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

Year One Annual Report
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1)   IDEAL-N Summary and Objectives

IDEAL-N is a three year project that builds a learning community among 10 research universities across 2 states to create knowledge about, share, develop, adapt, and evaluate innovative and sustainable tools, practices, and policies to promote gender equality in academic Science & Engineering (S&E) disciplines. IDEAL-N includes two clusters with a total of 10 partner universities: Case Western Reserve University (CWRU), Bowling Green State University (BGSU), Cleveland State University (CSU), Kent State University (KSU), University of Akron (UA) and University of Toledo (UT) constituting the Northern Ohio cluster and Carnegie Mellon University (CMU), Duquesne University (DU), Indiana University of Pennsylvania (IUP) and University of Pittsburgh (U Pitt) constituting the Pennsylvania cluster).

IDEAL-N builds on the successful transformations and outcomes achieved in the earlier CWRU ADVANCE project, IDEAL. Using the stages of change model related to gender equity institutional change, IDEAL-N recognizes that each university and cluster (as well as the individual administrators and faculty represented therein) participate in an on-going process of profound change in promoting diversity in S&E. IDEAL-N targets senior administrators as the locus of change and promotes intensified educational, leadership development, and support components. The project will employ an innovative technology platform, using WebEx, to re-imagine and stimulate cost-effective information dissemination and networking for a national audience.

The project identifies three core roles to lead institutional transformation at each university: a co-director, change leader, and a social science faculty member-these three persons will constitute a multi-level Change Implementation Team at each university. The co-director is a senior administrator at the Provost's Office level and receives an annual stipend of $2000.00. The change leader is a department chair or senior faculty leader in an S&E department. A social scientist is inc1uded to help translate social science theory and best practice literature on gender equity to actionable projects within S&E disciplines. Both the change leader and social scientist receive an annual stipend of $2650.00. Each team develops a customized Annual Change Project with plans and actions for improving gender and underrepresented minority equity in academic STEM, with emphasis placed on the implementation and sustainability of the project.

To date IDEAL-N has held three leadership enhancement trainings (March 18, 2016, May 20, 2016 and September 23, 2016) and has facilitated annual change projects for each institution. The fourth leadership session is planned for December 2, 2016. Senior administrative leaders – presidents, provosts, deans and diversity officers – from each institution, along with Co-Directors, Change Leader teams and national speakers, will gather at Plenary Conference on April 14, 2017. The beginning stages of annual change projects, research, data collection, application, and website development were presented at the September Leadership Session.

The goal of lDEAL-N is to seed and institutionalize gender equity transformation at leading research universities by creating a networked improvement community that is empowered to develop and leverage knowledge, skills, resources and networks to transform academic cultures and enhance equity and inclusion at partner universities. IDEAL-N 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-N 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.

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, etc.).

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 two plenary conferences, 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.

2)   Participants
  a) Senior Personnel
> **Principal Investigator** Lynn T. Singer, PhD (Deputy Provost and Vice President for Academic Affairs, CWRU) was the PI of CWRU's ADVANCE IT (ACES) and ADVANCE PAID (IDEAL) projects. Dr. Singer works with the senior leadership of partner institutions and with the IDEAL Co-PIs to lead and oversee all proposed elements. Dr. Singer will chair the plenary conferences. She will oversee the annual reporting to NSF.
> **Co-Principal Investigator** Diana Bilimoria, PhD (KeyBank Professor and Chair of Organizational Behavior, CWRU) was a Co-PI of the ADVANCE IT (ACES) and ADVANCE PAID (IDEAL) projects at CWRU. Dr. Bilimoria oversees the design and implementation of the leadership development program and planning of the plenary conferences. Dr. Bilimoria teaches in the leadership development program, coordinates other instructors as needed, and coordinates with the Co-Directors as needed. She chairs the annual meetings of the Advisory Board, oversees internal and external evaluation efforts, and engages in dissemination and outreach activities.
> **Co-Principal Investigator** Deanne Snavely, Ph.D. (Dean of the College of Natural Sciences and Mathematics) assists with the design and implementation of the leadership

development program and the planning of the plenary conferences, and teaches in the leadership development program as needed. She assists with chairing the annual meetings of the Advisory Board. She assists with internal and external evaluation efforts, and dissemination and outreach activities.

Project Director Heather Burton, Ph.D., project director for IDEAL-N, leads the day-to-day planning, implementation and administrative functions of the IDEAL-N Project. She coordinates the leadership development programs, annual change project implementation, and the annual plenary conferences and assists with annual reporting to NSF. The project director also tracks expenditures and contract terms, implements the program and assessment surveys, oversees all logistics connected with the project, and provides resources for the leadership development program including teaching materials, participant materials and web-based resources.

Co-Directors: Each partner institution is led by an IDEAL-N Co-Director over the project's three year duration. The Co-Directors are:
- Dr. Julie Matuga, Provost and Senior Vice President, BGSU
- Dr. William Morgan, Vice Provost for Faculty Affairs, CSU
- Dr. Mandy J. Munro-Stasiuk, Interim Associate Provost, KSU
- Dr. Lakeesha K. Ransom, Vice Provost, Chief Diversity Officer, Dean of Honors College, UA
- Dr. Thea Sawicki, Vice Provost, UT
- Dr. Kathryn Roeder, Vice Provost for Faculty and Professor of Statistics & Computational Biology, CMU
- Dr. Alan Seadler, Associate Provost for Research, DU
- Dr. Laura Delbrugge, Vice President for Academic Affairs, IUP
- Dr. Laurie Kirsch, Vice Provost for Faculty Affairs, Development, & Diversity, U Pitt

The project involves Co-Directors who chose the overall institutional transformation theme for their change projects and head the Change Leadership Team at their universities. The Co-Directors advise on the selection of annual change projects and engage their university's senior administration to provide resources and supports for successful implementation of the annual change projects, and serve on IDEAL-N's advisory board.

Each partner university's Change Implementation team consists of Change Leaders and Social Scientists as follows.

Change Leaders:
- Dr. Clare Rimnac, CWRU, Professor/Associate Dean Mechanical & Aerospace Engineering
- Dr. Margaret Yacobucci, BGSU, Professor Geology Department
- Dr. Oya Turkel, CSU, Interim Associate Dean & Professor College of Business
- Dr. Jennifer Marcinkiewicz, KSU, Associate Professor
- Dr. Joan Careletta, UA, Associate Professor and Interim Department Chair
- Dr. Karen Bjorkman, UT, Dean College of Natural Science and Mathematics & Distinguished University Professor
- Dr. Diana Marculescu, CMU, Professor and Associate Department Head for Academic Affairs

- Dr. Jana Patton-Vogt, DU, Professor & Director of Undergraduate Studies
- Dr. Edel Reilly, IUP, Professor and Assistant Chairperson, Elementary and Middle School Math Advisor
- Dr. Anne M. Robertson, U Pitt, Professor & Director Center for Faculty Excellence

Social Scientists:
- Dr. Susan Hinze, CWRU, Associate Professor Sociology
- Dr. Lisa Hanasono, BGSU, Assistant Professor in Department of Communication
- Dr. Cheryl Bracken, CSU, Professor & Graduate Director in Department of Communication
- Dr. Carla Goar, KSU, Associate Professor in Department of Sociology
- Dr. Andre Snell, UA, Associate Professor in Department of Industrial/Organizational Psychology
- Dr. Patricia Case, UT, Chair and Associate Professor Sociology
- Dr. Karen Clay, CMU, Professor of Economics & Public Policy
- Dr. Lori Koelsch, DU, Associate Professor in Department of Psychology
- Dr. Tara Johnson, IUP, Associate Professor, Honors Program Coordinator
- Dr. Kristin Kanthak, Pitt, Associate Professor of Political Science

b) Additional Personnel

External Evaluator, Russ Olwell, Interim Director, Government and Community Relations and Director , Institute for the Study of Children, Families and Communities at Eastern Michigan University conducts the summative evaluation as described in the Evaluation section of the grant proposal.

Doctoral Student Sophie Jané, under supervision of Co-PI Diana Bilimoria, helps to develop and implement the Gender Equity Index.

Advisory board: In addition to the Co-Directors from the partner institutions the Advisory Board includes four external members:
- W. A. "Bud" Baeslack III, Ph.D., Provost and Executive Vice President, Case Western Reserve University;
- Abigail Stewart, Ph.D., Professor of Psychology and Women's Studies, University of Michigan
- Kelly Mack, Ph.D., Executive Director, Project Kaleidoscope, Association of American Colleges and Universities
- Lev Gonick, Chief Executive Officer, OneCommunity

3) Leadership Enhancement Program
a) Description of Program

The leadership enhancement sessions are attended by the Change Leader Teams from the ten partner institutions and consists of four half-day group sessions annually featuring extensive cross-university interaction.

The leadership enhancement sessions are scheduled bimonthly in each of the three years of the IDEAL-N grant, with each session being hosted by CWRU through WebEx video conferencing.

The partner institutions participate in the WebEx video session through campus collaborations. BGSU and Toledo meet at a common location on one of their campuses for each of the sessions. The remaining Ohio Schools meet at CWRU. The Pennsylvania cluster has been hosted by IUP at the Monroeville, PA location.

The format of the sessions allows for instruction, skill training, within-university and cross-university peer group exchange, networking, and group cohesion. Each session builds on previous sessions as well as the needs of individuals and institutional cohorts. Cyberspace connectivity, distance learning technologies, and sharing of reading materials is used between sessions to continue the exchange of information, knowledge, and discussion of emergent issues. Each half-day session consist of a three to four hour working session. The program content disseminates the effective elements of NSF ADVANCE programs through instruction, experiential activities, group coaching, and action learning assignments between sessions.

