ARC NETWORK
A STEM EQUITY BRAIN TRUST

Apply to be a Virtual Visiting Scholar

Each year, the ARC Network selects two Virtual Visiting Scholars to conduct research on existing or emerging themes from scholarly literature on gender equity in STEM workplaces. Virtual Visiting Scholars employ qualitative and/or quantitative meta-analytic and meta-synthesis techniques to identify best practices, structural barriers or other larger themes from existing literature. Research also incorporates considerations of diversity and inclusion from an intersectional and systemic perspective.

Call for Proposals

Applicants must outline the proposed one-year research project in a 2-page prospectus that describes the research problem, current state of knowledge and why a meta-analysis on that topic is both timely and needed. References to the literature may take no more than an additional two (2) pages. Applicants must use standard NSF document format as outlined in the Proposal and Awards Policies Procedures Guide, available at **nsf.gov**.

Seeking STEM faculty equity, the ARC Network draws on decades of research and practice to equip the community with critical tools needed for improving the participation, advancement and inclusion of a diversity of women in STEM. For potential topics, see Appendix I. Projects proposing new data collection will NOT be reviewed. The review panel will give priority to topics that have not been addressed in prior projects. To view prior projects, please see https://www.equityinstem.org/scholars/.

Virtual Visiting Scholars will be expected to work independently, at locations of their choosing. The ARC Network will provide a stipend for one year of $20,000. The funds will be provided as direct payments to the Scholar, not to an institution. No additional funds will be forthcoming.

About the ARC Network

Funded by the National Science Foundation ADVANCE Program, Award HRD-1740860, the ADVANCE Resource and Coordination (ARC) Network seeks to achieve gender equity for faculty in higher education science, technology, engineering, and mathematics (STEM) disciplines.

Included in that mandate is the charge of supporting research on issues of gender equity in STEM disciplines. This focus precludes specific research on P-12 education and non-academic work sectors. Even so, some topics will necessarily entail consideration of the larger community of women scientists and engineers because of their impact on academia.

The Virtual Visiting Scholars program is administered by the Association for Women in Science (AWIS), which is under contract with the National Science Foundation to administer the entire ADVANCE ARC Network. Learn more about the ARC Network at **EquityinSTEM.org**.

Submit proposals at **EquityInSTEM.org/apply** by June 1, 2020.

Qualifications

Virtual Visiting Scholars should have a PhD (or equivalent) in a relevant discipline and may be at any career stage. Virtual Visiting Scholars can be on sabbatical leave, postdoctoral fellows or independent scholars.

A publication record in the scholarly literature and knowledge of meta-analysis techniques are essential.

Expectations of Virtual Visiting Scholars

- Virtual Visiting Scholars report to the ARC Network Research Board.

- Virtual Visiting Scholars have broad latitude to conduct meta-analysis. The ARC Network Research Board has expertise that can be tapped if useful.

- Virtual Visiting Scholars must provide presentations or posters at various ARC Network meetings and events.

The following rubric will be used to score applications.

RFP Criteria	Undeveloped	Emerging	Developed
Originality	Proposed topic is not original and/or lacks imporance or appropriateness to gender equity in STEM workplaces	Proposed topic is not current or groundbreaking but is relevant to gender equity in STEM workplaces	Proposed topic is new and exciting, incorporating intersectionality and systemic issues
Methodology	Proposed methodology is missing or poorly organized	Project design with procedures and activities is defined but contains flaws or does not align with best practices	Project design is well-defined and fully-explained and includes intersectionality and meta-synthesis or meta-analytic techniques
Literature Review	Limited research data on proposed topic; misses key references	Includes sufficient research on proposed topic/gender equity in STEM workplaces; more than 50% of references are more than 10 years old	Sufficient literature exists, is cited and addresses intersectionality; majority of references are less than 10 years old
Timeline	Proposed activities lack sufficient detail, or the project is too ambitious or not ambitious enough for a one-year timeline	Timeline is feasible, manageable and appropriate for the proposed project. Achievable project goals and milestones are outlined and 85% to 95% of the proposed activities can be completed in a one-year timeline	The timeline is feasible, manageable and appropriate for the proposed project, demonstrating clear understanding of the timeframe for proposed activities. Achievable project goals and milestones are outlined and 95% to 100% of the proposed activities can be completed in a one-year timeline
Degree or Training	No terminal degree; training in area not related to proposed work	PhD or equivalent; no training in appropriate area of history of scholarly publications	PhD or equivalent; training in appropriate area; history of scholarly publications

- Virtual Visiting Scholars must produce a mid-year report and final report, due no later than three (3) months after appointment.
- Copies of any materials for dissemination that resulted in whole or part from ARC Network support.

Application Process

Submit all materials at **EquityInSTEM.org/apply.** Email references, if necessary, to **VVS@awis.org**. You cannot save and return to the form at a later time.

Closing date is **June 1, 2020,** at 5:00 pm ET. Applications received thereafter will not be considered. Applications will be acknowledged by email as received. The ARC Network Research Board will evaluate materials received by the closing date. The Board will make recommendations to the ARC Network Executive Management Team, which will make final decisions on support. Decisions will be made by **July, 1 2020**. All decisions are final.

The Virtual Visiting Scholar term begins **August 1, 2020**. Up to two (2) awards are made annually.

View Research Board and Executive Team members at **EquityInSTEM.org/about**. Direct questions to the Chair of the ARC Network Research Board at **VVS@awis.org**.

Application Checklist

All items requested in the form, except for letters of recommendations (as necessary), are required.

Demographic Information

- Name
- Professional Title
- Email Address
- Highest Degree Attained
- Institutional/Organizational Affiliation
- Curriculum Vitae in PDF

Research Prospectus

- Proposed Research Project Title
- Abstract (100-word maximum)
- Research Plan (2-page maximum), which includes a statement of research problem
- and the current state of knowledge
- Summary of proposed meta-analysis or meta-synthesis techniques (1-page maximum)
- Bibliography (2-page maximum)

Additional Documents

- Two representative publications
- Letters of recommendations for individuals with five (5) or fewer peer-refereed publications. References must describe their affiliation with the candidate and their opinion of the candidate's skills at research, with specific attention to issues surrounding gender equity in STEM and meta-analysis techniques.

Appendix I: Suggested Meta-Analysis Topics

The topics below illustrate the scope of anticipated research projects and are not an exhaustive list.

- Effectiveness and sustainability of diversity and other trainings for producing systemic change
- Disciplinary cultural differences and their influence on recruitment, hiring, retention and advancement
- The role of professional societies in advancing equity
- Relationship between faculty role (research, teaching, service and outreach), engagement and career outcomes
- Defining and explaining productivity patterns of academic scientists
- Effects of culture on sense of belonging for faculty at minority-serving institutions
- Effectiveness of advocate/ally training in promoting cultural change
- Faculty retention and career progression in the post-tenure years
- Measuring and assessing cultural and systemic change in STEM workplaces
- Classroom climate and its effects on career progression

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ASSOCIATION FOR WOMEN IN SCIENCE