1. **Institutional Transformation Theme as defined in the proposal**
   a. *Impact of change projects on the university over three years:*
      The most significant impact of the change projects was working with the Provost to promote the importance of faculty development, which led to creating a Faculty Enrichment and Leadership Center.

   b. *Reception received from campus leaders and faculty to the change projects:*
      The IDEAL project was well received by the university’s leaders such as Provost, Vice President for Institution Diversity, Dean of Science and Health Professionals, Dean of Engineering and Director of Center for Teaching Excellence, and others.

      In addition, the seminars and leadership courses attract many faculty participants across the university. For each event, the number of participants ranges from 15 to 20 with the evaluation score of about 4.5 out of 5.0 on average.

   c. *Policies, practices implemented, in planning stages etc.*
      A new Faculty Enrichment and Leadership Center was created as a result of the IDEAL project.

   d. *Impact of the plenary on the institutional progress*
      The plenary conference offered good opportunities to learn the project activities of other IDEAL institutions.

2. **Leadership Development Program**
   a. *Leadership movement of participants over three years:*
      Dr. Katherine McNamara, one of the IDEAL team’s second year’s Change Leaders, became Chair of Psychology soon after serving as a Change Leader.

      Dr. Norbert Delatte became Chair of Civil and Environmental Engineering soon after participated in CSU Academic program in Spring 2010.

   b. *Annual change projects*
      **Year One (Sep., 2009 – Aug., 2010):**
      Change Leaders: Professors Barbara Margolius, Kathleen McNamara, Paul Lin

      Goals/Objectives of Year-One Change Project:
      To clearly define the scope of the problem of under-representation of women and ethnic minorities in positions of leadership at CSU; to identify factors that create barriers to participation in leadership activities; to increase awareness of the problem and its causes among members of the CSU community.
Year Two (Sep., 2010 – Aug., 2011):
Change Leaders: Professors Susan Bazyk, Nilufer Dural, Mekki Bayachou

Goals/Objectives of Year-Two Change Project:
The primary goal was to explore possible development and implementation of a Center for Faculty Development and Leadership. Such a Center would serve as the hub for faculty development across the career, mentoring, and university initiatives aimed at creating inclusive academic environments.

Year Three (Sep., 2011 – Aug., 2012):
Change Leaders: Professors Connie Hollinger, Fouad Abou-Ghaioum, Jorge Gatica

Goals/Objectives of Year-Three Change Project:
The main goal is to institutionalize faculty development and leadership by creating a university-wide center to help facilitate not only mentoring but also developing faculty’s career. In addition, the center will look for a way to develop excellence in academic leadership.

3. Best practices/promising practices for future
Establishing an university-wide Faculty Enrichment and Leadership Center

4. Intellectual Products
   a. Talks: CSU Academic Leadership course and seminar
   c. Brochures: 2010-11 IDEAL Annual Project Brochure
   d. Websites: http://www.csuohio.edu/engineering/IDEAL
   e. Other: Post cards about 2011 IDEAL seminars were mailed to many universities near CSU

5. Foundations for future progress
   a. The University’s Faculty Enrichment and Leadership Center
   b. NSF’s support for future grants related to faculty development and leadership

6. Key Three Year Accomplishments

   Year One:
   1. The team gathered data on select NSF indicators, such as composition of male and female faculty at each rank, and their salary comparisons, as well as information about gender/minority representation in key leadership roles in the university and within the Engineering and Science colleges.
   2. Themes that emerged from focus group sessions indicated a need to examine policies, practices, and structures that influence faculty early in their careers at CSU – including those pertaining to recruitment of new faculty. According to focus group participants, engagement in leadership can be detrimental to one’s career path, and mixed messages are sometimes conveyed about the desirability of service and leadership, especially among women.
   3. The focus group participants expressed interest in receiving faculty mentoring.
4. Many participants thought that CSU did not make leadership roles attractive. There should be a more in-depth exploration of the manner in which leadership is perceived at CSU.

5. A semester-long leadership course offered in Spring 2010 by Dr. Chin Kuo was well received. All of the participants thought that the course would be beneficial to their career goal as an academic administrator, and they are more inclined to pursue an academic administration job in the future.

The aforementioned findings led to focusing on how to better provide faculty mentoring and create inclusive academic environments in year two.

**Year Two:**

1. A variety of CSU stakeholders related to diversity management and faculty development were invited to attend a ‘stakeholder’ meeting to explore the possibility of developing a Center for Faculty Development and Leadership at CSU. The consensus of the group was that with limited resources, such a Center might not be feasible at this time. The recommendation was to collaborate with Center for Teaching Excellence (CTL).

2. The tasks were to raise awareness of issues related to inclusive environments and faculty development by offering seminars.

3. A seminar focusing on *Life Events and the Academic Career* was conducted on April 14, 2011. The purpose of the session was to raise faculty awareness about the impact of life events (childbirth, adoption, illness, eldercare, etc.) on the academic career, and to inform faculty of best practices from other universities and engage participants in a discussion of possible life event strategies and policies for CSU faculty.

4. Another seminar about *Creating Inclusive and Productive Academic Environments* was conducted on April 26, 2011. The presentation quoted a study which found that the faculty who were under inclusive academic environments turned out to be more productive. In addition to the presentation, the faculty participants enjoyed their interactions with the presenter for about 20 minutes.

5. A leadership course was offered to faculty by Dr. Chin Kuo in Fall 2010. In comparison with the same course offered in Spring 2010, the number of participants, the female participants and the URM participants increased by 15%, 60% and 50%, respectively.

The findings set the direction for the year-three team to work toward creating a center for faculty development and leadership.

**Year Three:**

1. A seminar on November 29, 2011 about *Best Practices in Faculty Mentoring* was well received. This is in preparation for creating a center in faculty mentoring.

2. A leadership seminar on March 6, 2012 was also well received by the participants. The seminar was entitled “Is Academic Administration the Right Career for me?” The talk focused on the pros and cons of becoming an administrator.

3. In early January, the project team submitted a proposal to Provost about creating a Center for Faculty Development and Leadership. The team then met with the Provost and Vice Provost for Academic Planning two more times about the center.

4. In late March, the Provost approved the center creation, and committed an annual budget of $75,000 for the center’s operation. Under the proposed governance structure, the CTL will be under the umbrella of the new center. Thus, promoting and developing teaching excellence for faculty will continue.
5. The new center is to be named “Faculty Enrichment and Leadership Center”, and there will be a Center Director and Faculty Advisory Committee.

The creation of such a center essentially achieves the IDEAL’s ultimate goal of institutionalization in terms of helping faculty to be successful in their careers, creating inclusive academic environments and providing coordination and support for faculty development and leadership.

7. Sustainability Plans for Institutionalizing Activities
The University allocated annual budget of $75,000 for operation of the newly created Faculty Enrichment and Leadership Center. The Provost thinks that the center will be sustainable in the future in terms of administration support and faculty’s interest.