YEAR TWO EXTERNAL EVALUATION REPORT FOR
Institutions Developing Excellence in Academic Leadership (IDEAL)
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Summary
This report documents the external evaluation processes in Year Two for the NSF Institutions Developing Excellence in Academic Leadership (IDEAL-N) program. IDEAL-N addresses national concerns for equitable recognition and promotion of the intellectual talents of *all* S&E faculty members by creating knowledge about, sharing, adapting, and evaluating innovative and sustainable tools, practices, and policies that promote gender equity across a national network of 10 partner universities. IDEAL-N provides leadership enhancement and empowerment of senior university leaders through peer support, networking, training and development as well as systematic improvement of the systems, structures, processes and practices related to the recruitment, advancement, retention and leadership of female faculty including URM women and women with disabilities in S&E disciplines. Leveraging the experience gained from Case Western Reserve University's (CWRU) earlier ADVANCE IT and PAID projects and insights from evaluating the initiatives and outcomes of comprehensive change at other ADVANCE institutions (Bilimoria & Liang, 2012), IDEAL-N will seed and institutionalize organizational change initiatives at each of the partner institutions over a three-year period. IDEAL-N will create a scientific learning community to educate and empower change implementation teams in each university to undertake customized institutional transformation.

IDEAL-N includes two clusters with a total of 10 partner universities: Case Western Reserve University, Bowling Green State University, Cleveland State University, Kent State University, University of Akron and University of Toledo (constituting the Northern Ohio cluster); Carnegie Mellon University, Duquesne University, Indiana University of Pennsylvania and University of Pittsburgh (constituting the Pennsylvania cluster).

To evaluate this grant, I spoke with Dr. Diana Bilimoria (Co-PI, Case) in March 2016, to develop an evaluation plan. For the full plan, please see Appendix 1; key evaluation areas are listed below.
For the grant as a whole, the evaluation will focus on determining how well IDEAL-N has achieved its initial objectives:
Objective 1: Create a learning community of senior university administrators and S&E faculty at research universities who are informed about the factors responsible for the underrepresentation of women in academic S&E and committed to transforming institutional cultures in S&E disciplines.

Strategy: CWRU will adapt its earlier successful IDEAL project to create a national learning community of senior administrative leaders and S&E faculty among partner universities through an annual leadership enhancement program held via Telepresence. IDEAL-N will build capacity at each university to address the institutional factors that slow women's advancement in S&E, including unconscious and systemic factors that preferentially disfavor and accumulate disadvantage for underrepresented groups, and develop effective initiatives to remedy these.

Progress to date: In year 2, each participating university was led by a team that included a senior academic decision maker on campus, a change team leader, and a social scientist. Three telepresence leadership sessions were held in Year 2 (on December 2, 2016, March 3, 2017 and September 8, 2017),

with several teams clustered in the same meeting space to facilitate relationship-building and cross-pollination of projects. One session (planned as session 3) was cancelled due to timing issues with university participants, and its proximity to the Plenary event. The IDEAL-N PI and Co-PIs travelled to Pittsburgh to lead the December 2016 session. Content for each session focused on key issues in recruitment, retention and advancement of women and underrepresented groups in STEM and SBE fields. All sessions received very high evaluations for content, but participants struggled at times with the telepresence elements of the grant. Feedback was received that it would be best to call on each institution when an open-ended Q&A or comment period occurs.

Objective 2: Catalyze institutional transformation at partner institutions by implementing and sustaining customized annual change initiatives, appropriate to the university's stage of change, which are aimed at improving workforce participation, workplace climate, and career progression of women faculty in S&E.

Strategy: A multi-level Change Implementation Team at each partner institution will identify, lead, implement and sustain annual change projects, and present their activities and results to the learning community. Each institution's change projects will directly impact the S&E departments included in their IDEAL-N participation as well as directly or indirectly impact the larger university. The annual change projects will cumulatively contribute to significant institutional transformation around an issue identified as important for S&E transformation at that university (e.g., recruitment, advancement, climate, resource equity).

Progress to date: Each participating university assembled a multi-level Change Implementation Team in year one, and developed and implemented a change plan for year two of the program. The content and focus of these projects vary across universities, with those having already participated in IDEAL building off their previous successes, and those newer to ADVANCE addressing more basic issues on their campuses. Several campuses report struggling with turnover of university leadership, change team composition, or funding structures for their campuses. All change plans have been approved by the PIs and are in the process of being implemented on partner campuses.

Objective 3: Annually assemble the senior administrative leadership of partner universities to disseminate best practices from ADVANCE institutions, exchange national institutional research, policies and practices, and discuss change initiatives.

Strategy: To strengthen institutional capacity, IDEAL-N will hold three plenary conferences via telepresence, attended by Change Implementation Teams and their university's senior administrative leadership (provosts and deans), to focus on the issue of gender equity in S&E, engage with national experts, and learn from each institution's transformational efforts.

Progress to date: The in-person plenary conference was held on April 7, 2017, in Cleveland, Ohio, to fully engage top leaders at universities in change processes. This session received very strong approval ratings for its content, with many participants noting that they wished the session had more time more collaborative/networking as part of the proceedings. See Appendix 5 for more detail on leadership session evaluation data. In addition, a representative of senior academic leadership is already involved in each change team, representing a wide variety of key positions in academic decision-making for their campuses. Most IDEAL-N university change teams are led by a senior academic leader housed in their respective provost's office, and are therefore well-positioned to bring about policy change on their campuses. On campuses with collective bargaining, IDEAL-N participants are represented in university leadership and union leadership, giving the program a unique opportunity to influence policy.

In the second year of the grant, key evaluation activities included presenting at the first telepresence workshop, and conducting phone meetings with all ten campuses. Topics of these meetings included:

- Team continued work according to their plans for Year Two. These topics became part of the change team plans and the evaluation MOU.

- Metrics that co-directors, change team leaders, and key administrators would like to see as indicators that the campus's engagement with the institutional transformation theme has been a success. These became elements in the evaluation MOU.

- Key process indicators that co-directors, change team leaders and key administrators would like to see as indicators that grant elements have been institutionalized. These became elements in the evaluation MOU.

After each call, the project director and I collaboratively constructed an evaluation memorandum of understanding (MOU), and a written copy of this document was emailed for confirmation. Additionally, each project director was requested to submit Year 2 (AY2016-17) data on faculty composition of IDEAL departments (by gender and rank) and leadership composition (by gender and URM status for the university and IDEAL departments).

Evaluation Memoranda of Understanding for each university team follow in Appendix 2. Baseline data, on faculty and leadership composition are included in Appendix 3. A report on each leadership workshop follows in Appendix 4, and a complete summary of the evaluation of these workshops follows in Appendix 5. Change Team reports for year 2 follow in Appendix 6.

Changes in key indicators from Baseline to Year 2: While the second year of a project is an early point to measure change in faculty and leadership composition, it is helpful to keep an eye on these data for formative purposes.

Of the eight IDEAL-N institutions analyzed for this section of the report, five institutions increased the number and proportion of tenured female STEM faculty since baseline, five increased the number and proportion of female tenure-track STEM faculty, and half increased the number and proportion of STEM female non-tenure track faculty. This positive change comes at a time when many colleges and universities are cutting back on tenure-track faculty hiring, making these improvements in the number and proportion of women in STEM faculty roles even more striking. Turning to leadership, at least three institutions saw an increase of at least one female or URM department chair, dean/associate dean, or associate/vice provost. Leadership indicators may be harder to impact in the short term, as while new faculty positions are hired each academic year, leadership positions follow a less regular and somewhat unpredictable hiring schedule.

Overall Assessment of Year 2: Despite campus budgetary problems and leadership shifts, all member campuses made strides in Year 2 of the grant to implement new policies, create and expand gender equity programming, and build a community of faculty and administrators working on diversity issues across two regions, and between many different types of higher education institutions. Programming delivered by the IDEAL-N program was widely attended by the 10 campuses involved, including many key senior administrators. Program content received high evaluations by participants, who noted that they worked these perspectives into their Change Plans. While each campus began the project at a different place, and each has chosen strategies that they believe will work in their local context, each campus made significant progress this year towards the overall goals of IDEAL-N.

Appendix 1: Evaluation Plan

Because of the large number of institutions in this partnership, innovative cost-effective summative evaluation methods are needed to assess the outcomes and impact of the change interventions at each institution. While it would be cost-prohibitive for an external evaluator to visit each of the 10 partner universities for an initial site visit (for determination of evaluation metrics and creation of a memorandum of understanding about the evaluation parameters), a final site visit (for qualitative evaluation of outcomes and progress through interviews and focus groups with participants) and analyses of indicator data as undertaken in the earlier IDEAL project, IDEAL-N proposes to accomplish these same goals using the methods outlined below.

First, following the first leadership development session in Year 1, each change implementation team will obtain baseline data on the counts and percentage of women and men faculty, including URM faculty, by rank and tenure status within their IDEAL-N departments, as well as counts and percentages of women and men in administrative leadership positions (endowed chairs and department chairs). IDEAL-N will provide templates for this baseline data collection to each team ahead of time. Data on these indicators will be collected by the team in each of the subsequent years of IDEAL-N. Assessment of changes in the workforce participation of women faculty, including URM women faculty, by rank and tenure status, and women in leadership positions in the targeted departments will be conducted by the external evaluator by comparison of the baseline year data with final year data for each institution and across the IDEAL-N partnership. These data also will be used for summative assessment of program impact, by comparing intervention constituencies or program types (e.g., changes in female vs. male faculty composition, or changes in junior faculty composition for universities with hiring initiatives vs. those with other IDEAL-N programs).

Second, starting with the first leadership development program session and culminating in the third leadership development session in Year 1, each partner university will identify additional customized evaluation methods and metrics to be used for their summative evaluation. That is, in consultation with the IDEAL-N PIs, Project Director and the external evaluator, each Change Implementation Team will build a tailor-made evaluation plan grounded in an appropriate logic model for their institution. A memorandum of understanding (MOU) between each partner university and the external evaluator will be finalized by the third session of Year 1. The external evaluator will attend, via telepresence, the first session of the leadership development program in Year 1, and follow-up via email and phone, to speak with the Change Implementation Team and assist in the creation of the customized MOUs, a template of which will be provided to the Change Implementation Team. The MOU will specify the data that will need to be annually collected by the Change Implementation Team for the dual purposes of the summative evaluation and collection of compelling evidence for use in institutionalization of initiatives.

Third, two survey instruments will be used to assess satisfaction and outcomes of participants/recipients of annual change projects, and the impact experienced by the Change Implementation Team members and senior university administrators as follows: (a) In coordination with IDEAL-N PIs and Project Director, the external evaluator will design an end-of-IDEAL-N survey that assesses the reported outcomes (institutional and individual), perceived institutional impact, and sustainability of the institutional transformation initiatives. To maximize survey completion, it will be administered at the Year 3 Plenary Conference to all senior university administrators and Change Implementation Team members.
(b) Change Implementation Teams will also identify participants in/recipients of change projects (i.e., those targeted by an intervention, such as participants in a mentoring group or attendees in a bias awareness workshop series), and the external evaluator will design an online survey consisting of standard

questions based on IDEAL-N objectives that assess their experiences. The online survey will be administered at the end of Years 2 and 3. To encourage response, Change Implementation Teams will send out the survey invitation but online responses will be accessible only to the external evaluator. The external evaluator will synthesize the assessment data received from all partner universities and provide an evaluation report to the PIs about the outcomes of the annual change projects at each partner university and for the group in each of Years 2 and 3.

Fourth, the external evaluator will virtually attend each plenary conference in Years 1, 2, and 3, reconnect with the Change Implementation Teams at the conference, and provide a report to the PIs after each conference about IDEAL-N's overall progress based on their observations and conversations at each conference. These observations will be complemented by post-event surveys of participants' satisfaction with and reported learning from the conferences. Thus each of the plenary conferences will be used as an opportunity for the external evaluator to directly observe IDEAL-N's operations and to make suggestions about improvement.

<u>**Appendix 2: Change TEAM MOUs**</u>

<u>University of Akron</u>
Institutional Transformational Theme: "Create a Climate for Successful Recruitment and Retention"
The University of Akron, a participant in the IDEAL program, has undergone personnel transitions since the end of that grant, and it will need to reassess the key issues for female faculty and faculty from underrepresented groups on the campus. As a new Chief Diversity Officer is hired this year, the program will be better able to integrate with campus diversity and strategic goals. The team will gather data as a prerequisite to proposing activities in year one. Based on the data gathered in year 1, the team will formulate goals, in consultation with the IDEAL-N team and Dr. Olwell. These will be formulated by Summer 2017 and added to this memo.

Year 1:

1. The change team will complete a campus-wide scan on the status of women and URM faculty in both NSF- and non-NSF funded fields. This work will assess the impact of the previous IDEAL project and which activities have continued past the life of the grant. This data gathering will include interviews with key participants, document analysis, and may include surveys and/or focus groups with women and URM faculty. This work will be summarized in a memo, provided electronically to Dr. Olwell, summarizing the process for collecting data, key findings, and outlining the unmet needs of female and URM faculty on the University of Akron campus.

2. The change team will investigate the hiring process at University of Akron, particularly the faculty search process. This will document both policies (university, college and departmental) as well search practices. This work will be summarized in a memo, including the process used to collect data and recommendations for change activities in this area and provided to Dr. Olwell electronically.

