

What are the major goals of the project?

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. IDEALN 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 multilevel 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 \$3000.00. The change leader is a department chair or senior faculty leader in an S&E department. A social scientist is included 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 \$3000.00. 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 leadership enhancement trainings (March 18, 2016, May 20, 2016 and September 23, 2016, December 2, 2016, March 3, 2017, September 8, 2017, November 3, 2017, February 9, 2018, September 21, 2018, November 16, 2018) and has facilitated annual change projects for each institution. The final leadership session is planned for November 16, 2018. Senior administrative leaders – presidents, provosts, deans and diversity officers – from each institution, along with Co-Directors, Change Leader teams and national speakers, gathered at 2 Plenary Conference on April 14, 2017, April 6, 2018 and will gather March 8, 2019. Updates

of annual change projects, research, data collection, application, and website development are presented at all Leadership Sessions.

The goal of IDEAL-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 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.

What was accomplished under these goals?

Major Activities: (Change Project Description)

Akron

- Assessment of departmental diversity climate across the University.

BGSU

- Focus is on starting the conversation. Engage faculty and administrators in discussions of faculty professional development (PD) of all sorts (mentoring, pre-tenure, etc.), conduct an environmental scan (the "foundation") of what faculty PD we already do, and collect information on personal theories of leadership and faculty perceptions of leadership and mentoring.
- Focus is on building the bridge between faculty and university administration. Offer leadership training for mid-career faculty in order to support women STEM faculty's career advancement.
- Focus is on opening the bridge for faculty to take on leadership roles. Train mid-career faculty to be institutional change agents and effective advocates for gender equity at BGSU and create a sustainable model for future leadership development opportunities.

CWRU

- 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.
- 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.
- 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.

CSU

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

Kent

- The team has used data from the COACHE climate survey and our campus climate survey (conducted by Rankin and Associates) to design new programming to address issues of faculty isolation, lack of mentoring, and poor departmental culture, particularly focused on Associate Professors. These reports confirm that female faculty and faculty of color report lack of mentorship, isolation in their departments, as well as lack of support from both colleagues and departmental/college leadership. To address these issues, the Change Team identified as its priorities: 1) the development of a Department Chair Leadership Institute with professional development centering on best practices in faculty support and mentoring, 2) helping connect faculty and build departmental/college community, and 3) implementing and formalizing departmental mentoring programs.

Toledo

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

CMU

- In fall of 2016 we administered a faculty experience survey to study satisfaction, atmosphere, mentoring, climate for diversity, and work/life balance. During academic year 2017-2018, our third year project revolved around (1) rolling out the results of the survey to campus leadership for action; (2) collecting more in depth information about the climate for women; and (3) moving forward with directly actionable findings about leadership opportunities, mentoring, work/life balance and diversity.

Duquesne

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

IUP

- The third year project included creating and administering a survey to all faculty in the STEM departments. The purpose of the survey was to obtain data on faculty's perception of their environment with respect to service expectations, promotion readiness, and leadership opportunities.

Pitt

- The Pitt team designed and implemented **themed professional development programs and activities to support mid-career women faculty**. These efforts support the IDEAL-N grant, and align with strategic goals articulated in Pitt's university-wide strategic plan. The professional development program series, titled "*Academics as Leaders: Mentoring Your Faculty to Success*," was jointly sponsored by IDEAL-N, the Office of the Provost, and the University Center for Teaching and Learning. Planning efforts are well underway to offer a monthly faculty development workshop on a variety of topics.
- The Pitt team began a **pilot program for writing groups for faculty** to help faculty find blocs of time for writing. Pilot writing groups were held in Fall 2017 and Spring 2018. In addition, receptions for the writing group participants were held as well as a talk on "writing productivity." Plans are underway to transition the coordination of the faculty writing groups to the newly-formed Center for Communication housed in the Teaching Center. The IDEAL-N team hopes to publish its findings about the impact of faculty writing groups. As part of the IDEAL-N effort, the team is also developing a "how to" manual for writing groups to provide guidance for faculty to create writing groups in their departments or schools.
- The Pitt team also held the second annual "**Celebration of Newly Promoted Women Faculty**" on March 1, 2018. This was an event developed from the IDEAL-N project in 2016-2017 and was designed to recognize and celebrate the accomplishments of women faculty across the University. The celebration featured a presentation by a panel of experienced women faculty who offered their perspectives and advice for successful academic careers.

Specific Objectives: (Goals/Objectives)

Akron

- Survey faculty and department chairs regarding their perceptions of diversity climate and issues
- Create relationships with deans and department chairs to effectively administer surveys and encourage participation
- Create testable hypotheses regarding diversity climate and its effects on workplace outcomes
- Create a mechanism to share results of the survey with the department chairs and provide actionable suggestions for improving their diversity climate

BGSU

- More women STEM faculty being promoted to Full Professor;
- More women STEM faculty in leadership roles (chairs/directors, A-deans, A-provosts, shared governance);
- More leaders on campus advocating for gender equity.
- More sustained, intentional professional development opportunities for BGSU faculty.
- Women STEM faculty linger as Associate Professors instead of advancing to Full Professor.
- Few women STEM faculty fill leadership roles (e.g., chairs/directors/administrators).
- Women STEM faculty experience isolation and have less access to institutional networks.

CWRU

- 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.

CSU

- 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.

Kent

- The first objective of the Change Project is to provide Chairs and Directors with the knowledge of best practices in faculty support, particularly related to faculty that have experienced marginalization, such as women in STEM and faculty of color. Much of departmental culture is influenced by attitudes and actions at “the top”. Most department chairs and directors have good intentions to support their faculty, but without a deep understanding of marginalization and specific tools to support faculty, they may unintentionally contribute to climate issues in their departments.
- The second objective of the Change Project is to connect faculty and build community. Several approaches have been undertaken, including Summer Writing Groups, the KSU Summit on Women Faculty, and a Workshop on Women Faculty at Kent: Tips, Policies and Procedures.
- The third objective of the Change Project is to build mentoring programs for faculty. The most important target for mentoring programs occurs at the departmental level. Chairs and Directors in the College of Arts and Sciences were introduced to the best practices in faculty mentoring and were asked to submit mentoring plans to the Dean. In addition to department-level mentoring, the team continued its mentoring focus on Associate faculty success with the Mid-Career Workshop series and Career Coaching Program for Associate faculty.