IDEAL-N Year 1 leadership sessions were led by Diana Bilimoria with additional content provided by the CWRU Team (Lynn Singer, Sue Hinze, Heather Burton, Clare Rimnac, and Sophie Jané). Topics covered included Defining the Work of Academic Leadership, The Institutional Transformation Model, Building Influential Alliances, Leading for Change, and Leadership Vision. (Complete agendas for the three sessions conducted to date during Year 1 are appended.)

b) *Evaluations of Leadership Development Program Sessions*
Overall effectiveness scores for the first three sessions ranged from 2.86 to 4.0 out of 4.0. The overall program was perceived to have been effective in helping participants feel a part of a regional learning community of academic leaders in Northern Ohio, increasing their understanding of institutional cultures in S&E disciplines, and increasing participants' commitment to implement and sustain gender equity change at their universities.

Year 1 Sessions 1-3 Evaluations					
Scale: 0=Not Applicable, 1=Poor, 2=Fair, 3=Good, 4=Excellent					
	Helpful Information	**Useful Strategies**	**Useful Networking**	**Group Discussion**	**Overall Effectiveness**
Session #1 avg.	3.57	3.57	2.86	3.57	3.43
Session #2 avg.	3.67	3.67	4.0	4.0	3.67
Session #3 avg.	3.73	3.47	3.52	3.47	3.53
Sample Key Learnings	It was a great opportunity to re-connect with the goals of IDEAL and to hear about recent efforts of other institutions. Issues pertaining to female recruitment, retention, and promotion are systemic; strategies are dependent upon institutional culture, timing, and leadership				
Sample Suggestions for Improvement	Allow individual team work time More face to face meetings				
Sample Suggestions for Future	More reporting on progress by the groups Continue holding regional meetings for face to face discussion				

Sample Other Comments	More successful than I expected Like the opportunity to work with other teams as well as work with own group

4) Change Project Activities and Findings by Partner Institution

A **Year 1 Change Project Report** from each partner school is provided below in this section. Each report describes the baseline faculty composition data, overall project and theme, the goals and objectives of the project, the activities undertaken, accomplishments or findings from the project, recommendations and sustainability plans and dissemination activities and plans. Baseline faculty composition data provided below are for the IDEAL-N departments for each partner university (i.e., for selected S&E departments within each partner university) as well as broader university leadership by gender and underrepresented minority status for AY 2015-2016.

a) The University of Akron

Institutional Contexts for Transformation

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

UA IDEAL Science & Engineering *	Tenured	%	Tenure-track	%	Tenured and Tenure-track	%	Non-tenure track**	%	Total	%
Female	22	17	15	31	37	21	18	38	55	24
Male	108	83	34	69	142	79	30	63	172	76
Total	130	100	49	100	179	100	48	100	227	100

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 2. University of Akron: Leadership Positions in IDEAL-N Departments and the University during AY 2015-2016

	UA (11 Departments)		
IDEAL-N S&E	**All**	**Female**	**URM**
Full Professors	74	8	5
Endowed Chairs	7	2	0

Department Chairs	11	1	1
Deans and Associate Deans	8	1	1
University President and Provost	2	0	0
University Vice, Associate, Deputy Provosts	4	1	1

IDEAL-N Partner Institution:
The 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: Daniel Nicolas

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 faculty in STEM disciplines.

Change Project Description:
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.

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

Activities Undertaken:
-Collected baseline representation data
-Met with HR leaders, including newly hired EEO Director

Resources/Alliances Harnessed Across Campus:
-Office of Inclusion & Equity
-Human Resources & EEO
-Reengage the University Diversity Council

Project Accomplishments/Findings:
- Collected baseline data
- Gathered information & established networks to address faculty retention
- Shifted primary focus from recruitment (in IDEAL) to retention (in IDEAL-N)

Recommendations:
Introduce the project at the Department Chairs meeting
- Identify and interview STEM department chairs and faculty to continue the collection of
data.
- Conduct climate survey & focus groups (year 2)
- Implement recruitment and/or retention initiatives from the climate survey findings (year 3)

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
- Meet with targeted deans to determine how to incorporate IDEAL-N into diversity plans
- Set specific goals with department chairs and meet with them quarterly
- Establish goals based on findings from climate survey and focus groups

Challenges Encountered or Likely:
The University currently has a number of interim leaders, including those at the department chair level. We will need to work to ensure the sustainability of the initiative as leadership transitions.

The University is in the process of hiring a permanent Chief Diversity Officer. The key priority that has been identified for this individual is that of student retention. We will need to work to ensure that faculty diversity is elevated to a priority level.

Dissemination Activities and Plans:
Leverage existing networks (e.g. Women in STEM Listserv, UA Leadership meeting); IDEAL-N Annual Plenary Conference; create IDEAL-N webpage; IDEAL-N leadership session

    b) Bowling Green State University

<u>Institutional Contexts for Transformation</u>

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. Bowling Green State University: Faculty Composition for AY 2015-2016 in IDEAL-N Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	63	38	20	41	83	38	60	60	143	45
Male	105	63	29	59	134	62	40	40	174	55
Total	168	100	49	100	217	**100**	100	100	317	100

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 2. Bowling Green State University: Leadership Positions in IDEAL-N Departments and University during AY 2015-16

	BGSU (8 Depts.)		
IDEAL-N S&E	**All**	**F**	**URM**
Full Professors	86	26	6
Endowed Chairs	0	0	0
Dept. Chairs	15	3	0
Deans and Assoc. Deans	19	7	0
Univ. President	2	1	0
Univ. Vice, Associate, Deputy Provosts	5	2	0

IDEAL-N Partner Institution:
Bowling Green State University

Change Project Team Member Names:
Co-Director: Julie Matuga
Change Leader: Peg Yacobucci
Social Scientist: Lisa Hanasono

Institutional Transformation Theme:
Growing the Next Generation of Faculty Leaders
  (or perhaps Building bridges: Creating Connections for the Next Generation of Faculty Leaders)
We seek to develop 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. Our project will support mid-

career women STEM faculty's professional development and career advancement while creating a stronger culture of faculty leadership at BGSU.

Y1: Focus is on starting the conversation and building the foundation for change. We will (a) conduct an environmental scan (the "foundation") to identify extant PD opportunities, (b) engage faculty and administrators in discussions about faculty professional development (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 our leadership workshops.

Change Project Description:

In Year 1, we will:

(1) conduct an environmental scan of what faculty professional development activities are already being done at BGSU and of institutional policies with respect to professional development;

(2) survey faculty and administrators to learn about their perceptions of leadership and intentions to pursue leadership roles;

(3) compile a list of faculty to target and begin building networks of practice;

(4) develop the leadership workshops.

Goals/Objectives of the Change Project:
Our ultimate goals are to have:
1. More women STEM faculty being promoted to Full Professor;
2. More women STEM faculty in leadership roles (chairs/directors, A-deans, A-provosts, shared governance);
3. More leaders on campus advocating for gender equity.
4. More sustained, intentional professional development opportunities for BGSU faculty.

Our project addresses three main problems at BGSU:
1. Women STEM faculty linger as Associate Professors instead of advancing to Full Professor.
2. Few women STEM faculty fill leadership roles (e.g., chairs/directors/administrators).
3. Women STEM faculty experience isolation and have less access to institutional networks.

Activities Undertaken:
BGSU has invested in an institutional membership to the Center for Faculty Development and Diversity (NCFDD):

Through Bowling Green State University's institutional membership, all faculty, staff, graduate students, and postdoctoral scholars have access to the National Center for Faculty Development & Diversity (NCFDD), which provides professional development, training, and mentoring activities. NCFDD resources are broadly applicable across academic disciplines and include a range of topics such as time management, overcoming academic perfectionism, how to develop a daily writing plan, how to write grant proposals, and more. These resources are provided by trained NCFDD mentors

and offer a confidential area for problem solving which is available and accessible online. The NCFDD is dedicated to faculty success throughout a career lifespan and is an excellent resource for support, for increasing productivity, for learning effective time management, and for living a balanced and healthy life.

Our institutional membership to NCFDD is facilitated by the Center for Faculty Excellence (CFE). We also have two events, facilitated by the NCFDD, this coming fall (September 16th) at BGSU. One workshop is focused on pre-tenure faculty ("Solo Success: How to Thrive in the Academy when You're the Only ____ in the Department"). The second workshop, geared toward tenured faculty, chairs and directors is aligned with the mission of this project: "Re-Thinking Mentoring: How to Build Communities of Inclusion, Support, and Accountability." This workshop will kick off our project and meet two goals to (1) engage faculty and administrators in discussions about faculty professional development (PD) topics like mentoring, the tenure and promotion process, and university policies, and (2) collect information on personal theories of leadership and faculty perceptions of leadership and mentoring.

Started environmental scan that included examination of documentation, including the new CBA contract and institutional data, like the COACHE data. Conducted presentations and collected straw poll data at various meetings on campus, including administrative meetings in Spring 2016 (i.e., Chairs and Directors, Deans Council) and faculty events like the Annual Teaching and Learning Fair (Spring 2016).

Conducted literature reviews, developed faculty leadership survey, and drafted application to HSRB.

Resources/Alliances Harnessed Across Campus:
*IR's assistance in gathering baseline data
*CFE's fiscal and personnel resources to support our institutional membership to NCFDD and related workshops

Project Accomplishments/Findings:
Administrative meetings (especially the Spring 2016 meeting of chairs and directors) indicated that leadership development was a high departmental priority. This was supported by straw poll data obtained from the academic deans during the same time period.

Recommendations:
Take advantage of the priority on leadership development and changes in CFE leadership to develop an integrated professional development program on leadership development, using our fall 2016 event as a kick-off.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
Partnering with the CFE to institutionalize the offering of ongoing leadership professional development and support.