Bowling Green State University

Institutional Transformation Theme: *Growing the Next Generation of Faculty Leaders*

Bowling Green State University's change team will build on the work of the previous change team improving the sense of community and collegiality at BGSU for all faculty. In the IDEAL-N program, the focus at Bowling Green will shift to developing opportunities for female and under-represented minority faculty to become leaders in their departments, colleges, and across the university. The change team will focus on developing a supportive network of current and future faculty leaders to advance the careers of post-tenure faculty and create a cohort of institutional change agents. This project will support mid-career women STEM faculty's professional development and career advancement while creating a stronger culture of faculty leadership at BGSU.

Year 1 Activities: The team will focus on starting the conversation and building the foundation for change. They will (a) conduct an environmental scan (the "foundation") to identify extant professional development (PD) opportunities, (b) engage faculty and administrators in discussions about faculty PD topics like mentoring, the tenure and promotion process, and university policies, (c) collect information on personal theories of leadership and faculty perceptions of leadership and mentoring, and (d) develop a plan and curriculum for leadership workshops. Evaluation for this year will consist of providing:

1. A copy of the completed environmental scan document, along with a summary of implications for future IDEAL-N programming
2. A memo summarizing key themes and findings from discussions with faculty and implications for future programming, including participation counts by role and disciplinary focus
3. A summary of leadership theories findings for faculty
4. A plan for Year 2 workshops.

Year 2 Activities: The team will focus on building bridges between faculty and university administrators. This will include (a) leadership training for mid-career faculty in order to support women STEM faculty's career advancement, particularly from Associate to Full Professor levels and (b) developing a pilot leadership mentoring program that connects mid-career faculty with university leaders.
Evaluation for this year will consist of providing:

1. Participation summaries, including attendance data by role and disciplinary focus
2. Immediate feedback on the workshops (e.g., value of the program, intention to apply key ideas), as well as a long-term assessment of the impact of the workshops and mentoring program.

Year 3 Activities: The team will focus on opening the bridges for faculty to take on leadership roles. This will consist of (a) training mid-career faculty to be institutional change agents and effective advocates for gender equity at BGSU, (b) creating a sustainable model for future leadership development opportunities, and (c) completing a post-intervention assessment.
Evaluation for this year will consist of providing:

1. Participation summaries, including attendance data by role and disciplinary focus
2. Immediate feedback on the workshops (e.g., value of the program, intention to apply key ideas), as well as a long-term assessment of the impact of the workshops and mentoring program.

Cleveland State University

Institutional Transformation Theme: Gender Equity in Improved Work-Life Balance
CSU is building on the success of its previous ADVANCE project by launching a task force charged with making the university more family friendly. The task force will draw from both faculty and staff, and it represents a unique opportunity to impact campus climate and culture. This task force is tentatively set to address three issues – tenure clock extension, maternity and paternity leave, and FMLA. As the task force will generate its own findings and recommendations, this evaluation plan is designed to adapt to the work that the CSU team completes in Year One of IDEAL-N.

1. Task force participation will be tracked by CSU. By the end of Year 1, the change team will provide Dr. Olwell with any final report or recommendations of the committee, as well as copies of all agendas, to track issues discussed.

2. In Year 2, based on the work of the task force, CSU will propose policy changes for the input system to consider. CSU change team will provide copies of policy drafts, as well as a memo summarizing their status in the input system.

For Year 3, CSU will provide documents relating to implementation of new policies. This may include copies of new policies, descriptions of implementation, preliminary participation data (if applicable), or a memo summarizing key aspects of changes made at CSU.

University of Toledo

The University of Toledo's change team will build on the work of the previous program to improve the experience of female faculty and faculty from under-underrepresented groups through the IDEAL-N program. Building on the climate survey developed and conducted at University of Toledo two years ago, data from the most recent administration of the survey will be used to plan Year 1 activities. **Year 1 Activities:** The team will focus on analyzing the survey data, supplementing this data with focus groups and interviews. The team will then plan programming based on these findings. The University of Toledo Change Team will (a) analyze the most recent survey data, compared to administration two years ago, to look for evidence of positive change, as well as continuing challenges, (b) Conduct focus groups and/or interviews in key areas to better understand survey results, (c) Develop a plan of activities based on this data, which may include further work on one or more of the following areas: the search and hiring process for faculty, developing spousal hiring policies for the university, family friendly policies at the University of Toledo (such as child-care), and mentoring programs (particularly for Associate Professors) (d) develop a plan to address one of more of the needs that emerge from the survey/interview/focus group process.

Evaluation for this year will consist of providing:

1. A copy of the completed survey summary, along with summary of implications for future IDEAL-N programming. This should include the response rate of the survey.
2. A copy of the summary of the interview/focus group process, and a summary of implications for future IDEAL-N programming at the University of Toledo. Summary should include information about who participated in interviews and focus groups, by gender, demographic category and position/rank.
3. When the Change team has a plan fully developed, a phone call will be scheduled to help develop plans for evaluation of years 2 and 3.

Duquesne University

Institutional Transformation Theme: Equity in Compensation and the Hiring Process

Duquesne University will be using year one of IDEAL-N to begin a change project that will investigate hiring and salary practices at their institution. The team will begin researching present search committee policies, as well as best practices in the field that might be applied. This will include: gathering college and department policies for search committees and searches; gathering best practices from other institutions, including IDEAL-N institutions; presenting suggestions to the Director of Human Resources in the form of a presentation on the issue; and investigating potential training for whole search committees (presently just chairs). In order to investigate salary equity, the Duquesne team will devise a request to Institutional Research/Human Resources requesting salary data by gender, URM-status, and by academic field (broken down into NSF- and non-NSF areas).

Year 1 process evaluation of this project will consist of documents submitted to Olwell:

- list of department/college search documents gathered
- memo summarizing best practices at peer institutions
- copy of policy presentation/recommendations presented to leadership at Duquesne
- Data analysis and policy recommendations from IR/HR request

At the end of Year 1, after this planning year concludes, please contact Dr. Olwell to establish new metrics.

University of Pittsburgh

Institutional Transformation Theme: Building a culture that encourages and supports the professional development and career progression of mid-career women faculty at the University of Pittsburgh
The University of Pittsburgh will identify issues and barriers that prevent or slow the advancement of tenured women faculty from associate professor to professor, and the advancement and promotion of non-tenure stream women faculty. During Year 1, the Pitt team will analyze data from the 2016 administration of the COACHE survey, as well as other quantitative and qualitative data, to identify barriers and issues. During Years 2 and 3, the Pitt team will design and implement programs and activities to support mid-career women faculty. These efforts not only support the IDEAL-N grant, but they directly align with strategic goals articulated in Pitt's university-wide strategic plan (the "Plan for Pitt").

Year 1:
1. The change team will analyze the data from the COACHE survey that was given to all full-time faculty this academic year, as well as data from other sources. These quantitative and qualitative data will be used to plan the focus areas for Year 2 and Year 3 activities. This work will be summarized in a memo, including recommendations for change activities in this area.

2. The change team will investigate faculty development programs at the University of Pittsburgh, particularly areas where there appear to be gaps in services offered in schools, departments and divisions across all campuses of Pitt. This work will be summarized in a memo, including process (e.g., how the study was conducted), and recommendations for activities and policy changes in this area.

3. The change team will investigate mentoring programs at the University of Pittsburgh, particularly areas where there appear to be gaps in services offered. This work will be summarized in a memo, including process (e.g., how the study was conducted), and recommendations for activities and policy changes in this area.

Indiana University of Pennsylvania

Institutional Transformational Theme: Recruit, support, and advance employees (faculty and staff) by providing opportunities for professional development and smooth transitions creating a natural sciences and math community that embraces diversity and inclusion

IUP is new to the IDEAL-N community, and it will use its first year to collect data on the status and issues facing female and URM faculty on campus. Building on work for a climate study and a Middle States self-study, the team will propose programming to both meet the needs of faculty, as well as align with institutional priorities.

The first year project will include data collection concerning women and URM faculty and staff -- including department, rank or position, and years of service -- in order to better understand the dynamics of career development at IUP. A particular focus will be on transition points, such as promotion to full professor, to better understand the dynamics that may stall faculty at the Associate Professor level. The team will review the results from the IUP Climate Study and the Middle States Self-Study with respect to the campus environment for women and minority faculty and staff. Finally, the team will survey women and minority faculty both in STEM and non-STEM fields about their perceptions of their environment with respect to promotion and opportunities for advancement.

- At the close of this process, the team will submit a memo to the external evaluator documenting the process of data collection (e.g., survey response rate by STEM and non-STEM, instrument developed), analysis of the data gathered, and policy and activity implications of that data.

In the second year project, the change team will evaluate existing programs at IUP which support and advance women and minorities. The team will complete a gap analysis that will help plan programming for years two and three. This may include activities to address the needs of search committees to recruit and hire a more diverse faculty; mentoring activities for female and URM faculty; or professional development or leadership activities for female and URM faculty. For all activities undertaken, statistics on participants (role and unit affiliation), immediate workshop evaluation data (e.g., sense of value of the program and intended application of key ideas), and a summary of the program should be provided to Dr. Olwell electronically.

In the third year, based on data and feedback gathered in years one and two, the team may plan activities for female and URM faculty that address the needs of search committees to recruit and hire a more diverse faculty; mentoring activities for female and URM faculty; and professional development or leadership activities for female and URM faculty. For all activities undertaken, statistics on participants (role and unit affiliation), immediate workshop evaluation data (e.g., sense of value of the program and intended application of key ideas), and a summary of the program should be provided to Dr. Olwell electronically.

Carnegie Mellon University

Institutional Transformational Theme: "Create a Climate for Successful Recruitment and Retention"
Carnegie Mellon University proposes a transformational theme that involves utilizing best practices in faculty recruitment and hiring practices to improve diversity of faculty in STEM fields. Training sessions (modeled after the Google Unbiasing program) will be used to provide background on diversity, bias, and methods for addressing bias in search. IDEAL-N participants will work closely with CMU's search committees to facilitate implementation.

To implement CMU's institutional transformation theme, "Create a Climate for Successful Recruitment and Retention," Diana Marculescu, Karen Clay and Kathryn Roeder, discussed the following Year 1 project plan.

1. Develop, refine and implement an implicit bias training program for faculty search committees modeled on the successful Google Unbiasing concept.   Each college will have Diversity Liaisons who are able to facilitate training in their unit. Every search committee chair will be fully trained, and when possible, each member of the search committee will have three hours of training, two of which will be spent in a live session including scenario-based role playing.
2. Each search committee, working with their dean, will implement a checklist of best practices for promoting diversity as part of faculty searches to circumvent implicit biases. This checklist is derived from Joann Moody's book, Faculty Diversity: Removing the Barriers, and on Michigan and Wisconsin's handbook and it is maintained on a University web site. The dean will evaluate and approve the process at a minimum of three key stages: (a) before search is started; (b) after shortlist of candidates for on-site interview is created; and (c) after offers are made and a debrief report is submitted. Searches that do not meet approval cannot move forward.
3. The success of the improved hiring process will be measured by (a) evaluating the diversity of the applicant pool relative to external availability of women and minorities in each search; (b) assessing the diversity of candidates brought in for interviews; and (c) assess progress in increasing diversity of the faculty in STEM related fields.

APPENDIX THREE: Year 2 (2016-7) Indicator Data Tables

University of Akron

IDEAL Departments include all College of Engineering departments (Biomedical Eng., Chemical and Biomolecular Eng., Electrical Eng., Mechanical Eng., and Civil Eng.) and six departments in the School of Arts and Science (Chemistry, Theoretical & Applied Mathematics, Psychology, Geology & Environmental Science, Computer Science and Biology).

Table 1. University of Akron: Faculty Composition for AY 2015-16 in IDEAL Departments
Faculty Composition in the University of Akron's IDEAL Departments, 2016-2017

UA IDEAL Science & Engineering*	Tenured	%	Tenure-track	%	Tenured and Tenure-track	%	Non-tenure track	%	Total	%
Female	26	17	12	27	38	19	28	32	66	23
Male	125	83	33	73	158	81	59	67	217	77
Grand Total	151	100	45	100	196	100	87	100	283	100

Notes:
* Board-approved full-time faculty in all departments included in IDEAL, inclusive of all professors, associate professors, and assistant professors.
** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

Table 2. University of Akron: Leadership Positions in IDEAL Departments and the University during AY2015-2016

Leadership Positions
The distribution of leadership positions in the IDEAL Departments and the senior academic leadership

UA Ideal Departments Leadership Positions and University Leadership			
IDEAL Science & Engineering*	**All**	**Female**	**URM**
Full Professors	65	9	4
Endowed Chairs	14	2	
Department Chairs	11	2	1
Deans	2	0	0
Associate Deans	4	1	0
University President	1	0	0
University Provost	1	0	0
University Vice, Associate, Deputy Provosts	3	1	1

Bowling Green State University

IDEAL Departments at Bowling Green State University include the following eight departments in the College of Arts and Sciences: Biology, Chemistry, Geology, Geography, Environmental Health, Mathematics, Physics and Astronomy, and Computer Science.

