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THE AGEP ALLIANCE STATE
SYSTEM MODEL TO TRANSFORM
THE HIRING PRACTICES AND
CAREER SUCCESS OF TENURE
TRACK HISTORICALLY
UNDERREPRESENTED MINORITY
FACULTY IN BIOMEDICAL
SCIENCES

INTERNAL EVALUATION REPORT 11/2018-6/2020

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AGEP PROMISE ACADEMY ALLIANCE

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1. **Executive Summary**

1.1. **Background**

This report presents the findings from the Process Evaluation of the AGEP PROMISE Academy Alliance (APAA). The Process Evaluation is the self-study component of an overarching goal to develop, implement, self-study, evaluate, and disseminate (DIS-ED) a state-level AGEP Alliance model to increase the number of historically underrepresented minority (URM) tenure-track faculty in the biomedical sciences. In this evaluation, we provide an overall description and document the procedures used in the APAA program to inform others about what they might expect if they were to launch a similar state-wide model. We rely on a combination of quantitative and qualitative data to best capture what is happening with the program. In summary, we assessed the extent to which the state-level AGEP Alliance model adhered to the pre-specified program procedures and assessed the program's procedures as well. Recommendations for refining and improving the state-level AGEP Alliance model are made based on these assessments.

The AGEP Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically Underrepresented Minority Faculty in Biomedical Sciences for the University System of Maryland (USM), hereafter referred to as The AGEP PROMISE Academy Alliance (APAA), serves as Maryland's NSF-funded faculty alliance AGEP project. The USM includes 12 universities, APAA engages 5 of the 12 as partners in the alliance. The partners are University of Maryland, Baltimore County (UMBC), Towson University (TU), Salisbury University (SU), University of Maryland, Baltimore (UMB), and University of Maryland, College Park (UMCP). Each of these universities is an independent institution, with its own president and leadership team. They are not branch campuses. All universities within the University System of Maryland (USM) are under the umbrella of the USM, which is led by a chancellor and governed by the Board of Regents.

The goal of the project is to develop, implement, self-study, evaluate, and disseminate (DIS-ED) a state-level AGEP Alliance model to increase the number of historically underrepresented (URM) tenure-track faculty in the biomedical sciences within the USM. The program's objectives are to develop, implement, and study our new model of faculty advancement for historically underrepresented minorities in the biomedical sciences, and to learn about and share knowledge regarding issues related to policies that impact the full participation of URM scholars who are hired into tenure-track positions, retained, and able to advance to tenure. We will study recruitment and professional development of postdoctoral fellows with system-wide, shared mentorship, that will inform hiring practices, and facilitate climates within departments that will be inclusive toward increasing the numbers of URM faculty. The 2019 revised objectives are identified below:

1. Identify and recruit 16 APAA postdoctoral fellows to the 4 USM partner schools that have postdoctoral scholars (Salisbury, UMBC, UMB, and UMCP) between 2018 and 2022.
2. On-board the 16 APAA postdoctoral fellows between 2019 and 2023.
3. Create pathways for conversion of postdoctoral fellows to tenure track positions within or between USM partner institutions.
4. Develop and execute professional development opportunities for APAA postdoctoral fellows as well as USM's current postdocs and early-career faculty, leveraging the strength and expertise of each of the 5 partner campuses (Salisbury, UMBC, UMB, UMCP and Towson).
5. Establish regular meetings with chairs of departments that house the APAA postdoctoral fellows to develop and execute activities to promote understanding of

the APAA model, adopting of hiring practices to achieve faculty diversity and instituting policies to support success of URM junior faculty.
6. Share recruitment and retention practices with the remaining 7 USM campuses for the purpose of expanding the postdoc-tenure track conversion model to their campuses.

1.2. APAA Design Plan

The state-level AGEF Alliance model was designed to create robust hiring pathways for the conversion of URM APAA postdoctoral fellows to tenure track positions within or between USM partner institutions. The APAA program delivers comprehensive services that include first developing a recruitment strategy to bring diverse talented URM biomedical APAA postdoctoral fellows to consider working at one of the alliance institutions within the USM. Once the APAA fellows have been hired, the program activities include working with URM postdoctoral scholars and early career faculty to provide them with mentoring, career and professional development training, and the teaching pedagogy skills necessary to succeed in academic faculty positions. The program also includes a social science research component that will inform institutional policies and practices including hiring practices that could help to advance URM early career faculty in their effort to secure a Biomedical Science tenure track position in the USM.

The state-level AGEF Alliance model includes an evaluation component that involves both an internal and external evaluation. The APAA leadership team contracted with Westat to conduct the external evaluation and relied on in-house team member to conduct the Internal Evaluation (Self-Study) to determine the extent to which Program goals are being achieved and to provide feedback on how the Program might be modified to better achieve these goals.

1.3. APAA Program

1.3.1. Administration

The APAA program is administered by a 7-person Leadership Team (LT) that includes a Director (UMBC), Dean of Graduate Studies (UMBC), Internal Evaluator (UMBC), Associate Provost of Faculty Affairs (UMCP) Dean of the School of Science and Technology (SU) Senior Associate Dean of the Graduate School (UMB), Director of Postdoctoral Affairs (UMCP), and Director of the STEM Education Center (TU). The Leadership team is comprised of representative from each of the 5 institutions in the alliances. Their responsibilities include designing the APAA program model, the APAA fellow professional and career development activities, scheduling the activities, including materials and coordinating the collection of data, and more importantly responsible for model strategies related to DIS-ED.

The LT experienced a number of unforeseen delays early in the project’s development. These delays included a change in the director within the first 6 months after the launch of the project in November 2018, a 30-day government shut-down 2 months later, and Covid-19 disruptions in university related business processes. After an NSF Reverse site visit in early March 2019 and selecting an interim director, the leadership team was formed and met weekly to develop and implement the program’s activities and began to document the process of model development.

1.3.2. Project Development and Participant Activities

After the initial Kickoff event in November 2018, and a Reverse site visit in March 2019, the interim Director scheduled a June 2019 APAA Alliance Retreat with all stakeholders including several key USM members, PIs and Co PIs, Social Science

Research Team, External Advisory Board (EAB) Members, External Evaluator, and a professional facilitator and graphic artist to help this large group develop a schematic diagram of the possible career pathways for URM APAA fellows to transition to tenure-track faculty in the biomedical sciences within the USM.

After hiring 2 APAA fellows (SU, UMCP) in the first year, the LT scheduled 2 professional development workshops and 2 career development workshops for postdoctoral scholars and early career faculty. APPA also conducted a recruitment event where 8 potential APAA fellows in the Biomedical sciences were invited to UMB, UMCP, and UMBC to check out the campus facilities, meet with the campus administration and faculty, find out more about the fellowship, and to meet other candidates interested in the program. Over the course of the second year the LT also created 2 more system-wide events in Fall 2019 and Spring 2020 to help disseminate information about the project and to develop and implement the APAA Alliance model further. The team also met with the EAB to refine the learning outcomes and revise the specific objectives. The team also participated in focus groups with the external evaluator to document the level of success in achieving the program's objectives.

1.3.3. Data Coordination

There are several reasons that the 5 institutions needed to exchange data.

- Institutional Data was needed to establish a baseline for the level of faculty diversity on each campus
- Program workshop evaluation was collected sometimes at registration and sometimes after each event. Because these events happened at different venues, the data collection activities had to be coordinated.
- Recruitment of potential APAA fellows required a sharing of data because the fellows were visiting more than one institution. Although each candidate was hosted by a particular institution, the candidates also had to attend group events at another institution in the alliance. These events, outside the host institution, allowed the candidates to meet each other and learn about the other institutions in the alliance and more about the fellowship program.
- Event coordination. Several events required sharing of documents, coordination of schedules, and reading materials. The LT shared this type of information via a google drive folder dedicated to the project and provided weekly or bi-weekly meeting notes to the external evaluator via the same drive.

1.4. Evaluation Activities

The Internal Evaluation (Self-Study) report consists mainly of a process evaluation and provides outcome evaluation measures of some of the program results. Whereas a process evaluation is a documentation of program activities and program implementation, an outcome evaluation involves measuring changes in participants' knowledge, skills and behaviors, and/or attitudes; or changes in conditions.

The outcome evaluation in this report focuses on the feedback from the postdoctoral scholars, early career faculty professional and career development workshops. The outcome evaluation measures workshop results and determines whether intended outcomes were achieved. It tests hypotheses by comparing the participants' knowledge before and after participation and the project's conditions after or before the intervention.

A process evaluation describes a program's services, activities, policies, and procedures. It provides early feedback as to reveal strategies that are most effective for achieving desirable outcomes and may expose those areas that are less effective. The main questions driving this type of evaluation are - is the program being implemented as

intended, what challenges have been encountered, and what changes are needed? Most importantly, it may reveal why outcomes were or were not achieved.

1.4.1. Why a Process Evaluation?

Given the inherent complexity of a state-wide system intervention with 5 participating institutions, a process evaluation helps to explain the reasons why some institutions are able to fully implement the program and why others have difficulty with implementing the original design. Finally, a process evaluation may help facilitate replication of a similar state-wide model in other locations. In summary, a process evaluation documents whether a program has been implemented as intended-why or why not. Because changes to the original program design may affect program outcomes, a process evaluation can be an important tool in helping all stakeholders stay engaged especially the leadership team to better understand and improve the DIS-ED process.

1.4.2. Why an Outcome Evaluation?

In general, an outcome evaluation measures the program beneficiaries (postdoctoral scholars and early career faculty) changes knowledge, attitudes, skills or behavior that are thought to result from the program. The outcome evaluation focuses on the assessment the project's work with URM, postdoctoral scholars and early career faculty to provide them with mentoring, professional development training, and the teaching pedagogy skills necessary to succeed in academic faculty positions. Because the cohorts of APAA fellows are significantly small, in the first two years of the project, the APAA professional and development workshops are open to all postdoctoral scholars and early career faculty on the APAA campuses.

