faculty professional development and research. However, bottom up efforts related more broadly to this initiative are also included below.
   - **Top Down**: Proposed activities include best practices seminars and training workshops for leadership (heads, deans and administrators) and faculty committees responsible for hiring and RPT (reappointment, promotion, tenure). However, efforts related more broadly to this initiative are also included below.

2. Transform the climate for STEM faculty, including underrepresented faculty, by creating social and collaborative mentoring networks to promote intellectual progress and equity, resulting in an inclusive culture.
   - **Bottom Up**: Proposed activities include the establishment of learning communities for women STEM faculty and a Visiting Scholars Program. However, bottom up efforts related more broadly to this initiative are also included below.
   - **Top Down**: The primary purpose of this initiative is to assess climate and aid in development and implantation of unit-level logic models for change.

3. Create interdependence to reinforce mutual responsibility and fosters shared responsibility to enable sustainable dynamic institutional practice and policy.

4. Social Science research on climate and transformation of policy and reform, as expressed through message linguistics, subjective experiences, and social networks.

5. Career Life Balance Supplemental Grant: Conduct benchmarking and data collection via the Career Life Balance Supplement to explore the feasibility of a dual career hiring exchange for the region.

II. What was accomplished under these goals?

(You must provide information for at least one of the four categories below. Each ANNUAL report should be unique presenting the activities, objectives, results, outcomes or Achievements for EACH year.)

Major Activities

Goal I: Improve Pathways

1.a.i Units implement logic model for improved recruitment
   - LEAF staff met with department heads in Geography and Cancer & Cell Biology to discuss development of departmental logic models. Both heads are relatively new to UC and desire more experience in their departments before developing such models. Both departments committed to completing their models by the end of November.
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- LEAF staff met with department heads in Political Science, Sociology, Philosophy and Communication. All departments committed to LEAF activities, are enthusiastic about participating. Political Science and Sociology have completed their Logic Models and all other departments committed to completing theirs in the near future.

1.a.ii Improved knowledge and awareness of diversity issues related to recruitment among key decision makers

- LEAF is working with the Provost's Office and OEO to provide search committee training for all faculty search committees.

- The Fall 2014 Best Practices speaker was Christine Grant. Her visit included a Celebrating Women and Diversity in STEM Breakfast, provost minority networking lunch, meetings with CEAS leadership and CEAS women faculty, a keynote presentation open to all faculty and staff on campus, as well as a Leveraged Empowerment coaching session for STEM women. In total, 52 people attended an average of 1.6 of the eight events. All events are described in detail online: [http://www.uc.edu/orgs/ucleaf/what-we-do/events/best-practices/ChristineGrantEvents.html](http://www.uc.edu/orgs/ucleaf/what-we-do/events/best-practices/ChristineGrantEvents.html)

- At a meeting of the Dean’s Action Council (DAC) topics included “reverse mentoring” for faculty from underrepresented groups, a commitment to promote participation in the upcoming COACHE survey, and a decision to bring in an outside facilitator to conduct focus groups with members of underrepresented groups.

1.a.iii Creation and implementation of new tools and resources for improved recruitment

- Additional recruitment and hiring content was added to the LEAF website under the heading “LEAF Resources.” A significant section is dedicated to advertising resources for faculty. Content can be found here: [http://www.uc.edu/orgs/ucleaf/resources/hiring-recruitment.html](http://www.uc.edu/orgs/ucleaf/resources/hiring-recruitment.html)

- LEAF worked with recent hires in several departments to develop a “Tips for New Faculty” document. The document will help acclimate faculty to campus culture and ambiguous resources. It was shared with new STEM faculty and department heads, and made available on the LEAF website: [http://www.uc.edu/content/dam/uc/orgs/ucleaf/docs/NewFacultyTips.pdf](http://www.uc.edu/content/dam/uc/orgs/ucleaf/docs/NewFacultyTips.pdf). Faculty feedback indicates that it is significantly helpful and that LEAF should distribute it more broadly.

- LEAF has developed an informational folder for prospective faculty. The content is a collection and summary of family-friendly and dual-career policies, activities, resources and programs.

3.a.i Pre-tenure women attend and benefit from (professional development) workshops on early career development


- Planning began to create a manuscript writing retreat and semester-long program targeted at underrepresented women STEM faculty. Modeled after the writing program at Jackson State University, the retreat will be held off-campus in early March and co-sponsored by the Diversity Office and STEM departments with participating faculty. LEAF is finalizing venues and facilitators for the program. The program has been advertised to URM STEM women and is being promoted on the LEAF website: [http://www.uc.edu/orgs/ucleaf/what-we-do/events/workshops.html](http://www.uc.edu/orgs/ucleaf/what-we-do/events/workshops.html)

- LEAF staff is collaborating with the Vice President of Research regarding how to build a sustainable research training and career support infrastructure for faculty.
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- LEAF co-hosted a Provost lunch for minority STEM faculty in October. 16 faculty attended and discussed recruitment of minority faculty and current campus climate with the Provost.

- LEAF is a co-sponsor of the Op-Ed Project again this year, which is being administered through the Office of the Provost. The training session for this 2nd cohort will run December 5-6, 2014. Nine women STEM faculty will be attending. Women who participated in the 1st cohort continue to receive support. Two writing sessions were held in during Fall 2014 to encourage completion and publication of their editorials by 12/31/14.

- Two Writing Circles were established in November for STEM women to work on writing projects and receive informal feedback. Each circle meets on a weekly basis. Eleven STEM faculty (including 3 women of color) have participated in at least one of the four sessions held to date.

