

## Evaluation Plan Overview

The *Connect@RIT* project includes both formative and summative evaluation guided by the attached **NSF ADVANCE *Connect@RIT* Evaluation Plan**. The project's internal evaluator primarily focuses on formative evaluation while the external evaluators conduct an annual analysis for summative assessment purposes and provides feedback on the formative assessment process (including metrics development). The first two project goals (regarding recruitment, retention, advancement, and leadership representation) will be measured quantitatively through NSF Indicators. However, goals 3 and 4 (regarding improved social networking behaviors and institutionalizing interventions) require a more diverse evaluation plan. A set of outcomes (late and intermediate) are used in assessing progress towards grant goals.

Internal evaluation is provided through the Office of Diversity and Inclusion under the guidance of **Dr. Laurie Clayton**, Director of Diversity Assessment and Research Management. Dr. Clayton engages primarily in formative project evaluation and is not involved in day-to-day implementation of the project. She reviews proposed participant feedback surveys for all grant offerings which focus on whether intended learning, program-specific and project-level outcomes were met and identifying areas for potential improvement and perceived usefulness. Intervention assessment involves quantitative methods as listed in the following table. The internal evaluator also reviews the qualitative and quantitative measures used within the social science research and provides input on data collection methodology. Dr. Clayton meets frequently with the Leadership Team to gain awareness of grant activities and strategies. She will produce an annual report based on her evaluation activities and outcomes to be shared with the Leadership Team to inform the project's advisory bodies and to determine what, if any, programmatic improvements are needed.

**Dr. Laura Kramer** and **Alice Hogan**, past NSF ADVANCE Program Managers, serve as the external evaluators for the project. On an annual basis, the external evaluators will visit RIT to meet with members of the *Connect@RIT* Leadership Team and the internal evaluator to review formative progress towards goals and identify barriers to goal success based on summative findings. The external evaluators also review intervention progress and effectiveness, and identify challenges in the summary of findings. Finally, the external evaluators provide a formative evaluation of progress made in the social science study for each research objective with a focus on progress and results to date. During Years 4 and 5, *Connect@RIT* best practices will be identified. In preparation for visits and to aid in collaborative efforts, the grant team will share quarterly and annual NSF reports with the external evaluators as well as annual internal evaluation reports. In Year 4, the external evaluators will also review all evaluation data related to workshops and sessions to ensure that grant activities are aligned with the goals. In order to assess institutional change and progress towards sustainability, in Year 5 the external evaluators will arrange a final site visit to conduct interviews with a sample of faculty, department heads, Faculty Life-Cycle Advisors, administrators, and members of the Leadership Team. The external evaluators' final and summative report will describe demonstrated progress towards grant goals, effectiveness of grant interventions, best practices, lessons learned, and an assessment on sustaining various *Connect@RIT* programs at RIT.

## Relevant Project Background

### Project Mission:

The *Connect@RIT* project strengthens the RIT academic culture within a framework of inclusive excellence, to create an environment that promotes innovation and that attracts, retains, and advances more women faculty.

### Project Goals:

1. Increase the recruitment, retention, and advancement of women STEM/SBS faculty from diverse ethnic, social, and cultural backgrounds.

2. Increase the representation of women at senior faculty and leadership ranks.
3. Advance the careers of women STEM/SBS faculty through improvements in social networking behaviors, increasing their ability to access social resources to accomplish career objectives.
4. Institutionalize interventions that support change across the university in line with the project goals.

**Project Objectives:**

1. Refine and strengthen targeted institutional structures, and install practices promoting representation and advancement of women faculty. This objective directly maps to the structural strategic approaches.
2. Improve the quality of women faculty work life, professional development, and incentive/reward structures. This objective directly maps to the human resources strategic approaches.
3. Align institutional, administrative, and informal systems of power and resources to support and sustain progress by shaping the political frameworks that impact representation and advancement of women faculty. This objective directly maps to the political strategic approaches.
4. Enhance the working environment and support career advancement for women faculty using symbolic measures that emphasize issues of meaning (e.g., the importance of inclusion) within RIT. This objective directly maps to the symbolic strategic approaches.
5. Establish a sustainable RIT network that is inclusive of all faculty members in supporting their career goals, while uncovering unique faculty needs of women of color and deaf and hard-of-hearing women faculty to ensure full participation in the formal and informal RIT network. This objective maps directly to the social science research described next and in the Social Science Supplement.

**Late Outcomes:**

1. Increase the representation of women faculty within targeted departments with less than a critical mass (20%) of women. In 2010, half of the STEM departments (17/34) had less than a critical mass of women. Our goal is to increase the representation of women faculty within half of these departments to a level above 20%.
2. Increase representation of women within candidate pools for STEM positions with a goal of 30%.
3. Achieve higher levels of retention of T/TT female faculty. The attrition target rates for female and male faculty are essentially equivalent. This would translate to approximately a 14% attrition rate for female faculty based on the current 14% rate for male faculty.
4. Increase the percentage of women in academic tenure-track leadership positions with a goal of 40%.
5. Sustain 50% of project's strategic initiatives in RIT infrastructure that support continued progress towards project goals.

**Intermediate Outcomes:**

1. Increase salary transparency and equity issues among women faculty through professional development opportunities and web-based communications.
2. Develop and implement accountability measures at numerous levels within the organization.
3. Improve climate for women faculty to achieve 65% of female faculty in every department viewing their department as friendly, diverse, respectful, and non-sexist.
4. Develop and implement faculty career flexibility and work/life policies.
5. Identify and share the social resources within the RIT network of women faculty including AALANA, D/HH, and WoC communities.
6. Improve women faculty (including AALANA, D/HH, and WoC communities) social networking behavior to improve career success/advancement opportunities.
7. Implement data-driven interventions for AALANA, D/HH, and WoC faculty to improve social networking behaviors.

**Social Science Research:** The conceptual framework for the *Connect@RIT* project is based upon social resources theory, which posits that an individual accomplishes goals by effectively tapping into his or her social network and identifying and utilizing social resources. The conceptual model is based upon the premise that the socializing and social resources of STEM/SBS women faculty influence their Social

Networking Behaviors (SNB), which then impacts their retention and advancement at RIT. *Connect@RIT* implements carefully designed interventions, based upon our findings from the EFFORT@RIT project, to improve faculty SNB. The project has a special focus on AALANA and D/HH women faculty, who face unique barriers to accessing social resources. Because faculty characteristics differ across sub-populations, additional effort are placed upon adapting interventions to address needs of these sub-populations. We hypothesize that the interventions will improve faculty social networking behaviors, thereby increasing their ability to access social resources to accomplish career objectives. Ultimately, we predict that improvements in STEM/SBS women faculty's SNB will result in improved recruitment, retention, and advancement for women faculty at RIT.

**Organizational Analysis Approach:** The *Connect@RIT* project has adopted a multi-frame organizational analysis approach from Bolman and Deal [3] to improve understanding of organizational issues at RIT. This approach integrates several aspects of organizational theory, including structural, human resources, political, and symbolic perspectives, and suggests the use of each as a "frame" or "lens" for viewing the organization and the strategic approaches created to change the organization [2]. This approach has been instrumental in improving understanding of the organization; ensuring that the set of proposed interventions are designed to positively impact RIT at the structural, human resource, political, and symbolic levels; and strongly supporting the sustainability of successful grant activities beyond the length of the grant, due to the broad and embedded nature of the proposed interventions.

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2012 - 2017 Evaluation Plan**

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<p>1. Increase the recruitment, retention, and advancement of women STEM/SBS faculty from diverse ethnic, social and cultural backgrounds.</p>	<p>1. Refine and strengthen targeted institutional structures, and install practices promoting representation and advancement of women faculty. <b>(Structural Strategic Approach - S)</b></p>	<p><b>1. Increase the representation of STEM/SBS women (and women of color - WoC) faculty within targeted STEM departments with less than a critical mass (20%) of women:</b> <b>a. At least 75% of STEM/SBS depts. will have a critical mass of T-TT women faculty among their faculty (level above 20%).</b> <b>b. RIT 2010 -2015 Strategic Plan Goals - 32% female tenure-track faculty; 11% AALANA tenure-track faculty</b></p>	<p>1. NSF Indicators (P2) (M. Bailey, Academic Affairs, Institutional Research, Human Resources, Office of Faculty Recruitment and Retention, Executive, External, and Internal Advisory Committees)</p> <p>2. a. External Review of Faculty Search and Selection Process (M. Bailey, R. Baker - Office for Faculty Recruitment and Retention, Office for Diversity and Inclusion, Connect Policy Committee); b. Activities/Process Revisions - TBD c. Imbed committee eligible faculty lists within advocacy role of AALANA/Women Faculty Associate</p>	<p>a. <b>QUANT:</b> Summative</p>	<p>a. <b>Years 1 -5 (2013 - 2017, Annually):</b> NSF Indicator Report w/Annual Report and Development of RIT Community Dissemination Plan</p>	<p>To be determined</p>	<p>To be determined</p>
		<p><b>2. Increase representation of women within STEM candidate pools with a goal of 30%.</b></p>	<p>2. a. External Review of Faculty Search and Selection Process (M. Bailey, R. Baker - Office for Faculty Recruitment and Retention, Office for Diversity and Inclusion, Connect Policy Committee); b. Activities/Process Revisions - TBD c. Imbed committee eligible faculty lists within advocacy role of AALANA/Women Faculty Associate</p> <p>3. STEM/SBS Dept. Identification Project (M. Bailey, R. Baker - Office for Faculty Recruitment and Retention, Office for Diversity and Inclusion, Connect Policy Committee)</p>	<p>a. <b>QUAL:</b> Summative b. <b>QUAL/QUANT:</b> Formative/Summative</p>	<p>a. <b>Years 1-2 (2012 - 2013):</b> Analysis of External Consultant - Executive Summary b. <b>Years 2-5 (2014 - 2017)</b> Identification and measurement of two areas of improvement to increase female representation within candidate application pools c. <b>Year 5 (2017)</b> Committee eligible faculty referral process established</p>	<p>To be determined</p>	<p>To be determined</p>
			<p>3. STEM/SBS Dept. Identification Project (M. Bailey, R. Baker - Office for Faculty Recruitment and Retention, Office for Diversity and Inclusion, Connect Policy Committee)</p>	<p>a. <b>QUANT:</b> Summative</p>	<p>a. <b>Years 1-2 (2012 - 2013):</b> Analysis and identification of STEM/SBS Depts. w/less than 20% women faculty representation; Identify two areas of improvement to increase female representation within candidate application pools</p>	<p>To be determined</p>	<p>To be determined</p>
			<p>4. Department Head (M. Bailey, Office for Faculty Recruitment and Retention; Wallace Center) a. Training (P5) b. Grants Program (P6)</p>	<p>a/b1. <b>QUAL:</b> Formative a/b2. <b>QUANT:</b> Summative a/b3. <b>QUANT:</b> Summative</p>	<p>a/b1. <b>Year 1/2 (2012-2013):</b> Baseline/Needs Assessment; COACHE Survey (Q.185H-K) Analysis; Program Development a/b2. <b>Year 3 (2014):</b> Pilot Implementation &amp; Review a/b3. <b>Year 4/5 (2014 - 2016):</b> Program Implementation a3. <b>Year 5 (2017):</b> 10% increase in COACHE survey respondents (June, 2016) satisfaction with department heads (Q.185H-K). b3. <b>Year 5 (2017):</b> 75% of awarded grants will achieve their <i>CONNECT</i> outcomes</p>	<p>To be determined</p>	<p>To be determined</p>

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		<p><b>3. Achieve higher levels of retention of STEM/SBS T/TT female faculty with a goal of a 14% attrition rate (or equivalent to male faculty) by AY 2017.</b></p>	<p>5. Academic Policy/Procedure Review (S3) - Flexible Work Agreements (M. Valentine, Connect Policy Committee, Associate Deans Council, Academic Senate)</p>	<p>a/b. <b>QUAL:</b> Formative c. <b>QUANT:</b> Summative</p>	<p>a. <b>Year 1/2 (2012 - 2013):</b> Pre-Process Measures: Completion of <u>1.</u> Research/Benchmark Peer School Policies and <u>2.</u> Content Analysis of Academic Senate/Institute Council Meeting Minutes to determine trends <b>b. Year 3 -4 (2014 - 2015):</b> Policy Development/Approval <b>c. Year 5 (2016):</b> Post-Process Measure: Policy Implementation &amp; Utilization of Study Results</p>	To be determined	To be determined
			<p>6. Align Diversity Initiatives and Collaborative Programming (P1) (M. Bailey and Office for Diversity and Inclusion)</p>	<p>a. <b>QUANT:</b> Summative (Conference Survey)</p>	<p>a. <b>Years 2 -5 (2012 - 2017):</b> 60% of annual conference attendees (i.e. RIT's annual Faculty Institute on Teaching &amp; Learning (FITL) conference) will identify best practice strategies to increase the representation and/or advancement of diverse women faculty @ the conclusion of collaborative programming efforts</p>	To be determined	To be determined
			<p>7. Faculty Life Cycle Advisor Program (P7) (M. Bailey, Office for Faculty Recruitment and Retention; Wallace Center, Faculty Leaders)</p>	<p>a. <b>QUAL:</b> Formative b. <b>QUAL/QUANT:</b> Formative c. <b>QUANT:</b> Summative</p>	<p>a. <b>Year 1/Year 2 (2012 - 2013):</b> Analysis of External Consultant Review of Faculty Search and Selection Process; 2012 COACHE Survey Results <b>b. Year 2 (2013):</b> Programmatic Research &amp; Development - Complete <b>c. Year 3/4 (2014 - 2016):</b> Program Implementation/Annual Evaluation <b>d. Year (2017):</b> Reduce female t/tt faculty attrition rate to 4% (Equivalent to male, 2012 rate) as a result of participating in the Faculty Life Cycle Advisor.</p>	To be determined	To be determined

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			8. Gender-Related Bias Advisory Team (P4) (M. Bailey, K. Mayberry, Office for Diversity and Inclusion, HR, Presidents Commission on Women)	a. QUAL: Formative QUANT: Summative b. QUAL: Formative	a. Year 1/2 (2012 - 2013): Complete analysis of Existing Institute Reports (2012 GLBT Committee Report and President's Commission on Women Reports) Complete b. Years 2 (2014): Identify recommendations and implementation strategies deemed appropriate c. Year 3-5 (2014-2017) Implementation, Measurement & Results of Selected Recommendations	To be determined	To be determined
2. Increase the representation of women at senior faculty and leadership ranks.	4. Enhance the working environment and support career advancement of women faculty using symbolic measures that emphasize issues of meaning (e.g. the importance of inclusion) within RIT. (Symbolic Strategic Approach - SY)	1. Increase salary transparency and equity issues among women faculty through professional development and web-based communications.	1. Web Site Portal Development to include: (SY2) a. COACHE Salary Survey Results (Q.90g), b. Peer School, and c. Institutional data (S. Mason; CONNECT Team)	a. QUANT: Summative	a. Year 1 (2012-2013): Web Development Complete b. Years 2-5 (2014-2017): Quarterly Updates c. Year 5 (2017): Finalize publication of average faculty salary by college, gender and rank d. (2017) 50% of End of Project Survey respondents will report a 25% increase in their knowledge of salary and equity issues	To be determined	To be determined

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			<p><b>2. Eminent Scholars Program (SY2)</b> (S. Mason, early - career RIT female faculty members; RIT/discipline-specific faculty mentors) Potential Interventions: Mentor Training, Career Network Mapping, Affinity Group Forums, Deaf and Hard of Hearing Faculty Education Programs</p>	<p>a. <b>QUAL:</b> Formative b. <b>QUANT:</b> Summative c. <b>QUANT/QUAL:</b> Formative d. <b>QUANT/QUAL:</b> Summative</p>	<p>a. <b>Year 1 (2012-2013):</b> Program Development b. <b>Year 2/3 (2013-2014):</b> Pilot Implementation &amp; Review c. <b>Year 3/4 (2014 - 2016):</b> Program Implementation comprised of network mapping and CV Evaluation (Pre-portfolio Rubric-Based Assessment ) d. <b>Year 4/5(2015 - 2016):</b> a. Post - Program Survey: 75% of participating early career women faculty will rate their program participation and mentor relationship as significant to potential career advancement benefits. b. Post-Program - Network Mapping and CV Evaluation (Rubric-Based Portfolio Assessment)</p>	To be determined	To be determined
			<p><b>3. Leadership &amp; Career Development</b> a. Grants Program (LCD) (HR2) (C. Marchetti, LCD Program Committee, Wallace Center, early - career RIT female faculty members) b. Program Development/Launch Potential Interventions: Mentor Training, Career Network Mapping, Affinity Group Forums, Deaf/Hear of Hearing (D/HH) Faculty Education Programs</p>	<p>a1. <b>QUAL:</b> Formative a2. <b>QUANT:</b> Summative a3. <b>QUANT/QUAL:</b> Formative a4. <b>QUANT:</b> Summative b1. <b>QUANT/QUAL:</b> Summative (Programming/Program Evaluation) b2. <b>QUANT:</b> Summative</p>	<p>a1. <b>Year 1 (spring 2013):</b> Grant Program Development/Call for Proposals a2. <b>Year 2 (fall 2014):</b> Receive 10 Proposals; fund 50% a3. <b>Year 4/5 (2016 - 2017):</b> 80% of grant recipients will attribute their grant award to a form of career progression a4. <b>Year 5 (2016):</b> 10% increase in the number of women faculty (associate/full professor rank) eligible for leadership roles. b1. <b>Years 2 - 5 (2013 - 2017)</b> 90% of participants will rate programming - as having a positive impact on their career development b2. <b>Year 5 (2016):</b> 10% increase in the number of women faculty (associate/full professor rank) eligible for leadership roles</p>	To be determined	To be determined

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		3. Improve climate for women faculty to achieve 65% of female faculty in every department viewing their department as friendly, diverse, respectful, and non-sexist.	4a. 2012 HR Solutions Employee Engagement and Climate Survey (S1) (HR/Office for Diversity and Research, Deans, Chairs, Administrative Faculty, All T/TT/NonTT Faculty) Questions 24 - 27, 30 - 33 3b. AY 2012 COACHE Faculty Job Satisfaction Survey (S1) (COACHE Implementation Team, CONNECT Team, Deans, Sr. Leadership, T/TT; NonTT Faculty)	a. QUANT: Summative b. QUANT: Summative	a1. Year 1/2 : Dissemination of Results: <b>March 2013</b> ; Action Items: <b>January, 2014</b> a2. Year 3: 2014 Survey: Results - <b>June, 2015</b> b1. Year 1/2: Survey Administration: <b>January, 2013</b> ; Data Analysis: <b>July, 2013</b> ; Identification of Action Items: <b>January, 2014</b> b2. Year 4: Survey Implementation: <b>January 2016</b> , Data Analysis: <b>June, 2016</b> - Achieve 65% of female faculty in every department viewing their department as friendly, diverse, respectful, and non-sexist; , Identification of Action Items: <b>January, 2014</b>	To be determined	To be determined
	2. Improve the quality of women faculty work life, professional development, and incentive/reward structures. (Human Resources Strategic Approach - HR)	4. Develop and implement faculty career flexibility and work life policies	5. Dual Career Hire Initiatives (S5) (M. Valentine, Connect Policy Committee, Office of the Provost, HR)	a1. QUAL: Formative a2. QUANT: Summative COACHE Question 95f b. QUAL/QUANT: Summative (D/C Pilot Survey)	a. Year 1/2 (2012 - 2014) Complete Case Study/Best Practice Executive Summary; Community Needs Assessment b. Year 3/4 (2015-2016) Identification, selection, implementation of Pilot Program c. Year 5 (2017) 50% of dual career pilot participants attribute positive impact of policy development on individual quality of life issues	To be determined	To be determined
	2. Improve the quality of women faculty work life, professional development, and incentive/reward structures. (Human Resources Strategic Approach - HR)	4. Increase the percentage of women in academic tenure-track leadership positions with a goal of 40%.	2. Leadership & Career Development Grants Program (LCD) (HR2) (C. Marchetti, LCD Program Committee, Wallace Center, early - career RIT female faculty members)	SEE ABOVE	SEE ABOVE	To be determined	To be determined



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	1. Refine and strengthen targeted institutional structures, and install practices promoting representation and advancement of women faculty <b>(Structural Strategic Approach - S)</b>		5. Faculty and Department Head Annual Review Template (S2) <b>(M. Valentine, Academic Affairs - Associate Deans, Dept. Chairs, HR)</b>	a. <b>QUAL:</b> FORMATIVE (Phase 1) b. <b>QUAL:</b> FORMATIVE (Phase 2) c. <b>QUAL/QUANT:</b> SUMMATIVE Survey/Template Analysis (Phase 3) d. <b>QUANT:</b> SUMMATIVE Survey/Template Analysis (Phase 4)	a. <b>Year 1/2:</b> Phase 1 - Template Complete, <b>spring 2013</b> b. <b>Year 2.5:</b> Phase 2 - Pilot Template Implementation complete, <b>spring 2014</b> c. <b>Year 4:</b> Phase 3 - Pilot Revision, <b>spring 2015</b> d. <b>Year 5:</b> Phase 4 - Full Implementation, <b>fall 2016</b> ; determine faculty satisfaction - analyze COACHE Q.185L - 2014 Survey	To be determined	To be determined
3. Advance the careers of women STEM/SBS faculty through improvements in social networking behaviors, increasing their ability to access social resources to accomplish career objectives.	5. Establish a sustainable RIT network that is inclusive of all faculty members in supporting their career goals while uncovering the unique needs of women of color and deaf and hard of hearing women faculty to ensure full participation in the formal and informal RIT network. <b>(Social Science Research Center)</b>	5. <b>Identify, share and increase social resources within the RIT network of women faculty including the AALANA, D/HH and WoC communities.</b>	1. <b>Connectivity</b> Social Networking Series (HR4) <b>(C. Marchetti, JP Hatala, Sue Foster, Kijana Crawford, Wallace Center, T/TT; NonTT Faculty)</b> Potential Interventions: Mentor Training, Career Network Mapping, Affinity Group Forums, D/HH Faculty Education Programs	a. <b>QUAL:</b> Formative b. <b>QUAL/QUANT:</b> Summative	a. Year 1/2 (2012 - 2013) Complete Series Development b. Year 2.5: (2012 - 2013) Phase 2 - Implement Series - Achieve 50% TT AALANA, WoC and D/HH women faculty participation in Social Networking Interventions. c. Year 4: Phase 3 - Pilot Revision, spring 2015 d. Year 5: Phase 4 - Full Implementation, fall 2015 e. Year 5 (2016) Analysis of Interventions	To be determined	To be determined

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	- SSR)	6. Improve women faculty including the AALANA, D/HH and WoC communities social networking behavior to improve career success/advancement opportunities.	2. Faculty Mentoring Program (HR1) (C. Marchetti, S. Foster, K. Crawford, AALANA/Women Faculty Associates, Wallace Center, T/TT faculty) Potential Interventions: Mentor Training, Career Network Mapping, Affinity Group Forums, D/HH Faculty Education Programs	a. QUANT: Summative COACHE Questions 120A-130C b. QUAL: Formative c. QUAL/QUANT: Formative/Summative d/e. QUANT: Formative/Summative	a. Year 1/2 (2012 - 2013): Benchmark overall faculty satisfaction with current mentoring: COACHE 2012 survey analysis b. Years 2 (2013): Complete Faculty Mentoring@ RIT Status Report c. Year 3-5 (2014 - 2016) Intervention Evaluations/Analysis d. Year 5 (2017) 5% incremental increase in overall program participation over the project period; 75% Program Participant Satisfaction Rating e. Year 5 (2017) COACHE 2012/2014 survey analysis & comparison - Improve overall faculty satisfaction with mentoring by 10%.	To be determined	To be determined
		7. Implement data-driven interventions for AALANA, D/HH and WoC faculty to improve social networking behaviors.	3. Social Networking Survey and Focus Group Implementation (J.P. Hatala, K. Crawford, S. Foster)	a1. QUANT: Summative a2. QUANT: Summative b. QUAL: Formative	a1. Year 1/2 (2012 - 2013): Complete bi-annual survey analysis a2. Years 3 - 5 (2014 - 2017): Annual Survey Analysis b. Years 1 - 5 (2012 - 2013) Annual Focus Group Implementation and Analysis	To be determined	To be determined
4. Institutionalize interventions that support change across	3. Align institutional, administrative, and informal systems of	2. Develop and implement accountability measures at numerous levels within the	1. External Advisory Board Annual Summit (SY4) (S. Mason; CONNECT Team; External Advisory Board)	QUANT: Summative	Years 2 - 7 (2013 - 2017): Review of Annual Accomplishments	To be determined	To be determined

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the university in line with the project goals.	power and resources to support and sustain progress by shaping the political frameworks that impact representation and advancement of women faculty. <b>(Political Strategic Approach - P)</b>	organization.	<b>2. Department Head (M. Bailey, Office for Faculty Recruitment and Retention; Wallace Center)</b> <b>a. Training (P5)</b> <b>b. Grants Program (P6)</b>	<b>a/b1. QUAL:</b> Formative <b>a/b2. QUANT:</b> Summative <b>a/b3. QUANT:</b> Summative	<b>a/b1. Year 1 (2012):</b> Program Development <b>a/b2. Year 2/3 (2013):</b> Pilot Implementation & Review <b>a/b3. Year 3/4 (2014 - 2016):</b> Program Implementation <b>a. Year 5 (2016):</b> 75% of participating department heads will indicate improvement in their faculty support skills/competency levels. <b>b. Year 5 (2016):</b> 75% of awarded grants will achieve their <i>CONNECT</i> outcomes	To be determined	To be determined
			<b>3. CONNECT @RIT Web Site (SY1) (S. Mason)</b>	<b>a. QUAL:</b> Formative <b>b. QUANT:</b> Summative	<b>a. Year 1/2 (2012 - 2013):</b> Web Development/Launch <b>b. Years 2 - 7 (2013 - 2017):</b> 3% increase in annual web site usage	To be determined	To be determined
			<b>4. Faculty Salary Study (HR5) (C. Marchetti, HR, Institutional Research)</b>	<b>a. QUANT:</b> Summative	<b>a. Year 1/2 (2012 - 2013):</b> Review Previously Completed Salary Study Data <b>b. Years 3 - 7 (2014 - 2017):</b> Determine Annual Dissemination Plan and cycle for future studies	To be determined	To be determined
			<b>5. CONNECT @ RIT Committees (SY4)</b> <b>5a. EAB Committee Construct (S. Mason; faculty/RIT leadership)</b> <b>5b. Critically Reflective Feedback Committee (S. Mason; Faculty/RIT Leadership)</b>	<b>a. QUAL:</b> Formative - Stakeholder Needs Assessment <b>QUANT:</b> Summative <b>b. QUAL:</b> Formative (Annual Open-ended Survey)	<b>a. Year 1/2 (2012 - 2013):</b> Conduct Committee Needs Assessment; Develop Outcomes; Annual Committee Participant Survey implementation; review and potential utilization of qualitative <b>b. Years 2 - 5 (2013 - 2017):</b> Annual survey implementation; review and potential utilization of qualitative feedback <b>c. Year 5 (2017):</b> Rubric Analysis of EAB Committee - Overall Scope of Project Work	To be determined	To be determined

**NSF ADVANCE *Connect* @RIT  
2012 - 2017 Evaluation Plan**

Project Goal	Project Objective	Measureable Outcomes (I = Intermediate Outcome) (L = Late - term Outcome)	Project Activity/Intervention (Participating Groups)	Assessment Method/Analysis QUANT - Quantitative QUAL - Qualitative	Positive Indicator Success Metric (s) (Timeline*) <small>(*See previously submitted Detailed Timeline) 1/29/2013</small>	Summary of Findings	Next Steps: Institutional Sustainability Best Practice
		5. Sustain 50% of project's strategic initiatives within RIT infrastructure that support continued progress towards project goals.	6. Local RIT Dissemination Plan (SY3) (S. Mason; <i>CONNECT</i> Team; External Advisory Board)	a. <b>QUAL</b> : Formative b. <b>QUANT</b> : Summative	a. <b>Year 1/2 (2012 - 2013)</b> : Plan Development b. <b>Years 2 - 7 (2013 - 2017)</b> : 2% increase in annual # and type of internal outreach efforts	To be determined	To be determined
			7. Formalize President's Commission on Women (P3) (M. Bailey, Pres. Commission on Women Executive Committee, Governance Structures)	a-b. <b>QUAL</b> : Formative c. <b>QUANT</b> : Summative	a. <b>Year 1/2 (2013)</b> : Conduct review of Commission's Previous Reports/Recommendations to determine next steps b. <b>Year 2/3 (2013-2014)</b> : Commission website development with link to project c. <b>Year 3-5 (2014 - 2016)</b> : Assess Commission's actions and placement within governance structures; assess and refine as needed.	To be determined	To be determined
			8. Faculty Exit Interviews (S4) (M. Valentine, <i>Connect</i> Policy Committee, Office of the Provost, HR)	a. - d. <b>QUAL/QUANT</b> : Formative/Summative	a. <b>Year 1/2 (2012 - 2013)</b> : Process/Tool/Preliminary Data Review b. <b>Year 3 (2014)</b> : College - level Communication/Implementation Plan c. <b>Year 4/5 (2015 - 2016)</b> : 75% of Colleges will implement process d. <b>Year 5 (2017)</b> : 75% of exiting faculty will complete exit interview process	To be determined	To be determined
			9. Child Care Needs Assessment (HR6) (C. Marchetti, Director - Margaret's House, Pres. Commission on Women members)	a. <b>QUANT</b> : Summative b. <b>QUAL/QUANT</b> : Formative	a. <b>Year 1/2 (summer 2013)</b> : Identify faculty level of satisfaction - <i>Q95G Childcare</i> on 2012 COACHE Faculty Job Satisfaction Survey (S1) b. <b>Year 2/3 (2013 - 2014)</b> : Community Day Care Needs Assessment Survey/Peer-Institution Benchmark Analysis (Action Items - TBD; 2014-2017)	To be determined	To be determined