Challenges Encountered or Likely:

*Participation in NCFDD events
*Ongoing fiscal support for NCFDD

Dissemination Activities and Plans:
1.   Working and developing partnerships with our 3 HERS (Higher Education Resource Service) faculty who developed leadership projects and widening other networks.
2.   Developing a website on leadership opportunities and support at BGSU and to share our research findings.
3.   Continue development of a research project on the social cognitive dimensions of leadership development.

c) Case Western Reserve University

Institutional Contexts for Transformation

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).

Table 1. Case Western Reserve University: Faculty Composition for AY2015-16 in IDEAL-N Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	34	16.2	22	36.7	56	20.7	8	61.5	64	22.6
Male	176	83.8	38	63.3	214	79.3	5	38.5	219	77.4
Total	210	100.0	60	100.0	270	100.0	13	100.0	283	100.0

Notes:
*Counts as of Fall 2016. Includes Deans holding faculty appointments in IDEAL-N departments.
** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

Table 2. Case Western Reserve University: Leadership Positions in IDEAL-N Departments and the University during AY2015-16

CWRU (23 Depts.)			
IDEAL-N S&E*	All	F	URM
Full Professors	161	22	3
Endowed Chairs	61	12	2

Dept. Chairs	24	5	0
ALL CAS/CSE/WSOM			
Deans	3	0	0
Assoc. Deans	8	5	1
UNIVERSITY			
Univ. President	1	1	0
Univ. Provost	1	0	0
Univ. Vice, Associate, and Deputy Provosts	3	1	0

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

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.

(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) Initiated conversations with the Deans of the Case School of Engineering and the College of Arts and Science to explore sending key science and engineering leaders to the national White Men as Full Diversity Partners (WMFDP) program and bring the program to CWRU in the future.

(2) Submitted a proposal to University of Washington's LiY! (Lead it Yourself!) Program for leadership development workshops at the Case School of Engineering to re-energize faculty and administrative leaders (deans, department chair, and key faculty) about creating a culture that recruits and supports the development of all faculty talent to strengthen the outcomes of the School.

(3) Conceptualized a qualitative social science research study, data for which will be collected 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.

(4) Compiled data (in process) on women faculty's progression from associate to full professor in STEM disciplines.

(5) Conceptualized the components of the gender equity index, begun item creation, and explored website display possibilities.

Resources/Alliances Harnessed Across Campus:

Collaboration with the Deans of the 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.

Project Accomplishments/Findings:
Since all the proposed projects are extensive and require further activities, the findings and accomplishments will extend past year one.

Jeff Duerk, Ph.D., Dean of Case School of Engineering has registered to attend the WMFDP Caucus program in 2017, and Professors Susan Hinze and Clare Rimnac from CWRU IDEAL-N have registered to attend the White Men and Allies program in 2017. They will present about their experiences and learnings to their colleagues after completion of their programs.

Dimensions and items for the Gender Equity Index have been iteratively discussed within the CWRU IDEAL-N team and among the larger IDEAL-N consortium to distill a subset for the next steps in the scale development process.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
-Deans will be asked to support the WMFDP program 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 bringing 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 plan to present and ultimately publish the findings of the social science research study as well as the Gender Equity Index development.

   d) Cleveland State University

Institutional Contexts for Transformation

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 AY 2015-16 in IDEAL-N Departments

CSU S&E	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	40	28.6	19	47.5	59	33.8	22	44	81	35.2
Male	100	71.4	21	52.5	121	67.2	28	56	149	64.8
Total	140	100.0	40	100.0	180	100.0	50	100.0	230	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 2. Cleveland State University: Leadership Positions in IDEAL-N Departments and the University during AY 2015-16

	CSU (11 Depts.)		
	ALL	**Female**	**URM**
Full Professors	53	8	4
Endowed Chairs	0	0	0
Dept. Chairs	17	6	0
Deans and Assoc. Deans	7	2	0
Univ. President and Provost	2	0	0
Univ. Vice Provosts	3	1	0

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

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

Institutional Transformation Vision:

The continuing development of this relatively new public university (50 years old last year) will rest heavily on the quality of the STEM and other faculty it has recruited and retained. These will be 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 is developing 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. Guided by the project team, the Provost's Office and the AAUP faculty union executive board selected faculty of all ranks and from all 8 colleges, with half in administrative positions, to comprise the twelve-member Family Friendly Faculty Policy committee (April).
2. Three topical subcommittees from this new group engaged in f act-finding and informal meetings over the summer—one each for tenure clock extension policy, for faculty leave and FMLA policies, and for faculty work-life balance and dual career faculty policies.
3. Each subcommittee has met one or more times in September to develop initial recommendations, to be shared and discussed with the committee as a whole at the end of the month.
4. The IDEAL-N project team has attended the webinars and meetings of the consortium.
5. In August the Co-Director presented the project to an audience of CSU's 60 senior academic leaders (department chairs, associate deans, deans, Provost's Office staff), soliciting their suggestions for the key issues for the committee. In addition to the discussion, 25 percent of the audience provided written suggestions.
6. The CSU project team also had helpful meetings with the project evaluator, Dr. Olwell and the project director, Dr. Burton.
7. Finally, the work of the prior year NSF-ADVANCE project has continued --faculty search committees are receiving implicit bias training and other aids for improving the diversity of their search pools and outcomes.

Resources/Alliances Harnessed Across Campus:
In addition to the university-wide faculty involvement described above, the Human Resources Department is providing staff support and expertise.

Project Accomplishments/Findings:
We are on track with our schedule as originally developed with the help of the program evaluator.

The goal is for the committee to finalize its recommendations in December and begin the university-wide discussion for institutionalization in January.

Recommendations:
(The comment made here assumes this is a request for feedback to the PI and project director—my apologies if this is not the case.)

Interaction with participants from the other universities has been limited. Consider pairing universities based on project affinities rather than simply geographic localities.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
We expect most of the recommendations to become official university policy, to be memorialized either in the Cleveland State University Faculty University Policies document or in the next collective bargaining agreement between Cleveland State University Administration and the CSU chapter of the AAUP (next three-year agreement is scheduled to go into effect August 16, 2017).

Challenges Encountered or Likely:
Committee decision-making in finalizing the set of recommendations to present to the university community can always be challenging, but so far the progress and accord have been very good. Approximately half the department chairs in the university are women, and they will be expected to play a leadership role in implementing the recommendations once they are turned into policy. This may require some training on strategies for explaining the value of these changes for all.

Dissemination Activities and Plans:
Dr. Bracken is planning one or more journal articles in collaboration with other members of the university committee.

All recommendations that become official policy will be summarized in a statement that can be shared with all potential recruits for STEM and other faculty appointments. These policies also will be listed on an appropriate internal website.

e) Kent State University

Institutional Contexts for Transformation

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.

Table 1. Kent State University: Faculty Composition for AY 2015-16 in IDEAL-N Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	58	28.9	25	38.5	83	31.2	62	59.6	145	39.2
Male	143	71.1	40	61.5	183	68.8	42	40.4	225	60.8
Total	201	100.0	65	100.0	266	100.0	104	100.0	370	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 2. Kent State University: Leadership Positions in IDEAL-N Departments and the University during AY2015-16

KSU S&E* (8 Depts)	All	F	URM
Full Professors	98	14	3
Endowed Chairs	1	0	0
Dept. Chairs	11	3	2
Deans and Assoc. Deans	8	2	1
Univ. President and Provost	2	1	0
Univ. Vice, Associate, Deputy Provosts	3	2	1

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

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

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

Institutional Transformation Vision:
Our vision is 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 leadership training for chairs. 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 is currently being piloted with the College of Arts and Sciences. There are seven topics that are being 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.

3. We are running a **Faculty Success Coaching Program**. This has been modified from a pilot program run last year through the Center for Teaching and Learning (CTL) and adopted by the IDEAL-N group. We are currently accepting applications and will provide coaching to 10 mid-career faculty members.

4. We have created a series of **4 focus sessions for mid-career faculty.** There will be 2 this Fall, and 2 in Spring.

5. We are currently building a series of **Focus and Writing Groups**, specifically focused on Faculty of Color and Women in STEM.

Resources/Alliances Harnessed Across Campus:

Interestingly between the start of this project and now, Mandy Munro-Stasiuk is now the Associate Provost of Academic Affairs, and Jenny Marcinkiewicz is the Interim 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). 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. Thus far, we have intentionally provided professional development to Deans, Chairs, and Directors in the College of Arts and Sciences (1 dean, 4 associate deans, 16

Chairs, 3 directors). Importantly, the Dean then required departments to evaluate their existing mentoring plans, or build plans. He is requiring Chairs to submit a mentoring plan before approving new hires. We are aware that this is happening in departments and are very happy to see that. Beyond the College of Arts and Sciences, we have also worked with schools, departments and Colleges who have reached out to us (College of Nursing, School of Art, School of Communication Studies, University Libraries, East Liverpool Campus).

2. The Chairs Leadership Institute has started and is being piloted in the College of Arts and Sciences. We have only completed one session at this point which is the mentoring session described above which was attended by 24 individuals.

3. Our **Faculty Success Coaching Program** is currently being advertised. At the time of writing this we have 16 applications for ten slots. The application deadline is September 23rd.

4. In Spring 2016, we hosted 2 **focus groups**; one for Faculty of Color (21 attendees), and one for Women in STEM (17 attendees). Through these sessions we used liberating structures to get feedback on most pressing needs from all attendees. In both groups, faculty wanted more opportunity to come together and work on writing projects (grants and/or papers). While there were other needs that arose we have decided to focus on creating writing groups that will launch this Fall. We are still in the design phase of these. As part of the sessions we also collected examples (anonymously) of times when these faculty did not feel valued and have been sharing this information back with Chairs and Deans. Chairs and Deans have been quite astonished at what has been shared. Examples include being ignored, experiencing micro-aggressions and, experiencing outright racism and sexism.