3.a.ii LEAF funding program affords women experience writing and reviewing grants

- LEAF received 14 grant applications for the 14-15 academic year. Faculty committees reviewed applications and awarded grants to 11 women faculty (Five Seed, four Branch and two Leadership). A full listing of all grant recipients with project titles is posted on the LEAF website: http://www.uc.edu/orgs/ucleaf/what-we-do/grants/facultygrants.html

- LEAF created an online form to capture LEAF grant recipients’ annual reports. Recipients from the 2013-14 academic year are in the process of submitting their annual reports. The report format is available on the LEAF website: http://www.uc.edu/orgs/ucleaf/what-we-do/grants/grant-reports.html

3.b.ii Improved knowledge and awareness of diversity issues related to reappointment promotion and tenure processes, and around early career development among key decision makers

- LEAF is partnering with the AAUP and the Vice Provost of Academic Personnel to offer RPT college committee training in Spring and Fall 2015 on implicit bias. This training will be recorded and can be used as a webinar to help train departmental committees.

3.b.iii Creation and demand for new tools and resources for improved mentoring, coaching and support

- LEAF leadership applied for a $20k grant from the Provost’s Office to develop a sponsorship program for STEM women faculty. Senior and junior faculty would be paired by LEAF and given a budget to support the junior faculty’s career development.

4.a.i Tenured women attend and benefit from workshops on career development and advancement

- LEAF launched a new workshop series fall semester for women STEM associate professors (entitled “FORTE” -- FOR TEnured faculty) and is offered in collaboration with the Research Division. Three half-day workshops are scheduled for this year. Topics covered include: strengthening research programs, pathways to leadership, and effective communication and organizational design. The first workshop was held in September. A full description of the series is on the LEAF website: http://www.uc.edu/orgs/ucleaf/what-we-do/events/workshops/2014-2015-forte-workshops.html

Goal II. Transform the climate

5.a.i Best practices speakers help educate stakeholders

- Planning began for a spring Best Practices workshop. Dr. Rosalyn Walker Stewart, faculty member from Johns Hopkins Medical College, came to campus November 7 & 10 to conduct focus groups with women faculty and department heads on the medical campus. Data collected will be used to shape the spring Best Practices workshop, which will be led by Drs. Barbara Fivus and Myron Weisfelt from Johns Hopkins Medical
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College and will focus on professional development programming in the College of Medicine. Dr. Stewart reported the results of the visit, which were shared with the dean, associate dean, department heads, and all women faculty in COM.

- Planning began on a winter Best Practices workshop. Dr. Ellen Kossek, an expert on work-life integration at Purdue University, agreed to visit UC on January 29 & 30, 2015. She will conduct workshops for faculty and administration on work-life integration strategies.
- Planning began on another winter Best Practices workshop. LEAF is in discussion with Dr. Debra Rolison, a physical chemist at the Naval Research Laboratory, to come to UC in February 2015 to present “Creating Change in Scientific Institutions through Subversion, Revolution (Title IX!), and Climate Change,” as well as conduct workshops with faculty and administration.

5.a.ii Dual career hiring, work-life integration, and early career programming implemented

- UC LEAF completed activities proposed under the Career Life Balance supplemental funding program. For full details, please see the CLB report (CLBReport.pdf) and Executive Summary (CLBExecSumm.pdf). Briefly, these activities included:
  - Benchmarking of other ADVANCE and peer institutions to assess best practices relating to dual career hiring and (more broadly) supporting work-life integration. After reviewing these data and the current AAUP Collective Bargaining Agreement, LEAF leadership developed and presented recommendations for new and revised policies to support greater work-life integration for faculty.
  - Gathering market data from local HR professionals and regional leaders to assess the need for and viability of a dual-career hiring network. As a result of these efforts, President Ono has commissioned LEAF and UC’s HR Department to develop a proposal for building a job portal to be housed at UC that includes employment opportunities at UC and external organizations for prospective accompanying partners and for those partners to post their own resumes. This portal would link to other area resources that are currently available to support dual career hires and other new hires to the region.
  - The Provost’s Office recorded eight dual career placements in AY13-14 that were supported by the new Dual Career Assistance program. Four of these eight involved faculty hires in STEM units, including a female faculty member in Aerospace Engineering.
- Additional dual career content was added to the LEAF website under the heading “LEAF Resources”: http://www.uc.edu/orge/ucleaf/resources/dual-career.html.
- Discussion of UC programs for dual career hires and how to advertise them to potential candidates are included in search committee training.
- The DAC meeting mentioned earlier also discussed how best to communicate family-friendly policies to faculty, to encourage their use, and how to alter RPT policies and instructions for external referees to promote stop-the-clock usage.

6.a.i Create vibrant learning communities that women actively participate in

- Elke Buschbeck, associate professor of biology, is leading the west campus learning community for new faculty. 7 and 2, attended in September and October. November’s attendance will be available shortly.
- Anna Gudmundsdottir, professor and department head of chemistry, is leading the west campus learning community for faculty approaching tenure. 10 and 7, faculty attended in September and October. November’s attendance will be available shortly.
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- Erin L. Winstanley, assistant professor of health outcomes, is leading the medical campus learning community for new faculty. 4, 0, 2 attended in September, October and November, respectively. Faculty indicated they are very interested in attending but do not actually attend. The group already set meeting dates for the remainder of the academic year to give faculty advanced notice and LEAF is helping her promote the meetings.

- The medical campus learning community for mid-career faculty is continuing as an informal networking group, led by Sandra Degen.

- LEAF surveyed the learning community participants from the 2013-14 academic year.

