UC LEAF

NSF Year 1, Annual

Section 15.8
Accomplishments

* What are the major goals of the project?

**Initiative I: Improve pathways for women faculty, including women faculty of color, 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.

**Initiative II: Transform the climate for STEM 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.

**Initiative III: Create interdependence to reinforce mutual responsibility and fosters shared responsibility to enable sustainable dynamic institutional practice and policy.**
Major Activities:

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

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

**Major Activities:** Initiative I - Bottom-Up:

1. UC LEAF implemented the workshop series aimed at junior STEM women faculty (see Outcomes below). We did not start the mid-level and senior faculty series due to coordination challenges with CET&L, but the content of these workshops is developed and will be ready for fall 2013. Topics include the RPT process, lab management, mentoring, communication, and conflict management. Workshop(s) for URM STEM faculty are also being planned.

2. We issued a Branch leadership award to Margaret Kuperfele, PhD. (see Outcomes below). The call for the remaining LEAF grants will be released late summer. We have two tracks for each award, one for women STEM faculty of color and one for the broader women STEM faculty. A minimum of three Seed and Career grants per year will be awarded to junior and senior faculty, respectively. At least one of each is designated for URM STEM women.

3. The UC LEAF Program Coordinator met with two UC staff members who specialize in the internal grant application process to learn best practices for the oversight of the UC LEAF grants. She is taking the best practices and tailoring them to the needs and scale of the LEAF program.

**Initiative I - Top Down:**

1. The UC LEAF launch event was held on April 8. Dr. Scott Page delivered the keynote address on the power of diversity and inclusion. Following the keynote, UC LEAF hosted a networking luncheon for women STEM faculty and a best practices workshop led by Dr. Page (see Outcomes below).

2. We are working with the Associate Provost for Diversity & Inclusion to coordinate search committee training. LEAF will consult on best practices, collected from other ADVANCE programs. When the hiring department is in a STEM discipline, LEAF will lead or co-lead the training session. Trainings were not held this year because of a hiring freeze in many STEM units; however, several searches (e.g., Psychology, Math) will be open in AY13-14.

3. UC LEAF submitted a proposal under NSF ADVANCE’s Career-Life Balance Initiative. We believe that by creating policies and practices to support dual career couples, UC will improve its attractiveness as an employer and impact a key source of women STEM faculty’s attrition from the workforce.

4. UC LEAF initiated a turnover study to survey faculty who have left UC since 1990. The goal is to identify the reasons faculty leave and whether women STEM faculty leave for reasons that differ from others. Findings will allow us to ensure that the resources being provided for current faculty address the pertinent issues. Data collection will begin in July, pending IRB approval.

**Initiative II - Bottom Up:**

1. We are forming three learning communities (LCs) for fall 2013, two for junior
women and one for mid-career women. Drs. Sandra Degen (CCHMC), Christy Holland (COM), and Sarah Whitton (A&S) will facilitate. Each is a graduate and/or past facilitator of Ready Set Go! For Year 3 and beyond, we plan to use RSG and the two other workshop series to recruit facilitators and will work with Barbara Rinto (UC Women’s Center) to identify mentors who are alumni of the Women’s Institute for Leadership Development (WILD) program. URM STEM women will also have the option to join a LC for URM STEM women faculty. Dr. Mitchell, (DDI) will identify appropriate mentors.

2. The Program Director organized a STEM women’s faculty group within the COM comprised of mid- and senior level women. The first meeting was held on April 4th with eight senior women STEM faculty. At the second meeting, faculty from the COM and A&S discussed UC’s financial accounting methods as a means to understand the dispersion of University funds. The discussion was led by Dr. Hardcastle, Chair of the AAC and past Dean of A&S.

3. In October, UC LEAF will co-host (with COM and CCHMC) Visiting Scholar Catherine Morrison, who will lead workshops on negotiation and conflict. On October 21st, workshops will be held for junior and senior women scientists from the COM and/or CCHMC. On the 22nd, separate workshops will be held for leadership on west campus (e.g., Deans, Department Heads) and for women STEM faculty in CEAS, COB, and A&S. Members of the AAC will meet with Catherine for a working lunch to discuss conflict mediation and critical conversations.

4. UC LEAF leadership held a luncheon with Interim Provost Johnson, for women STEM faculty on April 2. Attendees included faculty from all ranks across the STEM disciplines. This was coordinated with the help of Associate Provost Martin.

Initiative II – Top Down:

1. We have begun the logic model/strategic planning trainings. The Provost requested that we begin by soliciting voluntary participation from several academic units. We identified five: Anthropology (A&S), Physics (A&S), Environmental Health (COM), Electronics and Computing Systems Engineering (CEAS), and Mechanical Engineering (CEAS). Scheduling has been difficult due to time demands and a lack of support (discussed in our challenges section). However, the first training session was held on June 21st with the Dept. of Physics.

2. The Program Director met with the PI, President Ono, on June 14 to discuss progress. A series of presidential lectures, supported by his office, was planned featuring prominent women in STEM. The audience will not be limited to women STEM faculty in order to raise awareness of the issues facing women in STEM and to signal institutional commitment UC LEAF. Women STEM faculty will be invited to a reception and dinner following the event.

3. UC LEAF continues to work with the external evaluation team to adapt the Michigan State Work-Life Study to assess climate. The team is determining the optimal time to have the survey launched to achieve the highest participation rates based on UC culture.

Initiative III:

1. Dr. Valerie Hardcastle, Chair of the Accountability and Advocacy Council (AAC), held the first AAC meeting on April 19. The committee shared ideas on key LEAF initiatives and identified increasing recruitment outlets, looking at funding incentives, and creating departmental support as keys to the success of the logic
models. Based on feedback from LEAF leadership, training attendees, and other sources, the AAC advocated for a blended model, with new programming from the Provost’s office paired with LEAF training materials on best practices in STEM hiring. The AAC also advised that sponsorship of the three workshop series be coordinated between LEAF, the Division of Research and CET&L.

2. The AAC’s first official evaluative meeting will occur in August, focused on preliminary results from strategic planning initiatives/logic models in selected departments.

Initiative IV:

1. For the discourse study, we collected all email communications from 2006 from two university wide LISTSERVs and LISTSERVs from COM and CEAS. We also have 100 job ads from STEM faculty searches over the past 7 years that have been content analyzed.

2. A pilot survey for the network study was sent to 29 women STEM faculty. We gained valuable insight from participants and are making appropriate adjustments based on their feedback and the lessons learned by the research team at a workshop attended in June (see Impact: Human Resources).

Initiative I – Bottom Up:

1. UC LEAF implemented Ready, Set, Go!, the first of three workshop series aimed at empowering junior STEM women faculty. RSG was offered in conjunction with the Center for the Enhancement of Teaching and Learning (CET&L). UC LEAF developed the content, identified appropriate facilitators, and sent personal email invitations to women STEM faculty. CET&L supplied the meeting space and the on-line registration system.

A total of 214 faculty and staff, of whom 184 (86%) represented STEM disciplines attended one of eight workshops offered through the series. Topics included hiring, setting the tone of your lab, funding, time management, and mentoring. Evaluations results suggest that the workshops were well received. For instance, mean responses to the item, “The stated learning outcomes were achieved” ranged from 3.8 to 5.0 (on a 5-point Likert scale). Similarly, responses to “The program provided me with the tools and strategies to improve my effectiveness and efficiency” ranged from 3.8 to 5.0. (See the Special Requirements section for a summary of workshop topics, learning objectives, evaluations, and the participant list.)

2. UC LEAF conferred a Branch Award to Margaret Kuperfele, PhD., Assoc. Professor of Environmental Engineering, to co-sponsor her nomination to the ELATE Program. ELATE (the Executive Leadership in Academic Technology and Engineering) is a national leadership development program designed to advance senior women faculty in academic engineering, computer science, and related fields into effective leadership roles within their schools and universities. LEAF’s sponsorship of Dr. Kupferle calls for her to use her ELATE experience to advance the mission of LEAF in some capacity (e.g., serving as a mentor, leading a workshop, designing programming within the College of Engineering and Applied Sciences).

Initiative I – Top Down:

1. UC LEAF held its launch on April 8th. Dr. Scott E. Page, the Leonid Hurwicz Collegiate Professor of Complex Systems, Political Science, and Economics at The
University of Michigan delivered the keynote address to approximately 150 UC faculty and staff. Following the keynote, UC LEAF hosted a networking luncheon for women STEM faculty (described below) and a best practices workshop led by Dr. Page for academic unit leaders from STEM departments. The goal of the workshop, attended by 20 senior faculty, was to reinforce to leadership the important role that diversity plays within the university. Participants were also charged with taking this information back to their unit to serve as agents of change. The launch was advertised on the UC open calendar and communicated through e-Currents, UC’s daily on-line newsletter. Copies of the e-Currents article, launch invitation and brochure, and sign-in sheets are included in Special Requirements.