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.

Challenges Encountered or Likely:
Some Chairs and Deans are resistant to the initiatives that include them directly. Thus far, they have been physically present for events so communication is not an issue. However, we are unsure at this point if all are onboard with the initiatives.

Dissemination Activities and Plans:
Thus far we will continue to promote our activities on campus through Chairs and Directors, and Deans meetings.

We will be discussing some of our activities at the upcoming "Differing Diversities" conference to be 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

In Fall we will work with University Communications to write an article for our alumni magazine to highlight the impact of IDEAL and IDEAL-N on women in leadership at Kent State University. Specifically, we will cover the HERS alumni at Kent State and "where are they now". Through the original IDEAL project, we recommended that KSU send at least two women to HERS each year. We are now in the fourth year of doing that, and we currently have 7 alumni.

f) University of Toledo

Institutional Contexts for Transformation

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.

Table 1: University of Toledo: Faculty Composition for AY 2015-16 in Main Campus IDEAL-N Departments

UT MC IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	73	24.3	81	35.4	154	29.1	166	45.4	320	35.8
Male	227	75.7	148	64.6	375	70.9	200	54.6	575	64.2
Total	300	100	229	100	529	100	366	100	895	100

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 2: University of Toledo: Leadership Positions in IDEAL-N Departments, College of Medicine and University AY 2015-16

Leadership Positions University of Toledo			
Main Campus S&E 11 Departments	**All**	**F**	**URM**
Full Professors	207	47	4

Endowed Chairs	2	0	0
Dept. Chairs	42	17	1
Deans and Assoc. Deans	2	1	0
University Leadership	**All**	**F**	**URM**
Univ. President and Provost	2	1	0
Univ. Vice Provosts, Associate Provosts, Deputy Provosts, Assistant Provosts	11	8	0

IDEAL-N Partner Institution:
The University of Toledo (UT)

Change Project Team Member Names:
Co-Director: Dorothea Sawicki
Change Leader: Karen Bjorkman
Social Scientist: Patricia Case
Others: Edith Preciosa 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 and be an institution continuously improving what it provides for 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 background information about issues impacting women entering STEM fields and barriers to their retention and success. A climate survey distributed April-May 2016 to all University faculty and students contained questions that were also included in a previous 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. Specific goals for year 1 are (1) to use the climate survey data and analyses to identify key focus areas for workshops during the year and (2) to establish a "mentoring collaborative" and associated focus groups to support promotion of faculty (lecturers, assistant and associate professors) who are women in STEM areas.

1. Create a mentoring collaborative in conjunction with the Provost's Office; identify a pool of mentors
2. Develop policies to assist with 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 focus groups to identify qualitative barriers to success
5. Partner with the Eberly Center for Women to create a women-in-STEM component for a proposed "Women's Summit"
6. Implement training workshops about implicit bias for search committees, chairs, deans, and other administrators

Activities Undertaken:
The 2016 climate survey was administered across campus to undergraduate and graduate students, faculty and staff in May. Of the 1,624 total individuals completing the survey, 203 were STEMM (includes medicine) faculty and staff. The results were analyzed by Dr. Case, a social scientist and Chair of the Department of Sociology and Anthropology. The 2016 data will be compared to the 2014 climate survey items of similar nature by Institutional Research and the data provided to the IDEAL-N team later this fall.

The UT IDEAL-N team is partnering with the Northwestern Ohio Chapter of AWIS (Association for Women In Science, NWO-AWIS) to organize and host a workshop on mentoring circles. The "NWO-AWIS Mentoring Circle Workshop" will be held Friday, October 7th, offering two sessions (10am-1pm and 2-5 pm) led by Dr. Joan Herbers, Ohio State University, immediate past president of national AWIS. Dr. Herbers led a new three-year AWIS strategic plan that included strengthening advocacy, breaking down barriers and growing capacity for women in Science, Technology, Engineering and Mathematics (STEM). The sessions will be open, at no cost, to Northwest Ohio STEMM faculty, postdoctoral fellows, graduate students and academic staff. The intention is to learn how to form and sustain mentoring circles and to gain information on who wishes to become a better mentor and who would like mentoring. Attendees will complete a survey at the end to provide feedback on the workshop as well as information regarding their need for mentoring and/or their willingness to serve as a mentor.

After the Mentoring Circles Workshop and based on data from the climate survey, focus groups will be formed to gather greater detail about mentoring needs and perceived barriers. The findings from the focus groups and the climate survey analyses will inform the planning of additional workshops and programs in year two to address identified barriers and to work with UT administration to accomplish the goals of faculty support for promotion, professional development and career pathways in STEMM from undergraduate to the academy and beyond.

A policy on dual career hiring is under development and will be reviewed by faculty and senior leadership this fall.

Resources/Alliances Harnessed Across Campus:
The IDEAL-N team formed an alliance with the NWO-AWIS (President Susanne Nonekowski, College of Pharmacy and Pharmaceutical Sciences, UT) and the Eberly Center for Women on campus to assist with organizing and promoting a Mentoring Circle Workshop on Oct. 7th. At the workshop, Dr. Joan Herbers will lead two sessions on best mentoring practices and attendees will learn how to establish effective mentoring circles. Resources to support the workshop sessions are being provided by the University's Offices of the President and the Provost, the Eberly Center for Women, the University

Teaching Center, the Deans of the Colleges of Natural Sciences and Mathematics, Graduate Studies, Pharmacy and Pharmaceutical Sciences, and Engineering, as well as by the NWO-AWIS Chapter.

The IDEAL-N team is working with the Vice-President for Diversity and the Provost to finalize a policy on dual career hires to assist in the recruiting of women, underrepresented and minority faculty members in STEM. The goal is to have the policy finalized and approved by the Board of Trustees this academic year.

The IDEAL-N team also is collaborating with the Vice-Provost for Faculty Development/Director of the University Teaching Center, with the goal to enhance mentoring for promotion and tenure, especially promotion to Full Professor, as well as to support efforts to enhance professional development and leadership training. Efforts to support promotion to Full Professor and to identify barriers preventing tenured Associate Professors from advancing to senior rank are goals of the UT President and will be a featured aspect of plans for year two. The IDEAL-N team is sharing the results of its 2016 climate survey analysis with the Vice-Provost for Faculty Development and intends to develop action plans that take advantage of the strengths of both groups to move these issues forward.

Project Accomplishments/Findings:
During the first year, we were able to include questions about mentoring and challenges to professional development on the University's climate survey. The first year's results provided insight into the deficiencies in mentoring and special challenges to women in STEM that can be used for year two projects. These data must be interpreted with caution, however. First, these data exclude social scientists because the data set that we utilized only allowed us to separate faculty by college and not by discipline. As a result, we had N = 203 (90 females; 111 males; 2 missing). Second, the majority of the scales were designed for another purpose, which created problems with scale reliability. As we move forward, we will develop a new survey specifically for women in STEM that will address these shortcomings.

These initial data reveal that the majority of faculty do not report either formal or informal mentoring. Also, they do not report serving as a mentor for others. Despite the low number of faculty engaged in either side of mentoring, these results were significant by gender with women being less likely to receive mentoring and more likely to give mentoring. Women also reported lower levels of satisfaction with their department overall, their time for scholarly work and their available startup funds. However, they had higher levels of satisfaction with the university overall. One question that we will investigate further is whether their satisfaction is linked to a perception that the increase in female faculty in top administrative positions over recent years has increased overall optimism. Women are also more likely to report stress due to departmental politics and to care giving responsibilities outside the university. Roughly one-third of the respondents reported perceived gender bias at the department and college level. They also reported that women with children are often seen as less professionally committed at both the department and college level. Roughly 60% of women of color reported perceived racial bias at both the department and college level. This dropped to roughly 45% for men of color. Approximately 35% of all women reported sexist attitudes during university-wide faculty gatherings.

Women, more than their male counterparts, report feeling disconnected from their colleagues. Whites were more likely to report these feelings than non-whites (60% WF: 39% N-WF). Approximately 23% of non-white faculty members reported that they had experienced racial discrimination and approximately 20% of female respondents reported gender discrimination. White women reported higher rates of gender discrimination than non-whites.

These data do not allow us to draw conclusions on the state of female and under-represented minority STEM faculty. However, they do provide indicators for the next steps in data collection. We will follow up with more questions on mentoring. Are individuals actively deciding not to engage because of disinterest? Or is it a lack of opportunity or barrier to access that creates the issue? Also, since women report high levels of disconnectedness from colleagues, especially when we compare by race, we need to understand what is happening at an individual level to create this environment. It could be that there is a climate within STEM departments that creates this sense of disconnect. Non-white women may be able to find additional support within groups that are organized around their racial or ethnic identity that creates a sense of inclusion outside of the department and college. Likewise, personality type can contribute to a sense of professional isolation, since it is likely that many faculty members are introverts and less likely to reach out for engagement. Focus groups will allow us to explore the barriers to inclusion and the successful strategies for building community attachment so that we can work to improve this outcome in the future.

Recommendations:
1.   Hold focus group meetings on campus to assess and gather additional details on mentoring to determine how to remedy the apparent lack of mentoring at the departmental/college level; to identify racial and gender specific needs and barriers; to determine what types of mentoring are needed (research, promotion, career development, leadership, other); and what would be best practices for mentoring to help those who mentor now or wish to be mentors. A specific goal is to develop a sustainable system of mentoring circles at the University of Toledo. Results from the focus groups would provide names of those interested in serving as mentors or in need of mentoring as well as provide opportunities to educate the campus about mentoring circles.
2.   Develop a communication plan to share the climate survey and focus group findings across the University to get buy-in on efforts to address the issues identified.
3.   Continue to partner with NWO-AWIS and the Eberly Center to bring additional mentoring circle experts to campus. The AWIS chapter at the University of Massachusetts-Amherst is nationally recognized as a role model for mentoring circles and their evaluation of the University's plans and initial structures will be very helpful. Of particular concern is creating structures that are sustainable over time.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
The UT IDEAL-N team is committed to sustaining its mentoring initiatives, holding focus groups and using climate survey data to support ongoing projects with STEMM faculty at The University of Toledo. Our plans include working with the senior administration to create a permanent university committee that will collaborate with the Eberly Center and NWO-AWIS 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:
There is strong support from the President and Provost for additional mentoring of faculty, especially for leadership/administrative careers in STEM and for promotion to senior academic ranks. That said, there are several challenges recognized.