- Following a meeting with three Latina STEM faculty, we held a luncheon for all Latino/Latina/Hispanic STEM faculty on August 22nd to discuss their interest in developing an affinity group to address a variety of professional development issues, including RPT, research and campus climate. Faculty expressed a desire to meet with each other on a regular basis in order to strengthen their networks, discuss various research concerns unique to their demographics, and address campus climate issues. A follow-up meeting was held September 26. As a result of the discussion, LEAF is coordinating a meeting with the Provost to discuss recruiting and hiring Latino faculty, campus climate and recruitment of Latino students.

- Senior Women in STEM Networking Lunch were held September 24 and October 23. Due to low turnout at the last meeting, the next lunch will not occur until spring semester.

6.b.i LEAF promotes women in media and in programming

- LEAF staff met with the Office of Governmental Relations and University Communications on main campus, the public relations office at the Academic Health Center, and the public relations offices in the colleges of Arts & Sciences and Engineering and Applied Science to discuss ways to better promote women in STEM fields.

- We developed and implemented strategies to feature women faculty more prominently on the LEAF website and in social media. Tactics include mining awards data from the Office of Sponsored Research database, information sharing with campus PR offices and academic departments, tweeting at key personnel on- and off-campus.

- The LEAF leadership team nominated psychology professor Farrah Jacquez for the 2015 YWCA Rising Stars program that supports women ages 25-40 in pursuit of excellence in their careers.

- LEAF staff are nominating Shuk Mei Ho for the university’s Rieveschl Award for Research and Kathleen Burlew for the Provost’s Faculty Award for Career Achievement.

- LEAF staff are nominating Heidi Maibom to the Graduate Fellows.

- The executive director sends monthly congratulatory notes to STEM women who receive external grants.

- To date, the first cohort of OpEd participants have had seven editorials published in local or national outlet. These faculty include Valerie Hardcastle (Executive Director of LEAF) who has published two pieces, and Karen Bankston who recently published a piece on diversity and climate in Cincinnati that is receiving considerable attention.

6.c.i LEAF models academic excellence by bringing in visiting scholars

- LEAF developed a Visiting Scholar Grant program for STEM departments to identify and invite women or underrepresented minority scholars to speak on topics important to their respective departments. The program requires departments to arrange a separate meeting between the visiting scholar and the STEM women in the department, thereby increasing their interaction with the scholar. Two scholars have now visited campus. A description of the grant program and an online application is on the LEAF website: http://www.uc.edu/orgs/ucleaf/what-we-do/grants/2013-rfp-grants1.html. We made this change in response to the challenge of finding visiting scholars who can attract large numbers of STEM scientists from different disciplines.
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- A Celebrating Women in STEM Diversity Breakfast was held November 4 titled, “Paths to Leadership for Women in Academia.” Five senior administrators from the region shared their career experiences and lessons learned. N = 53 people attended. A full listing of panelists is available on the LEAF website: http://www.uc.edu/orgs/ucleaf/archives/programming-events.html

6.d.i Improve On-Campus Climate more broadly

- Developed a discussion series for first-year students, in partnership with the Office of Residential Education, which will address implicit bias and general etiquette for interacting with faculty. Two residence hall lectures were held in October. Attendance was not strong. LEAF would like to pursue a similar lecture though with a different format for Fall 2015 in partnership with the Student Activities office.

- LEAF staff met with the Office of Community Engagement on July 7th to discuss ways STEM faculty can connect with the Cincinnati community.

- LEAF is working with the Provost’s Office to offer faculty a service opportunity at the Science & Engineering Expo in March 2015 (This is the state’s science fair). STEM faculty will volunteer to serve as judges at the event.

- We developed a strategy to welcome new faculty to campus. A LEAF notecard was designed and printed for personal notes and new faculty are being highlighted on the LEAF homepage each month.

- A beginning-of-year networking reception for all STEM women was held. Attendees requested more frequent events and suggested including activities such as “speed networking” to encourage cross-college interaction.

- LEAF initiated the Diversity Committee to assist with planning diversity events and to provide feedback.

- The DAC is focusing its attention on how to connect policies to climate in their areas of responsibility.

Goal III. Reinforce mutual and shared responsibility and sustainability

8.a.i High awareness of the AAC among women faculty and allies

- Arnie Miller, professor of Geology, and Erin Haynes, associate professor of environmental health, joined the AAC.

- On August 21st and October 21st the AAC held training sessions for LEAF allies featuring Dr. Deborah Pearce, an independent communication consultant. Dr. Pearce worked with 32 senior faculty allies from STEM departments on developing a repertoire of communication skills, including mediation and conflict management. See WestCampusAlliesTrainingAttendance.pdf and MedCampusAlliesTrainingAttendance.pdf for attendance data and AlliesTrainingAgenda.pdf for training details.

- The AAC is exploring the possibility of holding a mens’ advocates training (similar to Maine’s Advocates and Allies program) so they can respond to unconscious bias in faculty meetings, searches, evaluations and other situations.

- The Allies established a shared document to record concerns anonymously so they can look for patterns and problems that need attention across the colleges.

- The AAC is currently working with HR to revise the Faculty Hiring Manual to include more on implicit bias and on developing a policy for joint hires.

9.a.i LEAF Leadership Team coordinates planning with Provost’s, Research, and President’s office

- LEAF staff met with the President’s office and UC Foundation personnel about establishing a women’s philanthropy circle devoted to supporting women faculty in STEM.

- Associate Provost for Special Initiatives continues on the LEAF leadership team.
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10. Social Network Analysis

- Due to faculty absences from campus during summer, we suspended data collection for the network analysis until the beginning of fall term. In addition to completing the initial list of STEM departments, we will be adding Communication, Sociology, Philosophy, and Political Science. Data collection should be completed by January 31st.