1.4.3. Self-Study Components of APAA

Combining qualitative and quantitative methodologies could produce more effective and useful information that will guarantee the success of the project's purpose of (DIS-ED_R). The Internal Evaluation (Self-Study) plan involves 4 on-going self-studies that center around measuring our overall progress. First, we collect yearly institutional demographic data to establish baseline measures and subsequent changes in campus faculty diversity with special attention to the biomedical science departments and the colleges in which those departments are housed. Second, we assess the number and impact of the professional development activities for postdoctoral scholars and early career faculty. Third, much of the qualitative work focus on the personal experience of the APAA fellows as they experience the program. We conduct a phenomenological cohort study of APAA fellows hired over the course of the project. We interview them at entry and exit and follow their progress in Year 2 and Year 4 (2 years after the fellowship is concluded). The last study focuses on the departments where these individuals will be housed. We examine the departmental readiness for change and willingness to embrace a program whose main goal is to diversify the department.

1.5. Process Evaluation Findings

Year 1 and 2 Program Goal Achievement

The Internal Evaluation (Self-Study) findings are used to understand intervention and implementation strengths (i.e., what worked well within the APAA setting), areas in need of improvement, and the impact of the intervention on projects' outcomes (i.e., APAA fellows activities, along with Professional and career development activities within the APAA).

The evaluation findings are part of our self-study. The report involved several iterations of edits and comments from the leadership team. The list below presents the Year 1 and Year

2 DIS-ED accomplishments showing what is working for the APAA alliance program. Findings indicated several strengths in the initial implementation. The table provides a description of the progress of some of the important model activities that the LT was able to achieve over the course of two years.

Year 1	Year 2
Development	Development
The LT conducted 2 System-Wide Dissemination events (in the Fall and Spring) to update the stakeholders on the status of the project and to garner input of further model development.	The LT conducted 2 System-Wide Dissemination events (in the Fall and Spring) to update the stakeholders on the status of the project and to garner input of further model development.
Developed a career pathway model by which URM Biomedical APAA postdoctoral scholar could transition to the Tenure Track faculty.	Developed Learning Outcomes for APAA fellows.
Determined that the search, selection and funding of APAA postdoctoral scholar/pre-professoriate fellow would be handled separately by each university.	Expectations for APAA Fellows and APAA Mentors developed.
Determined that conversion to tenure-track position would be funded separately by each university.	Created a prototype database of APAA postdoctoral fellows and guest lecture/teaching opportunities.
	Developed a Poster and a Workshop for the National AGEP Meeting 2020
Implementation	Implementation
<i>Model Strategies</i>	<i>Model Strategies</i>
Participated in Reverse Site Visit with NSF	Reached out to other 1st Year Postdoctoral scholars Programs to Recruit
Revised Logic Model	USM created the Appointment, Rank, and Tenure (ART) Committee to review and update the current USM ART policy. Dr. Cresiski and Dr. John Bertot from University of Maryland, College Park (UMCP) serve on the committee. The USM policy revision presents an opportunity for the APAA team to add language at the system level to facilitate conversion of non-predetermined APAA fellows to tenure track positions across USM institutions.
Addressed the Reviewers feedback.	Director met with Biology department at UMBC to discuss and promote the APAA program.
Created an organizational Chart.	
Develop a schematic diagram to visually show how 5 Alliances institutions work collaboratively to create 2 different career pathways for URM APAA Postdoctoral scholars to transition to Tenure-track jobs in USM.	

Year 1	Year 2
Established a leadership team	
<i>Institution-level Activities</i>	<i>Institution-level Activities</i>
Hired a new Director	UMBC, UMCP, and UMB pursued hiring of multiple APAA Postdoctoral Fellows (3, 2, and 1 respectively). An offer was made from UMBC to 1 Fellow (awaiting response). Offers were made and accepted for 2 APAA Fellows at UMCP. The UMB recruit took an alternate position.
Salisbury (SU) and University of Maryland, College Park (UMCP) each hired an APAA Postdoctoral fellow.	SU APAA Postdoctoral Fellows transitions to a Tenure Track position July 1, 2020
Brought 8 potential fellows to campus in a recruitment event in summer 2019.	Revised project objectives based on External Advisory Board input
	Met with External Advisory board to discuss Learning Outcomes
	UMCP incorporated APAA into the California Presidential fellowship application process
	UMB developed a funding source for hiring URM
	UMBC advertised for 3 positions and made an offer to 1 person
<i>Participant Interventions: APAA Fellow Activities</i>	<i>Participant Interventions: APAA Fellow Activities</i>
Professional Development Training: Hosted 2 professional development events	Grant Writing: Writing a Personal Statement
Being Faculty at a Predominantly Undergraduate Institution (PUI)	<i>Journal Writing Virtual Series (4 sessions)</i>
Summer Success Institute (SSI): Recruitment Weekend	Mentoring APAA Fellows
Self-Study	Self-Study
2 Entrance interviews of APAA fellows	
2 Professional Development Evaluations	<i>Journal Writing & Publishing Evaluation.</i>
	Pilot tested study to see what Postdoctoral scholars want
Evaluation	Evaluation
<i>Year 1 Hired External Evaluator Team: Westat</i>	Leadership team participated in Focus Groups with Westat
Revised Logic Model	Year 2 External Evaluation Report
Evaluator Attended the AGEP National Meeting for professional Development opportunities	Both External and Internal Evaluators attended AGEP ECBC meetings in MN for Professional Development
Dissemination	Dissemination

Year 1	Year 2
2 System-Wide Dissemination events (Including External Review Board and Westat Evaluator)	2 System-Wide Dissemination events (Including External Review Board and Westat Evaluator)
Kickoff Event	Fall Event
Retreat	Virtual Summer Retreat via Zoom
The Social Science team presented a poster at the AGEP National Conference	Evaluators Collaborated with Evaluation Team in NC AGEP accepted Poster
Created a website to share project information	Updated logo and website to share project information
Created a white paper on Literature Review of other similar national postdoc programs	Shared white paper literature review Vanderbilt AGEP Postdoctoral Program

1.6. Process Evaluation Recommendations

From a process perspective, despite the challenges, the LT has been able to achieve some of the predetermined goals by developing a state-system APAA model to increase the number of historically underrepresented (URM) tenure-track faculty in the biomedical sciences within the USM. They have made substantial progress in trying to accurately identify, recruit, and thoroughly assess the needs of underrepresented minority postdoc scholars in the biomedical sciences. The APAA LT and other USM stakeholders reported that this project was a worthwhile and eye-opening effort meaning the stakeholders understood the value of considering this project at the system-level rather than at institutional level. They recognize that some policy changes at each level might need to be reconsidered. At the APAA 2019 and 2020 retreats, many participants expressed a desire to be a part of future discussions and believe they can learn from their recent experiences to strengthen future collaborative efforts. Changes that occur after this report in time are not reflected but will be addresses in the next annual report. Nonetheless, below is a list of discussion topics that LT should consider for the bi-weekly meeting agenda.

- Determine a process by which postdoctoral scholars including APAA Fellows within the USM become aware of the tenure track job opportunities within the USM.
- Develop and clarify the recruitment process for all APAA potential fellows, organizers, and education stakeholders (e.g. mentors, deans, department heads...).
- Identify strategies to increase both evaluation completion rates and participation rates in professional development career advancement workshops that are offered across institutions.
- Identify dissemination opportunities for the project.
- Once procedural decisions are made, allow adequate planning time for the organization to plan, coordinate and prepare for future Professional Development workshops including standard assessment tools.
- Address the revisions in the objectives

2. Introduction to the Internal Evaluation Report

2.1. Intended Use and Users

For system-wide buy in and early adoption, we acknowledge the need for an early commitment from all institutions involved and a working team to drive the day-to-day tasks that move the project forward. The APAA intervention is coordinated by a Project Director at UMBC who works with an External Advisory board (6), External Evaluation team, Social Science Research team (3), and Leadership team (7) which consist of 18 Co-PIs, 5 the

principal investigators one from each institution, and the internal evaluator. This annual report is self-study designed for program improvement---to help the Leadership Team understand and use their results internally to improve performance and externally to communicate their work and promote the APAA's success among other institutions in the USM. In addition, the Leadership Team can use it to keep abreast of some of the short-term intermediate impacts of their activities and more broadly:

- ✓ Provide information to improve programs
- ✓ Help identify issues in program implementation
- ✓ Help clarify program strengths and limitations
- ✓ Help refine data collection activities

2.2. Organization of this Report

Three sections follow this introduction:

- Section 3 – APAA Program Description: Provides the program description's goals, specific objectives, Administration, Institutional Profiles, Program design and development.
- Section 4 – Process Evaluation description including the Evaluation Focus, Internal Evaluation Activities, Observation of the APAA Program Processes, Results, Conclusions and Interpretations
- Section 5 – Outcomes Evaluation: Provides an analysis of the survey results from APAA Postdoctoral Professional and Career Development Activities.

2.3. Evaluation Focus

This report represents the first annual Self-Study report from the APAA Internal evaluator. As a member of the problem-solving LT, the role of the internal evaluator is to monitor progress frequently and provide suggestions to help the LT take actions to correct problems before problems become significant. The report includes discussion of both process and outcome evaluation results thus far. It documents continued activity and progress by the APAA leadership team, and the 5 NSF AGEPE Alliance institutions' funded programs through July 2023. Consistent monitoring and evaluation will provide the foundation with a sound process of replication and up-scaling so that lessons can be properly captured and documented. In addition, this process evaluation was implemented in conjunction with early outcome evaluations of the professional development activities. We use process and outcome information jointly to build an effective program model of change. Using this report, we assess how process is linked to outcomes to identify the most effective program models and components.

Data Sources and Methods: Gathering Credible Evidence

Revised Internal Evaluation Plan

The internal evaluators role is focused on the evaluation of each activity of the project separately and the project as a whole. Because of the special nature of the APAA project that includes model replication, the internal on-going process evaluation includes monitoring the progress of the project's activities. Ideally, the potential use(s) of internal evaluation plan would have been thought of well in advance of start of the project to guarantee that the appropriate data have been collected and analyzed in time for its ultimate use. In our case, the activities were thought out in advance. However, in Year 1, the internal evaluator temporarily stepped into the director's role for 9 months. The evaluation plan was later revised in conjunction with discussion with LT and the new director.

Table 3-1 presents an overview of the revised APAA Evaluation Plan Methods Grid: Scheduled Self-studies, Potential Data Source New or Existing. It shows how we plan to use assessment data/feedback to strengthen our implementation. Of the 4 studies planned, we have initiated steps for the first 3 studies. This section provides a description of the planned study along with the current status of the endeavor.

