

YEAR 1 EXTERNAL EVALUATION

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

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1. EXECUTIVE SUMMARY

Murray State University (MSU) is completing the first 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 first year of the grant include:

Mentoring Circles

- 85% of circle participants indicated that the groups increased their cross-disciplinary networks and helped them learn strategies to increase their productivity
- More than two thirds of faculty participants agreed that their involvement in the Mentoring Circles increased the likelihood that they would stay at Murray State
- Facilitators and participants alike said that the circles helped them build a community of support among women faculty at the university

Faculty Writing Retreat

- In 3-month post surveys, attendees indicated that they faced significant reductions since before the retreat in writing challenges such as procrastination, perfectionism, interruptions, and not making writing a priority
- In the post-retreat evaluation, 91% of retreat participants agreed that the event supported their professional development and more than 70% of participants agreed that the retreat provided a sense of community supportive of their writing goals, helped to expand their professional networks, and provided them with new writing strategies and resources

Faculty Workshops

- Workshops held in Year 1 increased participants' knowledge of topics around commercialization, including what goes into a patent, how to know if you have a product/idea that is protectable, and funding opportunities to commercialize research, as well as how to evaluate professional requests in terms of career and personal benefits and specific ways to decline requests

Interactive Theatre

- Attendees of the PowerPlay workshops indicated that the trainings increased their awareness, knowledge, and willingness to intervene in situations of implicit gender and racial bias

Collaboration and Dissemination

- MSU ADVANCE fostered relationships with key campus partners, including the Office of Institutional Diversity, Equity and Access (IDEA), Human Resources, Board of Regents, Women's Faculty Caucus, and the President's Task Force on Work-Life

Balance, to develop opportunities for collaboration and increase buy-in among institutional leaders

Key Recommendations:

- When programming such as search committee training and tenure and promotion committee training are deployed, consider working deans and chairs to promote events and encourage attendance
- Continue to address intersectionality in programming and materials
- Work with relevant institutional partners to collect data on faculty demographics and information related to searches, hiring, tenure, and promotion in order to measure program impacts over the course of the grant
- Consider effective strategies for engaging men as advocates and allies in the work of the grant
- Establish direct connections with the Presidential Task Force on Diversity
- Begin to engage in conversations focused on how to institutionalize key programs

In conclusion, Murray State ADVANCE made meaningful contributions to increasing women's professional networks and sense of community and also enhanced participants' writing productivity. The grant is increasing awareness of implicit bias in faculty hiring and evaluation and has taken important steps to develop an interactive theatre program to further address those issues at the university. MSU ADVANCE has effectively utilized internal partnerships to build support for its objectives and to effect change.

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 first 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 October 2019 and August 2020, corresponding approximately to the grant's first 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
- Supporting communication among the Leadership Team and stakeholders

3.2 Evaluation Methods and Data

This external evaluation report incorporates both 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 twelve MSU stakeholders in July 2020, including the president, provost, deans, PI, Co-PIs, members of the Internal Steering Committee, project team, and MSU ADVANCE event attendees.

Mentoring Circle Facilitator Interviews: Dr. Mariko Chang and Research Associate, Ms. Sadie Davis, conducted phone interviews with six current and former Mentoring Circle facilitators in April 2020.

Mentoring Circle Evaluations: The Murray State ADVANCE team administered surveys to faculty who participated in Mentoring Circles in 2019-2020. Seven faculty who had participated in discontinued circles completed the evaluation and 27 of 44 faculty who participated in any of the circles completed evaluations (62% response rate).

Writing Retreat Evaluations: The external evaluator administered three online surveys to assess the impacts of the spring 2020 virtual writing retreat and to collect formative feedback. The evaluations included a pre-survey conducted prior to the event, one post-survey immediately at the conclusion of the May retreat, and another post-survey three months later in August 2020. All eleven retreat participants completed all three surveys (100% response rate).

Workshop Evaluations: The MSU ADVANCE team shared with the external evaluator the evaluation results for the following workshops: Two sessions of the PowerPlay Interactive Theatre, Commercialization workshop, and When to Say Yes and How to Say No workshop.

4. FINDINGS FROM YEAR 1 ACTIVITIES

Murray State ADVANCE activities in Year 1 focused on expanding mentoring circles, launching the writing retreat, conducting faculty development workshops, and taking important steps to establish the interactive theatre program. These activities were accompanied by a robust evaluation protocol which will aid the evaluation of impacts and program refinement. The MSU ADVANCE team collaborated with other units on campus to work toward its goals and successfully fostered buy-in among key campus leaders.

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.

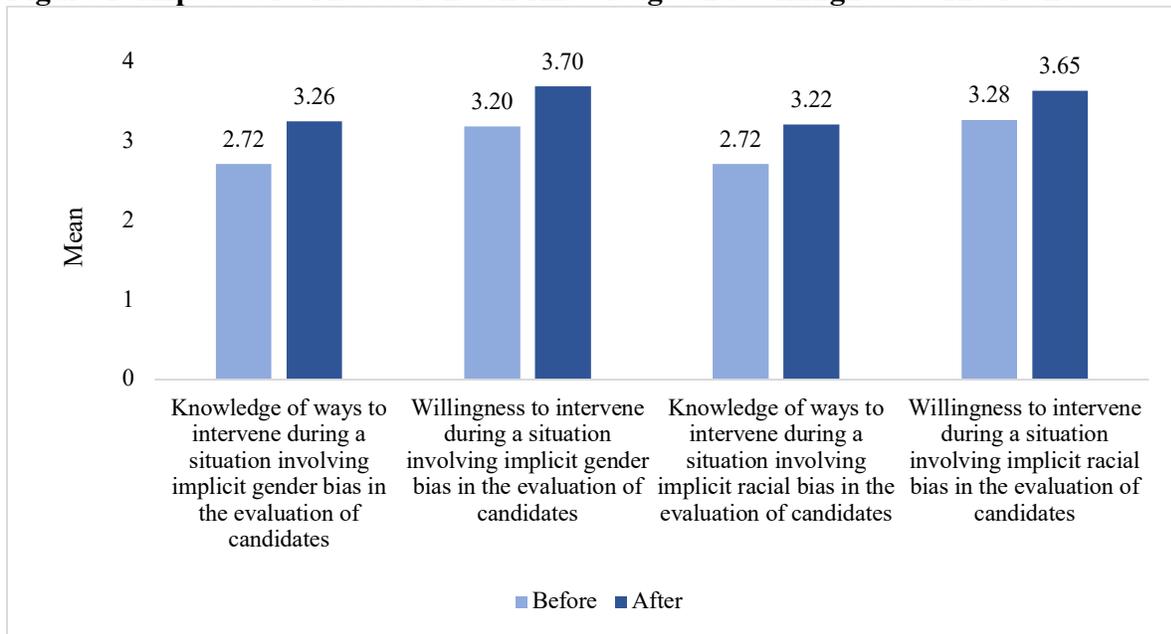
4.1.1 Interactive Theatre

The Murray State ADVANCE Adaptation grant aims to adapt the University of New Hampshire's Gender Equity and Recruitment of Underrepresented People (GEAR-UP) interactive theatre program, created by PowerPlay, to develop two new training modules for search committees and tenure and promotion committees at Murray State. The modules will focus on implicit bias and best practices in hiring and evaluation.

MSU ADVANCE brought PowerPlay to Murray State to conduct two workshops in November 2019, "The Search" and "Third-Year Review." To assess the impacts of the trainings, participants were asked to complete an evaluation survey after the workshop. Twenty-seven attendees responded to the survey about "The Search" and 19 about "Third-Year Review." On a scale of 1=none to 4=strong, attendees were asked to rate their awareness of implicit gender and racial bias, and their knowledge of ways to intervene and willingness to do so in instances of implicit gender and racial bias.

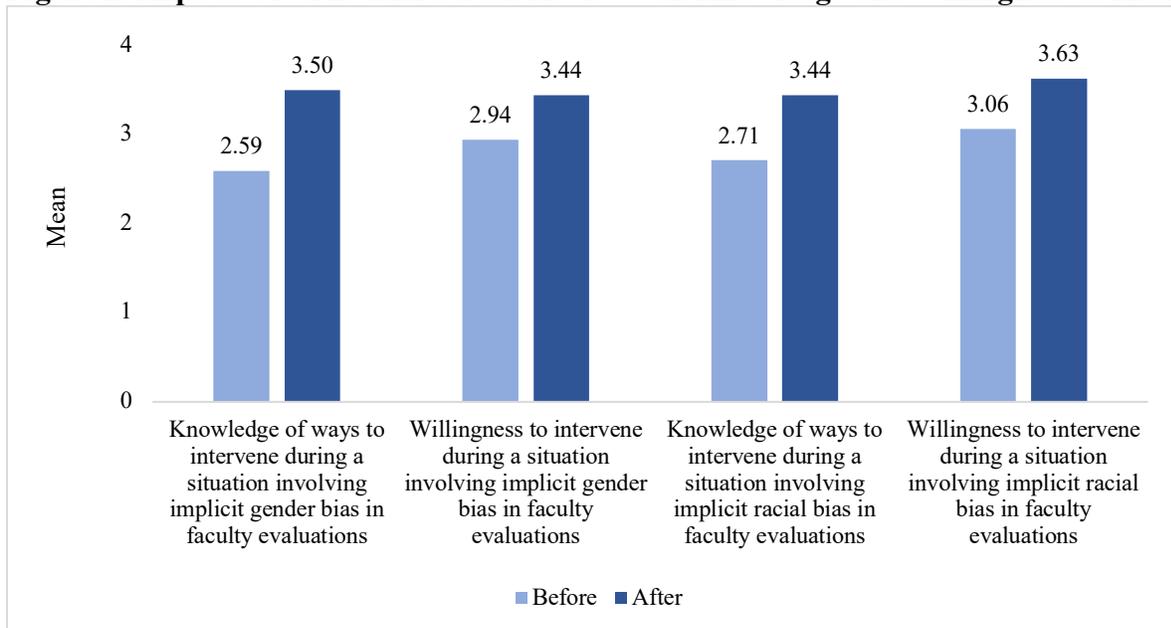
As evidence of the effectiveness of the workshops, attendees of both trainings reported increased awareness, knowledge, and willingness to intervene in all areas mentioned. Mean ratings before and after the workshops for knowledge of how to intervene and willingness to intervene are presented in Figures 1 and 2 below. The greatest changes occurred after the third-year review workshop in attendee knowledge of ways to intervene in instances of gender bias in faculty evaluations (2.59 to 3.50, increase of 0.91) and their willingness to take action in those situations (2.71 to 3.44, increase of 0.73).

Figure 1. Impacts of “The Search” on Knowledge and Willingness to Intervene



N=27; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

Figure 2. Impacts of “The Third Year Review” on Knowledge and Willingness to Intervene



N=19; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

Attendees from both workshops agreed that they would recommend the events to their colleagues and that the scenarios were realistic (data not shown).

The PowerPlay events were a significant step toward Murray State ADVANCE developing their own interactive trainings, as noted by this interviewee:

“Having them [PowerPlay] come in and seeing that firsthand and then spending a day and a half...with him [the leader] and his team was highly beneficial, and drove us right down where we needed to be, in my opinion.”

According to members of the MSU ADVANCE team who spoke with the external evaluator, at the end of Year 1 an original interactive theatre script had been drafted based on comments provided in focus groups. However, the launch of the trainings was pushed back due to impacts from COVID-19. The team is also considering whether to offer a virtual format given the uncertainties of the ability to hold in-person events.

In interviews with the external evaluator, some noted it may be difficult to attract participants, particularly people who may not be eager to volunteer to take part. They explained:

“I think that the people who go initially are going to be the people who are convinced already. And hopefully they will convince some other people who are on the fence that they should watch this and that there will be a sea change basically in the way people view things. And I think the challenge is going to be to get the people who really need to be there to be there.”

“I think the marketing of it's going to be a challenge. Getting people who don't think they need it, who do need it, to show up.”

To make the greatest impact, stakeholders recommended that participation in the theatre training be mandatory for all search committee members. When asked whether the workshop should be required, an interviewee responded:

“Yeah, absolutely. That's an easy answer. And whether it's done through actual performances or whether it's video archives of the performances that search teams and search members could view at the beginning, absolutely. I think it's a necessity.”

However, the Murray State ADVANCE team will need to consider whether they have the capacity to conduct the large number of trainings that would be required to reach all search committee members and the capacity to track attendance. Such a mandate would also need the support of deans to be truly effective.

4.1.2 Training Videos

In the first year of the grant, the MSU ADVANCE team worked with an outside company to begin to develop animated videos on work-life balance, using interactive theatre to address implicit bias, and emotional labor. When completed, the videos will be disseminated on social media platforms and other mediums.

An interviewee told the external evaluator that rather than focusing solely on Murray State, the videos will have a broader focus so that they can be disseminated beyond the university. However, they will still bring awareness to the work that Murray State ADVANCE is doing, as noted by an interviewee who said, “I think it’ll be a really good way to get attention for our programs.”

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, established as part of the previous Catalyst grant, is to foster community and support among women faculty at Murray State University. In Year 1 of the Adaptation grant, with support from the Provost’s Office, the program was expanded to allow participants from all fields rather than just STEM or SBS fields as in previous years.

Faculty who choose to participate in the program are assigned to groups of 6-8 women from a variety of fields with one peer facilitator. Group members engage in regular meetings 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 in spring 2020. Twenty-seven of 44 faculty who participated in the circles completed evaluations (62% response rate) and seven faculty who participated in discontinued circles (discussed in more detail below) completed evaluations.

Survey responses indicate that the circles positively impacted participants in a number of ways. 89% of respondents said they benefitted personally from the groups and 85% benefitted professionally (Figure 3). Eighty-five percent of participants said that as a result of their participation, they increased their cross-disciplinary networks and learned strategies to increase their productivity. In a sign that the Mentoring Circles are positively impacting the retention of women faculty at the university, two-thirds of respondents also indicated that they were more likely to stay at Murray State because of their participation in the circles.

Figure 3. Mentoring Circle Impacts on Participants



N=27

In both surveys and interviews with the external evaluator, circle participants indicated that networking and connecting with other women faculty was one of the most useful aspects of the program. These connections helped faculty to build a community of support among their colleagues, including those at the same level and more senior or junior faculty, and across disciplines and fields. In interviews, circle participants described the benefits:

“There was a point in one of our circle meetings where I commented that a particular member of our circle was the inspiration that I draw on in certain situations, and another member of the circle said, ‘Oh well, you’re the one I draw on when I’m in those situations.’ And then the one that I had pointed to, pointed to another member of the circle, as her inspiration.”

“[The circle] helped me a lot because at the time, most of the faculty members are men in my department. So when I joined this one, like, ‘Oh my God, there are a lot of women in the university too.’ ... It’s become like a family, extended family. Even we are not in the group anymore, we still talk, sharing our updates, our progress, so it’s wonderful.”

“We’ve really worked to make sure that the circle was a place where we could talk openly, and share, and try to move, even when we weren’t feeling positive, move to the positive. In that way, it became a recharge as opposed to a drain.”

“It's a safe space for faculty to get together and talk about issues that they're facing in academia.”

“I'm in [a department]... on the edge of campus. And so, it just gave me a real good opportunity to meet people and interact with people from other disciplines.”

“Being with other women in that circle allowed me to feel a sense of community, feeling a sense of trust, and just knowing that I wasn't going through a lot of my own struggles just by myself.”

Facilitators who were senior faculty members also expressed their appreciation for the opportunity to interact with junior faculty:

“The further along in my career I get, ...I don't get the opportunity to work one-on-one with the junior faculty as often. This gave me a lot of insight, a good window into their experiences.”

“I met other faculty that were outside my discipline and I learned more about how evaluation processes are dealt with or challenges that other faculty are dealing with. All that information is good, as I do have an administrative role. It's good to know all those scenarios as you just never know what you're going to have to run into or navigate.”

According to survey respondents, topics that participants found most useful related to networking, dealing with issues arising due to the COVID-19 university closure, professional development and advancement, and leadership and mentoring.

In spring 2020, two of the mentoring circles disbanded due to attendance issues. In surveys and interviews, members of those discontinued circles attributed their lack of success to difficulty in finding a time to meet that was suitable for all group members. In addition, because of the low attendance, the group members did not form strong connections with one another. Once those group members were reassigned to new circles, however, most expressed satisfaction with their experiences, as in this open survey comment: “I love my new circle and hope to continue with it next year.” However, one survey respondent and an interviewee suggested that, in general, the groups functioned better with fewer participants, so there were some challenges to engaging all members in discussion when additional faculty were assigned to the circles.

When asked in interviews how the circles could be improved overall, stakeholders suggested ways to better share information and encourage participation. One facilitator said that a shared resource library or repository would enable facilitators to more easily access information about topics that arise during the circles and another recommended that the groups begin meeting earlier in the fall semester before faculty schedules fill up. In surveys and interviews, some stakeholders also felt that discussions could have been better facilitated to foster discussion while also preventing one or two group members from dominating the conversation. Finally, one interviewee said that some of the topics were focused on tenure-track faculty and that non-tenure-track faculty may have felt excluded from the discussions.

4.2.2 ADVANCE Writing Retreat

The ADVANCE Writing Retreat was held in spring 2020 and included eleven participants in a variety of fields. The objective of the event was to help women faculty increase their writing productivity and to connect with their colleagues. Participants were asked to apply to the program and describe specific research goals that they hoped to accomplish during the retreat. Due to the university closure resulting from the COVID-19 pandemic, the 2020 retreat was held virtually. In addition to having dedicated writing time, participants engaged in video conversations as a group.

To measure the impacts of the retreat and to gather feedback on how the event could be improved, three online surveys were administered to participants: a pre-survey conducted prior to the event (“pre”), a post-survey immediately at the conclusion of the retreat (“post”), and another post-survey three months later in August 2020 (“3-month post”). All eleven retreat participants completed each of the three surveys (100% response rate).

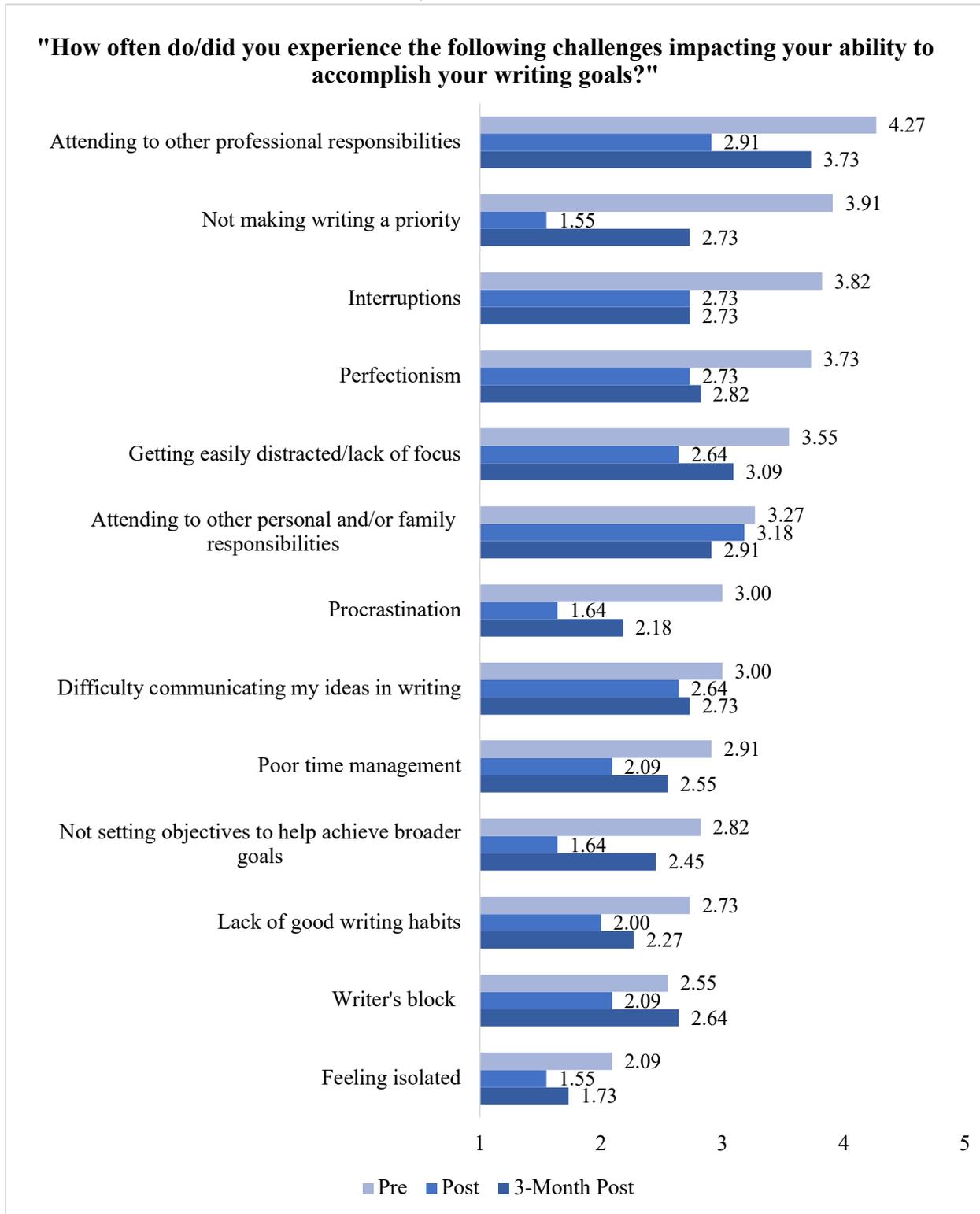
Survey Results

Prior to the writing retreat, participants held expectations that the writing project would help their progress towards academic promotion and tenure and activities such as publications that would advance their professional career. They also hoped that the retreat would provide an opportunity for networking, developing a love for writing, provide mentorship opportunities, and the skills of focused writing. Participants acknowledged, however, that meeting their expectations were likely to be impacted by challenges that might hinder the accomplishment of their writing goals during the retreat.

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 responsibilities, not making writing a priority, interruptions, and perfectionism (Figure 4). Other challenges identified in open responses included childcare, lack of spontaneity in the writing process, and uncertainty about undertaking a writing project without feedback from the co-author.

Figure 4. Challenges that Impact Attendees' Ability to Accomplish Writing Goals (Pre, Post, and 3-Month Post Retreat Means)



N=11; Scale: 1=Never 2=Occasionally 3=Sometimes 4=Often 5=All the time

Paired samples t-tests were used to assess the changes in the writing retreat attendees' rating of the challenges pre to post retreat, post to 3-month post retreat, and pre to 3-month post retreat. Given the small number of participants, statistical significance (especially the lack thereof) should be interpreted cautiously.

Pre-post assessment of the impact of the retreat found that participants experienced a reduction in the frequency with which they encountered challenges. Statistically-significant reductions took place in the following areas: attending to other professional responsibilities, not making writing a priority, interruptions, perfectionism, getting easily distracted or losing focus, procrastination, not setting objectives to help achieve broader goals, and lack of good working habits (Table 2). These impacts indicate the retreat provided the participants with a dedicated setting and tools for reducing many of the challenges they typically experience when writing.

Table 2. Change in Attendees' Challenges from Pre to Post, Post to 3-month Post, and Pre to 3-month Post Retreat

Item	Pre vs Post Change (N=11)	Post vs 3-month Post Change (N=11)	Pre vs 3-month Post Change (N=11)
Attending to other professional responsibilities	↓*	↑	↓
Not making writing a priority	↓*	↑*	↓*
Interruptions	↓*	--	↓*
Perfectionism	↓*	↑	↓*
Getting easily distracted/lack of focus	↓*	↑	↓
Attending to other personal and/or family responsibilities	↓	↓	↓
Procrastination	↓*	↑	↓*
Difficulty communicating my ideas in writing	↓	↑	↓
Poor time management	↓	↑	↓
Not setting objectives to help achieve broader goals	↓*	↑*	↓
Lack of good writing habits	↓*	↑	↓
Writer's block	↓	↑	↓
Feeling isolated	↓	↑	↓

* $p < .05$; ↑ Increase, ↓ Decrease, -- no change

It was difficult for many participants to retain all of these gains after the retreat ended. Comparison of attendees' ratings of the challenges impacting their ability to accomplish writing goals post retreat and 3-months post retreat found a significant increase in frequency of challenges associated with not setting objectives to help achieve broader goals and not making writing a priority.

On the other hand, comparison of attendees' ratings of challenges pre and 3-month post retreat found significant reductions in challenges associated with procrastination, perfectionism, interruptions, and not making writing a priority. Consequently, after three months, retreat participants reported a decrease in many of the challenges they experienced prior to the retreat,

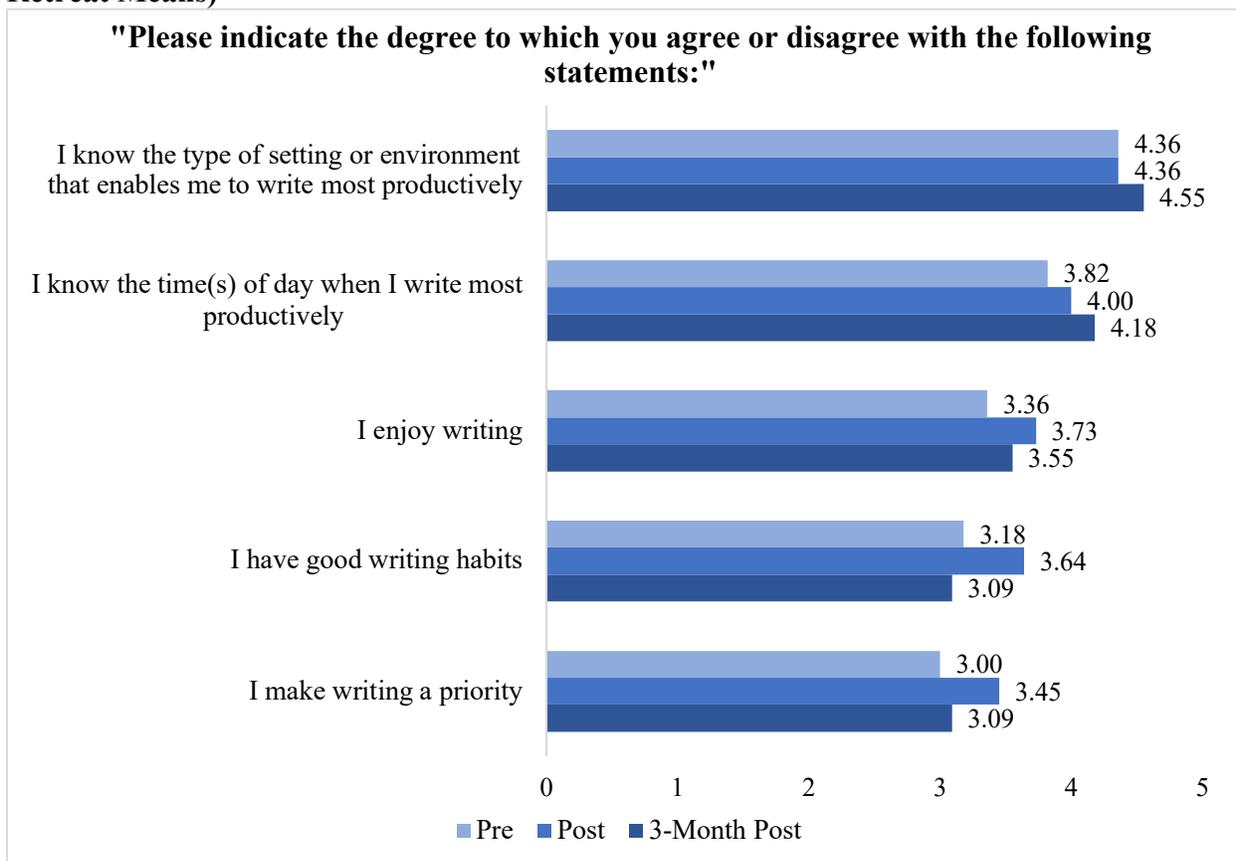
suggesting that there was a longer-term reduction in the experience of these challenges and/or an increased ability to effectively mitigate them.

Writing Habits

Pre-post assessment of attendees' knowledge and writing habits found that while attendees generally were more likely to agree after the retreat that they enjoy writing, have good writing habits, make writing a priority, and know the time of day they write most productively, the increases were not statistically significant. (See Figure 5 and Table 2.) There was a statistically significant decrease post to 3-months post retreat in attendees' efforts to make writing a priority and agreement that they have good writing habits.

When comparing attendees' 3-month post retreat ratings with their pre retreat ratings, there were non-significant increases in agreement on making writing a priority, enjoying writing, knowing the time of day and setting for most productive writing and decreased agreement that they have good writing habits, suggesting that participants did make modest gains in these areas.

Figure 5. Retreat Attendees' Knowledge and Writing Habits (Pre, Post, and 3-Month Post Retreat Means)



N=11; Scale: 1=Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly Agree

Table 2. Changes in Attendees’ Knowledge and Writing Habits (Pre to Post, Post to 3-Month Post, and Pre to 3-Month Post Retreat)

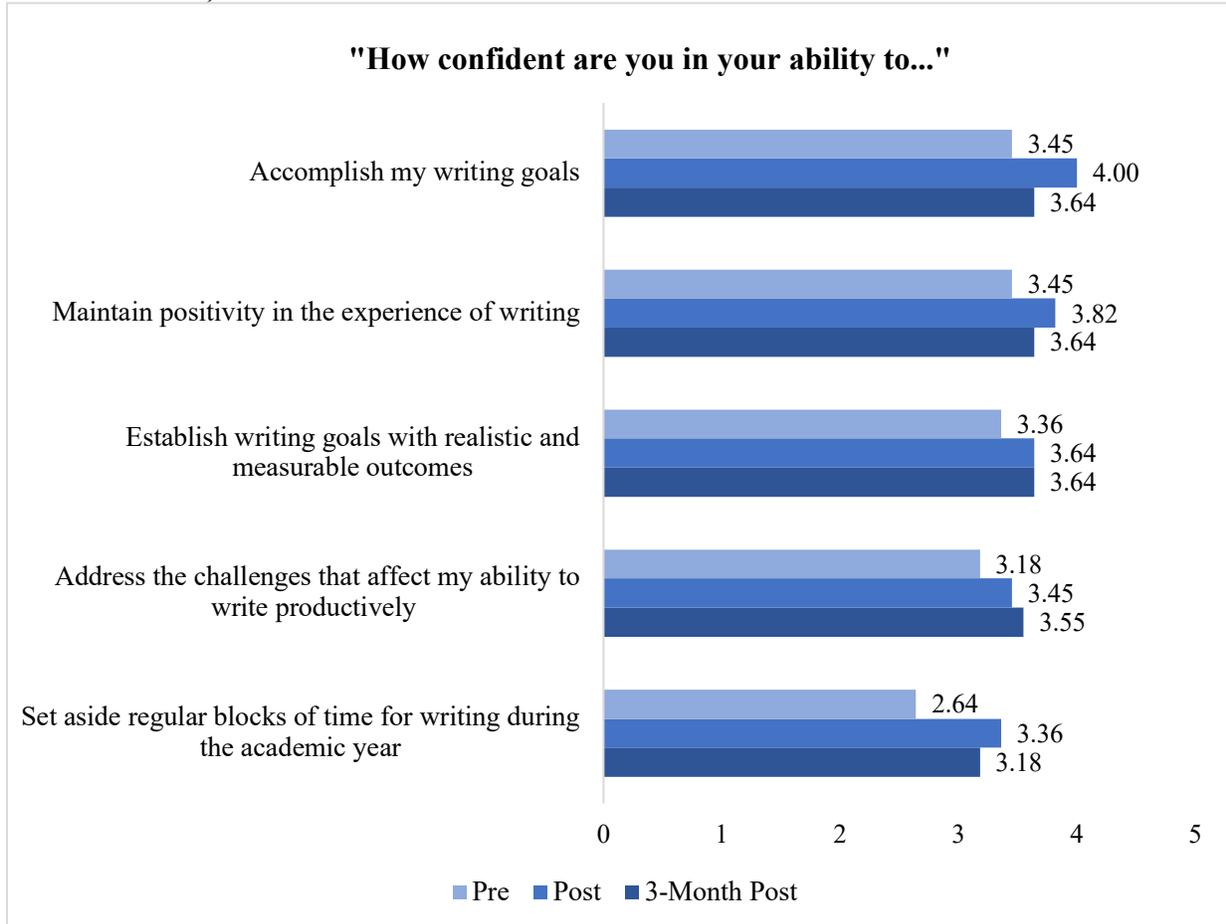
Item	Pre vs Post Change (N=11)	Post vs 3-month post Change (N=11)	Pre vs 3-month post Change (N=11)
I know the type of setting or environment that enables me to write most productively	--	↑	↑
I know the time(s) of day when I write most productively	↑	↑	↑
I enjoy writing	↑	↓	↑
I have good writing habits	↑	↓*	↓
I make writing a priority	↑	↓*	↑

* $p < .05$; ↑ Increase, ↓ Decrease, -- no change

Confidence in Writing Skills and Habits

Immediately following the retreat, attendees were significantly more confident in their ability to set aside time for writing during the academic year and maintaining positivity in the writing experience (Figure 6 and Table 3). They were also more confident in accomplishing writing goals, addressing the challenges affecting their ability to write productively, and establishing writing goals with realistic and measurable outcomes. However, these latter changes were not statistically significant.

Figure 6. Retreat Attendees' Writing-Related Confidence (Pre, Post, and 3-Months Post Retreat Means)



N=11; Scale: 1=Not at all 2=Not much 3=Somewhat 4=To a good extent 5=To a great extent

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

Item	Pre vs Post Change (N=11)	Post vs 3-month Post Change (N=11)	Pre vs 3-month Post Change (N=11)
Accomplish my writing goals	↑	↓	↑
Maintain positivity in the experience of writing	↑*	↓	↑
Establish writing goals with realistic and measurable outcomes	↑	--	↑
Address the challenges that affect my ability to write productively	↑	↑	↑
Set aside regular blocks of time for writing during the academic year	↑*	↓	↑

**p < .05; ↑ Increase ↓ Decrease -- no change*

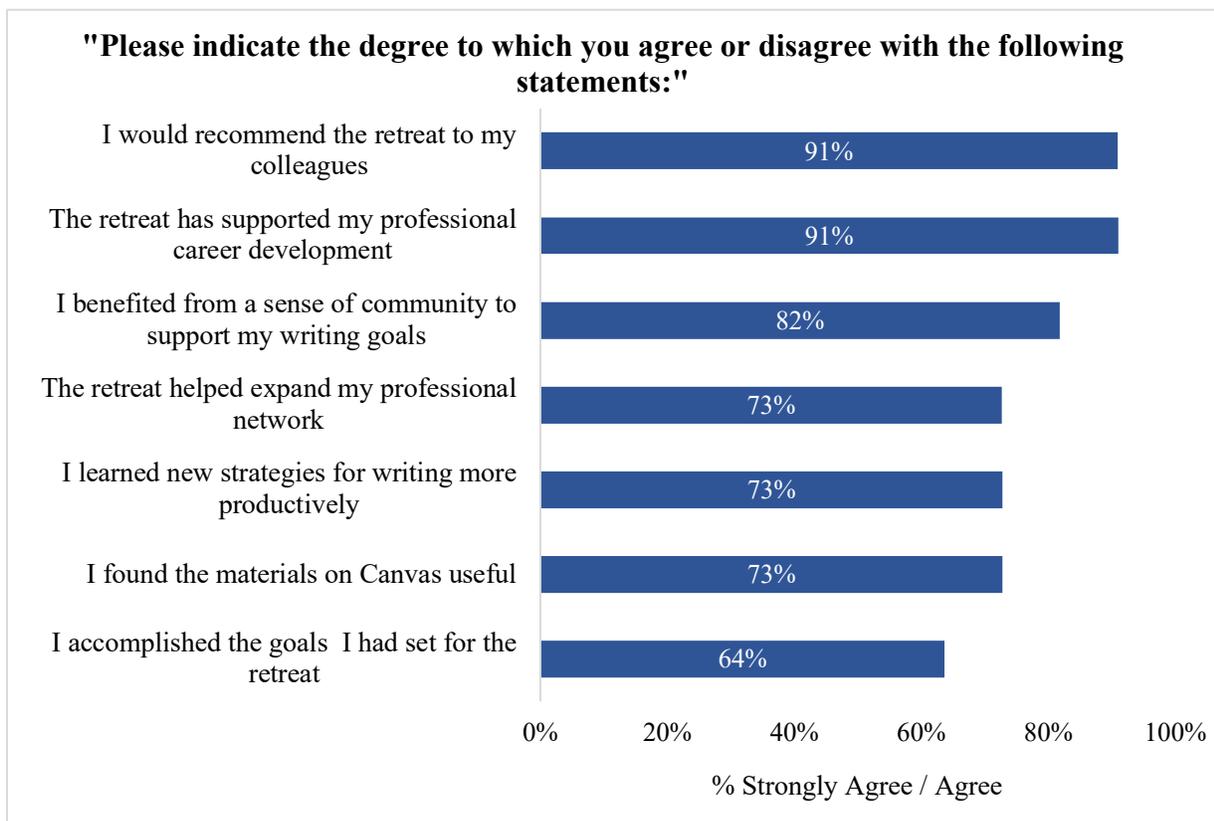
In comparing post-retreat and 3-month post ratings, attendees reported they were more confident in their ability to address the challenges affecting their ability to write productively but less confident in their ability to set aside regular blocks of time for writing, maintaining positivity in the writing experience, and accomplishing writing goals, but none of these changes were statistically significant. There was no change in attendees' confidence in establishing writing goals with realistic and measurable outcomes.

Attendees reported increased confidence in all areas measured from the pre retreat survey to 3-months post retreat survey. Although these increases were not statistically significant, they suggest change did occur and were maintained over the summer months.

Satisfaction and Retreat Impacts

In the post-retreat survey, almost of the respondents agreed that the retreat supported their professional development and they would recommend it to their colleagues (91%; Figure 7). More than 70% of participants agreed that the retreat provided a sense of community supportive of their writing goals, helped to expand their professional network, and provided them with new strategies and resources. Additionally, more than half (64%) of participants agreed that they accomplished the goals they set for the retreat.

Figure 7. Attendees' Satisfaction and Reported Impacts of the Retreat



N=11; Scale: 1=Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly Agree

After the retreat, attendees identified several gains resulting from their participation in the retreat. These included an awareness of the need to develop a process for managing time and workload. Participants also learned the importance of reflecting on accomplishments and setting aside negative emotions that impede the writing process. There were also increases in enthusiasm about writing, a sense of accomplishment, and several mentioned gaining greater confidence in writing. Other gains included learning to be better organized and focused, breaking tasks into manageable sections, and setting and following realistic daily writing goals. As a result, several participants reported being able to make significant writing progress.

When asked about their writing goals for the six months following the retreat, participants reported they intended to dedicate time to writing daily and listed ambitious goals, for example:

“1. To submit a draft of a book chapter... 2. To submit a proposal for another book chapter. 3. Turn conference paper into a journal submission, regardless of whether it’s accepted.”

“To submit 3 articles for publication.”

“I would like to submit two manuscripts, help write a few conference proposals, and work on other research (analyzing data) with my research group.”

“I am focusing primarily on my monograph. I would like two or three chapters written and the book outlined.”

To help them accomplish these goals, participants mentioned they would carry forward what they had learned from the retreat, with most commenting on the importance of breaking things down into small tasks. Two participants also mentioned that the social interaction and social pressure of being held accountable for writing were important and one signed up for a group to help keep them accountable.

When asked for suggestions as to how the retreat can be improved, participant comments focused on providing additional opportunities for virtual connection, such as:

“Maybe we could have had virtual coffee meetings with individuals (optional only, not forced) so that some one on one conversations about writing could happen. This could have helped me feel like there was more community in the virtual setting.”

“small group check in time/accountability b/c I felt like some people dominated the discussion but were working on different types of projects.”

“I appreciated the fact that the morning and afternoon check ins were short but I also didn't really get anything out of them. I was surprised at how short they were and that we weren't actually required to speak every time. So in some ways making those a bit more structured, or asking us to discuss different things (rather than just what are your goals for the day? What did you accomplish?), or doing small group discussions—some sort of different format or facilitation would have made them feel more worthwhile.”

“If it needs to be virtual again, I think that it could be helpful having a Zoom meeting open all day. I work well when I’m held accountable. When I get distracted, it helps me to be able to look up and see other people working hard.”

“The organizers really did a phenomenal job in planning the goodie bags, Zoom meetings, and positive messages throughout the day. Perhaps starting earlier in the day, around 8 or 8:30 a.m., and/or incorporating a 30-minute lunch meeting on Zoom could be helpful.”

Additional suggestions included a schedule for the entire retreat and some discussions about the writing tips and valuable videos shared through Canvas. One participant said, “I would recommend two groups: 1. The week just after term started, 2. The second week (i.e. one week break).”

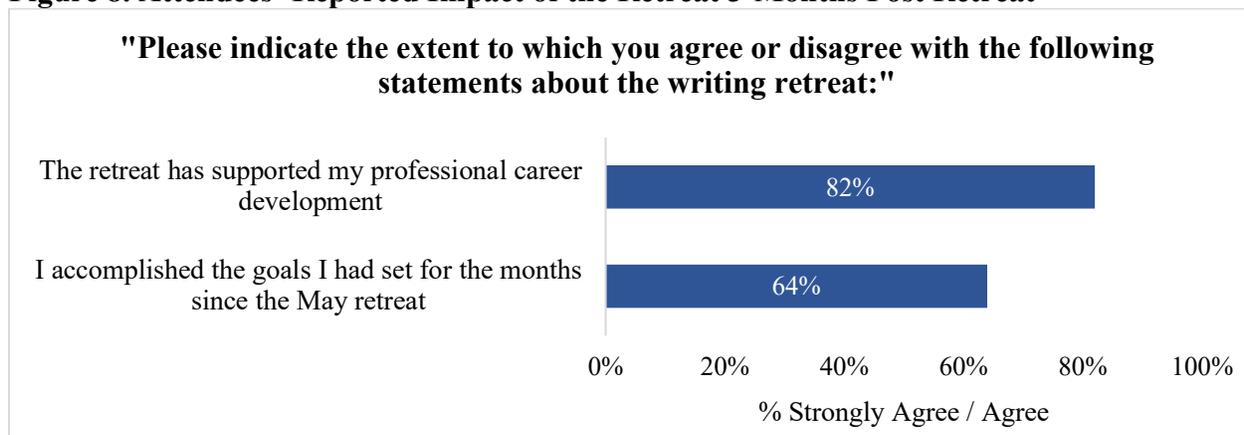
Another comment echoed the importance of the retreat:

“I’m really proud of the work that I’ve accomplished this week and I’m grateful for the momentum that you’ve given me for the rest of the summer. Had this retreat not happened, I likely would have thrown myself fully into fall course prep which, of course, expense to take up the time that it’s given. This allowed me to get ahead on research guilt-free, and I know that the fall courses will still be there waiting for me when I eventually decide to switch gears.”

Impacts 3-Months after Retreat

As shown in Figure 8, at three months post retreat, the majority of attendees (82%) agreed that the retreat supported their professional career development. Fewer attendees agreed, however, that they accomplished the goals set for the months since the retreat (64%).

Figure 8. Attendees’ Reported Impact of the Retreat 3-Months Post Retreat



N=11; Scale: 1=Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly Agree

In the 3-month post evaluation several attendees mentioned they were able to accomplish some writing goals and, in the process, at least three attendees reported that they were able to achieve their goals of submitting manuscripts for publication. Attendees also acknowledged that the retreat enabled them to network and share experiences with other women across the university and better manage their time.

When asked to suggest additional resources or support that they would have liked to have had in the past months since the retreat, attendees made several recommendations. Two of the attendees would have liked check-ins to keep them motivated as well as small group tasks or discussions. One attendee suggested that “having small groups who are working in similar fields/types of projects/levels in career that could talk during the initial retreat and connect during the summer would have been nice.” Another attendee suggested having one on one “coffee breaks” to chat with other attendees about writing outside the group. It was also recommended that there be an increase in the group size and the event include speakers who are productive professors and writers who could make presentations to the group. For one attendee, the time of the retreat presented a challenge since they needed time to sort out grades and prepare for writing. Some attendees also commented that holding the retreat virtually was not the same as an in-person retreat although they appreciated that the organizers held a virtual retreat rather than cancelling it altogether.

In response to a request for additional comments, attendees shared the following words of gratitude:

“Thank you for all of the hard work that you put into making this retreat possible! It was a very valuable experience!”

“Thank you!”

“If possible, I would like to join again next year. This retreat gives me high motivation due to the reminders, the updates, and the interactions among attendees. Getting to know each other is also broadening my professional networking in campus.”

“Thanks for providing a space just for campus women.”

Other Feedback

In external evaluation interviews, writing retreat attendees noted that the switch to a virtual format meant that participants could not interact with their colleagues in the same way had they been in person. For example:

“I thought, ‘Oh, this [the retreat] will be a nice way to just network and get to know some other folks, maybe from other departments throughout campus that I don't know otherwise.’ So that was kind of my rationale for signing up for it. But the whole sort of social networking aspects really got completely lost because of the move online, so that was kind of a bummer...It was fine, but it wasn't super impactful for me just because one

of the main reasons that I wanted to do it didn't really pan out in the way that it would have in person.”

If the next writing retreat is held in an online format, an interviewee recommended that smaller virtual breakout rooms could be used to better foster conversation among retreat participants:

“I think it would have been better if they would have broken us up into breakout rooms or groups in Zoom, rather than all of us being together. It felt a little bit...awkward and forced and it just felt a little weird. It felt like the conversation maybe would have been a little bit more natural and easier if we had been broken up into groups of three or four or something like that for those check-ins.”

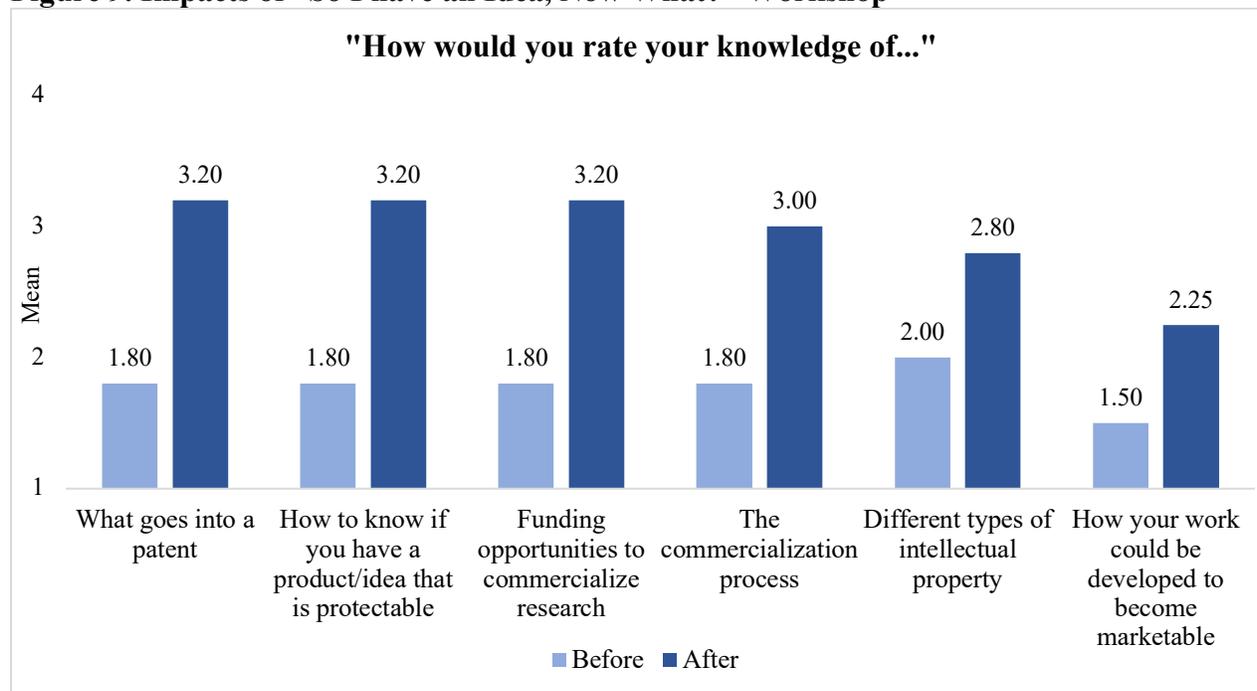
4.2.3 Faculty Workshops

During the 2019-2020 academic year, MSU ADVANCE held four workshops intended to help improve retention and advancement of women faculty at Murray State. Workshop topics included: gender-based barriers to academic writing; mentoring, networking, and work-life balance; commercialization; and balancing teaching, research, service, and other priorities. These events were promoted via the MSU ADVANCE website and email, and were open to all faculty, as well as staff and administrators. Post-workshop evaluation were utilized for two of these workshops, discussed in more detail below.

Commercialization Workshop

In January 2020, MSU ADVANCE hosted a workshop focused on research commercialization led by Megan Aanstoos, Commercialization Manager at the University of Louisville, called “So I have an Idea, Now What?” There were six attendees (5 female and 1 male) who completed surveys after the workshop. As shown in Figure 9, respondents indicated that before attending they had limited or no knowledge of the topics covered in the workshop, but after the event they had increased their knowledge in all areas measured. The greatest increases were in knowledge of what goes into a patent, how to know if you have a product/idea that is protectable, and funding opportunities to commercialize research.

Figure 9. Impacts of “So I have an Idea, Now What?” Workshop



N=6; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

Overall, attendees of the commercialization workshop indicated that they did not intend to use the workshop information to bring their research to market (mean 2.50 on scale 1=strongly disagree to 5=strongly agree), but they would recommend the workshop to their colleagues (mean 4.20) (data not shown). This disparity may suggest that the attendees did not have an immediate opportunity to commercialize their research, but that they still found the information useful. Indeed, in open comments, one respondent said that as a result of the information they learned in the workshop, they would “think more about ideas of mine that could be taken forward; encourage faculty colleagues to think about commercialization.”

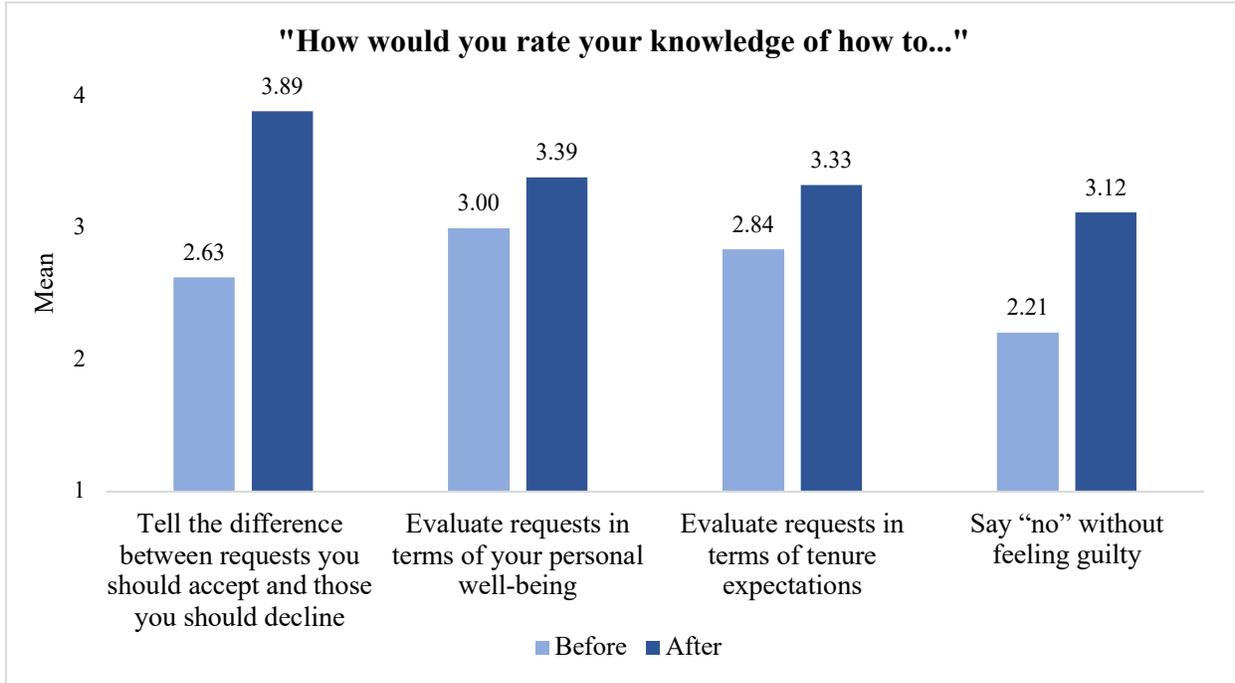
Workshop on Evaluating Requests and Saying No

The Murray State ADVANCE team organized a workshop titled “When to Say Yes and How to Say No: Balancing Teaching, Research, Service and the Rest of Life” in February 2020 which was led by Eve Riskin, Associate Dean of Diversity and Access in the College of Engineering, Professor of Electrical & Computer Engineering, and Faculty Director of the ADVANCE Center for Institutional Change at the University of Washington. The event provided information about how to evaluate requests in terms of career and personal benefits and specific ways to decline requests. The workshop was attended by 21 junior and senior female faculty from across the university.

Attendees were asked to complete a survey about their knowledge in the workshop topic areas before and after the event on a scale of 1=none to 4=strong. As shown in Figure 10, survey responses indicate that attendees increased their knowledge in all areas measured. The greatest

increases in mean responses were in knowledge of how to tell the difference between requests you should accept and those you should decline (mean 2.63 to mean 3.89, increase of 1.26) and how to say “no” without feeling guilty (2.21 to 3.12, increase of 0.91).

Figure 10. Impacts of “When to Say Yes and How to Say No” Workshop



N=21; Scale: 1=None, 2=Limited, 3=Moderate, 4=Strong

Attendees agreed that they intended to use the strategies presented in the workshop to evaluate requests in the future (mean 4.00 on scale 1=strongly disagree to 5=strongly agree) and that they would recommend the workshop to their colleagues (mean 4.16) (data not shown).

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 Murray State president recently established a task force to strategize how to improve recruitment and retention of underrepresented faculty, staff, and students. The work-life task force has four subcommittees focused on faculty issues: childcare, flexible work arrangements, spousal accommodation, and family-friendly policies. Task force members include representatives from MSU ADVANCE, Human Resources, Faculty Senate, and Women’s

Faculty Caucus, among others. The groups aim to disseminate information about existing policies and propose changes to improve faculty satisfaction and work-life balance.

In Year 1, MSU ADVANCE successfully worked with the President's Work-Life Task Force through direct and indirect representation. Several members of the task force are part of the MSU ADVANCE team, including three Co-PIs and a member of the internal steering committee. These points of overlap allow MSU ADVANCE to promote policies and initiatives within the task force that align with the goals of the grant and foster collaboration between the two groups. For example, MSU ADVANCE worked with the task force subcommittee for childcare to administer a survey on spring break childcare needs (discussed in more detail in Section 4.6).

ADVANCE should continue to work closely with the task force to disseminate information about the grant and work toward common goals related to diversity, equity, and inclusion at Murray State.

4.3.2 Spring Break Childcare

Murray State ADVANCE aims to build a program to provide childcare for school-age children of faculty members during the students' spring break, as the dates of that break do not align with the university break. In spring 2020, MSU ADVANCE worked with the president's task force subcommittee on childcare to conduct a survey of faculty to collect more information about their childcare needs. Survey data will be used to inform the program development.

According to a stakeholder, the university closure in spring impacted the timeline for this project and there may be financial challenges due to state budget cuts, but the groups have continued to research options such as working with local childcare facilities to reserve spots for children in the care of Murray State employees.

4.4 Other Findings

4.4.1 Steering Committees

The MSU ADVANCE Internal Steering 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. Committee members offer feedback and direction on key ADVANCE initiatives and provide critical institutional buy-in for ADVANCE'S work.

The composition of the Internal Steering Committee also assists Murray State ADVANCE in gaining approval for specific projects that they would like to implement. For example, one interviewee stated that when the team discussed with the Internal Steering Committee a project that involved Human Resources, the president and provost expressed their support and the

committee member from Human Resources then agreed to move forward with it. The interviewee explained, “Sometimes it helps to have them all in the room.” Another person said:

“I think because the committee leaders do such a good job of sharing the data that we collect from campus, from surveys or from just demographic data. The higher administration being there and listening to the data makes it much more impactful because they see the need, instead of them just getting a document with summarized data. We discuss it, we discuss the need, and so their being there things happen then. If they see it, they see the need, and they say, ‘Okay, this is how we're going to support you,’ then it actually happens.”

The External Steering Committee includes seven faculty from other universities. The charge of the committee is to provide information on best practices and make recommendations related to sustainability and institutionalization. The group meets twice per year.

As the grant moves into its second year, it should draw on the experience and knowledge of its internal and external steering committee members to explore options for institutionalization.

4.4.2 Related Institutional Efforts

There are a number of initiatives and units at Murray State with goals that align with those of MSU ADVANCE, including the Women’s Faculty Caucus, the President’s Task Force on Work-Life Balance, the president’s graduate fellowship program for students from underrepresented groups, and the Office of Institutional Diversity, Equity and Access (IDEA).

The Women’s Faculty Caucus was established in 2016 to support women faculty at Murray State. In addition to providing opportunities for networking, the group has conducted a salary study, formed a task force to study gender bias in evaluations, and has made efforts to create a faculty mentoring program and family leave and spousal hiring policies. Members of the MSU ADVANCE team are involved with the caucus, which provides the opportunity for the groups to collaborate and work together. In fact, the two groups co-hosted an International Women’s Day event that included a session dedicated to editing Wikipedia pages about women and the groups have worked together on childcare initiatives.

As discussed in Section 4.3.1, Murray State ADVANCE works with the President’s Task Force on Work-Life Balance. Some stakeholders interviewed also mentioned a Presidential Task Force on Diversity. However, there was no knowledge of whether these two task forces were engaging with each other or if MSU ADVANCE had any involvement with the Diversity Task Force.

The IDEA office monitors institutional compliance with laws intended to promote diversity and prevent discrimination and harassment. In an external evaluation interview, a stakeholder said that once a year the office trains faculty on those issues and that search committees can elect to have one of those individuals participate on a committee to ensure that the committee is in compliance with relevant hiring laws. The MSU ADVANCE team may want to consider how to

work with the IDEA office to combine the existing IDEA training with the ADVANCE implicit bias interactive theatre training, since both aim to improve the faculty hiring process.

These existing efforts provide opportunities for collaboration, which can lead to enhanced outcomes for all groups involved, as summarized by this interviewee:

“Inclusion and diversity have been going on on campus for years. The action from the different groups might be better if they coincided with each other. Different groups are doing different things and if they banded together it might be more impactful.”

4.4.3 Intersectionality and Representation

A stated focus of the Murray State ADVANCE grant is to use an intersectional framework to improve recruitment and retention of female faculty at the university. Specifically, the grant seeks to understand the intersection of rank and gender on faculty experience. This approach should remain a focus of their work. In interviews with the external evaluator, some stakeholders mentioned the importance of considering how to incorporate other identities such as race. For example, one interviewee mentioned the current demographics of the university and the broader community where it is located present challenges in terms of ensuring that women of color are included in the grant work:

“There's not a lot of [women of color] on campus. And so I think they [ADVANCE] include women of color as much as they can. We're in an area, a very rural white area and so some of that is challenging, but what is discussed and the data that is shared, how we would like to move forward with more inclusive environment—the discussions are there, but as far as representation, I mean, that's challenging.”

Another interviewee acknowledged the importance of including women of color while not burdening them with extra service work, and said that the MSU ADVANCE team has been aware of that challenge:

“There is an intention to include women of color in the grant work. Our university is very white, and there are a few women of color...So, I think the other thing that's happening, not necessarily with ADVANCE, but at least with the university, is that women of color get called on because they're then seen as the experts of their experience. But I know that at least the leadership team with ADVANCE have been really mindful of that and they're not trying to overburden... But they've been pretty open and receptive to these issues for women of color.”

Some interviewees also mentioned that it would be useful to include more men in the MSU ADVANCE work and acting as advocates and allies to advance the goals.

5. CONCLUSION AND KEY RECOMMENDATIONS

Murray State ADVANCE grant efforts in Year 1 aimed to improve recruitment and retention of women faculty at the university. Activities included expanding the mentoring circles program established under the previous Catalyst grant, launching the writing retreat, organizing faculty development workshops, and taking foundational steps to establish the interactive theatre program and training videos.

The Murray State team developed relationships with key campus partners, including the Office of Institutional Diversity, Equity and Access (IDEA), Human Resources, Board of Regents, Women's Faculty Caucus, and the President's Task Force on Work-Life Balance. Representatives from those groups also serve on the MSU ADVANCE Internal Steering Committee, increasing opportunities for collaboration and fostering buy-in among institutional leaders.

Significant strengths of the first year of the grant include:

- Development of a community of support for women faculty through the Mentoring Circles program
- Launching a successful writing retreat that increased participants' confidence in their writing, helped participants address challenges that impact their writing productivity, and increased their ability to accomplish writing goals.
- Positive impacts on workshop attendees' knowledge of issues to support their professional development, including those around commercialization and evaluating professional requests
- Effective communication between the leadership team and steering committees
- Engagement with key campus partners and university leadership

The primary challenges observed in Year 1 include:

- Disbanding of some Mentoring Circles
- Considerable impacts resulting from the COVID-19 pandemic, including interruptions to in-person activities and shifting institutional priorities
- Anticipation of possible financial challenges to sustainability due to state budget cuts

The following recommendations are intended to build on the accomplishments in the first 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:

- When programming such as search committee training and tenure and promotion committee training are deployed, consider working deans and chairs to promote events and encourage attendance
- Continue to address intersectionality in programming and materials

- Work with relevant institutional partners to collect data on faculty demographics and information related to searches, hiring, tenure, and promotion in order to measure program impacts over the course of the grant
- Consider effective strategies for engaging men as advocates and allies in the work of the grant
- Establish direct connections with the Presidential Task Force on Diversity
- Begin to engage in conversations focused on how to institutionalize key programs

To conclude, Murray State ADVANCE made impressive progress in the first year of its Adaptation grant, with the launch and expansion of signature initiatives. Efforts in Year 2 should focus on how to foster engagement in the interactive theatre trainings, writing retreat, and workshops if they must be held virtually. The team should also continue to collaborate and share information with complementary institutional efforts to increase buy-in and enhance the impacts of its work.

APPENDIX: SURVEY INSTRUMENTS

Mentoring Circle Evaluation

1. Please rank the **top 3** most useful topics covered in the Mentoring Circle (where **1** was the *most useful* to you).
Write your rankings on the line next to your choices. Use each ranking (1, 2, 3) only once -- no ties.

- _____ How people get where they are; how they navigate; challenges they've overcome
- _____ Work/life balance
- _____ Listening to others w/o taking it personally (incl. performance evals, chair/dean feedback);
classroom management
- _____ Tenure & promotion
- _____ Salary and recognition
- _____ How to handle bullying, harassment, and aggressiveness; how to communicate effectively and
feel safe
- _____ Dealing with stress
- _____ Imposter Syndrome
- _____ Networking

2. Please mark the box that corresponds to your level of agreement with each of the following statements about your Mentoring Circle experience.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have personally benefitted from participating in a circle.	<input type="checkbox"/>				
I have professionally benefitted from participating in a circle.	<input type="checkbox"/>				
Participating in a circle has been a valuable use of my time.	<input type="checkbox"/>				
I have enlarged my professional networks at the university as a result of participating in a circle.	<input type="checkbox"/>				
I have enlarged my social networks at the university as a result of participating in a circle.	<input type="checkbox"/>				
Participating in a circle has helped me develop strategies for navigating Murray State.	<input type="checkbox"/>				
My sense of Murray State as a supportive community has strengthened as a result of participating in a circle.	<input type="checkbox"/>				
Participation in a circle has increased the likelihood that I will stay at Murray State.	<input type="checkbox"/>				

3. What is your current situation with regards to tenure (select one):
Tenure-track but not yet tenured *Tenured* *Non-tenure track*

4. In which set of colleges/schools is your department/unit (select one):
CHFA/COEHS/CSET/Agriculture COB/SNHP

5. Please mark the bubble that corresponds to your evaluation of the structure of your circle meetings:

Much too loose *Just right* *Much too structured*

6. Of the 10 circles, including today, how many have you attended? _____

7. Would you participate in a circle again next year?

- No
- Yes, with the same group.
- Yes, with a different group.
- Not sure

8. What was the greatest benefit you received from participation in a circle? (use back of sheet if you need more space)

Writing Retreat 2020 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. 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 _____
3. What additional challenges, if any, do you think you may experience *during the retreat* when trying to accomplish your writing goals? [Please describe]
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. Other than making progress towards your writing project, what else are you hoping to gain by participating in this retreat?

7. We welcome any additional comments:
8. What is your department?
9. At the start of fall semester, what is your anticipated rank?

Writing Retreat 2020 Post-Survey

(Same for both post and 3-month post)

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. 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 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. I accomplished the goals I had set for the retreat.
 - f. I found the materials on Canvas useful.
 - g. I would recommend the retreat to my colleagues.
7. What did you gain by participating in this retreat?
8. What are your writing goals for the next six months?
9. What did you learn from the writing retreat that you will carry forward as you work to accomplish your goals?
10. How can the retreat be improved?
11. We welcome any additional comments:

Workshop Survey: *So I have an idea, now what?*

January 30, 2020

1. Gender:
2. Race/Ethnicity:
3. College/Unit:
4. Rank/Role:
5. Before this training, how would you rate your knowledge of... (None, Limited, Moderate, Strong)
 - a. What goes into a patent
 - b. How to know if you have a product/idea that is protectable
 - c. Different types of intellectual property
 - d. The commercialization process
 - e. Funding opportunities to commercialize research
 - f. How your work could be developed to become marketable
6. After this training, how would you rate your knowledge of... (None, Limited, Moderate, Strong)
 - a. What goes into a patent
 - b. How to know if you have a product/idea that is protectable
 - c. Different types of intellectual property
 - d. The commercialization process
 - e. Funding opportunities to commercialize research
 - f. How your work could be developed to become marketable
7. To what extent do you agree with the following statements (Strongly disagree, Disagree, Neutral, Agree, Strongly agree):
 - a. I intend to use the information from this workshop to bring my research to market.
 - b. The examples of women who created and patented products and started companies was useful to me.
 - c. I would recommend this workshop to my colleagues.
8. What components of the workshop were most useful to you and why?
9. What (if anything) do you intend to do as a result of the information you learned in today's workshop?
10. What suggestions do you have for improving today's workshop?

Workshop Survey: *When to Say Yes and How to Say No*

February 28, 2020

1. Gender:
2. Race/Ethnicity:
3. College/Unit:
4. Rank/Role:
5. Before this training, how would you rate your knowledge of... (None, Limited, Moderate, Strong)
 - a. How to evaluate requests in terms of tenure expectations
 - b. How to evaluate requests in terms of your personal well-being
 - c. How to tell the difference between requests you should accept and those you should decline
 - d. How to say “no” without feeling guilty
6. After this training, how would you rate your knowledge of... (None, Limited, Moderate, Strong)
 - a. How to evaluate requests in terms of tenure expectations
 - b. How to evaluate requests in terms of your personal well-being
 - c. How to tell the difference between requests you should accept and those you should decline
 - d. How to say “no” without feeling guilty
7. To what extent do you agree with the following statements (Strongly disagree, Disagree, Neutral, Agree, Strongly agree):
 - a. I intend to use strategies presented in this workshop to evaluate requests in the future.
 - b. The personal examples Dr. Riskin provided were useful to me.
 - c. I would recommend this workshop to my colleagues.