YEAR 2 EXTERNAL EVALUATION

ADVANCE ADAPTATION: LEVELING THE PLAYING FIELD, STRATEGIC EQUITY INITIATIVES AT MURRAY STATE UNIVERSITY

NSF Grant No. 1935939

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TABLE OF CONTENTS

1. EXECUTIVE SUMMARY

Murray State University (MSU) is completing the second year of a 3-year NSF ADVANCE Adaptation grant: Leveling the Playing Field, Strategic Equity Initiatives at Murray State University. The project aims to build on successful MSU ADVANCE Catalyst activities and adapt programming to improve equity for faculty at MSU using an intersectional framework. The three central goals of the grant are to decrease implicit bias in search, tenure, and promotion; enhance retention and movement through ranks; and enhance work-life balance.

Significant impacts of the second year of the grant include:

Interactive Theatre
- The Interactive Theatre pilot training was attended by 46 people, including faculty, staff, and administrators. According to participants' self-assessed knowledge, the workshop increased their awareness of unintended bias in the academic search process, knowledge of ways to intervene, and willingness to intervene.

Mentoring Circles
- 92% of mentoring circle participants who responded to the post-circle evaluation survey indicated that their participation expanded their cross-disciplinary networks and 79% said they had benefited professionally from participating. In open comments, participants said they valued making connections with colleagues, especially with those outside their own disciplines.
- More than two-thirds of circle members agreed that the program taught them strategies to increase their productivity.
- 88% of Mentoring Circle survey respondents agreed that their involvement in a circle benefited them personally and said that their participation provided vital personal connections when they were working remotely and felt isolated.

Writing Retreat
- 100% of post-retreat survey respondents agreed that the writing retreat supported their career development, helped expand their professional network, and supported their professional career development. Likewise, all agreed they accomplished the goals they had set for the retreat and would recommend the retreat to colleagues.
- There was a statistically significant increase in attendees' agreement with the statement "I have good writing habits" immediately after the retreat as well as two months later.
- After participating in the retreat, attendees reported a statistically significant reduction in the frequency with which they encountered writing challenges, an impact that was maintained two months later in the following areas: attending to other professional responsibilities, interruptions, not making writing a priority, getting easily distracted/lack of focus, perfectionism, lack of good writing habits, not setting objectives to help achieve broader goals, procrastination, and feeling isolated.

Faculty Workshops
- In all five workshops offered in Year 2, participants reported growth in the workshop's key learning objectives. In most workshops, participants intended to use the strategies presented and most would recommend the workshop to their colleagues.

Other Impacts
- The membership of the MSU ADVANCE Internal Steering Committee and representation by ADVANCE leadership on the President's Task Force on Work-Life Balance has helped to disseminate information about ADVANCE, enhance opportunities for collaboration, and build support for ADVANCE objectives.

Key Recommendations:
- The virtual format of the interactive theatre pilot program created unique challenges for interactivity. As is possible, incorporate more opportunities for discussion in subsequent workshops.
- Continue to work with deans and department chairs to gain support for the interactive theatre program and ask them to encourage their faculty participate in the workshop.
- Going forward, consider offering at least one Mentoring Circle in a virtual format, which could provide flexibility to faculty who may not be able to attend in person.
- To help sustain the positive impacts of the writing retreat, consider facilitating ongoing interactions between participants or offering follow-up sessions during the academic year.
- Continue to pursue opportunities to collaborate with related institutional efforts; in particular, stakeholders feel that MSU ADVANCE should continue to expand its relationship with the Women's Faculty Caucus and IDEA. These connections could also help better engage with more racially and ethnically diverse faculty, which some see as an important area for development for the MSU ADVANCE team.
- Disseminate products, key findings, and best practices both within Murray State University and beyond.
- Continue to work with university leaders to plan for sustainability and institutionalization.

In Year 2, Murray State ADVANCE made impressive impacts on faculty members' professional achievements, knowledge and skills, and personal and professional networks through the theatre program, mentoring circles, writing retreat, and faculty workshops. The successful administration of these programs has helped make vital progress toward the grant goals.

2. INTRODUCTION

2.1 Organization of the Report

This report is divided into several key sections. Section 2.2 provides a brief overview of the Murray State ADVANCE Adaptation grant, followed by a description of the evaluation activities and methods in Section 3. Section 4 covers the findings from the external evaluation. The report ends with a conclusion and recommendations in Section 5.

2.2 Murray State ADVANCE Adaptation Overview

Murray State University (MSU) is completing the second year of a 3-year NSF ADVANCE Adaptation grant: Leveling the Playing Field, Strategic Equity Initiatives at Murray State University. The project aims to build on successful MSU ADVANCE Catalyst activities and adapt programs from other universities to improve equity for faculty at MSU using an intersectional framework.

MSU ADVANCE activities are intended to improve practices and outcomes related to faculty recruitment, retention, and advancement and institutional climate, and are linked to three main programmatic thrusts: MSU Learn, MSU Grow, and MSU Live. Activities connected to each goal are listed below.

Goal 1. Decrease implicit bias in search, tenure, and promotion (MSU Learn)
- In-house interactive theatre group
- Search committee training
- Tenure and promotion committee training

Goal 2. Enhance retention and movement through ranks (MSU Grow)
- Writing Retreats
- Early career faculty workshops
- Mid-career faculty workshops
- Mentoring circles

Goal 3. Enhance work/life balance (MSU Live)
- President's task force
- MSU Work+Life App
- On campus kid friendly events

3. EVALUATION ACTIVITIES AND METHODS

3.1 Evaluation Period and Objectives

This evaluation report covers the period between August 2020 and August 2021, corresponding to the grant's second year of funding.

Evaluation objectives for this annual report are primarily formative and include:
- Describing implementation activities, successes, and challenges
- Monitoring the status of implementation progress toward program goals
- Providing formative feedback to facilitate project refinements
- Documenting evidence of impacts to date

3.2 Evaluation Methods and Data

This report incorporates quantitative and qualitative data, derived from the following sources:

Stakeholder Interviews: Dr. Mariko Chang and her Research Associate, Ms. Sadie Davis, conducted phone interviews with fourteen MSU stakeholders in July and August 2021, including the president, provost, deans, PI, Co-PIs, members of the Internal Steering Committee, project team, and MSU ADVANCE program participants.

Mentoring Circle Evaluations: The Murray State ADVANCE team administered surveys to faculty who participated in Mentoring Circles in the 2020-2021 academic year. Twenty-four of 42 faculty who participated in the circles completed evaluations (57% response rate).

Writing Retreat Evaluations: The external evaluator administered three online surveys to assess the impacts of the June 2021 writing retreat and to collect formative feedback. The evaluations included a pre survey conducted prior to the retreat, one post survey at the conclusion of the retreat, and another post survey two months later in August 2021. All nine retreat participants responded to each survey, though one participant completed only part of the post survey.

Virtual Discussion with Writing Retreat Participants: The external evaluator attended the final follow-up meeting held with retreat participants on August 12, 2021. During this meeting, participants shared their perspectives about the personal and professional benefits of the retreat and other general feedback about the retreat.

Workshop Evaluations: The MSU ADVANCE team shared with the external evaluator the post-workshop evaluation results for the interactive theatre training and the following five workshops: Flourishing in Academia: Positive Work-Life-Family Integration, Competence/Confidence Conundrum, Don't Sweat the Small Stuff: Setting Priorities, Stress Management, and Ethical Orientations for Collegiality, Mentoring, and Teaching.

4. FINDINGS FROM YEAR 2 ACTIVITIES

Murray State ADVANCE activities in Year 2 focused on launching the interactive theatre pilot program, expanding faculty development workshop offerings, and continuing the Mentoring Circles and Writing Retreat.

4.1 MSU Learn

The objective of MSU Learn is to decrease implicit bias in search, tenure, and promotion through the development of an interactive theatre program and training videos.

4.1.1 Interactive Theatre

In the second year of the grant, members of the ADVANCE team, members of the campus community, and professional actors worked together to develop the curriculum for the interactive theatre program. In spring 2021, the team launched the pilot focused on unintended bias the search process. Forty-six participants took part in the session, which was held virtually due to the pandemic. This year the team also worked to develop a program related to the tenure and promotion process, which they intend to launch in fall 2021.

To evaluate the impacts of the interactive theatre workshop conducted in Year 2, participants were asked to complete a survey assessing their awareness of unintended bias, their knowledge of ways to intervene in situations of unintended bias, and willingness to do so, both before and after the program on a scale of 1=none to 4=strong. Of the 46 attendees, 26 took part in the evaluation (57% response rate). As shown in Figure 1, the workshop increased participants' understanding in each of the three areas measured, with all respondents rating their awareness, knowledge, and willingness to intervene as moderate to strong after the training.

Figure 1. Interactive Theatre Impacts on Participants
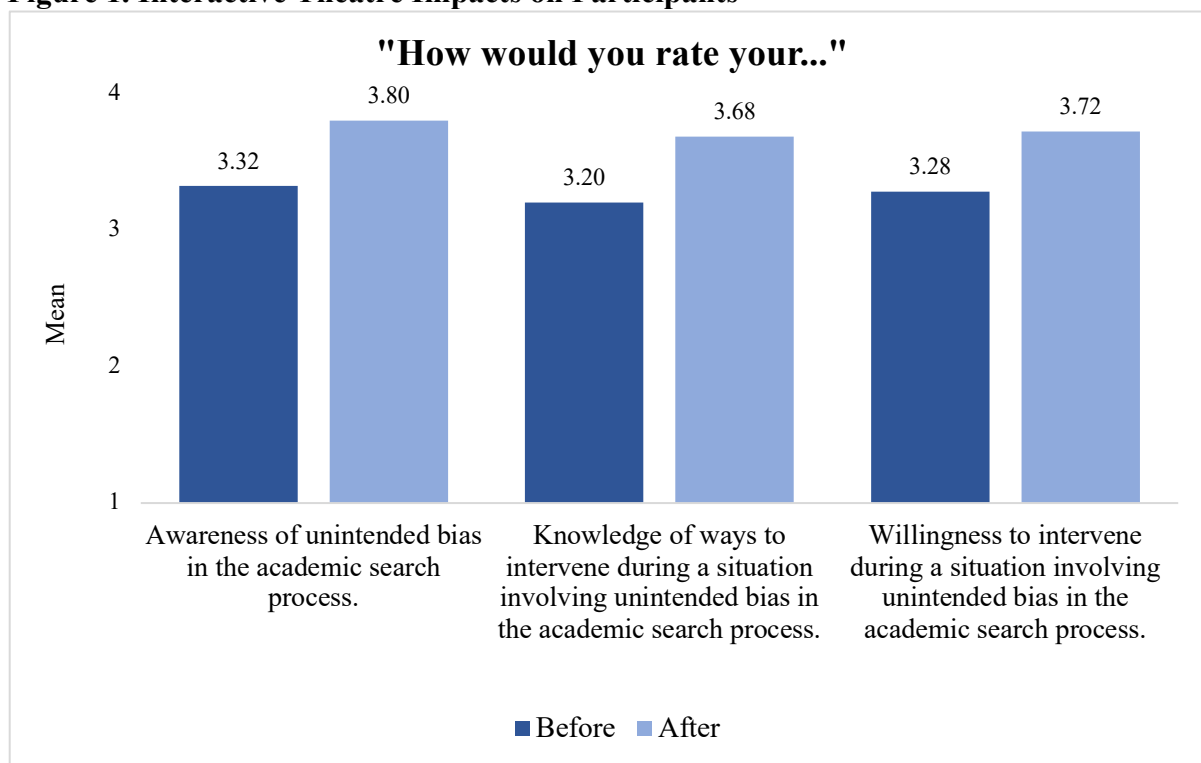
N=26; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

An open-ended question asked participants to comment on how well the interactive theatre workshop addressed a range of sources of potential bias and which were the most impactful. Respondents indicated that the session "did an excellent job of portraying various forms of bias" and "the actors did represent all contemporary forms of potential bias." Another person said that "it did a pretty good job of covering a variety of issues that do arise—it did all feel very familiar (I've been on 3 search committees)." In contrast, one participant questioned the plausibility of the scenarios, which they viewed as too overt, but acknowledged that their perception may be influenced by their own experiences on hiring committees:

> "I thought that the actors and script were so blatant, that it was difficult to believe. However, perhaps that is because I've been on so many search committees and we really DO make such an effort to remove bias that our committee culture does not provide an opening for such blatant and unprofessional discussion (such as talking about colleagues!)."

The survey also asked participants to provide suggestions for improvement. Respondents mentioned that they hoped the technical issues resulting from Zoom would be resolved and recommended that the facilitators engage with participants multiple times during the workshop, allow more time for discussion, and call more attention to the instances of implicit bias and potential actions. The following are a sampling of these comments:

"The video delay and stuttering were very distracting. This is a frequent problem with showing videos over Zoom so I guess it can't be avoided. If you plan to make these videos generally available then providing a direct YouTube link could avoid the problem."

"I suggest that you give more time for the audience to ask questions."