Table 1. Faculty Composition for AY 2016-2017 in BGSU's IDEAL Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	45	37	41	60	86	46	10	25	96	42
Male	76	63	27	40	103	54	30	75	133	58
Total	121	100	68	100	189	**100**	40	100	229	100

Notes:
* Board-approved full-time faculty in all departments included in IDEAL, inclusive of all professors, associate professors, and assistant professors.
** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

Leadership Positions

The distribution of leadership positions in the IDEAL departments and the senior academic leadership.

Table 2. Leadership Positions in IDEAL-N Departments and University during AY2016-17

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
BGSU	161	57	31	3	0	0	53	25	11

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
BGSU	28	12	5	2	1	0	6	1	1

Note: * Board-approved faculty in all departments to be included in IDEAL

Case Western Reserve University

IDEAL Departments include eleven departments in the College of Arts and Sciences (Anthropology, Astronomy, Biology, Chemistry, Geological Sciences, Mathematics, Physics, Political Science, Psychology, Sociology, and Statistics), all seven departments in the Case School of Engineering (Biomedical Eng., Chemical Eng., Civil Eng., Electrical Eng. & Computer Science, Macromolecular Science and Eng., Materials Science and Eng., and Mechanical and Aerospace Eng.) and five departments in the Weatherhead School of Management (Economics, Information Systems, Marketing and Policy Studies, Operations, and Organizational Behavior).

Faculty Composition (2016-17) of the IDEAL-N departments at each university is outlined in the tables below

Table 1: Female Faculty in S & E Departments

University	Tenure		Tenure Track		Total	Non-Tenure Track	
	Female (Male)	Female % (Male%)	Female (Male)	Female% (Male%)	(T + TT) N	Female (Male)	Female% (Male%)
CWRU	67 (229)	23 (77)	33 (49)	40 (60)	(378) 460	41 (41)	50 (50)

Table 2: Female Faculty and Chair Positions

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
CWRU	395	97	15	177	50	3	76	12	5

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
CWRU	24	13	3	2	1	0	3	1	0

Cleveland State University

IDEAL departments include all eleven departments in the College of Science (Biological, Geological, and Environmental Sciences; Chemistry; Health Sciences; Mathematics; Physics; and Psychology) and the Fenn College of Engineering (Chemical & Biomedical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Engineering Technology, and Mechanical Engineering).

Table 1. Cleveland State University: Faculty Composition for AY2016-17 in IDEAL Departments

CSU S&E	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	43	29	26	50	69	34	19	40	88	35
Male	107	71	26	50	133	66	29	60	162	65
Total	150	100.0	52	100.0	202	100.0	48	100.0	250	100.0

Table 2. Cleveland State University: Leadership Positions in IDEAL Departments and the University during AY2016-17

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
CSU	63	11	4	1	0	0	17	6	0

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
CSU	6	3	0	2	0	0	3	0	0

Kent State University

IDEAL Departments include eight departments in the College of Arts & Sciences (Anthropology, Chemistry/Chemical Physics, Computer Science, Geography, Geology, Sociology/Justice Studies, Mathematical Sciences, and Physics) and the College of Technology.

Faculty Composition of the IDEAL-N departments at each university is outlined in the tables below

Table 1: Female Faculty in S & E Departments

University	Tenure		Tenure Track		Total	Non-Tenure Track	
	Female (Male)	Female % (Male%)	Female (Male)	Female% (Male%)	(T + TT) N	Female (Male)	Female% (Male%)
KSU	58 (146)	40 (60)	24 (37)	39 (61)	82 (183)	62 (42)	56 (44)

Table 2: Female Faculty and Chair Positions

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
KSU	97	14	3	1	0	0	12	3	1

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
KSU	8	2	1	2	1	0	3	3	0

University of Toledo
IDEAL Departments include all six departments in the College of Engineering
(BioEngineering; Chemical and Environmental Eng.; Civil Eng.; Electrical Eng. and Computer Science;
Engineering Technology; and Mechanical, Industrial and Manufacturing Eng.) five departments in the
College of Arts and Sciences (Biological Sciences, Chemistry, Environmental Sciences, Mathematics, and
Physics and Astronomy) and are referred to collectively as Main Campus (MC). The UT College of
Medicine (COM) is comprised of 22 academic or clinical departments with basic research scientists in
either type of department. IDEAL COM faculty composition data is based on the nature of the research
carried out by individuals rather than departmental affiliation and is represented in separate tables.

Faculty Composition for AY 2015-16 in UT Main Campus IDEAL Departments

UT MC IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	35	17	55	27	90	22	47	39	137	26
Male	169	83	150	73	319	78	74	61	393	74
Total	204	100	205	100	409	100	121	100	530	100

Notes:
* Board-approved full-time faculty in all departments included in IDEAL, inclusive of all professors,
associate professors, and assistant professors.
** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track
position

Table 2: Female Faculty and Chair Positions

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
UT	130	58	65	14	4	3	70	21	13

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
UT	44	22	10	2	1	1	10	7	2

Indiana University of Pennsylvania

IDEAL-N departments include: Anthropology, Biochemistry (already in Biology and Chemistry Departments), Biology, Chemistry, Computer Science, Economics, Geography and Regional Planning, Geoscience, Mathematics and Mathematics Education, Physics, Political Science (incl. International Relations and Law), Psychology, Safety Sciences, Sociology (except Social Work)

Faculty Composition of the IDEAL-N departments is outlined in the tables below

Table 1: Female Faculty in S & E Departments

University IUP	Tenured Faculty		Tenure Track		Total (T + TT) N	Non-Tenure Track		Total Faculty	%
Female	44	38	13	34	57	11	55	68	39
Male	72	62	25	66	97	9	45	106	61
Total	116		48		154	20		174	

Table 2: Female Faculty and Chair Positions

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
IUP	55	12	9	0	0	0	10	2	3

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
IUP	19	10	0	2	0	0	5	5	0

Carnegie Mellon University

Female Faculty in Science & Engineering Departments (College of Engineering, College of Information Technology, Mellon College of Science, Computer Science, Departments of Statistic, Psychology, and Information Systems in the College for Humanities and Social Sciences)

Table 1. Carnegie Mellon University: Faculty Composition for AY 2016-2017

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	47	16	33	29	80	20	107	28	187	23
Male	247	84	82	71	329	80	275	72	610	77
Total	294	100	115	100	409	100	382	100	791	100.0

Notes:

* Board-approved full-time faculty in all departments included in IDEAL, inclusive of all professors, associate professors, and assistant professors.

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

Table 2: Female Faculty and Chair Positions in all departments

Note: includes all faculty tracks (tenure, teaching, research, and library)

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
CMU	552	110	19				52	12	4

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
CMU	49	18	3	2	0	0	4	2	0

Duquesne University

Female Faculty in Sociology, Psychology, Economics as NSF supported fields as well as science and engineering

Table 1. Duquesne University: Faculty Composition for AY 2016-2017

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	17	26	11	52	28	32	14	52	42	37
Male	49	74	10	48	59	68	13	48	72	63
Total	66	100.0	21	100.0	87	100.0	27	100.0	114	100.0

Notes:
* Board-approved full-time faculty in all departments included in IDEAL-N, inclusive of all professors, associate professors, and assistant professors.
** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position
Table 1: Female Faculty in S & E Departments

Table 2. Duquesne: Leadership Positions in IDEAL Departments and the University during AY2016-17
Note: * Board-approved faculty in all departments to be included in IDEAL

Table 2: Female Faculty and Chair Positions

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM	All	Female	URM	All	Female	URM
DU	70	25	2	24 4 vacant	9	11	n/a	n/a	n/a

Table 3: Female Senior and University Leadership

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM	All	Female	URM	All	Female	URM
DU	20	9	0	2	0	0	4	1	0

University of Pittsburgh

Science and Engineering Departments included: School of Arts and Sciences, Departments of: Biological Sciences, Chemistry, Computer Science, Economics, Geology and Environmental Science, Mathematics, Neuroscience, Physics and Astronomy, Political Science, Psychology, Sociology, Statistics; School of Engineering Departments of: Bioengineering, Chemical and Petroleum Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Industrial Engineering, Mechanical Engineering and Materials Science; School of Information Sciences Programs: Information Science and Technology, Library and Information Science, Telecommunications and Networking Programs.

Table 1. University of Pittsburgh: Faculty Composition for AY 2016-2017

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	64	21	27	27	91	22	83	44	174	29
Male	243	79	76	73	319	78	106	56	425	71
Total	307	100	103	100	410	100	189	100	599	100

Notes:
* Board-approved full-time faculty in all departments included in IDEAL, inclusive of all professors, associate professors, and assistant professors.
** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

Table 2: Female Faculty and Chair Positions in S & E Departments

University	Full Professor			Endowed Chair			Department Chair		
	All	Female	URM[a]	All	Female	URM[a]	All	Female	URM[a]
UP	186	35	6	18	1	2	18	4	0

[a] Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Table 3: Female Senior and University Leadership in S & E Departments

University	Deans & Associate Deans (N)			University Presidents & Provosts (N)			Vice, Associate, Deputy Provosts (N)		
	All	Female	URM[a]	All	Female	URM[a]	All	Female	URM[a]
UP	12	2	1	2	1	0	13	4	1

[a] Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Note: * Board-approved faculty in all departments to be included in IDEAL

Appendix 4: Summaries of Leadership Sessions

IDEAL Leadership Enhancement Session 1
December 2, 2016
Russell Olwell, External Evaluator

This workshop and its readings addressed issues of why women do not choose to enter/persist in STEM fields, and what factors shape women's decisions about whether to purse leadership positions at their university.

Evaluations of the content of this workshop was highly favorable. As of December 12, 16 participants had responded to the survey – 6 change leaders, 6 social scientists, 3 co-directors and 1 PI. 87% of respondents rated the conference as overall effective (excellent plus good), and the same percentage said that the conference provided helpful insights, useful strategies, and provided opportunities to meet others in the field. 94% found the speakers effective in their presentation.

Participants wrote that they learned about:

- The amazing variation in gender and diversity issues across STEM fields - particularly computer science.
- Language used by letter writers and how it relates to gender.
- Some of the national statistics about women in STEM
- Much of what I learned was in listening to reports from other universities, e.g., conquering computer science for undergrad women. I also appreciated ideas generated by social scientists.
- I learned about other university teams' current projects. The readings were helpful.
- One participant suggested, "I do think having some speakers (either internal or external) discuss best practice in a specific area would be helpful. For example, best practice in climate surveys or best practice in salary surveys or best practice in search. (Joann Moody's book is very good.)"

The only area for improvement mentioned was technology, particularly the difficulty following the workshops at times. Quotes from participants include:

- "The main challenge is always the IT infrastructure, which inevitably has issues. I'm not sure how to solve this, but it is an issue,"
- "My only suggestion is around how to make technology work better for us! Given the importance of learning from each other, it seems vital we can communicate effectively between groups."
- "We should consider having only have two physical sites."
- "We need to fix the technology issues if possible. There were times when we couldn't hear others and the feedback loop was difficult to deal with."

There is a real disjuncture between the almost universal high ratings these sessions get for content and usefulness, and the problems participants continue to have with WebEx and the technology of the program. This might be a good moment to reassess the current platform, to see whether there are either ways to minimize its flaws, or to rethink delivery of the material. There is, right now, a ceiling effect for the content that the team is delivering – the readings and speakers are genuinely appreciated by participants. The room we have for improvement is on the technology and communications side of the project.

Russell Olwell
Summary Report on March 3 IDEAL-N Leadership Enhancement Session 2

    Session summary:

    This session focused on the IDEAL and IDEAL-N experience of Kent State University. Kent has been part of IDEAL from the beginning, and has built on this work to build long-term change on their campus. This has included:

1. Long-term change efforts, driven by data such as the COACHE survey.
2. Personnel moving from change team leadership into university leadership positions.
3. Foci on helping Associate Professors move to Full Professor rank, and helping train university leadership more effectively.
4. Programs that stress diversity, mentoring, specific programming for department chairs, and the Great Place initiative.

    The session included an update on maternity leave policy and NSF/NIH.

    Participating institutions also gave updates on their progress.

Summary Report on IDEAL-N Plenary, April 7, 2017

1. Reports from project teams involved in IDEAL-N
    a. Duquesne: worked on hiring, search issues, and salary equity issues. Have changed university description to better reflect ecumenical values. Also has obtained salary data and is working on search committee guidelines and training.
    b. Bowling Green State University: survey to assess women faculty interest in leadership. Women's leadership breakfast, hosted by BGSU President, provided information on professional development and mentoring for women.
    c. Carnegie Mellon University used three approaches: faculty recruiting, family friendly policies, and women faculty leadership training. The project used the Google Unbiasing curriculum with faculty search committee to help boost the number of female candidates interviewed and hired by CMU.
    d. Case Western Reserve University: This team had four major activities. The first is the development of a gender equity index for higher education institutions; The second is a Pathways to leadership in STEM project, examining the specific paths taken by women to leadership roles in this field; Women in engineering open forums provide a regular venue for women in the field to interact with leadership; finally, the CWRU completed a departmental study of gender dynamics for the department of physics.
    e. Cleveland State Universities project included the formation of a 12-member family friendly policies committee, which will focus on parental leave, tenure extension, and work/life balance.
    f. Kent State University continued work on using the COACHE survey results to plan initiatives' developed focus groups around key issues on campus; institutionalized mentoring programs on campus in several key offices; and implemented a coaching program.
    g. University of Toledo: completed climate survey, held focus groups, developed a mentoring circle, submitted a grant, and deployed a number of communications outlets for the program, including a website and twitter feed.
2. Dr. Tamera Schneider of NSF presented information on the ADVANCE program, a description of the continuing gender equity problems in the field, example of promising practices/programs, and data on overall program effectiveness.