2. We created a longitudinal data file covering the years 1989-2013 for all UC faculty members in the AAUP Bargaining Unit. This file, which will be updated annually, will have a multitude of uses: (a) it has been given to the external evaluation team for them to use in conducting the mandated salary survey; (b) it will be used as the basis for mailings to participants for our first upcoming climate survey; (c) it will be the basis for completing many of the NSF Indicator Tables; (d) it will be used to conduct survival analyses of UC faculty by unit, gender, ethnicity, etc.; (e) it has been used to identify dual career faculty couples; and (f) it has already been used to initiate a retention/turnover study that we will use to document baseline conditions.

Initiative II – Bottom Up:

1. In conjunction with Scott Page’s visit, a networking luncheon was held during the UC LEAF launch event in April. The purpose of this luncheon was to introduce UC’s women STEM faculty to one another and to our UC LEAF Leadership Team. We had a well-respected panel of senior UC women faculty who shared their experiences and discussed their expectations for what LEAF can achieve. The panelists included: Sandra Degen, Ph.D. (Professor and Interim Chair, Dept. of Molecular Genetics, Biochemistry, & Microbiology), Barbara Rinto, MPA (Dir., UC Women’s Center), Margaret Hanson, Ph.D. (Associate Dean, The Graduate School; Professor, Dept. of Physics), Robin Martin, Ed.D (Associate Provost for Diversity and Inclusion), Monica Mitchell, Ph.D. (Associate Professor of Pediatrics (CCHMC) and Psychology; and Judith Feinberg, M.D., (Professor; Associate Chair for Faculty Development Dept. of Internal Medicine). A total of 29 STEM women faculty attended the networking luncheon and feedback continues to be very positive.

2. A short time after UC LEAF held the launch event we received an e-mail from the faculty in Environmental Health Department that they were going to be holding a faculty gathering to get to know each other better and were motivated by what they had learned as part of the UC LEAF launch. This community building is exactly what we had hoped to inspire as a result of the launch event.

Initiative II - Top Down:

1. UC LEAF completed the first logic model training session was on June 21 with the Department of Physics. The Department Head, Kay Kinoshita, Ph.D., attended along with three faculty members who are each members of the department’s diversity committee.

Initiative III:

1. Several issues were brought to the attention of upper administration by the AAC,
including concerns regarding perceived glass ceilings for women, lack of women in leadership positions, and failure to retain women in Arts and Sciences. There are currently several leadership challenges in the university, including a new President, an interim Provost, a new permanent Provost who will start 1 August, a problematic dean in the College of Arts and Sciences, an interim dean in the College of Engineering and Applied Science, and several other interim positions on the academic side. We also expect leadership turn-over in several STEM departments this year. Plans to alleviate the issues of concern are still being developed, though once the retention concerns were brought to the attention of the Provost's office, the office did move swiftly (though unsuccessfully). Effective communication among the relevant units still appears to be challenged.

Initiative IV:

1. Under the guidance of the UC LEAF research team, Psychology student Kenneth Adi presented baseline data from the discourse study at the UC Undergraduate Research Conference in May. For the study, 100 ads for STEM faculty positions used over the past 7 years were content analyzed to assess the presence of standard affirmative action language versus language that was inviting for women and minority faculty or that addressed a culture that was inviting or deterrent to women. Results showed that 80% of the job ads used standard affirmative language. Just 17% contained language that invited women and URM faculty to apply. Further, 12% of the ads referenced research that may appeal to women and minorities and 14% spoke about an inclusive culture. Findings will be used to establish a baseline for UC LEAF. To the extent that our top-down efforts raise awareness on the need for more inclusive search processes, we expect to see a greater percentage of job ads using language that is inviting for prospective women and minority faculty, particularly in STEM.

Key outcomes or Other achievements:

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

1. The Program Director will participate in a Mentoring Workshop that will be held September 16, 2013 at Cincinnati Children’s Hospital Medical Center (CCHMC). “Addressing Equity and Inclusion in Mentoring.” The session will consider best practices in mentoring women, cross-race mentoring and cross-generational mentoring. This particular session will be held from 1:15 PM – 2:45 PM on September 16, 2013. Some preliminary goals for this session are for faculty to: Learn evidence based practices for successfully mentoring junior faculty who differ from mentors across dimensions such as race, gender and age and to identify strategies for learning about, recognizing and addressing issues of equity and inclusion to engage in conversations about diversity with mentees and foster a sense of belonging.

2. Monica J. Mitchell, Ph.D., DDI, attended the following leadership opportunities: (1) “Negotiating What’s Next” Retreat for Women in Academic Medicine.”Baltimore, MD, November, 2012 and (2) Leadership Roundtable Seminars; Cincinnati Children's Hospital, August 2012 - May 2013 (monthly); Senior Mentor: Michael Fisher, CEO.

3. Dr. Steve Howe (co-PI), and Dr. Stacie Furst-Holloway (Co-Associate Director) attended an nVivo training seminar in January to learn more about this text analytic software that may be used to analyze the discourse data.

4. Co-Associate Directors Dr. Rachel Kallen and Dr. Stacie Furst-Holloway, along with graduate student Brian Eiler, attended the 5-day social network analysis workshop offered by the LINKS Center at the University of Kentucky’s Gatton College of Business (https://sites.google.com/site/linkscenterworkshop2013). Attendance of the Associate Program Directors was supported by an internal award from the UC Faculty Development Council. This workshop enabled participants to further develop their knowledge of social network analysis and to identify the appropriate methods for analyzing the data we will collect. The workshop also allowed the team to develop relationships with Dr. Joe Labianca.
(U. of Kentucky) and Dr. Rich DeJordy (Northeastern U.) who will provide on-going consultation as the network study evolves.

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

Initiative I:

1. The Ready Set Go! Workshops are available to all faculty members and can be easily registered for via a central online website. UC LEAF continues to send e-mail reminders to all women STEM faculty at the appropriate career stage one week prior to the workshop.

Initiative II:

1. The entire UC community was invited to the UC LEAF launch. It was advertised through the campus wide newsletter and discussed with deans and department heads to encourage participation both of the administration and faculty. Having high level administrators visible and participating at the event, the President of the University, members of the Provost’s office, along with various Deans were in attendance, highlights the program’s importance to the campus.

Initiative III:

1. As a result of UC LEAF Leadership Team's candid conversations and observations through University involvement along with ally faculty interaction, UC LEAF is continually developing its resources and plans to address the current needs of the women STEM faculty. As situations arise UC LEAF tries to take advantage of every opportunity to further its initiatives.
2. In addition, the UC LEAF Leadership has discussed more visibility of the AAC and is developing plans to coordinate a safe-zone program with the AAC in which STEM faculty may report incidences of bias or ask for guidance for handing sensitive issues that arise for women STEM faculty. We anticipate this will occur through multiple channels, including the website.

Initiative IV:

1. Kenneth Adi, an undergraduate student and member of the research team, presented some preliminary results of the Discourse Study at UC’s Undergraduate Research Conference in May.

* What do you plan to do during the next reporting period to accomplish the goals?

Initiative I - Bottom Up:

1. The grant call, review and award process for the academic year 2013 - 2014 will be completed. The development of the SOP for LEAF grants will be finalized and the RFP will be released late Summer/early Fall 2013. It is anticipated that the award period will start September 30 or October 15, 2013. It will be difficult to anticipate challenges the first time around but UC LEAF will benefit from the experience of other programs through the meetings attended by Program Coordinator Nancie Ehlert and the expertise of the Program Director in organizing a larger pilot project process through the College of Medicine.
2. We will plan and develop mid-level and senior workshops to begin in the Fall of 2013.
3. UC LEAF leadership has submitted an abstract to present progress at the ACE Ohio Women’s Network at Wright State, November 1. This presentation and networking opportunities will serve to provide dissemination to external audiences. https://www.aceohiowomen.org/ACE/rfp/. Title: Moving the Needle at UC: Leadership, Empowerment, and Advancement for Women Faculty in STEM

Initiative I - Top Down:

1. We will continue development and coordination with Robin Martin on Best Practices for RPT, recruitment, and Hiring.
2. We will finalize candidates for the Best Practices Seminar Series in the coming year.
3. We will continue to utilize the expertise of the **Internal Advisory Committee** for suggestions on pathway improvement.
   Suggestions to date have included:
   - Talk about candidates available for a position and proactively seek/suggest new hires
   - Target women during recruitment processes by utilizing social media
   - Use collective bargaining agreement to mandate search committee training and use these strategies when hiring new leaders
   - Provide means to disseminate and access information, such as through the LEAF website
   - Invite LEAF allies to have a voice in implementing change
   - Create incentives for hiring women STEM scientists
   - Introduce diversity planning to informal networks and networks outside of LEAF

**Initiative II - Bottom Up:**

1. Training and curriculum development will be the focus of the Learning Community effort during this reporting period. During the upcoming reporting period the UC LEAF team will recruit facilitators as well as members for Learning Communities. In August, training will be held so that facilitators are well equipped. Workshops and Learning Communities will be launched with inaugural meetings in the August and September timeframe. The new faculty orientation will be held on August 23, the UC LEAF team will be ready to present and launch programs at that time to recruit new the newest faculty members.
2. We will host Catherine Morrison in October 2013 and finalize scheduling of the Spring semester Visiting Scholar.