Toledo

- Create a Mentoring Collaborative in conjunction with the Provost’s Office and identify a pool of mentors.
- Develop policies to assist spousal hiring and dual position hiring.
- Identify topics for and host workshops on hiring procedures, promotion for women in STEM; other topics identified in survey responses.
- Hold mentoring circle workshops in collaboration with colleges, centers, and AWIS.
- Conduct SWAT analysis
- Partner with the Catharine S. Eberly Center to create a women-in-STEM component for a Women’s Summit
- Implement training workshops about implicit bias for search committees, chairs, deans, and other administrators

- Submit grant proposals
- Complete and submit article(s) based on focus group outcomes
- Write ADVANCE grant based on dataSWAT analysis
 - Partner with the Catharine S. Eberly Center for Women leadership to create a women-in-STEM
- Component for the Women's Summit
 - Implement training workshops about implicit bias for search committees, chairs, deans, and other
- Administrators
 - Submit grant proposals
 - Complete and submit article based on focus group outcomes
 - Write ADVANCE grant based on data

CMU

- With these data, we aimed to identify ways to improve the climate for women, to uncover problems with the work environment, and to reduce sources of stress for women faculty.

Duquesne

- 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.

IUP

- Develop a survey to obtain new STEM departmental data from women and minority faculty to understand current perceptions of barriers to promotion and opportunities for advancement.
- Obtain IRB approval.
- Administer the survey to all faculty in NSF identified departments.
- Disseminate initial findings to IDEAL institutions.

Pitt

- The objective was to design and implement **themed 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"). The professional development program series, titled "*Academics as Leaders: Mentoring Your Faculty to Success*," was jointly sponsored by IDEAL-N, the Office of the Provost, and the University Center for Teaching and Learning. Planning efforts are well underway to offer a monthly faculty development workshop on a variety of topics, which will be held on the first Tuesday of each month throughout the academic year.

- Another objective was to build a **pilot program for writing groups for faculty** to help faculty find blocs of time for writing. Pilot writing groups were held in Fall 2017 and Spring 2018. In addition, receptions for the writing group participants were held as well as a talk on "writing productivity." Plans are underway to transition the coordination of the faculty writing groups to the newly-formed Center for Communication housed in the Teaching Center. In addition, the writing groups initiative is an IRB-approved study of the program itself and its impacts. The IDEAL-N team hopes to publish its findings about the impact of faculty writing groups. As part of the IDEAL-N effort, the team is also developing a "how to" manual for writing groups to provide guidance for faculty to create writing groups in their departments or schools.
- A third objective was to plan and hold the second annual "**Celebration of Newly Promoted Women Faculty**", which was held on March 1, 2018. This was an event developed from the IDEAL-N project in 2016-2017 and was designed to recognize and celebrate the accomplishments of women faculty across the University. The celebration featured a presentation by a panel of experienced women faculty who offered their perspectives and advice for successful academic careers. The panelists for the event were Professors Diane Denis (Business), Shelome Gooden (Arts and Sciences), and Marnie Oakley (Dental Medicine), and the panel was moderated by Pitt's Change Leader and Social Scientist, Professors Anne Robertson and Kristin Kanthak.

Significant Results: (Activities)

AKRON

- A survey was developed to measure departmental leadership, mentoring, academic support/resources, and job satisfaction, work life balance, diversity perception
- Survey was sent to full-time faculty and department chairs

BGSU

- Developed and submitted a proposal for an NSF ADVANCE Adaptation grant
- Julie Matuga (IDEAL-N, Co-Director) coordinated formal academic leadership training for chairs and directors-- topics like inclusive leadership and mentoring
- Conducted a faculty climate survey
- Continued to hold its annual Women's Leadership Breakfast
- Maintained institutional membership to the National Center for Faculty Development and Diversity
- BGSU and the Center for Faculty Excellence sponsored a Faculty Associate and Faculty Learning Community focusing on professional development and diversity
- BGSU and the CFE sponsored 4 tenure-stream faculty to complete the NCFDD's Faculty Success Program, which is designed to boost participants' productivity and strengthen their work-life balance
- Drawing from some of the best practices of the NCFDD, BGSU faculty members organized and piloted a writing accountability program to increase faculty members' research productivity
- Drawing from prior research, Co-Director Julie Matuga adapted and applied the Turnover Quotient to measure faculty retention at BGSU
- Sponsored women faculty to participate in key leadership programs including the HERS Institute and the MAC Academic Leadership Development Program

CWRU

- The Case School of Engineering along with CWRU IDEAL-N team hosted an on-campus of the White Men as Full Diversity Partners program. 17 Engineering faculty and administrators attended the 2 day -8 hr. session. Participants rated it very highly, and found many aspects useful
- Research continues with "Pathways to Leadership" a qualitative social science research study across the entire IDEAL-N consortium of 10 universities, to understand the barriers, biases and opportunities in the pathways to full professorship and leadership positions for women and URM faculty in STEM disciplines
- The Case School of Engineering conducted (4) open forum discussions & trainings for Women Faculty in Engineering--Sexual Harassment & Title 9, Achieving Tenure, Mentoring Teams and recommendations for continued work to improve and advance women faculty in Engineering and to provide electronic resources

- Conducted the Annual Provost Leadership Retreat featuring “Theater Delta”, theater group that addressed diversity and inclusion
- Disseminated the Gender Equity Index survey to ADVANCE institutions and collected data from the 10 IDEAL-N universities

CSU

- Policy proposals of the family-friendly task force were negotiated and approved. The policies are now uniform across the university for all faculty
- In collaboration with the Center for Faculty Excellence there is a mentoring program for new faculty
- A new website provides information to new, prospective, and continuing faculty on the IDEAL-N activities
- A team of STEM faculty meetings bi-weekly develop plans for an NSF ADAPT grant proposal
- Perhaps because of our participation and consequent experience with the IDEAL and IDEAL-N university teams, we were invited by APLU to be part of their public university alliance for an NSF INCLUDES planning grant

Kent

- A 2-day Academic Leadership Group retreat for Deans, Chairs and Directors was sponsored by the Provost and facilitated by IDEAL Co-Director Mandy Munro-Stasiuk and the Associate Vice President of Diversity Equity and Inclusion
- *Women Faculty at Kent: Tips, Policies and Procedures Workshop* focused on rights, policies and procedures, tips for navigating difficult situations with a special emphasis on tenure clock extension, FMLA and grievance processes. The IDEAL team partnered with Academic Affairs, Faculty Affairs, the Women’s Center, the Division of Diversity, Equity & Inclusion, the AAUP and Human Resources to deliver this workshop
- *Summit on Women Faculty at KSU* an all day event was open to all members of the Kent State Community. The IDEAL Change Team provided leadership in organizing the event with the Kent State Women’s Collaborative
- Mid-career faculty programming is designed to help Associate Professors attain promotion to Full
- Faculty Writing groups were established for the first time this summer

Toledo

- Implementation of Research Study funded for May 2017- August 2018 by University Research and Sponsored Programs Interdisciplinary Research Initiative (\$20,000)
- Development and administration of STEM only Faculty Survey, based on Focus Group Data
- Active participation in review and administration of biennial university-wide Climate Survey in collaboration with Office of Diversity and Inclusion

- Active participation in development of university-wide mentoring plan, including Launch committees
- Women in STEM Research Showcase
- Social scientists on U.T. IDEAL-N team, presented research study outcomes and data from focus groups and STEM-only faculty survey at North Central Sociological Association Conference
- Completion and submission of journal articles analyzing data from UT STEM focus groups and faculty survey
- Gender and Race/Ethnicity data for IDEAL-N Gender Equity Index reported to President, senior leadership, and deans

CMU

- The survey revealed that a substantial fraction of the women faculty experienced some form of gender harassment in their years as faculty at CMU, much like the results presented in the NAS sexual harassment study
- To help support work/life balance CMU rolled out a customized web-based-tool, CareLink, to link faculty with students for odd jobs and part time child care
- To help enhance promotion to leadership roles designed a 3-day leadership workshop for emerging leaders around campus
- The engineering college's mentoring program was relatively highly rated in the survey, so it was used as a model for faculty mentoring programs rolled out to all colleges
- Since recruitment efforts have not been very successful in expanding URM faculty, we joined the University of California's Presidential Postdoctoral Fellowship Program, to provide a pipeline to enhance diversity

Duquesne

- Developed new survey to provide a climate baseline for Duquesne University
- The survey was distributed to full-time female tenured, tenure-track, and long-term non-tenure-track faculty
- Preliminary data analysis suggests a mix of opinion. 68% of respondents indicated that they are "moderately satisfied" or "generally satisfied" in response to job satisfaction
- Salary was an area of concerns; approximately 45% of respondents indicated that they are moderately or very dissatisfied with their compensation

IUP

- Presented preliminary work at PASSHE Women's Consortium Conference
- Spoke with senior administration regarding project and survey
- Hosted a campus-wide event to publicize the IDEAL-N project, especially for women and URM students and faculty in STEM departments with Dr. Sue Hinze as keynote speaker
- Finalized survey on Qualtrics
- Obtained IRB approval to administer the survey
- Completed Gender Equity Index

- Continued to update senior administration regarding work on the project
- Administered survey to all faculty in NSF identified STEM departments

Pitt

- PACWC hosted a panel discussion from three women senior leaders at Pitt followed by a leadership workshop
- In 2018, the University of Pittsburgh joined the National Center for Faculty Development and Diversity as an Institutional Member. The Institutional Mentoring Program Across a Community of Color, IMPACT, is a new program for faculty who are underrepresented in academia, in particular, faculty of color, is being launched
- The Office of the Provost, in collaboration with the other offices on campus sponsored a Train-the-Trainer, evidence-based mentoring training program
- As part of the Plan for Pitt--University's strategic plan, several initiatives are underway to support professional development of faculty
- The Office of the Provost is also rolling out a number of other leadership development programs, such as the Executive Leadership Training and the ACC Academic Leaders Network for faculty and working to implement revised faculty recruitment processes
- We have also revised the Family Friendly Programs for Pitt Faculty brochure
- In 2016, we launched the first COACHE survey for full-time faculty and the second will be distributed during 2019

Key Outcomes (Accomplishments & Findings)

Akron

BGSU

- Awarded an NSF ADVANCE Adaptation grant (approximately \$1 million)
- Presented information about the Turnover Quotient at the 2018 IDEAL-N Plenary
- Published a research study about faculty service in the *Journal of Diversity and Higher Education*
- Drawing from survey data gathered during Year 1, we submitted a book chapter on Asian American women and faculty leadership
- We will receive the results/findings from faculty climate survey this semester

CWRU

- Since all the proposed projects are extensive and require further activities, the findings and accomplishments extend past the current year.
- The Gender Equity Index has been developed and disseminated for validation among the 10 IDEAL-N universities and other ADVANCE institutions. A separate report of the Gender Equity Index is attached. Items and implementation are currently being refined.

- Clare Rinnac, CWRU IDEAL-N Change Leader received the award of CWRU Distinguished University Professor in September 2018

CSU

- We have centered our efforts on achieving the project goals set in our MOU and although successful a longer period of time will gauge the efforts
- One report has been produced to date from the only data gathering effort we have undertaken, a faculty survey assessing familiarity and attitudes toward the university's current FMLA policy

Kent

- Conference attendance total was 136, with 33 of those women in STEM. 100% of respondents rated the summit as Excellent or Good and 98% responded that they had gained valuable resources
- Attendees were highly satisfied with the workshops, with 100% of the 37 attendees rating the sessions as excellent or good
- There were 41 total participants in the 4 faculty writing groups. Of these 88% were women, and 34% were STEM women. There was overwhelming demand to continue the writing groups
- Mentoring Guide for Department Chairs
- Family-friendly policies brochure

Toledo

- Internally funded research study: "Mentoring and Advancement of Women in STEM Disciplines":
- This study, part of a larger project examines perceived impediments to professional advancement for women and under-represented minorities who are faculty in STEM disciplines
- STEM-Only Climate Survey-Qualitative study of STEM faculty at the University of Toledo-Designed to increase STEM participation, provide additional and specific data on gender differences for STEM faculty, and examine issues such as mentoring needs and work-lifebalance
- Questions, developed by IDEAL-N team, focused on Social Perceptions, Work-Life Balance,
 - Family vs. Career
 - 101 respondents revealed statistically significant gender-differences for a number of questions, for example:
 - I struggle to find a work-life balance.
 - I have no time to socialize.
 - I have been told that children interfere with career
- University-wide Climate Survey for Faculty and Staff
- Spring 2018 Climate Survey – 834 respondents

- Comparative analysis with earlier surveys completed
- University-wide formal Mentoring Program developed 2017-2018

CMU

- Discovered gender harassment experienced by women was generally not of the nature that would require intervention by Title IX officers
- CareLink reports steady use and oral reports are encouraging
- A substantial fraction of the 27 faculty participants at the 3-day leadership workshop were women, comprising 40% of the attendees (8/20)
- Several departments adopted the mentoring program mid-year
- We recruited 6 fellows as part of the Presidential Postdoctoral Fellowship Program
- Recruitment of women faculty in tenure track continues to be strong relative to rates achieved prior to the IDEAL-N project. This year we have hired at least 19 female faculty on the tenure track, a 90% increase over the previous year

Duquesne

- Completed the climate survey and working on data analysis
- Preliminary data analysis of the quantitative portion of the survey suggests a mix of opinion.
- Finalizing policies for search committee training and implementation. Getting approval from the new Provost is our primary goal for the fall meeting.

IUP

- Initial Survey findings include:
- Issues about confidentiality with regards completing the survey
- Senior male colleagues questioned the structure of the survey
- Sensitivity to the definition of the various gender categories
- Presented preliminary work at the PASSHE Women's Consortium Conference.

Pitt

- During Year 3, the Pitt team also held the second annual “**Celebration of Newly Promoted Women Faculty**”
- The Pitt team began a **pilot program for writing groups for faculty** to help faculty find blocs of time for writing
- The Pitt team designed and implemented **themed professional development programs and activities to support mid-career women faculty**.
- In 2016, Pitt launched the first **Collaborative on Academic Careers in Higher Education (COACHE) survey of full-time faculty**
- In 2018, the University of Pittsburgh joined the **National Center for Faculty Development and Diversity** as an Institutional Member

- The **Women IN Academic Leadership program, WIN-AL**, is a program developed for women faculty who are leaders or aspiring leaders at the University
- The **Institutional Mentoring Program Across a CommuniTy of Color, IMPACT**, is a new program for faculty who are underrepresented in academia, in particular, faculty of color, is being launched
- We have also revised the *Family Friendly Programs for Pitt Faculty* brochure to update its contents and to ensure the information is easily accessible for faculty.
- Previously, we created a website related to the COACHE survey (<http://www.pitt.edu/coache>).

What opportunities for training and professional development has the project provided?

BGSU

- BGSU continued to hold its annual Women's Leadership Breakfast. In 2018, the event featured keynote Speaker Sandra Yancy McGuire, who spoke about self-mentoring, meta-cognition, and overcoming structural barriers to career advancement.
- BGSU maintained its institutional membership to the National Center for Faculty Development and Diversity (NCFDD) which provides a large collection of professional development resources and support for faculty and administrators.

CWRU

- CWRU School of Engineering along with CWRU IDEAL-N team hosted an on-campus of the White Men as Full Diversity Partners (WMFDP) program.
- CWRU School of Engineering conducted (4) open forum discussions for Women Faculty in Engineering to include training on Sexual Harassment & Title 9, Achieving Tenure, Mentoring Teams
- CWRU conducted the Annual Provost Leadership Retreat to address issues of equity on CWRU as it relates to leadership, diversity and inclusion.
- CWRU collaborated with the Office of Faculty Development and the Flora Stone Mather Center for Women to conduct a program, *To Tenure and Beyond*, for all second year tenure-track faculty at CWRU.
- CWRU collaborated with the Flora Stone Mather Center for Women to conduct a program, *What's Next? Professional and Career Development for Mid-Career Women Faculty*, for non-tenure track women associate professors and professors at CWRU.

CSU

- In collaboration with the Center for Faculty Excellence (Dr. Joanne Goodell, Director), Drs. Tukul and Bracken solicited faculty interest in a mentoring program for new faculty.

KENT

- *Academic Leadership Group Retreat*, a 2-day retreat for Deans, Chairs and Directors was sponsored by the Provost and facilitated by IDEAL Co-Director Mandy Munro-Stasiuk and the Associate Vice President of Diversity Equity and Inclusion. The retreat focused on a comprehensive examination of implicit bias and support for faculty, particularly those marginalized by gender and race.
- *Women Faculty at Kent: Tips, Policies and Procedures Workshop* focused on rights, policies and procedures, tips for navigating difficult situations with a special emphasis on tenure clock extension, FMLA and grievance processes. The IDEAL team partnered with Academic Affairs, Faculty Affairs, the Women's Center, the Division of Diversity, Equity & Inclusion, the AAUP and Human Resources to deliver this workshop.
- *Summit on Women Faculty at Kent State* This all-day event was open to all members of the Kent State Community. The IDEAL Change Team provided leadership in organizing the event with the Kent State Women's Collaborative.
- *Faculty Writing Groups* were established for the first time this summer (2018). All faculty were invited to participate in writing groups and were asked to identify their priorities for group formation (scheduling, faculty rank, other dimensions of identity such as gender/race, and writing project type. Four groups were formed: Assistant Professors, Mid-Career Faculty, Women Faculty and Project-based. Groups met weekly throughout the summer in the Center for Teaching and Learning. Each participant received a copy of the book "Write No Matter What: Advice for Academics".

TOLEDO

- Women in STEM Research Showcase, March 22, 2018: Heather Burton, keynote; display of research posters; presentation of survey data.
- Patricia Case and Monita Mungo, social scientists on U.T. IDEAL-N team, presented research study outcomes and data from focus groups and STEM-only faculty survey at North Central Sociological Association Conference, April 2018.
- Planning for STEM Faculty Reception, held Aug. 20, 2018 (University President who is also STEM faculty attended and provided welcome; approximately 50 STEM faculty attended, as well as STEM deans and other deans and associate deans).

CMU

- Several departments adopted the mentoring program mid-year and we will make another push for it during orientation this fall.

PITT

- A panel discussion from three women senior leaders at Pitt followed by a leadership workshop, which was held during Women's History Month in March 2018. During the panel discussion, the three senior leaders spoke to faculty and staff about their experiences as women leaders at Pitt and in past leadership roles, as well as challenges they faced. The panel was followed by a leadership workshop, during which faculty and staff were led through mock scenarios to see how they would respond to and handle certain situations in a leadership capacity.

- The Pitt team began a **pilot program for writing groups for faculty** to help faculty find blocs of time for writing. In addition, receptions were held in Fall and Spring for writing group participants as well as a talk on “writing productivity.” Plans are underway to transition the coordination of the faculty writing groups to the newly-formed Center for Communication housed in the Teaching Center. In addition, the writing groups initiative is an IRB-approved study of the program itself and its impacts. The IDEAL-N team hopes to publish its findings about the impact of faculty writing groups. As part of the IDEAL-N effort, the team is also developing a “how to” manual for writing groups to provide guidance for faculty to create writing groups in their departments or schools.
- The Pitt team designed and implemented **themed professional development programs and activities to support mid-career women faculty**. The professional development program series, titled *Academics as Leaders: Mentoring Your Faculty to Success*, was jointly sponsored by IDEAL-N, the Office of the Provost, and the University Center for Teaching and Learning. While many of the topics were of particular importance and relevance to faculty in administrative roles, the workshops were open to all faculty. Some workshops in the *Academics as Leaders* series included *An Overview of the Tenure and Promotion Processes* and *Developing Others*.
- The **Women IN Academic Leadership program, WIN-AL**, is a program developed for women faculty who are leaders or aspiring leaders at the University. This two-day program will be held once per year at an off-site location. The program is designed for women as they face unique challenges in leadership roles. The ultimate goal is to provide women with the leadership skills necessary so they can advance in academia and achieve more success in their careers.
- The **Institutional Mentoring Program Across a Community of Color, IMPACT**, is a new program for faculty who are underrepresented in academia, in particular, faculty of color, is being launched in the 2018-2019 academic year.
- The Office of the Provost, in collaboration with the Institute for Clinical Research Education, the Center for Mentoring (housed in the University Center for Teaching and Learning), and the Office for Academic Career Development, sponsored a **Train-the-Trainer, evidence-based mentoring training program**. Twenty-nine individuals from eleven schools from across Pitt were trained, and are now certified to offer the mentoring training.
- 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 the **Center for Mentoring** (<https://teaching.pitt.edu/mentoring-center/>) and the **Center for Communication** (<https://teaching.pitt.edu/center-for-communication/>) within the University Center for Teaching and Learning.
- The Office of the Provost is also rolling out a number of other leadership development programs for the first time in the 2018-2019 academic year, such as the **Executive Leadership Training (ELiTe)** and the **ACC Academic Leaders Network (ALN)** for faculty.

How have the results been disseminated to communities of interest? (Dissemination & Activities & Plan)

Akron

- Developing feedback sessions regarding the survey results, and recommendations, for deans, department chairs and faculty.
- Plans to submit a conference presentation to the American Psychological Association's annual conference in Chicago, 2019.
- Plans to submit a journal publication to *Journal of Organizational Behavior*.

BGSU

- Maintain BGSU IDEAL-N website at <https://www.bgsu.edu/provost/institutional-effectiveness/ideal-n.html>
- Maintain the IDEAL-N Network on Facebook
- Provide an update about IDEAL-N at the 2019 Women's Leadership Breakfast
- Share research findings about faculty service in a presentation sponsored by the Center for Women and Gender Equity
- Continue to use email to disseminate information about events related to IDEAL-N.
- Present findings to relevant stakeholder groups including Faculty Senate and Chairs/Directors.

CWRU

- IDEAL-N presentations: Conference posters and presentations at STEMM Equality Conference, Berlin, Germany (2017) & Amsterdam, Netherlands (2018)
- Bilimoria, Diana & Singer, Lynn T. (In Press). Institutions Developing Excellence in Academic Leadership (IDEAL): A Partnership Model to Advance Gender Equity, Diversity, and Inclusion in Academic STEM. [Equality, Diversity and Inclusion: An International Journal](#).

CSU

- Currently under discussion

Kent

- The team plans to present their work on creating mentoring networks at conferences, such as the university of University of New Mexico Conference on Mentoring, Coaching and Leadership. In addition, the team plans to publish their work on "A Socio-Ecological Model for Faculty Mentoring".

Toledo

- Continuing ad campaigns, flyers, active use of website and social media announcements, and individualized communications and invitations to distribute information about our activities, workshops, focus groups, and other events and initiatives
- Further development and use of IDEAL-N website.
- Sharing of results of surveys and IDEAL-N activities, including presentations to forums of faculty, staff, administrators, shared governance groups, and students, the administration to familiarize the university community with these issues and our progress.

CMU

- Our results will be shared with the other IDEAL-N teams. We presented our work at the Advance meetings last fall. CareLink is hosted on the web and several universities plan to copy our program.

Duquesne

- Work with the new Provost to insure that tactics for increasing diversity are published through the campus lists and Faculty Senate.
- Work with new Provost to get approval for policy changes and dissemination.

IUP

- Advance Journal

Pitt

- We continued our concerted effort to disseminate activities and plans related to the IDEAL-N project. Previously, we created a website related to the COACHE survey (<http://www.pitt.edu/coache>). The website has information about the survey and about COACHE. It also has summaries of University-level results, infographics around a specialized topic paired with “good practices,” and presentations made to various groups. This website is in the process of being fully revamped to further disseminate those results and infographics and demonstrate how they map into key areas such as mentoring, communication, career and professional development, leadership development, and more.
- On the Office of the Provost website, we have pages devoted to the IDEAL-N project (<http://www.provost.pitt.edu/faculty/recruiting-retaining-and-recognizing-faculty/ideal-n>). On these pages is information about IDEAL-N and a summary of the various initiatives underway, resources developed, and future plans.
- We have also discussed the IDEAL-N project at various University functions, e.g., the Celebration of Newly Promoted Women and the New Faculty Orientation. We continue to seek venues to distribute information about the IDEAL-N project and the

various initiatives at Pitt. We continued to distribute flyers relating to IDEAL-N efforts and programming widely at Pitt, including a revised “Family Friendly Programs for Pitt Faculty” brochure.

- We have more resources in the Office of the Provost by investing in additional resources for communication. We have worked with the communications team to add and further development websites, brochures, and other print materials to further disseminate resources and information to the broader Pitt community.

**What do you plan to do during the next reporting period to accomplish the goals?
(Sustainability)**

Akron

- The IDEAL-N team is in a favorable position to create a reproducible administration of faculty and department chair surveys in the future. Institutionalizing the survey process will hopefully facilitate future evaluations of new strategies to support and retain women faculty.

BGSU

- The ADVANCE Adaptation grant project will provide valuable resources, campus office space, and momentum to further institutionalize a stronger culture of faculty leadership, mid-career advancement, and gender equity at BGSU. We will be administering the COACHE survey spring 2019 to evaluate and benchmark institutional progress.
- Continuous Chairs and Directors’ training and a January Chair/Director retreat focused on inclusive leadership are now institutionalized. These activities will support changes in policies, retention/promotion, and practices that will advance gender equity, remove institutional barriers for the mid-career advancement of women faculty and faculty of color, and cultivate stronger faculty leaders.
- BGSU will hold monthly Women Leadership sessions and our Women's Leadership Breakfast each spring to provide learning opportunities and a network of support for women interested in academic leadership.

CWRU

- Continue to collaborate with College Deans to support the WMFDP program coming to campus for additional trainings.
- 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.

CSU

- Use of the new and envisioned additional family-friendly, work-life balance policies will be facilitated by the faculty mentoring program and the anticipated chair leadership training program. The chair leadership program will be the basis of our ADVANCE/ADAPT grant application.
- Additionally, the joint commitment of the university administration and faculty memorialized in the CSU-AAUP 2017-2020 agreement states: “Administration and the CSU-AAUP are committed to the ongoing development and implementation of working conditions and benefits that facilitate each faculty member’s ability to achieve a healthy work-life balance regardless of gender, age, or family life-style status.” The CSU IDEAL-N team is optimistic this will help the university community moving forward on these issues.

Kent

- Faculty mentoring programs and events will be developed by the Provost’s Office and the Center for Teaching and Learning as part of their faculty professional development mission. A more challenging task will be to institutionalize the recognition of mentoring as an activity that is recognized and rewarded through explicit language in department, school and campus handbooks.

Toledo

- The activities and recommendations of the U.T. IDEAL-N Change Project have already significantly impacted the University, including the development and implementation of mentoring programs (Launch committees, workshops, networking events), the University Biennial Climate Survey, STEM faculty focus groups and survey, events and activities focusing on women and URM faculty and STEM students, collaborations with deans and chairs, collaborations with AWIS and Catherine S. Eberly Center for Women, and reporting of IDEAL-N activities and findings to senior leadership, as well as recommendations for additional metrics and data collection and dissemination. The U.T. President, Provost, and Vice President for Diversity and Inclusion, other senior leadership, and deans have not only participated in IDEAL-N events and activities, but also demonstrated their commitment to sustaining, expanding, and incorporating our initiatives to build on the University’s broader commitment to diversity and inclusion. The U.T. IDEAL-N team will continue to disseminate our findings and recommendations

to the broader University community and engage with faculty, faculty leadership, and shared governance bodies.

CMU

- All of the developments sponsored here are scheduled to continue indefinitely. We will continue to sponsor a faculty survey every 3 years to assess our progress.

Duquesne

- Continued incorporation in strategic plans. Standardizing search committee procedures.








IUP

- Once the survey results have been analyzed, they will be shared in appropriate venues across campus. The survey results will be presented at the IDEAL-N Plenary session in March, as well as conclusions and plans for next steps. It is expected that follow-up training workshops regarding fostering a sense of “readiness” in women applicants will be held in 2018-2019. In addition, a formal mentoring program for developing leadership may be considered.

Pitt

- The Provost’s Advisory Committee for Women’s Concerns will continue to sponsor the “Celebration of Newly Promoted Women Faculty” event each spring.
- Now that the pilot program for the researchers’ writing groups has been completed, we will evaluate our findings. To sustain a successful program, plans are underway to transition the coordination of the writing groups to the Center for Communication for program oversight and growth. We are also developing a “how to” manual for writing groups to provide guidance for faculty to create writing groups in their departments or schools. In addition, the writing groups initiative is an IRB-approved study of the program itself and its impacts. The IDEAL-N team hopes to publish its findings about the impact of faculty writing groups.
- Continued development of workshops for department chairs aimed at guiding their faculty through the promotion process, and transition these workshops to become regular offerings from the Office of the Provost.
- Continued 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.

PRODUCTS

Website	BGSU IDEAL-N Website. <a data-bbox="326 386 805 422" href="https://www.bgsu.edu/provost/...(+)">https://www.bgsu.edu/provost/...(+)	--	--	 Complete	Edit details Delete
Website	Case Western Reserve IDEAL-N Wesite. <a data-bbox="326 527 659 562" href="https://case.edu/ideal-n/">https://case.edu/ideal-n/ The main website for N...(+)	--	--	 Complete	Edit details Delete
Databases					
Other Product	The Gender Equity Index is a simple way for universities to track their progress over time and compare themselves to national averages by ...(+)	--	--	 Complete	Edit details Delete
Other - Brochure					
Other Product	We have also revised the Family Friendly Programs for Pitt Faculty brochure to update its contents and to ensure the ...(+)	--	--	 Complete	Edit details Delete
Other - Resource Guide For Faculty Search Processes					
Other Product	The Office of the Provost is leading a number of efforts to strengthen faculty recruitment at t...(+)	--	--	 Complete	Edit details Delete
Survey Instruments					
Other Product	In 2016, Pitt launched the first Collaborative on Academic Careers in Higher Education (COACHE) survey of full-time fac... (+)	--	--	 Complete	Edit details Delete
Twitter for IDEAL-N.					
Website	<a data-bbox="326 1654 594 1690" href="https://twitter.com/">https://twitter.com/ Twitter Account for NSF ADVANCE project IDEAL-N<...(+)	--	--	 Complete	Edit details Delete

Website	Twitter for UT. https://twitter.com/	--	--		Complete	Edit details Delete
Website	Twitter for University of Toledo Participant T... (+)					
Website	UT IDEAL-N Website. http://www.utoledo.edu/offices/provost/idealn/	--	--		Complete	Edit details Delete
Website	Univ. of Pittsburgh Website. <a 111="" 362="" 381"="" 507="" data-label="Section-Header" href="htt...(+)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> </div> <div data-bbox="> <h3>Participants & Other Collaborating Organizations</h3> 					

Singer, Lynn	PD/PI	2		Complete	--	Edit details
Bilimoria, Diana	Co PD/PI	3		Complete	--	Edit details
Snively, Deanne	Co PD/PI	1		Complete	--	Edit details
Burton, Heather	Other Professional	8		Complete	Yes	Edit details Delete
James, Sophie'	Graduate Student (research assistant)	1		Complete	Yes	Edit details Delete
Olwell, Russel	Consultant	2		Complete	Yes	Edit details Delete

What other organizations have been involved as partners?

Bowling Green State University	Academic Institution	Bowling Green, Ohio	Yes	View details		Edit details Delete
Carnegie Mellon University	Academic Institution	Pittsburgh PA	Yes	View details		Edit details Delete
Cleveland State University	Academic Institution	Cleveland Ohio	Yes	View details		Edit details Delete
Duquesne University	Academic Institution	Pittsburgh PA	Yes	View details		Edit details Delete

Indiana University of Pennsylvania	Academic Institution	Indiana, Pennsylvania	Yes	View details	Edit details Delete
Kent State University	Academic Institution	Kent, Ohio	Yes	View details	Edit details Delete

[View details](#)
Additional Details

The University of Akron

Organization Type: Academic Institution

Location: Akron Ohio

Partner's Contribution to the Project:

- Collaborative Research
- Other: Assisting in implementing change for women in leadership in STEM

The University of Akron	Academic Institution	Akron Ohio	Yes	<p>More Detail on Partner and Contribution: 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,</p>
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advancement, climate, resource equity, etc.).

	Edit details Delete				
University of Pittsburgh	Academic Institution	Pittsburgh PA	Yes	View details	Edit details Delete
University of Toledo	Academic Institution	Toledo, Ohio	Yes	View details	Edit details Delete

What other collaboration or contacts have been involved?

Co-Directors

- 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. Linda Subich, iAssociate Dean College of Arts & Sciences, UA
- Dr. Jamie Barlowe, Vice Provost of Faculty Affairs, 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

Change Leaders

- Dr. Clare Rimnac, CWRU
- Dr. Margaret Yacobucci, BGSU
- Dr. Oya Turkel, CSU
- Dr. Jennifer Marcinkiewicz, KSU
- Dr. Joan Careletta, UA
- Dr. Karen Bjorkman, UT
- Dr. Diana Marculescu, CMU
- Dr. Jana Patton-Vogt, DU
- Dr. Edel Reilly, IUP
- Dr. Anne M. Robertson, U Pitt

Social Scientists

- Dr. Susan Hinze, CWRU
- Dr. Lisa Hanasono, BGSU
- Dr. Cheryl Bracken, CSU
- Dr. Carla Goar, KSU

- Dr. Andre Snell, UA
- Dr. Patricia Case, UT
- Dr. Karen Clay, CMU
- Dr. Lori Koelsch, DU
- Dr. Tara Johnson, IUP
- Dr. Kristin Kanthak, Pitt

Advisory board

- W. A. "Bud" Baeslack III, Ph.D.
- Abigail Stewart, Ph.D.
- Kelly Mack, Ph.D

Lev Gonick

Additional IDEAL-N Team Participants

- Dr. Doris Rubio, Associate Vice Provost for Faculty
- Cynthia Golden, Director, University Center for Teaching and Learning
- Amanda Brodish, PhD, Senior Data Analyst, Office of the Provost
- Amy Tuttle, Senior Assistant to the Provost
- Brittany Howe Witoslawski, Assistant to the Provost
- 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
- Suzane Friemark, Center for Women
- Sarah de Sward, Director Office of Faculty Development

What is the impact on the development of the principal discipline(s) of the project?

BGSU

This project has supported the development of extensive training resources and opportunities for chairs/directors to learn inclusive leadership principles and practices. It has also brought mid-career women faculty together to talk about benefits and barriers to academic leadership and mentoring options (including self-mentoring). Members of the BGSU IDEAL-N team helped prepare a successful NSF ADVANCE-Adaptation grant, which will build on the IDEAL-N work on inclusive leadership. Through these activities, BGSU's institutional culture and practices have changed to better support women who are interested in moving into leadership positions as well current campus leaders who wish to implement inclusive leadership practices. BGSU is now doing more to develop faculty leaders and increase the representation of women among administrator ranks.

As part of the BGSU Building Bridges project, faculty at four institutions participated in an online survey that explored their perceptions of academic leadership. Analysis showed that perceived self-efficacy, negative outcome expectations, peer support, and perceived barriers

were all predictive of faculty interest in pursuing a leadership position. This study concluded that equipping faculty with relevant skills, cultivating a culture of peer support, and working to bridge the divide between faculty and administrator social identities may all increase the number of faculty interested in stepping into leadership roles. These recommendations are transferable to other academic institutions.

IUP

Beginning to draw attention to issues facing faculty particularly those in STEM disciplines. This can be seen by the well-attended public lecture titled “Pathways to STEM Leadership” by Dr. Susan Hinze.

A supportive environment that encouraged the nomination and election of female chairs in two STEM departmentThe project has contributed to developing culturally competent administrators through the creation of a Chair Leadership retreat. It has contributed to mentoring programs for women in STEM (and other faculty) and to lessening the sense of isolation for women in STEM

PITT

This project continues to educate administrators, faculty, staff, and other stakeholders about the role they can and should play in supporting women faculty and has been at the center of our work this year. This is being accomplished through the development of workshops for faculty, the creation and dissemination of materials and websites, and by meeting with deans and relevant committees at Pitt to further disseminate information and resources. This project has the potential to positively impact faculty at the University of Pittsburgh, particularly mid-career faculty, by identifying potential barriers for promotion as well as opportunities for professional development. By institutionalizing new programs – such as a program to recognize and celebrate recently promoted women faculty, implementing faculty writing groups, developing and offering workshops on mentoring and coaching – this project strengthens the work life for Pitt faculty across the University.

This project also impacts faculty recruiting practices, as we have worked to reinforce practices to strengthen recruiting of a diverse and excellent faculty. Faculty search committees have access to workshops on implicit and unconscious bias, as well as a resource guide with recommended recruiting practices. In conjunction with the recruiting resource guide, the Office of the Provost is developing a new website to centralize information and resources relating to faculty recruitment. The new website will provide additional resources and materials designed to strengthen faculty recruitment and increase the diversity of strength of the pool of applicants.

We are in the process of updating a brochure that was developed to highlight “family friendly” practices at the University of Pittsburgh to increase awareness about policies and resources available to all faculty members. This brochure is not only useful tool in recruiting faculty, but it is a useful mechanism for raising awareness across the faculty.

As part of this project, we have looked for ways to disseminate information about programs, resources, and initiatives to faculty across the University of Pittsburgh. We have developed

webpages on the Office of the Provost website, developed flyers to distribute at a wide range of University events, and incorporated comments about the IDEAL-N project in various speaking opportunities (such as in a welcome to new faculty).

All of these efforts directly develop faculty human resources, and become part of the information and institutional infrastructure of faculty resources. Further, these efforts help educate other members of the University community and increase awareness about appropriate recruiting practices, effects of implicit bias, workplace policies, and impacts of mentoring and coaching.

TOLEDO

The activities and recommendations of the U.T. IDEAL-N Change Project have already significantly impacted the University, including the development and implementation of mentoring programs (Launch committees, workshops, networking events), the University Biennial Climate Survey, STEM faculty focus groups and survey, events and activities focusing on women and URM faculty and STEM students, collaborations with deans and chairs, collaborations with AWIS and Catherine S. Eberly Center for Women, and reporting of IDEAL-N activities and findings to senior leadership, as well as recommendations for additional metrics and data collection and dissemination. The U.T. President, Provost, and Vice President for Diversity and Inclusion, other senior leadership, and deans have not only participated in IDEAL-N events and activities, but also demonstrated their commitment to sustaining, expanding, and incorporating our initiatives to build on the University's broader commitment to diversity and inclusion.

Greater awareness of issues for and contributions of Women in STEM disciplines through focus groups (2016), time-study (2017), STEM-only faculty climate survey (2018), mentoring (2017-18), increased showcasing of women in STEM research on IDEAL-N website and at IDEAL-N events, including New Women Faculty Reception (2017), Celebration of Contributions of Women in STEM (2018), and Welcome and Networking Event for Women in STEM faculty and graduate students (2018).

Increased dissemination of data, findings, and recommendations to University leadership and to various University communities and measurement of progress.

Increased focus on hiring practices, training, and recruiting opportunities for women and URM faculty for searches in STEM disciplines.

Increased focus on developing policies that impact STEM disciplines.

Increased collaborations with STEM chairs, associate deans, and deans, including on formal mentoring plans, such as Launch Committees, and increased collaboration with the Office of Diversity and Inclusion and Office of Academic Inclusion.

Increased collaborations with Northwest Ohio AWIS and Catherine S. Eberly Women's Center, as well as other STEM organizations at the University.

What is the impact on other disciplines?

By identifying best practices in which women and minority STEM faculty need support to become leaders, these best practices can be applied to all women across campus who would like to have a leadership role.

All of the change projects are maximally inclusive of all faculty in the STEM disciplines and in non-STEM disciplines. Providing programming for all faculty broadens the support network for women and faculty of color in STEM.

Although our primary focus has been on women and URM faculty and students in STEM disciplines, our data collection, findings, and activities include women and URM faculty across the disciplines. These have been shared with University leadership and leadership in all disciplines in the 13 colleges at the University of Toledo, and with support of University leadership, we are developing mentoring programs for all faculty and increasing our metrics and measurement of progress in recruiting, hiring, mentoring, retaining, and advancing all women and URM faculty.

What is the impact on the development of human resources?

One anticipated outcome of creating a more diverse group of campus leaders who engage in inclusive leadership practices is more success in recruiting and retaining diverse faculty, staff, and students.

Provide support to retain and support women in the STEM fields through leadership development. Working on ways by which we can help make recommendations to foster leadership development for women in STEM fields

New data collection on teaching and research workloads, advising assignments, and service assignments for women and URM faculty.

Increased focus on work-life balance and other pertinent issues. At the university level, faculty and staff satisfaction surveys have been conducted and are currently being analyzed.

Increased focus at university level on leadership and career advancement opportunities for University faculty and staff across the institution and in STEM disciplines.

What is the impact on physical resources that form infrastructure?

New data collection on the distribution of space, including laboratories and other assigned space, for women and URM faculty across all disciplines.

What is the impact on institutional resources that form infrastructure?

In collaboration with the Provost's Office and the Office of Research and Sponsored Programs and in keeping with the goals of the University Strategic Plan and University Diversity Plan, we have encouraged and recommended the following:

Increased research mentoring and support for women and URM faculty.

Increased mentoring and networking opportunities for research faculty and showcasing of research by women and URM faculty in STEM.

Increased focus on research support for faculty, with a focus on women and URM faculty, across the disciplines.

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Increased mentoring and support for publications, external and internal grants, and leadership opportunities at the University and in professional organizations and societies.

What is the impact on information resources that form infrastructure?

In collaboration with the Provost's Office and the Office of Research and Sponsored Programs and in keeping with the goals of the University Strategic Plan and University Diversity Plan: Increased dissemination of information on opportunities for and contributions of women and URM faculty in STEM

What is the impact on society beyond science and technology?

BGSU

By developing current and future academic leaders well-versed in inclusive leadership practices and offering a network of support for women faculty interested in pursuing leadership roles, everyone in the campus community benefits. Students who see effective, inclusive leadership in their day-to-day interactions on campus will bring those ideas and perceptions to their own post-graduate experiences throughout society.

Several undergraduate female students attended our presentation on our work at the PASSHE Women's Consortium Conference in Fall 2017. These students shared experiences they have had at with regards having a female who is also an underrepresented minority as a professor and the role model she has been as they plan their career paths.

Although this is difficult to measure quantitatively, we firmly believe that our work to recruit, hire, retain, mentor, and advance women and URM faculty in STEM disciplines, as well as in other related disciplines, encourages women and URM students to choose STEM disciplines, knowing that they will be supported and can succeed. That impact goes beyond university students to elementary, middle-school, and high school students. It also impacts societal assumptions and beliefs about women and URM in STEM disciplines, as well as the hiring practices of industry and academic institutions.