Evaluation Self-study 1: Demographic information from each institution before and after the Intervention. This study involves quantitative measures of institutional aggregated data to record baseline demographic and categorical data from each participating institution. The data for this project starts in 2017, the year before the intervention was started, and will be collected annually until the project ends (see Appendix 1).

Status: We have collected departmental aggregated demographic data that include race, gender, and tenure rank status, from UMBC to use as a template for the other 4 the other participating institutions to collect (See Template in Appendix: Figure 1). Fall 2019 URM Tenure Track percentages are listed in the institutions profile but the complete temple will be show in next year's evaluation.

Challenges: There is no central institutional database for aggregated data for each institution in the USM. Each institution has an institutional research office but the processes to request timely information varies along with the quality of the information provided. Whereas some institutions are able to generate tenured faculty diversity data at the department, college, and institutional level, others just provide information at the college and institutional level.

Evaluation Self-study 2: Assessment of the Professional and Career Development activities. The data for this project comes from Pre-and Post- online Qualtrics surveys with open-ended and closed-ended questions.

Status: This activity is ongoing. Table 4-1 present the information on the Professional Development activities that we have collected thus far.

Challenges: Because the events are administered by different institutions and different facilitators, the 2 main challenges have been developing a standard registration form to collect both demographic and institutional data from participants and getting the facilitators to remember to administer the pre-and post-evaluations.

Recommendation: Given the challenges we have had instituting both pre- and post-event assessments, the internal evaluator is recommending using a standardized evaluation tool which is involves a "Retrospective Post-then-Pre-Design". In the traditional pre/post design, learners answer questions before an educational program, engage in the lesson, activity or course, then answer the same questions again after finishing the program. In the retrospective post-then-pre-design, both before and after information is collected at the same time (Klatt & Taylor-Powell, 2005). After the educational program, learners are asked: 1. To rate their current knowledge, skill, attitude, behavior Now or After as a result of the program. 2. Then, to reflect back and rate that same knowledge, skill, attitude, behavior before participating in the program.

Evaluation Self-study 3: Phenomenology Study of Fellow Experiences. Because formative evaluators are looking for problems, obstacles, and areas in need of improvement, they need a format that allows evaluation participants the freedom to mention whatever they believe is important. Hence, this self-study includes a qualitative assessment of the APAA fellow experiences in the program. Virtual interviews will be conducted in Years 1, 2, and 4. The Year 1 interview serves as an Entrance interview, and an Exit interview will be conducted as needed. The data for this project is based on a semi-structured interview-protocol and will be recorded via Skype, Zoom, or Webex. For this study, the evaluation

data will be coded, transcribed, and electronically stored on a university's password protected computer and server.

APAA fellows interview schedule:

- Entrance interviews (beginning of Year 1)
- Exit interviews (*if needed*)
- 2nd and 4-year interview

Status: This activity is ongoing. We have conducted entrance interviews with the 2 APAA fellows who joined us in Fall of 2019.

Challenges: Because the cohort is so small, we cannot share the information from the interview with the rest of the team and still ensure anonymity and confidentiality. Because the internal evaluator was filling in as the interim director, the APAA fellows could not be interviewed until a new director was hired. Thus, their entrance interview was conducted after being on campus for 6 months.

Recommendation: Interview the incoming APAA fellows over the summer or in the Fall at the start of their employment.

Evaluation Study 4: Qualitative assessment of the APAA biomedical department's readiness. This self-study examines whether the department is likely to 1) embrace the challenge of implementation and 2) support the commitment of the necessary departmental resources (including the energy of some or all of the department's personnel) to a diversification model that challenges the status quo and the traditional way of on-boarding new faculty. This measure of department's readiness is based on Edwards et al (2000) on six different dimensions related to a community's readiness to mobilize to address a specific issue.

Status: This study was introduced after discussion with the Leadership Team and will substitute for the original Early Career, Postdoctoral Scholars Job Search Processes study that was initially planned and described in the grant. With further discussion and more insight and advice from the External Review Board, we are moving forward in a new direction. We will need to modify our IRB to include and develop this study further.

Recommendation: We begin the process of identifying key informants for this study in the Fall 2020 and seek permission to use the Assessment tool over the summer 2020.

APAA Evaluation Plan Methods Grid: Self-studies, Potential Data Source New or Existing

Study 1 Demographic information from each institution before and after the Intervention

Method: Leadership Team representatives from each institution will query their institutional research offices for data on an annual basis based on a provided template.

Data Source: Institutional data from 2017-2022

Faculty by Rank and Demographic Trends

Employment Status: Full-Time & Part-Time

Faculty Assignment: Instructional & Research & N/A

Faculty by Rank, Ethnicity and Sex

RQ1: Are there changes over time? What is the percent change in URM tenured faculty over time?

RQ2: Are there changes in the Biomedical Departments and Colleges housing those departments in each institution?

RQ3: What is the percentage of URM faculty on campus?

Study 2 **Assessment of Professional & Career Development Activities**

Method: Retrospective Post-then-Pre-Design or Pre-Posttest of Professional & Career Development Activities

Data Source Ad Hoc Online-Qualtrics Surveys and in Person Paper surveys (Y1 and Year 2).

Study 3 Phenomenology Study of 16 APAA Fellows

Method: Series of Virtual Interviews planned over the course of the 5 years (Skype, Zoom, Webex interviews)

	TU	SU	UMBC	UMB	UMCP	
Entrance Interview	NA	1 completed (Y1)			1 completed (Y1)	
Year 2 Interview	NA	Yr. 2 TBD			Y2 TBD	
Year 4 interview	NA					
Exit Interview	NA					

Study 4 Assessing readiness to adopt the APAA model: Biomedical Department's Readiness

Method: Using the Community Readiness for Community Change instrument from Colorado State University we plan to conduct a departmental readiness study at each institution.

Data Source 30 total Interviews of 6 key people in Bio Dept/college/dean's office at each institution

RQ1: Are some departments more ready than others?

RQ2: Does the level of readiness in the department differ by institution or by APAA model adoption?

The model defines nine stages of community readiness ranging from "no awareness" of the problem to "professionalization" in the response to the problem within the community. Assessment of the stage of readiness is accomplished using key informant interviews, with questions on six different dimensions related to a community's readiness to mobilize to address a specific issue.

Citation: Edwards, R. W., Jumper-Thurman, P., Plested, B. A., Oetting, E. R., & Swanson, L. (2000). Community readiness: Research to practice. *Journal of community psychology*, 28(3), 291-307.

In sum, two evaluation reports (Internal and External) will be submitted annually to NSF. For internal evaluator's efforts to truly serve the designed purpose, the interim data collected by internal and external evaluators should be analyzed, used, shared, and reported. Unless the LT is willing to engage with the information produced to inform APAA programming, the time and resources devoted to collecting data will have been wasted.

3. Introduction to the APAA Program

3.1. Goal

APAA Goal and Objectives: The goal of the project is to develop, implement, self-study, evaluate, and disseminate (DIS-ED) a state-level AGEP Alliance model to increase the number of historically underrepresented (URM) tenure-track faculty in the biomedical sciences within the USM. As this is a new model of faculty advancement and diversification, it is also a goal to disseminate this model such that it can be replicated (+R) and share knowledge regarding issues related to policies and practices that impact the success of the model and full participation of URM scholars who are hired into tenure-track positions, retained, and able to advance to tenure. This the overall goal involves DIS-ED+R.

The revised 6 specific objectives are identified below:

1. Identify and recruit 16 APAA postdoctoral fellows to the 4 USM partner schools that have postdoctoral scholars (Salisbury, UMBC, UMB, and UMCP) between 2018 and 2022.
2. On-board the 16 APAA postdoctoral fellows between 2019 and 2023.
3. Create pathways for conversion of APAA postdoctoral fellows to tenure track positions within or between USM partner institutions.
4. Develop and execute professional development opportunities for APAA postdoctoral fellows as well as USM's current postdoctoral scholars and early-career faculty, leveraging the strength and expertise of each of the 5 partner campuses (Salisbury, UMBC, UMB, UMCP and Towson).
5. Establish regular meetings with chairs of departments that house the APAA postdoctoral fellows to develop and execute activities to promote understanding of the APAA model, adopting of hiring practices to achieve faculty diversity and instituting policies to support success of URM junior faculty.
6. Share recruitment and retention practices with the remaining 7 USM campuses for the purpose of expanding the postdoctoral-tenure track conversion model to their campuses.

While this Alliance is primarily funded by the AGEP program, additional support has been provided by the NSF INCLUDES program, which focuses on catalyzing the STEM enterprise to collaboratively work for inclusive change. The ADVANCE program also provided support for this AGEP Alliance model work, as their program goals align with that of the Alliance. APAA is in the early implementation stage with 2 of the 16 APAA fellow hired at Salisbury University (SU) and the University of Maryland, College Park (UMCP). In the fall of 2020 UMCP hired 2 and UMBC hired 1 bringing to a total of 5. The fellow at SU will be transitioning to a tenure track job as of July 1, 2020.

3.2. Administration

At the outset, each campus designated an APAA Leadership Team member who was responsible for implementing and monitoring their campus's APAA postdoctoral fellow's program. Membership on such a team varied from campus to campus and depended on the personnel available at each campus. By the second year, each campus has an APAA Leadership Team member who is an administrator, and a program coordinator to help coordinate the day to day activities of the project. On some campuses the administrator might be the same person taking on the program coordinator duties.

The APAA intervention is coordinated by a Project Director at UMBC who works with an External Advisory Board (6), External Evaluation team (2), Social Science Research team (3), and a working group hereafter referred to as *the Leadership Team (LT)* (7), and the broader Alliance team of over 30 collaborating partners that include 5 Principal Investigators from each institutions who are at the Provosts Level at each participating institution, and several Co-Principal Investigators (18) some of whom are members of the Leadership Team, and other senior personnel. Specifically, the Leadership Team consists of the representatives from each institution in the alliance: APAA Director, Associate Provost for Graduate Education (UMBC), Dean Vice Provost for Graduate Education (UMBC), Senior Associate Dean for the Graduate School (UMB), Associate Dean for Faculty Affairs, (UMCP), Dean (SU), Director of the STEM Education Center (TU), Director of Postdoctoral Affairs (UMCP) and the Internal Evaluator (UMBC).