**Initiative II - Top Down:**

1. We will schedule more departments to begin logic model implementation in the Fall and begin conducting the first round over the summer, starting with the Department of Physics on June 22, 2013.
2. We will continue to utilize the expertise of the **Internal Advisory Committee** for suggestions on actions needed to change the UC climate. Suggestions they have provided in the past include:
   - Call attention to climate issues (in process)
   - Provide prominence and visibility to LEAF initiatives, avoid appearing punitive
   - Support women in achieving goals (i.e., equal space and salary)
   - Include climate as a component of departmental logic models
   - Actively make UC competitive in recruiting and retaining STEM women (e.g., better start-up packages, connect with other UC women and women of color)
   - Consider employing a negotiation person for new hires
   We plan to implement those recommendations (that have not yet been done) over the next year.

**Initiative III:**

the AAC plans to:

1. Conduct follow-up meetings with participants in search committee trainings to determine effectiveness.
2. To evaluate and provide advice as needed on departments’ logic models.
3. To help monitor and assist on-going STEM faculty searches.
4. To meet individually with female URM faculty in the STEM disciplines to formulate a strategy for improving community and networking opportunities.

**Initiative IV:**

1. The UC LEAF Leadership Team continues to work with the external evaluation team on the content and timeline for the climate survey. It recently became aware to members of the Leadership Team that the Provost’s office is planning on conducting a climate survey so we are going to be meeting with them to get more details and align efforts during the upcoming reporting period. It is anticipated that the climate survey will be launched in September of 2013.
2. Training will need to occur for the research team on the new IBM Modeler analysis tool. The formal training class
provided by IBM is cost prohibitive so the team will be using resources to teach themselves.

3. The networking survey is also nearing distribution. The final edits and evaluations are being made now to reflect what the UC LEAF team learned at the social network analysis conference Drs. Furst-Holloway and Kallen attended in June. We expect that the networking survey will be launched during the upcoming reporting period. One of the topics for discussion leading up to the distribution will be how to best encourage participation in the survey. We plan to have a letter expressing support from our PI, President Ono.

4. UC LEAF will conduct a social network analysis workshop that helps survey participants understand their results and improve their network.

5. We will use the longitudinal data file covering the years 1989-2013 for all UC faculty members in the AAUP Bargaining Unit to collect turnover data from former UC faculty. Specifically, data from an on-line survey of these faculty will allow us to assess why women STEM faculty leave and whether those reasons differ from men STEM faculty and/or men and women non-STEM faculty. Results of this study will be used to shape the content of, for example, workshops, best practice sessions, and logic model trainings. The survey has been developed. We are awaiting IRB approval to deploy.

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**Products**

**Journals**

**Books**

**Book Chapters**

**Thesis/Dissertations**

**Conference Papers and Presentations**

Kenneth Adi (4/19/13). *Documenting Baseline Efforts to Recruit Women and Minorities in STEM*. University of Cincinnati Undergraduate Research Conference. Cincinnati, OH.

Status = OTHER; Acknowledgement of Federal Support = Yes

**Other Publications**

**Technologies or Techniques**

Nothing to report.

**Patents**

Nothing to report.

**Inventions**

Nothing to report.

**Licenses**

Nothing to report.

**Websites**

Title: UC LEAF - Leadership, Empowerment, and Advancement for Women Faculty in STEM

URL: http://www.uc.edu/orgs/ucleaf.html

Description:

**Other Products**

https://reporting.research.gov/rprr-web/rprr?execution=e1s2
Nothing to report.

**Participants**

**Research Experience for Undergraduates (REU) funding**

**What individuals have worked on the project?**

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<th>Name</th>
<th>Most Senior Project Role</th>
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**What other organizations have been involved as partners?**

Nothing to report.

**Have other collaborators or contacts been involved?** N

**Impacts**

**What is the impact on the development of the principal discipline(s) of the project?**

Initiative I - Bottom-Up:

1. The workshop series for junior faculty, Ready Set Go! (RSG) is up and running. In AY13, 214 faculty, of whom 184 (86%) represented STEM disciplines attended one of eight workshops. Evaluations provide some evidence of impact. Mean responses to the item “I would recommend this program to others” ranged from 3.8 (on a 5-point Likert scale) to 5.0. Further, with the exception of one workshop, the vast majority of participants (>67%) reported that they would implement what they learned “immediately” or “the next time it was relevant.” All faculty participating in CET&L’s New Faculty Institute are required to attend RSG. We plan similar institutionalization for the mid- and senior career workshops, which should provide institutional stability for all career workshops. A full summary of RSG results are included in a separate attachment. RSG now resides and is administered by CET&L.
2. UC LEAF obtained support through the Office of the VP for Research to initiate pilot grants for diversity-related research. An under-appreciated tool for recruiting women, especially women from under-represented groups, is to build academic programs and research foci that feature topics that might attract more women applicants. For example, Psychology at UC found that its efforts to recruit graduate students and faculty from under-represented groups were enhanced by promoting research into the science of diversity. Our goal is that the diversity grants will similarly impact other disciplines.

3. Two Division Directors approached the LEAF Program Director for advice on recruitment strategies to attract more women and URM women to apply for the Division Director position in Cardiology and as faculty in Digestive Diseases in the Dept. of Internal Medicine. This illustrates that faculty from many different disciplines are seeking Best Practices. Codifying these in a Best Practice Handbook for Recruitment and Hiring will be a priority in AY14.

Initiative I - Top Down:

1. Presentations by LEAF Leadership to College and University leadership raised awareness for the need for increasing diversity on search and promotion committees. As a result, the Program Director was appointed to the search committee for the permanent Provost, the Research Advisory Committee to the VP for University Research, and the search committee for the Division Director of Cardiology. LEAF Co-PI Steve Howe also joined the advisory committee for the Associate Provost for Diversity & Inclusion. Involvement with these committees brings visibility and a voice to LEAF at the upper echelons of the university, where the potential for impact is substantial. As evidence, Melanie Cushion's involvement on the Provostal Search Committee contributed to a strong sense on the committee that women and candidates from under-represented groups had to be given serious consideration. Our new provost is a woman.

2. UC LEAF is partnering with Associate Provost Martin to coordinate the search committee training for STEM departments. Our offices also plan to meet with the incoming Vice Provost for Academic Affairs to propose a structural change in how faculty are hired at UC. This proposal would shift responsibility for faculty searches from HR to the Provost's office, with the goal of signalling to prospective faculty that conducting broad and inclusive searches is a strategic necessity and central to the academic mission of the university rather than simply a compliance issue.

Initiative II – Bottom Up:

1. The UC LEAF launch raised awareness of UC LEAF and its goals and objectives. All UC faculty and staff were invited. Comments by the PI, President Ono and the Program Director, Melanie T. Cushion, Ph.D. made the 150+ faculty in attendance aware of the award initiatives. Publicity arranged through both the Colleges of Medicine and Arts and Sciences provided a synopsis of the goals and objectives for faculty on both campuses and thus raised awareness on the importance of diversity.

2. The UC launch networking lunch brought together more than 30 women STEM faculty who rarely (if ever) had a chance to discuss their own experiences with one another. The success of this event led to other informal networking groups such as the senior career women STEM faculty monthly meetings held on the medical campus and social meetings in the Dept. of Environmental Health. Such opportunities can provide the format to alleviate the expressed feelings of isolation by our women STEM faculty.

Initiative II - Top Down:

1. UC LEAF is working with departments to arrange logic model training and the development of strategic plans centering on recruitment, advancement, and retention of women faculty. The first training was held on June 21 with the head and three faculty members in the Dept. of Physics. We are now scheduling meetings with 4 other departments: A&S-Anthropology, COM-Environmental Health, CEAS-Electronics and Computing System Engineering, and CEAS-Mechanical Engineering. While it is too soon to assess the impact on these first logic model sessions, our evaluation plan includes assessment of two intermediate goals: Deans demonstrating commitment to individual units having and implementing logic models, and department heads implementing actions called for in their unit-specific logic models.

Initiative III:

1. Dr. Valerie Hardcastle is serving as the AAC Chair. This committee brings together a diverse group of members from the STEM disciplines for discussions and problem solving on oftentimes difficult topics. Because its members represent various STEM disciplines and career-stages, the AAC can offer a balanced perspective on issues affecting women and
women of color. By encouraging the use of this resource, faculty seeking balanced solutions to difficult challenges will find a much needed resource. Moreover, Dr. Hardcastle’s accessibility to university leadership enables her to communicate those challenges in a productive way to key decision makers. On behalf of the AAC, she has already raised several faculty issues and concerns regarding equity in leadership and retention challenges with, for example, the President as well as leadership within the Colleges.