Summary Report of September 7, 2017 Leadership Enhancement Session 4

1. University Change Teams provided updates on their progress and activities.
2. Presentation on <u>White Men as Full Diversity Partners (WMFDP)</u> <u>Learning Lab & White Men's Caucus by</u> Sue Hinze, Professor of Sociology, IDEAL-N Social Scientist, CWRU, Clare Rimnac, Professor of Engineering, IDEAL-N Change Leader, CWRU, And Jim McGuffin Cawley, Interim Dean, Case School of Engineering, CWRU. This discussion focused on the activities of the WMFDP program, including a presentation by a representative of the group. Discussion of programming to help white men, particularly senior leaders, better address diversity issues. More information at https://wmfdp.com.
3. Time was provided for planning of Year 3 activities by university teams.
4. Presentation and pilot study update on Gender Equity Index by Diana Bilimoria & Sophie Jané
5. Discussion of ADVANCE PI conference, October 8-10, 2017.
6. Reminder of dates for the rest of the year:
   a. November 10th, 2017 9:00 a.m.-12:00 p.m. Year 3 Session 1
   b. February 9th, 2018 1:00-5:00 Year 3 Session 2
   c. April 6th, 2018 9:30 a.m. – 2:30 p.m. Annual Plenary Session
   d. September 21st, 2018 1:00 p.m.-5:00 Year 3 Session 3
   e. November 16th, 2018 9:00 a.m.-12:00 p.m. Final Session
   f. March 8th, 2019 9:30 a.m. -2:30 p.m. Final Annual Plenary Session

Evaluation of Leadership Enhancement Sessions (December 2**,** 2016, March 3, 2017, September 7, 2017)

Russell Olwell

Quantitative Summary of Participant Evaluations for Year 2, Sessions 1 and 2, NSF IDEAL-N

Evaluation Question	Session 1 Score Average Session 1 (N=16), December 2016 1=Poor… 4=Excellent	Session 2 Score Average (N=13), March 2017	Session 4 Score Average, September 7, 2017. (N=8)
Provided helpful insights	3.44	3.38	3.00
Provided Useful Strategies	3.25	3.31	2.88
Opportunities to Meet Others	3.56	3.08	2.75
Speakers were effective	3.38	3.00	3.50
Overall conference effectiveness	3.25	3.23	2.88

Key Qualitative Themes from Session One Evaluation
Evaluations of the content of this workshop was highly favorable. As of December 12, 16 participants had responded to the survey – 6 change leaders, 6 social scientists, 3 co-directors and 1 PI. 87% of respondents rated the conference as overall effective (excellent plus good), and the same percentage said that the conference provided helpful insights, useful strategies, and provided opportunities to meet others in the field. 94% found the speakers effective in their presentation.
Participants wrote that they learned about:
- The amazing variation in gender and diversity issues across STEM fields - particularly computer science.
- Language used by letter writers and how it relates to gender.
- some of the national statistics about women in STEM
- Much of what I learned was in listening to reports from other universities, e.g., conquering computer science for undergrad women. I also appreciated ideas generated by social scientists.
- I learned about other university teams' current projects. The readings were helpful.
- One participant suggested, "I do think having some speakers (either internal or external) discuss best practice in a specific area would be helpful. For example, best practice in climate surveys or best practice in salary surveys or best practice in search. (Joann Moody's book is very good.)"

The only area for improvement mentioned was technology, particularly the difficulty following the workshops at times. Quotes from participants include:
- "The main challenge is always the IT infrastructure, which inevitably has issues. I'm not sure how to solve this, but it is an issue,"

- "My only suggestion is around how to make technology work better for us! Given the importance of learning from each other, it seems vital we can communicate effectively between groups."
- "We should consider having only have two physical sites."
- "We need to fix the technology issues if possible. There were times when we couldn't hear others and the feedback loop was difficult to deal with."

There is a real disjuncture between the almost universal high ratings these sessions get for content and usefulness, and the problems participants continue to have with WebEx and the technology of the program. This might be a good moment to reassess the current platform, to see whether there are either ways to minimize its flaws, or to rethink delivery of the material. There is, right now, little "upside" available for the content that the team is delivering – the readings and speakers are genuinely appreciated by participants. The room we have for improvement is on the technology and communications side of the project.

Key Qualitative Themes from Session Two Evaluation
Survey:
32 Respondents answered the survey at the conference – 5 project directors, 9 change leaders, 7 social scientists, and 5 "other." Overwhelmingly, attendees found the event had excellent information and provided useful strategies (100% very true or true), 96% found the speakers to be effectives, and 92% found the conference effective. 32% of respondents indicated they wanted more opportunity for peer interaction and networking, the only area of low scores for the survey.

Overall, respondents (N=13) found this session provided useful information.
- 92% of respondents reported that the session provided useful insights.
- 100% stated that it provided useful strategies.
- 92% reported that the session provided useful opportunities to meet others.
- 92% reported that the speakers were effective.
- 92% reported that the session was useful overall.

Participants reported the following key learnings from the session:
- How University of Pittsburgh was using its FFFP materials to help with recruitment; general level of progress being made on diverse directions of the other participants

- I found the work that is happening at Kent State to be very interesting and would like to explore how to map some of their approaches regarding hiring and mentoring of faculty to Case Western Reserve University.
- Important to make visible any institutional changes, so faculty see and recognize the efforts being made on their behalf; Kent's idea of a "Great Place Initiative" - raising satisfaction for all faculty (generating buy-in) while also removing inequities.
- It's always helpful to hear about initiatives happening at partner institutions.
- the encouragement to write an ADVANCE grant and the information about AGEP and INCLUDE
- ideas from other schools that could be applied at my institution to engage STEM women faculty
- Kent State's Coaching initiative for faculty; diversity training at the Dean's level. University of Pittsburgh university wide reception for newly promoted women faculty.
- It was nice to hear updates from each of the groups. We learned about new initiatives and strategies from partnering IDEAL-N institutions that we might be able to incorporate at our home

campus. Also, discussing the parental leave policies at the end of the meeting was very eye opening.

- We need to consider graduate students in parental leave policies

Participants gave the following suggestions for future sessions:
- single theme on maternity leave policy sounded promising on agenda but did not hear about it during the meeting--not sure why.
- organizing the current documents that schools have generated into a website even it is limited to just the grant participants (requires a login)
- Possibly breakout sessions regarding specific initiatives that have been successful for the participants. A map from planning to implementation.
- To save time, it might be helpful for each institution to simply create a 1-page (or 1/2 page) executive summary of its most recent activities. This would allow us to move more quickly through the 10 institutions' updates.
- I truly dislike web meetings. It feels very isolating and doesn't promote the same level of connection.

The participants in the survey were 5 co-directors, 5 Change leaders, 2 Social Scientists and 1 Team Member.

Key Qualitative Themes from Session Four Evaluation:

Participants Reported the Following Key Learnings of this session:

I enjoy hearing about the initiatives on other campuses; they provide inspiration! I also appreciated learning about the results from the survey.

It was useful to see where the gender equity index development process is at. The WMFDP program seemed really useful for its participants, but when we looked up the cost, it was clearly out of reach for us as a public university.

That one can never do too much in the way of promoting the goals of the IDEAL-N program.

The discussion by the consultant of the male-only allies events was very though provoking.

I thought it was really interesting to hear about men as advocates for women, but as the conference went on, it lost me. I guess I thought it was too long. I was most interested in the gender equality index and the presentation of those preliminary findings.

These events provide an excellent opportunity to network with and support colleagues across consortium. The White Men as Full Diversity Partners program sounds interesting, as it seems to provide a safe space for white men to open discuss their experiences and perceptions pertaining to diversity.

The information about the white men allies was very interesting! In addition, I appreciated the lively discussion about the Gender Equity Index.

Suggestions for Future Sessions:

I was also glad to learn about the White Men as Diversity Allies (I think that's the right name) group, but I felt that too much time was spent on this, in particular the individual experiences with this group (especially since not much could be disclosed due to confidentiality). I was not quite sure what I was supposed to "take away" from this section, other than that the group exists and some find it beneficial.

I believe some of the other institutions could have felt left out, as the conversation was overpowered by a particular person at a particular location. We were asked about our input about GEI, but then not given much of an opportunity to offer suggestions or ask questions.

The regional model seems to be most effective in that it provides for some face to face collaborations while not placing travel burdens on any particular campus.

To save time, it might be helpful for each institution to simply prepare a 1-page executive summary about their activities and share it with the group a few days before the meeting. This would allow us to jump right into the business section of our meeting.

Participants in the survey were 2 Co-Directors, 2 Change Team Leaders, and 4 Social Scientists.

Summary of Advance IDEAL-N Plenary, April 7, 2017

Survey Results:

32 Respondents answered the survey at the conference – 5 project directors, 9 change leaders, 7 social scientists, and 5 "other," including 1 Dean. Overwhelmingly, attendees found the event had excellent information and provided useful strategies (100% very true or true), 96% found the speakers to be effectives, and 92% found the conference effective. 32% of respondents indicated they wanted more opportunity for peer interaction and networking, the only area of low scores for the survey.

Evaluation Question (out of 4.0)	Score Average Plenary, April 7, 2017 (N=31), 1=Poor…4=Excellent
Provided helpful insights	3.6
Provided Useful Strategies	3.5
Opportunities to Meet Others	2.9
Speakers were effective	3.4
Overall conference effectiveness	3.2

Qualitative comments about learnings from the conference included:

- Who are our change leaders; What to be aware of; How to increase diversity in recruiting and reviewing; Status of mentoring, demand for formal mentoring, uncertainty about the content of mentoring, family component.
- Very good meeting for sharing projects, insights and strategies. My key learning was that there are many common issues across our 10 institutions. We all have work to do. mentoring maps were a new idea to me. The benefit of open forums, focus groups, and of leadership workshops.
- I learned a lot about ways to augment and/or tweak our strategies
- ideas for supporting faculty across the university strategies for improving search committees
- Many useful ideas and approaches Ideas for not having to reinvent the wheel Discussion by NSF was useful re ADVANCE
- Different needs at institutions and tailored approaches to address needs
- Variety of IDEAL-N projects How they go about their research Hiccups they met Successes they had
- Keynote excellent; university reports informative, but much had already been heard before; presentations went far above 10-minute limit. Should report time be longer?
- Difference processes of universities common themes of universities
- common challenges and approaches Some outstanding ideas re childcare importance of intersectionality
- Women and URMs still marginalized. Thanks to NSF
- Commonalities of results and methodologies
- Learning about variability of policies and procedures over institutions
- Most universities share similar issues
- Schools share similar issues and approaches to solve stem-women problems
- General concerns in having improved family friendly policies

- Survey results Information on additional resources
- Common challenges across institutions Expect progress to be slow
- Other projects activities and findings
- Advance structure, findings and future directions Ideas for mid-career women
- Many common themes among universities Importance of search committee training
- Learning about other projects
- Too much to summarize
- Different approaches and focuses of institutions. Important to come together like this. I have many notes for action items

Suggestions for Future Sessions included:
- Keep a clock on talks
- Looking forward to peer discussions
- Must follow timeline on the agenda and stick to 10-minute time limit
- Better schedule management More time for informal interaction and networking
- Great gathering, spreading the capacity for inclusive excellence Great teams!
- Informal opportunities to talk with colleagues from other institutions
- 10-minute limit needs to be enforced some repetition from other sessions

Appendix 6: Change Team Reports

CASE WESTERN RESERVE
U N I V E R S I T Y ——— EST. 1826

IDEAL-N Partner Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

IDEAL-N Partner Institution:
University of Akron

Change Project Team Member Names:
Co-Director: Lakeesha K. Ransom, PhD
Change Leader: Joan Carletta, PhD
Social Scientist: Andrea F. Snell, PhD
Others: Jolene Lane, M.Ed., Daniel Nicolas, MBA

Institutional Transformation Theme:
"Create a Climate for Successful Recruitment and Retention"

Institutional Transformation Vision:
To strengthen awareness, processes, and outcomes related to recruiting and retaining underrepresented
ethnic and gender in STEM disciplines

Change Project Description:
The University of Akron, a participant in the IDEAL program, has undergone personnel transitions since
the end of the initial grand, and we are reassessing the key issues for female faculty and faculty from
underrepresented groups on campus. A new Chief Diversity Officer was hired and began duties in April
2017, which will help the program to integrate with campus diversity and strategic goals. The team has
collected data as a prerequisite to proposing activities in years one and two. Based on the data, the team
will formulate goals, in consultation with the IDEAL-N team and Dr. Olwell. These will be formulated by
summer 2018.