"I believe this would have been more effective if there was guided discussion interjected in the demonstration… The presentation was too long without feedback because we were all thinking things, wanting to try different things, but there was no opportunity until the end of a 20-30 min scenario. By then, there was too much to isolate specific situations."

"I think that it might have been good to clearly identify all the problematic things going on in the scenes at the end. Someone could watch the video and not necessarily know that some things were meant to be 'bad' things. Not everything got addressed or replayed after the video, so there could still be some questionable interactions that someone might not realize were actually meant to portray problematic interactions."

"The techniques for redirecting, etc., were not emphasized clearly enough, but I realize this was the first shot for the facilitators."

In interviews with the external evaluator, stakeholders indicated that the interactive theatre was well received by participants. Those who took part in the event felt that it was effective in raising awareness about implicit bias, as exemplified by these comments:

"Certainly, that was an eye opener for a lot of folks."

"I've served on a lot of hiring committees and it was a good experience to be able to see and witness some of that activity, that behavior, that oftentimes we don't pay much attention to and most of it is not overt, but the biases that are somewhat subtle still exist. So, that education was good, I think, for everybody that was able to see it."

Another participant appreciated the work that the team did to utilize examples in the workshop that were drawn from Murray State focus groups, which they said were "really reflective of my experience… That shows that they had really been thoughtful about how they put it together."

To encourage attendance at the theatre workshops, MSU ADVANCE sent emails promoting the event and reached out directly to university leaders such as deans, other administrators, and chairs, who then encouraged their faculty and staff to attend. One administrator said,

"I had all [of my] staff involved in the interactive theatre because I felt it was a very, very valuable thing for them to learn. In higher ed, we talk about inclusion and diversity and all of these things, but it has to be built in, not as an add on. And so we encouraged our staff, and certainly [people] did attend the things that we could."

However, given that attendance is not mandatory, it remains challenging for the team to reach those who could most benefit from the workshop. An interviewee described the difficulty:

> "I think still there's the issue of the people that really need that sort of thing are not going to be the most likely to attend, so there's a selective audience of people that are already thinking about those sorts of issues are going to be more likely to be there… Is this really reaching the audience that it needs to?"

Administrators told the external evaluator that they feel the interactive theatre program is an important component of the university's efforts to promote diversity, equity, and inclusion and would like to see it sustained beyond the grant period. MSU ADVANCE is engaging in sustainability discussions with the Theatre department, the Provost's Office, and other units that may be able to support the program into the future. One person interviewed by the external evaluator said that Human Resources has also considered adapting the theatre program to videos that that office could use for training purposes, but that option would eliminate the interactive element of the workshop which could impact the overall effectiveness of the program.

4.1.2 Training Videos

In Year 2 MSU ADVANCE launched a series of animated video focused on each of its three grant goals. The videos address work-life balance for women in higher education (ADVANCE Live), the use of interactive theater to address implicit bias in search and tenure/promotion processes (ADVANCE Learn), and emotional labor in higher education (ADVANCE Grow). These videos are available on the MSU ADVANCE website and have been disseminated via social media and other relevant venues.

Interviewees said that the videos were useful educational tools and have been used to promote other ADVANCE events. The dissemination of the videos also helped to raise awareness about ADVANCE and the grant's objectives throughout the campus community, as noted by one interviewee who said, "I think that exposure is one of the most significant parts of the grant because it spreads out across the university landscape."

4.2 MSU Grow

MSU Grow aims to enhance the retention and advancement of women STEM faculty through the expansion of mentoring opportunities and leadership development.

4.2.1 Mentoring Circles

The goal of the Mentoring Circles program is to foster community and support among women faculty at Murray State University. Faculty participants are assigned to groups comprised of 6-8
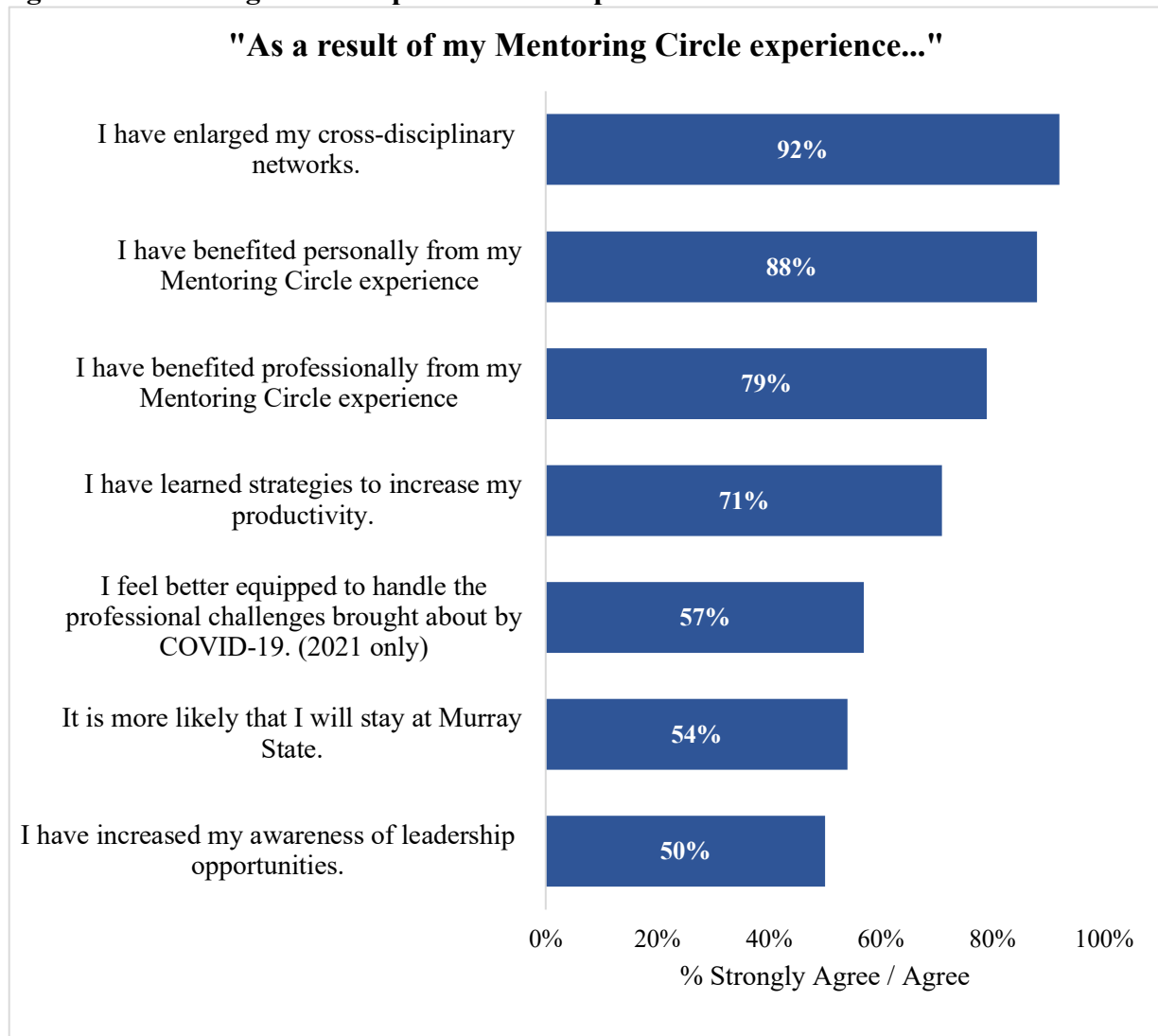
women with one peer facilitator. As in past years, group met once or twice a month to discuss issues relevant to women in academia, chosen by the MSU ADVANCE team, group participants, or the facilitator.

The Murray State ADVANCE team conducted a survey of Mentoring Circle participants to assess impacts and satisfaction with the program. In spring 2021, 24 of 42 faculty who participated in the circles completed evaluations (57% response rate).

As shown in Figure 2, Mentoring Circles benefited participants both personally (88% strongly agreed or agreed) and professionally (79%). Other professional benefits identified by respondents include teaching them strategies to increase their productivity (71%) and expanding their cross-disciplinary networks (92%). About half of respondents indicated they were more likely to stay at Murray State because of their participation in the circles and those who were not tenured were especially likely to agree participating increased the likelihood they would remain at Murray State (results not shown)

This year's survey also asked circle participants to evaluate whether their participation impacted their ability to handle professional challenges brought on by the COVID pandemic. Of the 24 respondents, slightly more than half (57%) strongly agreed or agreed that the circles had aided them in that way.

Figure 2. Mentoring Circle Impacts on Participants

"As a result of my Mentoring Circle experience..."

I have enlarged my cross-disciplinary networks.	92%
I have benefited personally from my Mentoring Circle experience	88%
I have benefited professionally from my Mentoring Circle experience	79%
I have learned strategies to increase my productivity.	71%
I feel better equipped to handle the professional challenges brought about by COVID-19. (2021 only)	57%
It is more likely that I will stay at Murray State.	54%
I have increased my awareness of leadership opportunities.	50%

0%   20%   40%   60%   80%   100%

% Strongly Agree / Agree

N=24

The circles were well received overall, as evidenced by the fact that more than two thirds of respondents (71%) expressed their willingness to participate in a circle again next year (Figure 3).

Figure 3. Participants' Intent to Participate in a Mentoring Circle Again

"Would you participate in a circle again next year?"

- Yes, with same group (N=16)
- Yes, with different group (N=1)
- Not sure (N=4)
- No (N=1)
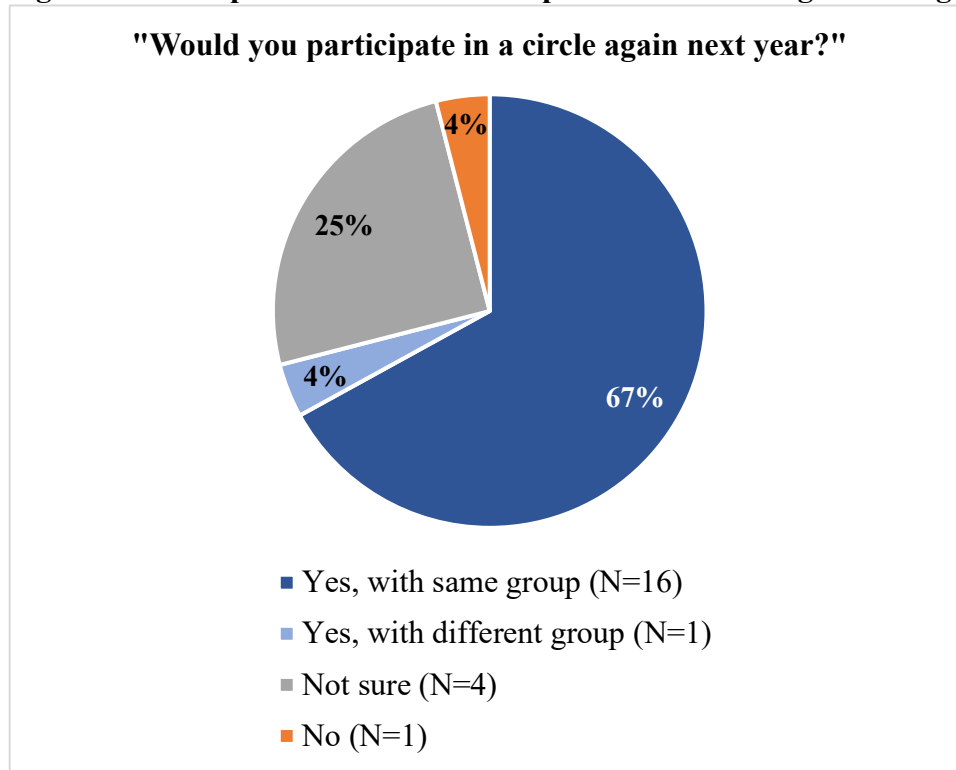
In response to open-ended questions, Mentoring Circle participants described key benefits of participation to be the ability to make connections with colleagues and the opportunity to share and engage in discussions. The circles also helped participants feel that they were "not alone" in the problems they faced.

In response to a question about the use of the Zoom virtual platform, most circle participants said that although they would have preferred to meet in person, "it was better than not meeting" at all and they looked forward to meeting in person in the future.

When asked for suggestions for future topics respondents mentioned the following:

"Continuing education: What are benefits and paths for those non-tenured."

"Prioritizing and organizing tasks; supporting other faculty."

"Information session on pregnancy policies, maternal & paternal leave."

"Campus resources."

"Imposter syndrome, work life balance and women taking leadership roles."

"More on work-life balance. We are all struggling. Mental health issues, especially if we flip the switch to go back to full F2F in the fall and how to deal with our mental health and that of our students."

"How to navigate Murray State relationships with upper administration."

"Organizing for Change on Campus, Reporting Discrimination through Official Channels."

"Sabbaticals - how to get one, what to use it for, stuff like that. I have basically no information."

Finally, respondents suggested that the circles could be improved by allowing circle members to select topics, adding new topics, and by having more guided discussions.