Initiative IV:

1. Work to date on the social science studies focused on data collection (see Accomplishments section). However, we learned several things that will impact not only our work but how data are collected by UC. We found that for some STEM scientists, ethnicity was never recorded in the system from which our data was extracted, and that STEM scientists who are non-resident aliens do not have their ethnicity recorded at all. We also found that the College of Medicine has not provided a full accounting of all RPT decisions to the Provost’s office. As a result, we had to use special procedures this year to obtain information about unsuccessful Medical Center bids for promotion and tenure. Further, the database to which we have access does not have information about departures and the reasons for departure, so in completing our NSF Indicator Tables for this year, we had to infer the cause of departures due to retirement based on age. Now that we have a grasp on all the data elements we need, we will work with Institutional Research to improve systems.

What is the impact on other disciplines?

Initiative I -Bottom-Up:

1. Whenever possible, we have opened up LEAF programming and events to the broader faculty and UC community. For instance, faculty from across the university are invited to attend the three workshop series as well. As noted earlier, 14% of attendees in the Ready Set Go! Workshops represented departments outside of STEM.

2. Although the URC (University Research Council) grant developed with the Office of the Provost and the Office of Research on diversity is not limited to women STEM faculty, it signals UC leadership’s support and commitment to diversity efforts and is thus consistent with the mission of LEAF. Further, we anticipate that by providing funding and visibility to diversity-related research (e.g., through recognition at yearly LEAF-sponsored conferences or symposiums), UC will improve its ability to attract and recruit a more diverse faculty.

Initiative I - Top Down:

1. The entire university was invited to attend the launch and keynote address by Dr. Page. The power of diversity as stressed in the keynote could be translated to any department or organization on the campus. We will follow this model with subsequent best practice seminars and Visiting Scholars.

2. The joint efforts of UC LEAF, the Associate Provost for Diversity & Inclusion, and the Office of Equal Opportunity and Access to improve the way we hire faculty is not limited to STEM disciplines but applies across all disciplines.

3. The Department of Philosophy has aligned itself with the UC LEAF initiative (only 20% of tenure track positions in philosophy are currently held by women) and has requested LEAF’s assistance in recruiting a senior woman. They are planning an external site visit to solicit suggestions for how to attract more women graduate students. They have been very aggressive in recruiting women tenure track faculty, and they successfully requested reconsideration of an early tenure case for one of their women philosophers of science who was originally denied.

Initiative II - Bottom Up:

1. It is anticipated that the concepts of the workshops and Learning communities will be imported into other College settings, such as the College of Medicine, where they will be modified to address the needs of faculty other than STEM, such as clinicians.

2. Moving forward, the professional development training that UC LEAF will offer through, for instance our Visiting Scholars program will cover topics (e.g., negotiation and conflict management) that are relevant to faculty at similar stages of their career across many disciplines. It will be a more efficient use of resources if all disciplines that would usually provide training on the topic can collaborate for one training session. The potential is that this could open even more
opportunities for training and encourages cross functional dialogue.

Initiative II - Top Down:

1. It is undoubtedly the case that on average the social sciences and the humanities at UC are farther ahead of the STEM sciences in embracing and enacting diversity. But even those disciplines may find the use of logic models of value in planning and management of diversity. We are less certain about the status of diversity efforts in non-STEM professional colleges at UC (e.g. Design, Architecture, Art and Planning) but we assume that they too would be happy to adopt a model shown to be effective and supported by the provost.

Initiative III:

1. Once the AAC is established and publicized as a resource for faculty, we anticipate that its reach will extend beyond STEM disciplines to be a voice for women and URM faculty from across campus.

Initiative IV:

1. While the differences between men and women are often the greatest in STEM, many disciplines can benefit from the research that we are going to be conducting through the discourse and network analysis. Our findings can impact how women within and beyond approach their careers and how those working with women faculty can make them an appreciated asset in their respective departments. As an example, we hope that by educating administrators about the results of the discourse analysis that they will embrace our contributions to their communication strategy. For example, if we can demonstrate that there is effectively silence around work-life balance issues then they may be more likely to embrace some suggestions about example stories that could be prepared with such issues highlighted.

What is the impact on the development of human resources?

Initiative I - Bottom-Up:

1. As noted above, LEAF Leadership’s presence on and ability to influence key search and advisory committees across campus has and will lead to greater opportunities for gender equity. To date, discussion of UC LEAF objectives themselves has led to increased interest in diversifying faculty and committee membership.
2. The Branch award given to Dr. Margret Kupferle (CEAS) in support of her participation in ELATE will undoubtedly expand her leadership capacity. Moreover, her commitment to sharing her experience and mentoring other faculty members at UC upon completion of the ELATE program will ensure an even greater impact for this investment.
3. The Seed and URC grants will provide funding for projects on diversity that will help to support nascent research by women and URM women in STEM. This provides a resource that is lacking on the UC campus. With dwindling funds, it is anticipated that the Office of Research will be required to reduce internal grant offerings and these seed grants will provide an alternative resource to scanty funds reserved for this purpose.
4. As Director of LEAF Diversity, Dr. Monica Mitchell will focus on the application and integration of LEAF initiatives for women of color and minorities. While the disparity between white male and female faculty is astonishing, the disparity for minorities is even greater. Dr. Mitchell’s impact as a member of the UC LEAF Leadership Team will be the increased participation of women of color and minorities in LEAF initiatives through specific outreach and in the consideration of what programming to offer.
5. The Office of Research has reached out to LEAF personnel to assist in the long-term planning for the future of programs for undergraduate research by female STEM students.
6. During recruitment of the Provost, candidates were happy to learn of the ADVANCE award and anxious to take advantage of the programming should they be chosen for the position, demonstrating its power as a recruitment tool at the highest levels. It is with much enthusiasm that we welcome Dr. Beverly Davenport Sypher as our new Provost. She has worked with ADVANCE at Purdue and is looking forward to our partnership with the Provost’s Office.

Initiative I – Top Down:

1. Once developed and codified, the Best Practices in recruitment and hiring will be a valuable resource for department heads and search committee members that should translate into increased numbers of women and URM women in the
STEM disciplines.
2. The discussion of the best practices on the power of diversity initiated after the UC LEAF launch in April has led to increased interest in policies of best practices for recruitment and retention in the College of Medicine Divisions of Cardiology and Digestive Diseases.
3. Informing faculty candidates that an NSF ADVANCE award is active on campus will provide a recruitment tool in and of itself. The Program Coordinator is preparing informational booklets about UC LEAF and NSF ADVANCE in recruitment packages.
4. The policy governing start-up funding requests for new faculty hires for the entire University contains the revision, “If the new faculty hire will further UC’s commitment to diversity, the dean should explain how so in the funding request, as a portion of these University-wide funds have been designated for this purpose”.

Initiative II – Bottom Up:

1. The Ready Set Go! Series has provided multiple opportunities for professional development to nearly 200 faculty and staff in areas such as time management, conflict resolution, and grant funding. The second two workshop series will be launched this fall using the same framework as RSG. The early, mid- and late career workshops will provide opportunities for de novo networking and mentoring as well as providing essential information for a successful research career.
2. The diversity of the attending faculty at the workshops takes advantage of the differences in thoughts and experiences during the interactive and problem solving portions of the workshops, thereby illustrating the power of diversity.
3. UC LEAF co-sponsored a visit by Astronaut Shannon Walker, which included a public lecture describing life on the space station, and open reception, and, with the Department of Physics, an informal lunch with women undergraduate and graduate students. The events were attended by many community members, including some local school children. We are planning for similar events annually.
4. UC LEAF partnered with Dr. Suzanne Boys’ undergraduate Public Relations class in the fall to procure ideas on how to promote LEAF programming and events internally and externally (to UC alumni and the greater Cincinnati area). As a result of this service-learning project, LEAF was provided with a strategy for utilizing Facebook and Twitter. In turn, the undergraduate PR students had an opportunity to develop their discipline-specific skills and built their own awareness of STEM and diversity at UC and in higher education more generally.

Initiative II – Top Down:

1. The baseline gender data and analysis we are conducting as part of the evaluation process and logic model training will provide the basis for goals in recruitment, hiring and retention.
2. Climate data, in particular, will provide faculty and University leadership with an awareness of where we currently are with respect to having a culture that is diverse and inclusive for all faculty and staff (including but not limited to STEM). On-going assessment data will allow us to identify how we are doing as we implement LEAF goals and objectives.

Initiative III:

1. The impact of the AAC on hiring, recruitment and retention is detailed above in the “disciplines” section.

Initiative IV:

1. UC LEAF has recruited and trained a small cadre of undergraduate and graduate students to assist with the social sciences studies. Several members of this team, including Kenneth Adi (undergraduate Psychology), Mary Jean Amon (graduate Psychology) and Brian Eiler (graduate Psychology), along with Dr. Steve Howe (co-PI), and Dr. Stacie Furst-Holloway (Co-Associate Director) attended an nVivo training seminar in January to learn more about this text analytic software that may be used to analyze the discourse data.
2. Psychology student Kenneth Adi presented preliminary results from the discourse study at UC’s undergraduate research conference in May.
3. Co-Associate Directors Dr. Rachel Kallen and Dr. Stacie Furst-Holloway, along with graduate student Brian Eiler, attended the 5-day social network analysis workshop offered by the LINKS Center at the University of Kentucky’s Gatton College of Business (https://sites.google.com/site/linkscenterworkshop2013). Attendance of the Associate Program Directors was supported by an internal award from the UC Faculty Development Council. This workshop enabled
participants to further develop their knowledge of social network analysis and to identify the appropriate methods for analyzing the data we will collect. The workshop also allowed the team to develop relationships with Dr. Joe Labianca (U. of Kentucky) and Dr. Rich DeJordy (Northeastern U.) who will provide on-going consultation as the network study evolves.