After the Reverse Site Visit (RSV), the Leadership Team met weekly for several months, then transitioned to meeting bi-monthly via telephone and more recently via Zoom. Members of the Leadership Team, at times, have formed sub-committees to take responsibility for working on different aspects of the program activities that they are responsible for. The Leadership Team is responsible for DIS-ED+R and the APAA program.

3.3. Institutional Profiles

The institutional profiles provide a quick comparison of the 5 institutions in the alliance. Given the power differential across universities in the USM and in the alliance, the LT remains diligent in their effort to get input and feedback from all members. All members participate with an equal voice in the bi-weekly meeting. The LT are members of a collaborative team that recognizes the strengths that each person brings to the table (e.g., prior experience, knowledge, insights, skills, abilities). As members such a collaborative time, the IE and the LT bring a sense of shared ownership for the evaluation and diminish barriers resulting from hierarchies. The team also relies on the EAB to provide another perspective to some of their implementation decisions.

Institutional Profile of AGEP PROMISE Academy Alliance

	Towson University	University of Maryland, Baltimore	University of Maryland, Baltimore County	University of Maryland, College Park	Salisbury University
	TU	UMB	UMBC	UMCP	SU
Location:	Towson	Baltimore	Baltimore County	College Park	Salisbury
President:	<u>Kim E. Schatzel</u>	<u>Bruce E. Jarrell, MD, FACS (Interim)</u>	<u>Freeman A. Hrabowski III</u>	<u>Wallace D. Loh</u>	<u>Charles Wight</u>
Founded:	1866	1807	1966	1856	1925
Undergraduate Students:	19,818	909	11,260	30,762	7,650
Graduate Students:	3,105	5,868	2,507	10,438	917
Postdoctoral Scholars:	NA	Yes	Yes	Yes	Yes
Operating Budget:	\$510.7 million	\$1.25 billion	\$462.1 million	\$2.15 billion	\$208 million
% URM TT Faculty (FA 2019)	9.9%	12.54%	8.92	10.7%	8%

3.4. Program Design and Model Development

This project was funded October 1, 2018. In February 2019 projector director, Dr. Renetta Tull, announced that she was leaving for another position at the University of California, Davis. Dr. Tull participated in this project through the end of March 2019. The combination of these factors delayed the project. First, the start date affected the recruitment of APAA postdoctoral fellows in Year 1. The recruitment and on boarding of postdocs was delayed by a year at UMCP due to the start of the project after the recruiting season for the President’s Postdoc Program that is the home of the AGEP PROMISE Academy Alliance postdoctoral fellows. Thus, UMCP adjusted their plan to recruit and onboard 2 recruits per year in years 3, 4, and 5. UMBC will only have 1 postdoc (pre-professoriate fellow) during year 2 because the recruiting period was shorter than usual for reasons already explained. UMBC will add a new postdoc in year 5. These changes for years beyond year 2 are not reflected in our activities table in this report. Figure 2 in the Appendices provide quarterly calendar of these events.

Based on a RSV reviewers feedback and the critique that we did not meet often enough and that we should start by developing a visual presentation of our system-level postdoctoral transformational model, the LT decided that the fastest and most productive way to accomplish this task was a retreat with all stakeholders in the project including the Provost from each institution who were listed as Principal investigators, Co-Principal Investigators, the Administrators at the University of Maryland System office, and a facilitator and graphic artist. We left the retreat with a schematic drawing, recharged, energized and committed to revising our logic model, fine tuning the schematics, and a draft of our annual report. More importantly, we realized the value-add in getting all the stakeholders in one room to address some of the system-wide issues and solutions. We decided to add the retreat as an annual event going forward.

In the 2nd year of the project, the LT hired a new director, and 3 fellows (2 at UMCP, 1 at UMBC), developed learning outcomes, operated in the midst of national protest on racial inequality, and experienced the world-wide Covid-19 pandemic that forced colleges and universities to change their business practices and be more conservative in their hiring practices. Given the challenges of DIS-ED+R, within real world settings, the usefulness of formative process evaluation for making important adjustments to project implementation can improve adoption and effectiveness of other state-wide systems who might encounter similar trials in the first and second year of their project.

Over the course of two years, despite the challenges and the late start, the LT focused on developing the most critical APAA Model elements:

- ✓ Coordination and planning of the Reverse Site Visit with NSF.
- ✓ Creation of a Leadership Team and establishing a weekly meeting schedule.
- ✓ Commissioned an alliance team partner to write a literature review about the other postdoctoral transformational programs across the country as we needed to understand how our program compared with others.
- ✓ Hired 2 APAA fellows at SU and UMCP.
- ✓ Planned one professional development workshop and hosted Recruitment Event.
- ✓ Developed a job description for the Director Position, interviewed candidates, and hired a new director.
- ✓ Hosted a highly productive retreat to create a schematic representation of the AGEP Alliance Model to demonstrate improved understanding of the goal and conceptualization of the model activities the AGEP Alliance will conduct collaboratively.
- ✓ Revised the Learning Outcomes for the APAA fellows
- ✓ Revised the Objectives for the project
- ✓ Meet regularly with the EAB
- ✓ Developed a prototype of a database for Postdoctoral Scholars to find opportunities across USM to guest lecture, open positions, teaching opportunities...

4. Process Evaluation

4.1. Internal Evaluation Activities

The internal evaluator was serving as Interim Director and was limited in her ability to be both Director and Evaluator, as per guidance from the NSF program officer. Hence, the evaluation activities during this time was limited to outcome evaluation of the professional development activities. This first process evaluation is based on (1) observing, documenting, participating the LT's administration activities, (2) reviewing the weekly meeting notes, the RSV notes, the annual NSF reports, EAB reports, and the external evaluator's reports.

4.2. Observation of APAA Program Processes

Observations of APAA program processes provides information on how the Leadership Team functions are implemented, and where and how implementation of these procedures differs from described and documented procedures listed in the Table 3-2 below. The overarching research question was: Were the activities consistently implemented across the 5 institutions?

The accomplishments and challenges are embedded in the table. By examining the extent to which the LT has been able to achieve what they set out to, provide others who hope to replicate our model, ways of measuring progress and an understanding of how they can use the resulting data to determine their readiness to move to the next implementation stage. We provide a quick summary in table 3-2 in less detail as well.

4.3. Results, Conclusions and Interpretations

Quite quickly after the kickoff event in November 2018, the Alliance faced great challenges in implementing the APAA Program. The exit of the director and the decision to have the internal evaluator serve as Interim Director while trying to hire a new director left the group without an internal evaluator for several months. After the critical feedback from the NSF Reverse Site Visit the interim director along with the co-PIs recognized the need to establish a working group to execute the necessary tasks to move the project forward (henceforth called the Leadership Team). Prior to APAA, UMBC had previous experience with a formal pre-professoriate postdoctoral program, the other institutions in the alliance did not. Still UMCP and UMB had substantive experience with postdoctoral fellows and professional development of those fellows. Nonetheless, each institution had implementation procedures that were significantly different from one another. Over the course of the year, the Leadership Team resolved many issues to develop a coordinated statewide model. This included the development of some uniform program procedures, agreement on learning outcomes and expectations of fellows and their mentors, agreement to coordinate professional and career development activities, and agreement on evaluation activities. While many accomplishments were made, there are several areas of the program that need improvement.

From a process perspective, despite the challenges, the LT has been able to achieve some of the predetermined goals by delivering state-system the APAA model to increase the number of historically underrepresented (URM) tenure-track faculty in the biomedical sciences within the USM. They have made substantial progress in trying to accurately identify, recruit, and thoroughly assess the needs of underrepresented minority postdoc scholars in the biomedical sciences. The APAA LT and other USM stakeholders reported that this project was a worthwhile and eye-opening effort meaning the stakeholders understood the value of considering this project at the system-level rather than at institutional level. They recognize that some policy changes at each level might need to be reconsidered. At the APAA 2019 and 2020 retreats, many participants expressed a desire to be a part of future discussions and believe they can could learn from their recent experiences to strengthen future collaborative efforts. Changes that occur after this report in time are not reflected but will be addresses in the next annual report. Nonetheless, below is a list of discussion topics that LT should consider for the bi-weekly meeting agenda.

1. Determine a process by which postdoctoral scholars including APAA Fellows within the USM become aware of the tenure track job opportunities within the USM.
2. Develop and clarify the recruitment process for all APAA potential fellows, organizers, and education stakeholders (e.g. mentors, deans, department heads...).
3. Identify strategies to increase both evaluation completion rates and participation rates in professional development career advancement workshops that are offered across institutions.
4. Identify dissemination opportunities for the project.
5. Once procedural decisions are made, allow adequate planning time for the organization to plan, coordinate and prepare for future Professional Development workshops including standard assessment tools.
6. Address the revisions in the objectives (See Table A1-1 in Appendices)

Benchmarks and Scheduled Administrative Activities

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
1. Recruitment and Cultivation of New Postdocs	<p>Y1: Work with Salisbury to receive lists of new and potential postdocs who show interest in coming to Maryland. Inform them about the opportunities for professional development at Towson.</p> <p>Y2-4 Share faculty openings with the postdocs as they arise at Towson. Refine the process over time.</p>	<p>Y1: Develop and send invitation to NIGMS-IMSD graduate students to invite them to apply for positions in Maryland. Work with UMBC, UMB, and UMCP to utilize networks from AGEF, and advisory board member to leverage their networks.</p> <p>Y2-4, Continue the process, refine over time.</p>	<p>Y1: Assist Salisbury with recruitment, by working with the Meyerhoff Biomedical Fellows program to leverage the NIGMS-IMSD network.</p> <p>Y2-4: Repeat and refine the process, based upon results.</p>	<p>Y1: Assist Salisbury with recruiting efforts. Work with them to invite scholars to attend the PROMISE Summer Success Institute to learn more about opportunities in Maryland. Develop and implement the recruitment activity of the conference. Work with the ISMD network.</p> <p>Y1 -3: Bring scholars to UMBC's campus for on-campus faculty recruitment and cultivation.</p> <p>Y2-4. Refine the process. Share networks that have yielded success via the "Postdoctoral Fellowship for Faculty Diversity," CIRTLL network, and SREB conference.</p>	<p>Y1: Share information about the opportunities within the PROMISE Academy via the collaboration with the UC-PPFP program, and the CIRTLL AGEF. Work with Salisbury to share information about scholars who engage with College Park, outside of other networks, so that Salisbury can have an updated list of potential participants.</p> <p>Y2-4: Work with the schools to refine the process.</p>
Accomplishments Per program		1 APAA Fellow participated	1 Potential Fellow participated and had site visit	1 Potential Fellow participated and had site visit	1 APAA fellow participated
Overall Accomplishments	The Leadership Team planned a successful Recruitment event in conjunction with SSI. Data were collected via an online Qualtrics survey link when the respondents returned home. As part of our Self-Study, after the APAA Postdoc Preview event, August 16-17, 2019, eight potential APAA fellows were asked questions about the program content, instructional materials, presentations, their overall recruitment experience and their likelihood of applying for the fellowship. The results were shared with the Leadership Team via a weekly phone call.				
Challenges	The process of recruitment was not standardized across the alliance. Though many of the candidates were identified based on the leadership recommendations and networks, the process itself was rather informal. The Leadership Teams debrief after the event involved discussions about how to move forward for the following year's recruitment class. Should the campus visit be based on a prior match of a potential mentor or should the visit be a more informal event where the candidate could come and explore multiple possibilities?				