11. Discourse Analysis

- Content from email listservs has been coded and entered into nVivo for analysis of themes and gendered language. Additional content has been pulled from regularly published university communication pieces, including monthly e-newsletter from the Colleges of Medicine and Arts and Sciences.

- After much work, and preliminary analyses, we have found that there is little depth to the communications, and that they do not provide an accurate lens as to how and when gender and diversity are conveyed and promoted, nor does it inform the current status of issues related to climate. As such, and upon the recommendation of the External Advisory Committee, we will finalize this baseline data analysis by the end of the year, and do not plan to follow-up at the end of the award period.

- Data in the form of hiring, recruitment, and RPT documents are currently being collected to be coded for similar themes. This will provide baseline data for upcoming projects related to implicit bias.

12. Turnover Study

- Completed data collection for the turnover study in September and reported results to leadership in October. An executive summary of results, representing responses from more than 200 former faculty, is available on the LEAF website.

- Data collection will be on-going as the database of former faculty is updated on an annual basis.

Leadership Team

- LEAF staff met with faculty in the Veteran’s Administration Hospital to discuss potential collaborations and how to replicate LEAF activities in such departments.

- LEAF staff met with almost all department heads to discuss progress on logic models, hiring and new LEAF initiatives.

- Prepared for the Third Year Site Visit.

DAC (former IAC)

- The IAC turned out to be both marginally effective and redundant with the activities of the AAC, so we have disbanded the IAC and instituted a Dean’s Action Committee (DAC) in its place. This committee problem-solves institution-wide issues relevant to the ADVANCE goals.

External Advisory Committee

- The EAC met October 3rd. The full report is attached below.

Evaluation Team

- Developed and distributed a flash survey for all events in order to gauge their effectiveness and identify future needs.

- Developed and distributed surveys to gather retrospective evaluations as of the end of the year for all LEAF workshops, learning communities, and outside experts during the 13-14 AY.

- Upgraded faculty database with better information on race, citizenship and Hispanic origin.
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- Completed both internal and external evaluations.
- Obtained data on the demographics of applicants for tenure track STEM jobs.

Diversity Advisory Committee

- A Diversity Advisory Committee was established to provide LEAF with perspective and guidance. They met on October 24 and provided feedback on the forthcoming manuscript writing retreat, diversity topics for breakfasts, and other diversity programming. Members suggested finding a way to mediate “uncomfortable conversations” between faculty and administrators. Some program of reverse mentoring is now being explored.

Specific Objectives

(These don’t change and are essentially the evaluation plan.)

1. Increase the percentage of qualified women candidates for STEM scientist positions at UC.
   a. Deans support and department heads successfully implement unit-specific plans that improve recruitment
      i. Units implement logic model for improved recruitment
      ii. Improved knowledge and awareness of diversity issues related to recruitment among key decision makers
      iii. Creation and implementation of new tools and resources for improved recruitment

2. Increase the percentage of women hired for STEM scientist positions at UC at all levels.
   a. Deans support and department heads successfully implement unit-specific plans that improve hiring
      i. Units implement logic models for improved recruitment
      ii. Improved knowledge and awareness of diversity issues related to hiring among key decision makers
      iii. Creation and implementation of new tools and resources for improved hiring

3. Increase the percentage of tenure-track women who are promoted and tenured.
   a. Junior faculty women establish competitive research programs
      i. Pre-tenure women attend and benefit from workshops on early-career development
      ii. LEAF funding program affords women experience writing and reviewing grants
   b. Deans support and department heads successfully implement unit-specific plans that improve early career mentoring, coaching, and support
      i. Units implement logic model for improved early-career mentoring, coaching, and support
      ii. Improved knowledge and awareness of diversity issues related to reappointment, promotion, and tenure processes, and around early career development among key decision makers
      iii. Creation and demand for new tools and resources for improved mentoring, coaching and support

4. Increase the percentage of women tenured associate professors who are promoted to full professor.
   a. Mid-career faculty women gain visibility and stature
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i. Tenured women attend and benefit from workshops on career development and advancement.

b. Senior faculty women have enhanced impact upon the institution and the profession
   i. Units create and implement logic model for improved climate

5. Decrease percentage of women STEM scientists who report concerns about UC in terms of work-family integration.
   a. New University policies and practices that promote ability of people to integrate work and family concerns
      i. Best practices speakers help educate stakeholders
      ii. Dual-career hiring and early career programming implemented

6. Increased percentage of women STEM scientists who report feeling as if they belong, feeling supported, and feeling engaged and empowered.
   a. Stronger networks for women
      i. Create vibrant learning communities in which women actively participate
   b. More visibility for women
      i. LEAF promotes women in media and in programming
   c. Improved access to best practices and role models
      i. LEAF models academic excellence by bringing in visiting scholars.

7. Increased percentage of women STEM scientists who report feeling that they are achieving their full potential.
   a. Women feel better supported and experience better climate in their units
      i. Units create and successfully implement plans for logic model for improved climate
   b. More women in leadership positions
      i. LEAF actively engaged in searches

8. Minimize the number of instances where bottom-up change is stymied by organizational barriers.
   a. Women faculty and allies view AAC as an action-oriented body of significant value in effecting change
      i. High awareness of the AAC among women faculty and allies
      ii. Deans recruited as allies

9. All successful LEAF initiatives will be supported internally for sustainability.
   a. LEAF programming transitions being closely coordinated with Provost by early part of year 4.
      i. LEAF Leadership Team coordinates planning with Provost, VP for Research, and President's office

**Significant Results**
(What did happen during the reporting period as it relates to the goals of the grant? Expected and Actual)

**Goal I. Improve pathways**

1.a.ii Improved knowledge and awareness of diversity issues related to recruitment among key decision makers
• Provost Davenport requested LEAF provide training to all university search committees, including university cluster hires. LEAF is partnering with OEO and the Provost’s Office to devise the program, which will be modeled on a “train the trainer” model. In the interim, the executive director of LEAF or the Associate Provost of Special Initiatives will meet with all search committees individually in collaboration with OEO.

• LEAF received the Departments of Political Science (PoliSciLogicModel.pdf) and Sociology’s logic model (SociologyLogicModel.pdf).

2.a.iii Creating and implementation of new tools and resources for improved hiring

• To help support dual-career hires, UC became a member of the Ohio, Western Pennsylvania, and West Virginia Higher Education Recruitment Consortium (HERC).

• Conducted improved retention analyses for time until promotion and tenure and time until promotion to full.

• After university search committee training was held, LEAF received requests to provide additional resources on recruitment (e.g., the university’s recruitment guide), general recruitment strategies (e.g., conducting broad and inclusive searches), information on implicit bias and how it affects recruitment decisions and broadening recruitment fields.

3.a.i Pre-tenure women attend and benefit from (professional development) workshops on early career development

• Bleuzette Marshall, UC’s Chief Diversity Officer, committed $5000 to support faculty stipends for participants in the manuscript writing retreat for underrepresented minority women faculty.

• The LEAF Executive Director was asked to join the planning committee for the Research Division regarding a comprehensive program for faculty development, as well as collaborating with the Graduate Fellows to establish a cross-university mentoring program for faculty at all stages of their careers.

4.a.i Tenured women attend and benefit from workshops on career development and advancement

• The Office of Research agreed to support an additional graduate student in the LEAF office to support programming for women.

Goal II Transform the Climate

5A New University policies and practices that promote ability of people to integrate work and family concerns

• The ADA language on the Office of Equal Opportunity’s (OEO) website is not as friendly and inclusive as other ADA websites across the country. When brought to their attention, the OEO agreed the language is inconsistent with their goals and agreed to change it. However, to date, they have not.

• The AAUP requested the UC LEAF benchmarking data to formulate the new paid parental leave policy.


• The Deans agreed to work with their faculty to promote usage and decrease stigma of using stop-the-clock and other similar policies through revising RPT and workload documents. The Provost will feature such recommendations on her webpages.

6.b.i LEAF promotes women in media and in programming

• LEAF has greater visibility on campus. Since August 2014, there has been a 103% increase in LEAF followers on Twitter, a 233% increase in LEAF Facebook likes. In addition, we have increased the number of news stories posted to the LEAF website. Views of the LEAF website have increased significantly, severa and top pages always include LEAF events.
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• STEM women have greater visibility on campus. Since August, increased communication with the PR offices on campus resulted in a 143% increase in STEM women featured on the UC website and an 850% increase in STEM women featured in the bi-weekly university-wide newsletter.

6.c  Improved access to best practices and role models

• As a result of the focus groups conducted by Dr. Rosalyn Stewart, LEAF is now in discussion with CCHMC to find opportunities to collaborate on initiatives to support women in academia (in both faculty and leadership positions).

6.c.i  LEAF models academic excellence by bringing in visiting scholars

• LEAF is bringing five of the seven Visiting Scholar applications received. Dr. Lori Peek, Associate Professor in the Department of Sociology & Co-Director for the Center for Disaster and Risk Analysis at Colorado State University came to UC on September 26 to meet with Sociology department women (16 women attended) and to present “The Deepwater Horizon Oil Spill: Enduring Health Effects and Youth Empowerment Efforts along the U.S. Gulf Coast” in conjunction with the Department of Geology (60 people attended). Dr. Michael Alexander, an African-American engineer at General Motors, visited UC on October 2-3 to meet with women in the Mechanical Engineering department and to present on Optimal system design and Hybrid propulsion system.

7.b.i  LEAF actively engaged in searches

• Meetings with LEAF staff are being included as part of recruiting process in CEAS. LEAF met with three candidates on campus in the fall.

Goal III  Reinforce mutual and shared responsibility

• Allies in the College of Arts & Sciences and the College of Engineering and Applied Science are reaching out to junior women as the academic year opens to explain their roles and offer their assistance. 20 A&S faculty and several CEAS faculty attended lunches so allies could meet with faculty. (Attendance sheets should be available soon.)

Goal IV  Research

• Drs. Rachel Kallen and Stacie Furst-Holloway hosted an interactive discussion at the Society for the Psychological Study of Social Issues (SPSSI) conference in June entitled, “Broadening Participation: What Are Your Data Trying to Tell You?”

Key Outcomes or other Achievements

(Expected and actual. Please relate these outcomes or achievements to your theory of change indicating, where appropriate, how this fits your theory or the kinds of revisions to your theory of change that these outcomes suggest are necessary.)

The Theory of Change guiding UC LEAF is based in the belief that institutional change results from coordinated efforts that engage all stakeholders and target both top-down and bottom-up processes. In particular, increasing the representation of women and women of color faculty in STEM departments can only be achieved when traditional methods of faculty support (e.g., professional development workshops, seed grants) synergize with leadership conducting broad and inclusive searches and eliminating unconscious bias in the promotion and tenure process. Similarly, creating an environment in which our women and women of color STEM faculty feel empowered, supported, connected, and confident in their ability to succeed requires that the institution not only values diverse talent but also finds tangible ways to put those values into practice. This may be achieved through greater networking opportunities within and outside of the institution for our women and women of color faculty, and also through policies and practices supportive and career-enhancing for all. Finally, sustained change can only occur when these top-down and bottom-up processes are well-integrated through a system that advocates for faculty and holds leadership accountable for action and change.