Goals/Objectives of the Change Project:
- Understand departmental climate in STEM disciplines
- Bolster climate and support mechanisms pertaining to diverse STEM faculty retention
- Strengthen diversity and unintentional bias training in search process
- Reestablish IDEAL cycle 1 initiatives, as appropriate
- Create IDEAL-N train-the-trainer program (by college/department)

Activities Undertaken:
- Hosted Dr. Mahzarin Banaji lecture and workshops on implicit bias
- Conducted focus groups with female STEM faculty
- Developed custom climate survey
- Recruited graduate student to assist in development and analysis of climate survey
- Met with college administrators to seek input regarding dissemination of the survey

Resources/Alliances Harnessed Across Campus:
- Newly appointed Chief Diversity Officer, Jolene Lane
- EEO Director, Daniel Nicolas, MBA
- STEM Associate Deans
- Women in STEM network

Project Accomplishments/Findings:
- Identified HR synergies to determine how human resources fits with IDEAL-N initiatives
- Collaborated with the CDO to integrate IDEAL-N with her diversity strategy.
- Integrated and collaborated with EEO Director to incorporate IDEAL-N into campus trainings
- Conducted focus groups with Women in STEM network

Recommendations:
The project will be most successful if the IDEAL-N team works with departmental leaders, as faculty often have the strongest rapport with departmental colleagues. It is believed that this will help with data collection as well as identify unique aspects of the subcultures that may exist within the University.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
The IDEAL-N team will collaborate with STEM-oriented departments, with the goal of integrating IDEAL-N more specifically within STEM-oriented disciplines. The team has also begun exploring STEM faculty administrators who can help ensure the project's sustainability.

Challenges Encountered or Likely:
This past academic year, the University underwent an extensive HLC self-study process, which delayed the data collection process. The University will launch an extensive program review process this semester, and it will be important that faculty do not perceive the climate survey as being associated with that process. We will need to adjust and be cognizant of the timing.

Dissemination Activities and Plans:
- Utilize college and faculty-driven approach to disseminating climate survey
- Leverage existing networks (e.g. UA Leadership Meeting, Council of Deans,
    IDEAL-N Annual Plenary Conference; IDEAL-N leadership session

**Institutions Developing Excellence in
Academic Leadership-National (IDEAL-N)**

Office of the Provost
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7001
216.368.8874
http://www.case.edu/provost/ideal

IDEAL-N Partner Institution
Year TWO Change Project Report

IDEAL-N Partner Institution:

Case Western Reserve University

Change Project Team Member Names:

PI: Lynn Singer, Ph.D., Deputy Provost and VP of Academic Affairs
Co-PI and Co-Director: Diana Bilimoria, Ph.D., Chair of Organizational Behavior and KeyBank
 Professor
Change Leader: Clare Rimnac, Ph.D., Wilbert J. Austin Professor of Engineering and Professor of
 Mechanical and Aerospace Engineering
Social Scientist: Susan Hinze, Ph.D., Associate Professor of Sociology and Women's and Gender
 Studies
Donald Feke, Ph.D., Distinguished University Professor, Vice Provost for Undergraduate Education and
 Professor of Chemical and Biomolecular Engineering
Donna Davis Reddix, J.D., Faculty Diversity Officer

Institutional Transformation Theme:

Accelerating the Career and Leadership Advancement of Women and Underrepresented Minority (URM)
Faculty in STEM

Institutional Transformation Vision:

To increase the career and leadership advancement of women and URM faculty through collaborative
support from all constituents involved in the academic process.

Change Project Description:

(1) Engage campus STEM leaders, particularly white men, as full partners in the diversity and inclusion
efforts of the University to achieve lasting change through systematic leadership development.

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(2) Conduct a social science study to understand the barriers, biases and opportunities in the pathways to full professor, department chair and other leadership positions for tenured associate and full professor women and URM faculty in STEM disciplines.

(3) Develop a Gender Equity Index, an assessment and benchmarking tool that can be used by all higher education institutions to track their progress on gender equity dimensions over time and compare themselves to national averages by institutional type.

Goals/Objectives of the Change Project:

To engage key white men STEM leaders on campus as partners for full dialogue and understanding of gender diversity and inclusion issues through systematic leadership development.

To understand the issues surrounding the slow advancement of women and URM faculty to full professorship and senior leadership positions, to identify ways to clarify and remedy biases and barriers in the advancement process, and to better support the women and URM associate professors who are in this somewhat opaque advancement pipeline.

To provide higher education institutions an opportunity to compile data on gender equity and use the data as a comparative study for benchmarking other universities.

Activities Undertaken:

(1) The Interim Dean of the Case School of Engineering along with two CWRU IDEAL-N team members attended two different programs of the When Men as Full Diversity Partners (WMFDP) program. The Interim Dean attended a white men only 2.5-day program. The two CWRU IDEAL-N team members (Professor Clare Rimnac and Professor Susan Hinze) attended the 2.5 day white men and allies program. These individuals found great value in attending these sessions and have recommended sending additional deans and department chairs to the off-site training. They have begun presenting their experiences and insights from attending these programs to other groups at CWRU. Additionally, CWRU's IDEAL-N team has asked the CWRU participants as well as WMFDP presenters to share about their program and experiences with the other IDEAL-N University teams at the September 8, 2017 IDEAL-N leadership enhancement program session. We are also exploring with WMFDP about bringing their program to CWRU by creating a module conducive to the learning needs at CWRU.

(2) Obtained IRB approval for "Pathways to Leadership" a qualitative social science research study across the entire IDEAL-N consortium of 10 universities, to understand the barriers, biases and opportunities in the pathways to full professorship and leadership positions for women and URM faculty in STEM disciplines.

(3) Completed a department evaluation on women faculty in Physics.

(4) Conducted four open forum discussions for Women Faculty in Engineering. Shared the recommendations that emerged first with the Dean and then with the Interim Dean of Engineering.

(5) Conducted the Provost Leadership Retreat to address issues of equity on CWRU as it relates to leadership, diversity and inclusion. The keynote speaker was Dr. Mary Sue Coleman, President of the Association of American Universities who spoke about her experiences with diversity, equity and inclusion while she was President of the University of Michigan.

(6) Completed a literature review and development of constructs and items for the gender equity index. Constructed a survey and collected pilot data from the 10 IDEAL-N universities. Created a depiction of the results which was presented to the IDEAL-N university teams on September 8, 2017. Refinement of items and implementation is now underway.

Resources/Alliances Harnessed Across Campus:

Collaboration with the Deans of the Case School of Engineering and the College of Arts and Sciences to attend, send key leaders, and potentially bring to campus the WMFDP program.

Activated the University's Institutional Research Office to compile data on the advancement of associate professor women and URM faculty to full professorship in STEM disciplines.

Collaborated with the University's Office of Inclusion, Diversity and Equal Opportunity through inclusion of the University's Faculty Diversity Officer in the CWRU IDEAL-N team.

Collaborated with the Office of Faculty Development on an orientation for newly promoted or tenured faculty in August 2017.

Collaborated with the Office of Faculty Development and the Flora Stone Mather Center for Women to conduct a program, *To Tenure and Beyond*, for all second year tenure-track faculty at CWRU.

Collaborated with the Flora Stone Mather Center for Women to conduct a program, *What's Next? Professional and Career Development for Mid-Career Women Faculty*, for non-tenure track women associate professors and professors at CWRU.

Project Accomplishments/Findings:

Since all the proposed projects are extensive and require further activities, the findings and accomplishments extend past the current year.

Jim McGuffin-Cawley, Interim Dean of Case School of Engineering attended the WMFDP White Men's Caucus program in May, 2017, and Professors Susan Hinze and Clare Rimnac from CWRU IDEAL-N attended the White Men and Allies program June, 2017. They have begun presenting their research to the larger body of the University and the IDEAL-N teams.

The Gender Equity Index has been developed and disseminated for pilot data collection among the 10 IDEAL-N universities. Items and implementation are currently being refined.

Based on the recommendations of the Women Faculty in Engineering Forums, lactation rooms have been remodeled.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project

Deans will be asked to support the WMFDP program which we are exploring being brought to campus.

Use the findings of the social science research project to understand and remedy the barriers and biases in the pathways to leadership for women and URM faculty, as well as use the findings to assist and support women and URM faculty in developing and effectively enacting advancement aspirations.

Institutionalize the Gender Equity Index and make it publicly available to all higher education institutions in the future.

Challenges Encountered or Likely:

Financial resources for sending additional CWRU Faculty to WMFDP programs or to bring the WMFDP program to campus.

Time constraints for social science research study activities.

The continued maintenance of the Gender Equity Index website.

Dissemination Activities and Plans:

We have presented the Gender Equity Index project as follows:

Bilimoria, Diana and Jané, Sophie. (August 2017). Measuring Diversity and Inclusion in Institutions of Higher Education: Developing a Gender Equity Index. Paper presented at symposium, "Theory and Research on Diversity and Inclusion at the Organizational Level of Analysis" at Academy of Management Conference, Atlanta, GA.

We plan to present and ultimately publish the findings of the social science research study as well as the Gender Equity Index development.

Institutions Developing Excellence in
Academic Leadership-National (IDEAL-N)

IDEAL-N Partner Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

Office of the Provost
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7001
216.368.8874
http://www.case.edu/provost/ideal

IDEAL-N Partner Institution: Cleveland State University
Change Project Team Member Names:
Co-Director: Dr. William Morgan
Change Leader: Dr. Oya Tukel
Social Scientist: Dr. Cheryl Bracken
Others:

Institutional Transformation Theme:
Gender Equity through Improved Work-Life Balance

Institutional Transformation Vision:
The continuing development of this relatively new public university (52 years old) will rest heavily on the quality of the STEM and other faculty it has recruited and retained. The ultimate goal is to have a faculty who are fully committed to gender equity policies and practices, including cutting-edge provisions for work-life balance.

Change Project Description:
Led by the project team, a university committee of 12 faculty developed recommendations for innovative family friendly faculty policies. They will then lead the effort to institutionalize these recommendations as standard policy for Cleveland State University, with feasible implementation procedures embraced by all.

Goals/Objectives of the Change Project:
Our ultimate goal is to improve the recruitment and retention of high quality STEM and other faculty who are attracted to our university because of its commitment to family friendly faculty policies as we have broadly defined them.

Activities Undertaken:
1. Work-life balance negotiated agreements. In December, the recommendations of the Task Force on Family Friendly Faculty Policies were forwarded to the Provost and the AAUP Executive Board. A joint decision was that these items would become issues for the forthcoming negotiations for the next three-year CSU-AAUP Collective Bargaining Agreement. Given university budgetary uncertainties, the Interest-Based Bargaining procedure (essentially, consensus problem-solving) did not get underway until June, with the aid of a local staff member from the Federal Mediation and Conciliation Service. Coincidentally two members of the project team have been serving as the lead negotiators for their respective administration (Morgan) and faculty (Bracken) bargaining teams. While negotiation over economic issues is ongoing, early in this process we achieved tentative agreements (to be finalized once all issues have been resolved) on a more precise and liberal statement on tenure clock extension policy that was identical to the Task Force recommendation. We also reached agreement on inclusion of a new

article in the agreement that acknowledges the university's commitment to the ongoing development of work-life balance policies for our faculty. This article will be positioned in the Agreement directly after the article on affirmative action policy, whereas the tenure clock extension policy will be covered under the tenure review period rules.

2. APLU INCLUDES symposium attendance. CSU was one of 40 APLU institutions invited to participate in an April meeting to help set the agenda for implementing the INCLULDES mission of NSF. Bringing more URMs (where the primary referent was African American) into the science pipeline, from development of school age talent through to the professoriate, was the broad problem under active discussion. Given that many of the participants, including the CSU representative (Morgan) had prior experience with the NSF ADVANCE gender equity programming, many discussions built upon the shared experiences from working in the ADVANCE program. CSU has been invited to provide comments for a recently drafted action agenda that was developed from this symposium. Our new Vice President for Community Engagement and Diversity will likely become actively involved in these new initiatives.

3. Faculty search handbook. Last fall the Provost's Office, in conjunction with the Office of Institutional Equity, developed a "nuts and bolts" handbook for faculty searches designed to maximize opportunities for improving the diversity of faculty hires. The handbook also included material on preventing implicit bias, building on the initiative of the immediately prior NSF ADVANCE collaborative in which CSU participated. The revised edition of this handbook, now in preparation, will include some effective statements on "why we need faculty diversity" that were identified at the April symposium.

4. Faculty climate survey. Dr. Bracken, in collaboration with Psychology Department chair Michael Horvath, developed and administered a climate survey for online completion by all fulltime faculty. The questions focused on attitudes toward and perceptions of use of university FMLA provisions for maternity leave and related family friendly policy issues. The response rate was acceptable and the basic frequency distributions will be used as a baseline for a planned annual or biannual replication. The findings will be prepared for publication in an appropriate applied social science research journal.

5. Humanitarian assistance for international students. Change agent Dr. Oya Tukel became aware that many international students, in particular women students, would be unable to travel to their home countries over the summer as planed due to anticipated visa reentry issues. She solicited faculty and staff volunteers to provide temporary housing for these students in their homes. While this effort was not a planned item in our family friendly faculty policy agenda, it may well be one of the most   worthwhile, should it prove to have enabled one of more of our talented international women students to complete their degree here.

6. New faculty mentoring program. Based in part on material gleaned from other IDEAL-N participating universities, a team comprised of Drs. Bracken and Tukel, Director of the Center for Faculty Excellence Dr. Joanne Goodell, and Task Force member Dr. Vickie Gallagher, have developed the structure for a new faculty mentoring program appropriate for this campus. While developed specifically for the needs of women faculty, the structure is suitable for all faculty, and will indeed be open to all who wish to become involved. Barring unforeseen circumstances, the program will be piloted this fall.

