



CASE

CASE WESTERN RESERVE UNIVERSITY

# Faculty Development

- Executive & Hotline Coaching
- Mentoring
- Faculty Development and Networking
- Grass Roots Climate Change Efforts

# Executive Coaching - Overview

- Objectives
- Structure
- Topics discussed
- Coaches
- Resources & Supports



# Executive Coaching - Participants

- To date ACES has provided executive coaching to:
  - 22 S&E departments
  - 63 tenure track and non-tenure track women faculty at all levels in S&E departments
  - 1 male minority faculty in an S&E department
  - 3 members of the provost's office
  - 2 deans, 2 associate deans
  - 13 chairs and 2 associate chairs
- Total participants: 86

# Executive Coaching: Evaluation by Women Faculty

## Combined Descriptive Statistics – Evaluations of Coaching Process

Item (1=Poor, 5=Excellent)	Women –mid (N=26)	SD	Women – final (N=16)	SD
Provided insights into your career and performance	4.15	1.01	4.13	.89
Provided assistance in the construction of your development plan	4.08	.94	4.31	.79
Listened carefully to questions and comments	4.73	.45	5.00	.00
Appropriately focused discussion on academic and/or personal objectives	4.65	.49	4.81	.40
Used effective coaching style and interpersonal skills	4.69	.55	4.81	.40
Overall Coaching Effectiveness	4.31	.88	4.63	.50

# Executive Coaching – Comments from Women Faculty

- “The experience has been very positive. I was “forced” to come up with a “game plan”, which I likely would not have done if “left to my own devices.”
- “Simply taking the time to focus on one issue, and think it through so that I had a sense of how I wanted to proceed, was helpful. Without a coach, I often consider issues, but never settle on a chosen course of action, so I keep spinning around the issue intermittently over days and weeks.”
- “We focused on a particular issue that I wanted help with at the beginning of each session, and [my coach] asked questions to help me weigh pros and cons of different options. (So far, we have discussed 1) how to manage RA’s who are not meeting my expectations, 2) how to approach my department chair about a request for resources and 3) how to protect my writing time and not be too hard on myself during the writing process.) Then she would initiate a wider conversation about other things I might want to be thinking ahead about.”

# Executive Coaching – A Department Chair's Comments

“I found the experience beneficial on many levels, in particular for a deeper understanding of the inter-relations of my professional and personal lives...I have to admit that I now have a much higher resolution picture related to both. The process was also very helpful for better understanding of how I impact the people around me and vice versa. In sum, it was one of the best resources the University has provided me since I arrived at Case. ...I wish the funds existed for the university to provide this resource to every faculty.”

# Hotline Coaching - Overview

- How started
- Objectives
- Structure
- Topics discussed
- Coaches



# Hotline Coaching - Evaluation

- Positive evaluations
- Example comment:

“[My hotline coach] and I met and talked yesterday. It was enormously helpful. Our discussion ... has really helped me to sort some things out. I think that this will help me be more productive and effective. She has given me some “homework” and we plan to have our second meeting in a month or two when I’ve had a chance to finish the homework and do some more thinking. Thank you, and ACES, so much for making this possible.”

- Senior Woman Faculty Member

# Mentoring – Original Plans

Pilot (2004): Implemented committee structure:

- Women faculty choose three mentors: a faculty member within the department, a faculty member from Case, and a disciplinary member with expertise in specific area of research
- Chair invites the members to serve on committee for two years
- Mentors and Mentees attend workshop “Cultivating a Successful Mentoring Relationship”
- Committee meets in person or by teleconference, 1-2 times per semester
- Mentee drives the process

Phase 1 (2005): Added departmental workshops for all faculty on effective mentoring

# Mentoring – Findings of Evaluation Interviews

60 unstructured interviews conducted in Fall 2005 and Spring 2006 with women faculty and department chairs yielded the following overall findings:

1. Women faculty hold a strong preference for informal mentoring
2. Most women faculty reported that their informal peer mentoring is a good experience and that they did not want to formalize it for fear that it would change the (good) informal relationship they have developed
3. Informal peer mentoring is occurring more than senior faculty mentoring
4. Across the board the biggest impeding factor was the feeling of “not wanting to impose” on the time of senior mentors on and off campus
5. Mentoring by senior faculty is not seen as being supported or rewarded in the departments
6. Executive coaching was seen as very useful

# Mentoring - Modified Plans

- Continue school/department mentoring workshops and tailor them to focus on specific groups (e.g. pre-tenure faculty)
  - Hold mentoring discussions in all 4 schools for junior women faculty
  - Hold senior faculty panels in each school for junior women faculty
  - Bring peer mentoring to the awareness of new female faculty
- Encourage and support informal mentoring in departments (e.g., through GGCCC)
- Educate Dept. Chairs about importance of mentoring their women faculty (through coaching, Leadership Retreat)
- Support positive climate change efforts in departments (e.g., with DIGs)

# Networking

- Women faculty lunches
- Department Chairs' lunches with Provost
- Faculty Awards and Recognition
- Annual theatre party



# Faculty Development Workshop Goals

1. Provide opportunities for Case women faculty and women professionals at Lubrizol to enhance their organizational knowledge and skills
2. Encourage networking among women faculty at Case
3. Encourage networking between Case women faculty and women professionals at Lubrizol

# Special Events - Faculty Development and Networking Workshops

Twice yearly lunchtime events with 40 - 60 people at each event - all women faculty invited

- “Success Strategies for Women in Academic Careers”, Sandra Donovan (9/23/04)
- “Successful Mentoring”, Claire Scott Miller (2/25/05 & 12/2/05)
- “Negotiating in the Academy: A Workshop for Women Faculty”, Deborah Kolb (11/11/05)
- “Gendered Communication in Academe: Understanding the Gap - Valuing the Differences”, Susan Case (2/17/06)

# Faculty Development and Special Networking Events

- “Assessing and Improving Progress of Women in Science”, Lynn Singer, Address to women scientists at Lubrizol
- Chilly Climate workshops and meetings with various Case constituencies, Bernice Sandler (Oct. 18-20, 2004)
- “Women, Leadership, and Building Partnership Cultures”, Riane Eisler (5/16/05)
- “Not the Girls of Summers”, Miriam Levin (3/25/05)
- “Institutionalizing ACES,” workshop with faculty women from across campus, ACES Team (1/26/06)

# Good Guys Climate Change Committee

Rationale: climate change can be catalyzed by grass-roots efforts of faculty not in administrative positions.

Approach: a group (~12) of male faculty members, known to be supportive of climate-change issues, were convened in winter 2005.

Activities: The group met throughout spring 2006 to discuss what it may attempt to accomplish as a climate change committee, and decided that it could better address issues pertinent to retention (rather than recruitment).

Future: One member (Neal Rote) has assumed leadership of the GGCCC. Activities are anticipated for Fall 2006.