Goal I. Improve pathways

• LEAF will provide university-wide training for all search committee chairs (mandated attendance by the Provost) and for Reappointment, Promotion, and Tenure committees.
• LEAF informational folders are available to all search committees to share with their finalists.
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- LEAF will work with the Graduate Fellows to create a program of Peer Faculty Advising for faculty.
- LEAF is collaborating with the Division of Research on a vision and detailed plan for faculty development.

Goal II. Transform the climate
- By their request, the Latino networking group will be expanded to include Latino faculty from all departments on campus.
- Women faculty requested regular social networking events.

Goal III. Reinforce mutual and shared responsibility
- The AAC will learn from allies about the kinds of issues junior women are bringing to them and will look for patterns and problem areas that need to be addressed.

Goal IV. Research
- Findings from the social network analysis will be submitted for presentation at the XXXV Sunbelt Conference of the International Network for Social Network Analysis in June 2015.

III. What opportunities for training and professional development has the project provided?
See discussion under Major Activities.

IV. How have the results been disseminated to the communities of interest?
- Findings and recommendations relating to the CLB Supplemental Funding were presented to UC leadership, including the President, Provost, Chief Human Resources Officer, and AAUP leaders, on August 18th. For a full report of this presentation, please see CLB report (CLBReport.pdf) and Executive Summary (CLBExecSumm.pdf).
- LEAF is active daily on social media outlets of Facebook, and Twitter.
- The LEAF website is updated daily with news, events, policy changes, and faculty profiles.
- Rosalyn Stewart’s report was shared with the Dean and Associate Dean for Faculty Affairs in COM, as well as well all affiliated women faculty in COM.

V. What do you plan to do during the next reporting period to accomplish these goals?
Goal I. Improve pathways
1.a.i Units implement logic model for improved recruitment
   - The College of Medicine is undergoing a departmental restructuring process and is getting a new dean. LEAF will meet with department heads about completing logic models when the restructuring is complete, assuming this is the direction the new dean maintains.
   - Work with the departments of Anthropology, Chemistry, Geography, and Philosophy to obtain logic models.
   - Schedule strategic planning meetings with the departments of Physics, Chemistry, Economics, and the affiliate departments of Criminal Justice and Math & Science Education.
   - Make presentations about new retention results suggesting women going up for promotion are as successful as men, but that more women leave before promotion decisions and that the average woman stays in rank longer than the average man. These findings will be supplemented with results from the turnover study.

1.a.ii Improved knowledge and awareness of diversity issues related to recruitment among key decision makers
Year 3 Interim 1

• LEAF will partner with the Provost’s Office and OEO to bring in an external expert to run a search committee “Train the Trainer” session in Spring 2015.

• LEAF will present in all concurrent sessions at the 2015 Diversity Conference.

3.a.i Pre-tenure women attend and benefit from (professional development) workshops on early career development

• RSG workshops will run monthly until the end of the academic year.

• The URM Manuscript Writing Workshop will be held March 5-8.

• In addition to her Best Practices workshops with administrators, Dr. Barbara Fivush from the Johns Hopkins Office of Women in Science will run a “bonus” half-day or so workshop for the women faculty on how to develop professionally.

• Some pre-tenure STEM faculty will participate in the second Op-Ed workshop.

3.a.ii LEAF funding program affords women experience writing and reviewing grants.

• Send out RFPs for the 2015-16 LEAF faculty grants and determine recipients.

3.b.iii Creation and demand for new tools and resources for improved mentoring, coaching and support

• The Johns Hopkins visiting team will provide concrete recommendations for improvement. LEAF will follow up with COM.

4.a.i Tenured women attend and benefit from workshops on career development and advancement

• Run the two remaining FORTE workshops for the AY.

5.a.i Best Practices speakers help educate stakeholders

• Dr. Ellen Kossek will lead small workshops for faculty and administration on career-life integration January 29 & 30.

• Drs. Barbara Fivus and Myron “Mike” Weisfelt from Johns Hopkins will conduct workshops on professional development and climate with administration in March.

• Dr. Debra Rolison, Head: Advanced Electrochemical Materials U. S. Naval Research Laboratory, will give a keynote titled “Creating Change in Scientific Institutions through Subversion, Revolution (Title IX!), and Climate Change” and lead small workshops with faculty and administration on February 19-20.

Goal II. Transform the climate

6.a.i Create vibrant learning communities that women actively participate in

• Learning communities will continue to meet monthly until the end of the academic year.

• Facilitate a meeting between the Latino/Latina/Hispanic Networking Group and the Provost to discuss items related to recruiting and hiring Latino faculty and campus climate. Facilitate another meeting with the Office of Admissions regarding recruitment of Latino students.

• Continue senior STEM networking lunch.

• Continue Writing Circles
Year 3 Interim 1

6.a.ii Workshops on network analysis help faculty to grow networks

• Develop a workshop for faculty and administrators in Spring 2015 to discuss how the network analysis data might be used by departments to be more inclusive and by faculty to understand how and why to grow their networks.

6.b.i LEAF promotes women in media and in programming

• LEAF continues to support the OpEd project and will co-sponsoring a second one-day workshop in December that will include several women faculty from STEM units.
• Feature the 2013-14 LEAF grant recipients on the LEAF website and help promote their research across all media channels on campus. Partner with PR offices on campus to promote faculty, events and funding opportunities for STEM women.

6.c.i LEAF models academic excellence by bringing in visiting scholars

• Award Visiting Scholar grants to departments.
• The remaining three departmental Visiting Scholars are already scheduled to come to campus in Spring semester. Dr Monica Cox, Associate Professor in the School of Engineering Education at Purdue University; Dr. Sora Lee Kim, T.C. Chamberlin Postdoctoral Fellow in Geophysical Science at the University of Chicago, and Dr. Mayly Sanchez, Associate Professor of Physics at Iowa State University will all give talks and meet with the women in their respective departments.
• Hold two Celebrating Women and Diversity in STEM Breakfasts in February and April 2015 addressing the topics integrating work/life with personal/professional goals, and transitioning from faculty to administration.