In interviews with the external evaluator, interviewees described the key benefits of the Mentoring Circles as providing professional and personal connections and exposure to important issues impacting women faculty at Murray State. One interviewee said that the Mentoring Circles have helped empower women faculty and provided them with tools to address inequities and challenges:

"The Mentoring Circles, I do believe, have made a difference for the women who have participated in them. And if only that we can stand up to the kinds of oppressions that are inherent in academia and particularly in a region like ours. It is much needed."

In addition, circle participants and facilitators alike said that groups were important sources of connection during the pandemic, even though they were held virtually. One group member said, "I participated because I needed some extra support while I was working remotely. Just to see other faces and voices, because I felt very isolated at home." Moreover, a facilitator described the importance of talking with others who were experiencing the same challenges:

"We really strive to make it not just one more zoom meeting and instead make it an inclusive and safe and comfortable space. And a space where we could let down a little bit in what was a hellish year in many ways for many of us as we tried to navigate teaching and service and research in an almost chaotic environment for so much of it. There was one session in the fall that as we got to the end of it, I was apologizing to them because I felt like we hadn't been our cheery selves. And instead they were saying, 'No, this was so helpful in knowing that there were others who were going through very similar things to what they were going through.'"

When asked for recommendations for improvement, one person suggested that the virtual circles were so well received and impactful that the ADVANCE team may want to consider running a group virtually going forward, which could provide flexibility to faculty who may not be able to easily attend in person.

Another interviewee said that their group could have benefited from more structured discussions, as the members occasionally veered in conversations that were off-topic and did not pertain equally to all group members, and that facilitators could play a larger role in managing the dialogues.

Regarding the long-term sustainability of the Mentoring Circles, the MSU ADVANCE team has been working with deans and the Faculty Development Center to establish ongoing support mechanisms.

4.2.2 ADVANCE Writing Retreat

In Year 2, the ADVANCE Writing Retreat was held over the course of one week in June 2021 at a golf course near the university. The retreat provided nine participants with opportunities to meet with writing coaches, interact with other participants in small groups, and engage in focused writing time.

To measure the impacts of the retreat and gather feedback on how the event could be improved, three online surveys were administered to participants: a pre survey conducted prior to the retreat ("pre"), a post survey immediately at the conclusion of the retreat ("post"), and another post survey in August 2021 ("2-month post"). All nine retreat participants responded to the three surveys, but one person completed only part of the post survey. Paired *t*-tests were employed to assess whether any observed changes were statistically significant ($p<.05$) between the pre and post survey, post and 2-month post survey, and the pre and 2-month post survey. Given the small sample, findings should be interpreted cautiously and accordingly lack of statistical significance should not necessarily imply that changes were not meaningful.

Survey Results

Of the nine faculty who attended the 2021 writing retreat, five indicated they were assistant professors, three associate professors, and one full professor. Participants represented a range of departments including political science, psychology, sociology, agriculture science, biological sciences, earth and environmental sciences, math and statistics, occupational safety and health, and science and agriculture.

In the pre survey, retreat participants were asked to explain in open comments how their planned writing project fits into their professional goals and what they hoped to gain by participating. Of the nine respondents, five indicated that their writing project would help their progress towards academic promotion and tenure. Others anticipated that their writing project would allow them to focus on their research objectives and move into a new research direction. Participants hoped that the retreat would provide an opportunity to engage with colleagues, develop skills to improve writing and enhance productivity, and learn from their peers. Similarly, when asked what they hoped to gain from the sessions with the writing coach, respondents said that they

looked forward to learning strategies for motivation and momentum, how to reduce distractions, and ways to increase productivity.

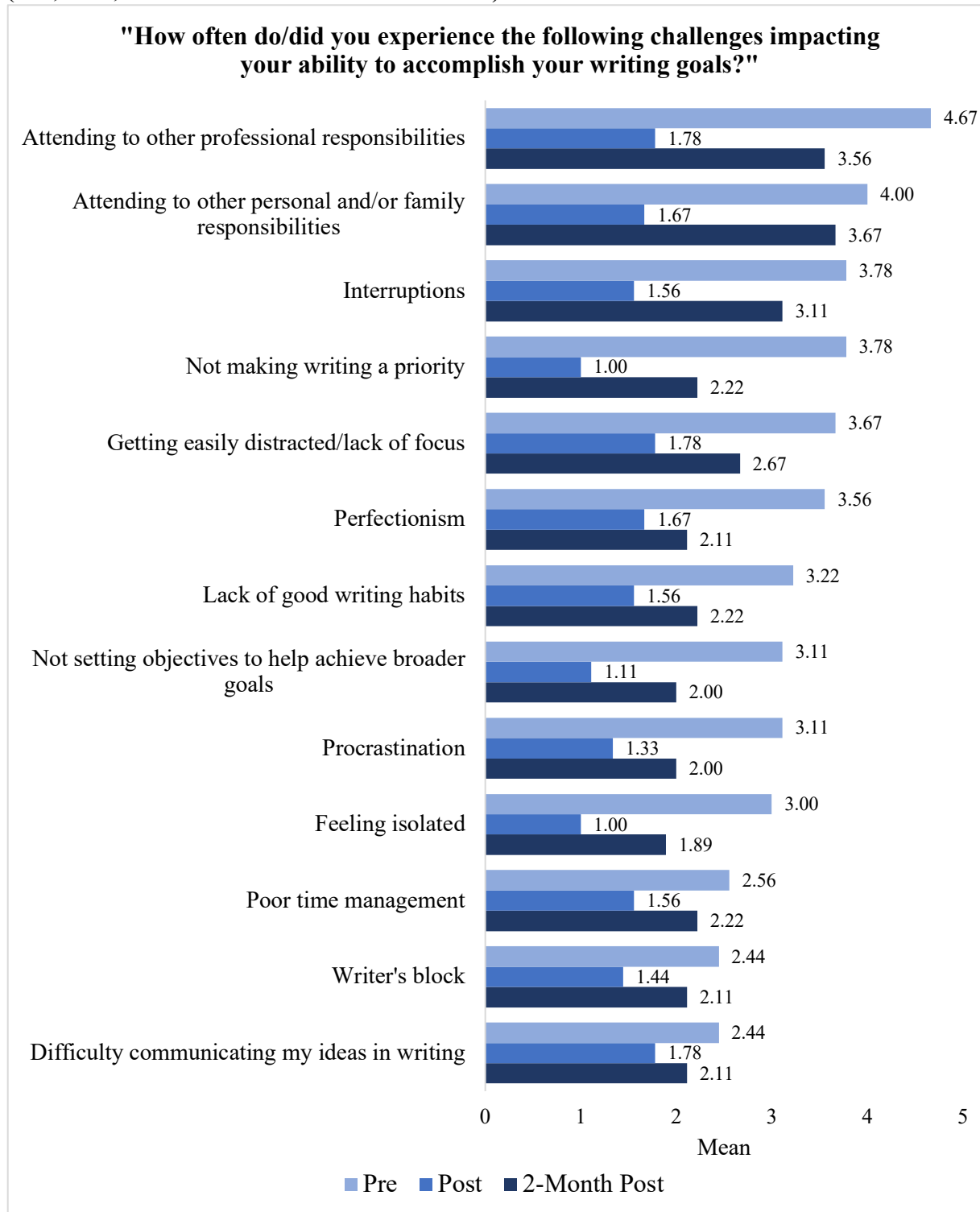*Challenges that Affect Achieving Writing Goals*

Before the retreat, participants reported that the challenges that most impacted their ability to accomplish their writing goals were attending to other professional and personal responsibilities, interruptions, not making writing a priority, and getting easily distracted or having a lack of focus (Figure 4). Other challenges identified in open responses included childcare, staying focused on one task or project, and confidence.

In the 2-month post survey, respondents said that other challenges they had experienced since the retreat included balancing work and family responsibilities, lack of flexibility, other work tasks that require their attention, readjusting after spending time away from their research, and distractions resulting from working from home with other family members present.

Pre-post assessment of the impact of the retreat found that participants experienced a statistically significant reduction in the frequency with which they encountered *all* writing challenges addressed in the survey, suggesting that the retreat was helpful to attendees in reducing barriers to accomplishing their writing goals (Table 1). The greatest decreases occurred in the following areas: attending to other professional responsibilities, not making writing a priority, and attending to other personal and/or family responsibilities.

Perhaps not surprisingly, the experience of these changes increased after participants left the environment of the retreat (post vs. 2-month post), but compared to before the retreat, participants indicated that they experienced challenges less frequently or were better able to address them after two months. There were statistically significant decreases between the pre and 2-month post surveys for the following items: attending to other professional responsibilities, interruptions, not making writing a priority, getting easily distracted/lack of focus, perfectionism, lack of good writing habits, not setting objectives to help achieve broader goals, procrastination, and feeling isolated.

Figure 4. 2021 Challenges that Impact Attendees' Ability to Accomplish Writing Goals (Pre, Post, and 2-Month Post Retreat Means)

"How often do/did you experience the following challenges impacting your ability to accomplish your writing goals?"

Challenge	Pre	Post	2-Month Post
Attending to other professional responsibilities	4.67	1.78	3.56
Attending to other personal and/or family responsibilities	4.00	1.67	3.67
Interruptions	3.78	1.56	3.11
Not making writing a priority	3.78	1.00	2.22
Getting easily distracted/lack of focus	3.67	1.78	2.67
Perfectionism	3.56	1.67	2.11
Lack of good writing habits	3.22	1.56	2.22
Not setting objectives to help achieve broader goals	3.11	1.11	2.00
Procrastination	3.11	1.33	2.00
Feeling isolated	3.00	1.00	1.89
Poor time management	2.56	1.56	2.22
Writer's block	2.44	1.44	2.11
Difficulty communicating my ideas in writing	2.44	1.78	2.11

Mean

■Pre ■Post ■2-Month Post

N=9; Scale: 1=Never, 2=Occasionally, 3=Sometimes, 4=Often, 5=All the time

Table 1. 2021 Change in Attendees' Challenges (Pre to Post, Post to 2-month Post, and Pre to 2-month Post Retreat)

| Item	Pre vs Post Change	Post vs 2-month Post Change	Pre vs 2-month Post Change
Attending to other professional responsibilities	↓*	↑*	↓*
Attending to other personal and/or family responsibilities	↓*	↑*	↓
Interruptions	↓*	↑*	↓*
Not making writing a priority	↓*	↑*	↓*
Getting easily distracted/lack of focus	↓*	↑	↓*
Perfectionism	↓*	↑	↓*
Lack of good writing habits	↓*	↑	↓*
Not setting objectives to help achieve broader goals	↓*	↑	↓*
Procrastination	↓*	↑*	↓*
Feeling isolated	↓*	↑*	↓*
Poor time management	↓*	↑*	↓
Writer's block	↓*	↑*	↓
Difficulty communicating my ideas in writing	↓*	↑	↓

N=9 for all three surveys
*p<.05; ↑Increase, ↓Decrease, -- no change

Writing Habits

Pre-post assessment of attendees' knowledge and positive writing habits found that immediately after the writing retreat there was an increase in all areas measured (Figure 5 and Table 2), but only the change in good writing habits was statistically significant.

While pre-post changes were mixed and not statistically significant, comparisons of pre and 2-month post changes found increases in several areas, with increases in agreement about having good writing habits reaching statistical significance.