Resources/Alliances Harnessed Across Campus:
Each of the activities identified above has built upon existing linkages and organizational structure within the university, and has infused and helped to repurpose those linkages with many themes central to the IDEAL-N mission. While we have had more limited direct contact than expected with the other nine IDEAL-N university participants, we have learned from them and been encouraged in knowing we are moving in the same direction, even if sometimes along different paths.

Project Accomplishments/Findings:

While we have many intermediate accomplishments appropriate for year two of this project, the status of these efforts in year three will provide a better assessment of actual accomplishments and findings, particularly as we begin to have some evidence on the impact of these programs now underway. At this point there has been a noticeable arousal of interest in family friendly faculty policy, and a recognition of its importance for the continued development of this young university.

Recommendations: Sometime next year we should have a serious discussion about whether or not this collaboration should continue, and if so, what the next step in this progressive development should be.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
Issues of work-life balance, and in particular family-friendly faculty policy, will have position statements in the next faculty collective bargaining agreement and in the constantly evolving University Faculty Personnel Policies. Given that both documents are developed by faculty and approved by the Board of Trustees, they become our official documents for implementing faculty development and work rule practices.

Challenges Encountered or Likely:
The declining state support for Ohio public institutions of higher education has affected us greatly this year, redirecting productive energies toward painful budget cut decision-making that has reduced morale of faculty and administrators alike. It is expected that the search for a new university president now underway will refocus our energies and put us back on track to build broad support for worthwhile improvements such as work-life balance and faculty development programs as presented here.

Dissemination Activities and Plans:
We have been thinking it would be good to share the Cleveland State experience, either in journal article or extended essay format, with a broader professional audience and this will be on our agenda for next year.
We also shall be working with our marketing staff toward the development of web site material that informs potential faculty recruits of our new family friendly and work-life balance policies.

IDEAL-N Partner Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

IDEAL-N Partner Institution: Kent State University

Change Project Team Member Names:
Co-Director: Mandy Munro-Stasiuk
Change Leader: Jennifer Marcinkiewicz
Social Scientist: Carla Goar
Others:

Institutional Transformation Theme:
Building an inclusive community to avoid faculty isolation and improve faculty success.

Institutional Transformation Vision:
Our vision is to create a distinctive Kent State Community that is conducive to faculty success. No single faculty member should ever feel isolated while at Kent State University.

Change Project Description:
Our project examines issues of faculty isolation using a 360 approach. That is, as an institution we are working to provide mentoring and coaching experiences for faculty, while simultaneously offering cultural competency, unconscious bias, and training for leadership. We are using the results of our 2015 COACHE survey to drive our initiatives.

Goals/Objectives of the Change Project:
The major goal is to build community and reduce isolation, particularly for female and under-represented faculty as well as for mid-career faculty.

Activities Undertaken:

1. A Chairs Leadership Institute has been established and was piloted with the College of Arts and Sciences. Seven topics were to be covered: 1. Your role as chair; 2. Developing a Mentoring Program; 3. Unconscious Bias; 4. Title IX; 5. Managing your Budget; 6. Funding raising and alumni relations; and 7. Difficult conversations/handling conflict.

2. **"Building a Departmental-level Mentoring Program"** is a document that was created for Chairs to evaluate existing mentoring programs or establish a mentoring program from scratch. Importantly, this document was created with the most marginalized populations in mind (e.g. Faculty of Color, Women in STEM), but ultimately applies to all faculty. We asked all departments to build a departmental-level program using the best practices laid out in this document.

3. We have created a Mid-Career **Faculty Success Coaching Program**. This has been modified from a pilot program run in 2015 through the Center for Teaching and Learning (CTL).

4. We have created a series of **4 focus sessions for mid-career faculty** which ran throughout the 2016/17 school year. We are running these again this year.

5. We ran a day and a half training session for all deans and chairs at the Academic Affairs retreat on Faculty Success.

Resources/Alliances Harnessed Across Campus:

Mandy Munro-Stasiuk is now the Associate Provost of Academic Affairs, and Jenny Marcinkiewicz is the Director of the Center of Teaching and Learning. Almost all of our initiatives are advertised as a collaboration between the Office of the Provost and the Center of Teaching and Learning. Often, when appropriate, we also partner with the Division of Diversity, Equity and Inclusion (e.g. Unconscious Bias, and Mentoring initiatives), and the Women's Center. All activities are shared with Deans and with Chairs and Directors by Mandy Munro-Stasiuk as the Associate Provost. This ensures buy-in. Also, through new faculty orientation we have discussed the importance of mentoring and share Kerry Ann Rockquemore's mentoring map with faculty in order for them to take control of their mentoring experiences. Importantly, Kent State has a new strategic roadmap, and all IDEAL-N activities are linked to that.

Project Accomplishments/Findings:

1. "Building a Departmental-level Mentoring Program" has been disseminated to all Chairs and Deans across the Kent State System, and all units were requested to build a mentoring program if one did not already exist. This year we plan to survey all departments to identify gaps.

2. The Chairs Leadership Institute was piloted in the College of Arts and Sciences. Because of time constraints, only four of the seven sessions took place. This year we are opening up this institute to all chairs across campus.

3.Our **Mid-Career Faculty Success Coaching Program** has been very successful. In 2016/17 we had 39 applications. We accepted 19 into the program (9 higher than we originally planned for). Faculty met with their coaches 4-6 times over the course of the academic year. The feedback for unanimously positive and included the following major points: Participants appreciated outside perspective
- Coaches were able to help faculty identify barriers that they could not identify on their own
- Coaches gave suggestions as to overcome barriers
- Coaches helped faculty focus on their goals

This year, our application deadline was September 22nd, and we are currently reviewing 31 applications for 10 positions.

4. We ran four focus sessions this year for mid-career faculty:
- So you're tenured: now what?
- Managing multiple demands
- Promotion to Full: perspectives from the recently promoted
- Promotion to Full: perspectives from evaluation committees

Each session attracted between 25 and 35 individuals. These were well received. We also hosted a session entitle "Mommy Professor" focused on women faculty with Children and some of the unique issues that can arise from that.

5. We controlled the content of the **Annual Academic Affairs retreat.** This is a one-and-a-half-day event attended by all deans and chairs. The focus of the retreat was "Faculty Success". Day one focused on becoming aware of our own biases and stereotypes in order to prevent them from playing out in evaluation situations. Day 2 was focused on mentoring, with a specific focus on mentoring potentially marginalized faculty.

Recommendations:
None.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
We are pretty comfortable about the sustainability of our initiatives. Tying them to the strategic roadmap ensures they will continue to have value at Kent State. Additionally, so long as an Associate Provost (Munro-Stasiuk) is dedicated to these initiatives as well as other administrators (e.g. Jenny Marcinkiewicz and Ruth Washington) programs will continue, and we will look to embed programs in certain departments. Ensuring academic departments codify their mentoring programs in their departmental handbooks bounds them to ensuring mentoring exists. We are asking all deans to give presentations in the monthly Dean's meetings as to what they have accomplished in terms of mentoring.

Challenges Encountered or Likely:

Some Chairs and Deans are resistant to the initiatives that include them directly.

Dissemination Activities and Plans:

Thus far we will continue to promote our activities on campus through Chairs and Directors, and Deans meetings. We presented our activities at the "Differing Diversities" conference hosted by Kent State University at the Florence, Italy, Campus.

Many of our resources, including the mentoring documents that we created, are housed on the Provost's website: http://www.kent.edu/provost/mentoring and we are building a website dedicated to Ideal-N activities.

IDEAL-N Partner Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

IDEAL-N Partner Institution: University of Toledo
Change Project Team Member Names:
Co-Director: Dorothea Sawicki (2015-2017); Jamie Barlowe (July 2017-2018)
Change Leader: Karen Bjorkman
Social Scientist: Patricia Case
Others: Edith Kippenhan; Monita Mungo

Institutional Transformation Theme:
Creating and Maintaining a Climate for Successful Recruitment, Retention and Advancement

Institutional Transformation Vision:
The University of Toledo will develop a thriving climate for successful recruitment, retention and advancement of women in STEM fields, an institution providing support and mentoring, professional development, and resources to its faculty and students to enhance their success in careers in science, technology, engineering, mathematics and the medical sciences

Change Project Description:
The project focuses on establishing a mentoring/coaching collaborative, designing and offering workshops and conducting surveys to accumulate trends about issues affecting women entering STEM fields and barriers to their retention and success. Issues were initially identified from the results of a Climate Survey distributed April-May 2016 to all University faculty and students contained questions that were also included in the 2014 Climate survey, allowing a comparison of these responses over time.

Goals/Objectives of the Change Project:
Our overall goal is to change attitudes and perceptions to effect real change in leveling the playing field for women in STEM.
1. Create a Mentoring Collaborative in conjunction with the Provost's Office; identify a pool of mentors
2. Develop policies to assist spousal hiring and dual-position hiring
3. Identify topics for and host workshops on hiring procedures; promotion for women in STEM; other topics identified in survey responses
4. Hold mentoring circle workshops in collaboration with colleges, centers, and AWIS
4. Hold focus groups to identify qualitative barriers to success
5. SWAT analysis
6. Partner with the Catharine S. Eberly Center for Women leadership to create a women-in-STEM component for the Women's Summit
7. Implement training workshops about implicit bias for search committees, chairs, deans, and other administrators
8. Submit grant proposals
9. Complete and submit article based on focus group outcomes
10. Write ADVANCE grant based on data

Activities Undertaken:
Year 2
Partnering with Northwest Ohio Chapter of AWIS (Association for Women in Science, NWO-AWIS) to offer two sessions of AWIS-IDEAL-N Mentoring Circle Workshops on Oct. 7, 2016, with speaker Dr. Joan Herbers, OSU and immediate past president of AWIS. Other partners included the Catharine S. Eberly Center for Women, the Provost's Office, the University Teaching Center, and the Colleges of Pharmacy and Pharmaceutical Sciences, Natural Sciences and Mathematic, Engineering, Arts and Letters, and Graduate Studies. The sessions were open to all Northwestern Ohio STEMM faculty, post docs, graduate students, and academic staff.
Planning for Focus Groups with STEMM faculty in the Colleges of Nursing, Pharmacy, Medicine, Engineering, Natural Sciences and Mathematics, and Arts and Letters during the spring 2017 semester.
Appendix 1: Letter sent out to schedule focus group sessions.
Collection of focus group data for article to be submitted in AY 2017-18.
Participation in the ADVANCE program University of Maryland survey on Faculty Work Effort: Appendix 2. We are waiting to receive the results; UT responses will be compared to national results.
Submission of grant applications: (1) LEAD-It-Yourself! RFP (not funded; Appendix 4), and (2) University of Toledo (funded)**.**
Planning for New Women Faculty Reception, with Provost Hsu.
Picnic with BGSU and UT IDEAL-N team and AWIS members: Maumee, Ohio
Summer Planning Webinar in BGSU-May 11, 2017: Appendix 3
Creation of IDEAL-N website: http://www.utoledo.edu/offices/provost/idealn/
Using the new website to highlight scholarly activity of women faculty. "Woman of interest" feature on our website to highlight a new faculty member, lecturers, or administrator each month.
Creation of IDEAL-N Twitter feed: @UToledo_IdealN.
Development of new policy to assist spousal/partner hiring and dual-position hiring in collaboration with the Vice President for Diversity and Inclusion and the Provost.

Resources/Alliances Harnessed Across Campus:
As indicated above, alliances/collaborations have been formed with the following:
NWO-AWIS
Catharine S. Eberly Center for Women
University Teaching Center
All colleges with STEMM disciplines (Natural Sciences and Mathematics, Engineering, Arts and Letters, Pharmacy and Pharmaceutical Sciences, Medicine and Life Sciences)
Other alliances:
Office of Diversity and Inclusion, including policy development and Implicit Bias Series (spring 2017)
Online Training Course for administrators: Intersections: Anti-Harassment and Title IX
College of Graduate Studies
Provost's Office, including new Interim Vice Provost for Faculty Affairs
Director of Faculty Affairs, College of Medicine and Life Sciences, Health Science Campus
Vice Provost for Faculty Development/Director of University Teaching Center
        UT Leadership Institute for Faculty interested in leadership and administrative positions
        Year-long Associate to Professor Program
Office of Research and Sponsored Programs

Project Accomplishments/Findings:
Year 2:
AWIS-IDEAL-N Mentoring Circle Workshops, with speaker Dr. Joan Herbers, OSU and immediate past president of AWIS. Two sessions held on Oct. 7. Support for the workshops provided by NWO-AWIS, Catharine S. Eberly Center for Women, Office of the Provost, University Teaching Center, and the Colleges of Pharmacy and Pharmaceutical Sciences, Natural Sciences and Mathematics, Engineering, Arts and Letters, and Graduate Studies. Flyers and emails were distributed at UT and sent regionally to Bowling Green State University, Mercy College, and Lourdes University.

$20,000 funded by the University of Toledo Office of Research, URFO Interdisciplinary Research Initiative. Proposal by Dr. P. Case, entitled: "Recruitment, Retention, and Advancement of Women and URM in STEM Disciplines" for the period of 05/18/17 to 08/31/18. These funds will be used to promote mentoring circles for women in STEM at UT. In addition, we will host a research symposium highlighting the research or UT women in STEM that will invite and engage with high school students and STEM teachers in the Toledo Community. This is an important step in recruitment of future generations of STEM females.