What is the impact on physical resources that form infrastructure?

Initiative I - Bottom-Up:

1. One of the disparities that we discovered between male and female STEM faculty members is in physical resources such as lab space and equipment. Lab space and equipment can have a profound effect on the research a faculty member is able to conduct, which relates almost directly to their ability to achieve job satisfaction and tenure. Through the Best Practices seminars, including Catherine Morrison’s Negotiation workshop in October, we expect that women and URM women will possess the tools and increased confidence to succeed in negotiating space allocations consistent with their male counterparts.

Initiative I - Top Down:

1. As a result of the resources provided by UC LEAF online, in workshops (e.g., Catherine Morrison), in trainings, and at guest lecture events that cover negotiation and the benefits of diversity we expect to see physical resource allocation at UC reach greater equality between men and women. Consistent with this initiative and impact, we have collected the University data on space allocation and submitted it to the External evaluators. Start-up packages and space will reflect equity between gender and URM.

Initiative II – Bottom Up:

1. We anticipate that networking environments supported by UC LEAF will lead to increased collaborations resulting in shared instrumentation and participation in College Institutes/Centers that may involve shared facilities.

Initiative III:

1. Inequities in space, facilities and instrumentation facing current faculty will be mediated by the AAC and solutions to provide more equitable allocations will be achieved.

Initiative IV:

1. We do not anticipate that the results from the social sciences studies will directly impact physical resources. Indirect impact may occur to the extent that results from the network analysis enable women STEM faculty to identify and then connect with those individuals who are most likely to make decisions regarding space and other physical structures.

What is the impact on institutional resources that form infrastructure?

Initiative I – Bottom Up:

1. Our desire to partner with CET&L and the Office of Research in providing the three workshop series is to set the foundation for sustainability. To date, the university has lacked a cohesive strategy and set of programs to develop faculty skills outside the scope of research (e.g., grant writing) and teaching. However, a range of interpersonal skills and leadership competencies are needed to complement those areas if women (and men) are to develop and advance in their careers. Accordingly, we envision that the framework we establish for the workshop series will continue long after the LEAF funding period.

Initiative I – Top Down:

1. It is quite possible that the best practices in recruitment, dual career hiring, retention and enhancement being developed by UC LEAF will alter institutional policies and practices, particularly if we are able to demonstrate empirically that these practices improve key outcomes of interest (e.g., retention, engagement).
2. As noted in “Impact,” we have made several discoveries with respect to how data on human resources are collected, tracked, and reported at UC. We are working with Institutional Research to work on improvements to these processes so that UC LEAF (and others) may have more accurate and comprehensive data to aid in program and policy decisions.

3. The logic model training will provide planning and monitoring tools that not only help track progress towards LEAF specific goals but will also be transferable to other areas that the department may work in. This will provide another avenue for planning and accountability that will be familiar University wide. These training sessions, led by LEAF senior personnel, will ensure that information is shared consistently across units and that expectations for action are shared equally.

Initiative II - Bottom up:

1. Learning communities will directly impact the University as a result of their institutional action project, as required will be required by the program. These are projects that will be designed to address a problem, lack of resources, or other institutional weaknesses and are vetted by LEAF leadership and Learning Community members and facilitators. Further, learning communities for mentoring will become sustainable as they translate to the different university settings, e.g. Center for Clinical and Translational Science and Training which has a mentoring component and CCHMC Mentoring Institute.

2. The recruitment of LEAF allies will help the spread of UC LEAF initiatives by word of mouth and action through the University. Faculty from many departments are willing to bring the resources provided to their departments for internal momentum and discussion. Our allies are internal and external contributors who will help us embrace, support, and promote the LEAF mission. Improving the pipeline for women faculty in STEM will improve perceptions of the climate, but establishing support systems to enable change is also critical. Doing so requires breaking down barriers that exist between faculty, administrators, and decision-makers across all levels of the university community to reduce prejudices and promote equal opportunity policies and access to resources.

Initiative III:

1. Discussed above; policy and committee structure

Initiative IV:

1. We anticipate that findings from the discourse analysis and social network studies will be used to design and implement evidence-based practices around recruitment, advancement, and retention as well as more broadly around issues of culture and climate.

What is the impact on information resources that form infrastructure?

Initiative I – Top Down:

1. The UC LEAF website was launched on March 12, 2013. It will be used to disseminate UC LEAF related information such as resources for common challenges, announcements for and information from UC LEAF events, and will serve as a communication center for women faculty.

2. The UC LEAF website will be the One-Stop-Shop for policies, tool kits and Best Practices for the University as well as other higher education institutions.

Initiative II – Bottom Up:

1. Social networking (e.g., Facebook, Twitter) and other events will be accessed through the UC LEAF website to encourage interaction, idea exchange, and dialogue amongst our women STEM faculty, the university, and the larger community. Moreover, there will be opportunities for women faculty to share, communicate, and exchange ideas through posts and e-mail. The website will be used in addition to e-mail to share information on LEAF events and related accomplishments to increase visibility and awareness of LEAF programs.

Initiative III:

1. AAC will help LEAF leadership evaluate data collected on diversity and faculty attitudes, and act upon the messaging. Reports will be disseminated to inform faculty and leadership.
Initiative IV:

1. UC LEAF will disseminate findings from the social science studies to audiences internal and external to UC, as well as those representing academic (research and administrative) and industry circles. As noted in our Dissemination report, these plans include presentations at academic conferences and events as well as publications to be submitted to academic and practitioner journals. Underlying these efforts will be the development of databases for both the discourse and network studies that can be used by university leadership moving forward to monitor progress and/or maintenance of LEAF-related objectives.

What is the impact on technology transfer?

Initiative I:

1. Dissemination of Best Practices by UC LEAF will be accomplished by participation at Social Network analysis conferences and other venues such as the AAMC annual meeting, influencing other institutions to adopt similar successful programs.
2. Changes in the diversity of faculty will be noted and accepted by faculty, furthering the cause of cultural transformation.
3. Influencing leadership diversity will serve as a model for UC Colleges and other institutions of higher education, especially those in urban areas as is UC.
4. It is our plan to include technology transfer and entrepreneurialism within the framework of our planned workshops and also as special topics seminars. It is clear that women are at a disadvantage versus their male counterparts in this arena of commercialization of research and academic products. Dr. Cushion serves on the selection committee for the new CEO of the UC Research Institute that has as its goal to help and facilitate faculty for commercialization of their discoveries. She has strongly suggested to each of the candidates that an educational component be included in the mission of the UCRI to help faculty step up to this challenge. It is our plan to be a part of the planning of these efforts, which will be facilitated by the Program Director’s membership on the VP for Research’s Advisory Committee.

Initiative II:

1. Outcomes of the Institutional Action Projects by the Learning Communities will improve the social, environmental and research conditions of the University.
2. Seed grants will improve the research conditions of women and URM women in STEM.
3. The establishment of external allies will be a positive step for the LEAF team to ensure that practices developed through our initiatives will have the input of those outside of academia and the ability to be transferred to those institutions. In many industries women still experience inequalities when compared to their male peers so the developments that result from the LEAF efforts should be reviewed by collaborators that can advise on its transferability. As a result, resources and recommendations can be made available through LEAF to aid interested parties internally and externally, broadening the reach of our program.
4. At this point in the life of the award, the impact on technology transfer is only in a nascent stage. UC LEAF leadership anticipates that the first set of pilot project awards and institutional action projects will see an impact on technology transfer. It will also be a goal to include the vision and mission of the newly built University of Cincinnati Research Institute, which intends to facilitate commercialization of faculty intellectual properties and to aid in entrepreneurialism, as a major focus of planned workshops to encourage women STEM faculty in these endeavors.

Initiative III:

1. Outcomes negotiated by the AAC will improve the environment of women and URM STEM and serve as an example for adoption of similar practices.

Initiative IV:

1. Dissemination of findings from the social sciences studies will allow for new knowledge to be transferred to entities in government, academia, and industry.
2. It is also possible that research findings from these studies will result in the creation of new evidence-based practices at


UC (within and across colleges) focused on communication practices and/or networking.

**What is the impact on society beyond science and technology?**

**Initiative I:**

1. The practices that are initiated by UC LEAF will be transferable outside of the STEM fields as evidence-based best practices for inclusion. Women face challenges when compared to their male counterparts in many areas outside of academics. The globalization of the economy has increased the need for the inclusion of individuals so there will be a continued and a growing desire for these types of data.

2. The benefits of inclusion and diversity are not unique to UC or even to a university setting. The methods and developments that are a product of the practices implemented by UC LEAF will be easily transferable externally. We believe that through publications and presentations other organizations such as non-profits, other universities, and corporations will implement the practices that we develop.