Figure 5. 2021 Retreat Attendees' Knowledge and Writing Habits (Pre, Post, and 2-Month Post Retreat Means)
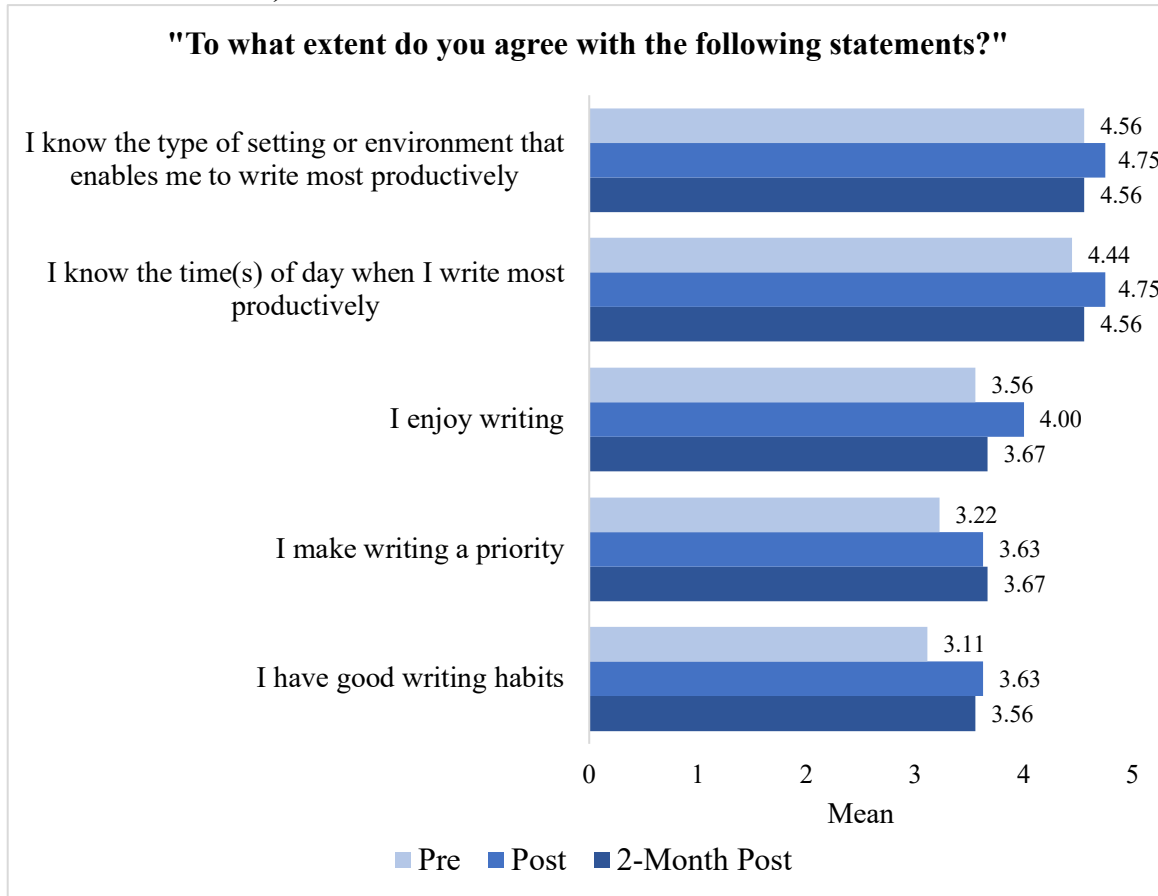
N=9 for Pre and 2-Month Post, N=8 for Post; Scale: 1=Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table 2. 2021 Changes in Attendees' Knowledge and Writing Habits (Pre to Post, Post to 2-Month Post, and Pre to 2-Month Post Retreat)

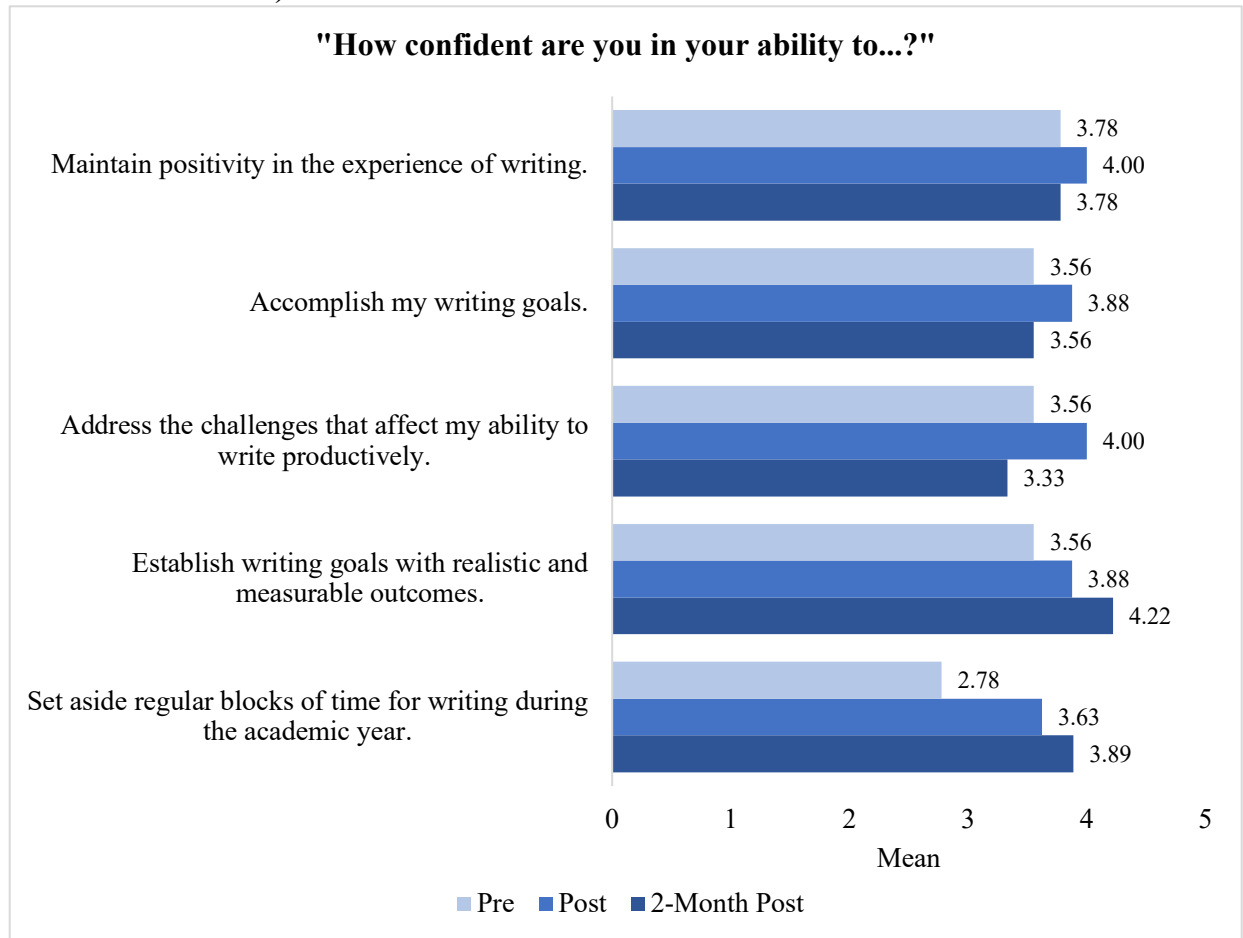| Item	Pre vs Post Change	Post vs 2-month Post Change	Pre vs 2-month Post Change
I know the type of setting or environment that enables me to write most productively	↑	↓	--
I know the time(s) of day when I write most productively	↑	↓	↑
I enjoy writing	↑	↓	↑
I make writing a priority	↑	↑	↑
I have good writing habits	↑*	↓	↑*

N=9 for Pre and 2-Month Post, N=8 for Post
*p<.05; ↑Increase, ↓Decrease, -- no change

Confidence in Writing Skills and Habits

Participants' confidence in their ability to establish writing goals and set aside regular blocks of time for writing increased following their participation in the retreat and increased further two months after the retreat (Figure 6 and Table 3). The retreat positively impacted attendees' confidence in their ability to maintain positivity, accomplish their writing goals, and address challenges, as evidenced by increases in confidence immediately after the writing retreat. Statistically significant increases were observed between the pre and post surveys for the ability to set aside regular blocks of time for writing and the ability to address the challenges that affect their ability to write productively.

As with other survey items, changes between the post and 2-month post retreat were mixed and lacked statistical significance. Yet when comparing pre and 2-month post responses, participant confidence in their ability to establish writing goals and set aside regular blocks of time for writing increased, although only the latter change was statistically significant. Interestingly, while participants did not report an increase in their confidence 2-months after the retreat in their ability to address the challenges that affect their ability to write productively, when asked about specific challenges (Figure 4), participants felt that they experienced each of them less frequently two months after the retreat compared to before, which may indicate an overall positive impact on reducing challenges.

Figure 6. 2021 Retreat Attendees' Writing-Related Confidence (Pre, Post, and 2-Month Post Retreat Means)

"How confident are you in your ability to...?"

Maintain positivity in the experience of writing.
- Pre: 3.78
- Post: 4.00
- 2-Month Post: 3.78

Accomplish my writing goals.
- Pre: 3.56
- Post: 3.88
- 2-Month Post: 3.56

Address the challenges that affect my ability to write productively.
- Pre: 3.56
- Post: 4.00
- 2-Month Post: 3.33

Establish writing goals with realistic and measurable outcomes.
- Pre: 3.56
- Post: 3.88
- 2-Month Post: 4.22

Set aside regular blocks of time for writing during the academic year.
- Pre: 2.78
- Post: 3.63
- 2-Month Post: 3.89

Mean (0–5)

■ Pre ■ Post ■ 2-Month Post

N=9 for Pre and 2-Month Post, N=8 for Post; Scale:1=Not at all, 2=Not much, 3=Somewhat, 4=To a good extent, 5=To a great extent

Table 3. 2021 Change in Attendees' Confidence (Pre to Post, Post to 2-Month Post, and Pre to 2-Month Post Retreat)

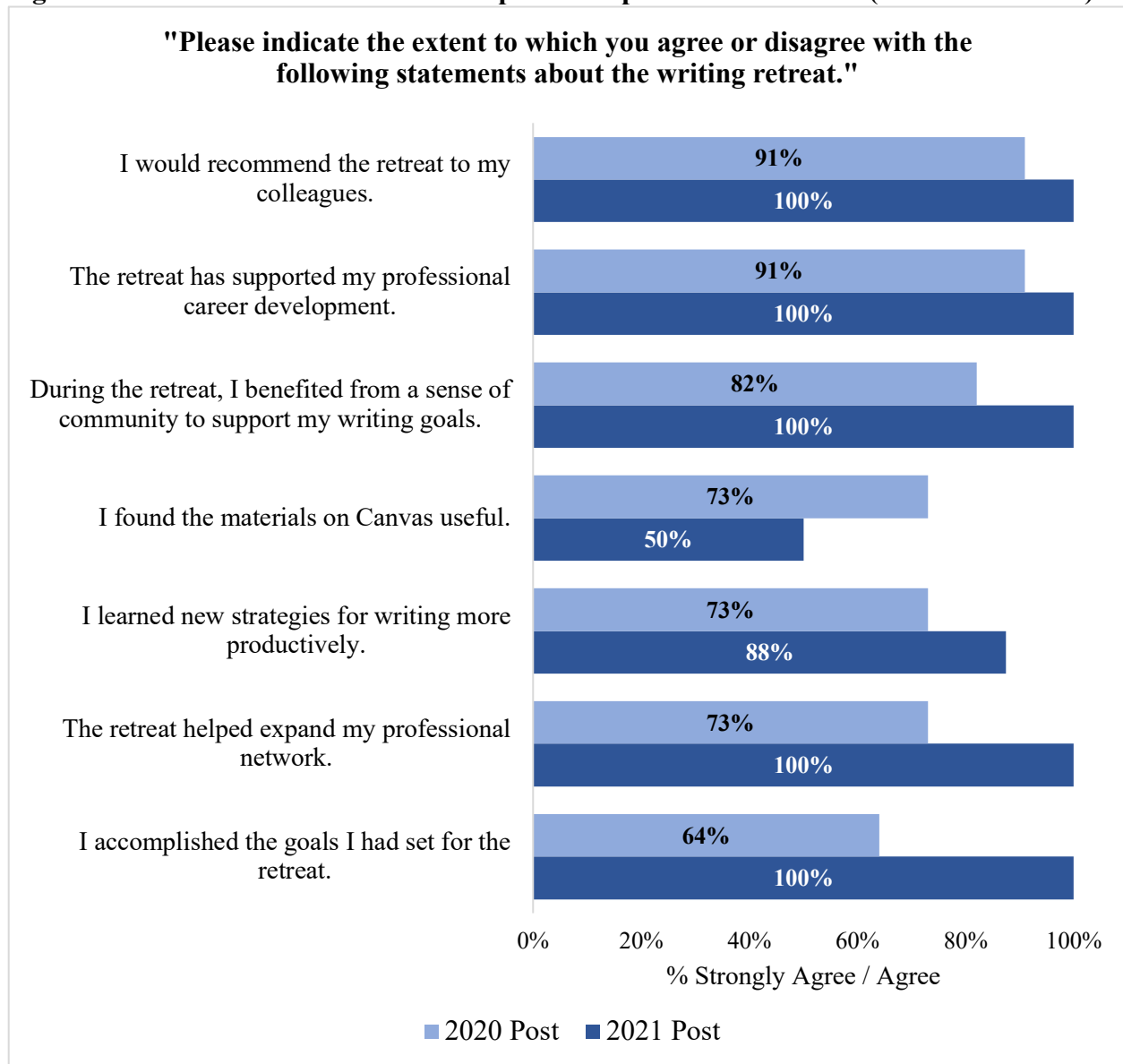| Item	Pre vs Post Change	Post vs 2-month Post Change	Pre vs 2-month Post Change
Maintain positivity in the experience of writing.	↑	↓	--
Accomplish my writing goals.	↑	↓	--
Address the challenges that affect my ability to write productively.	↑*	↓	↓
Establish writing goals with realistic and measurable outcomes.	↑	↑	↑
Set aside regular blocks of time for writing during the academic year.	↑*	↑	↑*

N=9 for Pre and 2-Month Post, N=8 for Post
*p<.05; ↑Increase ↓Decrease -- no change