Challenges to date included a relatively low participation rate by STEMM faculty and staff in the 2016 climate survey. We will undertake an active ad campaign before the survey next goes out in spring 2018 and also plan to hold a separate, more focused survey to just STEMM individuals next year. Contact information for all women faculty and staff in STEMM is being gathered to allow individualized communications to this audience regarding mentoring and leadership opportunities.

Another challenge is the high number of associate professors with tenure, some in chair or assistant/associate dean positions, whose administrative workload and length of time out of scholarly work will complicate an easy return to academic research activities necessary for promotion to Full Professor. Focus groups will concentrate in part on this population to try to determine mechanisms to assist such faculty to earn the required credentials going forward.

A further challenge is focus group participation. Based on the climate survey results, it is anticipated that some will gladly participate in focus groups but they may not be representative of the issues addressed in the climate survey.

Dissemination Activities and Plans:
A flyer to advertise the Mentoring Circle Workshop on Oct. 7th at the Scott Park campus of the University of Toledo has been sent regionally to BGSU's IDEAL-N team members, to Mercy College and to Lourdes College to invite their STEM faculty, staff and students to the workshop. The workshop was announced at a meeting of all UT deans, associate deans and chairs last week and was announced at the September 13th Faculty Senate meeting, with a request that senators personally invite colleagues to the workshop upon receipt of the flyer this week. Emails, with the flyer attached, also will be sent to UT STEMM faculty (both women and men) to encourage their attendance. The attendees at the workshop sessions will be asked to complete a survey indicating their interest in mentoring or being mentored, types of mentoring needed and contact information.

Faculty will be personally invited to the focus groups to help ensure a high level of participation and better data resolution. Flyers also will be posted around campus and email announcements also will be sent to notify staff and students when the focus groups are scheduled.

g) *Indiana University of Pennsylvania*

Institutional Contexts for Transformation

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).

Table 1. Indiana University of Pennsylvania: Faculty Composition for AY 2015-2016 in IDEAL-N Departments

IDEAL S&E*	Tenured	Tenure-track	Tenured and tenure-track	Non-tenure-track**	Total

	N	%	N	%	N	%	N	%	N	%
Female	49	35	10	26.3	59	33.1	22	45.8	81	35.8
Male	91	65	28	73.7	119	66.9	26	54.2	145	64.2
Total	140	100.0	38	100.0	178	100.0	48	100.0	226	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. Indiana University of Pennsylvania: Leadership Positions in IDEAL-N Departments and the University during AY2015-16

IDEAL S&E*	All	F	URM
Full Professors	70	11	16
Endowed Chairs	0	0	0
Dept. Chairs	13	0	3
Deans and Assoc. Deans	22	9	2
Univ. President and Provost	2	0	0
Univ. Vice, Associate, Deputy Provosts	4	2	0

Note:

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

IDEAL-N Partner Institution:
Indiana University of Pennsylvania

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

Institutional Transformation 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

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

Change Project Description:
The first year project will include data collection concerning women and minority 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 fields about their perceptions of their environment with respect to promotion and opportunities for advancement.

Goals/Objectives of the Change Project:
1) Review results of Middle States Self-study and IUP Campus Climate survey to inform the advancement theme of this change project
2) 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

Activities to be Undertaken:
Specific Objectives and Outcomes of Change Project:
1) Obtain data from the Middle States Self-study and IUP Campus Climate survey
2) Draw conclusions from the Middle States Self-study and IUP Campus Climate survey
3) Create new survey for STEM faculty and staff
4) Seek IRB approval
5) Identify potential participants
6) Administer survey
7) Analyze survey data

Implementation Timeline for Change Project:
1) End of Summer/Beginning of Fall 2016: Obtain the data from the Middle States Self-study and IUP Campus Climate survey
2) Beginning of Fall 2016: Meet with director of social equity
3) Mid-fall: Draw conclusions from the Middle States Self-study and IUP Campus Climate survey
4) Nov 3, 2016 Present workshop at 2016 State System Summit on Inclusive Excellence and International Education
5) End of Fall 2016: Create new survey for STEM departments
6) Winter: Obtain IRB approval for new survey
7) Early Spring 2017: Administer the survey
8) Mid-Spring 2017 Analyze data
9) April 14, 2017 Plenary Conference Presentation
10) Late Spring 2017: Disseminate data to IUP stakeholders

Evaluation Metrics for Change Project:
1) Quantitative & Qualitative report from the Middle States Self-study and IUP Campus Climate survey
2) IRB approval
3) Quantitative & Qualitative report from created STEM survey
4) Panel discussion at summit
5) Assess the success of the change project and its implications for year 2 goal setting

Resources/Alliances Harnessed Across Campus:

Resources Needed to Achieve the Goals of the Change Project:
1) Some hours from a graduate assistant
2) Time of the change team
3) Travel support to the April 14th Plenary Conference Presentation

Alliances Needed to Achieve the Goals of the Change Project:
STEM chairs & deans, provost, director of social equity, Applied Research Lab, IRB chair

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Project Accomplishments/Findings:
Survey design and administration will get underway in fall 2016; findings will be available for Year 2 report

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Recommendations:
TBA; data available spring 2017

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
Analyze STEM data, target groups (e.g., promotion committees, search committees) that may be affected by the results

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Challenges Encountered or Likely:
Communicating goals of project across campus will be a challenge, as faculty receive many requests to take surveys; getting a representative sample will be a challenge as well

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Dissemination Activities and Plans:
Dissemination plans will depend data collected, and plans made for the second year of the grant, including the possible extension of the data collection to all faculty across all disciplines at IUP

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h) *Carnegie Mellon University*

Institutional Contexts for Transformation

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 2015-2016 in IDEAL-N Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	42	14.8	26	23.9	68	17.3	113	28.4	181	22.9
Male	242	85.2	83	76.1	325	82.7	285	71.6	610	77.1
Total	284	100.0	109	100.0	393	100.0	398	100.0	791	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 2. Carnegie Mellon University: Leadership Positions in IDEAL-N Departments and the University during AY 2015-16

IDEAL S&E*	All	F	URM
Full Professors	353	66	13
Endowed Chairs	135	24	6
Dept. Chairs	33	7	1
Deans and Assoc. Deans	24	4	2
Univ. President and Provost	2	0	0
Univ. Vice, Associate, Deputy Provosts	4	2	0

Note:

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

IDEAL-N Partner Institution:
Carnegie Mellon University

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

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

Institutional Transformation Vision:
To enhance the diversity of faculty at CMU by conducting better faculty searches.

Change Project Description:
(1) Develop, refine and implement an implicit bias training program for faculty search committees modeled on the successful Google Unbiasing concept. (2) Each college, 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 work and on University of Michigan and University of Wisconsin's handbooks, and it is maintained on a University web site.

Goals/Objectives of the Change Project:
The principle objective is to improve the faculty hiring process overall to enhance faculty diversity. We aim to improve the diversity of the applicant pool, the short list and ultimately the interview list. To achieve this goal we aim to improve the culture at CMU by implicit bias training and by following best practices in faculty hiring.

Activities Undertaken:
Each college attempted to follow the faculty search checklist. Some college had implicit bias training as designed by the CIT team, but others chose other methods of training their committee members. Some departments postponed training until 2016/17.

Resources/Alliances Harnessed Across Campus:
All of the deans are on board and many colleges have made progress in implementing the "Diversity Liaison" concept for disseminating information to search committees.

Project Accomplishments/Findings:
At least two models for faculty search training have been developed. In the past year out of 44 tenure track hires, 13 were women. Progress was much better in STEM fields than in past years.

Recommendations:
Better methods to communicate best practices and energize faculty are needed. We will work harder to train Diversity Liaisons so that they can influence searches within their colleges. We will better advertise training sessions offered by our team of experts.

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
Colleges are expected to follow the improved faculty search plan in the future. Progress will be evaluated by the Provost. We are starting to use a new faculty search software, ByCommittee by Interfolio, which makes it easier to follow the checklist.

Challenges Encountered or Likely:
Some faculty find it hard to make time for implicit bias training. Training itself is time intensive and not enough faculty are trained to provide the sessions.

Dissemination Activities and Plans:
We have posted our faculty search process on the Vice Provost for Faculty web site. The developers of the Implicit Bias training program share the approach at conferences

i) Duquesne University

Institutional Contexts for Transformation

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

Table 1. Duquesne University: Faculty Composition for AY 2015-2016 in IDEAL-N Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	16	27.1	8	42.1	24	27.3	11	50	35	31.8
Male	43	72.9	11	57.9	64	72.7	11	50	75	68.2
Total	59	100.0	19	100.0	88	100.0	22	100.0	110	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 2. Duquesne University: Leadership Positions in IDEAL Departments and the University during AY 2015-16

IDEAL S&E*	All	F	URM
Full Professors	19	1	2
Endowed Chairs	4	0	1
Dept. Chairs	7	1	1
Deans and Assoc. Deans	4	1	0
Univ. President and Provost	2	0	0
Univ. Vice, Associate, Deputy Provosts	4	1	0

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

IDEAL-N Partner Institution:
Duquesne University

Change Project Team Member Names:
Co-Director: Dr. Alan Seadler
Change Leader: Dr. Jana Patton-Vogt
Social Scientist: Dr. Lori Koelsch
Others:

Institutional Transformation Theme:
Equity in the Hiring Process and Compensation

Institutional Transformation Vision:
Increase the numbers of female and minority faculty in the sciences to reflect the percentages of the population in general and increase salary compensation to match that of white male colleagues of similar rank.