Grant proposal submitted to Lead-It-Yourself (not funded)

Picnic with BGSU and UT IDEAL-N team and AWIS members: Maumee, Ohio

Nine Focus Groups held with STEMM faculty in the Colleges of Nursing, Pharmacy, Medicine, Natural Science and Mathematics, and Arts and Letters during the spring 2017 semester. See Appendix 1 for letter sent out to schedule focus group sessions. The findings from the focus groups will inform planning of additional workshops and programs to address barriers and to work with administration to accomplish the goals of faculty support for promotion, professional development and career pathways in STEM from undergraduate to the academy and beyond.

Findings from focus groups: Female faculty report difficulties with work-life balance and lack of support from various groups across campus. Support varies by academic rank and discipline. Lecturers, who are mostly female, report few opportunities for professional development and little respect (again varies by discipline). Most indicated a need for a more "realistic" policy for family leave since female faculty are still more likely to use maternity leave and still struggle to not have their career challenged by the time away, especially when the tenure clock is stopped.

Focus group data collection completed for submission of article in AY 2017-18.

Participation in the ADVANCE program University of Maryland survey on Faculty Work Effort: Appendix 2. As noted above, we are waiting to receive the results. UT's responses will be compared to national results.

New Women Faculty Reception, with Provost Hsu, held on April 25, 2017, in Libbey Hall.

Summer Planning Webinar in BGSU-May 11, 2017: Appendix 3

IDEAL-N website created: http://www.utoledo.edu/offices/provost/idealn/. We are using the new website to disseminate information about the University of Toledo IDEAL-N Project, its purpose and objectives, as well as to highlight the scholarly activity of women faculty. We are currently soliciting information about scholarly contributions for women faculty in STEM disciplines at UT. The website will also include a "Woman of interest" feature to highlight a new faculty member, lecturer, or administrator each month.

IDEAL-N Twitter feed: @UToledo_IdealN created by Monita Mungo

New policy developed to assist spousal/partner hiring and dual-position hiring in collaboration with the Vice President for Diversity and Inclusion and the Provost. The Dual-Career Faculty and Strategic Hiring Policy was developed, approved by Provost and President, and sent to Faculty Senate policy committee, and Senate issues were addressed. Policy will be reviewed by Faculty Senate during AY 2017-18.

Recommendations:
Development of formalized mentoring programs in collaboration with Provost's Office and Colleges and Departments with STEM disciplines

Collaboration with University Council on Diversity and Inclusion and College Inclusion Officers, as well as President's Committee on African-American Recruitment and Retention

Additional work on University of Toledo Parental Leave Policy and University of Toledo College of Medicine Maternity/Paternity Leave Policy and their relationship to the tenure-clock.

Development of work/life balance policy/guidelines

Work with Faculty Senate leadership to get feedback on Dual-Career Faculty and Strategic Hiring Policy and obtain additional approvals

Increase participation rates for 2018 Climate Survey, including ad campaign, website and social media announcements, and individualized communications

Develop more focused climate survey for STEMM disciplines

Provide additional focus groups

Host a research symposium highlighting the research or UT women in STEM that will include and engage area high school students and STEM teachers in the Toledo community

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Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
The UT IDEAL-N team is committed to sustaining its mentoring activities, holding focus groups and using climate survey data and focus group data to support ongoing projects with STEMM faculty. We will continue to work with the senior administration to create permanent university committees, policies, and formalized mentoring programs and to continue collaborations with the Catharine S. Eberly Center for Women, NWO-AWIS, and STEMM colleges and deans to offer workshops and engage in projects to continue these efforts. Results of UT's biennial climate surveys will be presented to forums of faculty, staff, and students, the administration, faculty senate and graduate council to familiarize the university with these issues and our progress. Results over time will indicate the extent of progress and serve to indicate which issues have been successfully addressed and which need further attention.

Challenges Encountered or Likely:
Although strong and continuing support from the UT President and Provost continues for additional, formalized mentoring of faculty, especially for leadership/administrative careers in STEMM, promotion to senior academic ranks, and to diversity in STEMM fields, some challenges remain. These include low participation rates in climate surveys, workshops, focus groups, and other initiatives. Broad and effective communication is key to increasing participation, as well as dissemination of IDEAL-N accomplishments and UT's commitment to changing attitudes and perceptions and to providing a climate for successful recruitment, retention, and advancement of women in STEMM fields, as well as to continuous improvement.

Dissemination Activities and Plans:
Ad campaigns, flyers, active use of website and social media announcements, and individualized communications and invitations to distribute information about our activities, workshops, focus groups, and other events and initiatives

Further development and use of IDEAL-N website

Sharing of results of UT's biennial climate surveys and IDEAL-N activities, including presentations to forums of faculty, staff, and students, the administration, faculty senate and graduate council to familiarize the university with these issues and our progress

IDEAL-N Partner Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

IDEAL-N Partner Institution: Indiana University of Pennsylvania

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Change Project Team Member Names:
Co-Director: Laura Delbrugge
Change Leader: Edel Reilly
Social Scientist: Tara Johnson
Others: Deanne Snavely (Co-PI)

Institutional Transformation Theme:
Recruit, support, and advance faculty by providing opportunities for professional development and smooth transitions, creating a natural sciences and math community that embraces diversity and inclusion

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Institutional Transformation Vision: The development of IUP's ability to recruit, support, and advance faculty by providing opportunities for professional development and smooth transitions that create a natural sciences and math community at IUP that embraces diversity and inclusion.

Change Project Description:
The second year project included reviewing recommendations from the Middle States Self-Study and the IUP Campus Climate Survey concerning women and minority faculty in order to better understand the advancement of this group in their careers towards leadership roles at IUP. The project also involved working on a survey to be administered to faculty in the STEM departments to obtain additional data on faculty's perception of their environment with respect to service expectations, promotion readiness, and leadership opportunities.

Goals/Objectives of the Change Project:

1.) Review the results of Middle States Self-Study and IUP's Campus Climate survey to inform the advancement theme of this change project.
2.) Develop a survey to obtain new STEM departmental data from women and minority faculty to understand current perceptions of barriers to promotion and opportunities for advancement
3.) Disseminate findings to IDEAL institutions

Activities Undertaken:
Fall 2016:
Reviewed recommendations and drew conclusions from Middle States Self Study and IUP Campus Climate Survey.
Drafted list of survey questions to be asked of STEM faculty at IUP.
Met with members of IUP's Applied Research Lab to discuss preliminaries of survey.
Presented preliminary work at PASSHE Diversity and Inclusion Summit

Spoke with senior administration regarding project and survey
Spring 2017:
Refined research questions
Finalized survey and began putting it together on Qualtrics.
Continued to update senior administration regarding work on the project.
Presented preliminary results at IDEAL_N Plenary at Case Western.

Resources/Alliances Harnessed Across Campus:

- Support of upper administration, in particular the Provost
- Met with Director of Social Equity about project and survey
- Working closely on the development of the Qualtrics survey with the Director of the IUP Applied Research Lab

Project Accomplishments/Findings:
What was learned from the Middle States Self-Study was that women and men are about equally successful when applying for promotion with women being a little more successful at being promoted. However, women take longer to apply for promotion because they have perceptions that they are not ready.
Presented at the PASSHE Inclusion Summit and planning to present at the PASSHE Women's Consortium.

Recommendations:
o   The following recommendations related to the IUP IDEAL_N project were identified from the IUP Climate Survey:

☐   As part of working toward an IUP Diversity Action Plan the proposers recommend increasing recruitment and retention of diverse faculty, students, administrators, and staff.

☐   Create a Women's Center

☐   Assess work-life balance issues for staff and faculty, including leave policies, flex time options and inconsistencies across divisions and departments.

☐   Create shared principles and equitable expectations for faculty work and establish appropriate consistency for how that work will be evaluated.

☐   In-group populations (White, abled, heterosexual, from southwest Pennsylvania) perceive and experience IUP differently than out-group (non-White, disabled, LGBTQIA, from places outside southwestern Pennsylvania), having an impact on their comfort, success, retention, and integration into IUP.

o   The following recommendations related to the IUP IDEAL_N project were identified from the IUP Middle States Self-Study:

☐   IUP should address the need for professional development for those taking on the role of department chair and implement programs that prepare faculty for this important campus leadership role.

o   What was learned from the Middle States Self-Study was that women and men are about equally successful when applying for promotion with women being a little more successful at being promoted. However, women take longer to apply for promotion because they have perceptions that they are not ready.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project

Once the survey has been administered, the results will be analyzed and shared in appropriate venues across campus. The survey results will be presented at the IDEAL-N Plenary session in April, as well as conclusions and plans for next steps. It is expected that follow-up training workshops regarding fostering a sense of "readiness" in women applicants will be held in 2017-2018. In addition, a formal mentoring program for developing leadership may be considered.

Challenges Encountered or Likely:
Administration of the survey had to be delayed due to the change in IUP's promotion process. The initial timing of the survey administration (Spring 2017) would have coincided with the announcement of the rankings of the candidates going up for promotion in this academic year. The team felt that the feelings towards to new promotion process would skew the survey data. It was decided to delay the administration and analysis of the survey until the fall 2017 semester

Dissemination Activities and Plans:
Presented preliminary work at 2016 State System Summit on Inclusive Excellence.

- Will present a panel titled "Creating Leaders among Female and Minority Faculty in the STEM Fields." Panel presentation accepted for the PASSHE Women's Consortium, Indiana University of Pennsylvania, Friday, September 29, 2017.
- Dr. Susan Hinze coming to campus to present on issues in women's leadership in November, 2017.

CASE WESTERN RESERVE UNIVERSITY EST. 1826

Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

IDEAL-N Partner Institution:
Carnegie Mellon University

Change Project Team Member Names:
Co-Director: Kathryn Roeder
Change Leader: Diana Marculescu
Social Scientist: Karen Clay
Others:

Institutional Transformation Theme: Create a Climate for Successful Recruitment and Retention

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Institutional Transformation Vision: To enhance the faculty experience and create a more inclusive community.

Change Project Description: Three sources of data were collected and studied to investigate the faculty experience: (1) we designed and administered a faculty experience survey to study satisfaction, atmosphere, mentoring, climate for diversity, and work/life balance; (2) we performed a salary equity study to compare women vs. men and URM vs. majority faculty; and (3) we analyzed faculty trajectories to determine time until tenure, promotion and departure. We developed several resources for faculty to improve their faculty experience: (1) incoming faculty orientation followed by junior faculty development seminars to teach soft skills for success and to encourage bonding of faculty; (2) developed software called CareLink to match members of the Carnegie Mellon community to find care givers or find a job; and (3) piloted a Bias Buster session on unconscious bias awareness and mitigation for promotion and tenure committees in College of Engineering.

Goals/Objectives of the Change Project:
With these data we aimed to learn of inequities between men and women, problems with the work environment, and sources of stress for women faculty.   And to improve the climate for everyone, especially women, we designed two interventions to enhance the community structure and to improve work/life balance.

Activities Undertaken:
We designed and administered a faculty experience survey to study satisfaction, atmosphere, mentoring, climate for diversity, and work/life balance. We found that women were less satisfied with work/life balance, opportunities for leadership and opportunities to collaborate. To alleviate work/life stress we launched CareLink to help faculty find student help for their needs. To help develop community bonds we organized junior faculty development seminars to teach soft skills for success and to encourage bonding of faculty. Women are now supported for leadership training.
We performed a salary equity study to compare women vs. men and URM vs. majority faculty and found that pay was not statistically different between men and women.

We analyzed faculty trajectories to determine time until tenure, promotion and departure. We found that women have the same probability of tenure and promotion, and the same length of time until these events. We developed a special version of Bias Busters@CMU sessions that targets reappointment, promotion, and tenure committees in the College of Engineering.

Resources/Alliances Harnessed Across Campus:
We have formed the Faculty Diversity, Inclusion and Development committee, consisting of one or two faculty members from each college. The committee is fairly diverse in terms of race, gender and age. This committee member forms a bridge between our team and the dean of each college.

Project Accomplishments/Findings:
We performed a salary equity study to compare women vs. men and URM vs. majority faculty and found that pay was not statistically different between men and women. We analyzed faculty trajectories to determine time until tenure, promotion and departure. We found that women have approximately the same probability of tenure and promotion, and nearly the same length of time until these events. Based on these finding we determined that other factors, such as recruitment, are holding women back at CMU. One cohort of women has graduated from the leadership camp and a second larger cohort is beginning training this fall.
The orientation was a success and the junior faculty development seminar is gaining in popularity.
The CareLink web site is set to launch August of 2017. Already many faculty are posting their childcare and other needs.
Pre- and post-survey results of the Bias Busters session for reappointment, promotion, and tenure committees showed a better understanding of unconscious bias and willingness to intervene when noticed by participants.

Recommendations:
We need to continue to work on recruitment because that is our biggest challenge at CMU.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
All of the developments sponsored here are scheduled to continue indefinitely. We will continue to collect data on faculty every 3 years.

Challenges Encountered or Likely:
Our biggest challenges are: (1) getting faculty to take the time to attend our community building events; and (2) improving recruitment of women and minorities so that we have a more diverse community to retain.

Dissemination Activities and Plans:
Our results will be presented at the Advance meetings this fall. They have already been shared with the IDEAL-N teams. Several other universities intend to use some of our tools, such as CareLink.

CASE WESTERN RESERVE
U N I V E R S I T Y — EST. 1826

IDEAL-N Partner Institution
Year Two Change Project Report:
Please use as much space as necessary in each section

IDEAL-N Partner Institution: University of Pittsburgh

Change Project Team Member Names:
Co-Director: Dr. Laurie J. Kirsch, Vice Provost for Faculty Affairs, Development, and Diversity
Change Leader: Dr. Anne M. Robertson, William Kepler Whiteford Professor of Engineering
Social Scientist: Dr. Kristin Kanthak, Associate Professor of Political Science
Others:
     Cynthia Golden, Director, University Center for Teaching and Learning
     Amanda Brodish, PhD, Senior Data Analyst, Office of the Provost
     Amy Tuttle, Senior Assistant to the Provost
     Brittany Howe Witoslawski, Assistant to the Provost

Institutional Transformation Theme:
Building a culture that encourages and supports the professional development and career progression of mid-career women faculty at the University of Pittsburgh

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Institutional Transformation Vision:
The University of Pittsburgh will invest in resources and programs that foster an environment of encouragement and support to propel mid-career women faculty to their fullest potential.

Change Project Description:
Year 2: July 2016 – June 2017
During Year 2, the Pitt team studied and interpreted data from the 2016 administration of the COACHE survey of all full-time faculty, as well as other quantitative and qualitative data, to identify barriers and issues impacting career progression. The team also held several focus groups with faculty to identify any additional barriers that impact career progression, and plans to hold additional focus groups in the future. The Pitt team will also use this and other data to identify potential professional development programs and activities for the future.

During Year 2, the Pitt team also created and held the inaugural "Celebration of Newly Promoted Women Faculty" on March 2, 2017. This was a new event developed from the IDEAL-N project and was designed to recognize and celebrate the accomplishments of women faculty across the University. The celebration featured a presentation by a panel of experienced women faculty who offered their perspectives and advice for successful academic careers. The panelists for the event were Professors Valire Carr Copeland (Social Work), Susan Meyer (Pharmacy), and Lise Vesterlund (Arts and Sciences), and the panel was moderated by Pitt's Change Leader and Social Scientist, Professors Anne Robertson and Kristin Kanthak.

During Year 2, the Pitt team also created a new webpage on the Office of the Provost website to communicate the team's ongoing efforts and initiatives to the University community, and to provide faculty with a number of resources that are available to them.
See http://www.provost.pitt.edu/faculty/recruiting-retaining-and-recognizing-faculty/ideal-n.

During Year 3, the Pitt team will design and implement professional development programs and activities to support mid-career women faculty. These efforts not only support the IDEAL-N grant, but they directly align with strategic goals articulated in Pitt's university-wide strategic plan (the "Plan for Pitt"). Professional development efforts will focus on the retention of mid-career women faculty from across the University.

Goals/Objectives of the Change Project:
This project seeks to strengthen the culture at the University of Pittsburgh for women faculty in STEM disciplines (and by extension for all faculty). This means recognizing, and creating awareness about, the contributions of women faculty; providing opportunities for networking, interactions, and interdisciplinary collaborations among women faculty; removing barriers that slow the career progression of women faculty; supporting efforts to achieve work-life balance; and developing and offering a wide range of personal and professional development programs designed to support personal growth and career progression. Ultimately, the goal is to strengthen the retention of women faculty in STEM disciplines, and improve faculty satisfaction with the workplace.
For Year 1, the specific objective was to deepen our understanding of how mid-career women faculty in STEM fields perceive the University of Pittsburgh as a workplace. In addition, we developed an overview of current professional development programs offered to mid-career faculty at Pitt.
For Year 2, the objective was to deepen our understanding of issues mid-career women faculty face, to begin to implement programs designed to strengthen retention efforts, and to provide professional development opportunities for mid-career women faculty.
During Year 3, the Pitt team will design and implement professional development programs and activities to support mid-career women faculty. These efforts not only support the IDEAL-N grant, but they directly align with strategic goals articulated in Pitt's university-wide strategic plan (the "Plan for Pitt"). Professional development efforts will focus on the retention of mid-career women faculty in STEM disciplines, as well as mid-career faculty from other disciplines.

Activities Undertaken:
We reviewed, analyzed, and disseminated the results of the COACHE survey that were recently received. We worked with Office of the Provost data team to develop COACHE reports, infographics, and "good practices" documents, and collaborated on the creation of website (www.pitt.edu/coache), where this information is available to the university community. Presentations were made to the Council of Deans, Associate Deans of Faculty, Board of Trustees Academic Affairs & Libraries committee, the Equity and Inclusion (EIADAC) Senate committee, and the Benefits & Welfare Senate committee. Custom reports were developed for, and discussed with, the Senior Vice Chancellor for Health Sciences and the Vice Chancellor for Diversity and Inclusion. Custom reports were also developed for, and discussed with, all deans, University Library System director, and all regional campus presidents. Vice Provost Kirsch and other members of the Provost team met with each academic leader individually, and reviewed unit-level results of COACHE survey, and discussed areas of strength and weakness. Academic leaders were encouraged to share and discuss data with faculty, engaging with the faculty in discussions of how to use data to improve the environment for all faculty.

We identified women faculty to invite to focus groups, and identified questions for the focus groups. The team held several focus groups that yielded helpful information, and the team will continue to hold focus groups in the future.

During Year 2, the Pitt team also created and held the inaugural "Celebration of Newly Promoted Women Faculty" on March 2, 2017. This was a new event developed from the IDEAL-N project and was designed to recognize and celebrate the accomplishments of women faculty across the University. The celebration featured a presentation by a panel of experienced women faculty who offered their perspectives and advice for successful academic careers. The panelists for the event were Professors Valire Carr Copeland (Social Work), Susan Meyer (Pharmacy), and Lise Vesterlund (Arts and Sciences), and the panel was moderated by the Pitt team's Change Leader and Social Scientist, Professors Anne Robertson and Kristin Kanthak. Attendees were enthusiastic after hearing about the experiences and advice shared by the panelists, and appreciated the opportunity to network with fellow women faculty. We had a great attendance of 71 at the inaugural event. About 36 newly promoted women faculty attended and were introduced. Provost Beeson, along with a number of senior leaders and deans from across the University, also attended.

We are also in the process of launching a pilot program for researchers' writing groups in fall 2017. This voluntary writing program would provide a space for interested faculty to meet weekly for a two-hour bloc that would be dedicated solely to research endeavors. The hope is that these researcher writing groups will block out time in researchers' busy schedules for writing and will provide external accountability for those who find they need it.

Finally, as part of the Plan for Pitt (the University's strategic plan), several initiatives are underway to support professional development of faculty. These include the development and implementation of centers related to mentoring and communication within the University Center for Teaching and Learning. As these two new centers are beginning to roll out, we will continue to explore whether these new centers can focus on addressing some of the barriers we discover, and if they can include explicit support for mid-career women as part of their missions.

Resources/Alliances Harnessed Across Campus:
Resources harnessed:
Data from COACHE survey
Data from interviews and faculty focus groups
Office of the Provost support for data analysis and interpretation
Office of the Provost support for Celebration of Newly Promoted Women Faculty event
Office of the Provost support for researchers' writing groups
University Center for Teaching and Learning

Alliances harnessed (or to be harnessed):
COACHE (to receive survey results)
Office of the Provost (to provide support for the project and for implementing recommendations)
Office of the Provost (to access and analyze data)
Deans (to identify women faculty to interview and to invite to focus groups)
Faculty (to participate in data gathering)
University Center for Teaching and Learning (to implement recommendations)

Project Accomplishments/Findings:
During Year 2, the Pitt team created and held the inaugural "Celebration of Newly Promoted Women Faculty" on March 2, 2017. This was a new event developed from the IDEAL-N project and was

designed to recognize and celebrate the accomplishments of women faculty across the University. The celebration featured a presentation by a panel of experienced women faculty who offered their perspectives and advice for successful academic careers. Attendees were enthusiastic after hearing about the experiences and advice shared by the panelists, and appreciated the opportunity to network with fellow women faculty. We had a great attendance of 71 at the inaugural event. About 36 newly promoted women faculty attended and were introduced. Given the success of the inaugural event, the celebration will become an annual event each spring, and it is designed to complement another annual event held each fall that welcomes new women faculty to Pitt.

Several publications have been created as part of the University of Pittsburgh's IDEAL-N change efforts. "Family Friendly Programs for Pitt Faculty" is a brochure developed that demonstrates the University's commitment to helping faculty achieve work/life balance and offers a number of benefits, resources and programs that are family friendly. A copy of the brochure can be found here: https://tinyurl.com/y96k8nxt.

The "Resource Guide for Faculty Search Processes" is a packet of resources that was created to strengthen faculty search processes. It includes "Strategies for Creating a Fair Faculty Recruiting Process" and "Interview Questions in Faculty Searches" to guide search committees in their recruiting efforts and to help build a strong and diverse pool of applicants. The packet also includes a "Sample Candidate Evaluation Sheet" to encourage consistent assessment of all job candidates by all evaluators. A copy of the guide can be found here: https://tinyurl.com/ya9agl7m.

A flyer was created by the Office of the Provost to provide information on diversity and inclusion resources at the University of Pittsburgh. This flyer has been distributed at multiple events, including the Office of Diversity and Inclusion's annual Diversity Retreat and New Faculty Orientation.

We reviewed, analyzed, and disseminated the results of the COACHE survey that were recently received. We worked with Office of the Provost data team to develop COACHE reports, infographics, and "good practices" documents, and collaborated on the creation of website (www.pitt.edu/coache), where this information is available to the university community. Presentations were made to the Council of Deans, Associate Deans of Faculty, Board of Trustees Academic Affairs & Libraries committee, the Equity and Inclusion (EIADAC) Senate committee, and the Benefits & Welfare Senate committee. Custom reports developed for, and discussed with the Senior Vice Chancellor for Health Sciences, the Vice Chancellor for Diversity and Inclusion, all deans, the University Library System director, and all regional campus presidents. Vice Provost Kirsch and other senior Provost's Office staff met with each academic leader individually, reviewed unit-level results of COACHE survey, and discussed areas of strength and weakness. All academic leaders were encouraged to share and discuss data with their faculty. With this, we obtained a better understanding of how to use the data to provide further support for the project.

Recommendations:
We recommend that the "Celebration of Newly Promoted Women Faculty" become an annual event each spring. As such, it will complement the annual fall event that welcomes new women faculty to Pitt. After the pilot program for the researchers' writing groups has been completed, we will evaluate the response to the program and our research findings. If the pilot program is successful, we will consider institutionalizing this program by asking the Center for Communication, a new initiative created by the University Center for Teaching and Learning, to oversee the program going forward.
We recommend additional, targeted faculty development programs designed to strengthen career progression opportunities and growth for faculty.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
The Provost's Advisory Committee for Women's Concerns will sponsor the "Celebration of Newly Promoted Women Faculty" event each spring.

After the pilot program for the researchers' writing groups has been completed, we will evaluate our findings. To sustain a successful program, we will consider charging the Center for Communication with program oversight and growth.
Development of workshops for department chairs aimed at guiding their faculty through the promotion process, and transition these workshops to become regular offerings from the Office of the Provost.
Commitment to use results of data analysis to plan and implement interventions.
Resources to implement, sustain, and adapt new professional development programs.
Determining appropriate metrics for assessing retention, program impacts, and culture change.
Designing feasible and sustainable approach for collecting metrics data.
Regular review of programs and their impact, and ongoing adaptation of initiatives to meet changing needs of Pitt.

Challenges Encountered or Likely:
The largest challenge we encounter is simply finding enough time to accomplish all of the initiatives we are developing or will develop in the future. To counteract this, we are actively working to not only continue to develop and implement these new initiatives, but we are also identifying ways to institutionalize these initiatives and are working to sustain these new initiatives, so that our efforts continue to move forward and are successful long-term.
Another challenge we face is the availability of the data needed to understand the potential barriers that mid-career women face might be a challenge. However, we continue to have access to institutional data, and we work to find ways to encourage the involvement of deans and faculty in our study. Another challenge that our team faces is obtaining honest responses and helpful feedback from future focus groups with faculty.
Other challenges include: determining the resources needed to implement, sustain, and adapt new professional development programs; determining appropriate metrics for assessing retention, program impacts, and culture change; and how to maintain regular review of programs and their impact, and ongoing adaptation of initiatives to meet changing needs of Pitt. Our team will continue to address these challenges as continue with our data gathering and analyses.

Dissemination Activities and Plans:
This past year we have concerted effort to disseminate activities and plans related to the IDEAL-N project. We have created a website related to the COACHE survey (http://www.pitt.edu/coache). The website has information about the survey and about COACHE. It also has summaries of University-level results, infographics around a specialized topic paired with "good practices," and presentations made to various groups.
On the Office of the Provost website, we have pages devoted to the IDEAL-N project (http://www.provost.pitt.edu/faculty/recruiting-retaining-and-recognizing-faculty/ideal-n). On these pages is information about IDEAL-N and a summary of the various initiatives underway, resources developed, and future plans.
We have also discussed the IDEAL-N project at various University functions, e.g., the Celebration of Newly Promoted Women and the New Faculty Orientation. We will continue to seek venues to distribute information about the IDEAL-N project and the various initiatives at Pitt.