**Initiative II:**

1. The AAC, professional development workshops, Learning Communities, and combined bottom up and top down approach are models that could be used to improve the climate in almost any organization. The ability to join ideas from staff and have them heard by interested leaders, the development of workforce skills in career advancement, teams focused on innovation, and approaching the same issue from the top and bottom are all concepts that are generating great excitement in industry. To be able to translate these new interests into evidence based practices through our research will only increase their popularity.

**Initiative III:**

See comments above.

**Initiative IV:**

1. To the extent that research findings from the social sciences studies are presented at conferences and published in outlets outside the realm of STEM (e.g., Society for Human Resource Management, Academy of Management), we will be able to reach scholars and practitioners who may serve quite diverse publics. As many of these findings may be generalizable outside the boundaries of STEM, it behooves the research team to plan activities that would reach a broader audience.

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**Changes**

**Changes in approach and reason for change**

**Initiative I – Bottom Up:**

1. The workshop series for mid- and senior-level faculty were delayed due to coordination issues with CET&L. Our partnership with CET&L was based on the understanding that LEAF would design each series and recruit the session leaders. CET&L would provide their facilities and the use of their registration system in exchange for being able to offer the workshops through their unit. However, we encountered difficulty in maintaining these lines of responsibility as CET&L aims to extend their suite of offerings and thus wishes greater control over content, recruitment, and evaluation. We believe it may be necessary to assume full responsibility for the workshops we outlined. While we are hoping to work with CET&L, we are also working with other offices to streamline programming and prevent duplication of effort. Upon the advice of the AAC, and with help from the Provost's office, we are working to offer the series through alternative venues such as the Office of Research.

2. The call for proposals for the LEAF grants was delayed. The grants administration process has a considerable complexity in order to be run effectively. In lieu of waiting for a formal RFP to be processed during the initial year of the
cooperative agreement, LEAF identified and took advantage of an opportunity to provide funding (via the Leadership Branch award) to sponsor Dr. Margaret Kupferle in the ELATE program. The Call for proposals is being issued late summer, with the first funding period to occur for the AY13–14.

Initiative I – Top Down:

1. While UC LEAF planned to develop and execute the search committee trainings we learned last fall that the university created a new position, Associate Provost for Diversity & Inclusion that would be charged with providing this training university-wide. Robin Martin, Ed.D., was placed in this role. To avoid duplication of effort, we are partnering with Dr. Martin’s office to conduct the trainings. LEAF will provide consultation on best practices, collected from other ADVANCE programs, in the design of the training. Also, when the hiring department is in a STEM discipline, LEAF will lead or co-lead the training session.

Initiative II – Bottom Up:

1. We are organizing the LCs to begin in Fall 2013 and plan to start the LC program small: focusing on three groups of faculty (a junior and senior LC consisting of women STEM faculty from the COM and CCHMC, and a junior LC for women STEM faculty from all other STEM units). By having just three LCs, we will be able to focus on the selection and training of appropriate facilitators and to more closely monitor LC activities and progress. We expect that the success of these initial LCs will allow us to expand the number of LCs in subsequent years. Further, as we accumulate more graduates of LEAF programming (via workshops and LCs), we expect to have a ready-made cadre of other women faculty motivated and trained to assume LC facilitator roles.

2. While we anticipated (and continue to plan) a formal process in which LEAF would design, recruit, organize, and lead LCs from inception, we have discovered and supported other opportunities for informal LCs and groups to emerge much more organically. As noted in the Accomplishments section, for example, LEAF leadership initiated a STEM women’s faculty group in the COM and CCHMC. Other examples of these informal LCs and networking groups include the “Lunch with the Provost” event and Black Faculty Networking Events at CCHMC supported by LEAF Director of Diversity Initiatives, Dr. Mitchell. We will continue to encourage the formation of these types of groups as activities are held for STEM women.

Initiative II - Top Down:

1. The UC LEAF leadership team met with Provost Larry Johnson and Kristi Nelson, Senior Vice Provost for Academic Planning, on March 1 to discuss the roll-out of the logic model workshops to the designated STEM departments. Recognizing that a unilateral, top-down approach would likely spark unnecessary resistance, this meeting served as an opportunity for us to collectively plan the implementation strategy. As noted in the Accomplishments section, the Provost asked that we start with a small group of departments who have expressed a willingness to develop their logic models. The intent is to build upon the success of these first efforts and use their example (and testimony) to recruit additional departments to participate.

2. Dr. Howe has discussed at length the impact and merits of participating in these trainings, ranging from effective departmental goal setting to the end result of diversity and inclusion. At a recent teleconference, the PO suggested we research incentives used by other ADVANCE holders and we will explore the successes of those universities.

3. On June 10, Beverly Davenport Sypher was named Senior Vice President for Academic Affairs and Provost at UC. Her appointment ended a 9-month period in which the UC LEAF team was operating with interim (although supportive) leadership at the top academic post. We are not only encouraged to have a permanent Provost in place, but one with the impressive track record that Provost Davenport Sypher possesses with respect to faculty development, particularly as it relates to women in STEM. She is joining UC from Purdue, another ADVANCE IT institution and is familiar with the overarching goals of the program. UC LEAF Leadership will be meeting with her when she arrives on campus in early August. She will be briefed on UC LEAF initiatives and progress, and we will outline ways in which to enlist her role.

Initiative III:

1. The structure and purposes of the AAC will be more broadly communicated to stakeholders using the UC LEAF web site
and word of mouth as more women STEM Faculty become aware of the ADVANCE goals and objectives.

Initiative IV:

1. As a result of attending the Social Networks workshop in June, the research team modified the study design to include data collection at the department-level. Collecting these data will allow us to examine, within each department, how faculty collaborate and support one another and the extent to which they interact. We will also be able to examine whether the shape of the intra-departmental network relates to the climate for diversity and inclusion as reported in the Climate Survey.

2. The discourse study is unfolding much as we proposed it. We have acquired the baseline data (e.g., communications from the previous five years) and have acquired and trained the lab staff on Nvivo. The volume of data we wish to analyze has raised the possibility that the text analytics engine in the newest version of IBM Modeler 15 might make our work easier and our analyses better. We have acquired this product and are in the midst of evaluating it.

3. We created a longitudinal data file covering the years 1989-2013 for all UC faculty members in the AAUP Bargaining Unit. This file, which will be updated annually, will have a multitude of uses: (a) conducting the mandated salary survey; (b) mailing participants the upcoming climate survey; (c) completing many of the NSF Indicator Tables; (d) conducting survival analyses of UC faculty; (e) identifying dual career faculty couples; and (f) initiating a turnover study that we will use to document baseline conditions.

Actual or Anticipated problems or delays and actions or plans to resolve them

Initiative I – Bottom Up:

1. In January UC LEAF worked with a branding company in the Cincinnati area to design a website, posters, and logo. The team decided to go outside of UC offerings because the results presented by the internal team were not appealing. As a result UC LEAF started using a graphic design with their logo. The team was unaware at the time about the strict branding and marketing restrictions that UC has in place for its organizations. It has come to our attention now, after a lengthy process for printing materials, that the UC LEAF logo must not be a fixed graphic but something that can altered. Working through this process caused a significant delay in the ordering of material for our launch event which caused us to incur a great deal of otherwise unnecessary shipping and rush charges.

2. Our intention with the UC LEAF launch was to start to encourage the connection between women STEM faculty and the Medical Campus and those at the Main Campus. To facilitate this, UC LEAF paid for a shuttle to transport faculty back and forth between the two campuses for the event. The concept of the arranged UC LEAF shuttle was so that it would be quick and easy for faculty to get across campuses to accommodate for their busy schedules. The shuttle company on the morning of the launch was not able to provide a shuttle driver because they were understaffed and so we anticipate that there were about 20 people who were unable to attend the launch as a result.

Initiative I - Top Down:

1. Delays in training relative to recruitment and selection occurred due to a major hiring freeze across the university, including but not limited to STEM disciplines. Although several departments have been given the green light to hire for AY14-15, budget approvals for these positions came quite late. Accordingly, we are behind in getting to these departments as they start the process. Further, although some hiring freezes have been lifted, recruitment efforts will continue to lag. For instance, within the College of Arts & Sciences, only 14 tenure-track searches will be open for positions beginning Fall 2014. Of those 14 positions, only 3 (1 Math, 2 Neuroscience) are for STEM positions. The UC LEAF team is working to develop alternative routes to create more hiring opportunities.

2. As part of evaluation efforts, we identified a number of deficiencies in UC data systems that will have to be ameliorated over the course of the grant if we are to make reporting as efficient as possible in future years. First, UC used to have a two-provost system, one for the Medical Center and one for the rest of the university. A remnant of that system, we discovered, is that the College of Medicine has not provided a full accounting of all reappointment, promotion, and tenure decisions to the now-sole provost’s office. As a result, we had to use special procedures this year to obtain information about unsuccessful Medical Center bids for promotion and tenure. Second, the database to which we have access does not have information about departures and the reasons for departure, so in completing our NSF Indicator Tables for this
year, we had to sometimes guess the cause for departures being retirement (based on age). Third, we discovered that for a portion of STEM scientists, ethnicity was never recorded in the system from which our data was extracted, and that STEM scientists who are non-resident aliens do not have their ethnicity recorded at all.

Initiative II – Bottom Up:

1. UC LEAF proposed the creation of learning communities (LCs) for junior, mid-level, and senior women faculty in STEM to begin in Year One. However, we experienced delays in establishing the LCs due to the myriad of competing demands we encountered while establishing our infrastructure including the hiring of the Program Coordinator who was not on site until January 2013. As she was not familiar with the campus, contacts, and other resources, programming and implementation of other initiatives were slower than anticipated.

Initiative II - Top Down:

1. As noted above, we have experienced delays in starting the logic model training due to concerns about being too heavy handed in the implementation. That is, rather than using a decidedly top-down approach in which departments would be forced to participate in this process, we have opted to use a more deliberate process in which we work initially with a subset of departments that volunteer for the training.

Initiative III:

No actual or anticipated changes to report.

Initiative IV:

1. The research team opted to start data collection for the Social Network study until after the June workshop at the LINKS Center. This decision was made in anticipation of the fact that some elements of the study design might change as a result of new knowledge gained during the training.
2. As noted earlier, we have experienced some delays processing the content for the discourse analysis due to limitations of the software.

Changes that have a significant impact on expenditures

Initiative I:

1. As a result of our efforts to leverage existing relationships with other entities and academic units on campus, LEAF has been able to achieve cost savings on several programming events. For instance, Dr. Scott Page’s keynote address at the UC LEAF launch in April, was co-sponsored by LEAF as well as Office of the President, Provost, Graduate School, and Dean of the College of Medicine. As another example, we are working with CCHMC to co-sponsor the visit from our Fall 2013 Visiting Scholar, Catherine Morrison.
2. We have also garnered support from the Offices of the Vice President for Research and the Provost for $10,000 in support for Diversity Seed Grants.
3. The surplus in the current budget stems from programming that has not been implemented including Learning Community initiatives; Training Workshops; and Best Practices seminars. These programming initiatives will be implemented during AY 13-14.

Initiative II:

No changes to report.

Initiative III:

No changes to report.

Initiative IV:

No changes to report.
Significant changes in use or care of human subjects

Initiative IV:

The introduction of the turnover study, in which we will be surveying former UC faculty, necessitated that we file a modification for our IRB protocol. We have submitted the modification and are awaiting word from IRB on the status of our exemption.

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

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

Supporting Files

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<td>07/01/2013</td>
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<td>RSG Data.pdf</td>
<td>Feedback from Ready Set Go! Workshop Participants</td>
<td>Rachel Kallen</td>
<td>07/01/2013</td>
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<tr>
<td>RSG Participants.pdf</td>
<td>List of participants in REady Set Go! Workshops</td>
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<td>IAC Meeting Minutes.pdf</td>
<td>Meeting minutes from March 11 UC LEAF Internal Advisory Committee Meeting</td>
<td>Rachel Kallen</td>
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<td>Evaluation Plan.pdf</td>
<td>UC LEAF Evaluation Plan</td>
<td>Rachel Kallen</td>
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<td>TimeLine-FINAL0628.pdf</td>
<td>UC LEAF Timeline</td>
<td>Rachel Kallen</td>
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<td>NSF Indicator Tables.pdf</td>
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UC LEAF LEADERSHIP TEAM AND AFFILIATED COMMITTEES

UC LEAF LEADERSHIP TEAM: PI: UC President Santa Ono, Ph.D.; Program Director (PD): Melanie Cushion, Ph.D.; Associate Program Directors (APD): Rachel Kallen, Ph.D. and Stacie Holloway, Ph.D.; Director of Diversity Initiatives (DDI): Monica Mitchell, Ph.D..

UC LEAF RESEARCH TEAM: Steve Howe, Ph.D., Stacie Holloway, Ph.D. and Rachel Kallen, Ph.D.

UC LEAF EVALUATION TEAMS: Internal Evaluation, Steve Howe, Ph.D.; External Evaluation, Sarah Woodruff, Ph.D.

ADVISORY COMMITTEES: Internal Advisory Committee (IAC), Urmila Ghia, Ph.D.; External Advisory Committee (EAC), Sandra Degen, Ph.D.; Advocacy and Accountability Committee (AAC), Valerie Hardcastle, Ph.D.

Program Coordinator (PC), Nancie Ehler
Initiative I: Improve pathways for women faculty, including women faculty of color, in STEM by broadening recruitment, improving hiring, increasing retention, and promoting advancement

Bottom Up:
1. One Professional Development Workshop Series (Ready, Set, Go!) aimed at empowering junior women STEM faculty to establish a competitive research program and successful career trajectory.
   a. Years Offered: 1 - 5
   b. Frequency: monthly during academic year
   Key components:
      a. Design and development of content
         i. Responsible: Associate Program Directors & Director of LEAF Diversity Initiatives
         ii. Timing: Continuous, as needed
      b. Coordination of facilitators and implementation
         i. Responsible: Associate Program Directors & UC Office co-sponsors (e.g., Office of Research, Center for the Enhancement of Teaching and Learning; CET&L)
         ii. Timing: Summer
      c. Individual workshop evaluation
         i. Responsible: Associate Program Directors, Program Coordinator
         ii. Timing: at end of each session
      d. Coordination of sustainability
         i. Responsible: Program Director & Associate Program Directors
         ii. Timing: Continuous
      e. Annual Evaluation for need and content redesign
         i. Responsible: Program Director, Associate Program Directors, Internal Evaluator, & Director of LEAF Diversity Initiatives
         ii. Timing: Summer
      f. Promotion and email recruitment
         i. Responsible: Program Coordinator, UC Office co-sponsors (e.g., Office of Research, CET&L)
         ii. Timing: Continuous

2. Two additional Professional Development Workshop Series. One is aimed at engaging mid-career women STEM faculty in gaining visibility and stature as they pursue promotion and tenure. The second workshop series is aimed at enhancing the impact of senior women STEM faculty both within and outside of the institution.
   a. Years Offered: 2 - 5
   b. Frequency: monthly during academic year
   Key components:
      a. Design and development of content
         i. Responsible: Associate Program Directors & Director of LEAF Diversity Initiatives
         ii. Timing: Summer Year 1, and Continuously, as needed
      b. Coordination of facilitators and implementation
         i. Responsible: Associate Program Directors & UC Offices co-sponsors CET&L, Office of Research
         ii. Timing: Summer
      c. Individual workshop evaluation
         i. Responsible: Associate Program Directors, Program Coordinator
         ii. Timing: at end of each session
      d. Coordination of sustainability
         i. Responsible: Program Director & Associate Program Directors
         ii. Timing: Continuous
e. Annual Evaluation for need and content redesign
   a. Responsible: Program Director & Associate Program Directors, Internal Evaluator, &
      Director of LEAF Diversity Initiatives
   b. Timing: Summer
f. Promotion and email recruitment
   a. Responsible: Program Coordinator, UC Offices (co-sponsors)
   b. Timing: Continuous

3. UC LEAF Awards aimed at supporting women STEM faculty across rank in pursuit of research and professional goals. The **Seed Award** is for women STEM faculty *without external funding* to support research efforts. The **Career Branch Award** is for all women STEM faculty to provide support for advanced training in a particular area, for interdisciplinary and cross-institutional collaboration, or for entrepreneurial and community endeavors. The **Leadership Branch Award** is to support attendance at national conferences or training programs that help prepare *mid and senior level faculty* for positions of academic or professional leadership.
   a. Years Offered: 1 – 5
      i. Call for proposals: Summer/Fall (Year 1), Spring (Years 2 -5)
      ii. Funding Period: September 15 – August 31
   b. Frequency: Annually

Key components:
   a. Design and development of Call for Proposals
      a. Responsible: Associate Program Directors & Director of LEAF Diversity Initiatives
      b. Timing: Spring and Summer/Fall Year 1, and Continuously, as needed
   b. Coordination of Review Panels and Review Process
      a. Responsible: Program Director, Program Coordinator
      b. Timing: monthly, during academic year
   c. Coordination of sustainability
      a. Responsible: Program Director & Associate Program Directors
      b. Timing: Continuous
   d. Promotion and email recruitment
      a. Responsible: Program Coordinator
      b. Timing: Spring and Summer
   e. Focus groups in years 2 and 4 with women who did and did not apply
      a. Responsible: Internal evaluator
      b. Timing: late spring, summer

**Top Down:**
1. UC LEAF Best Practices Training workshops to improve knowledge and awareness of inclusion among key decision makers and promote improved sustainable institutional policies that address standardization of practices and allow for productive negotiation of important issues related to implicit bias and women STEM faculty. Three separate workshops will be offered for (a) deans, (b) department heads, and (c) members of Hiring and Reappointment, Promotion and Tenure (RPT) committees.
   - **Council of Deans**
     a. Years Offered: 2 – 5
     b. Frequency: Annually or as requested
   - **Department Heads**
     a. Years Offered: 2 – 5
     b. Frequency: Annually or as requested
   - **Hiring and RPT Committees**
     a. Years Offered: 2 – 5
     b. Frequency: Fall or as requested

Key components:
a. Design and development of content  
   a. Responsible: Associate Program Directors, Director of LEAF Diversity Initiatives, Office of the Provost (VP for Academic Personnel, Associate Provost for Diversity and Inclusion)  
   b. Timing: Continuous, as needed  

b. Individual workshop evaluation  
   a. Responsible: Associate Program Directors, Program Coordinator  
   b. Timing: Annually, following workshops  

c. Coordination of facilitators and implementation  
   a. Responsible: Associate Program Directors & Office of the Provost  
   b. Timing: Summer  

d. Coordination of sustainability  
   a. Responsible: Program Director & Associate Program Directors  
   b. Timing: Continuous  

e. Evaluation  
   a. Responsible: External evaluator will do key informant interviews  
   b. Timing: Years 1, 3, 5  

f. Promotion and email recruitment  
   a. Responsible: Program Director, Program Coordinator, Office of the Provost  
   b. Timing: Continuous  

2. UC LEAF Best Practices Seminar Series is designed to enlist leaders in the fields of innovative transformation to share their insights and experiences in challenges and successes in institutional transformation. The speakers will include previous ADVANCE program directors and administrators, leaders in industry and local organizations that promote equity and diversity in their organizations, and scholars specializing in broadening participation of women in STEM.  
   a. Years Offered: 1 - 5  
   b. Frequency: Spring (Year 1), Fall and Spring (Years 2 -5)  

Key components:  
   a. Coordination of Speakers and implementation  
      a. Responsible: Associate Program Directors & Director of LEAF Diversity Initiatives  
      b. Timing: Summer, Fall  
   b. Individual seminar evaluation  
      a. Responsible: Associate Program Directors, Program Coordinator  
      b. Timing: Summer, Fall  
   c. Coordination of sustainability  
      a. Responsible: Program Director & Associate Program Directors  
      b. Timing: Continuous  
   d. Evaluation  
      a. Responsible: External evaluator will do key informant interviews  
      b. Timing: Years 1, 3, 5  
   e. Promotion and email recruitment  
      a. Responsible: Program Director, Program Coordinator  
      b. Timing: Continuous  

_**Initiative II: Transform the climate for STEM faculty by creating social and collaborative mentoring networks to promote intellectual progress, equity, and an inclusive culture**_

**Bottom Up:**  
1. Learning Communities for women STEM faculty to establish broader informal mentor and social networks, as well as to provide a mechanism for identifying challenges and solutions unique to UC women STEM faculty across rank and college.
a. Years Offered: 2 - 5  
b. Frequency: monthly during academic year  

Key components:  
a. Design and development of process  
   a. Responsible: Associate Program Directors & Director of LEAF Diversity Initiatives  
   b. Timing: Spring, Summer (year 1), continuously as needed  

b. Coordination of facilitators and implementation  
   a. Responsible: Associate Program Directors & UC Offices co-sponsors Barb Rinto,  
      Director, UC Women’s Center  
   b. Timing: Spring, Summer  

c. Facilitator Training  
   a. Responsible: Associate Program Directors & (Beginning Year 3) past LC Facilitators  
   b. Timing: Summer  

d. Individual LC Meeting evaluation  
   a. Responsible: Associate Program Directors, Program Coordinator  
   b. Timing: monthly, during academic year  

e. Coordination of sustainability  
   a. Responsible: Program Director & Associate Program Directors  
   b. Timing: Continuous  

f. Annual Evaluation for need and process redesign  
   a. Responsible: Program Director, Associate Program Directors, Internal Evaluator, &  
      Director of LEAF Diversity Initiatives, external evaluator  
   b. Timing: Focus groups each summer and key informant interviews in years 1, 3, 5  

g. Promotion  
   a. Responsible: Program Director, Program Coordinator  
   b. Timing: Continuous  

2. UC LEAF Visiting Scholars Program for women STEM faculty to establish broader informal mentor  
   and social networks, as well as to provide a mechanism for identifying challenges and solutions  
   unique to UC women STEM faculty across rank and college.  
   a. Years Offered: 1 - 5  
   b. Frequency: Spring (Year 1), Fall & Spring (Years 2 -5)  

Key components:  
a. Coordination of Speakers and implementation  
   a. Responsible: Associate Program Directors & Director of LEAF Diversity Initiatives  
   b. Timing: Summer, Fall  

b. Coordination of sustainability  
   a. Responsible: Program Director & Associate Program Directors  
   b. Timing: Continuous  

c. Evaluation  
   a. Responsible: Program Director & Associate Program Directors, Internal Evaluator, &  
      Director of LEAF Diversity Initiatives, external evaluator  
   b. Focus groups in years 2, 4  
   c. Key informant interviews in years 1, 3, 5  
   d. Timing: Summer  

d. Promotion and email recruitment  
   a. Responsible: Program Director, Program Coordinator  
   b. Timing: Continuous  

Top Down:  
1. Unit-Level Logic Models for all STEM departments aimed at facilitating accountability,  
   transparency, and inclusiveness. Deans will hold department heads accountable, and they in turn
will work with LEAF staff to identify strengths and challenges, develop plans for action, and monitor progress relative to the initiatives of UC LEAF.

- Years Offered: 1 - 5
- Frequency: Continuous (Initial meetings with departments), annually (Years 2 – 5)

Key components:

- Design and development of Initial process
  - Responsible: Internal Evaluator, Associate Program Directors & Director of LEAF Diversity Initiatives
  - Timing: Spring, Summer (year 1), continuously as needed

- Coordination of facilitators and implementation
  - Responsible: Associate Program Directors
  - Timing: Spring, Summer; continuously as needed

- Facilitator Training
  - Responsible: Associate Program Directors; Internal Evaluator; selected UC Faculty
  - Timing: Summer

- Coordination of sustainability
  - Responsible: Program Director & Associate Program Directors
  - Timing: Continuous

- Evaluation for need and process redesign
  - Responsible: External Evaluator
  - Timing: Years 1, 3, 5

- Promotion
  - Responsible: Program Director, Program Coordinator
  - Timing: Continuous

**Initiative III: Create interdependence to reinforce mutual responsibility and fosters shared responsibility to enable sustainable dynamic institutional practice and policy.**

The Accountability and Advocacy Council is charged with (a) critically evaluating data on recruitment, hiring, retention, promotion and advancement initiatives, (b) reporting on the systemic changes as a result of logic models for systemic policy and leadership reform, (c) providing feedback on initiative successes and challenges (in conjunction with advisory boards) to facilitate continued progress, and (d) providing a venue for safe, positive and effective communication between the different programming of LEAF (i.e., bottom-up and top-down programming outcomes, faculty and administration, etc.).

- Years Offered: 1 - 5
- Frequency: Council Meetings – Fall, Spring

Key components:

- Oversight & Coordination with AAC Chair
  - Responsible: Program Director
  - Timing: Continuous

- Coordination of sustainability
  - Responsible: Program Director & Associate Program Directors
  - Timing: Continuous

- Evaluation
  - Responsible: External evaluator
  - Timing: Summer

- Publicity
  - Responsible: Program Director, Program Coordinator
  - Timing: Continuous
Initiative IV: Social Science Research
Social Science research on climate and transformation of policy and reform, as expressed through message linguistics, subjective experiences, and social networks.

Social Network Analysis
a. Years: 1 - 5
b. Frequency: Continuous
Key components:
   a. Oversight & Coordination
      a. Responsible: Research Team
      b. Timing: Continuous
   b. Design & Hypothesis Development
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Year 1
   c. Measures and Recruitment
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Continuous
   d. Data Collection
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Continuous; archival data to be collected on a continuous basis beginning Year 1; Individual and department-level data collected Year 2 and Year 5 for comparison purposes
   e. Data Analysis
      a. Responsible: Research Team
      b. Timing: Continuous
   f. Dissemination
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Years 2-5

Discourse Analysis
a. Years: 1 - 5
b. Frequency: Continuous
Key components:
   a. Oversight & Coordination
      a. Responsible: Research Team
      b. Timing: Continuous
   b. Design & Hypothesis Development
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing:
   c. Data Collection
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Continuous
   d. Coding
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Continuous
   e. Data Analysis
      a. Responsible: Research Team
      b. Timing: Continuous
   f. Dissemination
      a. Responsible: Research Team, Graduate & Undergraduate Student Researchers
      b. Timing: Years 2-5

Advisory Boards
The Internal and External Advisory Committees meet with the leadership team to review the progress of the project as a whole, provide critical top-level input, and provide their recommendations to the program on a regular basis.

- a. Years: 1 - 5
- b. Meeting Frequency: IAC– quarterly; EAC– annually; Fall (Years 1 – 4), Summer (Year 5); AAC- continuous, as needed.

Key components:
- a. Oversight & Coordination with Chairs
  - a. Responsible: Program Director
  - b. Timing: Continuous