Change Project Description:
Encourage the University to adopt a more progressive policy for searching, hiring, and promoting new faculty which allows for a more equitable number of female and minority faculty and associate and full professors. We will also advocate for equal pay.

Goals/Objectives of the Change Project:
The overall goal is to increase gender and minority diversity at the faculty and administrative levels.

The second goal is to advocate for salary equity at the university with regard to gender and URM.

Activities Undertaken:
1. Obtained a model for increasing diversity from one of the Pittsburgh Cohort Institutions; Carnegie Mellon University with the intention of modifying it to meet Duquesne's environment and introduce this plan to the Provost, President, and Cabinet.

2. Obtained data about the number of faculty in each STEM department and organized it in accordance to gender and minority status.

3. We have identified an issue with how we represent the University in job advertisements particularly with institutional/EOE template and have collected information from peer institutions and are working with our administration on changes to insure that the University is presented in a way that is welcoming to diverse applicants.

4. We have investigated current search committee practices at Duquesne. We will use our findings to propose a university wide model based upon best practices within the institution and from our peers.

Resources/Alliances Harnessed Across Campus:
Provost's Office

Project Accomplishments/Findings:
The model from our Pittsburgh Cohort will be presented to the administration and Human Resources. The issues with the template have already been presented to the Provost.

We have obtained data on job postings from peer institutions and are developing a proposal to be presented to the administration.

Recommendations:
Forward plan to HR and the Academic Administration

Sustainability Plans for Institutionalizing the Activities/Recommendations of the Change Project
Have the policy formalized in the Administrative Policies.

Challenges Encountered or Likely:
Incorporation into the Faculty Handbook which is a complicated process.

Dissemination Activities and Plans:
Administrative Policies are automatically disseminated to the campus.

j)   University of Pittsburgh

Institutional Contexts for Transformation

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 2015-2016 in IDEAL_N Departments

IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	59	19	28	29	87	21	75	45	162	28
Male	251	81	69	71	320	79	91	55	411	72
Total	310	100	97	100	407	100	166	100	573	100

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 2. University of Pittsburgh: Leadership Positions in IDEAL-N Departments and the University during AY2015-16

IDEAL S&E* (21 Depts.)	All	F	URM
Full Professors	187	33	6
Endowed Chairs	20	1	2
Dept. Chairs	18	4	0
Deans and Assoc. Deans	12	2	1
Univ. President and Provost	1	1	0
Univ. Vice, Associate, Deputy Provosts	12	4	1

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

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:
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 1: May 2016 – April 2017

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, in the STEM disciplines. During Year 1, the Pitt team will study and interpret 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 Pitt team will also use this and other data to identify potential professional development programs and

activities for the future. During Years 2 and 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").

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 is to deepen our understanding of how mid-career women faculty in STEM fields perceive the University of Pittsburgh as a workplace. In addition, we will develop an overview of current professional development programs offered to mid-career faculty at Pitt.

From this analysis we will be able to ascertain potential areas of concerns, issues or barriers that mid-career women face at Pitt, as well as gaps in current programs and services for mid-career women. This analysis can help identify potential opportunities for intervention.

Activities Undertaken:
We have reviewed internal data related to the progression of women faculty at Pitt. This "Gender & Promotion" study tracked the progress of faculty in the tenure-stream between 1991 and 2012 noting when/if they were promoted to Associate Professor and/or full Professor.

We are in the process of reviewing, analyzing, and disseminating the results of the COACHE survey that were recently received. Once this is completed, we will have a better understanding of how to use the data to provide support for the project.

We are also in the process of contacting deans to identify women faculty to interview and invite to focus groups. Our team has identified questions for the interviews and focus groups, and will determine additional questions based on the data that the COACHE survey has yielded.

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. We are exploring whether these new centers might help address some of the barriers we discover, and can include explicit support for mid-career women as part of their missions.

Resources/Alliances Harnessed Across Campus:
Resources harnessed:

Data from COACHE survey, interviews, focus groups
Office of the Provost support for data analysis and interpretation

Alliances harnessed (or to be harnessed):

COACHE (to receive survey results)
Office of the Provost (to access and analyze data, to provide support for the project)
Deans (to identify women faculty to interview and to invite to focus groups)
Faculty (to participate in data gathering)

Project Accomplishments/Findings:
We reviewed patterns in promotion at the University of Pittsburgh from the Gender & Promotion study. Key findings include that during the 1991 – 2012 time period, men were significantly more likely to be promoted to Associate professor than women. In addition, it took men significantly less time to be promoted than women. Also, the results suggest that men are significantly more likely to be promoted from Associate Professor to Full Professor than women. But, among those promoted to Full Professor, women took somewhat less time to be promoted from Assistant to Associate Professor than men who were eventually promoted to Full Professor.

Once other data are analyzed and interpreted, including the COACHE data and the focus group results, we will be able to identify specific targets and initiatives in order to build a culture that encourages and supports the professional development and career progression of mid-career women faculty. Some of these initiatives will be identified by examining faculty perceptions of work environment, as well as identifying gaps that may exist in current professional development programs. By examining these perceptions and potential gaps, we can identify possible new professional development programs and determine the initial design of such new programs.

Recommendations:
We have not yet developed specific recommendations for action.

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

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Challenges Encountered or Likely:

The availability of the data needed to understand the potential barriers that mid-career women face might be a challenge. However, we have access to institutional data, and we are optimistic that the deans and faculty will be motivated to cooperate in our study.

Another challenge that our team may face includes obtaining honest responses and helpful feedback from the upcoming interviews and focus groups with faculty.

Other potential 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 be able to better address these challenges as we proceed with our data gathering and analyses.

Dissemination Activities and Plans:
We plan to disseminate information about our project and results through several mechanisms. These include reports to the Provost and to the Council of Deans. We also hope to share the results of the study with the University Senate.

Besides reporting on results to various groups across the University, we are also in the process of designing and implementing a website for the project. Finally, we hope to receive some coverage of the project in University publications.

5) Project Evaluation – Summary of External Evaluation Report, Year One

The external evaluation report for IDEAL-N was prepared by Russell Olwell, Interim Director, Government and Community Relations and Director, Institute for the Study of Children, Families and Communities at Eastern Michigan University. The full report, which includes individual partner school reports and evaluation memoranda of understanding, is found in Appendix B of this report.

This report documents the external evaluation processes in Year One for the NSF Institutions Developing Excellence in Academic Leadership-National (IDEAL-N) program. This three-year grant involves a collaboration between six northern Ohio universities and six western Pennsylvania universities, with the goal of seeding institutional transformation. The universities engaged in this grant are the University of Akron, Bowling Green State University, Case Western Reserve University (the lead site), Cleveland State University, Kent State University, and the University of Toledo (Ohio Cluster) and Duquesne University, Carnegie Mellon, University of Indiana Pennsylvania and University of Pittsburgh. Each university's efforts are led by a co-director, who selected an institutional transformation theme that would respond to local campus needs for improving equity in Science and Engineering (S&E) fields for women and underrepresented minorities. The co-director facilitates a "change leader team," a change leader and a social scientist. Each year the team is charged with developing an annual change project, which should align with the campus's institutional transformation theme. To support these efforts, Case Western Reserve University organizes four cross-institutional leadership development sessions. Additionally, Case will hold an annual Plenary Conferences in Spring 2017, Spring 2018, and Spring 20109, which will bring together campus administrative leaders, co-directors, and change leader cohorts.

To evaluate this grant, I spoke with Dr. Diana Bilimoria (Co-PI, CWRU), in January 2016, to develop an evaluation plan. For the full plan, please see Appendix B of this report, but key evaluation questions are listed below.

For the grant as a whole, the evaluation will focus on determining how well IDEAL-N has achieved its initial objectives.
1)   To what extent has IDEAL-N created a regional learning community of academic leaders in northern Ohio that is informed about the factors responsible for the underrepresentation of women and minority groups in academic S&E and committed to transforming institutional cultures in S&E disciplines?
2)   Was IDEAL-N able to develop a cohort of formal and informal S&E leaders at each partner institution to implement, adapt and sustain customized change initiatives on individual campuses?
3)   How well was the grant able assemble the senior academic leadership of partner universities to disseminate best practices from ADVANCE institutions, exchange regional institutional research, policies and practices, and evaluate change initiatives?

For each of the ten campuses, the evaluation will focus on the following questions:

1)   Have the projects achieved the goal that the campus team originally envisioned (e.g., "Enhancing Collegiality and Inclusion in S&E")?
2)   Have any of the projects been institutionalized? What plans are there for sustainability?
3)   Has work on IDEAL-N created an intra-institutional community of change agents at the campus?
4)   During the duration of the IDEAL-N grant, have there been changes to the representations of women and URM faculty and administrators at the six participating campuses?

In the first year of the grant, key evaluation activities included initial one-on-phone conferences with all ten campus partners in April and May 2016, to speak with the change leadership team. Heather Burton, IDEAL-N Project Director, organized each meeting.

Topics of these meetings included:
•   Year One activities for the grant and plans for Year Two
•   Metrics that co-directors, change team leaders and key administrators would like to see in 2017, as indicators that the campus's engagement with the institutional transformation theme has been a success
•   Key process indicators that co-directors, change team leaders and key administrators would like to see in 2017, as indicators that grant elements have been institutionalized
•   For Year One change team leaders, descriptions of their process (e.g., frequency of meeting) and how they report that the grant has impacted their practice

At the close of each conference, 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 baseline (AY2015-16) data, on faculty composition of IDEAL-N departments (by gender, rank and URM status) and leadership composition (by gender and URM status for the university and IDEAL departments).