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
2. Postdoctoral Conversion Models	Y1-3: Observe processes and procedures at partner institutions regarding conversion models, and learn from best practices, particularly at Salisbury.	Y1-Work with HR to identify positions, hiring, appointment, and evaluation expectations. Y2-5: Onboard up to 2 fellows. One year following Fellow's start date, begin the process on faculty conversion. Learn from UMBC's model of having Fellows give a talk in their prospective tenure-track department and meet with faculty and administrators. 1 APAA Postdoc was on-boarded -- Transitioning to Tenure FY 2020	Y1, 2: Work with faculty to recruit and prepare for onboarding and conversion process.	Y1: Recruit a new cohort biomedical Pre-professoriate fellow. Share successes and challenges with partners in the alliance. Recruit 2 PROMISE Academy Fellows Y2: Onboard 2 Fellows. Recruit 2 Fellows for Y3.	Y1: Utilize the outcomes from marketing the Maryland-UC collaboration. Recruit 1 st PROMISE Academy Fellow. Y2: Onboard 1 st PROMISE Academy Fellow. Recruit fellows for Y3
Accomplishments Per program	NA		TBD	From the Recruitment Event 1 Potential APAA Fellow applied but was not hired, 1 APAA hired for Fall 2020	1 Postdoc was on-boarded Fall 2019 2 APAA fellows hired 2020
Overall Accomplishments Challenges	<p>The Leadership Team was able facilitate a Summer Retreat to develop a schematic model for 2 Possible Career Pathways to a Tenure Track Position at 4 of the 5 participating institutions.</p> <ul style="list-style-type: none"> ●As part of the self-study both APAA were given an entrance interview via Skype. The interview was recorded and will be transcribed for analysis purposes when more fellows are on board. At this time sharing the results of the interview would be a violation of the IRB agreement to maintain confidentiality and anonymity. ● Hiring freeze during a pandemic Covid-19 have hampered our efforts to hire more Fellows. ● No common system-wide policy exists to facilitate or financially support the transition from postdoc to faculty ● While UMBC did advertise and interviewed for 3 APAA fellow positions, they did make an offer to 1 person. 				
3.Career Advancement Seminars	Y1-5: Assist UMBC with programming for the Summer Success Institute. Share information about the seminars with early career faculty and encourage them to attend workshops on the other campuses.		Y1: Develop Writing Seminar.	Y1: Work with partner campuses to decide which seminars they will host at the Summer Success Institute. Work with them to secure speakers.	Y1: Development of workshops on General Grant writing; Employment Negotiations; Postdoc Alumni speaker series; CV development.

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
Accomplishments Per program			<p>Y2-4: Implement Writing Seminar and coaching activities.</p> <p>Data: On-line Qualtrics Preregistration-Post Survey. As part of our Self-Study, after the Virtual Journal Writing & Publishing 4-day event, April, 2020, 14 Participants (postdocs, early career faculty and graduate students) were asked questions about the program content, instructional materials, presentations, their overall journal writing experience. The results were shared with the APAA Director via email. The evaluation from the Journal writing seminar revealed that the participants found this series to be engaging and useful for career advancement.</p>	<p>Y2-5: Repeat in subsequent years.</p>	<p>Y2: Assist with SSI planning.</p> <p>UMCP conducted a General Grant writing working on Writing a Personal Statement in Feb 2020.</p>
Overall Accomplishments	The 4-day Journal Writing and Publishing workshop series was well received despite having to move it from a face-to-face event to virtual event.				
Challenges	<p>To get more participation we attempted to add the pre-test questions to the registration form. While this change proved useful, we realized that the registration form itself needed to be standardized so that the demographic information collected would be consistent across all assessments.</p> <p>While the Grant writing workshop is in the wheelhouse of UMCP and already part of their workshop series for all postdocs, getting an evaluation for attendees was challenging. As a standard practice UMCP does not evaluate their professional development workshops other than to ask 1 question. Getting the presenter to consider a pre and posttest proved difficult.</p>				

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
4. Guest Lectures on Partners Campuses	<p>Y1, Semester 1:</p> <p>Gather information about existing postdocs within the USM, and develop a schedule for 2-3 to present a research seminar at TU. Use the summers to plan the general schedule for the year, and consider an annual Spring Speaker Series that will invite participants to visit TU annually to present a research seminar or guest teach a course session in the appropriate disciplinary department or interdisciplinary program.</p> <p>Y2-5: Continue the process in subsequent years.</p>	<p>Y1. Share list of Salisbury's current postdocs with Towson so that Prof. C. Ghent can begin invite match them to departments at TU and invite them to give a research seminar and visit the academic department.</p> <p>Y2-5. Update the list annually.</p>	<p>Y1. Work with postdocs on campus to alert them of "guest lecture" opportunities at Towson and Salisbury.</p> <p>Share the benefits of teaching, and supplement training with workshops provided by CIRTl to prepare the scholars for teaching.</p> <p>Work with scholars on public speaking and presentation skills to prepare them for the lecture series at Towson. Work together to develop content to share online.</p> <p>Y2-5: Assist with CV development and teaching portfolios. Continue the process. Plan for continuous</p>		

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
			improvement. Track lecturing activities.		
<i>Accomplishments Per program</i>	TBD	TBD			
<i>Overall Accomplishments</i>	Data collected: Internal evaluator's participant observation -- Based on participation in bi-weekly meetings & meeting notes: This activity is in progress. This idea of a searchable database for those looking for employment within the USM was well received at the Year 1 Retreat and was discussed with USM representatives at SSI in 2019. TU and SU have been working together to create an online searchable resource that will be made available for any faculty member looking for a guest/speaker or lecture and for a postdoc looking for an opportunity to gain experience with teaching. This project is on the Virtual Summer Retreat Agenda for June 2020 Challenges: Because this project is a system-wide project the challenge remains on whose website the resource should be housed, who is responsible for updates, and maintaining and updating the data.				
<i>Challenges</i>	Because each institution is independent, finding a central shared space for this database is a challenge. Getting server space on the USM website along with staff to manage regular updates and input data is also a challenge.				
5.Departmental Meetings and Cross-campus Conversations	<p>Y1: Identify key personnel (chairs, deans, provosts, program evaluators) of departments hosting URM Faculty Alliance Fellows hold at least one meeting per semester on positions advertising, hiring, appointment, onboarding (training and mentoring) and evaluation processes and expectation;</p> <p>Y2-5, meet each semester to discuss post-doc onboarding, support for success, conversion to tenure-track positions, program assessment.</p>				

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
	These events will take place on each campus. The USM will facilitate the cross-campus conversations, through the Office of the Sr. Vice Chancellor for Academic & Student Affairs.				
Accomplishments Per program	On-going on each campus	On-going on each campus	On-going on each campus	On-going on each campus	On-going on each campus
Overall Accomplishments	Data collected: Internal evaluator's participant observation -- Based on participation in bi-weekly meetings & meeting notes: This activity on-going on each campus and reported out at the annual Fall Meetings				
Challenges	Because each institution is an independent finding a central shared space for this database is a challenge. Getting server space on the USM website along with staff to manage regular updates and input data is also a challenge.				
6.Faculty Development	Y1-2: Work with UMB on segments to add to the faculty development conference for biomedical fellows that will include information about preparing for a faculty position at a Primarily Undergraduate Institution. Share information with current early career faculty in the biomedical sciences and encourage them to attend.		Y1-2: Develop details for the faculty development conference for biomedical fellows. Y3: Implement first conference. Assess, and plan improvements for the next year.	Y1-2: Work with UMB on segments to add to the faculty development conference for biomedical fellows that will include information about preparing for a faculty position at a Primarily Undergraduate Institution. Share information with current early career faculty in the biomedical sciences and encourage them to attend.	
Accomplishments Per program			Participation on the Leadership Team and helping with SSI and other APAA provide preparation for this event next year.		
Overall Accomplishments	Data collected: Internal evaluator's participant observation -- Based on participation in bi-weekly meetings & meeting notes. This event was discussed since the very beginning and those discussions are on-going.				
Challenges	Continue Planning a BioMed Conference---Challenges: Covid 19 offers some new challenges when considering a large gathering of people and forces planners to consider virtual alternatives to every event.				

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
7. Teaching and Mentoring Workshops	<p>Y1: Develop schedule for workshops, line up speakers, and develop materials for inviting participants. Develop “professional development curriculum” for workshops. Work with partners to include their materials in the “curriculum.”</p> <p>Y1-5: Implement two half-day workshops each year for participants, as an introduction to tenure-track careers in PUIs.</p>	<p>Y1: Develop online resource and conference-ready workshops:</p> <p>Y2-5 Implements two half-day workshops each year on undergraduate research mentorship for participants.</p>	<p>Y1: Work with Towson and Salisbury to market the workshops.</p> <p>Y2-5: Work with postdocs and early-career faculty to invite them to participate in the workshops at Towson and Salisbury. Consider workshops that might work well as online or hybrid workshops. Consider best practices from CIRTl’s asynchronous workshop sessions to share with Towson and Salisbury.</p>		
Accomplishments Per program	<p>May 2019 PUI 101: Working at a Predominantly Undergraduate Institution</p> <p>Dec 2019 PUI 102: Research at a Predominantly Undergraduate Institution [Cancelled & Reschedule TBD 2020]</p>	<p>Jan 2020 Being Faculty at a Predominantly Undergraduate Institution (PUI)</p>		UMBC Postdoc Survey: Data: Paper Survey	

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
	Data: On-line Qualtrics Pre-Post Survey As part of our Self-Study, APAA first May 2019 workshop was relatively successful. A large number 40 people signed up and half (20) showed up for the first face to face workshop. A pre-test and post-test were administered via an online Qualtrics survey link when the before and after the workshop. However, the response rate was still less than 10 for each survey. The results were disseminated via the APAA leadership Team (see Sec 4.4 in this report).	Data: On-line Qualtrics Post Survey The second event Jan 2020 was held during the winter break at UMCP. This even had a very low turnout. The pre and posttest were not administered during the event. To overcome this mishap, we subsequently sent the few attendees the post survey but only 3 participants filled out the survey. Because the sample size was less than 5 their results were not shared because we could not protect their anonymity.		Although not part of our initial Internal Evaluation (Self-Study) plan, in an effort to assess the type of workshop that postdocs might be interested in the APAA Director conducted a brief survey of 12 Postdocs at UMBC. The internal evaluator analyzed the data and found that Preparing For The Academic Job Market is at the top of the postdocs lists of professional development workshop needs, followed by Grant Writing, Mentoring others, and Work-life Balance. The result of this survey should help the Leadership Team to plan future professional workshop (see Sec 4.8 in this report).	

**Overall
Accomplishments
Challenges**

From the online evaluation it is impossible to tell if the APAA fellow attend any of the available workshops. Because they are currently only 2 APAA fellow it would impossible to maintain anonymity if we were to ask a question about participation in any particular postdoc program on any pre-or post-workshop survey. Thus, the impact of these workshops and the feedback we collect are generalizable to all postdocs and possibly URM but not necessarily the target population (URM in the biomedical sciences). Covid 19 offers some new challenges when considering a large gathering of people and forces planners to consider virtual alternatives to every event. Thus, our rescheduled will most likely be a virtual event using Webex or Zoom as our platform of choice. In conjunction with our learning outcome for the APAA fellows, we also need to create a Calendar of Postdoc Professional Development Activities that the Fellow can chose, and plan to participate in.

**9.USM-wide
Discussions**

Discussions that are USM-wide will be ongoing but will be focused agenda items at staff meetings for the USM's staff in the Office of the Sr. Vice Chancellor for Academic & Student Affairs, and at meetings of the USM provosts (Academic Affairs Advisory Committee: AAAC). Meetings for the provosts were held on the following dates:
In May 2018, the Board of Regents agreed to have updates and discussion of the PROMISE Academy on select 2018-2019 agendas for the Committee on Education, Policy, and Student Life, and the topic will also be discussion at the Board of Regents' meetings for the Committee on Inclusion & Diversity. These meetings will continue throughout the 5 years.

Key Component	Towson	Salisbury	UMB	UMBC	UMCP
Accomplishments Per program	Ongoing discussions with the Provost about the project	Ongoing discussions with the Provost about the project	Ongoing discussions with the Provost about the project	Ongoing discussions with the Provost about the project	Ongoing discussions with the Provost about the project
Overall Accomplishments	<p>Data collected: Participant observation in 5 of the 6 USM-wide events. The 6 events included:</p> <ol style="list-style-type: none"> 1. [Nov 2018] Kickoff event where everyone was introduced to the Program and reminded of their roles and responsibilities 2. [March 2019] NSF Reverse site visit (RSV) where the group received feedback from the External Reviewers. 3. [June 2019] Retreat where the group met to discuss the overall Postdoctoral Transition Model within the USM 4. [Nov 2019] Annual Meeting and introduction of New Director 5. [May 2020] Leadership Team representatives from UMBC and UMCP began serving on a USM Appointment, Promotion and Tenure (APT) committee where they discuss possible policy changes and implication. Information was shared at the June weekly Leadership meeting and the APT met again in June 2020 and will continue to meet. 6. [August 2019] USM was invited and participated in an SSI luncheon 				
Challenges	<p>A critique of the RSV external reviewers was that we as a group did not meet often enough. Over the course of this project thus far we have met 6 times in 1.5 years. After the RSV, we formed a leadership team that met weekly after the RSV (though they met bi-weekly between October 2019 and May 2020). Meetings with USM keep the project and commitment to the project on the USM agenda.</p>				

Summary of Process Evaluation Indicators

	<i>What has our program done?</i>	<i>To Whom did you direct Program Efforts</i>	<i>When did these activities take place</i>		<i>Where did these activities take place</i>		<i>Facilitators</i>	<i>Barriers</i>
Broad Elements That Have Been Implemented 2018-2020	Event	Target Population		Organizer	location	in conjunction with APAA		
1. Recruitment/Cultivation of Postdocs	Summer Success Institute	Potential Candidates: 1st year Postdocs, PhD grads	Aug-19	APAA Leadership team	UMBC, UMB, UMCP, SU	yes	Coordinated campus visits, panel discussions, SSI	Lack of standardized formal recruitment process
2. Postdoc Conversion Models	On-Board 2 APAA fellows	2nd year URM postdocs	Jun-19	APAA Leadership team	SU, UMBC	yes	Weekly Leadership meetings	Departure of Director, Transition of Interim Director
3. Career Advancement Seminars	Journal Manuscript Writing, Grant Writing: Personal Statement	All Post docs and Early career faculty, grad students	May 19, Jan 20, April 20	UMCP, UMB,	UMCP, UMB(Virtual)	yes	Virtual platform 14 students over 4-day workshop, Eval is Appendix 1	Low turnout for grant writing no evaluation.
4. Guest Lectures on Partner Campuses	on-going	Postdocs, APAA Postdocs				yes	Persistence	
5. Departmental Meetings Conversations	on-going	Faculty		TOWSON, SALIBURY, UMBC, UMCP, UMB, UMB	on-respective campus	no		
6. Faculty Development	on-going	All Post docs and Early career faculty	planning stage		TBD	yes	SSI provides experience with planning a large gathering of professionals	We're still in the planning stage TBD
7. Teaching and Mentoring Workshops	Teaching at PUI, Working at PUI: Mentoring	Postdocs, APAA Postdocs	MAY 2019, JAN 2020	TOWSON, SALISBURY	TU, UMCP,	yes	Pre-Posttest Evaluation	Winter Break, at UMCP low participation

	<i>What has our program done?</i>	<i>To Whom did you direct Program Efforts</i>	<i>When did these activities take place</i>		<i>Where did these activities take place</i>		<i>Facilitators</i>	<i>Barriers</i>
Broad Elements That Have Been Implemented 2018-2020	Event	Target Population		Organizer	location	in conjunction with APAA		
8. USM -Wide Discussions	1. Kickoff event where everyone was introduced to the Program and reminded of their roles and responsibilities 2. NSF Reverse site visit (RSV) where the group received feedback from the External Reviewers. 3. Retreat where the group met to discuss the overall Postdoctoral Transition Model within the USM,4. Annual Meeting and introduction of New Director 5. UMBC, USM, UMCP met to discuss possible policy implications...information was shared at the June weekly Leadership meeting,6. SSI USM was invited and participated in SSI luncheon	USM admin, PI, Co-PI, Leadership team, External Evaluators, External Board Members	Nov 2018, Mar 2019, May 2019, Nov 2019, May 2019, Nov 2020, Aug 2020	APAA Leadership team	off campus	yes	Literature Review of Other models, facilitator & graphic artists for Day-long Retreat, Schematic Diagram of Model, Building systemness	Planning is time-intensive

5. Outcomes Evaluation

5.1. Goals of Outcome Evaluation

The goals of the outcome evaluation are to assess how well APAA Fellows (as postdocs and early career faculty) understood the program and the information they received, to assess the extent to which education is provided and is expected to have an impact on their faculty career development, to assess participants satisfaction, to assess how well APAA fellows understand the Professional and Career Development components and to determine the effectiveness and efficiency of recruitment and outreach procedures.

The Leadership Team has designed a recruitment strategy to bring potential APAA fellows into USM as efficiently as possible and prepare them for a successful transition to a tenure-track position within the USM. The outcome evaluation addresses how APAA's program activities are related to changes, effects and/or impact to the stated (short, medium, or long-term) outcomes. If all 16 of the APAA fellows were recruited and hired in the first year of the program, then the results of the workshops assessment would be generalizable to the target population of URM postdoctoral scholars in the Biomedical Sciences. Since that is not the case, many of the workshops offered are attended by postdoctoral scholars and early career faculty in all disciplines and who might or might not be URM. Given that we are still in this early phase of project development and implementation, the information from the workshop evaluations help to measure how the workshop participants benefit from increase knowledge gained from attending the workshop. Still a process evaluation with the following indicators of whether the program activities are being implemented as designed could still provide useful information. These indicators include:

- Training on how to deliver curriculum (face to face vs. virtual, or hybrid approach)
- Topics covered during workshop (what works what doesn't)
- Duration of each workshop
- Total number of workshop participants
- Characteristics of workshop participants

This information is critical in the early developmental and implementation phase when improvements can be made. Nonetheless, the results of the outcome evaluations of the Program Activities are presented below with findings and recommendations listed at the end of each activity.

Table Error! No text of specified style in document.-1 Summary of Year1-Year 2 Professional Development APAA Program Activities Assessment

Institution	Professional Development (PD)	Evaluation Design	# of Participants	Response Rate
Towson	Teaching at a PUI	Single-group pre-post test	20	9
Salisbury	Working at a PUI-Mentoring		7	3
	APAA Fellow	Single-group post test		
	APAA Fellow	Skype Interview	1	1
UMBC	Postdoc Needs	Single-group-post test	12	12
	Recruitment APAA Fellows	Single-group pre-post test	8	9

UMB	Journal Manuscript 4-day workshop	Single-group pre-post test	14	14
UMCP	Grant Writing Workshop: Writing a Personal Statement"		10	0
	APAA Fellow	No Eval Skype Interview	1	1

5.2. Outcomes Evaluation Findings

There were several findings from the analysis of the Professional Career Development workshops evaluations. A later report will have much larger sample sizes for the qualitative APAA fellow interviews and will provide analysis by utility and other important analysis groups. A summary of each assessment and the associated recommendations are presented separately by event below.

5.3. Results from May 2019 Pre Test for “Working at a PUI” Workshop

Executive Summary: As part of our Self-Study, prior to the workshop on Teaching at a Primarily Undergraduate Institution (PUI) the 20 participants were asked to fill out a 5-10 min survey about their prior knowledge of what it takes to become a faculty member at a PUI. The survey focused on myths beliefs, and expectations about working at a PUI.

Data Collected: Data was collected via an online Qualtrics survey link prior to the start of the workshop. The evaluator asked the workshop facilitator to encourage the workshop participants to fill the evaluation.

Summary Findings: The Postdoc Working at a PUI workshop well attended by 20 of the 40 individuals who registered. Of the 20 who attended 12 filled out the online pre-survey. The results are based on the number of individuals who filled out the pre-survey. The majority were female (10), 9 were from UMB, 5 employed as postdocs, and 5 were in the Biological Life sciences. The racial makeup consisted of 3 Asians, 3 Black/African American, 5 White, and 1 who listed more than one race. Half (6) said that their primary career goal was to become a *Faculty member at a four-year college or university with a teaching focus*. Only 2 noted that their primary goal was to become a *faculty member at a research university*. When asked how knowledgeable they were about *Working at a Primarily Undergraduate Institution* (5) *Conducting Research at a Primarily Undergraduate Institution* (6)- *Getting Tenure at a Primarily Undergraduate Institution* (10), most were “not knowledgeable at all”.

	Recommendation	Effect
1	Provide a virtual experience of the event with a face to face event. In addition, it might be possible to also provide transportation to the event which means early enough announcement of the event. 40 signed up 20 showed up.	High
2	Provide more time for event announcement so that people can fill out the pre-test survey	Medium
3	Provide more some reading materials with the workshop invitation or links on the invitation to more on-line information	Low

5.4. Results from May 4 2019 Post Test for “Working at a PUI” Workshop

Executive Summary: After the workshop on Working at a Primarily Undergraduate Institution (PUI) the 20 participants were asked to fill out a 5-10 min survey about what information they learned from having participated in the workshop.

Data Collected: Data was collected via an online Qualtrics survey link at the end of the workshop. The evaluator asked the workshop facilitator to encourage the workshop participants to fill the evaluation. Of the 20 who attended 9 filled out the online pre-survey. The results are based on the number of individuals who filled out the pre-survey. Of the 9 who filled out the survey 5 were postdocs and 4 were doctoral students. The majority 6 were employed by UMB and 6 were in the Biological Sciences.

Summary Findings: Overall of the participants who filled out the post-survey a majority were somewhat confident (5) that they could continue their research at a PUI or get tenure at a PUI. Many were able to point to specific items in the workshop. They mentioned the need to “document teaching skills on the CV” “Expectations for Research and Teaching responsibilities at TU” and “Insights into job application at PUI, typical course loads and research at a PUI”.

After the workshop when asked how knowledgeable they were about *Working at a Primarily Undergraduate Institution Conducting Research at a Primarily Undergraduate Institution - Getting Tenure at a Primarily Undergraduate Institution*, their answers ranged from slightly knowledgeable to extremely knowledgeable. Only 1 person said he/she were not knowledgeable at all about “*Getting Tenure at a PUI*”. The participants found practical use of the information that they had acquired during the workshop. When asked about “*applying what they learned*” one person mentioned speaking with the advisor about guest speaking opportunities. Another wrote “This would help me look out for opportunities to further hone my skillset to make me a better suited candidate.”

7b. How knowledgeable are you about each of the following: - Conducting Research at a Primarily Undergraduate Institution

	Frequency	Valid Percent
Very knowledgeable	3	33.3
Moderately knowledgeable	4	44.4
Slightly knowledgeable	2	22.2
Total	9	100.0

7c. How knowledgeable are you about each of the following: - Getting Tenure at a Primarily Undergraduate Institution

	Frequency	Valid Percent
Extremely knowledgeable	1	11.1
Very knowledgeable	1	11.1
Moderately knowledgeable	4	44.4
Slightly knowledgeable	2	22.2
Not knowledgeable at all	1	11.1
Total	9	100.0

7d. How knowledgeable are you about each of the following: - Working with undergraduates at a Primarily Undergraduate Institution

	Frequency	Valid Percent
Very knowledgeable	3	33.3
Moderately knowledgeable	6	66.7
Total	9	100.0

	Recommendation	Effect
1	Provide a virtual experience of the event with a face to face event. In addition, it might be possible to also provide transportation to the event which means early enough announcement of the event. 40 signed up 20 showed up.	High
2	Provide more time for event announcement so that people can fill out the pre-test survey	Medium
3	Provide more some reading materials with the workshop invitation or links on the invitation to more on-line information	Low

5.5. Results from the 2019 SSI APAA Postdoc Recruiting Day Evaluation

Executive Summary: As part of our Self-Study, after the APAA Postdoc Preview event, August 16-17, 2019, eight potential APAA fellows were asked questions about the program content, instructional materials, presentations, their overall recruitment experience and their likelihood of applying for the fellowship. This section provides an overview and summary of key analytical points of the evaluation.

Data Collected: Data were collected via an online Qualtrics survey link when the respondents returned home. Prior to departure, the fellows were told by the evaluator to expect an online survey. The evaluator sent two reminders to fill out the survey. By the deadline 1 person filled out the survey. The evaluator then reached out to each campus host to seek their help in encouraging their invited fellows to fill the evaluation. This process garnered more participation. *Though we had 8 participants one person filled it out more than once thus the sample size is 9.

Summary Findings: The Postdoc Recruitment Weekend and workshop was well received by the 8 participants. Of the 8 participants two were already APAA Fellows. The majority were female (7) and 7 (URM). Campus affiliation included UMB (1), UMCP (1) and UMBC (1) and 5 were from outside the USM. The majority (5) were in the Biomedical Sciences, 2 were engineering, and 1 was medical sciences (2). When asked specifically about the workshops they attended, the majority agreed that workshops and panel discussion were helpful. The candidates appreciated the diversity of the panelist and found information about the different career pathways and the strategies that the panelists employed to be the most helpful. When asked directly about Q3. *How strongly do you agree with the following statements: - Friday's activities help me to better understand the AGEP PROMISE Academy Alliance Postdoctoral Fellow Program?* The majority **Strongly agreed** (44/4%); **Agreed** (55%). Nonetheless, based on the open-ended questions about what could be improved, participants comment on the lack of specificity about the application process, the history of the program, and next steps. Specific comments included *“As postdocs are selected for the APAA hearing more about their experiences with the program and how to navigate things like the application process would be extremely helpful”* *“A short talk about how the program started would have been helpful.”* When asked about improvements for the Postdoc strategies workshop the participants seemed to want more, more time to work through the activities, and more time with the panelists. One participant wrote: *“it was great! another idea would be to have the panel provide bios, and let participants select panel members they may want to meet with individually, to make sure there is carved out time for building that connection. Even having lunch in a separate room with the panel following or prior to the panel discussion would be helpful, time permitting.”*

	Recommendation	Effect
1	Developing a method of identifying potential fellows early to invite.	High
2	SSI Session on transition from Postdocs to Faculty.	Medium
3	SSI Session on Overcoming the Imposter Syndrome	Low

5.6. Results from the March 2020 Journal Writing Series (Pre)

Executive Summary: Prior to the scheduled Journal Writing workshop, potential participants were asked to fill a 5-10 min questionnaire as part of the registration for the workshop. Participants were asked about the challenges they were encountering with respect to writing.

Data Collected: Data was collected via an online registration form prior to the beginning of the workshop. The evaluator asked the workshop facilitator to encourage the potential workshop participants to fill the evaluation.

Summary Findings: The overall registration list indicates that 21 people signed up for the Journal Writing workshop. However, based on the number of unique emails, there were 14 unique individuals who signed up for the Journal Writing workshop. Three individuals signed up multiple times; one individual from UMB signed up 5 times. After eliminating the duplicates from the registration file, the results are presented in the tables below. Answers to the open-ended demographic question suggests that these common census measures need to be modified. Though the workshop was intended to be most ideal if a cohort participated in all 5 events in the series, participants were given the option of registering for individual events. Because these results are based on the registration form and not daily attendance, the results indicate that from outset the participants did not intend to attend all 5 days. The daily attendance table reflect an average of 3 days for the group who registered. The participants had multiple writing projects that they were working on prior to attending the workshop. These work products included book chapters, journal articles, grant proposals, and other collaborative writing projects. Many of the challenges that the registrants mentioned included anxiety over what to write, how to write certain sections such as an intro and discussion, how to identify a specific journal for publication, finding time to write, how to address a reviewer comments, along with self-doubt in their ability to write.

	Recommendation	Effect
1	To get better quality data, I recommend that we develop and create a common registration form for all APAA events. Like other social science and Census surveys, the demographic questions need to be sequenced to tease out ethnicity, citizenship and race. Moreover, because this registration form is used for planning purposes as well, I recommend that we should use a software like Qualtrics that automatically tracks the IP address and does not allow duplicate sign-ups.	High
2	Provide face to face event along with a virtual event if possible. In addition, it might be possible to send out several reminders of the event which means early enough announcement of the event. Fourteen (14) signed up and 8 showed up. Still, three people signed up more than once, perhaps a confirmation should be sent to those who already signed up.	High
3	Provide resource materials such as a list of editors or database for grants.	Medium
4	Provide more some reading materials with the workshop invitation or links on the invitation to more on-line information	Low

5.7. Results from March 2020 Journal Writing Series (Post)

Executive Summary: After the virtual workshop series on Journal Writing 8 participants were asked to fill out a 5-10 min survey about what information they learned from having participated in the workshop series.

Data Collected: Data was collected via an online Qualtrics survey link and the end of the workshop series. The evaluator asked the workshop series facilitator to encourage the workshop series participants to fill the evaluation.

Summary Findings: Though 14 people signed up for the workshop series, the Journal Writing workshop series was well received by 8 participants. Of the 7 participants that responded to the survey question, the majority were female (6) and work at UMB (4), UMCP (2) and UMBC (1). The group was a balance of postdocs (3) faculty (3) and 1 staff member. When asked specifically about the workshop series, 7 respondents agreed or strongly agreed that the workshop series was relevant to them, the presenter was engaging and knowledgeable about the topic of Journal Writing. After the workshop series, 87.5% of the participants who answered the question somewhat agreed, agreed or strongly agreed that they were more confident in writing research-based manuscripts, had a clearer understanding of the expectations of an IMRD based journal article, and had a clearer understanding of the publishing process. Though they enjoyed the virtual workshop series, one person mentioned the lack of interaction while another said the length of the 4-day workshop series could have been condensed into a shorter-time frame. In addition to Writing for Publication or the publication process (6), when asked about other kinds professional development opportunities that they were of interest to this group, they listed Public Speaking/research presentation (5) followed by Navigating the job market (4).

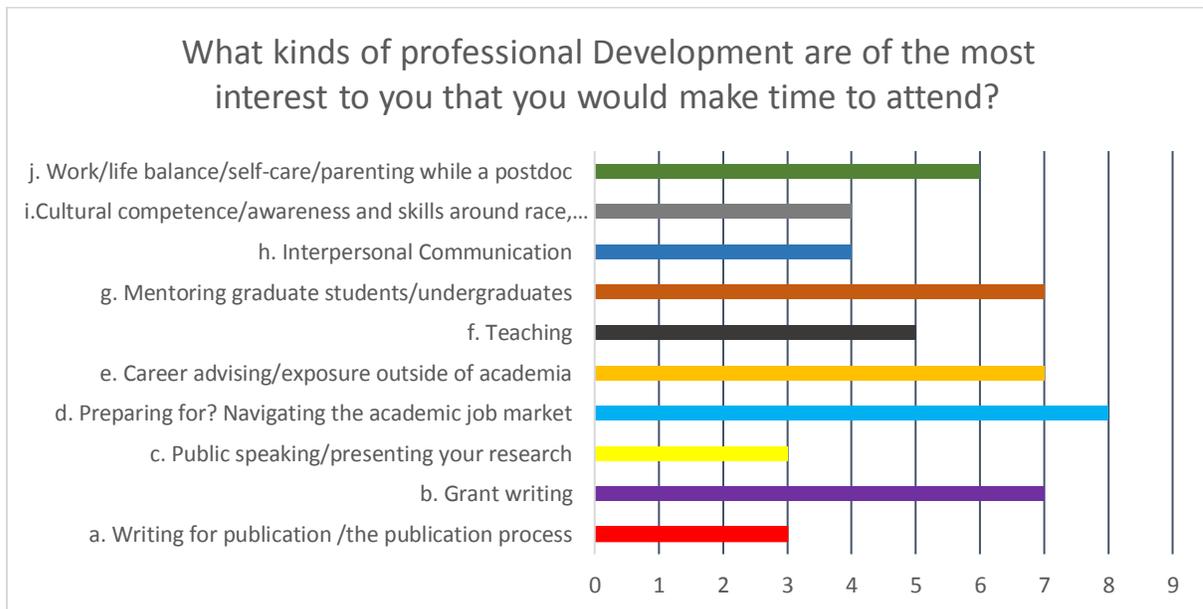
	Recommendation	Effect
1	Provide face to face event along with a virtual event if possible. In addition, it might be possible to send out several reminders of the event which means early enough announcement of the event. 21 signed up 8 showed up. Still, three people signed up more than once, perhaps a confirmation should be sent to those who already signed up.	High
2	This group is interested in other professional development opportunities.	High
3	Provide resource materials such as a list of editors or database for grants.	Medium
4	Provide more some reading materials with the workshop invitation or links on the invitation to more on-line information	Low

5.8. Results from 2020 Director’s Survey of Postdoctoral Scholars at UMBC

Executive Summary: The Director of APAA queried 12 postdocs at UMBC to see what professional development workshops the students were interest in. Preparing for the Academic job market is at the top of the postdocs lists of Professional Development (PD) workshop needs, followed by Grant Writing, Mentoring others, and Work-life Balance.

Data Collected: For purposes of planning future postdoctoral workshops, the APAA Director administered a paper-based survey to 12 Postdocs at UMBC after a workshop to ask them about what future workshops they would be interested in attending. The data was inputted electronically and analyzed by the internal evaluator and the results are reported below.

Summary Findings: Preparing for the Academic job market is at the top of the postdocs lists of Professional Development (PD) workshop needs, followed by Grant Writing, Mentoring others, and Work-life Balance. Those who answered the question about the usefulness of the PD workshops that they attended found the workshop to be very useful. A third of the postdocs have participated in events at the Faculty Development Center at UMBC and mentioned it by name but were not specific about the activities in which they participated in at the center. Similarly, a third had also not participated in any PD event. Most of the postdocs strongly agreed that their mentor would support and encourage their participation in PD workshops. The overall feedback from the postdoc survey indicated that the postdocs liked the concept of the PostDoc Morning Coffee sessions but would like to some non-traditional professional development activities such as social gatherings with no programming, programming for spouses, information on visa policy changes, social media for academics, information on marketing/ branding research, and information about funding awards/opportunities for postdocs.



	Recommendation	Effect
1	Use the information provided to create a workshop on Navigating the Academic Job Market for all Postdoctoral Scholars	High
2	This group is interested in other professional development opportunities including, Mentoring and Career information. The results should help in planning the events for the calendar year and to see what other PD workshops institutions in the alliance are offering.	High
3	Provide resource materials to help Postdoctoral Scholars create balance in their career, and life.	Medium

6. Appendices

6.1. APAA Template to Measure Baseline Data

Faculty by Rank and Demographic Trends
 Employment Status: Full-Time & Part-Time
 Faculty Assignment: Instructional & Research & N/A
 Faculty by Rank, Ethnicity and Sex

	Fall 2017	Fall 2018	Fall 2019
Total	1019	1015	1118
Admin & Fin			
Columbus Ctr			
Other			
White, non-Hispanic			
Male			
CAHSS	502	494	539
Afric Std	8	8	7
Professor			
Black, non-Hispanic			
Female			
Assistant Professor			
Black, non-Hispanic			
Male			
Female			
Instructor			
Black, non-Hispanic			
Male			
Female			
Lecturer			
Black, non-Hispanic			
Female			
Amer Std	10	9	9
Professor			
Two or more			
Female			
Associate Professor			
Asian			
Male			
Female			
Black, non-Hispanic			
Female			
White, non-Hispanic			
Female			
Assistant Professor			
Asian			

6.2. Quarterly Calendar of APAA Activities

APAA Model Activities	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Grant funded Oct 1, 2018	+							
Kickoff Event	+							
Hire and Identify External Evaluator	+							
<i>Government Shutdown</i>	+							
<i>Director Announces Departure</i>	+							
Interim Director/Internal Evaluator		+						
Reverse Site Visit		+						
Form Leadership Team		+						
PUI 101: Working at a Primarily Undergraduate Institution			+					
AGEP National Meeting 2019			+					
Retreat Brainstorming to Develop Model			+					
Revise new Logic Model [Westat]			+					
1st External Evaluation Report			+					
Draft NSF Report				+				
Hired 2 APAA fellows (SU & UMCP)			+					
1st Recruitment Event/SSI			+					

APAA Model Activities	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Annual Report to NSF					+			
EAB Revised 6 Objections					+			
Fall Meeting Project Stakeholders Event					+			
Evaluators go to ECBC AGEP Meeting in MN					+			
Hired New Director					+			
Interview 2 APAA Fellows					+			
External Advisory Board Report					+			
Being Faculty at a Primarily Undergraduate Institution (PUI)						+		
<i>Covid-19 Pandemic</i>					+			
Journal Manuscript Writing Workshop					+			
<i>AGEP National Meeting 2020 [canceled]</i>					+			
<i>Research at a PUI [Canceled]</i>					+			
Grant Writing : Personal Statement						+		
External Advisory Board Meeting						+		
SU+TU Develops Prototype of Database						+		

APAA Model Activities	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Advertise for new APAA Fellows					+			
Hired 3 New Fellows 1 (UMBC) 2 (UMCP)							+	
Virtual Retreat Stakeholders							+	
Recruitment Event TBD								

6.3. Recommended APAA Evaluation Focus for Year 3

Revised Objectives	Process: Formative Questions	Summative Outcomes
<p>1. Identify and recruit 16 APAA postdoctoral fellows to the 4 USM partner schools that have postdoctoral scholars (Salisbury, UMBC, UMB, and UMCP) between 2018 and 2022.</p>	<p>What did APAA do to promote the program and attract potential candidates to participate? To what extent did candidate show interest in the activities and take initiative for applying for the APAA Fellowships?</p>	<p>How many candidates apply for the APAA postdoctoral fellows?</p>
<p>2. On-board the 16 APAA postdoctoral fellows between 2019 and 2023.</p>	<p>How does each APAA institution on-board APAA fellows?</p>	<p>How many Fellows did APAA hire?</p>
<p>3. Create pathways for conversion of APAA postdoctoral fellows to tenure track positions within or between USM partner institutions.</p>	<p>How did APAA decide which PD development workshops were relevant for its fellow and how did they coordinate those efforts?</p>	<p>How many workshops did APAA conduct and where?</p>
<p>4. Develop and execute professional development opportunities for APAA postdoctoral fellows as well as USM's current postdoctoral scholars and early-career faculty, leveraging the strength and expertise of each of the 5 partner campuses (Salisbury, UMBC, UMB, UMCP and Towson).</p>	<p>What practices did APAA develop and what mechanisms did they use to disseminate this information?</p>	<p>How many USM Dissemination events does APAA host with the other 7 institutions?</p>
<p>5. Establish regular meetings with chairs of departments that house the APAA postdoctoral fellows to develop and execute activities to promote understanding of the APAA model, adopting of hiring practices to achieve faculty diversity and instituting policies to support success of URM junior faculty.</p>	<p>How did APAA develop a sense of community across 12 or 5 campuses?</p>	<p>How many cross-campus events did APAA host and how many times did APAA fellows get together?</p>
<p>6. Share recruitment and retention practices with the remaining 7 USM campuses for the purpose of expanding the postdoctoral scholars-tenure track conversion model to their campuses.</p>	<p>How does APAA communicate updates with the larger campus community and USM system.</p>	<p>What were the results of the departmental readiness study?</p>

7. References

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