List of Suggested Reviewers or Reviewers Not To Include (optional)

SUGGESTED REVIEWERS:
Not Listed

REVIEWERS NOT TO INCLUDE:
Not Listed

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Table 1: List the individual's last name, first name, middle initial, and organizational affiliation in the last 12 months.

1	Your Name:	Your Organizational Affiliation(s), last 12 mo	Last Active Date
	O'Brien, Jodi	Seattle University	Present

Table 2: List names as last name, first name, middle initial, for whom a personal, family, or business relationship would otherwise preclude their service as a reviewer.
R: Additional names for whom some relationship would otherwise preclude their service as a reviewer.

			to disambiguate common names	
2	Name:	Type of Relationship	Optional (email, Department)	Last Active
R:	Jenness, Valerie	Friend	UC Irvine	present
	Berger, Michele	Friend	University of North Carolina	present

Table 3: List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following.
G: The individual's Ph.D. advisors; and
T: All of the individual's Ph.D. thesis advisees.

to disambiguate common names

3	Advisor/Advisee Name:	Organizational Affiliation	Optional (email, Department)
G:	Cook, Karen	Standford University	Sociology
G:	Yamagishi, Toshio	University of Washington	Sociology
T:	King, Wes	University of Washington	Information Sciences
T:	Keyes, Os	University of Washington	Human Centered Design
T:	Shultz, Jackson	Dartmouth University	Humanities
T:	Temperini, Carlos	Pontifica University (Brazil)	Psychology
T:	Sumner, Jennifer	UC Irvine	Sociology
T:	Jonathan Stover	Loyola Chicago	Sociology

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to disambiguate common names

4	Name:	Organizational Affiliation	Optional (email, Department)	Last Active
A:	Trainer, Sarah	Seattle University		present
A:	Muraco, Anna	Loyola Maryland		present
C:	Britton, Dana	Rutgers		present
A:	Newman, David	Depauw		1/1/19
A:	Robertson, Michelle	St. Edwards University		1/1/19
A:	Jacoby, Jean	Seattle University		present
A:	Miguel, Agnieszka	Seattle University		present
A:	Slyvester, Donna	Seattle University		present
A:	Taylor, Colette	Seattle University		present
A:	Loertscher, Jennifer	Seattle University		present
A:	Tilghman-Havens, J.	Seattle University		present

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5	Name:	Organizational Affiliation	Journal/Collection	Last Active
E:	Stein, Arlene	Rutgers	Contexts	1/1/16
B:	Plummer, Ken	Wivenhoe	Sexualities	present
B:	Dworkin, Shari	University of Washington	Masculinities	present
E:	Johnston, Erin	Duke	Interpreting Religion	present
E:	DeGloma, Thomas	Rutgers	Interpreting Gender	present

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	Lohe, Debra	Saint Louis University	

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4	Name:	Organizational Affiliation	Optional (email, Department)	Last Active
A:	Lohe, Debra	Saint Louis University		
C:	Lohe, Debra	Saint Louis University		

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	Bracke, Paul J.	Gonzaga University	Nov-21

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3	Advisor/Advisee Name:	Organizational Affiliation	Optional (email, Department)
G:	Gary D. Rhoades	University of Arizona	
G:	Jennifer J. Lee	University of Arizona	
G:	Cheryl Knott	University of Arizona	

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4	Name:	Organizational Affiliation	Optional (email, Department)	Last Active
A:	McNeil, Beth	Purdue University		7/1/21
A:	Schlak, Timothy	Robert Morris University		10/21/21
A:	Corrall, Sheila	University of Pittsburgh		10/21/21
A:	Zanders, Tony	Skilltype, Inc.		11/20/21
A:	Maron, Nancy	Ithaka S+R		11/1/19
A:	Kennison, Rebecca	K|N Consultants		11/1/19
A:	Hall, Nathan	Virginia Tech University		11/1/19
A:	Gilman, Isaac	Pacific University		11/1/19
A:	Malenfant, Kara	American Library Association		11/1/19
A:	Roh, Charlotte	University of San Francisco		11/1/19
A:	Shorish, Yasmeen	James Madison University		11/1/19

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5	Name:	Organizational Affiliation	Journal/Collection	Last Active
E:	Schlak, Timothy	Robert Morris University		10/21/21
E:	Corrall, Sheila	University of Pittsburgh		10/21/21

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	Heiden-Rootes, Katie M.	Saint Louis University	

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3	Advisor/Advisee Name:	Organizational Affiliation	Optional (email, Department)
G:	Miller, Bobbi	Regis University	Rueckert-Hartman College of Health Professions
T:	Pettinelli, Doug	Private practice, retired Saint Louis University	
	Jankowski, Peter	Bethel University	Counseling Psychology

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A:	McGeorge, Christine	North Dakota State University		
A:	Salas, Joanne	Saint Louis University		
A:	Coburn, Katelyn	Kansas State University		
A:	Sandage, Steve	Boston University		
A:	Zubatsky, Max	Saint Louis University		
A:	Meyer, Dixie	Saint Louis University		
A:	Thompson, Tess	Washington University in St. Louis		
A:	Ferber, Megan	Saint Louis University		
A:	Wittenborn, Andrea	Michigan State University		
A:	Elroy, Jane	University of Missouri, Columbia		
A:	Hartwell, Erica	Fairfield University		
A:	Nedela, Mary	University of Conneticut		
A:	Bello, Jennifer	Saint Louis University		
A:	Miller, Bobbi	Regis University		
C:	Mancini, Michael	Saint Louis University		
C:	Meyer, Dixie	Saint Louis University		
C:	Garner, Annie	Saint Louis University		
C:	Barnes, Alicia	Saint Louis University		
C:	Russon, Jody	Drexel University		
C:	Linsenmeyer, Whitney	Saint Louis University		
C:	Smith, Craig	North Central University		
C:	Jacobs, Christine	Saint Louis University		
C:	Chou, Jessica	Drexel University		

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5	Name:	Organizational Affiliation	Journal/Collection	Last Active
B:	Harris, Steve	University of Minnesota	Journal of Marital & Family Therapy	Presently on advis

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Fixed column widths keep this sheet one page wide; if you cut and paste text, set font size at 10pt or smaller, and abbreviate, where necessary, to make the data fit.

To insert *n* blank rows, select *n* row numbers to move down, right click, and choose Insert from the menu.

You may fill-down (crtl-D) to mark a sequence of collaborators, or copy affiliations. Excel has arrows that enable sorting.

For "Last Active Date" and "Last Active" columns dates are optional, but will help NSF staff easily determine which information remains relevant for reviewer selection.
"Last Active Date" and "Last Active" columns may be left blank for ongoing or current affiliations.

Table 1: List the individual's last name, first name, middle initial, and organizational affiliation in the last 12 months.

1	Your Name:	Your Organizational Affiliation(s), last 12 mo	Last Active Date
	Bertagnolli, Maria E.	Gonzaga University	

Table 2: List names as last name, first name, middle initial, for whom a personal, family, or business relationship would otherwise preclude their service as a reviewer.
R: Additional names for whom some relationship would otherwise preclude their service as a reviewer.

			to disambiguate common names	
2	Name:	Type of Relationship	Optional (email, Department)	Last Active
R:	Bertagnolli, Monica M.	Family	mbertagnolli@bwh.harvard.edu	

Table 3: List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following.
G: The individual's Ph.D. advisors; and
T: All of the individual's Ph.D. thesis advisees.

to disambiguate common names

3	Advisor/Advisee Name:	Organizational Affiliation	Optional (email, Department)
G:	Beckerle, Mary C.	University of Utah, Salt Lake City, UT	mary.beckerle@hci.utah.edu
T:			

Table 4: List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following:

A: Co-authors on any book, article, report, abstract or paper with collaboration in the last 48 months (publication date may be later); and
C: Collaborators on projects, such as funded grants, graduate research or others in the last 48 months.

to disambiguate common names

4	Name:	Organizational Affiliation	Optional (email, Department)	Last Active
C:	Bruce, Chrystal	John Carroll University	cbruce@jcu.edu	
C:	Kirk, Sarah	Hobart and William Smith Colleges	kirk@hws.edu	
C:	Roberts-Kirchhoff, Elizabet	University of Detroit Mercy	robkires@udmercy.edu	
C:	Schepmann, Hala	Southern Oregon University	schepmah@sou.edu	
C:	Flatt, Patricia	Western Oregon University	flattp@wou.edu	
C:	Turgeon, Victoria	Furman University	victoria.turgeon@furman.edu	
C:	Watson Mary K.	The Citadel	mwatson9@citadel.edu	
C:	Swanier, Cheryl	Univerity of Massachusetts Amherst	cswanier@cs.umass.edu	
C:	Slattery, John	University of Washington Medicine	jts@uw.edu	

Table 5: List editorial board, editor-in chief and co-editors with whom the individual interacts. An editor-in-chief must list the entire editorial board.
B: Editorial Board: List name(s) of editor-in-chief and journal in the past 24 months; and
E: Other co-Editors of journal or collections with whom the individual has directly interacted in the last 24 months.

to disambiguate common names

5	Name:	Organizational Affiliation	Journal/Collection	Last Active
	N/A	N/A	N/A	N/A

The following information regarding collaborators and other affiliations (COA) must be separately provided for each individual identified as senior project personnel. The COA information must be provided through use of this COA template.

Please complete this template (e.g., Excel, Google Sheets, LibreOffice), save as .xlsx or .xls, and upload directly as a Research.gov or FastLane Collaborators and Other Affiliations single-copy document. Do not upload .pdf. Grants.gov Users: The COA information must be provided through use of the COA template and uploaded as a PDF attachment.

Please note that some information requested in prior versions of the PAPPG is no longer requested. THIS IS PURPOSEFUL AND WE NO LONGER REQUIRE THIS INFORMATION TO BE REPORTED. Certain relationships will be reported in other sections (i.e., the names of postdoctoral scholar sponsors should not be reported, however if the individual collaborated on research with their postdoctoral scholar sponsor, then they would be reported as a collaborator). The information in the tables is not required to be sorted, alphabetically or otherwise.

There are five separate categories of information which correspond to the five tables in the COA template:

COA template Table 1:
List the individual's last name, first name, middle initial, and organizational affiliation in the last 12 months.

COA template Table 2:
List names as last name, first name, middle initial, for whom a personal, family, or business relationship would otherwise preclude their service as a reviewer.

COA template Table 3:
List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following:
• The individual's Ph.D. advisors; and
• All of the individual's Ph.D. thesis advisees.

COA template Table 4:
List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following:
• Co-authors on any book, article, report, abstract or paper with collaboration in the last 48 months (publication date may be later); and
• Collaborators on projects, such as funded grants, graduate research or others in the last 48 months.

COA template Table 5:
List editorial board, editor-in chief and co-editors with whom the individual interacts. An editor-in-chief must list the entire editorial board.
• Editorial Board: List name(s) of editor-in-chief and journal in the past 24 months; and
• Other co-Editors of journal or collections with whom the individual has directly interacted in the last 24 months.

The template has been developed to be fillable, however, the content and format requirements must not be altered by the user. This template must be saved in .xlsx or .xls format, and directly uploaded into Research.gov or FastLane as a Collaborators and Other Affiliations single-copy document. Using the .xlsx or .xls format will enable preservation of searchable text that otherwise would be lost. It is therefore imperative that this document be uploaded in .xlsx or .xls only. Uploading a document in any format other than .xlsx or .xls may delay the timely processing and review of the proposal.

This information is used to manage reviewer selection. See Exhibit II-2 for additional information on potential reviewer conflicts.

1. Note that graduate advisors are no longer required to be reported.
2. Editorial Board does not include Editorial Advisory Board, International Advisory Board, Scientific Editorial Board, or any other subcategory of Editorial Board. It is limited to those individuals who perform editing duties or manage the editing process (i.e., editor in chief).

List names as Last Name, First Name, Middle Initial. Additionally, provide email, organization, and department (optional) to disambiguate common names.

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To insert *n* blank rows, select *n* row numbers to move down, right click, and choose Insert from the menu.

You may fill-down (crtl-D) to mark a sequence of collaborators, or copy affiliations. Excel has arrows that enable sorting.

For "Last Active Date" and "Last Active" columns dates are optional, but will help NSF staff easily determine which information remains relevant for reviewer selection.
"Last Active Date" and "Last Active" columns may be left blank for ongoing or current affiliations.

Table 1: List the individual's last name, first name, middle initial, and organizational affiliation in the last 12 months.

1	Your Name:	Your Organizational Affiliation(s), last 12 mo	Last Active Date
	Lee, Kristi	Seattle University	

Table 2: List names as last name, first name, middle initial, for whom a personal, family, or business relationship would otherwise preclude their service as a reviewer.
R: Additional names for whom some relationship would otherwise preclude their service as a reviewer.

to disambiguate common names

2	Name:	Type of Relationship	Optional (email, Department)	Last Active
R:	None			

Table 3: List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following.
G: The individual's Ph.D. advisors; and
T: All of the individual's Ph.D. thesis advisees.

to disambiguate common names

3	Advisor/Advisee Name:	Organizational Affiliation	Optional (email, Department)
G:	McAdams, Charles III	The College of William and Mary	Counselor Education
T:	Foster, Victoria	The College of William and Mary	Counselor Education
T:	Ward, Thomas	The College of William and Mary	School of Education

Table 4: List names as last name, first name, middle initial, and provide organizational affiliations, if known, for the following:

A: Co-authors on any book, article, report, abstract or paper with collaboration in the last 48 months (publication date may be later); and
C: Collaborators on projects, such as funded grants, graduate research or others in the last 48 months.

to disambiguate common names

4	Name:	Organizational Affiliation	Optional (email, Department)	Last Active
A:	Moy, Greg E	Seattle University		8/1/20
A:	Hurtado Bonatto, F. E.	Universidad Rafael Landivar		4/1/21
A:	Moreno, Joyce	Seattle University Graduate Student		4/21/21
C:	LaSalle, Marcia	Seattle University Graduate Student		ongoing
C:	Pacheco Badillo, Diana	Seattle University Graduate Student		ongoing
C:	Beltran, Alcira	Seattle University Graduate Student		ongoing
C:	Gross-Shader	City of Seattle		ongoing
C:	Hooper, Vanessa	Seattle University Graduate Student		ongoing
C:	Green, Samamtha	Seattle University Graduate Student		ongoing
C:	Aman, Roza	Seattle University Graduate Student		ongoing
C:	Jahns, Rhiannon	Seattle University Graduate Student		ongoing
C:	Howe, Keira	Seattle University Graduate Student		ongoing

Table 5: List editorial board, editor-in chief and co-editors with whom the individual interacts. An editor-in-chief must list the entire editorial board.
B: Editorial Board: List name(s) of editor-in-chief and journal in the past 24 months; and
E: Other co-Editors of journal or collections with whom the individual has directly interacted in the last 24 months.

to disambiguate common names

5	Name:	Organizational Affiliation	Journal/Collection	Last Active
B:	Manis, Amie	National Board of Certified Counselors	The Professional Counselor	8/21/21
E:				

COVER SHEET FOR PROPOSAL TO THE NATIONAL SCIENCE FOUNDATION

PROGRAM ANNOUNCEMENT/SOLICITATION NO./DUE DATE	☐ Special Exception to Deadline Date Policy	FOR NSF USE ONLY
NSF 20-554 11/03/21		NSF PROPOSAL NUMBER

FOR CONSIDERATION BY NSF ORGANIZATION UNIT(S) (Indicate the most specific unit known, i.e. program, division, etc.)

HRD - ADVANCE

DATE RECEIVED	NUMBER OF COPIES	DIVISION ASSIGNED	FUND CODE	DUNS# (Data Universal Numbering System)	FILE LOCATION
				051241875	

EMPLOYER IDENTIFICATION NUMBER (EIN) OR TAXPAYER IDENTIFICATION NUMBER (TIN)	SHOW PREVIOUS AWARD NO. IF THIS IS ☐ A RENEWAL ☐ AN ACCOMPLISHMENT-BASED RENEWAL	IS THIS PROPOSAL BEING SUBMITTED TO ANOTHER FEDERAL AGENCY? YES ☐ NO ☐ IF YES, LIST ACRONYM(S)
910565006		

NAME OF ORGANIZATION TO WHICH AWARD SHOULD BE MADE	ADDRESS OF AWARDEE ORGANIZATION, INCLUDING 9 DIGIT ZIP CODE
Seattle University	**Seattle University** **901 12th Ave**
AWARDEE ORGANIZATION CODE (IF KNOWN) **0037903000**	**Seattle,WA.981221090**

NAME OF PRIMARY PLACE OF PERF	ADDRESS OF PRIMARY PLACE OF PERF, INCLUDING 9 DIGIT ZIP CODE
Seattle University	**Seattle University** **901 12th Avenue** **Seattle ,WA ,981221090 ,US.**

IS AWARDEE ORGANIZATION (Check All That Apply)	☐ SMALL BUSINESS	☐ MINORITY BUSINESS	☐ IF THIS IS A PRELIMINARY PROPOSAL
	☐ FOR-PROFIT ORGANIZATION	☐ WOMAN-OWNED BUSINESS	THEN CHECK HERE

TITLE OF PROPOSED PROJECT   **Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values**

REQUESTED AMOUNT	PROPOSED DURATION (1-60 MONTHS)	REQUESTED STARTING DATE	SHOW RELATED PRELIMINARY PROPOSAL NO. IF APPLICABLE
$ **999,784**	**36** months	**08/01/22**	

THIS PROPOSAL INCLUDES ANY OF THE ITEMS LISTED BELOW

☐ BEGINNING INVESTIGATOR
☐ DISCLOSURE OF LOBBYING ACTIVITIES
☐ PROPRIETARY & PRIVILEGED INFORMATION
☐ HISTORIC PLACES
☐ VERTEBRATE ANIMALS IACUC App. Date _____
    PHS Animal Welfare Assurance Number _____
☒ TYPE OF PROPOSAL   **Research** _____

☒ HUMAN SUBJECTS   Human Subjects Assurance Number _____
    Exemption Subsection _____ or IRB App. Date **Pending** _____
☐ FUNDING OF INT'L BRANCH CAMPUS OF U.S IHE
☐ FUNDING OF FOREIGN ORGANIZATION OR FOREIGN INDIVIDUAL
☐ INTERNATIONAL ACTIVITIES: COUNTRY/COUNTRIES INVOLVED
_____

☒ COLLABORATIVE STATUS
    Not a collaborative proposal

PI/PD DEPARTMENT	PI/PD POSTAL ADDRESS **901 12th Ave**
PI/PD FAX NUMBER	**Seattle,WA 981221090** **United States**

NAMES (TYPED)	High Degree	Yr of Degree	Telephone Number	Email Address
PI/PD NAME **Jodi O'Brien**	**PhD**	**1992**		**jobrien@seattleu.edu**
CO-PI/PD **Maria E Bertagnolli**	**PhD**	**1993**	**509-313-6687**	**bertagnolli@gonzaga.edu**
CO-PI/PD **Paul Bracke**	**PhD**	**2012**	**509-313-6535**	**bracke@gonzaga.edu**
CO-PI/PD **Katie M Heiden-Rootes**	**PhD**	**2014**	**314-977-8196**	**katie.heidenrootes@health.slu.edu**
CO-PI/PD **Debra Lohe**	**PhD**	**2004**	**314-977-3485**	**debra.lohe@slu.edu**

CERTIFICATION PAGE

Certification for Authorized Organizational Representative (or Equivalent)

By electronically signing and submitting this proposal, the Authorized Organizational Representative (AOR) is: (1) certifying that statements made herein are true and complete to the best of his/her knowledge; and (2) agreeing to accept the obligation to comply with NSF award terms and conditions if an award is made as a result of this application. Further, the applicant is hereby providing certifications regarding conflict of interest (when applicable), flood hazard insurance (when applicable), responsible conduct of research, and organizational support as set forth in the NSF Proposal & Award Policies & Procedures Guide (PAPPG). Willful provision of false information in this application and its supporting documents or in reports required under an ensuing award is a criminal offense (U. S. Code, Title 18, §1001).

Certification Regarding Conflict of Interest

The AOR is required to complete certifications stating that the organization has implemented and is enforcing a written policy on conflicts of interest (COI), consistent with the provisions of PAPPG Chapter IXA; and that, to the best of his/her knowledge, all financial disclosures required by the conflict of interest policy were made; and that conflicts of interest, if any, were, or prior to the organizations expenditure of any funds under the award, will be, satisfactorily managed, reduced or eliminated in accordance with the organizations conflict of interest policy. Conflicts that cannot be satisfactorily managed, reduced or eliminated and research that proceeds without the imposition of conditions or restrictions when a conflict of interest exists, must be disclosed to NSF via use of the Notifications and Requests Module in FastLane.

Certification Regarding Flood Hazard Insurance

Two sections of the National Flood Insurance Act of 1968 (42 USC §4012a and §4106) bar Federal agencies from giving financial assistance for acquisition or construction purposes in any area identified by the Federal Emergency Management Agency (FEMA) as having special flood hazards unless the:

(1) community in which that area is located participates in the national flood insurance program; and
(2) building (and any related equipment) is covered by adequate flood insurance.

By electronically signing the Certification Pages, the Authorized Organizational Representative (or equivalent) located in FEMA-designated special flood hazard areas is certifying that adequate flood insurance has been or will be obtained in the following situations:
(1) for NSF grants for the construction of a building or facility, regardless of the dollar amount of the grant; and
(2) for other NSF grants when more than $25,000 has been budgeted in the proposal for repair, alteration or improvement (construction) of a building or facility.

Certification Regarding Responsible Conduct of Research (RCR)

(This certification is not applicable to conference proposals.)
By electronically signing the Certification Pages, the Authorized Organizational Representative is certifying that, in accordance with the NSF Proposal & Award Policies & Procedures Guide, Chapter IX.B., the institution has a plan in place to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduates, graduate students and postdoctoral researchers who will be supported by NSF to conduct research.
The AOR shall require that the language of this certification be included in any award documents for all subawards at all tiers.

Certification Regarding Organizational Support

By electronically signing the Certification Pages, the Authorized Organizational Representative (or equivalent) is certifying that there is organizational support for the proposal as required by Section 526 of the America COMPETES Reauthorization Act of 2010. This support extends to the portion of the proposal developed to satisfy the Broader Impacts Review Criterion as well as the Intellectual Merit Review Criterion, and any additional review criteria specified in the solicitation. Organizational support will be made available, as described in the proposal, in order to address the broader impacts and intellectual merit activities to be undertaken.

Certification Regarding Dual Use Research of Concern

By electronically signing the certification pages, the Authorized Organizational Representative is certifying that the organization will be or is in compliance with all aspects of the United States Government Policy for Institutional Oversight of Life Sciences Dual Use Research of Concern.

Certification Regarding the Meeting Organizer's Written Policy or Code-of-Conduct that Addresses Sexual Harassment, Other Forms of Harassment, and Sexual Assault

(This certification is only applicable to travel proposals)
By electronically signing the Cover Sheet, the AOR is certifying that prior to the proposer's participation in the meeting, the proposer will assure that the meeting organizer has a written policy or code-of-conduct that addresses sexual harassment, other forms of harassment, and sexual assault, and that includes clear and accessible means of reporting violations of the policy or code-of-conduct. The policy or code-of-conduct must address the method for making a complaint as well as how any complaints received during the meeting will be resolved. The proposer is not required to submit the meeting organizer's policy or code-of-conduct for review by NSF.

Certification Regarding Family Leave Status (or equivalent)

(This certification is only applicable to career-life balance supplemental funding requests)
By electronically signing the certification pages, the Authorized Organizational Representative hereby certifies that the request for a technician (or equivalent) is because the (PI/co-PI/senior personnel/ NSF Graduate Research Fellow/postdoctoral researcher/graduate student) is, or will be, on family leave status (or equivalent) from the organization in accordance with the organization's policies. The Authorized Organizational Representative also affirms that the organization is able to fill the position for which funding is being requested, in an appropriate timeframe.

AUTHORIZED ORGANIZATIONAL REPRESENTATIVE	SIGNATURE	DATE
NAME		
TELEPHONE NUMBER	EMAIL ADDRESS	FAX NUMBER

PROJECT SUMMARY

Overview:

Institutional inability among U.S. institutions of higher education to recognize, measure, and evaluate a comprehensive and inclusive range of activities is a significant barrier to advancement for women and faculty of color who engage disproportionately in activities that directly benefit students, universities, and communities, but which are not easily captured in traditional measures of "impact." This project aims to reimagine the "impact factor" by realigning evaluation of faculty contributions with the broader range of activities that constitute the foundation of higher education. The proposed program is the culmination of more than a year of focused communication between Gonzaga University, Saint Louis University, and Seattle University – the Partners on the proposed NSF ADVANCE Partnership grant. The three universities share a Jesuit mission grounded in education of the whole person for social justice leadership and have each established a university-wide commitment to diversity, equity, and inclusion with explicit language indicating that faculty activities promoting diversity and inclusion are a priority. All three universities show markedly similar faculty work patterns, whereby essential but under-valued activities are routinely undertaken with the same pattern of over-representation of women and faculty of color who are stalled with respect to promotion. This Partnership Proposal builds on a Seattle University 2016-2021 NSF ADVANCE-IT grant (#1629875). The ADVANCE-IT grant focused on cultivating the changes necessary to implement a sustainable faculty development path toward advancement that includes recognition and reward of traditionally hidden or under-valued work. We have concluded that there are three inter-related elements within the general work of revising advancement processes to be more comprehensive and mission aligned. These are: recognition by faculty and administrators within an institution of a broader more inclusive range of faculty contributions; the development of a toolkit for assigning merit to and evaluating these activities; and intentional faculty development in alignment with a more comprehensively recognized range of career pathways. The proposed ADVANCE Partnership provides an ideal opportunity to experiment with variations on implementing revisions, variations that might be more suited to different types of universities, thereby making the initial SU ADVANCE IT project more widely generalizable.

Intellectual Merit:

We have identified four general areas of under-valued faculty activities in which women and faculty of color are over-represented. These areas include: under-valued scholarship (including science education research, applied research, public-oriented research); community engagement; faculty administrative leadership; and institutional work to meet diversity and inclusion aims. The focus of the proposed NSF ADVANCE Partnership is reimagining faculty evaluation for promotion using approaches specifically suited to each of these areas.

Broader Impacts:

In the U.S. today, many institutions of higher education have clearly articulated missions, and these are vital in providing a raison d'etre for the diverse faculty, students, and staff who work there. Missions also provide an important, publicly accessible explanation to surrounding communities for what an institution does and why it exists. At the same time, however, at institutions that have a clearly articulated mission, many "mission resonant" activities performed by faculty are relied upon but taken for granted. There is widespread need for evaluation measures to align with activities. This proposed Partnership grant initiates important structural change aimed squarely at redressing this identified key area of change, first at the three identified Partnership institutions, but with the eventual goal of disseminating cultural change across the AJCU and ADVANCE networks more broadly.

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Project Description (Including Results from Prior NSF Support) (not to exceed 15 pages) **(Exceed only if allowed by a specific program announcement/solicitation or if approved in advance by the appropriate NSF Assistant Director or designee)**	14	
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Biographical Sketches (Not to exceed 3 pages each)	17	
Budget (Plus up to 5 pages of budget justification)	21	
Current and Pending Support	19	
Facilities, Equipment and Other Resources	4	
Special Information/Supplementary Documents (Data Management Plan, Mentoring Plan and Other Supplementary Documents)	18	
Appendix (List below.) **(Include only if allowed by a specific program announcement/ solicitation or if approved in advance by the appropriate NSF Assistant Director or designee)**		

Appendix Items:

*Proposers may select any numbering mechanism for the proposal. The entire proposal however, must be paginated. Complete both columns only if the proposal is numbered consecutively.

Project Description

Organizational Context, Data, and Problem Analysis
The undervaluation of many of the activities that constitute faculty careers is a significant barrier to advancement for women and faculty of color in STEM and SBS fields (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22). Faculty administrators, department chairs, and peer evaluation committees may acknowledge that student-centered activities, contributions to diversity and inclusion, community engagement, and applied research are worthwhile, but claim they don't know how to assign actual worth to these activities when it comes to evaluating faculty for promotion. Culturally and structurally, we value what we know how to count. Number of publications, rank of a journal, and citation indices are relatively easy measures to ascertain, but how accurate or valid are they as measures of faculty contribution and professional development? In the proposed project, we aim to address these pre-existing gaps and the inequities that stem from them by developing a toolkit for evaluating the broader range of faculty activities that constitute faculty careers.

Institutional inability among U.S. institutions of higher education to recognize, measure, and evaluate a comprehensive and inclusive range of activities is a significant barrier to advancement for women and faculty of color, who engage disproportionately in activities that directly benefit students, universities, and communities, but which are not easily captured in traditional measures of "impact." This project therefore aims to reimagine the "impact factor" by realigning evaluation of faculty contributions with the broader range of activities that constitute the foundation of higher education.

This Partnership Proposal builds on a Seattle University 2016-2021 NSF ADVANCE-IT grant (#1629875), which is directed by Dr. Jodi O'Brien, who will also serve as PI of the proposed Partnership grant. The ADVANCE-IT grant focused on cultivating both the cultural (adaptive) and structural (technical) changes necessary to implement a sustainable faculty development path toward advancement that includes recognition and reward of traditionally hidden or under-valued work. The initial ADVANCE-IT grant was grounded in the observation that much of the work that constitutes faculty careers in mission-focused universities does not count toward promotion: student-centered, community-focused, and institution-sustaining activities are expected faculty contributions, but are not recognized as a measure of faculty success. Traditional metrics of success center on discovery research that is published in competitive, ranked, discipline-specific journals.

Based on 77 in-depth interviews; 2 focus groups; and content analysis of 40 CVs, 20 candidate statements for promotions, and 27 "faculty reflection statements," the Seattle University Advance-IT grant generated an inventory of under-recognized activities that faculty report being engaged in as part of their work in a comprehensive, mission-focused university. Many of these activities reflect considerable expertise and experience and are foundational to student success and institutional reputation and ranking. Yet, they count little, or not at all toward faculty advancement. Most notably, this hidden work is disproportionately done by women and faculty of color and in particular, by women of color – echoing a wealth of intersectional research indicating that women of color face layered complexities and mutually amplifying challenges within the academy (e.g., 4, 5, 9, 10, 18, 20). Because of their greater involvement in these under-valued, but necessary, institution-sustaining and student-supporting activities, women faculty and faculty of color lag behind white faculty and men faculty in their path to advancement. This trend is exacerbated by current institutional emphases on Diversity, Equity, and Inclusion (DEI) work, which women and faculty of color are disproportionately asked to perform, but typically without recognition that this could be a path to advancement. The pandemic has illuminated at the same time that it has intensified disparities in contributions to necessary but under-valued institutional support work. For instance, current studies

demonstrate that women and faculty of color are contributing significant time and effort to pandemic-related student support outside the classroom (15).

Relying on a Participatory Action Research (PAR) Model, SU ADVANCE has successfully implemented an intervention in the form of revised guidelines for promotion that explicitly incorporate formerly under-valued activities into the promotion pathway. As described in the newly adopted preamble, "These guidelines constitute the basis for instructing faculty, faculty mentors, faculty administrators, and review committees in an integrated, holistic evaluation of faculty careers and contributions that include a range of activities reflecting intentional faculty development and contribution." As a pathway to holistic evaluation, a key aspect of the SU ADVANCE IT grant has been the implementation of "Holistic Faculty Development Plan." The Holistic Faculty Development Plan is initiated by faculty in their first year post-tenure and is intended to be a dynamic, work-in-progress that includes consideration and systematic development around faculty expertise, identified communities of practice, alignment with university mission, and alignment with university professional responsibilities. The final phase of SU ADVANCE has focused on mentoring faculty to articulate intentional career paths that integrate their historically under-valued activities and to make the case for the value of these activities under the new guidelines. Accordingly, promotion portfolios should now include evidence of systematic development, strongly articulated expert focus, strong engagement of focus within specific community(ies) of practice, and "impact" through documented artifacts relevant to the community(ies) of practice.

Initial evidence of the success of the new guidelines is in the increase in number of petitions for promotion. In the past fifteen years, the SU average has been 2-3 promotion applications (men and women) per year. In 2020, 9 women (including 7 women of color) applied for and were awarded promotion at Seattle University. For 2021, 11 women have already applied for promotion (in the same two years, men have made up two of the applications each year). Across these two cohorts, the average length of time in rank for women at the associate level is 10 years (as compared with an average of 6 years for the men who apply for promotion). Many of the women applying for promotion directly credit the revised promotion guidelines and the corresponding SU ADVANCE-sponsored mentoring with giving them the confidence to submit promotion dossiers.

In addition to training faculty in articulating and presenting holistic faculty development portfolios, corresponding training with deans, department chairs, and faculty evaluation committees is essential to fully implementing the revisions. In 2020 we began training these groups how to read and evaluate portfolios holistically. As we moved deeper into this training and gathered feedback and analyzed it in accordance with our PAR approach, a next-level challenge emerged: how to effectively and accurately measure and evaluate the merit of previously hidden or under-valued work. For example, a case study-based workshop with 7 deans representing Business and Economics, Education, Engineering, Law, Nursing, Sciences, and Social Sciences revealed that they embraced the new guidelines and were literate in the underlying cultural shifts these guidelines represented, but they also raised many questions about how to assign worth to particular activities. In short, while we have been successful in disrupting a long-standing barrier to promotion - the culture of discipline-focused "discovery" research memorialized through individualized publications as the central measure of faculty success - we have now identified an additional persistent barrier. This barrier is the lack of capacity and mechanisms for evaluating the broader range of activities constituting faculty careers in mission-focused institutions. Determining what to count and how to count it is a significant next step in fully implementing and sustaining recognition of more comprehensive, inclusive, and equitable pathways to promotion.

The possibility of a collaborative ADVANCE Partnership Grant emerged as we began sharing our SU ADVANCE work across the well-established Association of Jesuit Colleges and Universities (AJCU). Colleagues across the network invited us to present on our work and

began asking us to consult on how variations of our plan for holistic faculty development could work in their own institutions. The NSF ADVANCE Partnership grant is an ideal pathway for exploring faculty evaluation measures and designing interventions with the intent of disrupting the barrier of (dis)counting a comprehensive range of faculty activities. In embarking on this project, we are cognizant that Saint Louis University and Gonzaga University have not undertaken the full process of instituting revised promotion guidelines, as has been done at Seattle University. As a project team, we have had several discussions about the implications of this, specifically asking, is adoption of a formal policy of holistic faculty development a necessary prerequisite for developing an evaluation toolkit for a more comprehensive and inclusive range of faculty activities?

We have concluded that there are three pivotal and inter-related elements within the general work of revising advancement processes to be more comprehensive and mission aligned. These are:

(1) Recognition by faculty and administrators within an institution of a broader and more inclusive range of faculty contributions;
(2) The development of a toolkit for assigning merit to and evaluating these activities;
(3) Intentional faculty development in alignment with a more comprehensively recognized range of career pathways.

These elements are not linear. In other words, it is possible, and perhaps even more effective, to begin with the question of evaluation and to then integrate it into a university-wide process for revising promotion criteria to be more comprehensive and inclusive. Seattle University's adoption of a Holistic Faculty Development Plan is one pathway to revision, but not the only one. The proposed ADVANCE Partnership provides an occasion to experiment with variations on implementing revisions, variations that might be more suited to different types of universities, thereby making the initial SU ADVANCE IT project more widely generalizable.

Organizational Partners

The proposed program is the culmination of more than a year of focused work within the AJCU network, and communication between Gonzaga University, Saint Louis University, and Seattle University – the Partners on the proposed NSF ADVANCE Partnership grant – in particular. The three universities share a Jesuit mission grounded in education of the whole person for social justice leadership and have each established a university-wide commitment to diversity, equity, and inclusion with explicit language indicating that faculty activities promoting diversity and inclusion are a priority. While the three partner institutions share a mission focus, they have differing degrees of investment in traditional research paradigms: Saint Louis University is currently seeking to position itself as the premier research university in Jesuit higher education, Gonzaga University is working to enhance its reputation as a premier primarily undergraduate Jesuit university, and Seattle University is aiming to become a top tier comprehensive university. These three universities are thus representative of the general types found within the 28 schools of the AJCU, as well as across a wide range of mission-focused universities, including designated minority serving colleges and universities. More importantly for the Partnership, however, all three universities show markedly similar faculty work patterns, whereby essential but under-valued activities are routinely undertaken with the same pattern of over-representation of women and faculty of color who are stalled with respect to promotion.

Gonzaga University has a total of 351 tenured and tenure-track faculty with 55% men and 45% women overall. In STEMM fields, with a total of 160 tenured and tenure-track faculty, 62 are women and 98 are men. For the rank of Associate professor, 28 are women and 32 are men. At the rank of Professor, 40 are men and 18 are women. Over the past 10 years, an average of 7 men and 6 women have been granted tenure each year, roughly proportionate to the gender distribution of the faculty. The rates of promotion indicate much less balance (e.g., 4 men:1 woman [2014]; 8 men:2 women [2015]; 6 men:4 women [2016 and 2017]; and 7 men:2

women [2018]) until 2019, at which point, women begin to outnumber or equal men in gaining promotion (4 men:5 women [2019]; 4 men:8 women [2020]; 5 men: 5 women [2021]). In the past 3 years, Gonzaga has made a vigorous attempt to prepare women faculty for promotion through an NSF ADVANCE Partnership grant, *ASCEND: Advancing STEM Careers by Empowering Network Development*. One of the co-PIs on this grant is Dr. Maria Bertagnolli, who also is a co-PI on the present proposal. Similar to Seattle University, the recent increase in numbers of women being granted promotion indicates the success of dedicated outreach to and mentoring for women faculty. The women who have recently petitioned for promotion state that the ADVANCE program made them more confident in applying for promotion. Notably, the women applying for promotion in recent years have been in rank significantly longer than men faculty (averaging as much as 5 years longer). One of the aims of this partnership proposal is to build on the successes of these recent ADVANCE program gains and to prepare women faculty to petition for promotion much earlier in their careers.

With the support of a grant from the National Institutes of Health, Project RESIDE, Saint Louis University is engaged in a strategic effort to hire and retain women and faculty of color in STEMM fields (N= 417 total tenure and tenure track faculty). The project is showing success. For instance, in the sciences there was a 20% increase in faculty hires of women from 2016 to 2018 and an increase of 8-14% in women from underrepresented "racial minority groups." In the Parks College of Engineering, Aviation, and Technology, gender diversity has increased: from 2017-2019, 43% of all new faculty hires were female, up from 35% in 2014-2016. The university recognizes that examining and revising its evaluation and promotion standards is key to retaining engaged faculty. Accordingly, they have established an Administrative Core charged with development and implementation of Project RESIDE activities that includes formulating and integrating policies and procedures into the university's Diversity, Equity, and Inclusion (DEI) strategic plan for the purposes of achieving systemic change. The Administrative Core includes the Provost's Office, the Office for Diversity and Community Engagement, and the Deans. These are all groups that have been identified as having the power to enact the systemic change necessary for true transformation to occur. The SLU Administrative Core has created a Faculty Fellow for Equity Issues to take the lead in implementing these initiatives, which include developing and implementing multilevel interventions and university-wide faculty policies that track with the Project RESIDE aims. This Faculty Fellow is one of the Co-PIs (Dr. Heiden Rootes) on our proposal.

Under-Valued, Uncounted Contributions
In our partner conversations to date, we have coded our "faculty activities inventory" into four general areas of under-valued faculty activity. These activities are:
  (1) Under-valued types of scholarship, including science and engineering education research, applied research, and public-oriented research (e.g., public health, public policy, education);
  (2) Community engagement work;
  (3) Faculty administrative leadership (e.g., institution building);
  (4) Institutional labor around diversity, equity, and inclusion (DEI) aims.
Each of the four areas of under-valued faculty activities requires distinct considerations regarding recognition and evaluation of merit. For instance, when an institution chooses to recognize science education research, it may look to the publication of textbooks and related publications on science education as evidence of faculty merit. These artifacts of contribution are relatively easy to count. However, how does a peer evaluation committee evaluate the merit of a protocol developed by a public-health focused psychologist for health care providers to virtually experience schizophrenic hallucinations and thereby administer more informed care? How do we count the contributions of the economist who provides community workshops and consults with local government on predatory lending? Or the sociologist who applies their

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expertise in anti-racist practices to curriculum revision for the university? Or the civil engineer who works with local government and community organizations to promote equitable access to quality transportation infrastructure?

Community engagement is accorded much worth in Jesuit higher education, but faculty deeply immersed in community engagement report that they don't even know where to put the activities on their CVs. How do we measure and evaluate this work? The means for doing so – identifying what artifacts and activities to count, how to measure their impact, and how to evaluate them – must reflect the work itself. Through this proposed Partnership Grant, we seek to design and implement programmatic mechanisms for evaluating the broad range of faculty activities that directly reflect the mission of Seattle University, Gonzaga University, and Saint Louis University, while also developing a model that can be adapted to a wide range of universities. This project will also offer training for the challenging work required in learning how to assign worth to these activities.

The first three areas listed above each include labor that can be rendered tangible and which we can learn to recognize and evaluate. DEI work, characterized by deep mentoring, navigation of institutional barriers, and intense emotional labor, is less tangible, but nonetheless constitutes a significant career aspect for many women and faculty of color. This hidden work is one reason women's careers – and especially the careers of women of color – "stall" relative to men, but there is little discussion of the characteristics of the labor itself. The assumption seems to be that women and faculty of color are better suited to this work and have essential qualities that draw them to it. The women of color participating in our SU ADVANCE interviews, focus groups, and current workshops, tell a different story: for them, the work may be essential to shifting higher education toward more inclusivity, but their own interest in and capacity for it varies. Many of them state explicitly that this is not what they want to be doing, while others are passionate about the labor and want to be recognized and rewarded for it. In either case, the labor reflects a skill set that combines significant life experience and expertise with educational and institutional skills – an interesting, additional perspective on intersectionality studies done to date within U.S. institutions of higher education. Our own research suggests that if this labor is to be effectively acknowledged, universities must learn to see it as a valued skill set and integrate it into an institutional reward structure. Additionally, the impact of these contributions within complex organizations is longitudinal and may not be apparent at the moment of promotion evaluations. Accordingly, our proposal includes intentional differentiation of DEI labor and approaches for how to identify and evaluate it.

Activities Description
The focus of the proposed NSF ADVANCE Partnership is reimagining faculty evaluation for promotion using approaches specifically suited to evaluating a more comprehensive and inclusive range of faculty activities. Consistent with our Participatory Action Research (PAR) approach, each phase will include ongoing initiation of project elements, evaluation, and discussion and revision. We envision an especially robust PAR process in that we will have the benefit of learning across three universities, which will give us the opportunity to identify cultural and structural differences and similarities.

Preparatory Activities
The proposed work stems from ongoing conversations among the partner institutions about "reimagining the impact factor" and its effects on faculty in Jesuit higher education. Specifically, we collectively explored the limits of measures such as publication citation indexes and impact factor scores in evaluating the fullness of faculty contributions to our institutions. We also examined the ways in which the emphasis on these factors is misaligned with the values and aims of Jesuit education. These preparatory, problem-setting discussions are codified in a series of presentations that have, to date, been shared with university-level administrators and

key faculty stakeholders across the partner institutions. The presentations identify specific barriers or limitations in traditional faculty evaluation practices. These institutional barriers include:

       (1) Insufficient methods for evaluating a comprehensive range of faculty activities;
       (2) Over-reliance on standardized evaluation tools and single-item measures;
       (3) A tendency to use a one-size-fits-all approach;
       (4) Inexperience in differential evaluation;
       (5) Inexperience in reading faculty careers holistically.

The NSF ADVANCE Partnership Grant will provide an explicit opportunity to work collaboratively to reimagine evaluation in alignment with our shared mission principles and with the aim of recognizing the full range of faculty activities that sustain this mission. Below, we detail a three-phase process for designing and implementing a revised evaluation process, as well as ensuring the cultural shifts for generating the widespread literacy among faculty evaluators that is necessary for sustaining these practices.

Phase I, Strategic Communication and Information Gathering, Year 1

This phase consists of strategic communication and information gathering across multiple levels within each university, as well as across universities. This work will primarily be performed by the seven-member Partnership Core Team which includes the PI, four Co-PIs, one Senior Personnel member and the Project Coordinator (see Organizational Chart in Other Supplementary Documents).The SU ADVANCE IT program used a similar approach to raise awareness of systematic barriers to promotion that are deeply embedded in faculty culture. Strategic or intentional engagement across multiple levels of stakeholders generates widespread discussion and, notably, brings into focus the otherwise diffuse resistance and disagreements that comprise the cultural barriers (e.g., the often-heard comment, "this is certainly more inclusive, but it dumbs down scholarship"). As these lines of resistance become more articulated, critical examination of the underlying values and practices is possible. Simultaneous data gathering in the form of focus groups (in this case with faculty evaluation committees and mentoring groups) will yield empirical, detailed evidence about the institutional specificities of the problem at each Partner university.

     Our working hypothesis is that faculty experience distress and a lack of confidence regarding their career contributions because they don't know how to articulate these contributions when they are limited to using traditional evaluation metrics. In many instances, faculty report having to hide or downplay these activities, or feeling forced to pivot away from them. The traditional impact-factor logic of faculty evaluation results in a lack of confidence that more comprehensive contributions, regardless of the clear connection to student and university success, will be holistically evaluated by colleagues. Accordingly, we expect to hear stories about career diversions and hesitation regarding applying for promotion because of a disconnect between meaningful and personally rewarding mission-focused contributions, and traditional expectations for what counts. Using our PAR approach, faculty and faculty administrators will be asked to consider this emergent evidence alongside the traditional evaluation practices to which they are accustomed. With administrative support and careful, multi-level and multi-year communication, our expectation is that a critical mass of faculty and administrators will realize that they are experiencing institutional and disciplinary misalignment and become able to critically evaluate the problem for themselves.

     During the first phase of the project, each of the Co-PIs at the three partner institutions will identify units (programs and disciplines) in which one or more of the under-valued areas of contribution described above is a significant aspect of faculty activity (e.g., STEMM education research, applied epidemiological modeling, community-based engineering projects). These units will be a focus of information gathering and strategic communication during the first phase of the project.

Phase II, Revised Evaluation Toolkit, Years 1 and 2
A working group of faculty and administrator experts (the Evaluation Expert Working Group) will be recruited at each campus by the PI, Co-PIs, Project Coordinator, and the named Senior Personnel. This group, drawn from across the three partner universities will, collectively, design alternative evaluation measures and processes for the identified under-valued areas. These more holistic revisions will reflect our data-driven, PAR approach. As such, we anticipate that patterns will emerge in parallel across the three universities, but that differences reflecting local cultures and organizational structures will also emerge. Faculty input and the collective, applied expertise of the Evaluation Expert Working Group will be crucial in integrating input gathered and developing an appropriate set of evaluation measures and appropriate, accompanying processes. The result of the working group's activities will be:

(1) A toolkit of diverse evaluation practices and rubrics applicable to a more comprehensive range of faculty activities;

(2) A guidebook that will provide information, prompts, and (fictional) case studies illustrating how to apply and interpret these evaluation tools holistically.

Phase III, Multi-level Training and Mentoring, Year 3
The effectiveness and sustainability of the revised evaluation toolkit requires training and mentoring across multiple levels. Through the Partnership grant, we intend to provide workshops, seminars, and affinity groups to:

(1) Train faculty in how to include and characterize historically under-valued activities, and how to identify and incorporate relevant evidence of impact for these contributions in their promotion portfolios;

(2) Train faculty mentors (e.g., department chairs and deans) in providing guidance in assisting faculty to recognize the potential merit of under-valued activities and to integrate this into regular faculty development, as well as into evaluation practices, so that it becomes part of the cultural expectations for faculty advancement;

(3) Train evaluating groups (e.g., department-level personnel committees and college-level and university-level promotion committees) in broader evaluation practices of faculty portfolios using the revised evaluation toolkit.

There are two overarching aims here. The first is to mentor and support faculty to tell their career story within a mission framework that includes acknowledgement of student-centered, institution-centered, and, where applicable, public or industry-centered contributions (as well as discipline-based scholarly accomplishments). The second is to provide an evaluation toolkit that raises awareness of a more comprehensive range of faculty contributions and provides rubrics for evaluating the impact of these contributions. <u>We anticipate that as a result of the sustained Partnership activities, faculty at the three institutions will report increased confidence and more systematic institutional support as they articulate their career contributions and professional trajectories.</u>

Continued Knowledge-Sharing and Information Gathering, Years 1-3
Ongoing dissemination across and within the campuses will ensure that faculty are aware of and feel engaged in the development of the products described above. We plan to deliver regular within-institution updates and to give presentations and engage in discussion.

We also plan to engage in similar activities (e.g., presentations and discussions) in venues provided by the AJCU. These venues include quarterly gatherings of provosts, as well as deans in cognate fields (e.g., Science and Engineering and Arts and Sciences deans).

Additionally, we plan to leverage the network connections among our External Consulting Group for presentations and knowledge-sharing with a broader range of colleges and universities. In these conversations, especially in Phase II, we are interested not only in

reporting on our own findings and experiences, but in discussing with other institutions what possibilities and obstacles they envision in attempting to implement variations of the toolkit among their own faculty (see also, *Communications Strategy*).

Communications Strategy
Our communication plan is strategically designed to facilitate the cultural shifts necessary to fully support and sustain our proposed structural changes. The guiding focus in our communications strategy for this project is Participatory Action Research (PAR) carried out across multiple levels of each university. Through our current SU ADVANCE IT work, we have experienced first-hand the potential for PAR to drive the cultural shifts that are necessary for implementing and sustaining broad-level institutional transformation. As various groups across the institution engage with the problem and proposed interventions, they become familiar with the issues at hand, and they begin to generate ideas for change that reflect differing levels of institutional perspective. As we share feedback across the different levels and groups, people become more curious about and invested in the process. For instance, when faculty fellows sponsored through a center for community engagement have the opportunity to share their work with deans and chief diversity officers, the latter come to recognize the significance of these contributions and become more deeply engaged with the question of how to integrate it into comprehensive faculty development and promotion. Accordingly, our communication strategy is designed to facilitate extensive engagement across multiple levels of each university with the aim of bringing typically siloed groups into conversation for increased awareness, and direct engagement with the question of how to evaluate a broader range of faculty activities.

We also expect rich findings to result from learnings that emerge across three different universities that share a similar mission. Faculty and administrators are interested in the practices and activities of other AJCU universities. There is a culture of both collaboration and friendly competition among the AJCU schools that motivates creative engagement and a willingness to gather and work collectively. To date, we have been able to easily convene project proposal meetings with senior administrators (including provosts' leadership teams and deans' councils) because of this culture of cross-institutional engagement and curiosity.

Our communication strategy is designed to facilitate regular engagement within and across the three primary groups that constitute our organizational structure: a Partnership Core Team; an Evaluation Expert Working Group; and a Cross-Institution/AJCU Advisory Council (see also, *Organizational Chart*). The seven-member Partnership Core Team includes the PI, one Senior Personnel, the Co-PIs, and the Project Coordinator. This team consists of faculty and administrators centered in faculty development. These positions operate across multiple levels of the universities and include the capacity to convene the relevant groups for this project (e.g., faculty, faculty mentors, faculty evaluators, senior administrators). Much of the work for this project will be facilitated through faculty development units and related administrative leaders on each campus (see *Facilities, Equipment and Other Resources* for more detail). The Evaluation Expert Working Group will consist of 2-3 faculty from each of the partner institutions who hold expertise in faculty evaluation. A member of the Partnership Core Team and the Project Coordinator will participate in all the meetings of this group. The Advisory Group will include the Chief Diversity Officers (or equivalent senior administrators) from each institution, the directors of each Center for Faculty Development (or equivalent units), additional relevant senior administrative personnel and faculty representatives, and the Vice President for Mission Integration of the AJCU. We also intend to form an External Consulting Group consisting of faculty who served in a similar role for SU ADVANCE, additional AJCU representatives, and faculty administrators from other mission-focused colleges and universities (see also, *Broader Impact*).

The specific communication plan for each phase is described below (and subject to revision based on feedback gained through our PAR model).

Phase I, Year 1
The Partnership Core Team will meet monthly via Zoom to:
   (1) Identify and plan for convening relevant groups for strategic communication;
   (2) Identify and recruit faculty experts across the three universities to constitute an Evaluation Expert Working Group for developing the evaluation toolkit;
   (3) Report on and analyze information gathered through strategic communications with various groups;
   (4) Develop campus-wide follow up presentations to share what is being learned and next steps.

The Project Coordinator and representatives from each university will attend large-scale gatherings across the three universities for cross-perspectives. Additionally, the Evaluation Expert Working Group will convene monthly via Zoom with the aim of researching existing evaluation practices for under-valued contributions as identified in the current faculty inventory. There will also be an end-of-year gathering of the Partnership Core Team, the Evaluation Expert Working Group, and the Advisory Council to discuss updates and next directions. We will also plan a presentation to the Provosts' Council of the AJCU, with the aim of acquainting and updating on the project and gathering additional input. We expect that each partner university will also engage and convene coordination meetings with additional within-organization personnel.

Phase II, Year 2
The Partnership Core Team will continue to meet regularly and to invite relevant expanded team members and other faculty administrators to join them as needed. The Evaluation Expert Working Group will meet regularly and interface with the Core Team and other relevant groups as needed. At each institution, we will hold case-study workshops with deans to gather input on the development of the toolkit and focus groups with evaluation committees to pilot iterations of the toolkit. We will hold end-of-year presentations at each campus and seek invitations to present to the cognate deans' groups (e.g., Science and Engineering and Arts and Sciences deans) of the AJCU. We will also work with our External Consulting Group to generate opportunities to share the toolkit and gather feedback from relevant faculty leadership groups at other universities.

Phase III, Year 3
We will continue to have regular communication within the Partnership Core Team and hold meetings with relevant faculty governance groups for review and adoption of the revised evaluation toolkit and related revisions to faculty promotion guidelines. Cultural change is a challenging component of institution transformation because it involves upending core beliefs within the academy itself. One way that SU ADVANCE has systematically pursued cultural change at Seattle University is through offering holistic faculty formation and mentoring opportunities, as well as through the systematic training of faculty mentors. The focus remains on expanding institutional metrics and evaluatory assessments of "what counts" in faculty work, while recognizing different cultures and practices across schools, colleges, and disciplines. The SU ADVANCE model will constitute the basis for the proposed mentoring and training of faculty in the proposed Partnership grant, but will be adapted to campus-based and institutional specificities and needs, as identified in our Participatory Action Research (PAR) approach. In this phase, we will emphasize coordination with the Centers for Faculty Development (or similar units) at each institution to begin mentoring and training faculty.

We anticipate alternating between within-institution team meetings and cross-institution Partnership Core Team meetings as the project evolves, but the details of this planning will be informed by our PAR model as we progress through the project.

Project Evaluation

Mariko Chang, the External Evaluator of the SU ADVANCE IT grant, will serve as Evaluator for this proposed Partnership grant. The PI and Dr. Lee at Seattle University therefore already have an established relationship with Dr. Chang, who is familiar with the SU ADVANCE team and our PAR approach. At the start of the project, the PI and Core Team will work with Dr. Chang to establish summative and formative evaluation frameworks, which will be revised as the project evolves so as to provide the most relevant feedback at each phase. Dr. Chang will communicate regularly with the PI, the Co-PIs, and all Senior Personnel as part of her work, and will gather information from both them and other identified key stakeholders during her annual evaluations.

Additionally, we will identify a Partnership Core Team member to work alongside the Project Coordinator to facilitate ongoing internal evaluation. This internal evaluation will again be in accordance with our PAR approach.

Commitment and Sustainability

The working team for the proposed ADVANCE Partnership grant consists of leaders in the respective faculty administration structures of each of the three collaborating institutions. The senior administrators and corresponding STEMM and SBS faculty leaders in this partnership are particularly motivated to engage strategically in an intervention that provides mechanisms for counting and evaluating a more comprehensive, inclusive range of faculty activities. Each of the three universities is eager to build on and amplify recent successes based on funded interventions in removing barriers and advancing the careers of women faculty. Each institution has established corresponding administrative structures to implement and sustain these programs. Saint Louis University has created a research council and Administrative Core charged with implementing and sustaining its NIH-funded Project RESIDE activities and has assigned a Faculty Fellow in Equity in the Office of the Vice President for Research who will serve as a Co-PI on this proposal (Dr. Heiden Rootes). Gonzaga University, in seeking to integrate more comprehensive approaches to faculty retention and promotion as informed by an NSF ASCEND grant, has recently created a new Institute on Research and Scholarship. The Institute's Director, Dr. Bertagnolli, is a Co-PI for ASCEND, and also a Co-PI on this proposal. Full implementation and sustainability of the revised evaluation toolkit and related mentoring will require close engagement with faculty governance processes, both for cultural framing and for the formal adoption of technical revisions to current promotion evaluation practices.

Faculty administrators in Jesuit higher education have the opportunity to participate in national AJCU-sponsored leadership development aimed at mission integration. This leadership development emphasizes that faculty administrators are central to cultivating the multilevel, systemic changes necessary to eliminate barriers to diversity and to create cultures and practices of inclusive excellence. The PI and two of the Co-PIs on this proposal have participated in this eighteen-month leadership program across the AJCU and have, as a result, developed strong connections to AJCU leadership. Jesuit universities in the U.S. operate in close engagement with the AJCU. Across the AJCU network, recognition from and support by the AJCU leadership helps to drive institution-wide changes within the twenty-eight member universities. AJCU leadership has demonstrated ongoing interest in and support for NSF ADVANCE projects. This support includes convening leadership groups for knowledge sharing based on these projects. For instance, the AJCU regularly convenes the provosts of each of its universities and has invited NSF ADVANCE award recipients to present to this group, as well as to other regularly gathered groups such as the cohort of AJCU Science and Engineering Deans.

Project Management

The proposed Partnership will be a collaborative grant but run through Seattle University, which was the recipient of the 2016 ADVANCE IT grant. The research model will again be a Participatory Action Research (PAR) one and our approach emphasizes continual, strategic communication across and within all three institutions. The PI of the proposal Partnership grant is Dr. Jodi O'Brien, current PI of SU ADVANCE and newly appointed Special Assistant to the Provost at Seattle University. The named Senior Personnel at Seattle University is Dr. Kristi Lee, currently Associate Professor in the College of Education and a key SU ADVANCE team member instrumental in revising the Seattle University promotion guidelines. The Co-PIs at St. Louis University are Katie Heiden Rootes, Associate Professor in the School of Medicine, Director of Clinical Services, and Faculty Fellow for Equity Issues in the Office of the Provost; and Debie Lohe, Associate Provost overseeing a range of faculty development initiatives. The Co-PIs at Gonzaga University are Paul Bracke, Associate Provost for the Institute for Research and Interdisciplinary Initiatives, and Maria Bertagnolli, Director of the Center for Teaching and Advising and a member of the Provost's Educational Effectiveness team. The PI and Co-PIs form the Partnership Core Team and will take the lead on inter- and intra-institutional communication. The day-to-day administration of the grant will be overseen by a Project Coordinator and by an Administrative Assistant at Seattle University. At each of the three institutions, the project will be housed in the Provost's office where the PI and Co-PIs will be able to leverage their positions to encompass additional administrative support. Budget and related grant administration support will be managed by the Office of Sponsored Projects at Seattle University with coordination across the partnership universities consistent with sub-awardee protocol. The Organizational Chart, included as Other Supplementary Documents, provides an overview of individual and team roles in managing the proposed project.

Broader Impacts

Many activities that are integral to a university's continued functioning, especially administrative and curriculum-related ones that require time and expertise but are not typically rewarded in traditional academic promotion structures, are performed by women and faculty of color (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22). Research indicates that women faculty overwhelmingly are tasked with "taking care of the academic family," i.e., they are disproportionately asked to take on time-intensive teaching and low-prestige institutional service work (3, 8, 11, 13, 14, 22). One result of these dynamics is that many women faculty in institutions of higher education remain "stalled" in terms of promotion and do not move up through the faculty ranks as quickly as do men faculty (7).

In the U.S. today, many institutions of higher education have clearly articulated missions, and these are vital in providing a *raison d'etre* for the diverse faculty, students, and staff who work there. Missions also provide an important, publicly accessible explanation to surrounding communities for what an institution does and why it exists. At the same time, however, at institutions that have a clearly articulated mission, many "mission resonant" activities performed by faculty are relied upon but taken for granted. In such a context, there is widespread need for evaluation measures to align with activities and become culturally embedded as incentives that genuinely transform not only what we count, but how faculty organize and systematically develop their careers with these expanded measures of impact in mind.

The 28 members of the Association of Jesuit Colleges and Universities, ranging from Georgetown and Fordham in the East to Loyola University Chicago to University of San Francisco, all have socially oriented missions. So too, however, do diverse types of other religiously affiliated universities, as well as all the state-designated land-grant universities in the U.S. (to name just a few of the many types of mission-driven institutions of higher education). Faculty are frequently expected to "further the mission" through professional work and applied expertise – with students, with surrounding communities, and with colleagues. Although many faculty feel passionately about work of this kind, the work has traditionally been considered low-

prestige and not rewarded within academic promotion structures. In a recent *Inside Higher Ed* piece, the authors (12) argued that sustained change in the academy is more important than ever in the wake of the COVID-19 pandemic; that such change needs to be rooted in diversity, equity, and inclusion (DEI); and that the greatest obstacle to achieving diversity, equity, and inclusion is current evaluation criteria of faculty at most U.S. universities. This proposed Partnership grant initiates important structural change aimed squarely at redressing this identified key area of change, first at the three identified Partnership institutions, but with the eventual goal of disseminating cultural change across the AJCU more broadly and then beyond.

The goals of the NSF ADVANCE Partnership Program to support equity and inclusion by working to remove systemic barriers align with the core values of Jesuit education to foster inclusive excellence. The existing AJCU network provides opportunities for regional and national conversations that help drive improvements to existing policies and procedures as well as innovations in education. With support from the NSF, we can leverage these connections to raise awareness of systematic barriers to promotion, develop tools that can be shared across institutions that capture the full range of faculty activities that sustain our mission, and guide the implementation of more equitable evaluation processes to affect both intra- and inter-institutional transformation. The impact will be expanded outside of the AJCU network as well by sharing the toolkit across the ADVANCE network and disseminating these and other findings that emerge from this project through presentations and publications.

Results from Prior NSF Support: Seattle University
Seattle University was awarded an NSF ADVANCE Institutional Transformation grant (#1629875) in 2016: "What Counts as Success? Recognizing and Rewarding Women Faculty's Differential Contributions in a Comprehensive Liberal Arts University." The grant was awarded a 6th year, no cost extension in August of 2021. The PI on this grant is Dr. Jodi O'Brien; the Co-PI is Dr. Jean Jacoby. The total amount awarded was $2,333,846, including for the 6th year, no cost extension.

Intellectual Merit
Publications include: (1) O'Brien, Jodi. 2020. "Can I send my therapy bill to the university?" In *Presumed Incompetent II: The Intersections of Race and Class for Women in Academia.* Yolanda Flores Niemann, Gabriella Gutierrez y Muhs, and Carmen G. Gonzalez, eds. University of Colorado Press. (2) Miguel, Agnieszka and Sarah Trainer. 2020. "Diversity Roundtable: COVID-19's Impacts on Faculty Careers." *At Home with Engineering Education: American Society for Engineering Education's Virtual Conference.* (3) Trainer, Sarah, Agnieszka Miguel, and Jean Jacoby. 2021. "Exploring the Gendered Impacts of COVID-19 on Faculty." *Collaborative Network for Engineering and Computing Diversity (CoNECD) Annual Conference: American Society for Engineering Education.* (4) Trainer, Sarah, Jodi O'Brien, and Jean Jacoby. 2020. "Seattle University ADVANCE: Institutional Diversity Requires Recognizing and Rewarding Faculty Hidden Work." In *NCURA Magazine.*

Broader Impact
In June 2021, the SU ADVANCE revised promotion guidelines were approved by the university's Board of Trustees. These revisions – which emphasize more inclusive evaluation of faculty work and the development of a "Holistic Faculty Development Plan" – went into effect in September 2021. Currently, SU ADVANCE is one of three key pillars in the university's "Reignited Strategic Plan. As we discuss in detail above, the cultural and procedural change affected by SU ADVANCE within the institutional has been marked, reflected in a significant increase in applications for full professor by women candidates."

Results from Prior NSF Support: Gonzaga University

Gonzaga University was awarded an NSF ADVANCE Partnership for Adaptation, Implementation and Dissemination grant (#1107034) in 2011: "Advancing the Careers of Women in STEM at Predominantly Undergraduate Institutions through Professional Networks." This grant was awarded a 6th year, no cost extension. The PI on this grant was Dr. Joanne Smieja. Co-PIs were Dr. Roberta Sabin, Dr. Xiaohui Zhong, Dr. Graciela Lacueva, and Dr. Janice Voltzow. The total amount awarded was $598,611.00. Gonzaga University is a subrecipient of an NSF ADVANCE Partnership grant, "ASCEND: Advancing STEM Careers by Empowering Network Development" (#1936070 originally awarded in 2019 to Willamette University with Dr. Sarah Kirk as PI; and #2128203 when the grant transferred in 2021 to John Carroll University with Dr. Chrystal Bruce as PI). Co-PIs include Dr. Maria Bertagnolli (Gonzaga University), Dr. Elizabeth Roberts-Kirchhoff (University of Detroit Mercy), and Dr. Hala Schepmann (Southern Oregon University). The total amount awarded was $999,899 with an end date of September 2024.

Intellectual Merit
Publications for the NSF ADVANCE Partnership grant include: (1) McGrath, Cathleen, et al. Building a framework to advance the careers of women in STEM at predominantly undergraduate institutions" in *The ADVANCE Journal*. (2) Joanne Smieja and Graciela Lacueva, 2016. Inter-organizational, peer-mentoring groups for STEM women faculty at PUIs. 9th Annual Mentoring Conference "Developmental Networks: The Power of Coaching and Mentoring", October 24-28, 2016, Albuquerque, New Mexico. (3) Joanne Smieja, Graciela Lacueva, Roberta Sabin, Janice Voltzow, Xiaohui Zhong, Catherine Cronin. 2016. The effect of small-group peer mentoring of female STEM faculty from predominately undergraduate institutions on career progression, institutional culture, and the broader STEM community. AAC&U's Network for Academic Renewal and Project Kaleidoscope Transforming Undergraduate STEM Education: Implications for 21st-Century Society Conference, Boston, Massachusetts, November 3-5, 2016. (4) Janice Voltzow, Catherine Cronin, and Joanne Smieja. 2017. Trends in institutional policies for work/life balance at undergraduate institutions. Society for Integrative and Comparative Biology, New Orleans, January 4-8, 2017. (5) Janice Voltzow, Catherine Cronin, Graciela Lacueva, Roberta Sabin, Joanne Smieja, Xiaohui Zhong. 2017. ASAP ADVANCE: Networking women STEM faculty at undergraduate institutions. American Malacological Society 83rd Annual Meeting, Newark, Delaware, July 16-21, 2017. Publications for the NSF ASCEND grant include: (1) Schepmann, Hala, Maria Bertagnolli, Chrystal Bruce, Patricia Flatt, Sarah Kirk, Elizabeth Roberts-Kirchhoff, Victoria Turgeon, Mary Katherine Watson, and Cheryl Swanier. 2021. Advancing STEM Careers by Empowering Network Development. STEM for All Video Showcase. National Science Foundation. (2) Bruce, Chrystal, Sarah Kirk, Hala Schepman, Maria Bertagnolli, Patricia Flatt, Elizabeth Kirchoff- Roberts, Mary Katherine Watson, Victoria Turgeon, and Cheryl Swanier. 2021. Supporting innovation, creativity, and collaboration through formal professional networks. American Chemical Society Fall Conference. (3) Flatt, Patricia, Maria Bertagnolli, Elizabeth Roberts-Kirchhoff, Hala Schepmann, Chrystal Bruce, Victoria Turgeon, Sarah Kirk, Mary Katherine Watson, and Cheryl Swanier. 2021. ASCEND: Advancing STEM Careers by Empowering Network Development. Sixth International Conference on Hate Studies: Justice and Equity.

Broader Impact
These programs, which involves women faculty in STEM fields and university administrators, provided/provide networking and collaboration opportunities, education, training, and resources. They also offered/offer professional support for participants, helping them develop as leaders among the faculty. Administrators also learn how to make systemic changes that improve sociocultural environments at their institutions.

Results from Prior NSF Support: Saint Louis University
Saint Louis University has a long, successful history of NSF funded research with over 500 projects totaling about $58 million in support. Several of the grants included collaborative projects, for example, international collaboration among scientists, STEM literacy in the general public and for visually impaired students, integration of STEM and sociology for addressing healthcare, and the support of graduate students in STEM fields. This is SLU's first ADVANCE grant application. The Co-PIs from SLU have not received prior NSF support.

References

[1] Ahmed, Sarah. 2012. *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press.

[2] Babcock, Linda, Maria P. Recalde, Lise Vesterlund, and Laurie Weingart. 2017. Gender Differences in Accepting and Receiving Requests for Tasks with Low Promotability. *American Economic Review* 107(3): 714-47.

[3] Bird, Sharon, Jacquelyn S. Litt, Yong Wang. 2004. Creative Status of Women Reports: Institutional Housekeeping as "Women's work." *NWSA Journal* 16(1): 194-206.

[4] Croom, N.N. 2017. Promotion beyond tenure: Unpacking racism and sexism in the experiences of black womyn professors. *The Review of Higher Education* 40(4): 557-583.

[5] Croom, N.N. and L.D. Patton. 2012. The miner's canary: A critical race perspective on the representation of Black women full professors. *The Negro Educational Review* 62 & 63(1-4): 13–39.

[6] Cummins, Helene. 2017. Literature Review of The University Teaching Trap of Academic Women. *Advancing Women in Leadership* 37: 13-19.

[7] Geisler, Cheryl, Debbie Kaminski, Robyn Berkeley. 2007. The 13+ Club: An Index for Understanding, Documenting, and Resisting Patterns of Non-Promotion to Full Professor. *Feminist Formations* 19(3): 145- 162.

[8] Guarino, Cassandra M. and Victor M. Borden. 2017. Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family? *Research in Higher Education* 58(6): 672-694.

[9] Gutierrez y Muhs, Gabriella, Yolanda Flores, Carmen G. Gonzalez, and Angela P. Harris. 2012. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. University of Utah Press.

[10] Medina, Catherine and Gaye Luna. 2008. Narratives from Latina Professors in Higher Education. *Anthropology & Education Quarterly* 31(1).

[11] Misra, Joya, Jennifer Hickes Lundquist, Elissa Holmes, and Stephanie Agiomavritis. 2011. The Ivory Ceiling of Service Work. AAUP: American Association of University Professors. Reports and Publications, January-February 2011.

[12] Mitchneck, Beth and Jessi L. Smith. 2021. We Must Name Systemic Changes in Support of DEI. *Inside Higher Ed.* 24 August 2021.

[13] O'Meara, KerryAnn. 2016. Whose Problem Is It? Gender Differences in Faculty Thinking About Campus Service. *Teachers College Record* 118.

[14] O'Meara, KerryAnn, Alexandra Kuveava, and Gudrun Nyunt. 2017. Constrained Choices: A View of Campus Service from Annual Faculty Reports. *The Journal of Higher Education*. Published online 27 January 2017.

[15] National Academies of Sciences, Engineering, and Medicine. 2021. *Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. https://doi.org/10.17226/26061

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[17] Stewart, Abigail J. and Virgina Valian. 2018. *An Inclusive Academy: Achieving Diversity and Excellence*. MIT Press.

[18] Sulé, V.T. 2014. Enact, discard, and transform: A critical race feminist perspective on professional socialization among tenured Black female faculty. *International Journal of Qualitative Studies in Education* 27(4): 432–453.

[19] Thun, Cecilie. 2020. Excellent and gender equal? Academic motherhood and 'gender blindness' in Norwegian academia. *Gender, Work, and Organization* 27: 166–180. https://doi.org/10.1111/gwao.12368

[20] Turner, C., J. Gonzales, and K. Wong. 2011. Faculty women of Color: The critical nexus of race and gender. *Journal of Diversity in Higher Education* 4: 199–211.

[21] Williams, Joan. 1999. *Unbending Gender: Why Family and Work Conflict and What to Do About It*. Oxford University Press.

[22] Winslow, S. 2010. Gender Inequality and Time Allocations Among Academic Faculty. *Gender & Society* 24(6): 769-793.

NAME**:** Jodi O'Brien

POSITION TITLE & INSTITUTION: Professor (Soc) and Special Assistant to the Provost, Seattle University

A. PROFESSIONAL PREPARATION - (see PAPPG Chapter II.C.2.f.(i)(a))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
The University of Washington	Seattle, WA	Sociology	PhD	1992
The University of Utah	Salt Lake City, UT	Sociology, Anthropology	BA	1985

B. APPOINTMENTS - (see PAPPG Chapter II.C.2.f.(i)(b))

From - To	Position Title, Organization and Location
2021-Present	Special Assistant to the Provost for Faculty Development, Seattle University
2016-Present	Director, SU ADVANCE, Seattle University
2005-Present	Professor of Sociology, Seattle University
1998-2005	Associate Professor of Sociology, Seattle University
1995-1998	Assistant Professor of Sociology, Seattle University
1992-1995	Assistant Professor of Sociology, University of Iowa

C. PRODUCTS - (see PAPPG Chapter II.C.2.f.(i)(c)) Products Most Closely Related to the Proposed Project

2021. "Evaluating Holistic Faculty Development: Case Studies Workshop for Deans and Evaluation Committees." Jodi O'Brien, Jean Jacoby, Sarah Trainer.

2021. "Revised Guidelines for Promotion to Full Professor." Seattle University Faculty Handbook approved and adopted June 2021.

2021. "(Invisible) Labors of Love? Women Faculty's Domestic and Institutional Labor" Sarah Trainer, Anna Muraco, Jodi O'Brien. Annual Meetings of the American Sociological Association.

2018. Jen Tilghman-Havens and Jodi O'Brien. "Recognizing the Value of Women's Hidden Work.'' InSights (Fall). Albers School of Business and Economics. Seattle University.

2017. Jodi O'Brien. "Three Steps Forward…: Diversity and Institutional Transformation Efforts in Higher Education." Pacific Sociological Association, Portland, Oregon.

Other Significant Products, Whether or Not Related to the Proposed Project

2022. O'Brien, Jodi. The Production of Reality: Essays and Readings on Social Interaction, 6th Edition. Newbury Park, CA: Sage.

2022. O'Brien, Jodi. "Making Sense of Queer Christian Lives." In Interpreting Religion: Making Sense of Religious Lives, Erin Johnston and Vikash Singh (eds.) Bristol University Press

2021. "Workplace Bully and Sexual Harassment" Maine State Bar Association CLE Webinar.

2020. O'Brien, Jodi. "Can I Send My Therapy Bill to the University?" Yolanda Flores Niemann, Gabriella Gutierrez y Muhs, and Carmen G. Gonzalez (Eds.), Presumed Incompetent II. Logan, UT. University of Utah Press

2018. "Preparing Graduate Students for Teaching Focused Institutions." American Sociological Association Professional Development Webinar. October.

D. SYNERGISTIC ACTIVITIES - (see PAPPG Chapter II.C.2.f.(i)(d))

University President-appointed Co-Chair, Reigniting our Strategic Directions (Faculty Development), 2021-present
Chair of the University Rank & Tenure Committee, Seattle University, 2013-2021
Wismer Professor for Gender and Diversity Studies, Seattle University, 2015-2017
Facilitator, Faculty Seminar, "Critical Approaches to Community Engagement/Service
  Learning" (8 week seminar, 2018).
Chair of the Department of Anthropology, Sociology & Social Work, Seattle University, 2002-2013

NAME: Maria Bertagnolli

POSITION TITLE & INSTITUTION: Director, Center for Teaching & Advising/Prof of Biology, Gonzaga Univ

A. PROFESSIONAL PREPARATION - (see PAPPG Chapter II.C.2.f.(i)(a))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
Gonzaga University	Spokane, WA	Biology	B.S.	1987
University of Utah	Salt Lake City, UT	Biology	Ph.D.	1993

B. APPOINTMENTS - (see PAPPG Chapter II.C.2.f.(i)(b))

From - To	Position Title, Organization and Location
2020-present	Director, Center for Teaching and Advising, Gonzaga University, Spokane, WA
2019-2020	Interim Associate Dean, Arts and Sciences, Gonzaga University, Spokane, WA
2019-2020	Chair, Department of Chemistry & Biochemistry, Gonzaga University, Spokane, WA
2017-2018	Interim Associate Dean, Arts and Sciences, Gonzaga University, Spokane, WA
2011-2017	Chair, Biology Department, Gonzaga University, Spokane, WA
2009-2010	Associate Dean, Arts and Sciences, Gonzaga University, Spokane, WA
2008-present	Professor of Biology, Gonzaga University, Spokane, WA
2000-2008	Associate Professor of Biology, Gonzaga University, Spokane, WA
1995-2000	Clare Boothe Luce Professor of Biochemistry, Gonzaga University, Spokane, WA
1993-2000	Assistant Professor of Biology and Chemistry, Gonzaga University, Spokane, WA

C. PRODUCTS - (see PAPPG Chapter II.C.2.f.(i)(c)) Products Most Closely Related to the Proposed Project

1. Kirk, S., Bertagnolli, M.E., Bruce, C., Schepmann, H., and Roberts-Kirchhoff, E.. ASCEND: Advancing STEM Careers by Empowering Network Development. NSF ADVANCE Partnership grant ($999,899) #1936070 and #2128203, awarded 2019.

2. Bertagnolli, M.E., Sturgeon, V., Schepmann, H., Flatt, P., et al. Video on "Advancing STEM Careers by Empowering Network Development" produced for and presented at the 2021 STEM For All Video Showcase on COVID, Equity and Social Justice. https://stemforall2021.videohall.com/presentations/2048

3. Bertagnolli, M.E., Meek, R.L., Anderberg, R.J., Cooney, S.K., and Tuttle, K.R. RAGE Expression modulates mediators of fibrotic injury in mesangial cells. J. Am. Soc. Nephrol. 2009, 20, SA-PO2914. https://www.asn-online.org/education/kidneyweek/archives/

4. Meek, R.L., Bertagnolli, M.E., Leboeuf, R.C., Alpers, C.E., Hudkins, K.L, and Tuttle, K.R. Albuminuria, podocyte loss, and kidney RAGE expression in a mouse model of type 1 diabetes and high protein diet. J. Am. Soc. Nephrol. 2009, 20, SA-PO2912. https://www.asn-online.org/education/kidneyweek/archives/

5. Weyant, M.J., Carothers, A.M., Bertagnolli, M.E., Bertagnolli, M.M. Colon Cancer Chemopreventive Drugs Modulate Integrin-Mediated Signaling Pathways. Clin. Cancer Res. 2000, 6, 949-956. http://clincancerres.aacrjournals.org/content/6/3/949

Other Significant Products, Whether or Not Related to the Proposed Project

* Indicates undergraduate co-author

1. Bertagnolli, M.E., *Hudson, L.A., *Stetsenko, G.Y. Selective Association of the Tyrosine Kinases Src, Fyn and Lyn with Integrin-Rich Actin Cytoskeletons of Activated, Nonaggregated Platelets. Biochem. Biophys. Res. Comm. 1999, 260, 790-798. https://www.sciencedirect.com/science/article/pii/S0006291X99909853

2. Bertagnolli, M.E. and Beckerle, M.C. Regulated Membrane-Cytoskeleton Linkages in Platelets. Annals NY Ac. Sci. 1994, 714, 88-100. https://nyaspubs.onlinelibrary.wiley.com/doi/abs/10.1111/j.1749-6632.1994.tb12033.x

3. Bertagnolli, M.E., S.J. Locke, M.E. Hensler, P.F. Bray and M.C. Beckerle. Talin Distribution and Phosphorylation in Thrombin-Activated Platelets. J. Cell. Sci. 1993, 106, 1189-1199. http://jcs.biologists.org/content/106/4/1189.long

4. Bertagnolli, M.E. and M.C. Beckerle. Evidence for the Selective Association of a Subpopulation of GPIIb-IIIa with the Actin Cytoskeleton of Thrombin-Activated Platelets. J. Cell Biol. 1993, 121, 1329-1342. http://jcb.rupress.org/content/121/6/1329.long

5. Beckerle, M.C., D.E. Miller, M.E. Bertagnolli and S.J. Locke. Activation Dependent Redistribution of the Adhesion Plaque Protein, Talin, in Intact Human Platelets. J. Cell Biol. 1989, 109, 3333-3346. http://jcb.rupress.org/content/109/6/3333.long

D. SYNERGISTIC ACTIVITIES - (see PAPPG Chapter II.C.2.f.(i)(d))

1. Support for Faculty Advancement and Leadership Development - In her roles as Chair of two different departments, Associate Dean, and Director of the Center for Teaching and Advising, Dr. Bertagnolli has supported and mentored faculty at all stages of their career across the University. She has worked to assist departments in developing clear guidelines for reappointment, promotion and tenure, and served as an evaluator for promotion and tenure applications at Gonzaga as well as other institutions. As Co-PI on the NSF ADVANCE: ASCEND grant (#11936070/2128203), she has helped to create inter-institutional peer mentoring networks of women STEM faculty and administrators who are working to create cultures and policies that are supportive of diverse faculty.

2. Supporting Innovative and Inclusive Curriculum and Classroom Cultures - As Director of the Center for Teaching and Advising during the pandemic, Dr. Bertagnolli developed training opportunities to support effective and innovative pedagogy for in-person, remote and hybrid teaching. Workshops, such as "A Call to Action: Recognizing and Dismantling Structural Racism and Bias in our Course Syllabi and Classrooms," "Equity-Minded Teaching Co-Lab," and "Building an Inclusive Learning Community that Supports Academic Integrity," promote the development of equity-minded, culturally affirming, anti-racist courses and inclusive excellence in teaching. *Additional synergistic activities not included due to space constraints.

NSF BIOGRAPHICAL SKETCH

NAME: Bracke, Paul

ORCID: 0000-0003-1496-0654

POSITION TITLE & INSTITUTION: Associate Provost, Gonzaga University

(a) PROFESSIONAL PREPARATION -(see PAPPG Chapter II.C.2.f.(a))

INSTITUTION	LOCATION	MAJOR / AREA OF STUDY	DEGREE (if applicable)	YEAR YYYY
University of Missouri Columbia	Columbia, MO	History/Journalism	BA	1995
University of Illinois at Urbana-Champaign	Urbana, IL	Library and Information Science	MLS	1997
University of Arizona	Tucson, AZ	Higher Education	Ph.D.	2012

(b) APPOINTMENTS -(see PAPPG Chapter II.C.2.f.(b))

2021 - present   Associate Provost, Gonzaga University, Spokane, WA

2016 - present   Dean, Gonzaga University, Foley Library, Spokane, WA

2006 - 2016   Associate Dean, Purdue University, Libraries, West Lafayette, IN

2002 - 2006   Head of Systems and Networking, University of Arizona Medical Center - University Campus, Arizona Health Sciences Library, Tucson, AZ

2000 - 2002   Systems Librarian, University of Arizona, Libraries, Tucson, AZ

1998 - 2000   Librarian, University of Texas Medical Branch at Galveston, Library, Galveston, TX

1997 - 1998   Visiting Assistant Engineering Library, University of Illinois at Urbana-Champaign, Library, Urbana, IL

(c) PRODUCTS -(see PAPPG Chapter II.C.2.f.(c))

Products Most Closely Related to the Proposed Project

1. Maron N, Kennison R, Bracke P, Hall N, Gilman I, Malenfant K, Roh C, Shorish Y. Open and Equitable Scholarly Communications: Creating a More Inclusive Future. Chicago, IL: Association of College and Research Libraries; 2019. DOI: 10.5860/acrl.1

2. Bracke P. Social networks and relational capital in library service assessment. Performance Measurement and Metrics. 2016; 17(2):134-141. Available from: https://www.emerald.com/insight/content/doi/10.1108/PMM-04-2016-0019/full/html DOI: 10.1108/PMM-04-2016-0019

Other Significant Products, Whether or Not Related to the Proposed Project

1. Newton M, Bullock D, Watkinson C, Bracke P, Horton D. Engaging New Partners in Transportation Research. Transportation Research Record: Journal of the Transportation Research Board. 2012 January 01; 2291(1):111-123. Available from: http://journals.sagepub.com/doi/10.3141/2291-13 DOI: 10.3141/2291-13

2. Keim S, Howse D, Bracke P, Mendoza K. Promoting evidence based medicine in preclinical medical students via a federated literature search tool. Medical Teacher. 2009 July 03; 30(9-10):880-884. Available from: http://www.tandfonline.com/doi/full/10.1080/01421590802258912 DOI: 10.1080/01421590802258912

3. Bracke P, Dickstein R. Web tutorials and scalable instruction: testing the waters. Reference Services Review. 2002 December; 30(4):330-337. Available from: https://www.emerald.com/insight/content/doi/10.1108/00907320210451321/full/html DOI: 10.1108/00907320210451321

4. Bracke PJ, Howse DK, Keim SM. Evidence-based Medicine Search: a customizable federated search engine. J Med Libr Assoc. 2008 Apr;96(2):108-13. PubMed Central PMCID: PMC2268222.

5. Hong D, Si L, Bracke P, Witt M, Juchcinski T. A joint probabilistic classification model for resource selection. Proceeding of the 33rd international ACM SIGIR conference on Research and development in information retrieval - SIGIR '10. Proceeding of the 33rd international ACM SIGIR conference; ; Geneva, Switzerland. New York, New York, USA: ACM Press; c2010. Available from: http://portal.acm.org/citation.cfm?doid=1835449.1835468 DOI: 10.1145/1835449.1835468

(d) SYNERGISTIC ACTIVITIES -(see PAPPG Chapter II.C.2.f.(d))

1. Chair, Catholic Research Resources Alliance. 2021-22.

2. Program Co-Chair. Harvard-Purdue Data Management Symposium, 2015.

3. Association of Research Libraries Leadership Fellows Program 2013-15.

4. Active participant in professional associations, including service on the Association of College and Research Libraries (ACRL) Scholarly Communications Committee (2015-2019) and Planning Committees for the ACRL 2021 Conference. Recent presenter for the Coalition for Network Information Fall 2020 Meeting, Catholic Research Resources Alliance Seminar on the Catholic News Archive, and the 2020 Association of Research Libraries Assessment Conference.

NAME**:** Heiden-Rootes, Katie M.

POSITION TITLE & INSTITUTION: Associate Professor, Faculty Fellow for Equity Iss/Saint Louis University

A. PROFESSIONAL PREPARATION - (see PAPPG Chapter II.C.2.f.(i)(a))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
Winona State University	Winona, MN	BA	Psychology	2004
Bethel University	St. Paul, MN	MA	Counseling Psych	2009
Bethel Seminary	St. Paul, MN	Post-Graduate Certificate	MFT	2010
Saint Louis University	St. Louis, MO	PhD	Family Therapy	2014

B. APPOINTMENTS - (see PAPPG Chapter II.C.2.f.(i)(b))

From - To	Position Title, Organization and Location
2020-present	Associate Professor, MFT Program, Saint Louis University, St. Louis, MO
2015-present	Licensed Marital & Family Therapist, private practice, St. Louis, MO
2015-2020	Assistant Professor, MFT Program, Saint Louis University, St. Louis, MO
2014-2015	Clinical Director, Ascend Family Institute, Rogers, MN
2013-2015	Adjunct Professor, MFT Program, St. Mary's University, Minneapolis, MN
2012-2013	Adjunct Professor, Psychology Department, Lindenwood University, Belleville, IL
2011-2013	Psychotherapist, Center for Counseling and Family Therapy, St. Louis, MO
2008-2011	Home-Based Mental Health Practitioner for the Children's Therapeutic Services and Supports Program, Family Innovations, Maplewood, MN

C. PRODUCTS - (see PAPPG Chapter II.C.2.f.(i)(c)) Products Most Closely Related to the Proposed Project

1) Heiden-Rootes, K., Salas, J., *Moore, R., *Hasan, S., & *Wilson, L. (2020). Peer Victimization and Mental Health Outcomes for Lesbian, Gay, Bisexual, and Heterosexual Youth: A Latent Class Analysis. Journal of School Health, 90(10), 771-778. PMID: 32812237

2) Heiden-Rootes, K., Hartwell, E., & Nedela, M. (2020). Comparing the partnering, minority stress, and depression for bisexual, lesbian, and gay adults from religious upbringings. Journal of Homosexuality. Online https://doi.org/10.1080/00918369.2020.1804255. PMID: 32748712

3) Heiden-Rootes, K.M., *Wiegand, A., *Bono, D., *Moore, R., *Ross, K. (2018). A National Survey on Depression, Internalized Homophobia, College Religiosity, and Climate of Acceptance on College Campuses for Sexual Minority Adults. Journal of Homosexuality, 5, 1-17. PMID: 30517821

4) Heiden-Rootes, K., *Ross, K., *Moore, R., *Hasan, S., & *Gulotta, S. (2020). Freedom and struggling openly in psychotherapy: A qualitative inquiry with LGBQ young adults from religious families. Journal of Marital & Family Therapy. Online https://doi.org/10.1111/jmft.12442. PMID: 32652676

Other Significant Products, Whether or Not Related to the Proposed Project

1) Hughes, R.L., *Damin, C., & Heiden-Rootes, K.M. (2017). Where is the LGBT in integrated care research?: A systematic review. Families, Systems, and Health, 35(3), 308-319. PMID: 28805403

2) Heiden-Rootes, K.M., Salas, J., Scherer, J., Schneider, D., & Smith, C. (2016). Prevalence of Medical Record Diagnoses for Same-Sex and Opposite-Sex Partnered Patients. Journal of the American Board of Family Medicine, 29(6), 688-693. doi: 10.3122/jabfm.2016.06.160047. PMID: 28076251

3) Heiden-Rootes, K.M., Salas, J., Gebauer, S., et al. (2017). Sexual Dysfunction in Primary Care: An Exploratory Descriptive Analysis of Medical Record Diagnoses. Journal of Sexual Medicine, 14(11):1318-1326. doi: 10.1016/j.jsxm.2017.09.014. PMID: 29110803

D. SYNERGISTIC ACTIVITIES - (see PAPPG Chapter II.C.2.f.(i)(d))

1) Early Career Women Faculty Leadership Development Scholarship Award, American Academy of Medical Colleges

2) Reviewer of the Year Award and joined Editorial Board, Journal of Marital and Family Therapy

3) Raphael J. Becvar Award for Outstanding Scholarship and Service to the Field, Saint Louis University, Medical Family Therapy program

NAME: Debra Rudder Lohe

POSITION TITLE & INSTITUTION: Associate Provost /Saint Louis University

A. PROFESSIONAL PREPARATION - (see PAPPG Chapter II.C.2.f.(i)(a))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
Rhodes College	Memphis, TN	English	BA	1994
Washington University	St. Louis, MO	English & American Literature	MA	2000
Washington University	St. Louis, MO	English & American Literature	PhD	2004

B. APPOINTMENTS - (see PAPPG Chapter II.C.2.f.(i)(b))

From - To	Position Title, Organization and Location
Oct 2021-Present	Associate Provost; Saint Louis University, St. Louis, MO
Feb 2021- Oct 2021	Special Assistant to the Provost (projects-focused temporary role); Saint Louis University, St. Louis, MO
Jan 2020-Feb 2021	Interim Vice President for Student Development; Saint Louis University, St. Louis, MO
Aug 2018-Dec 2018	Acting Associate Provost for Faculty Affairs and Development; Saint Louis University, St. Louis, MO
2013-2015	Instructor, School of Education; Saint Louis University, St. Louis, MO
July 2011-Present	Director, Reinert Center for Transformative Teaching and Learning; Saint Louis University, St. Louis, MO
Sept 2009-July 2011	Program Director, Reinert Center for Transformative Teaching and Learning; Saint Louis University, St. Louis, MO
2008-2009	Director of Writing Courses; Washington University, St. Louis, MO
2004-2008	Program Administrator and Post-Doctoral Lecturer; Washington University, St. Louis, MO

C. PRODUCTS - (see [PAPPG Chapter II.C.2.f.(i)(c)](#)) Products Most Closely Related to the Proposed Project

Mary C. Wright, Debra Rudder Lohe & Deandra Little (2018) The Role of a Center for Teaching and Learning in a De-Centered Educational World, Change: The Magazine of Higher Learning, 50:6, 38-44.

Wright, M.C., Lohe, D., Pinder-Grover, Tershia, & Ortquist-Ahrens, Leslie. (2018). The Four Rs: Guiding CTLs with Responsiveness, Relationships, Resources, and Research. To Improve the Academy: A Journal of Educational Development. 37(2). 271-286.

Collins Brown, Eli, Veronica M. Brown, Alan Chace, Anna L. Bostwick Flaming, Jennifer Frederick, Molly Hatcher, Lauren Herckis, Carolyn Hoessler, Erika Kustra, D. Lohe, Jessica Mansbach, Susannah McGowan, Ana María Troncoso, Firm Faith Watson, and Mary C. Wright. (forthcoming). Defining What Matters: Guidelines for Comprehensive Center for Teaching and Learning (CTL) Evaluation. AVAILABLE AT: https://podnetwork.org/content/uploads/POD_DWM_R3-singlepage-v2.pdf

Other Significant Products, Whether or Not Related to the Proposed Project

Siering, Gregory J., Tapp, Suzanne, Lohe, D., & Logan, Micah Meixner. (2015). Negotiating a Seat at the Table: Questions to Guide Institutional Involvement. To Improve the Academy: A Journal of Educational Development. 34(1-2). 171-193.

Khost, Peter H., Lohe, D., & Sweetman, Chuck. (2015). Rethinking and Unthinking the Graduate Seminar. Pedagogy: Critical Approaches to Teaching Literature, Languages, Composition, and Culture. Special issue on graduate education in English Studies. Ed. Leonard Cassuto. 15:1. 19-30.

D. SYNERGISTIC ACTIVITIES - (see PAPPG Chapter II.C.2.f.(i)(d))

Relevant to this project are specific projects related to faculty professional development, which include:

Designing and leading academic leadership retreats. Most recently, a two-day deans' retreat.

Establishing the University's formal relationship with the National Center for Faculty Development and Diversity, including the launch of the application/selection process by which SLU faculty members (particularly women and other under-represented faculty) were funded to participate in the NCFDD's Faculty Success Program.

Leading an annual Academic Portfolio Retreat (since 2010), which creates space and support for pre-tenured/pre-promoted faculty to prepare their dossiers for promotion/tenure review. Faculty who participate overwhelmingly receive promotion/tenure and regularly credit their success to the work completed during the retreat.

Leading faculty development initiatives for faculty from across the University. Successful track record of engaging faculty from diverse backgrounds and disciplines.

NAME: Kristi A. Lee

POSITION TITLE & INSTITUTION: Associate Professor of Clinical Mental Health Counseling, Seattle Univeri

A. PROFESSIONAL PREPARATION - (see PAPPG Chapter II.C.2.f.(i)(a))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
Kansas State University	Manhattan, Kansas	Psychology, Clinical Emphasis	Bachelors of Arts	2002
Idaho State University	Boise, Idaho	Mental Health Counseling	Masters of Counseling	2006
The College of William and Mary	Williamsburg, Virginia	Counselor Education and Supervision	PhD	2009

B. APPOINTMENTS - (see PAPPG Chapter II.C.2.f.(i)(b))

From - To	Position Title, Organization and Location
2021-Present	Program Director, Counseling Program, Seattle University, Seattle WA
2020-2021	Director, Community Engaged Writing Fellowship Program, Seattle University, Seattle WA
2019-2021	Affiliate Faculty for Mission Integration, Seattle University, Seattle, WA
2017-2021	Director, Academic Service-Learning Faculty Fellowship Program, Seattle University, Seattle WA
2010-2016	Assistant Professor of Clinical Mental Health Counseling, Seattle University, Seattle, WA
2016-Present	Associate Professor of Clinical Mental Health Counseling, Seattle University, Seattle, WA

C. PRODUCTS - (see PAPPG Chapter II.C.2.f.(i)(c)) Products Most Closely Related to the Proposed Project

Seattle University Advance Task Force and Working Group (2021). Revised Guidelines for Promotion to Full Professor at Seattle University. Approved by Seattle University Board of Trustees.

Lee, K. A. & Moy, G. E. (2020). Consultation as a powerful tool in community-university partnerships: An introduction to the special issue. The Journal of Education and Psychological Consultation.

Moy, G., & Lee, K. A. (2020) Improving mentoring programs fidelity through ecological consultation: A community-university partnership. The Journal of Education and Psychological Consultation.

Lee, K. A. & McAdams, C. R. (2019). Using service-learning to promote social justice advocacy and cognitive development during internship. The Journal for Counselor Preparation and Supervision, 12(1).

Lee, K. A., & Kelley-Petersen, D. (2018). Service-learning in lifespan development: Promoting a social justice paradigm in community counseling students. The Professional Counselor, 8(2), p. 146-158.

Other Significant Products, Whether or Not Related to the Proposed Project

Lee, K. A., Hooper, V., Jahns, R., Green, S., Aman, R., & Howe, K. N. (2021, December 2-3). The ripple effect of hate crimes: Diffused hate crime victimization and trauma [Conference session]. International Network for Hate Studies Conference, online, United Kingdom. https://www.youtube.com/watch?v=H3Glt8R-wq4&feature=youtu.be

Lee, K. A. & Perez Orellana, J. (June, 2019). Approaches to working with survivors of gender-based violence: Faculty from two countries. Invited panel presentation given to the Department of Psychology at Universidad Rafael Landivar in Quetzaltenango, Guatemala. Presentation given in Spanish.

Lee, K. A. (2019). Mission-driven research: Reimagining the "impact factor." Summit on Social Research, US Jesuits West, Portland Oregon.

Jones, S., Lee, K. A., Saito, M., & Tilghman-Havens, J. (2019). To taste internally: Ignatian pedagogy and service-learning at the farmer's market. Journal of Jesuit Business Education, 10.
* Albers College of Business Faculty-Student Research Award, Seattle University, 2019

Cosgrove, S. & Lee, K. A. (2016). Persistence and resistance: Women's leadership and ending gender-based violence in Guatemala. Seattle Journal for Social Justice, 4(2), p. 308-332.

D. SYNERGISTIC ACTIVITIES - (see PAPPG Chapter II.C.2.f.(i)(d))

2016-2021: Lead Team Member, National Science Foundation ADVANCE Grant Program Institutional Transformation Grant: What Counts as Success? and Rewarding Women Faculty's Differential Contribution in a Comprehensive Liberal Arts University, Seattle University, Seattle, WA.
2019-Present: Elected College of Education Representative, University Rank and Tenure Committee, Seattle University, Seattle, WA.
2018- Present, Elected Representative, Dean's Leadership and Finance Team, College of Education
2018-Present, Seattle University Advocates for Community Engagement, Center for Community Engagement, Seattle University, Seattle, WA.
2015-Present: Member, Central America Initiative Advisory Board,

SUMMARY PROPOSAL BUDGET   YEAR   1

		FOR NSF USE ONLY		
ORGANIZATION **Seattle University**		PROPOSAL NO.	DURATION (months)	
			Proposed	Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Jodi O'Brien**		AWARD NO.		

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Kristi Lee - Senior Personnel**	0.00	0.00	0.58	**5,592**	
2.					
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	0.58	**5,592**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**2**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	9.00	0.00	0.50	**68,418**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**1**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**25,750**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**99,760**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**28,332**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**128,092**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ ———————— **0**					
2. TRAVEL ———————— **0**					
3. SUBSISTENCE ———————— **0**					
4. OTHER ———————— **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**20,000**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**117,181**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**137,181**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**265,273**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
Modified Total Direct Cost (Rate: 42.0000, Base: 198091)					
TOTAL INDIRECT COSTS (F&A)				**83,198**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**348,471**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**348,471**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME **Jodi O'Brien**	FOR NSF USE ONLY		
	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

1 ***ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET**

SUMMARY
PROPOSAL BUDGET

YEAR 2

				FOR NSF USE ONLY	
ORGANIZATION **Seattle University**				PROPOSAL NO.	DURATION (months)
					Proposed / Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Jodi O'Brien**				AWARD NO.	

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Kristi Lee - Senior Personnel**	0.00	0.00	0.58	**5,760**	
2.					
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	0.58	**5,760**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**2**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	9.00	0.00	0.50	**70,470**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**1**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**26,523**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**102,753**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**29,182**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**131,935**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ _____ **0**					
2. TRAVEL _____ **0**					
3. SUBSISTENCE _____ **0**					
4. OTHER _____ **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**20,000**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**99,602**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**119,602**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**251,537**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE) **Modified Total Direct Cost (Rate: 42.0000, Base: 151934)**					
TOTAL INDIRECT COSTS (F&A)				**63,812**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**315,349**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**315,349**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME **Jodi O'Brien**	FOR NSF USE ONLY		
	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

2 *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

					FOR NSF USE ONLY	
ORGANIZATION **Seattle University**					PROPOSAL NO.	DURATION (months)
						Proposed	Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Jodi O'Brien**					AWARD NO.	

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Kristi Lee - Senior Personnel**	0.00	0.00	0.58	**5,933**	
2.					
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	0.58	**5,933**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**2**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	9.00	0.00	0.50	**72,584**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**1**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**27,318**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**105,835**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**30,057**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**135,892**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ —————————— **0**					
2. TRAVEL —————————— **0**					
3. SUBSISTENCE —————————— **0**					
4. OTHER —————————— **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**20,000**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**114,597**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**134,597**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**270,489**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
Modified Total Direct Cost (Rate: 42.0000, Base: 155892)					
TOTAL INDIRECT COSTS (F&A)				**65,475**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**335,964**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**335,964**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					
PI/PD NAME **Jodi O'Brien**				**FOR NSF USE ONLY** INDIRECT COST RATE VERIFICATION	
ORG. REP. NAME*				Date Checked	Date Of Rate Sheet	Initials - ORG

3 ***ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET**

SUMMARY
PROPOSAL BUDGET

Cumulative

	FOR NSF USE ONLY		
	PROPOSAL NO.	DURATION (months)	
		Proposed	Granted

ORGANIZATION **Seattle University**						

	AWARD NO.		

PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR
Jodi O'Brien

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Kristi Lee - Senior Personnel**	0.00	0.00	1.74	17,285	
2.					
3.					
4.					
5.					
6. ( ) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	0	
7. (1) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	1.74	17,285	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (0) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	0	
2. (6) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	27.00	0.00	1.50	211,472	
3. (0) GRADUATE STUDENTS				0	
4. (0) UNDERGRADUATE STUDENTS				0	
5. (3) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				79,591	
6. (0) OTHER				0	
TOTAL SALARIES AND WAGES (A + B)				308,348	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				87,571	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				395,919	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				0	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				0	
2. INTERNATIONAL				0	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ 0					
2. TRAVEL 0					
3. SUBSISTENCE 0					
4. OTHER 0					
TOTAL NUMBER OF PARTICIPANTS (0) TOTAL PARTICIPANT COSTS				0	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				0	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				0	
3. CONSULTANT SERVICES				60,000	
4. COMPUTER SERVICES				0	
5. SUBAWARDS				331,380	
6. OTHER				0	
TOTAL OTHER DIRECT COSTS				391,380	
H. TOTAL DIRECT COSTS (A THROUGH G)				787,299	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
TOTAL INDIRECT COSTS (F&A)				212,485	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				999,784	
K. FEE				0	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				999,784	
M. COST SHARING PROPOSED LEVEL $ 0 AGREED LEVEL IF DIFFERENT $					

PI/PD NAME **Jodi O'Brien**	FOR NSF USE ONLY		
	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

C *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission
Values (Principal Investigator Jodi O'Brien)
Seattle University

A. Key Personnel Salaries

Personnel salary costs include a 3% Cost of Living Adjustment (COLA) each year.

Principal Investigator Salary (Dr. Jodi O'Brien). Dr. Jodi O'Brien will draw no salary for her work directing the project, work that is described in the Project Description and Facilities, Equipment and Other Resources sections. Dr. O'Brien will leverage her role as Special Assistant to the Provost for Faculty Development for the proposed project. In this role, Dr. O'Brien is specifically engaged in facilitating the training, mentoring, and evaluation of faculty for tenure and promotion and has oversight responsibility for the Seattle University units named in the proposal, including the Center for Faculty Development.

Senior Personnel Salary (Dr. Kristi Lee). Senior Personnel, Kristi Lee, will draw 0.58 months of summer salary support in Years 1 through 3 to provide expert knowledge in coordinating the Evaluation Expert Working Group.

> Year 1 – Summer Salary: $86,770 / 9 months x 0.58 summer months = $5,592

> Year 2 – Summer Salary: $5,592 x 3% COLA = $5,760

> Year 3 – Summer Salary: $5,760 x 3% COLA = $5,933

Other Professionals Salary (Project Coordinator, to be named). A Project Coordinator (to be named) will draw 75% FTE of calendar year salary support in Years 1 through 3. The Project Coordinator will be responsible for two types of coordinating activities: across-institutions and within-institutions. This means that the Project Coordinator will manage meetings and communication *between* the three named institutions and their associated project personnel, and also will assist in managing meetings, communication, and activities *within* each institution. The Project Coordinator will be housed at Seattle University, with coordination with the teams at Saint Louis University and Gonzaga University conducted remotely (indeed, because of the pandemic, many relevant activities, meetings, and communication forums have moved to hybrid models as the new, preferred "normal"). The Project Coordinator will assist the PI and the Co-PIs in their proposed activities with faculty at each institution, including the collection and analysis of data; organizing, scheduling, and developing agendas and topics for team meetings and workshops and trainings with university faculty; research into other practices being developed within the Association of Jesuit Colleges and Universities (AJCU) and beyond; participation in conferences, presentations, and other dissemination opportunities; and writing reports and other products.

> Year 1 – Calendar Year Salary: $84,357 x 75% FTE = $63,268

> Year 2 – Calendar Year Salary: $63,268 x 3% COLA = $65,166

> Year 3 – Calendar Year Salary: $65,166 x 3% COLA = $67,121

Other Professionals Salary (Faculty Member, to be named). One (1) additional faculty member, to be named, will draw 0.50 months of summer salary support in Years 1 through 3 to provide expertise in developing a faculty activities evaluation toolkit

> Year 1 – Summer Salary: $92,700 / 9 months x 0.50 summer months = $5,150
>
> Year 2 – $5,150 x 3% COLA = $5,305
>
> Year 3 – $5,305 x 3% COLA = $5,464

Administrative Personnel Salary (Senior Administrative Assistant). A Senior Administrative Assistant, to be named, will draw 50% FTE of calendar year salary support in Years 1 through 3. The role of the Senior Administrative Assistant will be to support both the PI and the Project Coordinator with scheduling and coordinating meetings and workshops, as well as the management of any non-confidential data (such as external project reports). The Senior Administrative Assistant will also manage the project budget and lead and/or support all required operational and logistical matters.

> Year 1 – Calendar Year Salary: $51,500 x 50% FTE = $25,750
>
> Year 2 – Calendar Year Salary: $25,750 x 3% COLA = $26,523
>
> Year 3 – Calendar Year Salary: $26,523 x 3% COLA = $27,318

Subtotal Key Personnel Salaries: $308,348

> Year 1 = $99,760
> Year 2 = $102,753
> Year 3 = $105,835

B. Student Wages: None requested

C. Fringe Benefits
The Seattle University fringe benefit rate is 28.4% of personnel salaries (excluding student wages).

Subtotal Fringe Benefit Costs: $87,571

> Year 1 – $99,760 x 28.4% = $28,332
> Year 2 – $102,752 x 28.4% = $29,182
> Year 3 – $105,835 x 28.4% = $30,057

D. Equipment: None requested

E. Travel: None requested

F. Participant Support: None requested

G. Other Direct Costs

Consultants. External Evaluator Mariko Chang will devote 100 hours/year in Years 1 through 3 at an hourly rate of $200/hour for a total of $20,000/year.

Subtotal Other Direct Costs: $60,000

>   Year 1 = $20,000
>   Year 2 = $20,000
>   Year 3 = $20,000

H. Subawards:

Letters of commitment have been received from the following subaward partners:

Gonzaga University

>   Year 1 = $61,690
>   Year 2 = $44,173
>   Year 3 = $59,137

Saint Louis University

>   Year 1 = $55,491
>   Year 2 = $55,429
>   Year 3 = $55,460

Subtotal Subaward Costs: $331,380

>   Year 1 = $117,181
>   Year 2 = $99,602
>   Year 3 = $114,597

I. Total Direct Costs: $787,299

>   Year 1 = $265,273
>   Year 2 = $251,537
>   Year 3 = $270,489

J. Indirect Costs

Seattle University's federally negotiated indirect cost rate is 42% of Modified Total Direct Costs (MTDC). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs,

tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000.

Subtotal Indirect Costs: $212,485

        Year 1 – $198,091 x 42% = $83,198
        Year 2 – $151,934 x 42% = $63,812
        Year 3 – $155,893 x 42% = $65,475

K. Total Costs: $999,784

        Year 1 = $348,471
        Year 2 = $315,349
        Year 3 = $335,964

PROPOSAL BUDGET

	FOR NSF USE ONLY	
ORGANIZATION **Gonzaga University**	PROPOSAL NO.	DURATION (months)
		Proposed | Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Maria Bertagnolli**	AWARD NO.	

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Maria E Bertagnolli - Co-Principal Investigator**	0.00	0.00	1.00	**11,865**	
2.					
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	1.00	**11,865**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**8**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.00	0.00	2.00	**20,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**2**) UNDERGRADUATE STUDENTS				**6,000**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**37,865**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**5,557**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**43,422**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ _____ **0**					
2. TRAVEL _____ **0**					
3. SUBSISTENCE _____ **0**					
4. OTHER _____ **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**4,400**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**4,400**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**47,822**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE) **Modified Total Direct Cost (Rate: 29.0000, Base: 47822)**					
TOTAL INDIRECT COSTS (F&A)				**13,868**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**61,690**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**61,690**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME **Maria Bertagnolli**	FOR NSF USE ONLY
	INDIRECT COST RATE VERIFICATION
ORG. REP. NAME*	Date Checked | Date Of Rate Sheet | Initials - ORG

1   *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

SUMMARY PROPOSAL BUDGET

YEAR 2

	FOR NSF USE ONLY	
	PROPOSAL NO.	DURATION (months)
ORGANIZATION **Gonzaga University**		Proposed / Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Maria Bertagnolli**	AWARD NO.	

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Maria E Bertagnolli - Co-Principal Investigator**	0.00	0.00	1.00	**12,102**	
2.					
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	1.00	**12,102**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**6**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.00	0.00	1.50	**15,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**1**) UNDERGRADUATE STUDENTS				**2,325**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**29,427**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**4,516**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**33,943**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ **0**					
2. TRAVEL **0**					
3. SUBSISTENCE **0**					
4. OTHER **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**300**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**300**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**34,243**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE) **Modified Total Direct Cost (Rate: 29.0000, Base: 34244)**					
TOTAL INDIRECT COSTS (F&A)				**9,931**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**44,174**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**44,174**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME	FOR NSF USE ONLY
Maria Bertagnolli	INDIRECT COST RATE VERIFICATION
ORG. REP. NAME*	Date Checked / Date Of Rate Sheet / Initials - ORG

2 ***ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET**

SUMMARY
PROPOSAL BUDGET

YEAR   3

		FOR NSF USE ONLY	
ORGANIZATION **Gonzaga University**		PROPOSAL NO.	DURATION (months)
			Proposed	Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Maria Bertagnolli**		AWARD NO.	

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Maria E Bertagnolli - Co-Principal Investigator**	0.00	0.00	1.00	**12,344**	
2.					
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	1.00	**12,344**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**8**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.00	0.00	2.00	**20,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**32,344**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**5,098**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**37,442**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ **0**					
2. TRAVEL **0**					
3. SUBSISTENCE **0**					
4. OTHER **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**8,400**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**8,400**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**45,842**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
Modified Total Direct Cost (Rate: 29.0000, Base: 45842)					
TOTAL INDIRECT COSTS (F&A)				**13,294**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**59,136**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**59,136**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					
PI/PD NAME **Maria Bertagnolli**		**FOR NSF USE ONLY**	
		INDIRECT COST RATE VERIFICATION	
ORG. REP. NAME*		Date Checked	Date Of Rate Sheet	Initials - ORG

3 *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

SUMMARY
PROPOSAL BUDGET

Cumulative

				FOR NSF USE ONLY	
ORGANIZATION **Gonzaga University**				PROPOSAL NO.	DURATION (months)
					Proposed / Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR **Maria Bertagnolli**				AWARD NO.	

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Maria E Bertagnolli - Co-Principal Investigator**	0.00	0.00	3.00	**36,311**	
2.					
3.					
4.					
5.					
6. ( ) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**1**) TOTAL SENIOR PERSONNEL (1 - 6)	0.00	0.00	3.00	**36,311**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**22**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.00	0.00	5.50	**55,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**3**) UNDERGRADUATE STUDENTS				**8,325**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**99,636**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**15,171**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**114,807**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ ————————— **0**					
2. TRAVEL ————————— **0**					
3. SUBSISTENCE ————————— **0**					
4. OTHER ————————— **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**13,100**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**13,100**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**127,907**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
TOTAL INDIRECT COSTS (F&A)				**37,093**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**165,000**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**165,000**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME	FOR NSF USE ONLY		
Maria Bertagnolli	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

C ***ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET**

NSF ADVANCE Partnership - Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values

Gonzaga University (GU) Budget Justification

Total GU Budget Request = $165,000

A. Senior Personnel = $36,311

Dr. Paul Bracke, Co-PI, will have oversight of the program/records management, reporting requirements for the grant program, and coordination of faculty. No salary is requested. ***Dr. Marie Bertagnolli, Co-PI***, will lead the development and coordination of the project, from meetings to recruiting faculty. They will be the primary points of contact and initial conversation partners.

Both Co-PIs will be instrumental to the project and will provide time and effort. A summer salary (consistent with institutional practice) will support the accomplishment of project responsibilities assigned outside the academic contract period. ***Salary calculations: Base = AY 2021 – 2022; 2023-2025 projected salaries to include 2% COL adjustment beginning in September of 2022.***

Summer Salaries	
Co-PI Bracke	No salary is being requested for Co-PI Bracke.
Co-PI Bertagnolli	Calculation based on Co-PI Bertagnolli current annual salary plus a 2 percent cost of living adjustment beginning in YR2. Summer monthly rate Year 1 is $106,782/9 = $11,865 1 P/M). YR1 Summer salary: $11,865 YR 2 Summer salary: $11,865 X 1.02 = $12,102 YR 3 Summer salary: $12,120 X 1.02 = $12,344 **YRs1-3: $36,311**

B. Other Personnel = $63,325

TBD Key Personnel - Faculty members to assist with collaboration, convening and communication with other GU stakeholders and participants. ***Students*** will assist with coordinating meetings, data collection and other phases of the project in YRs1-2.

TBD Key Personnel - Faculty	Years 1-3 faculty will receive $2,500 per year. YR 1 (8 faculty X $2,500 = $20,000); YR 2 (6 faculty X $2,500 = $15,000); YR 3 (8 faculty X $2,500 = $20,000). Each faculty member the equivalent of .25 P/M. **YRs1-3: $55,000**

Students	Years 1-2 students to assist with data collection. YR 1 (2 students @ 20 hours per week X 10 weeks X $15/hour = $6,000); YR 2 (1 student @ 15 hours per week X 10 weeks X $15.50/hour = $2,325). **YRs1-2: $8,325**

C. Fringe Benefits for Senior Personnel and Other Personnel = $15,171
Gonzaga fringe benefits rate includes FICA, pension, medical insurance, long-term disability, life insurance, medical aid and industrial insurance as well as unemployment compensation. Fringe benefits are specifically identified to each employee (if known, otherwise an average is used) and are charged individually as direct costs.

Co-PI Bertagnolli @ 17%	YR 1 ($11,865 X .17 = $2,017); YR 2 ($12,102 X .17 = $2,057); YR 3 ($12,344 X .17 = $2,098). **YRs1-3: $6,172**
TBD Key Personnel @ 15%	YR 1 ($20,000 X .15 = $3,000); YR 2 ($15,000 X .15 = $2,250); YR 3 ($20,000 X .15 = $3,000). **YRs1-3: $8,250**
Students @ 9.0%	YR 1 ($6,000 X .09 = $540); YR 2 ($2,325 X .09 = $209). **YRs1-2: $749**

D. Equipment: N/A

E. Travel = N/A

F. Participant Support Costs = N/A

G. Other Direct Costs = Focus group meeting (data collection) expenses for light refreshments is estimated at $500 per meeting; 8 meetings in YR1 ($500 X 8 = $4,000); 16 meetings in YR3 for training and mentoring (implementation) ($500 X 16 = $8,000). **Total: $12,000**

Project specific supplies: Easel pads, pens and notebooks YR1: $400; YR2: $300; YR3: $400. **Total: $1,100**

I. Indirect Costs = $37,093
Gonzaga University's federally negotiated indirect cost rate is 29% of MTDC. As per cognizant agency guidelines, the MTDC base rate consists of all direct salaries/wages, applicable fringe benefits, materials/supplies, services and travel. Excludes equipment, capital expenditures and participant support costs.
- YR 1 = $13,868
- YR 2 = $9,931
- YR 3 = $13,295

J. TOTAL DIRECT + INDIRECT = $127,907 + $37,093 = $165,000

K. AMOUNT OF THIS REQUEST = $165,000
   TOTAL BUDGET = $165,000

SUMMARY
PROPOSAL BUDGET

YEAR 1

						FOR NSF USE ONLY	

ORGANIZATION
Saint Louis University

PROPOSAL NO.	DURATION (months)
	Proposed	Granted

PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR
Katie Heiden-Rootes

AWARD NO.

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Katie M Heiden-Rootes - Co-Principal Investigator**	0.00	1.08	0.09	**7,521**	
2. **Debra Lohe - Co-Principal Investigator**	0.96	0.00	0.00	**12,717**	
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**2**) TOTAL SENIOR PERSONNEL (1 - 6)	0.96	1.08	0.09	**20,238**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**1**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.96	0.00	0.00	**10,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**30,238**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**6,388**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**36,626**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $_____**0**					
2. TRAVEL _____**0**					
3. SUBSISTENCE _____**0**					
4. OTHER _____**0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**0**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**36,626**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
Modified Total Direct Cost (Rate: 51.5000, Base: 36626)					
TOTAL INDIRECT COSTS (F&A)				**18,862**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**55,488**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**55,488**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME	FOR NSF USE ONLY
Katie Heiden-Rootes	INDIRECT COST RATE VERIFICATION
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

1 *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

**SUMMARY
PROPOSAL BUDGET** YEAR 2

	FOR NSF USE ONLY	
ORGANIZATION	PROPOSAL NO.	DURATION (months)
Saint Louis University		Proposed | Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR	AWARD NO.	
Katie Heiden-Rootes		

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Katie M Heiden-Rootes - Co-Principal Investigator**	0.00	1.02	0.05	**6,969**	
2. **Debra Lohe - Co-Principal Investigator**	0.96	0.00	0.00	**12,972**	
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**2**) TOTAL SENIOR PERSONNEL (1 - 6)	0.96	1.02	0.05	**19,941**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**1**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.96	0.00	0.00	**10,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**29,941**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**6,646**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**36,587**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $ _____ **0**					
2. TRAVEL _____ **0**					
3. SUBSISTENCE _____ **0**					
4. OTHER _____ **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**0**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**36,587**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
Modified Total Direct Cost (Rate: 51.5000, Base: 36587)					
TOTAL INDIRECT COSTS (F&A)				**18,842**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**55,429**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**55,429**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME	FOR NSF USE ONLY		
Katie Heiden-Rootes	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

2 *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

	FOR NSF USE ONLY	
	PROPOSAL NO.	DURATION (months)

ORGANIZATION
Saint Louis University

		Proposed	Granted

PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR
Katie Heiden-Rootes

AWARD NO.

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Katie M Heiden-Rootes - Co-Principal Investigator**	0.00	0.96	0.02	**6,469**	
2. **Debra Lohe - Co-Principal Investigator**	0.96	0.00	0.00	**13,231**	
3.					
4.					
5.					
6. (**0**) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**2**) TOTAL SENIOR PERSONNEL (1 - 6)	0.96	0.96	0.02	**19,700**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**1**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	0.96	0.00	0.00	**10,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**29,700**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**6,907**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**36,607**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $_____ **0**					
2. TRAVEL _____ **0**					
3. SUBSISTENCE _____ **0**					
4. OTHER _____ **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**0**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**36,607**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
Modified Total Direct Cost (Rate: 51.5000, Base: 36607)					
TOTAL INDIRECT COSTS (F&A)				**18,853**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**55,460**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**55,460**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME	FOR NSF USE ONLY		
Katie Heiden-Rootes	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

3 *ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET

SUMMARY
PROPOSAL BUDGET
Cumulative

			FOR NSF USE ONLY			
ORGANIZATION			PROPOSAL NO.		DURATION (months)	
Saint Louis University					Proposed	Granted
PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR			AWARD NO.			
Katie Heiden-Rootes						

A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets)	NSF Funded Person-months			Funds Requested By proposer	Funds granted by NSF (if different)
	CAL	ACAD	SUMR		
1. **Katie M Heiden-Rootes - Co-Principal Investigator**	0.00	3.06	0.16	**20,959**	
2. **Debra Lohe - Co-Principal Investigator**	2.88	0.00	0.00	**38,920**	
3.					
4.					
5.					
6. ( ) OTHERS (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE)	0.00	0.00	0.00	**0**	
7. (**2**) TOTAL SENIOR PERSONNEL (1 - 6)	2.88	3.06	0.16	**59,879**	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. (**0**) POST DOCTORAL SCHOLARS	0.00	0.00	0.00	**0**	
2. (**3**) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)	2.88	0.00	0.00	**30,000**	
3. (**0**) GRADUATE STUDENTS				**0**	
4. (**0**) UNDERGRADUATE STUDENTS				**0**	
5. (**0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)				**0**	
6. (**0**) OTHER				**0**	
TOTAL SALARIES AND WAGES (A + B)				**89,879**	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				**19,941**	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)				**109,820**	
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING $5,000.)					
TOTAL EQUIPMENT				**0**	
E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS)				**0**	
2. INTERNATIONAL				**0**	
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS $_____ **0**					
2. TRAVEL _____ **0**					
3. SUBSISTENCE _____ **0**					
4. OTHER _____ **0**					
TOTAL NUMBER OF PARTICIPANTS (**0**) TOTAL PARTICIPANT COSTS				**0**	
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES				**0**	
2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION				**0**	
3. CONSULTANT SERVICES				**0**	
4. COMPUTER SERVICES				**0**	
5. SUBAWARDS				**0**	
6. OTHER				**0**	
TOTAL OTHER DIRECT COSTS				**0**	
H. TOTAL DIRECT COSTS (A THROUGH G)				**109,820**	
I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE)					
TOTAL INDIRECT COSTS (F&A)				**56,557**	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				**166,377**	
K. FEE				**0**	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				**166,377**	
M. COST SHARING PROPOSED LEVEL $ **0** AGREED LEVEL IF DIFFERENT $					

PI/PD NAME	FOR NSF USE ONLY		
Katie Heiden-Rootes	INDIRECT COST RATE VERIFICATION		
ORG. REP. NAME*	Date Checked	Date Of Rate Sheet	Initials - ORG

C ***ELECTRONIC SIGNATURES REQUIRED FOR REVISED BUDGET**

NSF ADVANCE Partnership - Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values

Saint Louis University Budget Justification

A. <u>Senior Personnel</u>

Personnel costs are calculated on a fiscal year starting July 1. Annual cost of living adjustment (COLA) is estimated at 2% at the beginning of each year for all personnel except Other Professionals and are calculated on the basis of a full academic year.

Co-Principal Investigator Katie Heiden-Rootes, PhD: Co-PI Heiden-Rootes will draw 1.08 academic year months (9% FTE) and 0.09 summer months (3% FTE) in Year 1, 1.02 academic year months (8.5% FTE) and 0.0525 summer months (1.75% FTE) in Year 2, and 0.96 academic year months (8% FTE) and 0.024 summer months (0.8% FTE) in Year 3. Dr. Heiden-Rootes is Associate Professor in Medical Family Therapy (MFT) in Family and Community Medicine (FCM), and was appointed the first Faculty Fellow for Equity Issues within the Provost's office. She brings to this project leadership, clinical and research expertise in the areas of interdisciplinary education and curriculum development, significant administrative experience, and affirmative practices for addressing DEI within the paradigms of 'traditional' Jesuit education.

> Year 1 – $7,521
>   Academic Year Support: $75,213 x 9% FTE = $6,769
>   Summer Support: $75,213 / 9 months x 0.09 months = $752
> Year 2 – $6,969
>   Academic Year Support: $75,213 x 2% COLA x 8.5% FTE = $6,521
>   Summer Support: $75,213 x 2% COLA / 9 months x 0.0525 months = $448
> Year 3 – $6,469
>   Academic Year Support: $75,213 x 2% COLA/year x 2 years x 8% FTE = $6,260
>   Summer Support: $75,213 x 2% COLA/year x 2 years / 9 months x 0.024 months = $209

Co-Principal Investigator Debra Lohe, PhD: Co-PI Lohe will draw 0.96 calendar months (8% FTE) in Years 1, 2 and 3. Dr. Lohe currently serves as Associate Provost at Saint Louis University (SLU). In this role, she provides leadership on projects that support the University's academic priorities and mission, advancement in innovative teaching and learning, fosters educational equity and success for all SLU students, enhances the ecosystem of support for faculty growth and development, and improves collaborative partnerships between Academic Affairs and other units across the university. Dr. Lohe brings to this project leadership, educational development, and experience in DEI practices.

> Year 1 Calendar Year Support – $158,967 x 8% FTE = $12,717
> Year 2 Calendar Year Support – $12,717 x 1.2% COLA = $12,972
> Year 3 Calendar Year Support – $12,972 x 1.2% COLA = $13,231

Other Professionals (TBD): A Key Personnel, to be named, will draw 0.96 calendar months (8% FTE) in Years 1, 2, and 3. The Key Personnel, a part-time employee to be identified by Co-PIs Dr. Lohe and Dr. Heiden-Rootes, will be among faculty or administrators at SLU. The Key Personnel will have experience in professional development and DEI policies and will assist Co-

PIs Dr. Heiden-Rootes and Dr. Lohe in the tasks and deliverables of the partnership project. Note that COLA is not calculated for Other Professionals as noted above.

> Year 1 Calendar Year Support – $125,000 x 8% FTE = $10,000
> Year 2 Calendar Year Support – $125,000 x 8% FTE = $10,000
> Year 3 Calendar Year Support – $125,000 x 8% FTE = $10,000

Co-PIs Dr. Heiden-Rootes and Dr. Lohe and TBD Key Personnel-Faculty member will provide substantial operational expertise in policy analysis, program development, and engagement of key stakeholders at SLU. Specifically, they will:
- Be the primary point of contact and initial conversation partners
- Responsible for communication with and convening other SLU stakeholders in accordance with the various phases of the project
- Work with consortium to determine progress of workflows, what is learned and what adjustments are needed
- Track meetings and work closely with consortium on some of the assessment aspects of the project as part of the PAR model

Sub-Total Senior Personnel: $89,879
> Year 1 – $30,238
> Year 2 – $29,941
> Year 3 – $29,700

B. Student Wages: None requested

C. Fringe Benefits
Fringe benefits cover the cost of insurance and benefits for Saint Louis University employees. The academic year fringe benefits rate is 25% with 1% increase yearly. The summer month fringe benefits rate and fringe benefits rate for part-time employees is 14.1% with 1% increase yearly.

> Year 1 – $6,388
>> Academic & Calendar Salary Fringe Benefits: $19,487 x 25% = $4,872
>> Summer Salary & Part-Time Employee Fringe Benefits: $10,752 x 14.10% = $1,516
> Year 2 – $6,646
>> Academic & Calendar Salary Fringe Benefits: $19,493 x 26% = $5,068
>> Summer Salary & Part-Time Employee Fringe Benefits: $10,448 x 15.10% = $1,578
> Year 3 – $6,907
>> Academic & Calendar Salary Fringe Benefits: $19,491 x 27% = $5,263
>> Summer Salary & Part-Time Employee Fringe Benefits: $10,209 x 16.10% = $1,644

Sub-Total Fringe Benefits: $19,941
> Year 1 – $6,388
> Year 2 – $6,646
> Year 3 – $6,907

D. Equipment: None requested

E. Travel: None requested

F. Participant Support: None requested

G. Other Direct Costs: None requested

H. Direct Costs: $109,820

      Year 1 = $36,626
      Year 2 = $36,587
      Year 3 = $36,607

I. Indirect Costs: $56,557

Indirect cost rates are based on the applicable federally negotiated rates of the Modified Direct Cost Total. The indirect cost rate for Saint Louis University is 51.5%.

      Year 1 – $36,626 x 51.5% = $18,862
      Year 2 – $36,587 x 51.5% = $18,842
      Year 3 – $36,607 x 51.5% = $18,853

J. Total Costs: $166,377

      Year 1 = $55,488
      Year 2 = $55,429
      Year 3 = $55,460

* PI/co-PI/Senior Personnel Name: Maria E. Bertagnolli

*Required fields

Note: NSF has provided 15 project/proposal and 10 in-kind contribution entries for users to populate. Please leave any unused entries blank.

Project/Proposal Section:

Current and Pending Support includes all resources made available to an individual in support of and/or related to all of his/her research efforts, regardless of whether or not they have monetary value.[1] Information must be provided about all current and pending support, including this project, for ongoing projects, and for any proposals currently under consideration from whatever source, irrespective of whether such support is provided through the proposing organization or is provided directly to the individual. This includes, for example, Federal, State, local, foreign, public or private foundations, non-profit organizations, industrial or other commercial organizations, or internal funds allocated toward specific projects. Concurrent submission of a proposal to other organizations will not prejudice its review by NSF, if disclosed.[2]

[1] If the time commitment or dollar value is not readily ascertainable, reasonable estimates should be provided.
[2] The Biological Sciences Directorate exception to this policy is delineated in PAPPG Chapter II.D.2.

Projects/Proposals

1. *Project/Proposal Title : ASCEND: Advancing STEM Careers by Empowering Network Development

*Status of Support :   ⦿ Current ○ Pending   ○ Submission Planned   ○ Transfer of Support

Proposal/Award Number (if available): 1936070 / 2128203

*Source of Support: National Science Foundation - ADVANCE Partnership Award

*Primary Place of Performance :   Willamette University / John Carroll University

Project/Proposal Start Date (MM/YYYY) (if available) :   10/2019

Project/Proposal End Date (MM/YYYY) (if available) :   09/2024

*Total Award Amount (including Indirect Costs): $ 999,899

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2020	0.43	4.	
2. 2024	0.43	5.	
3.			

*Overall Objectives :   The ASCEND grant seeks to increase the advancement of mid-career women STEM faculty and support the creation of environments where diversity is encouraged and supported through the formation of regional (Northwest, Midwest, Southwest) inter-institutional peer mentoring networks of these faculty and administrator allies who seek to drive institutional transformation.

*Statement of Potential Overlap :   Both are NSF ADVANCE grants, and are therefore focused on promoting gender equity, diversity and inclusivity. However, while complementary, the strategies being employed are quite different. The pending proposal seeks to promote an evaluation process of faculty that assesses a more comprehensive and inclusive range of faculty activities and aligns with the stated mission and values of the institutions involved.

Projects/Proposals

2. ***** Project/Proposal Title :   Assessing Differential Faculty Contributions and Aligning Faculty
Advancement with Mission Values

* Status of Support :   ◯ Current   ⦿ Pending   ◯ Submission Planned   ◯ Transfer of Support

Proposal/Award Number (if available):

* Source of Support: National Science Foundation - ADVANCE Partnership Proposal

* Primary Place of Performance :   Seattle University

Project/Proposal Start Date (MM/YYYY) (if available) :   08/2022

Project/Proposal End Date (MM/YYYY) (if available) :   07/2025

* Total Award Amount (including Indirect Costs): $ 165,000

* Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

* Year (YYYY)	***** Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2022	1.00	4.	
2. 2023	1.00	5.	
3. 2024	1.00		

* Overall Objectives :   This project seeks to develop and implement faculty evaluation processes
suited to a more comprehensive, inclusive range of activities, including
those that align with mission principles but have been traditionally hidden
or undervalued. Since much of the hidden work is disproportionately taken
on by women and faculty of color, establishing evaluative processes that
recognize and reward this work will directly support a more diverse faculty.

* Statement of   N/A
Potential Overlap :

PI/co-PI/Senior Personnel: Bracke, Paul

PROJECT/PROPOSAL SUBMISSION PLANNED

1. Project/Proposal Title: Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values

   Proposal/Award Number (if available):

   Source of Support: NSF ADVANCE

   Primary Place of Performance: Spokane, WA

   Project/Proposal Support Start Date (if available): 2022/08

   Project/Proposal Support End Date (if available): 2024/07

   Total Award Amount (including Indirect Costs): $165,000

   Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project:

Year	Person-months per year committed
2022	1
2023	1
2024	1

   Overall Objectives: This project seeks to develop and implement faculty evaluation processes suited to a more comprehensive, inclusive range of activities, including those that align with mission principles but have been traditionally hidden or undervalued. Since much of the hidden work is disproportionately taken on by women and faculty of color, establishing evaluative processes that recognize and reward this work will directly support a more diverse faculty

   Statement of Potential Overlap: N/A

*PI/co-PI/Senior Personnel Name: Katie Heiden-Rootes, PhD

*Required fields

Note: NSF has provided 15 project/proposal and 10 in-kind contribution entries for users to populate. Please leave any unused entries blank.

Project/Proposal Section:

Current and Pending Support includes all resources made available to an individual in support of and/or related to all of his/her research efforts, regardless of whether or not they have monetary value.[1] Information must be provided about all current and pending support, including this project, for ongoing projects, and for any proposals currently under consideration from whatever source, irrespective of whether such support is provided through the proposing organization or is provided directly to the individual. This includes, for example, Federal, State, local, foreign, public or private foundations, non-profit organizations, industrial or other commercial organizations, or internal funds allocated toward specific projects. Concurrent submission of a proposal to other organizations will not prejudice its review by NSF, if disclosed.[2]

[1] If the time commitment or dollar value is not readily ascertainable, reasonable estimates should be provided.
[2] The Biological Sciences Directorate exception to this policy is delineated in PAPPG Chapter II.D.2.

Projects/Proposals

1. *Project/Proposal Title : Improving the Health & Safety of Transgender & Queer Youth

*Status of Support : ● Current ○ Pending ○ Submission Planned ○ Transfer of Support

Proposal/Award Number (if available): 19-0182-OF-20

*Source of Support: MFH

*Primary Place of Performance : Saint Louis University

Project/Proposal Start Date (MM/YYYY) (if available) : 07/2020

Project/Proposal End Date (MM/YYYY) (if available) : 06/2022

*Total Award Amount (including Indirect Costs): $ 114

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2021	2.40	4.	
2. 2022	2.40	5.	
3.			

*Overall Objectives : The purpose of this request is to establish a training program for mental health professionals to improve the health and safety of transgender and queer youth.

*Statement of Potential Overlap : There is no potential overlap.

Projects/Proposals

2. *Project/Proposal Title : Strengthening the Behavioral Health Workforce for Children and Youth: The Integrated Behavioral Health Practice Fellowship Program

*Status of Support :   ⦿ Current ◯ Pending   ◯ Submission Planned   ◯ Transfer of Support

 Proposal/Award Number (if available): 1 MC1HP42100   01   00

*Source of Support: HRSA

*Primary Place of Performance :   Saint Louis University

Project/Proposal Start Date (MM/YYYY) (if available) :   07/2021

Project/Proposal End Date (MM/YYYY) (if available) :   06/2025

 *Total Award Amount (including Indirect Costs): $ 452,010

 *Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2022	1.20	4. 2025	1.20
2. 2023	1.20	5.	
3. 2024	1.20		

*Overall Objectives :   To increase the overall capacity of the behavioral health (BH) workforce serving children, adolescents, and transitional-age youth at risk for developing or who have developed a recognized BH disorder in the St. Louis Metro Area.

*Statement of Potential Overlap :   There is no potential overlap.

CPS- 3 of 27

Projects/Proposals

3. *Project/Proposal Title : FLOURISH Aligned Activities for Priority Areas (MOM)

*Status of Support :   ◉ Current   ◯ Pending   ◯ Submission Planned   ◯ Transfer of Support

Proposal/Award Number (if available): 20-0506-IM-21

*Source of Support: MFH

*Primary Place of Performance :   Saint Louis University

Project/Proposal Start Date (MM/YYYY) (if available) :   09/2021

Project/Proposal End Date (MM/YYYY) (if available) :   08/2022

*Total Award Amount (including Indirect Costs): $ 150

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2022	0.24	4.	
2.		5.	
3.			

*Overall Objectives :   The MOM project, collaboration between SLU′s OB/GYN and Medical Family Therapy, will develop a patient council, increase erinatal/postpartum depression screenings with African American women, offer free counseling, in-person classes and telehealth, and purchase technological equipment to improve patient care access.

*Statement of Potential Overlap :   There is no potential overlap.

Projects/Proposals

4. *Project/Proposal Title : Differential Worth Across Faculty Careers: Aligning Faculty Advancement with Mission Values

*Status of Support :   ◯ Current ◯ Pending ⦿ Submission Planned ◯ Transfer of Support

Proposal/Award Number (if available): 8169298

*Source of Support: NSF

*Primary Place of Performance :   Seattle University-Sain Louis University is subaward

Project/Proposal Start Date (MM/YYYY) (if available) :   08/2022

Project/Proposal End Date (MM/YYYY) (if available) :   07/2025

*Total Award Amount (including Indirect Costs): $ 166,375

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2023	1.17	4.	
2. 2024	1.07	5.	
3. 2025	0.98		

*Overall Objectives :   This Partnership Proposal builds on a Seattle University 2016-2021 NSF ADVANCE-IT grant focused on cultivating both the cultural (adaptive) and structural (technical) changes necessary to implement a sustainable faculty development path toward advancement that includes recognition and reward of traditionally hidden or under-valued work

*Statement of Potential Overlap :   There is no potential overlap.

*PI/co-PI/Senior Personnel Name: Kristi Lee, PhD

*Required fields

Note: NSF has provided 15 project/proposal and 10 in-kind contribution entries for users to populate. Please leave any unused entries blank.

Project/Proposal Section:

Current and Pending Support includes all resources made available to an individual in support of and/or related to all of his/her research efforts, regardless of whether or not they have monetary value.[1] Information must be provided about all current and pending support, including this project, for ongoing projects, and for any proposals currently under consideration from whatever source, irrespective of whether such support is provided through the proposing organization or is provided directly to the individual. This includes, for example, Federal, State, local, foreign, public or private foundations, non-profit organizations, industrial or other commercial organizations, or internal funds allocated toward specific projects. Concurrent submission of a proposal to other organizations will not prejudice its review by NSF, if disclosed.[2]

[1] If the time commitment or dollar value is not readily ascertainable, reasonable estimates should be provided.
[2] The Biological Sciences Directorate exception to this policy is delineated in PAPPG Chapter II.D.2.

Projects/Proposals

1. *Project/Proposal Title : Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values

*Status of Support : ○ Current ◉ Pending ○ Submission Planned ○ Transfer of Support

Proposal/Award Number (if available):

*Source of Support: National Science Foundation

*Primary Place of Performance : Seattle University

Project/Proposal Start Date (MM/YYYY) (if available) : 08/2022

Project/Proposal End Date (MM/YYYY) (if available) : 07/2025

*Total Award Amount (including Indirect Costs): $ 999,784

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2022	1.00	4. 2025	1.00
2. 2023	1.00	5.	
3. 2024	1.00		

*Overall Objectives : Development of a toolkit specifically designed to evaluate faculty career contributions that are typically under-recognized and under-valued. Training of faculty administrators and evaluators in implementing the toolkit, mentoring faculty in preparing promotion portfolios within the guidelines of the toolkit. Analyzing varying approaches to applying the toolkit across three different types of universities with the aim of broader generalization.

*Statement of Potential Overlap : N/A - Current Proposal

Projects/Proposals

2. *Project/Proposal Title :   Victim to Survivor, Survivor to Leader: Resilience of Guatemalan Women and Girls who Experience Gender-Based Violence

*Status of Support :   ⦿ Current   ◯ Pending   ◯ Submission Planned   ◯ Transfer of Support

Proposal/Award Number (if available):   None

*Source of Support: Private Donor

*Primary Place of Performance :   Seattle University, Universidad de Rafael Landivar, Guatemal

Project/Proposal Start Date (MM/YYYY) (if available) :   09/2020

Project/Proposal End Date (MM/YYYY) (if available) :   09/2023

*Total Award Amount (including Indirect Costs): $ 30,000

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2020	1.00	4. 2023	1.00
2. 2021	1.00	5.	
3. 2022	1.00		

*Overall Objectives :   Healing practices for girls and women who experience gender-based violence in Guatemala. Interdisciplinary, intercultural qualitative research project with faculty and students from Seattle University (sociology, international studies, and photography) and faculty and students from Rafael Landivar (psychology and medicine) in Quetzaltenango, Guatemala. Research is conducted in Spanish.

*Statement of Potential Overlap :   None.

Projects/Proposals

3. *Project/Proposal Title :

*Status of Support :   ⊙ Current ○ Pending   ○ Submission Planned   ○ Transfer of Support

 Proposal/Award Number (if available):

*Source of Support:

*Primary Place of Performance :

Project/Proposal Start Date (MM/YYYY) (if available) :

Project/Proposal End Date (MM/YYYY) (if available) :

 *Total Award Amount (including Indirect Costs): $

 *Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1.		4.	
2.		5.	
3.			

*Overall Objectives :

*Statement of
Potential Overlap :

*PI/co-PI/Senior Personnel Name: Debra Lohe, PhD

*Required fields

Note: NSF has provided 15 project/proposal and 10 in-kind contribution entries for users to populate. Please leave any unused entries blank.

Project/Proposal Section:

Current and Pending Support includes all resources made available to an individual in support of and/or related to all of his/her research efforts, regardless of whether or not they have monetary value.[1] Information must be provided about all current and pending support, including this project, for ongoing projects, and for any proposals currently under consideration from whatever source, irrespective of whether such support is provided through the proposing organization or is provided directly to the individual. This includes, for example, Federal, State, local, foreign, public or private foundations, non-profit organizations, industrial or other commercial organizations, or internal funds allocated toward specific projects. Concurrent submission of a proposal to other organizations will not prejudice its review by NSF, if disclosed.[2]

[1] If the time commitment or dollar value is not readily ascertainable, reasonable estimates should be provided.
[2] The Biological Sciences Directorate exception to this policy is delineated in PAPPG Chapter II.D.2.

Projects/Proposals

1. *Project/Proposal Title : Differential Worth Across Faculty Careers: Aligning Faculty Advancement with Mission Values

*Status of Support : ◯ Current ◯ Pending ⦿ Submission Planned ◯ Transfer of Support

 Proposal/Award Number (if available): 8169298

*Source of Support: NSF

*Primary Place of Performance : Seattle University-Sain Louis University is subaward

Project/Proposal Start Date (MM/YYYY) (if available) : 08/2022

Project/Proposal End Date (MM/YYYY) (if available) : 07/2025

 *Total Award Amount (including Indirect Costs): $ 166,375

 *Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2023	0.96	4.	
2. 2024	0.96	5.	
3. 2025	0.96		

*Overall Objectives : This Partnership Proposal builds on a Seattle University 2016-2021 NSF ADVANCE-IT grant focused on cultivating both the cultural (adaptive) and structural (technical) changes necessary to implement a sustainable faculty development path toward advancement that includes recognition and reward of traditionally hidden or under-valued work

*Statement of Potential Overlap : There is no potential overlap.

* PI/co-PI/Senior Personnel Name: Jodi O'Brien PhD

*Required fields

Note: NSF has provided 15 project/proposal and 10 in-kind contribution entries for users to populate. Please leave any unused entries blank.

Project/Proposal Section:

Current and Pending Support includes all resources made available to an individual in support of and/or related to all of his/her research efforts, regardless of whether or not they have monetary value.[1] Information must be provided about all current and pending support, including this project, for ongoing projects, and for any proposals currently under consideration from whatever source, irrespective of whether such support is provided through the proposing organization or is provided directly to the individual. This includes, for example, Federal, State, local, foreign, public or private foundations, non-profit organizations, industrial or other commercial organizations, or internal funds allocated toward specific projects. Concurrent submission of a proposal to other organizations will not prejudice its review by NSF, if disclosed.[2]

[1] If the time commitment or dollar value is not readily ascertainable, reasonable estimates should be provided.
[2] The Biological Sciences Directorate exception to this policy is delineated in PAPPG Chapter II.D.2.

Projects/Proposals

1. *Project/Proposal Title : Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values

*Status of Support : ○ Current ◉ Pending ○ Submission Planned ○ Transfer of Support

Proposal/Award Number (if available): TEMP ID 8169298

*Source of Support: National Science Foundation - ADVANCE Partnership Program

*Primary Place of Performance :   Seattle University

Project/Proposal Start Date (MM/YYYY) (if available) :   08/2022

Project/Proposal End Date (MM/YYYY) (if available) :   07/2025

*Total Award Amount (including Indirect Costs): $ 999,784

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2022	1.00	4.	
2. 2023	1.00	5.	
3. 2024	1.00		

*Overall Objectives :   Development of a toolkit specifically designed to evaluate faculty career contributions that are typically under-recognized and under-valued. Training of faculty administrators and evaluators in implementing the toolkit, mentoring faculty in preparing promotion portfolios within the guidelines of the toolkit. Analyzing varying approaches to applying the toolkit across three different types of universities with the aim of broader generalization.

*Statement of Potential Overlap :   N/A - Current Proposal

Projects/Proposals

2. *Project/Proposal Title :   ADVANCE Institutional Transformation at Seattle University

*Status of Support :   ⦿ Current   ◯ Pending   ◯ Submission Planned   ◯ Transfer of Support

Proposal/Award Number (if available):   1629875

*Source of Support: National Science Foundation - ADVANCE IT Program

*Primary Place of Performance :   Seattle University

Project/Proposal Start Date (MM/YYYY) (if available) :   09/2016

Project/Proposal End Date (MM/YYYY) (if available) :   08/2022

*Total Award Amount (including Indirect Costs): $ 2,333,846

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2017	2.00	4. 2020	3.28
2. 2018	2.00	5. 2021	3.88
3. 2019	2.00		

*Overall Objectives :   Revised promotion guidelines centered in holistic faculty development to elevate recognition and reward of hidden work performed disproportionately by women and faculty of color and resulting in stalled pathway to promotion. Training of faculty administrators and evaluators to recognize and value more comprehensive faculty contributions; mentoring faculty in developing holistic faculty development plans and in translating their activities into recognizable forms for promotion dossiers.

*Statement of Potential Overlap :   The proposed project stems directly from this project with one building on the next. SU ADVANCE sets the foundation for developing the toolkit and providing the training and mentoring objectives of the proposed project. Leading this initiative is a key aspect of my administrative position. A concurrent proposal to the AVDF is intended to provide funding for the development of a faculty leadership team who will be responsible for the longterm management and sustainability of the combined Advance projects.

Projects/Proposals

3. *Project/Proposal Title : Faculty Leadership Development for Mission Alignment and Student Success

*Status of Support : ○ Current ◉ Pending ○ Submission Planned ○ Transfer of Support

Proposal/Award Number (if available): R-2107-22239

*Source of Support: Arthur Vining Davis Foundation

*Primary Place of Performance : Seattle University

Project/Proposal Start Date (MM/YYYY) (if available) : 07/2022

Project/Proposal End Date (MM/YYYY) (if available) : 09/2024

*Total Award Amount (including Indirect Costs): $ 300,536

*Person-Month(s) (or Partial Person-Months) Per Year Committed to the Project

*Year (YYYY)	*Person Months (##.##)	Year (YYYY)	Person Months (##.##)
1. 2022	1.00	4.	
2. 2023	1.00	5.	
3. 2024	1.00		

*Overall Objectives : To recruit and train a faculty "administrative core team" for longterm sustainability of SU ADVANCE IT and the proposed project. This group of faculty leaders will serve as bridge-builders and liaisons between the respective schools and colleges and university administration and be responsible for facilitating ongoing training of faculty evaluation committees, ongoing mentoring of faculty in their holistic faculty development planning, and ongoing PAR evaluation.

*Statement of Potential Overlap : This proposed project is designed to complement and support the proposed NSF partnership project and SU ADVANCE IT through intentional development of facilitation team who will be responsible for ongoing convening, coordination, and communication in the implementation and institutionalization of the ADVANCE aims. As a faculty development administrator, I will oversee this team and provide leadership training.

Facilities, Equipment, and Other Resources

Personnel Resources
Personnel are a key resource for the proposed project. The PI, Co-PIs, Project Coordinator, and named Senior Personnel constitute the Project Core Team. Together, they provide the disciplinary expertise needed for the project, the institutional authority to convene the requisite groups for each of the phases, and the communication networks needed for broad dissemination within and between each institution. These faculty and administrators have the full support of their respective Chief Academic Officers (the three Provosts) to include this project as a central aspect of their position descriptions. The Project Core Team members will all have access to the Partnership-funded Program Coordinator and Administrative Assistant, who will coordinate programmatic scheduling and activities. The Project Core Team members will also have access to regular administrative support staff at each institution to assist in within-institution scheduling and related administrative details. Three of the key personnel (O'Brien, Bertagnolli, and Lohe) named in the Partnership Proposal hold university-wide faculty leadership positions directly related to faculty development. All named personnel have the knowledge and capacity to recruit additional team members who have the expertise to undertake the project of reimagining and revising assessment for comprehensive and inclusive faculty careers.

Project Core Team
PI, Jodi O'Brien, Seattle University, is Professor of Sociology and Special Assistant to the Provost for Faculty Development. Previously, Dr. O'Brien chaired the University Rank & Tenure Committee for over a decade, a position which provided her with specific knowledge, information, and insights about tenure and promotion evaluative processes at the university. Dr. O'Brien currently is also the PI of the current SU ADVANCE Program. The SU ADVANCE program has successfully revised the university's promotion guidelines to better evaluate previously "hidden" faculty contributions, compiled a "Holistic Faculty Activities Inventory" detailing many of the professional activities in which SU faculty engage, introduced a new requirement for a "Holistic Faculty Development Plan" for all faculty seeking promotion, and is actively training college-level evaluation committees and deans in reading promotion files more holistically. As the Special Assistant to the Provost of Faculty Development at the university, Dr. O'Brien oversees all institutional entities involved in faculty development, including the Center for Faculty Development. As a member of the Provost's Council, Dr. O'Brien also works closely with other relevant offices, including the Office for Diversity & Inclusion. Dr. O'Brien's experiences with the SU University Rank & Tenure Committee and SU ADVANCE make her ideally positioned in terms of her professional knowledge and expertise to serve as PI on the proposed ADVANCE Partnership grant. Her role and activities on the grant will include primary leadership responsibilities, oversight for fiscal and administrative activities, and facilitation of regular meetings as described in the Communication Strategy – but with the intent of delegating activities across working groups. Dr. O'Brien has considerable experience in de-centering project administration and in using a Participatory Action Research (PAR) model to focus on communication, coordination, and ongoing evaluation across work teams for effective network management of large projects. No salary support is requested for Dr. O'Brien.

Senior Personnel, Kristi Lee, Seattle University, is Associate Professor of Clinical Mental Health Counseling in the College of Education, and Director of the Counseling Program. Dr. Lee was also one of the lead faculty experts in the working group that generated the "Revised Promotion to Full Professor Guidelines" that are the central outcome of the SU ADVANCE Program. Dr. Lee has extensive disciplinary expertise in holistic faculty development training and mentoring, with specific emphasis on rubrics for evaluating a broad range of faculty

activities. Through the Center for Community Engagement, she has led a faculty fellows group for the past four years aimed at mentoring faculty in translating their community engagement work into sources of evidence of contribution for their tenure and promotion portfolios. She created a workshop, "Reimagining the Impact Factor," as part of a training for faculty development leaders in the Association of Jesuit Colleges and Universities, a workshop that continues to attract faculty interested in articulating their professional contributions within a holistic framework. Her ideas provide a significant intellectual foundation for this proposal. Recently, she was appointed by Seattle University's new president to lead the integration of community engagement activities across the university, as defined in the university's newly adopted Strategic Directions Plan. For the Proposed Partnership, Dr. Lee will work with the Project Coordinator to manage recruitment and coordination of the activities of the faculty who will comprise the Evaluation Expert Working Group across the three partner universities.

Co-PI, Katie Heiden Rootes, Saint Louis University, is Associate Professor and Director of Clinical Services in Family & Community Medicine in the School of Medicine. Dr. Heiden-Rootes was recently appointed the first Faculty Fellow for Equity Issues within the Office of the Provost at Saint Louis University. She is well informed on the current diversity, equity, and inclusion (DEI) landscape of policies, procedures, and climate throughout the university. Moreover, Dr. Heiden-Rootes has established relationships with all relevant stakeholders at the university. Her selection as the Faculty Fellow stems from her long-standing commitment to and expertise in diversity and inclusive excellence. In 2016, soon after joining the faculty at SLU, Dr. Heiden-Rootes co-founded the first department-level, interprofessional DEI committee in SLU's School of Medicine, a committee that aimed to improve the culture and practices in SLU's curriculum, hiring, mentoring, and retention efforts for faculty and students from underrepresented backgrounds. She has a consistent track record of publication with and work on interdisciplinary teams. She brings to this project leadership, clinical, and research expertise in the areas of interdisciplinary education and faculty development; significant administrative experience; and affirmative practices for addressing DEI within the paradigms of "traditional" Jesuit education.

Co-PI, Debra Lohe, Saint Louis University, currently serves as Associate Provost at Saint Louis University (SLU). In this role, she provides leadership on projects that support the university's academic priorities and mission in innovative teaching and learning, fosters educational equity and success for all SLU students, enhances the ecosystem of support for faculty growth and development, and improves collaborative partnerships between Academic Affairs and other units across the university. Prior to this role, Dr. Lohe served as Director of the Reinert Center for Transformative Teaching and Learning, where she led programs focused on pedagogical development, curriculum innovation, and mission-informed teaching. Dr. Lohe is a nationally recognized leader in the field of educational development. At SLU, she has led or served on numerous university-wide committees, including SLU's COVID-19 Response Team; served as Interim Vice President for Student Development (2020) and Acting Associate Provost for Faculty Affairs and Development (Fall 2018); and has worked with academic leaders to advance institutional-wide educational and faculty development initiatives. Dr. Lohe brings to this project leadership, educational development, and experience in DEI practices.

Co-PI, Paul Bracke, Gonzaga University, is Associate Provost for Gonzaga's newly formed Institute for Research and Interdisciplinary Initiatives. In this role, he provides leadership in developing the committees and structures to assist faculty and students in their future research and scholarly endeavors, advances projects that support the university's academic priorities and mission, and fosters collaborations on research at the university. Dr. Bracke's role includes oversight of administrative units that support research and campus-wide interdisciplinary centers. He is also the Dean of the Foley Library at Gonzaga University, a position he has held

since 2016. As Dean of the Foley Library, Dr. Bracke provides leadership and oversight for the Foley Library. A focus of his work has been faculty development, including the launching of a program that is designed to help library faculty to articulate their contributions for their tenure and promotion portfolios. In his previous role as Associate Dean for Research at the Purdue University Libraries, Dr. Bracke was deeply engaged in mentoring library faculty and developing programs to foster the role of library faculty in interdisciplinary research collaborations. Dr. Bracke brings a long-term commitment to supporting the committees and structures needed to assist faculty and students in their research and scholarly endeavors. No salary support is requested for Dr. Bracke.

Co-PI, Maria Bertagnolli, Gonzaga University, is currently Director of the Center for Teaching and Advising at Gonzaga University and a Professor of Biology. She has extensive experience mentoring and evaluating faculty for reappointment, tenure, and promotion through her academic leadership roles as Chair of the Biology Department (2011-2017), Chair of the Department of Chemistry & Biochemistry (2019-2020), and Associate Dean for the College of Arts and Sciences. In her role as Director of the Center for Teaching and Advising, Dr. Bertagnolli has focused on supporting faculty during the pandemic as they explore new technologies, resources, and pedagogies. Along with developing a range of faculty workshops, Dr. Bertagnolli has supported the CTA Faculty Fellows' work in leading programs focused on advising, new faculty mentoring, and inclusive pedagogy. She has partnered with the Office of Diversity, Equity and Inclusion to provide faculty training on recognizing and dismantling structural racism and bias in their syllabi and classrooms, and to develop an Inclusive Excellence Leadership Certification Program to help the campus community expand its collective intercultural fluency in support of its mission and strategic goals. Dr. Bertagnolli is currently part of an NSF-funded ASCEND grant focused on supporting the advancement and leadership development of mid-career women in STEM. Dr. Bertagnolli brings to this project leadership, experience in faculty development and evaluation, and familiarity with ADVANCE-related goals and objectives.

PI O'Brien, all four Co-PIs, the named Senior Personnel (Dr. Lee), and other Key Personnel (to be named) will provide substantial operational expertise in project development and engagement of key stakeholders at each of the three institutions. Specifically, they will be the primary points of contact between the three named institutions and be responsible for communication with and convening other stakeholders in accordance with the various phases of the project and in coordination with the Project Coordinator and Administrative Assistant. They will work to track meetings, progress of workflows, lessons learned, and what adjustments might be needed as part of the PAR model. Lastly, they will work in recruiting faculty evaluation experts for the Evaluation Expert Working Group and tracking and communicating development of the evaluation toolkit.

Office and Network Resources
Established offices within each of the Partner institutions and networks of collaboration are another significant resource for launching, developing, and sustaining this project.

Centers for Faculty Development. Each of the partner institutions has a well-supported and respected center for faculty development (with varying names and scopes of work across the three universities). These units also have long-standing affiliations to the National Center for Faculty Development and Diversity. These centers are charged, among other tasks, with introducing faculty to the mission of Jesuit education and with providing support in the form of mentoring and training faculty in career development, including attention to pedagogical

development, social justice, faculty governance and leadership, as well as professional disciplinary expertise, all within a diversity inclusion framework. Dr. Lohe (Co-PI) is the recent former director of the Saint Louis University Reinert Center for Transformative Teaching and Learning and now oversees it in her role as Associate Provost. Dr. Bertagnolli (Co-PI) is the current Director of Gonzaga's Center for Teaching and Advising. Dr. O'Brien (PI) oversees Seattle University's Center for Faculty Development in her role as Special Assistant to the Provost for Faculty Development.

Offices of Diversity and Inclusion. Each of the partner universities has an established and well-supported office of diversity and inclusion (although the exact titles of the associated administrators vary across the institutions). In their regular work within academic affairs and faculty development, the PI and Co-PIs collaborate closely with these offices, especially with regard to equity and inclusion in faculty development and promotion processes. The chief diversity officers (or the equivalent ranked administrator) in each of the partnership universities have indicated their support for the proposed project.

Association of Jesuit Colleges and Universities. The three universities are members of the Association of Jesuit Colleges and Universities (AJCU), which serves as a nexus of communication, ideas, and practice-sharing for its twenty-eight member universities. The AJCU holds regular meetings of administrative leadership groups such as provosts and dean affiliates (e.g., STEM and Engineering Deans). Core Team members and other key personnel will have the opportunity to gather in-person under the auspices of the AJCU. These gatherings will be an occasion for team exchanges and also an opportunity for sharing and getting feedback from other Jesuit university faculty leaders. Three of the key personnel for this project have regular, active engagement in the AJCU through sponsored faculty leadership programs, and thus have the opportunity to gather input and expertise from the broader group of faculty leaders to bring to the project. The AJCU Vice President for Mission Integration has been a conversation partner on the proposed project over the past year. She is well-informed on the details of the project and enthusiastic about the potential for information and practice sharing across the AJCU.

Equipment and Facilities
We do not anticipate a need for any new equipment or facilities to support this project. Core Team members all have offices and computer work stations, as well as ready access to gathering spaces (conference and meetings rooms) through their regular faculty leadership positions. We will need software (ideally, MaxQDA or NVivo), however, to analyze the qualitative data gathered from focus groups, stakeholder meetings, and other relevant information described in our data management plan.

Travel
We have intentionally chosen not to include requisite travel for this project. The pandemic-driven shift to virtual meetings has made it convenient and familiar to convene virtually across distance. The Project Core Team has been meeting regularly since summer 2021 and has found the virtual format to be an inclusive and equitable means of gathering. Team members who might otherwise be constrained from traveling due to family caregiving needs are easily and fully able to participate. As noted above, we do anticipate one or two collective in-person gatherings will occur alongside regularly scheduled AJCU leadership conferences. Attendance at these events, however, is part of the regular activity of the PI and Co-PIs in their respective university leadership positions.

Data Management Plan

Institutional inability among U.S. institutions of higher education to recognize, measure, and evaluate a comprehensive and inclusive range of activities is a significant barrier to advancement for women and faculty of color, who engage disproportionately in activities that directly benefit students, universities, and communities, but which are not easily captured in traditional measures of "impact." This project therefore aims to reimagine the "impact factor" by realigning evaluation of faculty contributions with the broader range of activities that constitute the foundation of higher education.

A key aspect of the project is to collaboratively share information between groups and across all levels of the university to better effect progress and institutional transformation.

1. **Description of Data and Collection Methods**
   The following data related to faculty at Seattle University, St. Louis University, and Gonzaga University will be gathered from a variety of sources at each institution on an annual basis unless otherwise indicated. Data will be provided to senior project personnel in spreadsheet format (password-protected) and disaggregated from faculty names.
   a. Demographic data of current tenured and tenure-track faculty.
   b. Number of men and women tenured and tenure-track faculty by department, rank, and gender.
   c. Promotion review outcomes by gender (assistant to associate professor and associate to full).
   d. Years in rank of men and women tenured and tenure-track faculty by department.
   e. Numbers of men and women in leadership positions (e.g., department chairs, program directors, center directors, associate deans, endowed/named chairs, powerful committee chairs or members, associate and vice provosts, provost).
   f. University tenure and promotion guidelines and criteria.
   g. Focus group responses with the following key stakeholders; faculty evaluation committees and mentoring groups at Seattle University, St. Louis University, and Gonzaga University.
   h. Internal (PAR) and external evaluation data.
   i. Faculty and promotion data from peer institutions throughout the AJCU.

2. **Data Standards**
   Data collection and storage procedures will meet the requirements of all 3 Partner institutions' Institutional Review Board (IRB) offices and will explicitly comply with any additional privacy policies that Seattle University, St. Louis University, and Gonzaga University have in place. Project personnel and the project evaluator will strive to collect valid, reliable, and accurate data, while protecting the rights of participants in the type and method of data gathered.

   Appropriate steps will be taken to guard confidentiality and welfare of participants, including:
   a. Developing an "informed consent" process for all participants regarding the collection and use of the data.
   b. Maintaining the integrity of the data with secure management practices.

3. **Data Storage, Protection, and Retention**
   a. All hard copy and electronic data will be stored securely to prevent unauthorized access, disclosure, or loss.

b. Electronic data collected by the project personnel will be stored on a secure server. Spreadsheets with confidential faculty data will be password-protected.
c. Hard copy data, including paper copies of focus group consent forms and focus group notes (the meetings will not be audio recorded), will be stored in a secure location on each campus (a locked file cabinet in a project staff office) to which only the project personnel have access.
d. Hard copies of data will be retained at least three months after the end of the project, and electronic versions of data created through the project will be retained at least three years after the end of the project.

4. **Data Sharing**
   a. Aggregated demographic and promotion data will be managed by project personnel. It is worth noting, however, that most of the information we will be collecting (a-f in section 1) is either publicly available (e.g., promotion criteria) or is available internally within the Partnership institutions (e.g., faculty demographic data). In other words, with respect to items a-f on section 1, we will simply be organizing data that is collected by and available through other entities at each of the Partner institutions.
   b. Evaluator notes on interviews and observations will be stored electronically with secure password access to the evaluator only.
   c. The evaluator's synthesized observations and insights will be shared with the project team through evaluation reports, to be disseminated through NSF reporting mechanisms and public outlets as the project team deems appropriate.
   d. Notes from the faculty focus groups will be stored securely and no audio recordings will be taken.
   e. The synthesized observations and insights from the focus groups will be shared with the project team, to be disseminated through NSF reporting mechanisms and public outlets as the project team deems appropriate.
   f. Resources developed through the project will be shared through the project website, annual and summative NSF reporting mechanisms, and other third parties as designated by NSF.
   g. This project may produce peer-reviewed papers and/or presentations at professional meetings, all of which will be available to other researchers, practitioners, and the public in accordance with normal professional standards.
   h. This project will conform to NSF policy on the dissemination and sharing of research results.

5. **Data Management Plan Oversight**
   The data management plan (DMP) will be implemented by the principal investigator, and will comply with the requirements of all 3 Partner institutions' Institutional Review Board (IRB) offices. The DMP will be reviewed on an annual basis according to IRB protocols and other relevant institutional policies.

November 2, 2022
National Science Foundation
4201 Wilson Boulevard
Arlington, Virginia 223

Re: Seattle University's support for NSF research proposal: "Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values"

To Whom It May Concern:

Seattle University supports Dr. Jodi O'Brien's research proposal entitled "Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values." If the proposal submitted by Dr. O'Brien is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Sincerely,

Shane P. Martin
Provost

Cc: Jodi O'Brien, Ph.D., Professor and Special Assistant to the Provost for Faculty Development

October 27, 2021

Re: In Support of National Science Foundation (NSF) Partnership Application

To Whom it May Concern,

If the proposal submitted by Dr. Jodi O'Brien entitled "Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values" is selected for funding by NSF, it is my intent to collaborate with and offer the established expertise of the Office of Diversity and Inclusion as a resource in the ways that are feasible and aligned with capacity and its strategic goals.

Sincerely,

Natasha T. Martin, J.D.
Vice President for Diversity and Inclusion
and Associate Professor of Law

October 27, 2021

Re. NSF ADVANCE Partnership proposal

If the proposal submitted by Dr. Jodi O'Brien entitled

> "Assessing Differential Faculty Contributions and Aligning
> Faculty Advancement with Mission Values"

is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment, and Other Resources section of the proposal.

Regards,

David A Green, PhD

Director, Center for Faculty Development
Clinical Professor, International Studies

greend@seattleu.edu

October 18, 2021

To: NSF Scientific Review Committee:

If the proposal submitted by Drs. Jodi O'Brien and Kristi Lee entitled, "Assessing Differential Contributions and Aligning Faculty Advancement with Mission Values" is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Thank you for your time and consideration of this proposal.

Sincerely,

Deena J. González, Ph.D.
Provost and Senior Vice President
Gonzaga University

TO: NSF Scientific Review Committee

FROM: Robin Kelley, Ph.D., Chief Diversity Officer

SUBJ: O'Brien and Lee Proposal

DATE: October 22, 2021

If the proposal submitted by Dr. Jodi O'Brien and Dr. Kristi Lee entitled, "Assessing Differential Contributions and Aligning Faculty Advancement with Mission Values" is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Thank you for your time and consideration of this proposal.

GONZAGA
U N I V E R S I T Y

To: NSF Scientific Review Committee:

If the proposal submitted by Drs. Jodi O'Brien and Kristi Lee entitled, "Assessing Differential Contributions and Aligning Faculty Advancement with Mission Values" is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Thank you for your time and consideration of this proposal,

Dr. Ron Large
Associate Provost for Educational Effectiveness
Gonzaga University

Ron Large, Ph.D.
Associate Provost for Educational Effectiveness
Professor of Religious Studies,
Gonzaga University, Spokane WA 99258
Phone: 509-313-6767; Email: large@gonzaga.edu

October 25, 2021

To: NSF Scientific Review Committee:

If the proposal submitted by Drs. Jodi O'Brien and Kristi Lee entitled, "Assessing Differential Contributions and Aligning Faculty Advancement with Mission Values" is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Thank you for your time and consideration of this proposal.

Sincerely,

Paul J. Bracke, Ph.D.
Associate Provost, Institute for Research and Interdisciplinary Initiatives
Dean, Foley Library
Gonzaga University

**SAINT LOUIS
UNIVERSITY**
— EST. 1818 —

**OFFICE OF THE
PROVOST**

One North Grand Boulevard
DuBourg Hall, Room 210
St. Louis, MO 63103

P 314-977-2193
F 314-977-3387

www.slu.edu

November 2, 2021

National Science Foundation
4201 Wilson Boulevard
Arlington, Virginia, 22230

RE: Letter of Collaboration

To Whom It May Concern:

If the proposal submitted by Dr. Jodi O'Brien entitled, *Differential Worth Across Faculty Careers: Aligning Faculty Advancement with Mission Values*, is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Sincerely,

Mike Lewis, PhD
Provost

Higher purpose. Greater good.

SAINT LOUIS
UNIVERSITY

— EST. 1818 —

**VICE PRESIDENT FOR
RESEARCH AND
PARTNERSHIPS**

*Director, Saint Louis University
Research Institute*

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DuBourg Hall
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St. Louis, MO 63103

P 314-977-2925
F 314-977-3079
E kolliff@slu.edu

www.slu.edu

October 14, 2021

National Science Foundation
4201 Wilson Boulevard
Arlington, Virginia 22230

RE: Letter of Collaboration

To Whom It May Concern:

"If the proposal submitted by Dr. Jodi O'Brien entitled *Differential Worth Across Faculty Careers: Aligning Faculty Advancement with Mission Values* is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal."

Sincerely,

Kenneth A. Olliff
Vice President for Research and Partnerships
Director, SLU Research Institute

Higher purpose. Greater good.

October 20, 2022

National Science Foundation
4201 Wilson Boulevard
Arlington, Virginia, 22230

RE: Letter of Collaboration

To Whom it may Concern,

If the proposal submitted by Dr. Jodi O'Brien entitled, Differential Worth Across Faculty Careers: Aligning Faculty Advancement with Mission Values, is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Sincerely,

Amber Johnson
Interim Vice President

October 19, 2021

National Science Foundation
4201 Wilson Boulevard
Arlington, Virginia, 22230

RE: Letter of Collaboration

To Whom It May Concern:

If the proposal submitted by Dr. Jodi O'Brien entitled, *Differential Worth Across Faculty Careers: Aligning Faculty Advancement with Mission Values*, is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Sincerely,

Gina M. Merys, PhD
Director

November 2, 2021

RE: NSF Advance Partnership proposal

If the proposal submitted by Dr. Jodi O'Brien entitled,

> "Assessing Differential Faculty Contributions and Aligning
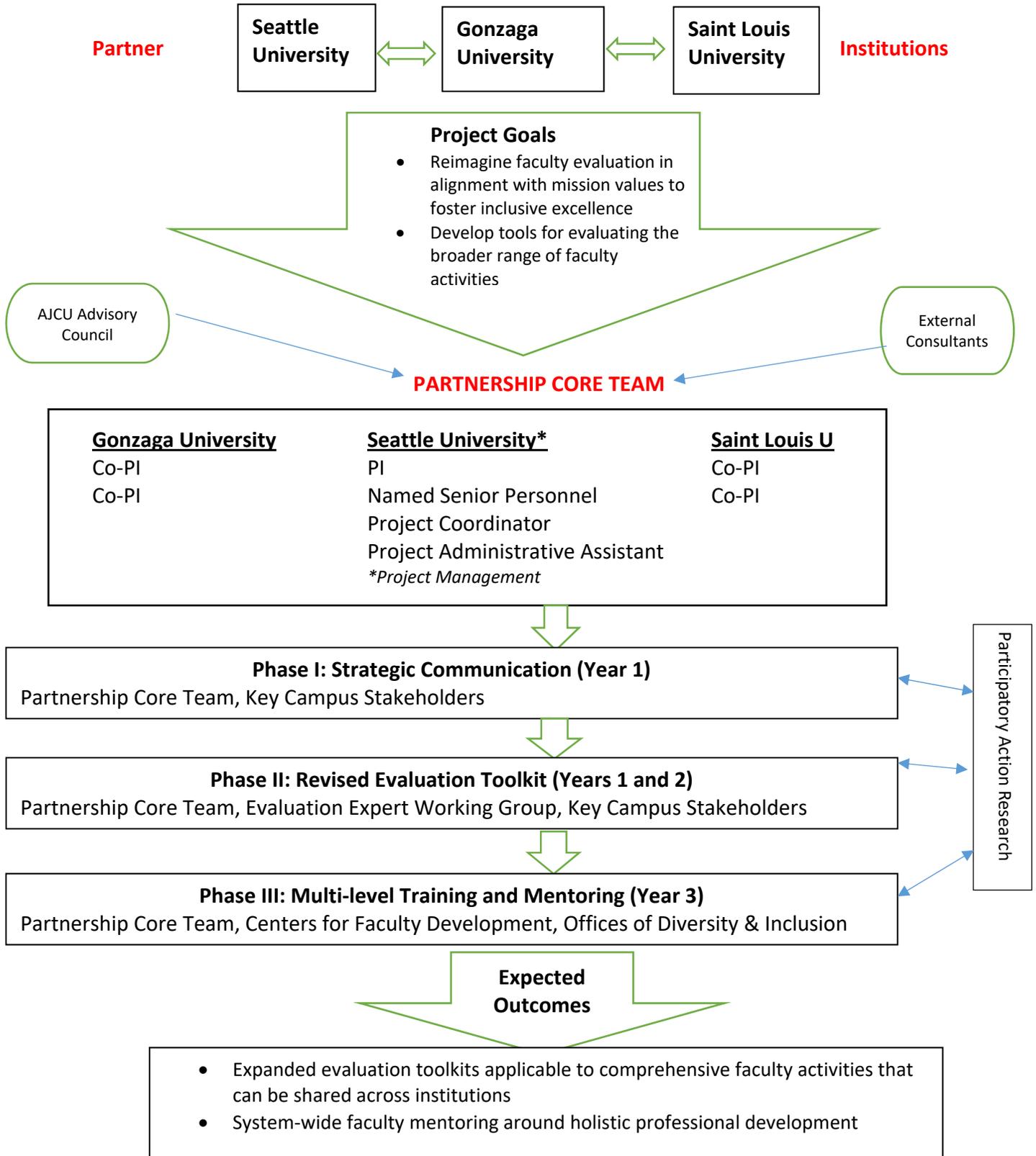> Faculty Advancement with Mission Values"

is selected for funding by NSF, it is my intent to collaborate and/or
commit resources as detailed in the Project Description or the
Facilities, Equipment and other Resources section of the proposal.

Best regards,

Stephanie Russell
Vice President for Mission Integration

NSF Partnership Proposal: "Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values"

Partner | Seattle University ⟷ Gonzaga University ⟷ Saint Louis University | **Institutions**

Project Goals
- Reimagine faculty evaluation in alignment with mission values to foster inclusive excellence
- Develop tools for evaluating the broader range of faculty activities

AJCU Advisory Council

External Consultants

PARTNERSHIP CORE TEAM

Gonzaga University	**Seattle University***	**Saint Louis U**
Co-PI	PI	Co-PI
Co-PI	Named Senior Personnel	Co-PI
	Project Coordinator	
	Project Administrative Assistant	
	Project Management	

Phase I: Strategic Communication (Year 1)
Partnership Core Team, Key Campus Stakeholders

Phase II: Revised Evaluation Toolkit (Years 1 and 2)
Partnership Core Team, Evaluation Expert Working Group, Key Campus Stakeholders

Phase III: Multi-level Training and Mentoring (Year 3)
Partnership Core Team, Centers for Faculty Development, Offices of Diversity & Inclusion

Participatory Action Research

Expected Outcomes
- Expanded evaluation toolkits applicable to comprehensive faculty activities that can be shared across institutions
- System-wide faculty mentoring around holistic professional development

Mariko Chang, PhD

99 Colonial Ridge Drive, Boxborough, MA 01719   978.844.3529
mchang19@gmail.com ~   www.mariko-chang.com

October 12, 2021

If the proposal submitted by Dr. Jodi O-Brien entitled *"Assessing Differential Faculty Contributions and Aligning Faculty Advancement with Mission Values"* is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Sincerely,

Mariko Chang, PhD

President
Mariko Chang Consulting, Inc.

NAME: Mariko Chang (External Evaluator)

POSITION TITLE & INSTITUTION: President, Mariko Chang Consulting, Inc.

A. PROFESSIONAL PREPARATION
(see **PAPPG Chapter II.C.2.f.(i)(a)**)

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
University of California	Santa Barbara	Sociology	B.A.	1990
Stanford University	Stanford	Sociology	M.A.	1991
Stanford University	Stanford	Sociology	Ph.D.	1998

B. APPOINTMENTS
(see **PAPPG Chapter II.C.2.f.(i)(b)**)

From - To	Position Title, Organization and Location
	Academic Positions:
1998-2007	Assistant & Associate Professor of Sociology, Harvard University
2007	Managing Director, Brown University ADVANCE-IT Grant
2012-2013	Visiting Scholar, Brandeis University Heller School of Social Policy and Management
	External Evaluator (selection of most recent due to space limitations):
2008-present	NSF-ADVANCE: College of William and Mary (2020-present), UC San Diego (2020-present), Arizona State Univ. (2018-present), WPI (2018-present), Villanova Univ. (2018-present), ARC Network (2017-present), Florida International Univ. (2016-present), Univ. of MA Lowell (2016-present), Clemson Univ. (2016-present), Florida Atlantic Univ. (2016-2020), Univ. of NH (2017-present), Murray State Univ. (2019-present), UCSB (2015-present), Univ. of Delaware (2015-2020), Univ. of Houston (2014-2019), Oregon State Univ. (2014-2019), Univ. of Maine (2013-2016), UC Davis (2012-2015), Howard Univ. (2012-2019, Montana State Univ. (2012-2018), Syracuse Univ. (2012-2017)
	Other NSF: BII Univ. of New Hampshire (2020-present), NRT Univ. of Connecticut (2 grants: 2017/20-present), HBCU-UP Research Center (2019-present), NRT Stanford Univ. (2019-present), SSTEM Clemson Univ. (2018-present), NRT Clemson Univ. (2 grants: 2016/18-present), SSTEM UC Davis (2016-present), LSAMP Iowa State (2014-present)

C. PRODUCTS
(see PAPPG Chapter II.C.2.f.(i)(c))
Products Most Closely Related to the Proposed Project

1. Chang, M. L. (2010). Shortchanged: Why women have less wealth and what can be done about it. New York, NY: Oxford University Press.
2. Chang, M. L. (2005). With a little help from my friends (and my financial planner): Racial differences in the search for financial information. Social Forces, 83(4), 1469–1498.
3. Chang, M. L. (2004). Growing pains: Cross-national variation in sex segregation in sixteen developing countries. American Sociological Review, 69(1), 114–167.
4. Charles, M., Chang, M. L., & Han, J. (2004). Gender and age in the Japanese labor market, 1950–1995. In M. Charles & D. Grusky (eds.), Occupational ghettos: The worldwide segregation of women and men (pp. 179-212). Stanford, CA: Stanford University Press.
5. Chang, M. L. (2000). The evolution of sex segregation regimes. American Journal of Sociology, 105(6), 1658–1701.

Other Significant Products, Whether or Not Related to the Proposed Project

1. Chang, M., & Mason, C. N. (2010). At rope's end: Single women mothers, wealth and assets in the U.S. Women of Color Policy Network, NYU Wagner.
2. Chang, M. L. (2010). Fact sheet: Women and wealth in the United States. Sociologists for Women in Society Network News, 27(2). Available at http://www.socwomen.org/wp-content/uploads/2010/05/fact_2-2010-wealth.pdf
3. Chang, M. L. (2010, March). Lifting As we climb: Women of color, wealth, and America's future. Insight Center for Community Economic Development. Available at http://www.cunapfi.org/download/198_Women_of_Color_Wealth_Future_Spring_2010.pdf
4. Chang, M. L. (2006). Women and wealth. In J. G. Nembhard & Ngina Chiteji (eds.), Wealth accumulation and communities of color in the United States: Current issues (pp. 112–130). MI: University of Michigan Press.

D. SYNERGISTIC ACTIVITIES
(see PAPPG Chapter II.C.2.f.(i)(d))

1. Advisory Board: Closing the Women's Wealth Gap Initiative, 2018-present
2. Advisory Board: BRAINS-Broadening the Representation of Academic Investigators in NeuroScience, 2018-present
3. National Council for Research on Women, Expert
4. Women of Color Policy Network, Affiliate Scholar
5. Insight Center for Community Economic Development, Expert of Color