One on one conferences with each of the ten campuses, as well as follow-up correspondence with co-directors, along with the evaluation MOUs and individual campus reports, are found in Appendix B.

Baseline data, on faculty and leadership composition are included in the earlier section of this report titled Change Project Activities and Findings by Partner Institution

The primary purpose of the initial conversation was not to evaluate campus engagement with IDEAL-N, but rather to develop an evaluation MOU that would be applied. However, it should be noted that all co-directors had plans in place for sustaining IDEAL-N activities over Year 2 of the grant (2016-17). During the site visits, all co-directors were thoughtful about the evaluation metrics that would constitute "success" and that would signal sustainability. All change team members reported that they not only hoped to impact their campuses through IDEAL-N, but that the grant had impacted their practice and ideas about diversity at their institutions.

6. Publications and Products

  a.   *Dissemination activities – IDEAL-N Web Presence*
       The website for the IDEAL-N project (www.case.edu/ideal-n), fully operational by January, 2016, provides information about the major components and objectives of the grant, as well as information about the six partner institutions, faculty change leaders and leadership development activities. The site serves an important function for change leaders with a private page where participants can login to retrieve agendas, pre-readings, shared documents and requested resources.

       The website also provides a link to the NSF-ADVANCE Institutional Transformation grant ACES (www.cwru.edu/admin/aces/) which continues as CWRU as ACES+. The ACES+ website contains current information and archived materials from the five year grant which the IDEAL-N project is based upon. The IDEAL-N website is hosted by the Office of the Provost.

  b.   *Dissemination activities – News Stories*
       News stories regarding IDEAL-N appeared in partner universities' internal campus news vehicles as follows.

       (1) The Daily: The Digital New of Case Western Reserve University. November 23, 2015. *"NSF Grant Expands CWRU-directed Program to Promote Gender Equity in STEM Faculty Positions".* http://thedaily.case.edu/news/nsf-grant-expands-cwru-directed-program-to-promote-gender-equity-in-stem-faculty-positions/

  c.   *ADVANCE-related presentations*

       (1) Singer, Lynn, Bilimoria, Diana, Snavely, Deanne & Burton, Heather. (May 2016). Institutions Developing Excellence in Academic Leadership-National (IDEAL-N). Presentation at NSF ADVANCE PI Meeting, Baltimore, MD.

  d.   *Planned Dissemination at April 2017 Plenary Conference.*

       The Plenary Conference will bring together Provosts, Academic Deans, and Chief Diversity Officers together with IDEAL-N Co-Directors, Change Implementation Teams, and other key personnel from the ten partner institutions. The external evaluator Russell Olwell and the Advisory Board members are also invited to attend. The plenary will feature a keynote speech by

Dr. Jessie Dearo, NSF Program Officer for ADVANCE. Overall attendance is anticipated to be approximately 60-75 people.

APPENDIX A:
LEADERSHIP DEVELOPMENT PROGRAM AGENDAS AND
SAMPLE EVALUATION FORM

Institutions Developing Excellence in Academic Leadership–National (IDEAL-N)
Co-Director Meeting AGENDA – February 1, 2016, 2:00-4:00pm

Pre-Reading:
- IDEAL-N Proposal (Project Summary and Description)
- IDEAL (2009-12) Brochure – Summary of Activities and Outcomes

➢ Introductions
- PI (Lynn Singer), CO-PIs (Diana Bilimoria and Deanne Snavely), Program Director (Heather Burton) and External Evaluator (Mary Wright)
- Ohio Cluster Sites (BGSU, CWRU, CSU, KSU, U Akron, U Toledo)
- Pennsylvania Cluster Sites (CMU, Duquesne U, Indiana U of PA, U Pittsburgh)

➢ IDEAL-N Grant Overview
- History, summary of IDEAL during 2009-12
- Purpose and goals
- Activities

➢ Co-Director Responsibilities
- Identify the Change Team for your Institution
    - Appoint Change Leader and Social Scientist
    - Update Context & Data
- Expectations & Logistics of Grant Operation(s)
    - Leadership Enhancement Program: Four half-day sessions over each year
    - Annual Change Projects
    - Plenary Conference
    - Development of a Gender Equity Index
- External evaluation

➢ Technology and Logistics of Meetings

➢ Upcoming Dates:
- Evaluation MOUs – Each Site Team has an online meeting with IDEAL-N's External Evaluator during March-June 2016
- Online Leadership Enhancement Program Dates
    - Session 1: March 18, 2016, 1:00-5:00pm
    - Session 2: May 20th, 2016, 1:00-5:00 pm
    - Session 3: September 23, 2016, 1:00-5:00pm
    - Session 4: December 2, 2016, 9:00am-12:00pm
    - Annual Plenary Conference Date: Please hold April 14, 2017, 9:00am-2:00pm

➢ Discussion and Next Steps

Institutions Developing Excellence in Academic Leadership–National (IDEAL-N)
Leadership Enhancement Program – Year 1 Session 1 Agenda
Friday, March 18, 2016 - WebEx

Pre-readings
(1) IDEAL-N Project Summary and Description
(2) Singer, L., Bilimoria, D. & Qammar, H. (2013). Gender Equity. *International Innovation*. December, 29-31
(3) Bilimoria, D., Joy, S. & Liang, X. (2008). Breaking Barriers and Creating Inclusiveness: Lessons of Organizational Transformation to Advance Women Faculty in Academic Science and Engineering, *Human Resources Management*, 47, 3: 423-441.

Agenda

1:00–1:30	**Welcome** Introduction of each University's change team Overview of IDEAL-N's objectives and components
1:30–2:15	**NSF ADVANCE Program** National picture of S&E, factors contributing to underrepresentation of women and minority faculty, evolution of NSF ADVANCE awards, institutional transformation model **CWRU's Previous NSF ADVANCE Awards: Initiatives, outcomes and lessons learned** IT Award (2003-2008) – Academic Careers in Engineering and Science (ACES): www.cwru.edu/admin/aces/ PAID Award (2009-2012) – IDEAL: http://www.case.edu/provost/ideal/
2:15–2:30	**Q & A**
2:30–2:45	**BREAK**
2:45–3:15	**External Evaluation MOUs & Indicator Data**
3:15–3:45	**Site Group Discussion: Defining Academic Leadership in the Context of IDEAL-N Change Teams** What does it mean to be an IDEAL-N leader?
3:45–4:15	**Site Group Action Learning: Identifying Your Institutional Change Project** Determining each university's institutional transformation theme Campus needs and initial project ideas
4:15–4:45	**Large Group Report Out and Discussion**
4:45–5:00	**Administration and Scheduling** Project template Stipend paperwork Upcoming dates Evaluations

Institutions Developing Excellence in Academic Leadership–National (IDEAL-N)
Leadership Enhancement Program-Year 1 Session 2 Agenda
Friday, May 20th, 2016
Location: Case Western Reserve University, Bowling Green State University,
Duquesne University, Pennsylvania

Pre-readings:
"Why So Slow" Chapter 1 (Valian)
"A Good Place to Do Science" (Jordan & Bilimoria)
"The Search is On: Engendering Faculty Diversity through More Effective Search and Recruitment"
(Bilimoria & Buch)

Agenda

1:00-1:30	Welcome and Check-In
	3 Minute Check-in per Change Team

- Overview of your institutional change theme and project
- Brief overview of meetings conducted since last session
- Any publicity generated about IDEAL-N on your campus

1:30-2:15	Barriers facing Women and Minority Faculty in STEM
2:15-2:30	University Change Team Discussion of Implications for Your Campus
2:30-2:45	BREAK
2:45-3:15	Cross-University Discussion: Building Alliances across Campus

- Who are the key people who can help implement your project?
- What kinds of resources and supports would help you?
- Who else should be involved?
- How can you publicize your project?
- What preparation needs to be done? Benchmarking?

3:15-4:00	Action Learning (each University Change Team)

- Progress on Change Project Template

4:00-4:45	Reports-Out and Discussion
4:45-5:00	Logistics, Scheduling, Stipends

Institutions Developing Excellence in Academic Leadership–National (IDEAL-N)
Leadership Enhancement Program-Year 1 Session 3 Agenda
Friday, September 23rd, 2016
Locations: Case Western Reserve University, BGSU Levis 122, and
Pennsylvania (IUP-Monroeville Campus)

Pre-readings:
"Diversity in Academic Medicine: The Stages of Change Model", Carnes, Handelsman and
Sheridan, *Journal of Women's Health*, 2005, 4 (6).
"Framing: Position Your Messages for Maximum Impact", Melissa Ruffoni, *Harvard Management Update*, 2005

Agenda

1:00-1:45	Welcome and Check-In
	3 Minute Check-in per Change Team

- Brief overview of activities and meetings conducted since last session
- Social science projects/presentations/publications planned
- IDEAL-N publicity on your campus—press releases, websites

1:45-2:15	Gender Equity Index Discussion and Next Steps
2:15-2:30	Increasing the Impact of Your Institutional Transformation

- Stages of Change
- Institutional Cultures
- Framing the Message

2:30-2:45	BREAK
2:45-3:30	Cross-University Discussion: Increasing the Impact of Your Institutional Transformation
3:30-3:45	Embedding Your Vision into the Fabric of the University
3:45-4:15	Action Learning (each University Change Team): Embedding Your Vision into the Fabric of the University
4:15-4:45	Large Group Discussion
4:45-5:00	Logistics and Scheduling

Institutions Developing Excellence in Academic Leadership (IDEAL-N)
Leadership Enhancement Program Session 1
March 18th, 2016

Evaluation Form

Please evaluate today's event on the following items.

	Excellent	Good	Fair	Poor
Provided helpful insights				
Provided useful strategies				
Provided useful opportunities to meet others				
Speakers were effective				
Overall conference effectiveness				

What are your key learnings from this event?

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Suggestions for future collaborations:

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For tracking purposes, please circle your institutional role as it applies to your participation in this session
(optional): **Co-Director, Change Leader, Social Scientist** Other _____

YEAR ONE EXTERNAL EVALUATION REPORT FOR
Institutions Developing Excellence in Academic Leadership (IDEAL)
September 4, 2016

Dr. Russ Olwell
Director, Institute for the Study of Children, Families and Communities
Eastern Michigan University

Summary
This report documents the external evaluation processes in Year One 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) and 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 Attachment 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 1, each participating university formed a team that included a senior academic decision maker on campus, a change team leader, and a social scientist. Two telepresence leadership

sessions have been held to date – one purely telepresence, with each team on its own campus, the other a hybrid of telepresence and in-person, with several teams clustered in the same meeting space. Content for both sessions focused on key issues in recruitment, retention and advancement of women and underrepresented groups in STEM and SBE fields. The hybrid sessions received higher participant evaluations for its combination of in-person network building and digital presentation methods. See Attachment 5 for more detail on leadership session evaluation data.

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, etc.).

Progress to date: Each participating university has assembled a multi-level Change Implementation Team and developed a change plan for year one 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. All change plans have been approved by the PIs and are in the process of being implemented on partner campuses. In addition, baseline gender equity indicator data were collected by each university and provided to the external evaluator and PIs.

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: An in-person plenary conference will be held April 2017, to which Provosts and Deans from each institution will be invited by their Co-Directors. A representative of senior academic leadership is already involved in each Change team, and represent a wide variety of key positions in academic decision-making for their campuses. Most senior academic leadership involved in the program are housed in their respective Provosts' offices, well-positioned to bring about policy change on their campuses. Dr. Jessie Dearo, NSF ADVANCE program officer has confirmed her participation as the keynote speaker at the upcoming plenary conference.

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

- Year One evaluation activities for the grant and 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. 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 Dr. Bilimoria, the project director and I collaboratively constructed an evaluation memorandum of understanding (MOU), and a written copy of this document was emailed to each site Co-Director for confirmation. Additionally, each site Co-Director was requested to submit baseline (AY2015-16) 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). All universities have submitted these data to date.

Evaluation Memoranda of Understanding for each university team follow in Attachment 2. A report on each leadership workshop follows in Attachment 3, and a complete summary of the evaluation of these workshops follows in Attachment 4.

Attachment 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 Change Implementation Team ahead of time. Data on these indicators will be collected by the Change Implementation 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.

Attachment 2: Institutional Change Team MOUs

University of Akron

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.

Kent State University MOU

Institutional Change Theme:
KSU has already made great strides towards ADVANCE goals in previous projects and is building on these successes. The team is currently using data from the COACHE climate survey to design new programming to address issues of faculty isolation, lack of mentoring, and poor departmental culture, particularly focused on Associate Professors. Both female faculty and faculty of color report isolation in their departments, as well as lack of support from both colleagues and departmental/college leadership. To address these issues, the Change Team plans to implement a Department Chair Leadership Institute with professional development provided around best practices in faculty support and mentoring, helping connect faculty and build departmental/college community, and implementing and formalizing departmental mentoring programs.

1. A Department Chair Leadership Institute will be implemented in the 2016-17 academic year. The impact of this will be measured by:
   (a). Participation data (attendance)
   (b). Satisfaction data from each workshop
   (c). An overall evaluation completed at the end of the institute.

KSU **will track attendance and submit summarized program evaluation information for each event.** Please provide numbers of attendees, overall and broken down by primary department, rank at the time of the event(s), gender and URM status. Please also summarize (anonymously and in the aggregate) evaluation data from events, based on feedback about participants' satisfaction, sense of value for their work at KSU, and prospective changes in behavior (e.g., What might you do differently as a result of attending this event?).

2. In order to build community and reduce isolation (particularly for female and URM faculty), departments will be encouraged to develop and formally approve mentoring policies. This indicator will be measured by the number of departments that implement new mentoring policies/programs, which have been approved by Faculty Advisory Committees. This will be tracked annually by KSU and reported electronically to the external evaluator.

3. Based on the COACHE data, KSU will implement faculty reading/writing groups. These will be tracked by attendance and at the close of the year, participants will be surveyed about the impact that these activities had on their sense of community and collegial support at KSU.

4. **For each of the three years of the IDEAL-N grant, please track what milestones set by the team have been met during each project year, as well as other key accomplishments.** For example, important process measures for 2016-17 would be Dr. Munro-Stasiuk's indication that each the steps outlined in the Institutional Change Project Template, section 7 (Implementation Plan for Change Template), had been accomplished by Summer 2017, such as development of a departmental mentoring

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.

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.

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.

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.

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.

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Attachment 3: Summaries of Leadership Sessions

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Notes from IDEAL Leadership Enhancement Session 1
March 18, 2016

1. The problem of women's lack of progress in STEM fields is not due to a lack of women entering STEM majors. Many women are completing undergraduate and graduate programs but choosing not to persist in STEM fields, or not being hired/promoted to reach tenure track positions.
2. Women in STEM can experience isolation and marginalization; have few role models and mentors; have lower access to academic and resource networks than male colleagues; have to work harder than their male colleagues to gain credibility and respect; report lower satisfaction than do male faculty with their academic jobs and their department's leadership.
3. To address these issues, NSF created the ADVANCE program. The goal of the program has been to improve the situation for women and under-represented groups in STEM fields. Work has been funded to create pilot programs, full institutional transformation programs, and to disseminate best practices.

4. Case Western University has built on the ADVANCE program to engender major structural and policy changes. These changes include the creation and institutionalization of new positions charged with gender equity, as well as major changes in policy.
5. The lessons learned by CWRU have been applied to other campuses through the ADVANCE-PAID grant that funded work at 6 Ohio Universities, and is being further extended in IDEAL-N.
6. The overall lesson of the session was that there was no magic bullet intervention for gender equity in higher education. Systematic, multiple and concurrent interventions that target different institutional groups (administrators, faculty, staff) have the best chance to bring about long term, institutional change.

Notes from IDEAL-N Leadership Enhancement Session 2
May 20, 2016

Russell Olwell
1. Barriers for women persist in STEM fields at a much higher and deeper rate than one might initially think. Visuals such as the Solvay Physics conference bring home the lack of progress in some arenas.
2. Gender bias has shifted from open discrimination and bias to more subtle forms, such as implicit bias and cultural schemas.
3. Experimental evidence indicates that gender schemas- conscious and unconscious both impact hiring and promotion decisions. This ranges across levels and disciplines – it would be difficult for faculty to argue with this range of evidence.
4. Breaking the cycle of disadvantage can pay off for institutions, such as greater gains for female students in class, as well as an easier situation for all women once the 30% barrier is breached.
5. Parenthood and family circumstance has a powerful influence on women in STEM. Women face disadvantage based on their family situation, and others reshape their family in attempts to counteract bias.
6. Women, as a result of disadvantage, can avoid using policies designed to help (e.g., stopping tenure clock).
7. Departmental and institutional climate can have a positive impact for both men and women, Characteristics of supportive environments include a critical mass of women at all levels and in leadership; freedom from stereotyping about women's and men's roles and occupations; work conditions (e.g., job titles, work schedules, policies, physical environment) that include and value both men and women; opportunities for reward and advancement based on qualifications, performance and talent, not gender; work structures and cultural norms that support positive relations between men and women; work policies and structures that support work-life integration.
8. Women and men both benefit from collegial environments, open communications, transparent decision-making, academic and personal support. Institutional mentoring had a more powerful impact on women than on men.
9. Summary quote for the session: "Institutions that implement simultaneous, multi-level, and multi-faceted change initiatives, systematically transforming their structures, cultures and work practices, can engender improved diversity, equity and inclusion."
10. This session presented a multi-layered approach to gender, accurately summing up the barriers that they faced. The change teams have been well configured to address these challenges – mix of administrative, faculty and research perspectives for each campus.

Attachment 4: Evaluation of Leadership Workshop Sessions One and Two

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

Evaluation Question	Score Average Session 1 (N=7) (out of 4)	Score Average Session 2 (N=3) (out of 4)	Improvement Session 1 to Session 2
Provided helpful insights	3.57	3.67	0.10
Provided Useful Strategies	3.57	3.67	0.10
Opportunities to Meet Others	2.86	4.00	1.14
Speakers were effective	3.57	4.00	0.43
Overall conference effectiveness	3.43	3.67	0.24

Key Qualitative Themes from Session One Evaluation
1. 7 participants answered the survey, out of a possible 30.
2. Overall, respondents were satisfied with the content of the sessions. All of the questions on content, strategies, speakers and overall effectiveness scored between 3.43 and 3.57 out of a possible 4 (1= Low, 4 = High).
3. The distance technology, while it helped bring participants together for the sessions in a cost efficient manner, was unfamiliar to many participants in the first session and made participation more difficult for some. Some participants indicated that they would have preferred a face-to-face workshop and more opportunities to meet peers from other campuses. The question on opportunities to interact with others scored 2.86 out of 4, much lower than any other question.

Key Qualitative Themes from Session Two Evaluation
1. Three participants answered the survey, out of a possible 30.
2. All scores were between 3.67 and 4.00. The score for opportunities to interact rose by 1.14 between sessions one and two.
3. Distance technology issues continued to distract some participants. Failure of other teams to properly use or mute microphones were among the comments made.
4. Overall, participants preferred combining the regional in-person meeting with the electronic connection to other sites. This hybrid approach seemed to balance the desire to meet and interact with peers with cost effectiveness for participants and institutions.