6.d.i Improve On-Campus Climate more broadly

• Partner with the provost’s office so that STEM women serve as judges at the Science & Engineering Expo in March.
• Hold second networking social for STEM women in December.
• Identify facilitator and run focus groups for URM STEM women after COACHE study, as mechanism to initiate “uncomfortable conversations” in safe fashion.

Goal III. Reinforce mutual and shared responsibility and sustainability

8.a.i High awareness of the AAC among women faculty and allies

• Hold informal lunches with allies and faculty

9.a.i LEAF Leadership Team coordinates planning with Provost, VP for Research, and President’s office

• LEAF will continue conversations about sustainability, particularly with respect to establishing LEAF as a permanent Office for Women in STEM.

Goal IV. Conduct Research

• Complete intradepartmental data collection for social network analysis.
• Collect materials for baseline data on implicit bias.
• Continue developing research questions and materials for implicit bias virtual reality project.
• Continue working with archival and funding databases information regarding collaboration and persistence among women and URM faculty.

Other/Administrative:

• Contact all departments to discuss progress on departmental logic models.
Year 3 Interim 1

• Distribute surveys for Visiting Scholar and Best Practices lecture attendees.

• Survey all STEM women regarding awareness of LEAF.

• Hold key informant interviews with attendees of the diversity breakfasts.

SUPPORTING FILES
(You may upload pdf files with images, tables, charts, or other graphics in support of this section. You may upload up to 4 pdf files with a maximum file size of 5 MB each.)

• WestCampusAlliesTrainingAttendance.pdf
• AugustLatinoLunchAttendance.pdf
• SeptLatinoLunchAttendance.pdf
• PoliSciLogicModel.pdf
• SociologyLogicModel.pdf

PRODUCTS TAB

You have the option of selecting “nothing to report” in this section. There are no limitations to the number of entries you submit and you can also pull information directly from Thomson Search when using the online tool on Research.gov.

Please list any of the following: Journals, Books, Book Chapters, Thesis/Dissertations, Conference Papers and Presentations, Other Publications, Technologies or Techniques, Patents, Inventions, Licenses, Websites, Other Products—such as Survey Instruments.

Products
Nothing to report

PARTICIPANTS TAB

There are no limits on the number of participants you list for this section; however, you must list participants who have worked one person month or more for the project reporting period. You have the option of selecting “nothing to report” in this section.

For Research Experience for undergraduates (REU) sites and supplements, specific questions will be listed in this section. The online service will also ask for additional information on participants such as:

I. What Individuals have worked on this project?

<table>
<thead>
<tr>
<th>Name</th>
<th>Most Senior Project Role</th>
<th>Nearest Person Month Worked</th>
<th>Status</th>
<th>Previous Participant Actions</th>
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</table>

II. What other organizations have been involved as partners?

Nothing to report.
III. Have other collaborators or contacts been involved? Yes or No
(Some significant collaborators or contacts within the recipient’s organization may not be covered by “What people have worked on the project?” Likewise, some significant collaborators or contacts outside the recipient’s organization may not be covered under “What other organizations have been involved as partners?” For example, has there been any: collaborations with others within the recipient’s organization; especially interdepartmental or interdisciplinary collaborations; collaborations or contact with others outside the organization; and collaborations or contacts with others outside the United States or with an international organization. It is likely that many recipients will have no other collaborators or contacts to report.)

Radio button: yes/no = YES

IMPACTS TAB

INSTRUCTIONS - This component will be used to describe ways in which the work, findings, and specific products of the project have had an impact during this reporting period. For NSF purposes, include, where appropriate, discussion of data resources and the acquisition of data skills. Include the emergence of new career paths, such as data scientists, or new disciplines.

I. What is the impact on the development of the principal discipline(s) of the project?
Describe how findings, results, techniques that were developed or extended, or other products from the project made an impact or are likely to make an impact on the base of knowledge, theory, and research and/or pedagogical methods in the principal disciplinary field(s) of the project.

For IT, IT-Catalyst and adaptation and implementation PAID this means the impact on the principal disciplines, the institution and on gender equity. This section should also include institutionalization and sustainability of components of project.

Goal I. Improve pathways

• The College of Engineering and Applied Science hired a dual-career couple in Aerospace Engineering and Computer Science. The woman hired is the second ever hired into Aerospace Engineering.

• The Cancer Biology department had a female search committee chair this past year. Four out of 11 finalists for two positions were women. One woman is still being considered for a position in the department.

• The Provost Office is investing $800,000/year over the next three years to increase the number of minority and women faculty in the science, technology, engineering, math and medical disciplines. The full announcement is referenced in PresidentWelcome2014.pdf.

• The Department of Mechanical and Materials Engineering implemented targeted recruitment in advance of their 14-15 hiring cycle. On September 1-2, faculty members visited Georgia Tech to interview two post-docs and three graduate doctoral students. Four of the five candidates were female. They made a brief presentation about ADVANCE LEAF in general and UC LEAF in addition to the interviews. The top candidates (2 of the 3 are female) will be invited to campus to give presentations as an informal interview process.

• In the units that were originally our focus, the percentage of new positions filled by women increased from 31% in a ten-year baseline period to 38% in the past three years ending January 2015. Arts and Science (A&S) units ticked up from 46% to 47% while Engineering and Applied Science (CEAS) increased from 12% to 29% and COM increased from 31% to 35%. In the “new” STEM units, the percentage positions filled by women declined, but the reasons are complex and are addressed fully in the evaluation report.

• In the units that were originally our focus, hiring in the past three years has resulted in a more diverse set of women hires; white women as a percentage of the newly hired women declined from 73% to 64%. We hired as many African American women in the past three years as we had in the previous ten (N = 3), but as a percentage of new women, there was a jump from 3% to 11%. Women of Hispanic origin held steady at 4% of new women hires, but that 4% from 2013 to 2015 amounted to a single woman.

• The Aerospace Engineering Department notified LEAF that they are actively pre-recruiting female faculty by inviting female graduate students from other institutions to deliver departmental talks, tour UC facilities and meet fellow faculty. LEAF will follow-up with the women to provide family-friendly policies and general information about LEAF.
Goal II. Transform the climate

- The College of Medicine is actively working with LEAF to provide professional development programming to their new faculty.

- LEAF is collaborating with the Graduate Fellows to establish a cross-university mentoring program for faculty at all stages of their careers.

- The College of Engineering and Applied Science launched a “LEAF-CEAS Faculty Mentoring Committee” to positively change the climate. The committee’s charge is to provide, “…mentoring and support for all new CEAS faculty hires, especially during the early career stages. The goal of the Committee is to increase the retention of faculty through, as well as beyond, the early career phases, and implement a mentoring program that provides support for retention and advancement.” Among their activities is hosting new faculty luncheons throughout the academic year to discuss topics such as College Allies and Human Resources and Benefits. The college’s announcement of the program is in attachment “CEASMentoringCommittee.pdf”

- President Ono was the co-chair of the 2014 Diverse by Design Leadership Symposium held November 7, 2014. LEAF staff participated.

- A biology faculty member is reading several of Linda Babcock’s books with her graduate students (mostly female). The graduate students are now creating a Lean In student organization on campus.

Goal III. Reinforce mutual and shared responsibility

- LEAF is on the planning committee for the Research Division regarding a comprehensive program for faculty development.

Goal IV. Conduct Research

- Nothing to Report

II. What is the impact on other disciplines?

Describe how the findings, results, or techniques that were developed or improved, or other products from the project made an impact or are likely to make an impact on other disciplines. List the impact on other disciplines, the institution and gender equity.

- The Provost’s office has asked LEAF to lead Search Committee training for all STEM searches.

- LEAF was included in planning sessions for university-wide research grants to help ensure equitable RPFs and review of applications.

III. What is the impact on the development of human resources?

Describe how the project made an impact or is likely to make an impact on human resource development in science, engineering, and technology. This may include decision making in the academic context such as related to hiring, retention, and promotion tenure among other areas.

- Provost Davenport committed funding for a halftime staff member in human resources to assist with dual-career hires, specifically for partners looking for employment outside the university.

IV. What is the impact on physical resources that form infrastructure?

Describe ways, if any, in which the project made an impact, or is likely to make an impact, on physical resources that form infrastructure, including physical resources such as facilities, laboratories, or instruments. This may include institutional policies.

- Nothing to Report
V. What is the impact on institutional resources that form infrastructure?
Describe ways, if any, in which the project made an impact, or is likely to make an impact, on institutional resources that form infrastructure.

- Nothing to Report

What is the impact on information resources that form infrastructure?
Describe ways in which the project made an impact, or is likely to make an impact, on information resources that form infrastructure.

- Nothing to Report

VI. What is the impact on technology transfer?
Describe ways in which the project made an impact, or is likely to make an impact, on commercial technology or public use.

- Nothing to Report

VII. What is the impact on society beyond science and technology?
Describe how results from the project made an impact, or are likely to make an impact, beyond the bounds of science, engineering, and the academic world. Beyond science and technology at your institution? This may include tech transfer of a product and other dissemination.

- Nothing to Report

CHANGES/PROBLEMS TAB

The PI is reminded that the grantee is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. See agency specific instructions for submission of these requests.

If not previously reported in writing to the agency through other mechanisms, provide the following additional information or state, “Nothing to Report”, if applicable. For more information on Grantee Notifications to and Requests for approval from the National Science Foundation, please visit the Notifications and Requests section in FastLane or refer to Exhibit II-1 of the Award and Administration Guide (AAG).

I. Changes in approach and reasons for change?
- The IAC has been dissolved and reformulated into the Deans’ Action Committee, a high-level problem-solving group, hosted by LEAF and the Provost. The IAC was becoming redundant with the work of the AAC.
- LEAF’s Visiting Scholars program was originally intended to be university-wide events. We decided that we could reach more faculty more effectively by operating on a local level. Therefore, LEAF now provides support to STEM departments for them to bring in women and minority visiting scholars.

II. Actual or Anticipated problems or delays and actions or plans to resolve them?

III. Changes that have a significant impact on expenditures
- We have hired additional personnel to help manage our increasing workload. She is currently working on a personal services contract and we are advertising for a permanent program coordinator. She will replace one of our graduate students next academic year.

IV. Significant changes in the use or care of human subjects
- Nothing to Report.

V. Significant changes in use or care of vertebrate animals
- Nothing to Report.

VI. Significant changes in use or care of biohazards
- Nothing to Report.
SPECIAL REQUIREMENTS TAB

1. Respond to any special reporting requirements specified in the award terms and conditions, as well as any award specific reporting requirements.

Narrative: Please see the Career Life Balance Report.

Supporting Files

- CLBReport.pdf
- CLBExecSumm.pdf
- AlliesTrainingAgenda.pdf
- NewFacultyTips.pdf
- PresidentWelcome2014.pdf
- CEASMentoringCommittee.pdf

Description of Files: