

## **Using qualitative research methodology to examine women STEM faculty's participation in entrepreneurship education programs**

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Prateek Shekhar is an Assistant Professor - Engineering Education at New Jersey Institute of Technology. His research is focused on examining translation of engineering education research in practice, assessment and evaluation of dissemination initiatives and educational programs in engineering disciplines. He holds a Ph.D. in Mechanical Engineering from the University of Texas at Austin, M.S. in Electrical Engineering from University of Southern California and B.S. in Electronics and Communication Engineering from India.

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Dr. Jacqueline Handley is a Postdoctoral Scholar in Engineering Education at the New Jersey Institute of Technology. Before this role, she attained a Ph.D. in Science Education, focusing on community-centered engineering with young people. Through critical qualitative and design-based research, she is interested in, broadly, how to design engineering experiences for all people that move toward equity, justice, and liberation.

**Dr. Aileen Huang-Saad, Northeastern University**

In February 2021 Dr. Huang-Saad joined the Bioengineering faculty at Northeastern University and became the Director of Life Sciences and Engineering Programs at The Roux Institute (Portland, Maine). Dr. Huang-Saad is Deputy Editor-in-Chief of Springer's Biomedical Engineering and Division Chair for the American Society of Engineering Education's Biomedical Engineering Division. Dr. Huang-Saad's current research areas are entrepreneurship, innovation, and transforming higher education. She is funded by the NSF to explore the influence of the microenvironment of entrepreneurship education on minoritized populations, entrepreneurial ecosystems, and fostering graduate student professional development.

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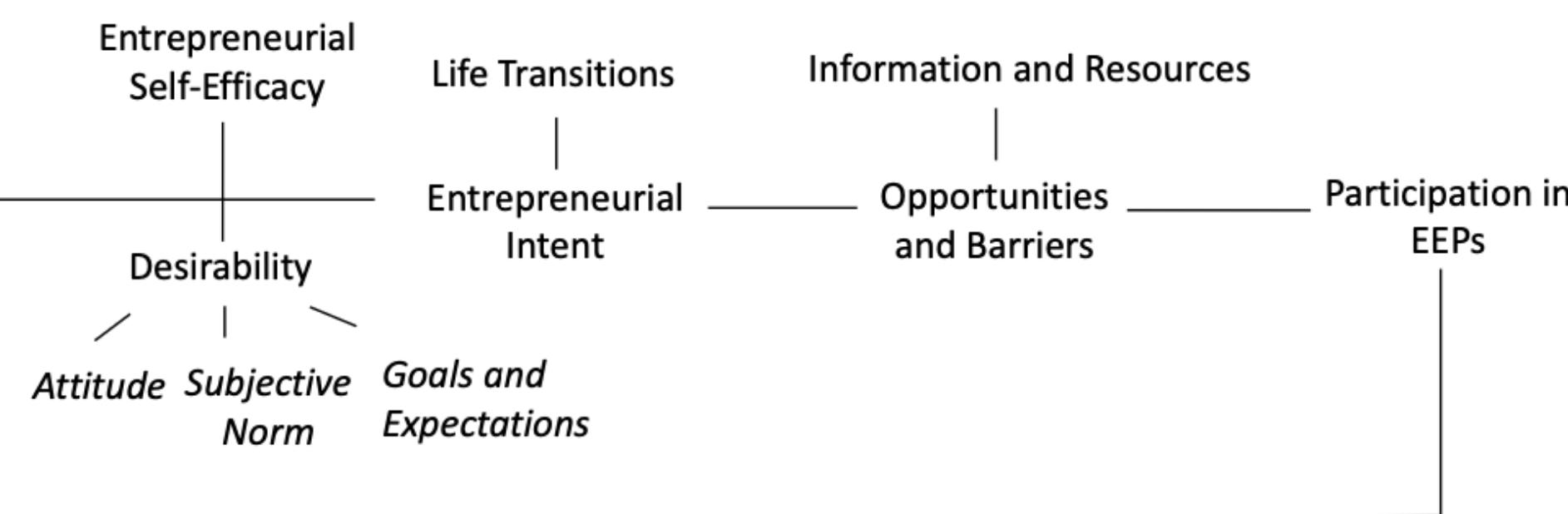
## INTRODUCTION

- Increase in entrepreneurship education programs (EEPs) offered to faculty in universities, especially in science, technology, engineering, and mathematics (STEM) fields.
- Underrepresentation of women in STEM entrepreneurship.<sup>1</sup>
- EEPs provide opportunities to address gender underrepresentation.

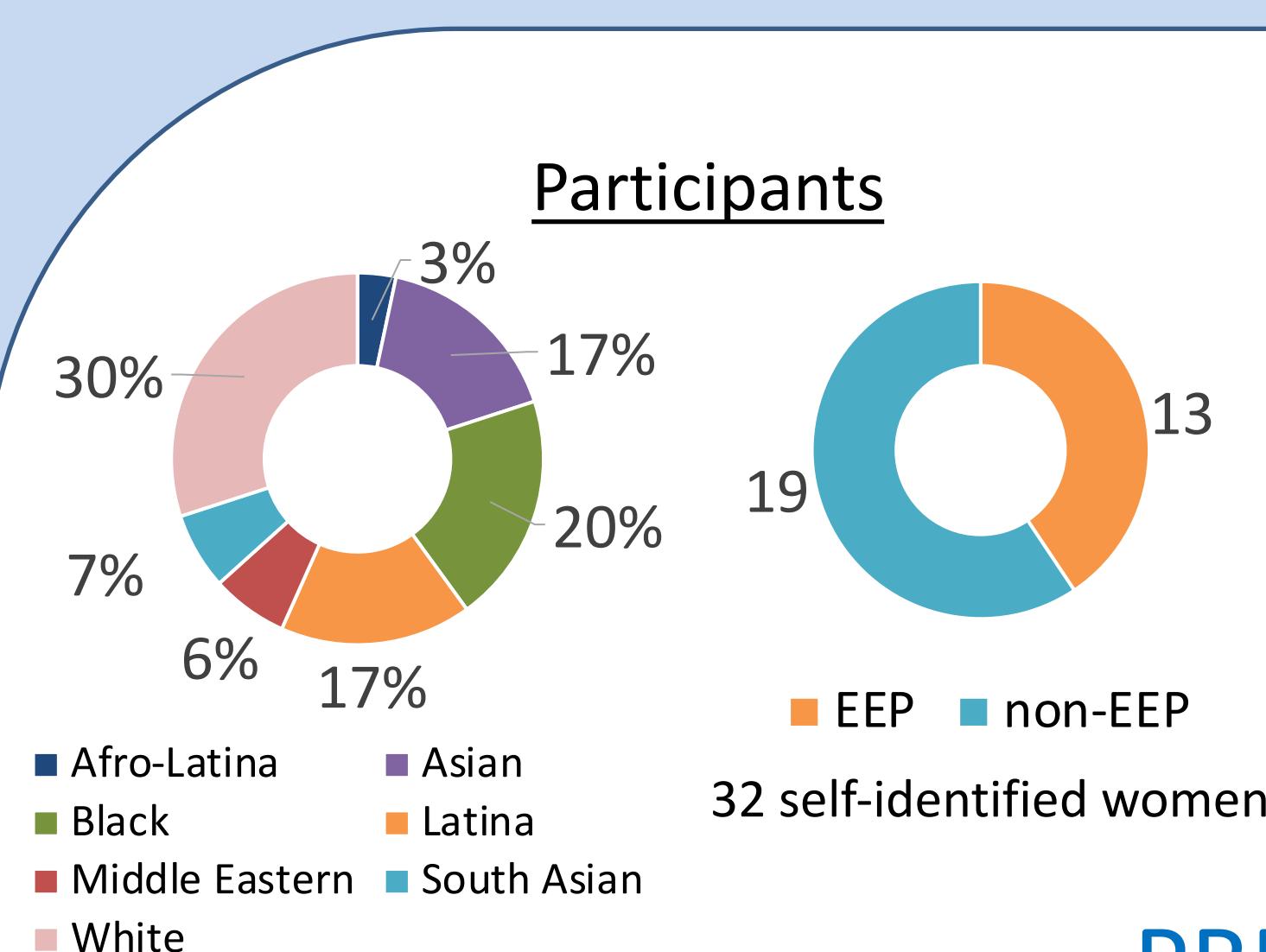
## RESEARCH PURPOSE

- Why women STEM faculty choose to participate or not participate in EEPs?
- Develop a qualitative framework to understand participation/non-participation of women STEM faculty in EEPs.

## BACKGROUND



Participation in Entrepreneurship Education Program (PEEP) Model<sup>2</sup>

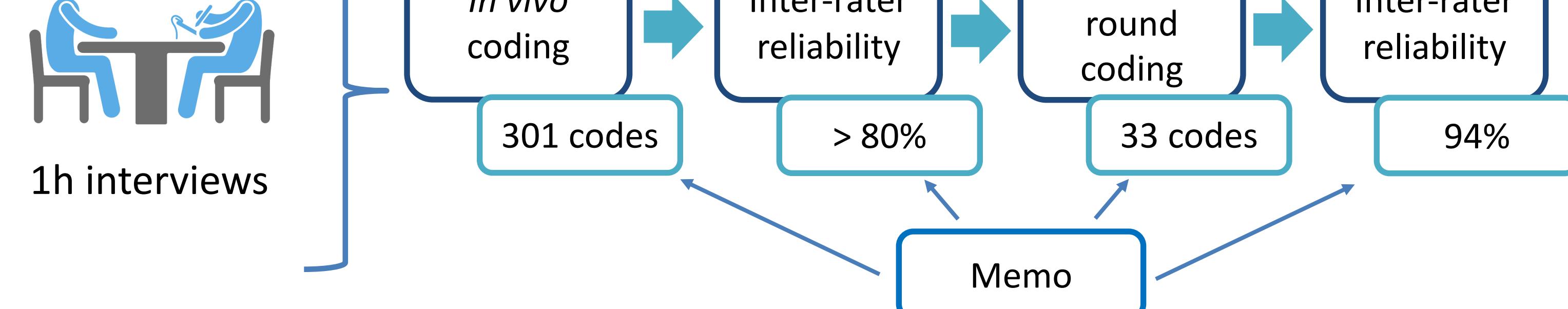


## METHODS

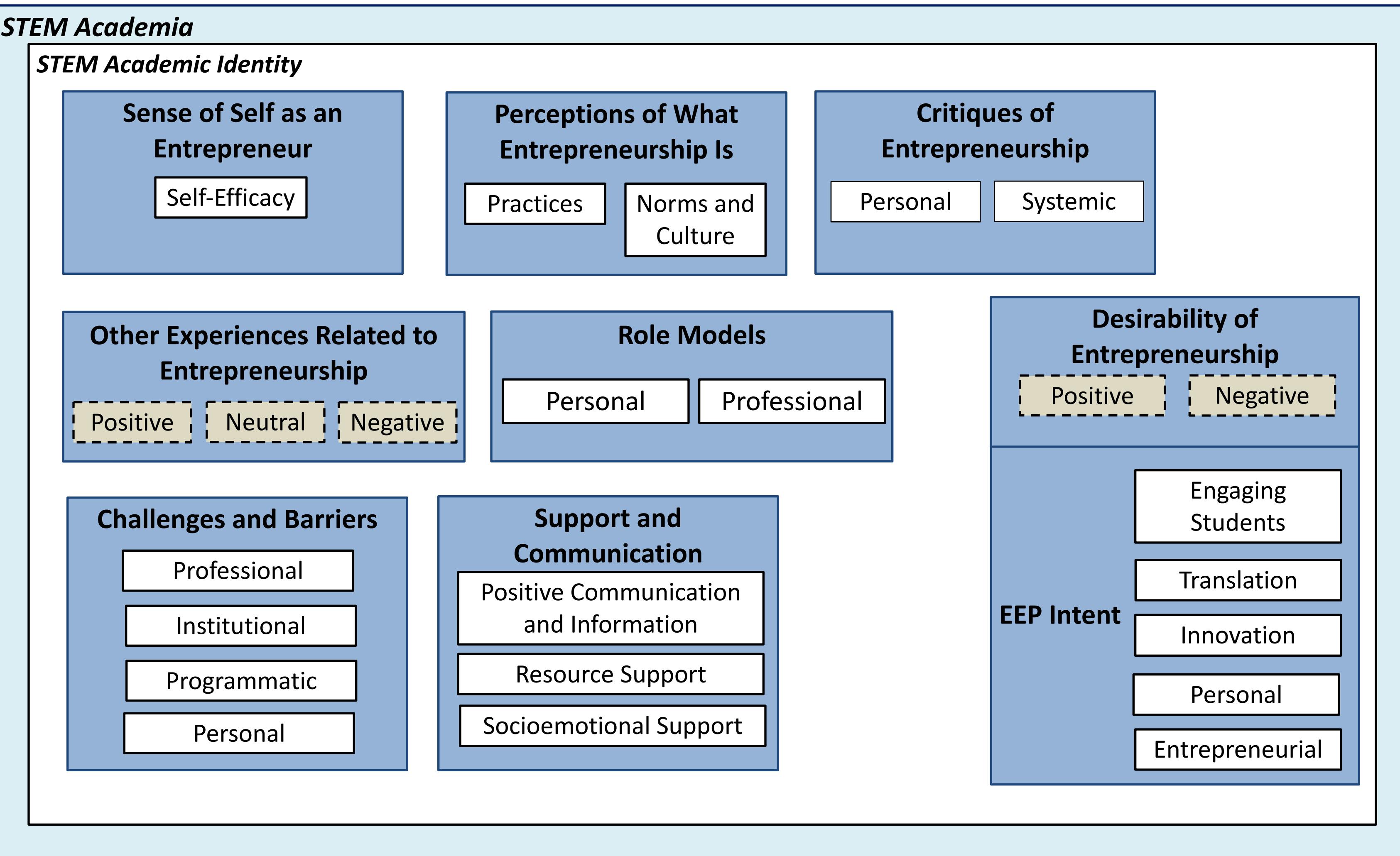
### Data Collection



1h interviews



## PRELIMINARY FRAMEWORK



## CONCLUSIONS

- Women STEM faculty decision to participate in EEPs is complex and contextual.
- Decision to participate is based on internal and external factors.
- Preliminary framework builds on PEEP Model<sup>2</sup> adding more details to potential factors.
- Qualitative work is critical to unpack perspectives from underrepresented groups.

## REFERENCES

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