Satisfaction and Retreat Impacts

As shown in Figure 7, all 2021 writing retreat participants indicated in the post survey that they would recommend the retreat to their colleagues (100% strongly agreed or agreed), up slightly from 91% in 2020. The retreat also positively impacted participants by helping them expand their professional network, supporting their professional career development, and providing a sense of community to support their writing goals. Notably, 100% of this year's retreat attendees agreed that they accomplished the goals they set for the retreat and most (88%) learned new strategies for writing more productively. Fewer people agreed in 2021 than in 2020 that the materials on Canvas were useful to them, but there were increases in each of the other areas shown in Figure 7.
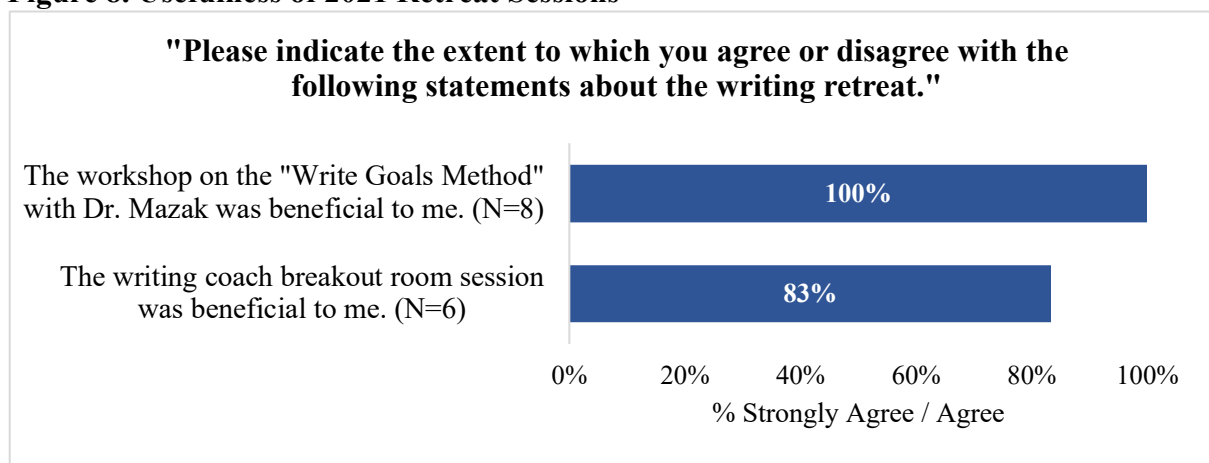
Figure 7. Attendees' Satisfaction and Reported Impacts of the Retreat (2020 versus 2021)

"Please indicate the extent to which you agree or disagree with the following statements about the writing retreat."

I would recommend the retreat to my colleagues.
- 91%
- 100%

The retreat has supported my professional career development.
- 91%
- 100%

During the retreat, I benefited from a sense of community to support my writing goals.
- 82%
- 100%

I found the materials on Canvas useful.
- 73%
- 50%

I learned new strategies for writing more productively.
- 73%
- 88%

The retreat helped expand my professional network.
- 73%
- 100%

I accomplished the goals I had set for the retreat.
- 64%
- 100%

% Strongly Agree / Agree

■ 2020 Post   ■ 2021 Post

2020 N=11, 2021 N=8 for all statements except "I found the materials on Canvas useful" where N=2; Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Regarding satisfaction with particular retreat sessions, all participants indicated in the post survey that they found the "Write Goals Method" to be beneficial (100% strongly agreed or agreed) and most (83%) found the writing coach session beneficial (Figure 8).

Figure 8. Usefulness of 2021 Retreat Sessions

"Please indicate the extent to which you agree or disagree with the following statements about the writing retreat."

The workshop on the "Write Goals Method" with Dr. Mazak was beneficial to me. (N=8) — 100%

The writing coach breakout room session was beneficial to me. (N=6) — 83%

% Strongly Agree / Agree

Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

At the end of the retreat, attendees were asked in the post survey to describe their writing goals for the upcoming six months. Respondents said that they wanted to complete and submit papers, manuscripts, book chapters, and reports. For example:

"Finish the report I began."

"I would like to submit on average one paper per month until the end of the year."

"I have two more manuscripts I would like to complete in the next 6 months, aside from ones that students should be taking the lead on."

"Work on my third big project work on two side projects, submit them for publication."

"Finishing the book I started during the retreat and continue writing another manuscript to submit to [a] journal."

"1) Turn conference paper into a chapter 2) Finish revise and resubmit 3) Write two chapters that are already in the pipeline with abstracts accepted."

"Finish and submit a paper; start a second paper and write it up; finish grant."

The 2021 post and 2-month post surveys asked retreat attendees to describe, in open comments, what they gained from participating and what they learned. Several people said that they accomplished specific writing goals, including manuscripts and book chapters, while others benefited from personal and professional connections, accountability and support resulting from the group setting of the retreat, and increased confidence in themselves. Participants indicated

that they intended to apply to their work a variety of things that they had learned from the retreat, for example:

> "To write regardless of content."

> "Breaking down tasks into smaller pieces and coming up with an objective for each piece."

> "Writing in a community is helpful. I hope to have this continue."

> "Planning is really important. I also need to stop letting other priorities slide into my writing time."

> "Time-based + tasks = success!"

They also said that the retreat provided insight into how address writing challenges by prioritizing their writing, setting goals, and maintaining momentum.

In response open-ended questions asking for feedback about the retreat location and other recommendations, participants said that although they liked the location overall, they would have preferred to have more space to distance themselves from one another, as some found the close proximity to be distracting while others prefer movement and noise while working but did not want to disturb those around them. One person suggested that it would have been helpful "to establish some writing etiquette" regarding making noise or talking on the phone during the retreat.

As further evidence of the writing retreat's success and positive impact on participants, attendees used the "additional comments" section of the post and 2-month post surveys to provide the following feedback:

> "This was honestly one of the best professional development events I have done…post-PhD. Thank you all for doing this and I hope this will be something that occurs in the future that we can take part in too."

> "I am thankful for finding a sense of community with other women faculty. Sometimes, it can feel very lonely at MSU as a female faculty. Sometimes I felt like I must have been imagining the issues I felt, but hearing from other women that they too experienced similar issues made me realize that it wasn't just me. It was liberating to know that I am not alone. Honestly, it was a really positive experience for me overall. My writing improved and so did my overall just approach to everything. I cannot express enough how wonderful I found the experience."

> "I like this retreat very much. I feel more productive and creative as well as making new friendship[s]."

"Thank you, thank you, thank you! I appreciated this and was able to accomplish a lot. Thanks…for making me feel cared for. Sometimes I forget to take care of myself while working, and it was amazing to not have to worry about anything aside from writing."

Interview and Virtual Discussion Feedback

In external evaluation interviews and within the virtual discussion at the August follow-up meeting, writing retreat attendees articulated numerous impacts of the retreat. Some identified significant products to result from their participation, for example:

"It helped me submit my manuscripts and between the retreat and now, two have been accepted."

"One of the manuscripts I wrote was accepted with minor revisions."

"I made more headway on several projects in a few months than I have probably [made] in a whole year."

Participants identified several components of the retreat that were especially helpful to them, such as the structure and accountability provided by the retreat and the ability to learn personal strategies such as finding ways to reward their writing, as these comments illustrate:

"The writing retreat has helped me to be able to know what really works for me. Although I couldn't get much done after the retreat at least I was able to know what works for me. And I was able to write down my goals into realistic achievable things."

"For me, what definitely works is accountability and having some more structure."

"Something I learned during the retreat was what works for me. I learned to take breaks and just come back. When I take a break, I feel refreshed. And getting a reward at the end."

"Making sure I block time out for writing and having writing meetings with people and having accountability does help me."

Participants also valued the opportunity to connect with a supportive community, which helped broaden their professional connections and accomplish their writing goals. Retreat attendees told the external evaluator that it was useful to work with the writing coach and with other participants in small groups, which enabled them to offer each other feedback and provided motivation to accomplish their goals. An attendee explained:

"That individualized in group feedback was so tangible in helping me achieve my goals for the week, in a way that I don't think I could have done on my own…it's really challenging to get that done on my own. And I'm pretty good about working on my own,

but having that community was so encouraging and supportive. And I really appreciated having the space and the time to do that."

The success of the event inspired one group to continue to interact after the writing retreat to share knowledge and skills with one another, as described by this participant:

"We're planning to continue using each other as support to keep writing throughout next year. We're trying to organize a group to encourage each other to keep writing a lot of times, and also to help us grow in our own development. I got really weak in one particular area…so one of the people in the retreat volunteered, 'I'll teach you.' And then three other women sad, 'I need this too.' …So we're going to try to do an exchange throughout the next year. I don't think that would have happened if it wasn't for the space to meet and talk with each other."

Attendees also formed connections with participants in departments and units across the university. Interviewees valued this opportunity to expand their professional networks, as exemplified by this statement from a participant responding to a question about the most valuable aspect of the retreat:

"I think being able to connect women at our university across different colleges. We're physically separate, I'm in…one building, and even folks in my college who are in [a related field], they're in another building, but we just don't see each other, pandemic aside. And then those who are in chemistry or biology or agriculture, we just aren't connected in any particular way… [Through] the writing retreat, I've been able to forge some sort of connection or relationship."

Overall, retreat participants interviewed by the external evaluator said that the support they received from other attendees was vital in helping them accomplish their writing goals, as noted by one participant who said, "I think it would have been a real challenge if I was just doing it on my own. I was able to complete that [writing goal] within the week that we were there."

Attendees expressed concerns about the ability to continue their writing once the semester started and competing demands were amplified. Given those concerns, the MSU ADVANCE team might consider finding ways to encourage participants to implement specific strategies for maintaining writing during the semester, providing ways for participants to remain connected, and/or encouraging participants to continue to implement strategies they learned at the retreat.


4.2.3 Faculty Workshops

In Year 2, MSU ADVANCE held workshops intended to help improve retention and advancement of women faculty at Murray State. Workshop topics in 2020-2021 included: professional confidence, setting priorities to increase efficiency, ethical orientations, flourishing in academia, and stress management. The events were promoted via the MSU ADVANCE

website and email, and were open to all faculty, staff, and administrators. The ADVANCE team administered post-workshop evaluations to assess impacts on participants' knowledge in a range of areas and their intent to use strategies learned, the usefulness of the workshop content, and how likely participants are to recommend the workshop to their colleagues. The results from the workshop evaluations are discussed in more detail below.

Flourishing in Academia: Positive Work-Life-Family Integration **Workshop**

MSU ADVANCE held a workshop in fall 2020 on the topic of work-life-family integration and positive well-being. There were 31 attendees, 16 of whom completed the post-workshop survey (52% response rate). Participants' self-assessed knowledge, on a scale of 1=none to 4=strong, increased in each of the four areas measured, with knowledge of the science of positive well being showing the largest increase (mean 2.56 before the workshop to 3.38 after; Figure 9).

Figure 9. *Flourishing in Academia* **Workshop Impacts**
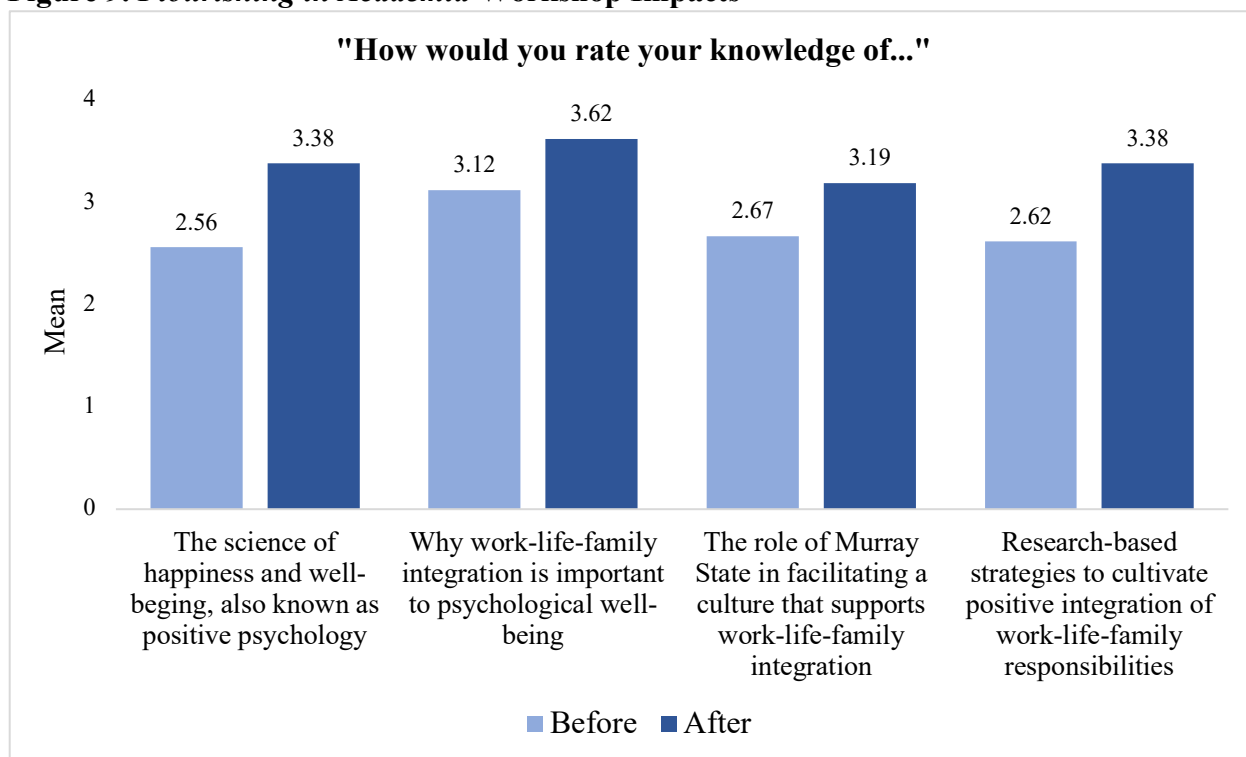
N=16; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

The evaluation asked respondents to describe, in open comments, the most useful aspects of the workshop, what they would do as a result of their participation, and suggestions for improvement. Attendees said that it was useful for them to interact with colleagues and learn practical ways to improve their work-life-family integration and intended to apply those

strategies. Recommendations for improvement included better communication about any tasks they were meant to complete prior to the workshop, access to the presentation slides, and more time for breakout discussions. One person also said that they thought administrators could benefit from attending the workshop to enhance their perspectives on work-life integration for faculty.

Competence/Confidence Conundrum Workshop

The fall 2020 workshop on professional confidence presented information about gender differences in confidence levels, the impact of confidence on career advancement, and strategies that people can employ to highlight their professional skills and increase recognition. Eighteen people took part in the workshop, 10 of whom completed the post-workshop evaluation (56% response rate). As shown in Figure 10, participants rated their knowledge on a scale of 1=none to 4=strong in each of the aforementioned topic areas as stronger after the workshop than before, with the greatest increase in attendees' knowledge related to gender differences in confidence levels (3.40 before to 4.00 after).

In response to open-ended questions about which components of the workshop were most useful, participants mentioned the research presented in the workshop and the opportunity to interact with other attendees in the breakout sessions. When asked what they might do as a result of the information they learned in the workshop, respondents provided the following comments:

> "The idea to ask colleagues to nominate me is out of my wheelhouse, but something I feel more comfortable with now."

> "Find ways to promote my skills."

> "Improve the language I use to talk about my research."

> "Be more forthright in stating all need to lead."

> "I plan to have some virtual coffee one on one meetings with colleagues in my department."

> "Try to focus more on relationships with colleagues."

> "Seek out male mentors."

> "Reducing my expectations for politeness in business."

Workshop participants suggested that the event could have been improved by providing attendees with more specific examples about actions and additional time for breakout discussions. One person also mentioned that they would like to see data about "how MSU faculty feel towards this topic."

Figure 10. *Competence/Confidence Conundrum* **Workshop Impacts**
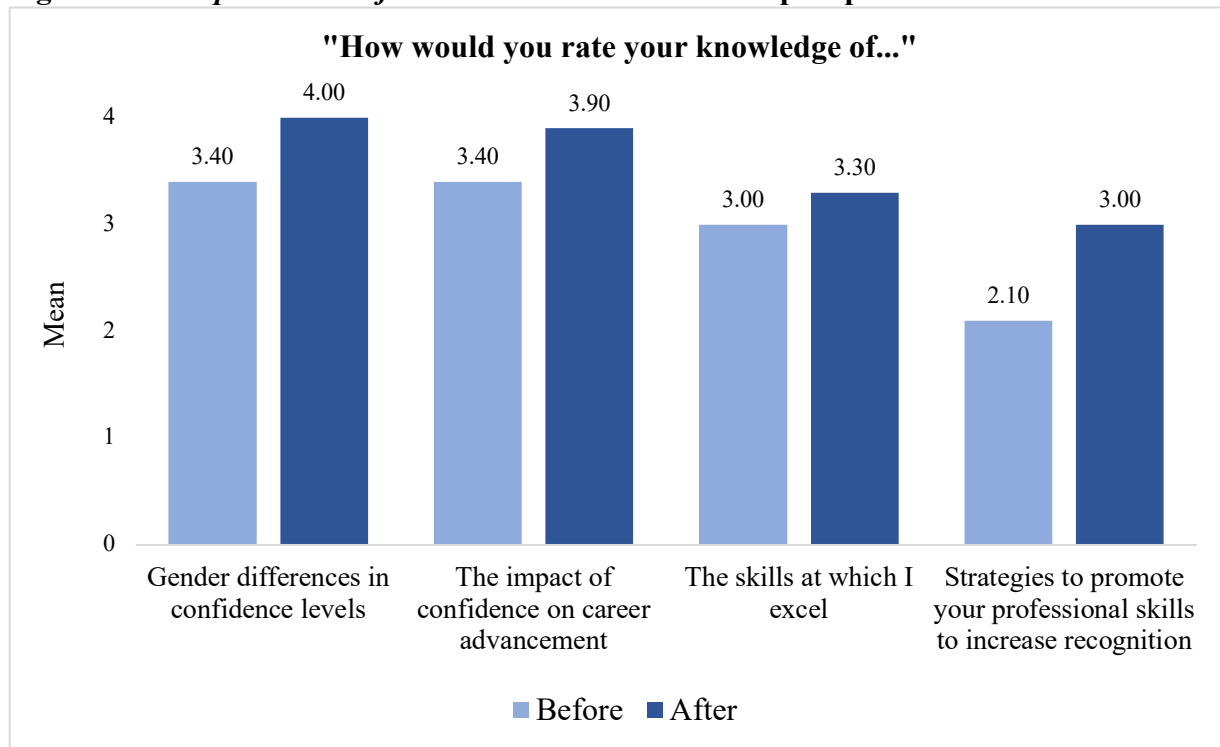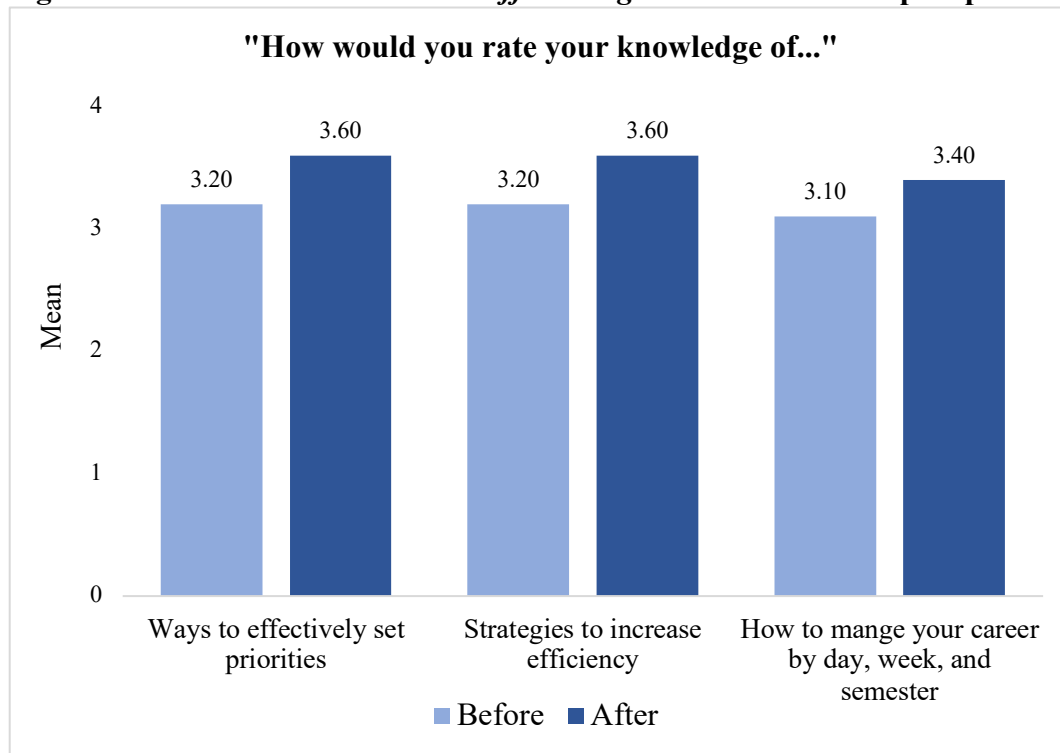

N=10; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

Don't Sweat the Small Stuff: Setting Priorities Workshop

In January 2021, MSU ADVANCE held a workshop about prioritization that was attended by 16 people. Of those participants, 10 responded to the post-workshop evaluation (62.5% response rate). Attendees' self-assessed knowledge increased in each of the three areas measured: ways to effectively set priorities, strategies to increase efficiency, and how to manage one's career by day, week, and semester (Figure 11). However, when asked about one specific element of the workshop, the priority matrix, few participants said that they intended to use the tool to organize their work activities (mean 2.2 on a scale from 1=strongly disagree to 5=strongly agree; Figure 14).

Figure 11. *Don't Sweat the Small Stuff: Setting Priorities* **Workshop Impacts**

N=10; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

In response to open-ended questions, several participants said that the most useful aspect of the workshop was the ability to network and talk with their colleagues. Other areas mentioned include the following:

> "The premise that we have choices is a good one to reinforce."

> "Helpful to hear repeated that you can say no, asked to be removed from committees, review to cut non-urgent and non-important."

> "Dr. Wayne is a knowledgeable and excellent resource and I really love that we continue to use her services. She is very helpful. I really liked the aspect of the presentation where Dr. Wayne said that she would consider the apps like G-Queues as I think that might be more helpful to me personally. The personal examples provided made me feel like Dr. Wayne really understood my struggles. I really like the idea of Displacement Activity. I really liked the idea of turning my email off to focus more on work."

> "Gaining a clearer understanding of my work and career life goals and keeping those in mind as I prioritize tasks."

Attendees said that after participating in the workshop, they intended to prioritize their tasks and delegate more. Suggestions for improvement included offering details about other project management tools and more clarity about how the prioritization strategy presented can help women faculty.

Stress Management Workshop

The stress management workshop conducted in February 2021 had the highest attendance of all workshops held by MSU ADVANCE in Year 2, 239 people. In interviews with the external evaluator, stakeholders attributed this large turnout to ADVANCE's collaboration with the MSU wellness center, which provides a credit to employees who attend health-focused events. Of the 239 attendees, 169 completed a post-workshop evaluation (69% response rate). As shown in Figure 12, participants said that their knowledge of self-care, relaxation techniques, time management, and the importance of positive thinking increased after the workshop.

Respondents said that the most useful components of the workshop were the information about mindfulness, meditation, breathing exercises, time management, and positive thinking, and that as a result of their participation they intended to utilize the techniques presented in those areas. Participants said that to improve the workshop, they would like more time to ask questions and engage in interactive activities and would like access to the presentation slides or a recording of the presentation later.

**Figure 12.** *Stress Management* **Workshop Impacts**
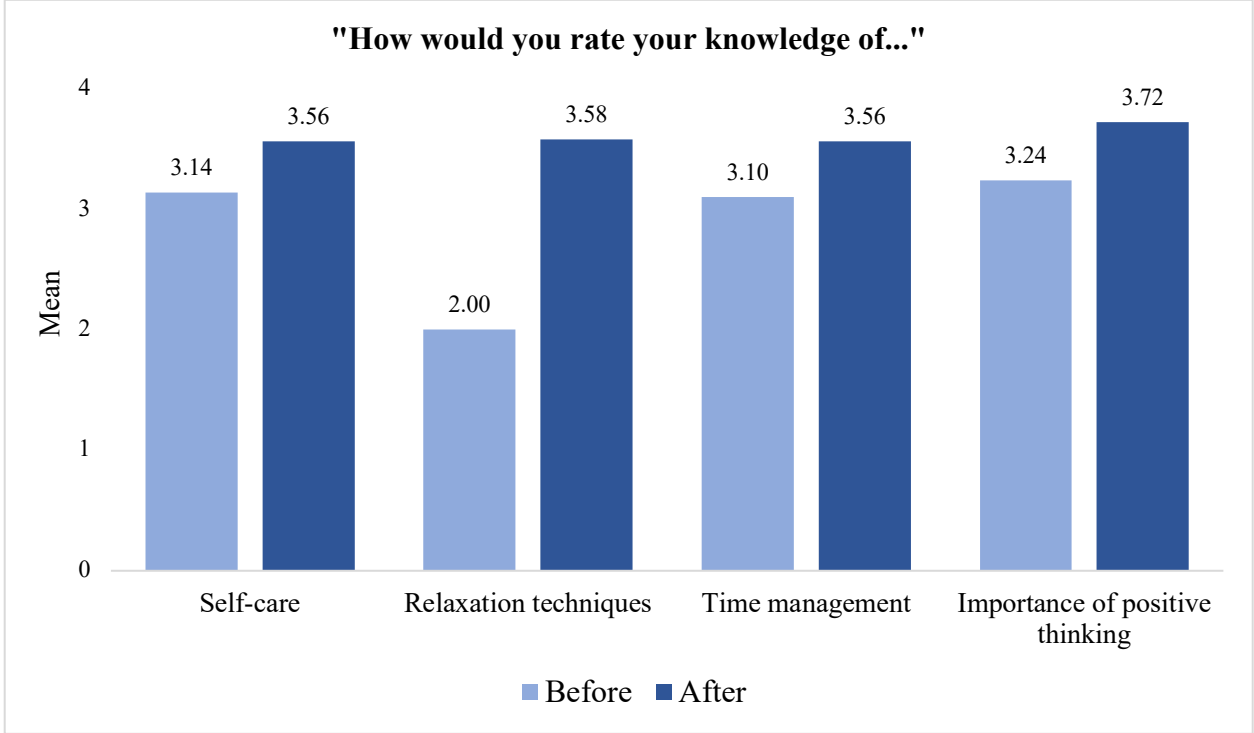
N=169; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

Ethical Orientations for Collegiality, Mentoring, and Teaching **Workshop**

The *Ethical Orientations for Collegiality, Mentoring, and Teaching* Workshop was conducted in March 2021 and was attended by 46 people. Of those, 30 responded to the post-workshop survey (65% response rate). Respondents rated their knowledge of ways to focus on unearned advantages to change their environment before the workshop as a mean of 2.20 on a scale of 1=none to 4=strong, but that rating increased to a mean of 3.57 after the workshop (Figure 13).

The workshop also positively impacted participants knowledge of how to operate ethically by holding themselves to objective standards (mean 2.90 before the workshop to 3.52 after), and most survey respondents agreed or strongly agreed that they would use the strategies presented in the workshop (Figure 14).

Figure 13. *Ethical Orientations for Collegiality, Mentoring, and Teaching* **Workshop Impacts**
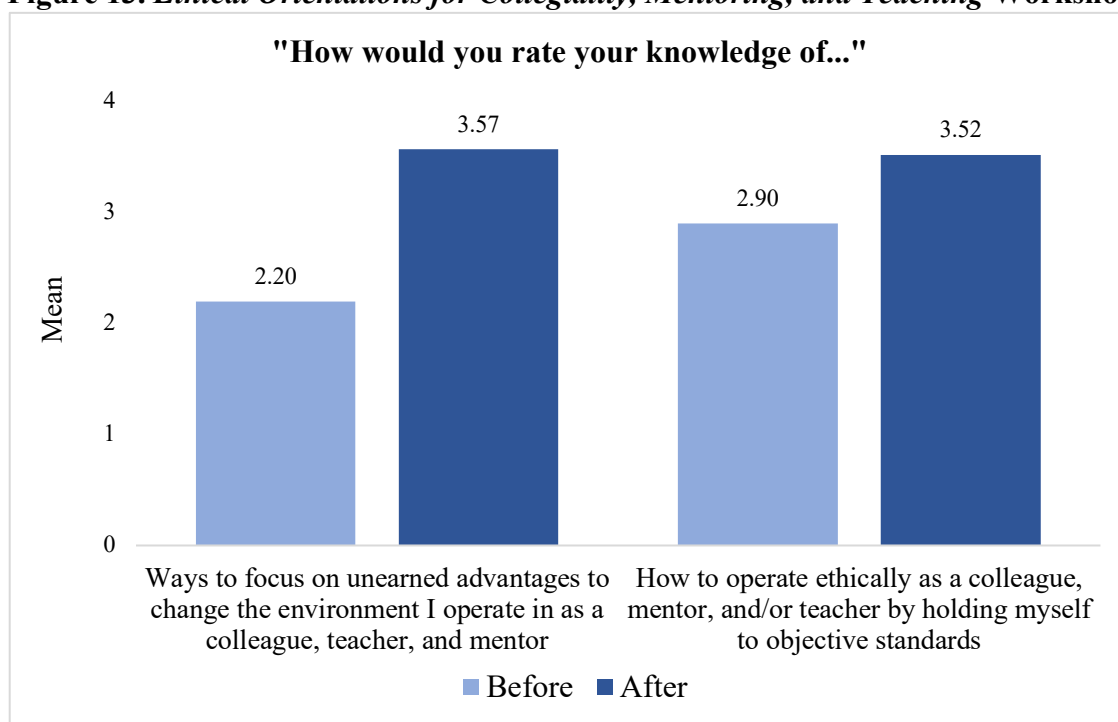
N=30; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

When asked to describe what they found most useful from the workshop, respondents offered glowing reviews of the presentation. Among the many positive comments, the following stand out:

> "This workshop was the most life-affirming and valuable talk I've attended since coming to Murray State. As a woman of color…as well as one of few first-generation born in the US among my colleagues, I felt heard and seen. I practice many of the orientations she

offered, and have often been shut down in micro and macro ways. I am so grateful for [her] coming to speak."

"This was a specifically-spoken and deliberate presentation, which did not cloak itself in ambiguous 'inoffensive' terms. This is the kind of programming that has the power to change hearts and minds on a campus."

"All of it. The approaches are necessary. I only regret that others who need this training were not present."

Participants also said that they found the examples the speaker presented to be useful and valued that they were specific to the higher education context.

As a result of participating in the workshop, attendees said that they would reflect on their own privileges and advantages and would apply what they learned to their own teaching and committee work. Recommendations for improvement included more time for discussion and activities. Several participants also said that they hoped that there would be a follow-up event or another similar workshop.

In interviews, members of the MSU ADVANCE team said that they would like to host more workshops with speakers of color, which would provide important perspectives that may be missing from ADVANCE's current efforts and may also help increase attendance from MSU faculty and staff of color.

Comparison Across All Workshops

Figure 14 compares evaluation responses across the five MSU ADVANCE workshops held in Year 2 for the two sets of questions common across all workshops. Attendees were most likely to agree that they would use the strategies learned in the Ethical Orientations workshop (mean 4.53 on a scale of 1=strongly disagree to 5=strongly agree) and least likely to agree that they would use the priority matrix presented in the workshop on setting priorities (mean 2.20). These two workshops were also the most and least likely to be recommended to colleagues, respectively (mean 4.67 compared to mean 3.70), although all workshops were favorably reviewed as a whole.

Figure 14. Workshop Participants' Intent to use Strategies and Would Recommend to Colleagues
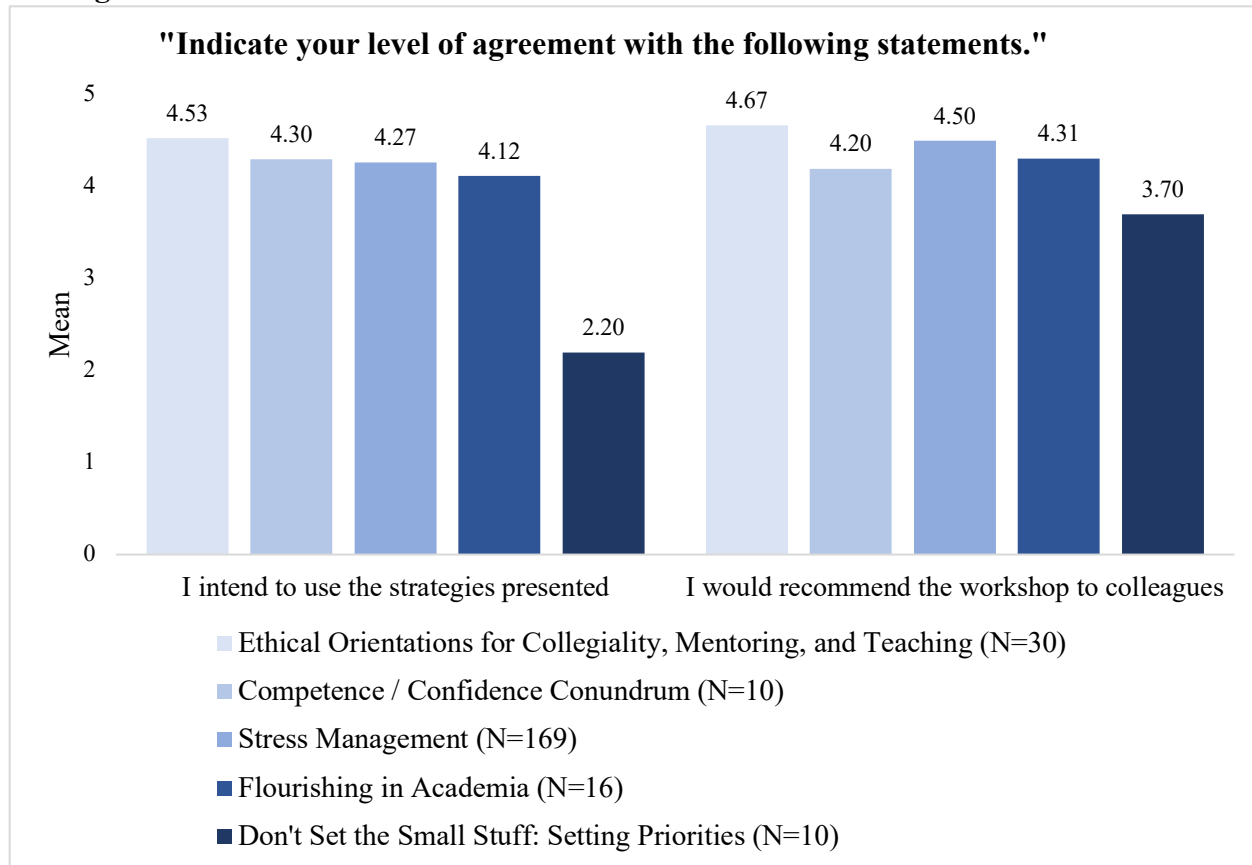
Scale: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

4.3 MSU Live

The objective of MSU Live is to enhance work-life balance for Murray State faculty by creating and improving policies around workplace flexibility, dual-career hiring, and childcare.

4.3.1 President's Task Force on Work-Life Balance

The MSU president's work-life task force works to improve recruitment and retention of underrepresented faculty, staff, and students. The task force includes four subcommittees centered on childcare, flexible work arrangements, spousal accommodation, and family-friendly policies. Members of the MSU ADVANCE team serve on the university president's work-life task force, an overlap which provides a connection between the two initiatives and helps leverage the success of each.

The task force's key activities included researching options for creating an on-campus childcare facility or partnering with an existing childcare provider (discussed in more detail in section 4.3.2), considering of possible caregiver assistance during the COVID pandemic, and establishing university-wide family leave and spousal accommodation policies. At the time this report was written, members of the task force were in the process of developing final recommendations. One interviewee acquainted with the task force's work said that the spousal accommodation policy would likely address faculty accommodation, not staff, but that the creation of even a limited policy "is very helpful."

These developments have the potential to positively impact recruitment and retention at Murray State and should remain a priority for MSU ADVANCE in Year 3.

4.3.2 MSU Childcare

Following the administration of a childcare needs study in Year 1, this year the president's task force subcommittee on childcare, the Office of Institutional Diversity, Equity and Access (IDEA), the Women's Faculty Caucus, and other partners sought to consider the feasibility of building a childcare facility on campus to provide care for the children of MSU employees.

Stakeholders generally reported that an on-campus childcare facility is unlikely to progress due to economic constraints, but the subcommittee is also considering partnering with an existing local facility to provide dedicated childcare for the children of MSU employees.

The subcommittee and other stakeholders also investigated ways to support caregivers during the COVID pandemic when many childcare facilities were closed, but interviewees suggested that childcare remains an area of challenge for many that is difficult to address given current constraints.

4.4 Other Findings

4.4.1 Steering Committees

The MSU ADVANCE Internal Steering Committee remains an important element of the grant's efforts to disseminate information, build support for its programs, and plan for sustainability. The committee is comprised of senior administrators including the president, provost, associate provost, deans from colleges across the university, and leaders and representatives from the Office of Institutional Diversity, Equity and Access (IDEA), Human Resources, the President's Commission on Diversity and Inclusion, and the Board of Regents.

When asked to describe ways in which the Internal Steering Committee had contributed to grant work, a member of the ADVANCE team said that the committee provided important input on strategic direction and programmatic activities:

> "In the internal steering committee, we've gotten lots of advice on how to address different issues, especially like how to reach out to people and how to reach and get attendance up and the best ways to…meet the needs of the whole campus."

The broad representation included on the committee will also aid efforts to institutionalize key programs, as noted by this stakeholder:

> "We have knowledge of what works best in the specific areas that our PIs are in, but maybe not across the whole campus. So, with our Internal Steering Committee, we get more inclusive of the entire campus. And because we want the ADVANCE initiatives to be institutionalized, we need them to be taken in by the whole campus, so it's important that we do take in their input."

Members of the Internal Steering Committee told the external evaluator that they felt that there was an open line of communication with the MSU ADVANCE leadership and that the committee members were welcome to offer suggestions. However, some involved with the committee meetings said that the ADVANCE team could better utilize the committee members by asking for their input more often. This feedback is likely to become even more important in the upcoming year as the grant team plans for sustainability.

Seven faculty from other universities make up the External Steering Committee, which is charged with providing guidance on grant activities and the team's plans for institutionalization. The committee met virtually in Year 2.

According to one interviewee, the External Steering Committee has offered useful feedback and recommendations on programs such as Mentoring Circles and Faculty Workshops. To allow more time for committee members to offer input, the MSU ADVANCE team intends to send out activity updates before the next meeting rather than taking time during the meeting to provide detailed updates. Stakeholders hope that change will allow the team to "ask questions and get opinions and advice for more of the meeting."

4.4.2 Related Institutional Efforts

In the second year of the grant, MSU ADVANCE worked with key campus partners such as the President's Task Force on Work-Life Balance, the Office of Institutional Diversity, Equity and Access (IDEA), Human Resources, Faculty Senate, and the Women's Faculty Caucus in various capacities. For example, members of the MSU ADVANCE team served on the president's task force to consider ways to improve recruitment and retention underrepresented faculty, staff, and students at MSU, expanding childcare offerings, and developing a family leave policy. Similarly, a representative from the Women's Faculty Caucus serves on the MSU ADVANCE Internal

Steering Committee. ADVANCE and Human Resources also worked together to evaluate available faculty data and conduct a retention analysis and the Faculty Senate passed an opt-in tenure clock extension policy and allowed faculty to decide whether to include student evaluations of teaching in performance evaluations.

In interviews with the external evaluator, most stakeholders felt that MSU ADVANCE had taken steps to strengthen collaboration with related institutional efforts this year, but that there was still room for growth. Several challenges may have impacted the grant team's ability to work with these partners, such as limited capacity for engagement due to the pandemic and differences in priorities between the groups. In general, however, interviewees felt that ADVANCE was making progress in this area and emphasized the importance of continued attention to these partnerships to support sustainability.

4.4.3 Support from Upper Administration

Interviewees view the provost and president as supportive of MSU ADVANCE and pointed to the leaders' involvement in the Internal Steering Committee and participation in ADVANCE activities as evidence. A stakeholder said, "They [upper administration] have publicly expressed their support for the grant and I think that they are really on board with a lot of the goals of the grant." This perceived support lends additional legitimacy to ADVANCE efforts and increases awareness of grant activities. Regular engagement with administration is also crucial to planning for long-term sustainability and institutionalization.

4.4.4 Faculty of Color

In external evaluation interviews, stakeholders said that they felt the Murray State ADVANCE team had been making progress in attempting to include faculty of color, the experiences of faculty of color, and people with intersectional identities and the topic of intersectionality in grant work. For example, the team featured diverse speakers in the Faculty Workshops and plans to conduct a focus group with faculty of color and a subsequent workshop on related issues in Year 3. However, some affirmed the importance of taking additional steps to include more diverse representation to inform all aspects of their work.

5. CONCLUSION AND KEY RECOMMENDATIONS

In Year 2, Murray State ADVANCE continued to pursue its goal of improving recruitment and retention of women faculty at the university. Activities included developing the interactive theatre program and launching the pilot workshop, leading the mentoring circles program, holding a second writing retreat, expanding faculty development workshop offerings, engaging with institutional partners, and continuing the consider possibilities for sustainability and institutionalization.

Significant strengths of the second year of the grant include:
- Interactive Theatre participants felt that the workshop provided realistic examples that effectively addressed a wide range of sources of potential bias and increased their awareness of unintended bias, knowledge of ways to intervene, and willingness to intervene.
- Ninety-two percent of Mentoring Circle participants indicated their participation expanded their cross-disciplinary networks, 88% reported benefitting personally, 79% benefited professionally, and 71% learned strategies to increase their productivity. More than two-thirds of Mentoring Circle participants (71%) indicated that they would participate in a circle again next, suggesting that participants find value in the program.
- The Writing Retreat was extremely well received by participants, who felt that it expanded their professional network, supported their career development, and provided a space for them to accomplish their writing goals. It also resulted in statistically significant decreases in the frequency that participants experienced writing challenges, decreases that remained in the two months following the retreat.
- Members of the MSU ADVANCE team serve on the university president's work-life task force, an overlap which provides a connection between the two initiatives and helps leverage the success of each.
- A majority of participants who attended the ADVANCE Grow workshops expressed increases in the key learning objectives in the respective sessions, most indicated they intended to use the strategies presented, and the majority would recommend the workshop to their colleagues.
- Members of the Internal and External Steering Committees are committed and engaged and have provided useful recommendations about grant programs and strategic direction.
- The MSU president and provost are supportive of MSU ADVANCE and interact with the grant team on a regular basis.

The primary challenges observed in Year 2 include:
- Some university stakeholders felt that MSU ADVANCE should increase its coordination and collaboration with related institutional efforts such as the Office of Institutional Diversity, Equity and Access (IDEA) and the Women's Faculty Caucus. Limited capacity

for engagement and differences in priorities between the groups were seen by stakeholders as obstacles to expanding those relationships.

- Access to childcare remains a challenge due to limited availability in the geographic area near MSU and financial constraints.
- Interviewees felt that the ADVANCE team should continue to work to increase the representation of diverse faculty on its team and in its programming.
- Although the MSU ADVANCE team has been engaged in discussions about sustainability with upper administrators and institutional partners since Year 1, an uncertain financial outlook, exacerbated by the pandemic, has resulted in few firm commitments related to institutionalization so far.

The following recommendations are intended to build on the accomplishments in the second year of the grant, assist with the implementation of program initiatives, and establish effective metrics upon which to evaluate progress toward program goals.

Key recommendations include:
- The virtual format of the interactive theatre pilot program created unique challenges for interactivity. As is possible, incorporate more opportunities for discussion in subsequent workshops.
- Continue to work with deans and department chairs to gain support for the interactive theatre program and ask them to encourage their faculty participate in the workshop.
- Going forward, consider offering at least one Mentoring Circle in a virtual format, which could provide flexibility to faculty who may not be able to attend in person.
- To help sustain the positive impacts of the writing retreat, consider facilitating ongoing interactions between participants or offering follow-up sessions during the academic year.
- Continue to pursue opportunities to collaborate with related institutional efforts; in particular, stakeholders feel that MSU ADVANCE should continue to expand its relationship with the Women's Faculty Caucus and IDEA. These connections could also help better engage with more racially and ethnically diverse faculty, which some see as an important area for development for the MSU ADVANCE team.
- Disseminate products, key findings, and best practices both within Murray State University and beyond.
- Continue to work with university leaders to plan for sustainability and institutionalization.

To conclude, despite the constraints of the pandemic, Murray State ADVANCE successfully launched a new initiative, the interactive theatre program, and expanded existing programs in the grant's second year. The team engaged with university leadership and institutional partners to disseminate grant information, collaborate to achieve mutual objectives, and explore options for sustainability. In Year 3, the team should shift its focus to documenting impacts and planning for institutionalization of its most successful initiatives.

Writing Retreat 2021 Pre-Survey

1. How does the completion of your planned writing project fit in to your larger professional goals (i.e., promotion, new research direction, enhancing productivity, etc.)?

2. What are you hoping to gain from the sessions with Dr. Mazak and writing coaching?

3. How often do you experience the following challenges impacting your ability to accomplish your writing goals? (Never, Occasionally, Sometimes, Often, All the Time)
   a. Writer's block
   b. Difficulty communicating my ideas in writing
   c. Getting easily distracted/lack of focus
   d. Interruptions
   e. Attending to other professional responsibilities (teaching, service, etc.)
   f. Attending to personal and/or family responsibilities
   g. Poor time management
   h. Lack of good writing habits
   i. Not setting objectives to help achieve broader goals
   j. Not making writing a priority
   k. Procrastination
   l. Perfectionism
   m. Feeling isolated
   n. Other _____

4. What additional challenges, if any, do you think you may experience *during the retreat* when trying to accomplish your writing goals? [Please describe]

5. Please indicate the extent to which you agree or disagree with the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
   a. I make writing a priority.
   b. I know the times(s) of day when I write most productively.
   c. I know the type of setting or environment that enables me to write most productively.
   d. I have good writing habits.
   e. I enjoy writing.

6. How confident are you in your ability to…? (To a great extent, To a good extent, Somewhat, Not much, Not at all)
   a. Set aside regular blocks of time for writing during the academic year.
   b. Establish writing goals with realistic and measurable outcomes.
   c. Address the challenges that affect my ability to write productively.
   d. Maintain positivity in the experience of writing.

     e.   Accomplish my writing goals.

7. Other than making progress towards your writing project, what else are you hoping to gain by participating in this retreat?

8. Do you have any concerns about attending the retreat in person? If yes, are there ways your concerns can be addressed?

9. We welcome any additional comments:

10. What is your department?

11. At the end of fall semester, what is your anticipated rank?

Murray State ADVANCE Adaptation Year 2 External Evaluation Report
Prepared by Mariko Chang Consulting, Inc.

Writing Retreat 2021 Post-Survey

1. During the writing retreat, how often did you experience the following challenges impacting your ability to accomplish your writing goals? (Never, Occasionally, Sometimes, Often, All the Time)
   a. Writer's block
   b. Difficulty communicating my ideas in writing
   c. Getting easily distracted/lack of focus
   d. Interruptions
   e. Attending to other professional responsibilities (teaching, service, etc.)
   f. Attending to personal and/or family responsibilities
   g. Poor time management
   h. Lack of good writing habits
   i. Not setting objectives to help achieve broader goals
   j. Not making writing a priority
   k. Procrastination
   l. Perfectionism
   m. Feeling isolated
   n. Other _____

2. During the retreat, what additional challenges, if any, did you experience when trying to accomplish your writing goals? [Please describe]

3. During the retreat, what insights did you gain into how to address challenges you experience when trying to accomplish your writing goals?

4. How could the retreat have better prepared you to address any challenges you experienced when trying to accomplish your writing goals?

5. Please indicate the extent to which you agree or disagree with the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
   a. I make writing a priority.
   b. I know the times(s) of day when I write most productively.
   c. I know the type of setting or environment that enables me to write most productively.
   d. I have good writing habits.
   e. I enjoy writing.

6. How confident are you in your ability to…? (To a great extent, To a good extent, Somewhat, Not much, Not at all)
   a. Set aside regular blocks of time for writing during the academic year.
   b. Establish writing goals with realistic and measurable outcomes.
   c. Address the challenges that affect my ability to write productively.
   d. Maintain positivity in the experience of writing.

    e.   Accomplish my writing goals.

7. Please indicate the extent to which you agree or disagree with the following statements about the writing retreat (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree and a N/A option for the item about the Canvas materials):
    a.   The retreat helped expand my professional network.
    b.   During the retreat, I benefitted from a sense of community to support my writing goals.
    c.   I learned new strategies for writing more productively.
    d.   The retreat has supported my professional career development.
    e.   The workshop on the "Write Goals Method" with Dr. Mazak was beneficial to me.
    f.   The writing coach breakout room session was beneficial to me.
    g.   I accomplished the goals I had set for the retreat.
    h.   I found the materials on Canvas useful.
    i.   I would recommend the retreat to my colleagues.

8. What did you gain by participating in this retreat?

9. What are your writing goals for the next six months?

10. What did you learn from the writing retreat that you will carry forward as you work to accomplish your goals?

11. Please provide any comments about the retreat space, location, or logistics.

12. How can the retreat be improved?

13. We welcome any additional comments:

Writing Retreat 2021 2-Month Post-Survey

1. Since participating in the writing retreat, how often did you experience the following challenges impacting your ability to accomplish your writing goals? (Never, Occasionally, Sometimes, Often, All the Time)
   a. Writer's block
   b. Difficulty communicating my ideas in writing
   c. Getting easily distracted/lack of focus
   d. Interruptions
   e. Attending to other professional responsibilities (teaching, service, etc.)
   f. Attending to personal and/or family responsibilities
   g. Poor time management
   h. Lack of good writing habits
   i. Not setting objectives to help achieve broader goals
   j. Not making writing a priority
   k. Procrastination
   l. Perfectionism
   m. Feeling isolated
   n. Other _____

2. Since participating in the retreat, what additional challenges, if any, did you experience when trying to accomplish your writing goals? [Please describe]

3. Since participating in the retreat, what insights did you gain into how to address challenges you experience when trying to accomplish your writing goals?

4. Please indicate the extent to which you agree or disagree with the following statements: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
   a. I make writing a priority.
   b. I know the times(s) of day when I write most productively.
   c. I know the type of setting or environment that enables me to write most productively.
   d. I have good writing habits.
   e. I enjoy writing.

5. How confident are you in your ability to…? (To a great extent, To a good extent, Somewhat, Not much, Not at all)
   a. Set aside regular blocks of time for writing during the academic year.
   b. Establish writing goals with realistic and measurable outcomes.
   c. Address the challenges that affect my ability to write productively.
   d. Maintain positivity in the experience of writing.
   e. Accomplish my writing goals.

6. Please indicate the extent to which you agree or disagree with the following statements about the writing retreat (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):
    a. The retreat has supported my professional career development.
    b. The August 12 follow-up meeting was beneficial to me.
    c. I have utilized the writing coach's recommendations since participating in the retreat.
    d. I accomplished the goals I had set for the months since the retreat.
    e. I would recommend the retreat to my colleagues.

7. What did you gain by participating in this retreat?

8. What additional resources or support would you have liked to have had in the past months since the retreat to support your writing goals?

9. We welcome any additional comments: