

Institutions Developing Excellence in Academic Leadership (IDEAL)
NSF grant #0929907
Year Two Annual Report
July 12, 2011

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IDEAL Year Two Annual Report July 12, 2011

1) IDEAL Summary and Objectives

IDEAL is three-year project to seed equity and inclusion transformation with Case Western Reserve University (CWRU) and five regional public university partners, Bowling Green State University (BGSU), Cleveland State University (CSU), Kent State University (KSU), the University of Akron (UA), and the University of Toledo (UT). The goal of this innovative partnership grant is to create an institutional learning community that is empowered to develop and leverage knowledge, skills, resources and networks to transform academic cultures and enhance equity and inclusion at leading universities in the northern Ohio region. IDEAL adapts and disseminates the successful academic leadership development and institutional transformation methods developed by CWRU during its five-year ADVANCE IT initiative,

IDEAL facilitates the exchange of regional institutional policies, practices, and change initiatives that enhance gender and underrepresented minority equity and participation in academic science, technology, engineering and mathematics (STEM). During the three-year IDEAL grant, faculty at each partner institution are empowered to undertake customized institutional transformation projects, either unique each year, or cumulative over the three years, that advance the university's transformative theme as identified by the IDEAL Co-Director, an administrative leader on each campus.

Each institution annually selects a team of Change Leaders – three S&E department chairs or emerging faculty leaders - to participate in the IDEAL leadership development program. Each Change Leader receives a \$3,000 stipend. Change Leader Teams from the six partner institutions meet four times annually for the collective leadership development sessions and confer twice annually with their IDEAL Coach. Each team develops their 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. Senior administrative leaders – presidents, provosts, deans and diversity officers – from each institution, along with Co-Directors, Change Leader teams and national speakers, gather at Plenary Conferences (September 17, 2010 and September 16, 2011) to learn about the IDEAL change projects.

IDEAL's proposed three-year program, the first such collaboration in Ohio, enhances the depth and effectiveness of leadership on each of the respective campuses, and establishes a collaborative institutional community of formal and informal academic leaders to serve as a community resource – a powerful force of cultural transformation and an incubator of innovation (Holly, 2004; see also Cox & Richlin, 2004). The creation of this institutional learning community benefits not only the practices and policies of individual universities, but additionally informs the State of Ohio's efforts to foster science and technology careers. Ohio is among those states to have adopted an aggressive state science and technology initiative (Third Frontier, Ohio Research Scholars, and Choose Ohio First Scholarship programs) to stimulate and redirect economic development, and to reverse the drain of talent and industry from Ohio. IDEAL directly addresses the use and retention of that talent, and specifically anticipates a major priority of the Ohio Board of Regents and its Chancellor: that higher education institutions leverage skills and resources through cooperation and collaboration. Along with various science and technology

and economic development organizations, IDEAL sets a standard for the inclusion of women and underrepresented minority groups in initiatives in northern Ohio's major research universities.

a) IDEAL's primary objectives are:

Objective 1: *Create a regional learning community of academic leaders in northern Ohio that is informed about the factors responsible for the underrepresentation of women and minority groups in academic S&E and committed to transforming institutional cultures in S&E disciplines.*

Strategy: CWRU has adapted its successful executive coaching program to create a regional learning community among six partner universities through an annual leadership development program consisting of training sessions as well as team coaching. The leadership development program contains segments specifically addressing 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.

Objective 2: *Develop a cohort of formal and informal S&E leaders at each partner institution to implement, adapt and sustain customized change initiatives on individual campuses.*

Strategy: Change Leader Teams at each partner institution have begun to identify and implement annual change projects, and present their results to the learning community. Each institution's change projects are chosen to directly impact the S&E departments included in their IDEAL participation as well as directly or indirectly impact the larger university. The annual change projects 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: *Assemble the senior academic leadership of partner universities to disseminate best practices from ADVANCE institutions, exchange regional institutional research, policies and practices, and evaluate change initiatives.*

Strategy: To reinforce institutional commitment to gender equity change initiatives, IDEAL will hold two plenary conferences, attended by senior university administrators and the Change Leader Teams, to engage with national experts and discuss each institution's transformation efforts.

b) Broader Impact of Transformative Change

IDEAL partner schools will be leveraging the transformational activities started by their IDEAL participation by applying for NSF *ADVANCE* Institutional Transformation grants (Kent State University, the University of Toledo) and NSF *ADVANCE* Catalyst grants (Bowling Green State University, the University of Akron).

Eight out of the thirty-eight IDEAL Change Leader participants have been newly promoted or appointed to roles of leadership within their institutions.

- IDEAL Co-Director Deanne Snavelly, PhD, Interim Associate Dean of the College of Arts and Sciences (BGSU), has been appointed the Dean of the College of Arts and Sciences, Indiana State University of Pennsylvania.
- Kathleen Kash, PhD, (Change Leader 2009 -10) Professor, Department of Physics, was appointed Chair, Department of Physics

- Daniel A. Scherson, PhD, (Change Leader 2009 -10) Charles F. Mabery Professor of Research, Department of Chemistry was appointed to the university-wide Faculty Development Council, CWRU.
- Anurag Gupta, PhD, (Change Leader 2010-11), Associate Professor, Department of Banking and Finance, has been appointed the chair of Banking and Finance Department, Weatherhead School of Management, CWRU.
- Kathleen McNamara, PhD, (Change Leader 2009 -10) Professor, Department of Psychology, has been appointed Chair, Department of Psychology, CSU.
- Michael Tubergen, PhD, (Change Leader 2009 -10) Professor and Acting Chair, Department of Chemistry, was appointed Chair, Department of Chemistry, KSU
- Linda M. Subich, PhD, (Change Leader 2009 -10) Professor and Assistant Chair, Department of Psychology, was appointed Associate Dean, Buchtel College of Arts and Sciences, UA
- Sheila Roberts, PhD, (Change Leader 2009 -10), Associate Professor, Department of Geology, promoted to Professor, Department of Geology, UT.
- Karen S. Bjorkman, PhD, (Change Leader 2009 -10) Professor and Chair, Department of Physics & Astronomy, was appointed Dean, College of Natural Sciences and Mathematics, UT

2) Participants

a) *Senior Personnel*

Principal Investigator

Lynn T. Singer, PhD (Deputy Provost and Vice President for Academic Affairs, CWRU) was the PI of CWRU's ADVANCE IT (ACES) project. Dr. Singer works with the senior leadership of partner institutions and with the IDEAL Co-PIs to lead and oversee all proposed elements. Dr. Singer will chair the two plenary conferences. She will oversee the annual reporting to NSF.

Co-Principal Investigator

Diana Bilimoria, PhD (Professor of Organizational Behavior, CWRU) was a Co-PI of the ADVANCE IT (ACES) program at CWRU. Dr. Bilimoria oversees the design and implementation of the leadership development program and planning of the plenary conferences. Dr. Bilimoria teaches in the leadership development program, coordinates other instructors as needed, and coordinates and supervises the Team Coaches. She chairs the annual meetings of the Advisory Board, oversees internal and external evaluation efforts, and engages in dissemination and outreach activities.

Co-Principal Investigator

Helen Qammar, PhD (Director, Institute for Teaching and Learning and Associate Professor of Chemical Engineering, University of Akron) oversees partner institution relationships. She participates in the planning of the leadership development program and the plenary conferences, as well as participates in annual reporting to NSF, evaluation efforts, and dissemination of program outcomes through various channels.

Project Director

Amanda Shaffer, the former Manager of Faculty Diversity and Development on the ADVANCE IT (ACES) program at CWRU, leads the day-to-day planning, implementation and administrative functions of the IDEAL Project. She coordinates the leadership development programs, faculty group coaching, annual change project implementation, and the annual plenary conferences and assists with annual reporting to NSF. The project director also tracks expenditures and contract terms, implements

the program and coaching assessment surveys and evaluation, oversees all logistics connected with the project and provides resources for the leadership development program including teaching materials, participant materials and web-based resources.

Co-Directors:

Each partner institution is led by an IDEAL Co-Director over the project's three year duration. The Co-Directors are:

- Helen Qammar, PhD, Director, Institute for Teaching and Learning and Associate Professor of Chemical and Biomolecular Engineering (UA)
- Deanne Snavely, PhD, Interim Associate Dean of the College of Arts and Sciences (BGSU)
- Diana Bilimoria, PhD, Professor of Organizational Behavior (CWRU)
- Paul P. Lin, PhD, Associate Dean, Fenn College of Engineering (CSU)
- Mary Louise Holly, PhD, Professor, Teaching, Leadership and Curriculum Studies; Co-Director, Igniting Streams of Learning in Science (KSU)
- Penny Poplin Gosetti, PhD, Interim Vice Provost for Academic Innovation (UT).

Co-Directors, who chose the overall institutional transformation theme for their change projects, annually select and meet with their Change Leader team at their universities and advise on the selection of annual change projects, coordinate team coaching meetings, engage their university's senior administration to provide resources and supports for successful implementation of the annual change projects, and serve on IDEAL's advisory board.

Team Coaches:

Each institution is provided an IDEAL Team Coach to facilitate the planning of the annual change projects undertaken by the Change Leader Team. A team coach, assigned to the same institution for the three-years of the grant, travels to each partner university's campus twice a year for group-coaching sessions, and advises on each change project's plans and evaluation. Coaches are drawn from the pool of coaches who worked on CWRU's ACES project as academic executive coaches and other professional coaches. The team coaches for IDEAL are: Deborah A. O'Neil, PhD (BGSU), Helen Williams, PhD, (CWRU and UA), Cheryl Greer Jordon, PhD, (CSU), Susan Freimark (KSU), and Margaret M. Hopkins, PhD, (UT).

b) Additional Personnel

External Evaluator:

Mary Wright, PhD, Coordinator of GSI Initiatives, Center for Research on Learning and Teaching (CRLT) at the University of Michigan conducts the summative evaluation as described in the Evaluation section of the grant proposal.

Work-study student:

Anthony Castellaneta, under supervision of the Project Director, helped to design and launch the IDEAL website and provided clerical support for academic year 2010/2011.

Advisory board: In addition to the Co-Directors from the partner institutions the Advisory Board includes four external members: W. A. "Bud" Baeslack III, PhD, Provost and Executive Vice President, Case Western Reserve University; Byron C. Clayton, EDM, Vice President, NorTech; Melissa Cardenas, PhD, Director, Academic Quality Assurance, Ohio Board of Regents (OBOR); and Abigail Stewart, PhD, Professor of Psychology and Women's Studies, and Director of the ADVANCE Program at the Institute for Research on Women and Gender, University of Michigan.

c) *Change Leader Teams by Partner School*

Bowling Green State University

2010/2011

Andrew Layden, PhD, Associate Professor, Department of Physics

Dara Musher-Eizenman, PhD, Associate Professor, Department of Psychology

Margaret (Peg) M. Yacobucci, PhD, Associate Professor, Department of Geology

2009/2010

Laura M. Leventhal, PhD, Professor, Department of Computer Science.

Helen J. Michaels, PhD, Associate Professor, Department of Biological Science

Sheila Roberts, PhD, Associate Professor, Department of Geology

Case Western Reserve University Change Leaders

2010/2011

Anurag Gupta, PhD, Associate Professor, Department of Banking and Finance

Erin Lavik, PhD, Associate Professor, Department of Biomedical Engineering

Jagdip Singh, PhD, Professor and Chair, Department of Marketing and Policy Studies

GQ Zhang, PhD, Professor, Department of Electrical Engineering and Computer Science

2009/2010

Daniela Calvetti, PhD, Professor and Chair, Department of Mathematics

Kathleen Kash, PhD, Professor, Department of Physics

Daniel A. Scherson, PhD, Charles F. Mabery Professor of Research, Department of Chemistry

Cleveland State University Change Leaders

2010/2011

Mekki Bayachou, PhD, Associate Professor, Department of Chemistry

Susan Bazyk, PhD, Associate Professor, Occupational Therapy and Physician Assistant Program

Nilufer Dural, PhD, Associate Professor, Department of Civil And Environmental Engineering

2009/2010

Paul P. Lin, PhD, Associate Dean and Professor, Department of Mechanical Engineering

Kathleen McNamara, PhD, Professor, Department of Psychology

Barbara H. Margolis, PhD, Professor, Department of Mathematics.

Kent State University Change Leaders

2010/2011

Verna Fitzsimmons, PhD, Associate Professor, College of Technology

Daniel Holm, PhD, Professor and Chair, Department of Geology

Marilyn Norconk, PhD, Associate Professor, Department of Anthropology

2009/2010

Carmen Almasan, PhD, Professor, Department of Physics
Andrew Tonge, PhD, Professor and Chair, Department of Mathematics
Michael Tubergen, PhD, Professor and Acting Chair, Department of Chemistry.

University of Akron Change Leaders

2010/2011

Amy Milsted, PhD, Professor, Department of Biology
Judith Puskus, PhD, Professor, Department of Chemical and Biomolecular
Engineering
Mary Verstraete, PhD, Associate Professor and Coordinator of the Undergraduate
Program, Department of Biomedical Engineering

2009/2010

Edward A Evans, PhD, Associate Professor, Department of Chemical and
Biomolecular Engineering
Linda M. Subich, PhD, Professor and Assistant Chair, Department of Psychology
Claire A. Tessier, PhD, Professor, Department of Chemistry

University of Toledo Change Leaders

2010/2011

Maria Coleman, PhD, Professor, Department of Chemical and Environmental
Engineering
Isabel Escobar, PhD, Interim Assistant Dean for Research Development and
Outreach College of Engineering; Professor, Department of Chemical and
Environmental Engineering; Acting Director of the Catharine S. Eberly Center for
Women
Cyndee Gruden, PhD, Associate Professor, Department of Civil Engineering.
Brian Randolph, PhD, Associate Dean of Engineering Undergraduate Studies,
Honors Program Director, Professor, Department of Civil Engineering

2009/2010

Karen S. Bjorkman, PhD, Professor and Chair, Department of Physics &
Astronomy
Nancy H. Collins, PhD, Professor, Department of Medical Microbiology and
Immunology
Timothy G. Fisher, PhD, Professor, Department of Environmental Sciences

3) Leadership Development Program

a) Description of Program

The leadership development program is attended by the change leaders from the six partner institutions and consists of four half-day group coaching based sessions with featuring extensive cross-university interaction.

The leadership development sessions are scheduled bimonthly in each of the three years of the IDEAL grant and the location of the sessions rotates among partner institutions. In 2010/2011, session one was presented at CWRU, session two at the University of Toledo, session three at the University of Akron, and session four at Kent State University. In addition to making the burden of travel more equitable for all participants,

the travel to the various locations allowed for additional interaction within the change leader teams and often with their co-director.

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

The leadership sessions were led by Diana Bilimoria with additional content provided by Amanda Shaffer and occasional presentations by PI Lynn Singer. Topics covered included Defining the Work of Academic Leadership, The Institutional Transformation Model, Building Influential Alliances, Leading for Change, Leadership Vision. Complete agendas for the four sessions and a sample evaluation form are found in Appendix One

b) Evaluations of Leadership Development Program

Overall effectiveness scores for the Year Two leadership development sessions ranged from 3.62 to 3.92 out of 4.0 (Year One effectiveness scores ranged from 3.41 to 3.84 out of 4.0). The overall program was perceived to have been most effective in informing participants about factors responsible for the underrepresentation of women and minority groups in academic S&E, and increasing their commitment to implement and sustain gender equity change at their university.

2010-2011 Leadership Development Session Evaluations					
Scale: 0 Not Applicable, 1 Poor, 2, Fair, 3 Good, 4 Excellent					
	Helpful info	Useful strategies	Useful networking	Group discussion	Overall effectiveness
Session #1 avg.	3.82	3.45	3.18	3.82	3.82
Session #2 avg.	3.74	3.63	3.16	3.84	3.63
Session #3 avg.	3.77	3.77	3.77	3.77	3.92
Session #4 avg.	3.73	3.87	3.73	3.67	3.87
Sample Key Learnings	“Learning more about barriers to women, leadership styles, learning about what others are doing in their program, discussed ways of creating more alliances on our campuses.”				
Sample Suggestions for Improvement	“Put together a package about what works and what does not.”				
Sample Suggestions for Future	“Metrics-how to measure outcomes.”				
Sample Other Comments	“This was the best of the meetings [4 th] in terms of useful ideas, probably because each universities team has well developed projects and experiences at this point.”				

2010 – 2011 Leadership Development Program Overall Evaluation							
Scale: 1 Not at All, 2 Some Extent, 3 Moderate Extent, 4 Great Extent							
	Informed you about factors	Increased your understanding	Increased your influence	Increased view of yourself as leader	Increased commitment to equity	Helped build internal relationships	Helped you feel part of regional community
Overall avg.	3.80	3.73	2.87	3.33	3.80	3.27	3.67
Sample Key Learnings	<p>“Most helpful are the “management” type strategies for effecting change, dealing with administrators. As a woman in STEM, I know something already about diversity issues, but have no background in the “people skills” needed to negotiate with higher levels”</p> <p>“#1 and #5 above [questions in this survey]. I will continue to be aware of and committed to advancing women and minorities in STEM. I will actively advocate for inclusion environment in multiple capacities.”</p>						
Sample Suggestions for Improvement	<p>“Better ways to connect and facilitate cross-university interaction. Amazing program. Thank you.”</p> <p>“Have coach meet with team in Sept. or Oct. Our coach was not very available. Fall start was slow.”</p>						

4) Change Project Activities and Findings by Partner Institution

A Year 2 Change Project Report from each partner school is provided below in this section. Each report describes the overall project and theme, the goals and objectives of the project, the activities undertaken, accomplishments or findings from the project, recommendations and sustainability plans and dissemination activities and plans. Faculty Composition data provided is from IDEAL departments (selected S&E departments within each school) and broader university leadership by gender and underrepresented minority status for AY 2010-11.

a) *Bowling Green State University*

Institutional Contexts for Transformation

The faculty composition (gender and underrepresented minority status) of the BGSU IDEAL departments include the following eight departments in the College of Arts and Sciences: Biology, Chemistry, Geology, Geography, Environmental Health, Mathematics, Physics and Astronomy, and Computer Science.

Faculty Composition for AY 2010-11 in BGSU’s IDEAL Departments

BGSU IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	16	21%	8	57%	24	26%	27	60%	51	38%
Male	61	79%	6	43%	67	74%	18	40%	85	62%

Total	77	100%	14	100%	91	100%	45	100%	136	100%
Non-URM^a	71	92%	13	93%	84	92%	42	93%	107	91%
URM^b	6	8%	1	7%	7	8%	3	7%	10	9%
Total	77	100%	14	100%	91	100%	45	100%	117	100%

Notes:

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

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

^a Non-URM (non-underrepresented minority) includes all white or Asian faculty

^b Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Leadership Positions

The distributions of leadership positions in the IDEAL Departments and the senior academic leadership.

Leadership Positions in IDEAL Departments and University during AY2010-11

BGSU IDEAL S&E*	BGSU (8 Depts.)		
	All	F	URM
Full Professors	36	8	0
Endowed Chairs	0	0	0
Dept. Chairs	8	1	0
Deans	1	0	0
Assoc. Deans	3	1	1
Univ. President	1	1	0
Univ. Provost	1	0	0
Univ. Vice, Associate, Deputy Provosts	5	1	2

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

IDEAL Partner Institution Year Two Change Project Report:

Bowling Green State University

Co-Director:

Dr. Deanne Snavelly, Interim Associate Dean of the College of Arts and Sciences

Change Project Team Members:

Dr. Andrew Layden, Associate Professor of Physics and Astronomy

Dr. Dara Musher-Eizenman, Associate Professor of Psychology

Dr. Margaret Yacobucci, Associate Professor of Geology

Team Coach: Dr. Debra A. O'Neil, Assistant Professor of Management

Institutional Transformation Theme (as defined by the Co-director in proposal):

“Build Intellectual Community & Collegiality”

The second year at BGSU continued the work of building an intellectual community and collegiality around diversity and inclusion in STEM. Our activities are designed to foster recruitment and retention of women students and faculty in STEM fields at BGSU.

Institutional Transformation Vision (created by Co-director and change leader team):
Our vision is to transform the BGSU educational environment to be open and inclusive of women students and faculty members and to foster the recruitment and retention of female students and faculty.

Change Project Description:

We have engaged in a grass-roots campaign to raise awareness of gender issues among the STEM faculty, focusing on STEM search committee training and analysis and dissemination of the 2010 BGSU Faculty Climate Survey.

Goals/Objectives of the Change Project:

a. Objectives:

(1) Meet with all STEM faculty search committees to educate on implicit bias and gender equity issues in hiring. (2) Perform factor analysis of 2010 BGSU Faculty Climate Survey, and prepare brief reports on the results for dissemination to the faculty. (3) Create a BGSU IDEAL website and IDEAL blog as mechanisms for sharing information, resources, and viewpoints.

b. Outcomes Sought:

Increased awareness among STEM faculty of equity issues, including increased sensitivity to gender bias in hiring and recognition of differing perceptions of workplace climate between male and female faculty.

Activities Undertaken:

a. Search Committee Training

The change team conducted two training sessions for STEM faculty search committees in Fall 2010. To prepare for these sessions, the team reviewed various materials related to implicit bias and other challenges to fair recruiting and interviewing practices. The team prepared a PowerPoint presentation on these issues, and also developed handouts, including a suggested candidate evaluation tool. The Dean of Arts & Sciences was enlisted to encourage search committee members to attend the training.

A total of eleven members attended, with at least one member from each of the six STEM search committees attending a training session. Feedback was collected via anonymous evaluation forms, and was generally positive. Our question, “How much will you use this information in your role on a search committee,” yielded a score of 4.3 on a 1-5 scale (“none” to “very much”), indicating that our presentation was perceived as useful. Representative quotes included, “Its nice to do this as a faculty discussion with 3 [faculty] presenters, rather than a PowerPoint read by an apparatchik,” and, “Make this session mandatory for higher administrators.”

Several attendees later commended that their committees used our Candidate Evaluation Tool (from the Michigan Advance program). Though no women were hired as a result of these searches, a job in Chemistry was first offered to a woman candidate, and the second-ranked candidate in Physics was a woman. We have been encouraged to continue this training in the future, or turn it over to the Arts & Sciences Diversity Committee.

b. Climate Survey

To gain a better understanding of the challenges facing women faculty in STEM areas, the first-year IDEAL team initiated an online faculty climate survey that was conducted by Institutional Research in Spring 2010. The survey was similar to one previously used by CWRU, and assessed institutional climate for support of teaching, research and service, job satisfaction, and perceptions of the University environment. All full time faculty members at BGSU were asked to complete this 140 question survey. The overall response rate was 47% (51% women, 39% men). Detailed item-level results compiled by BGSU Institutional Research are available at <http://www.bgsu.edu/downloads/finance/file81023.pdf>

The year-two IDEAL team analyzed the data through factor analysis to aid interpretation. Through this process, related items were combined into scales. Items which did not load onto any factor were retained as individual items. This process yielded 20 factors and 21 individual items. Details about the factors and the exact wording of items can be found at the newly established BGSU IDEAL website: <http://www.bgsu.edu/offices/provost/ideal/index.html>

A three-step process was conducted to analyze the data. First, we compiled descriptive information on all of the scales to understand how faculty across the University feel about the climate at BGSU. Next, we compared men and women to understand how gender impacts perceptions of the BGSU climate. Finally, we compared faculty in STEM areas to those in non-STEM areas to understand how those in science and math related areas perceive the BGSU climate compared to those in other academic areas.

Three short reports presenting the results of this three-tiered analysis were prepared and turned over to BGSU's Office of Marketing and Communication for production into PDF documents (funded by the Provost's Office). At the time of this report, our plan is to disseminate these results to all BGSU faculty in June, when faculty have leisure to read and discuss them.

To collect feedback, reactions, and suggestions from faculty in response to the climate survey results, an IDEAL blog has been set up using the BGSU Blogs system. Faculty will be able to post and reply to comments. This blog will hopefully serve to identify more clearly the causes of dissatisfaction and to develop actionable responses.

c. Website and Blog

A BGSU IDEAL website has been created and now resides within the Provost's Office web structure: <http://www.bgsu.edu/offices/provost/ideal/index.html>. This website includes extensive links to relevant news articles; the BGSU Climate Survey results, resources on faculty recruitment, retention, and promotion; work-life balance; diversity-related groups within national STEM professional societies; readings; BGSU offices and services; and information about the IDEAL project and change team members.

A BGSU IDEAL blog has also been established to provide an informal venue for discussion and sharing of information and ideas.

d. Writing Club

The team has proposed the creation of writing clubs to provide a mechanism by which faculty can increase their research productivity while also interacting positively with colleagues.

A writing club involves a small group of faculty who commit to meet frequently (at least every two weeks) for a defined period of time (e.g., eight weeks, one semester). During these meetings, individuals discuss the latest progress they have made on a writing project, for instance, a journal article or a grant proposal. Members of the group offer constructive criticism, feedback, and encouragement. Each participant commits to producing a certain amount of writing in time for each club meeting. By the end of the defined interval, each participant has a completed manuscript or grant proposal ready to submit. Hence, the ultimate goal of a writing club is to increase faculty research productivity. A second goal is to facilitate collegiality and interdepartmental networking within the College.

Retention of STEM faculty, especially women and underrepresented minorities, should be a high priority for the University and the College of Arts & Sciences. The 2009 BGSU Faculty Climate Survey revealed that STEM faculty tend to be less satisfied with their relationships with colleagues, and that female STEM faculty, in particular, feel scholarly productivity to be a significant source of stress. Providing a formal opportunity for faculty to increase their research productivity while promoting collegial interactions should pay off in increased rates of tenure and improved faculty morale as well as higher metrics for scholarship and external funding.

Our proposal was favorably received by Dr. Julie Barnes, Executive Associate Dean in the College of Arts & Sciences. She will be discussing the proposal with the College's Diversity Committee, in hopes that they will be able to develop, manage, and institutionalize the clubs.

e. Meetings, attendees and dates:

- Change Team Meetings (with occasional individual absences, meetings included Layden, Musher-Eizenman, Yacobucci, and Snavely; O'Neil attended many of them)
 - September 8 (1st and 2nd Year Teams), October 13, October 22, October 27, November 12, January 20, January 27, February 10, February 24, March 30, April 21, May 26
- Meetings with Provost
 - February 14, 2011 – Snavely, Layden, Musher-Eizenman, Yacobucci, O'Neil, Provost Borland
- Meetings with Dean's Staff
 - April 12, 2011 – Layden, Musher-Eizenman, Associate Dean Barnes
- Meetings with Marketing and Communication
 - March 17 - Snavely, Layden, Musher-Eizenman, Yacobucci, Jennifer Sobolewski and M&C team of 4 individuals
- IDEAL Project Meetings
 - September 17 IDEAL Plenary Conference at Case Western Reserve - Snavely, Layden, Musher-Eizenman, Yacobucci, O'Neil, 1st year team
 - October 7 IDEAL Leadership Session #1 (CWRU) - Snavely, Layden, Musher-Eizenman, Yacobucci

- December 3 IDEAL Leadership Session #2 (U. Toledo) - Snavely, Layden, Musher-Eizenman, Yacobucci
- March 3 IDEAL Leadership Session #3 (U. Akron) - Snavely, Layden, Musher-Eizenman
- April 7 IDEAL Leadership Session #4 (Kent State U.) - Layden & Yacobucci

f. Other Activities:

- Presentation to Women’s Equity Affiliates Limited (WEAL) – Snavely
- September 15 through 16, Hosted McMaster Lecturer Dr. Kathleen Murphy, University of Illinois
 - September 15 Breakfast with IDEAL Team to discuss campus environment for STEM women faculty
 - September 15 Lunch with AIMS students, McMaster Lecturer, and IDEAL Team
 - September 16 Drs. Murphy and Snavely Presentation to AIMS students
- September 27 IDEAL Advisory Board phone conference - Snavely
- September 27 Meeting at Starbucks to discuss WEAL presentation on IDEAL project and Title IX implications for STEM in higher education - Snavely
- September 30 IDEAL Coach and Co-Director meeting to discuss Year 2 goals - Snavely, O’Neil
- November 19 Search Committee Training Session - Layden, Musher-Eizenman, Yacobucci
- November 30 Search Committee Training Session - Layden, Musher-Eizenman, Yacobucci
- December 1 Attend Provost’s Forum on Diversity - Snavely & Yacobucci
- December 2 Attend Provost’s Forum on Diversity - Snavely, Layden, & Musher-Eizenman

Resources/Alliances Harnessed Across Campus:

- Dr. Ken Borland, Vice President for Academic Affairs/Provost
- Dr. Simon Morgan-Russell, Dean College of Arts and Sciences
- Dr. Julie Barnes, Executive Associate Dean of Resources and Planning, College of Arts and Sciences
- William Knight, Vice President of Planning & Accountability, Institutional Research
- Faculty Senate
- Teresa McLove, Office of Equity & Diversity
- Office of General Counsel
- Jennifer Sobolewski and staff, Office of Marketing & Communication
- STEM Chairs and faculty on search committees
- Male and female faculty members in science departments

Project Accomplishments/Findings: *Summarize your findings (e.g., themes from focus groups)*

Our reanalysis of the BGSU Climate Survey has allowed us to uncover several significant differences between women and men at BGSU. The upcoming presentation of these results to the BGSU faculty will help to raise the profile of women’s equity in STEM, and the resulting discussion should help us clarify the causes of these differences and seek actionable responses.

The faculty-to-faculty, discussion-centered format of the search committee training sessions proved to be an effective mode for engaging STEM faculty and will be institutionalized by next year's team.

Developing the website and blog has provided online resources for STEM faculty that have not existed in the past.

We hope our Writers Club proposal will be implemented next year, providing a new support structure for faculty productivity and community-building.

Key Accomplishment/Finding: *Summarize your main accomplishment or finding*

The BGSU Climate Survey factor analysis results showed that female faculty members were significantly more likely to report feeling isolated and that discriminatory attitudes are present at BGSU. Women also felt more stress than men related to scholarly productivity, securing research funding, and teaching and service responsibilities. Sharing these results with faculty at BGSU will raise awareness of women's equity issues in STEM and generate discussion that allows us to identify the causes of inequity and propose solutions.

Recommendations:

- The BGSU 3rd year team should volunteer to host one of the IDEAL Leadership sessions.
- The BGSU 3rd year team should work to institutionalize the training for faculty search committees and extend the presentations to Tenure & Promotion Committee members, and perhaps to the annual Chairs and Directors summer retreat. They should get an early start on presentations for Fall 2011 committees.
- Considering the low responses regarding mentoring in the BGSU Climate Survey, the 3rd year team might consider implementing a mentoring program for incoming STEM faculty along the lines of those designed by CWRU and other IDEAL schools.
- BGSU's team should work more closely with UT's team, perhaps having some joint meetings independent of the Leadership meetings. In particular, we could work to coordinate a Diversity Visiting Scholar or similar program with UT.
- BGSU's team will need to compile and analyze responses to the BGSU blog and consider other ways to address STEM women's enhanced sense of isolation, discrimination, and stress.
- BGSU should consider applying for an NSF Catalyst grant.

Sustainability Plans for Institutionalizing Activities:

a. Plans for Institutionalization/Sustainability

We will work with Associate Dean Julie Barnes to place our committee training and writing club projects within the College's Diversity Committee.

b. Challenges Encountered or Likely:

We may expect to see increased resistance to new programs as the Administration adapts to new cuts in State funding.

BGSU is welcoming a new president and interim provost in summer 2011; it is not clear whether our work with the previous provost will migrate seamlessly to the new provost.

Dissemination Activities and Plans:

See previous discussion of the Climate Survey roll out.

b) Case Western Reserve University

Institutional Context for Transformation

The faculty composition (gender and underrepresented minority status) of the CWRU IDEAL Departments include all science departments in the College of Arts and Sciences (Anthropology, Astronomy, Biology, Chemistry, Geological Sciences, Mathematics, Physics, Political Science, Psychology, Sociology, and Statistics), all departments in the Case School of Engineering (Biomedical Eng., Chemical Eng., Civil Eng., Electrical Eng. & Computer Science, Macromolecular Science and Eng., Materials Science and Eng., and Mechanical and Aerospace Eng.) and five departments in the Weatherhead School of Management (Economics, Information Systems, Marketing and Policy Studies, Operations, and Organizational Behavior).

Faculty Composition for AY2010-11 in CWRU’s IDEAL Departments

CWRU IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	38	18.2%	20	34.5%	58	21.7%	13	50.0%	71	24.2%
Male	171	81.8%	38	65.5%	209	78.3%	13	50.0%	222	75.8%
Total	209	100%	58	100%	267	100%	26	100%	293	100%
Non-URM ^a	204	98%	53	91.4%	257	96.3%	25	96.2%	282	96.2%
URM ^b	5	2%	5	8.6%	10	3.7%	1	3.8%	11	3.8%
Total	209	100%	58	100%	267	100%	26	100%	293	100%

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

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

^a Non-URM (non-underrepresented minority) includes all white or Asian faculty

^b Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Leadership Positions in IDEAL Departments and University during AY2010-11

The distribution of leadership positions in the IDEAL Departments and the senior academic leadership.

Leadership Positions CWRU IDEAL Departments and University Leadership AY2010-11	CWRU (23 Depts.)		
IDEAL S&E*	All	F	URM**
Full Professors	154	21	3
Endowed Chairs***	68	12	1
Dept. Chairs	23	7	0
ALL CAS/CSE/WSOM			
Deans	3	0	0

Assoc. Deans	10	6	1
UNIVERSITY			
Univ. President	1	1	0
Univ. Provost	1	0	0
Univ. Vice, Associate, and Deputy Provosts	3	1	0

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

** Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

***Nine of the 77 Endowed Chairs within the IDEAL departments were vacant during the 2010-11 period.

IDEAL Partner Institution Year Two Change Project Report:

Case Western Reserve University

NOTE: In 2010-2011 CWRU had a Change Leader Team consisting of two faculty in the Case School of Engineering (CSE) and two in the Weatherhead School of Management (WSOM), with the fourth Change Leader stipend assumed by the CWRU Provost.

Because of this the projects are reported on individually below.

Co-Director:

Diana Bilimoria, PhD, Professor, Organizational Behavior; Co-Principal Investigator IDEAL

CSE 2010-2011 Change Project Team Members:

Erin Lavik, PhD, Elmer Lindseth Associate Professor of Biomedical Engineering

GQ Zhang, PhD, Division Chief, Medical Informatics; Professor of Electrical Engineering and Computer Science.

Team Coach: Helen Williams, PhD

Institutional Transformation Theme (as defined by the Co-director in the proposal):

“Enhancing Collegiality and Inclusion in S&E”

This theme solidifies and extends to other S&E departments the pilot project successfully implemented in the Case School of Engineering during ACES.

IDEAL Departments:

All eleven science departments in the College of Arts and Sciences (CAS) are part of the 2009/2010 Change Project. These are Anthropology, Astronomy, Biology, Chemistry, Geological Sciences, Mathematics, Physics, Political Science, Psychology, Sociology, and Statistics. The seven IDEAL departments in the Case School of Engineering these are Biomedical, Chemical, Civil, Electrical & Computer Science, Macromolecular Science, Materials Science, and Mechanical & Aerospace, and the five IDEAL departments in the Weatherhead School of Management, Economics, Information Systems, Marketing and Policy Studies, Operations, and Organizational Behavior, will be part of subsequent change projects.

Institutional Transformation Vision:

The vision for this effort is to improve faculty climate by enhancing collegiality and inclusion via a grass roots movement where all faculty are given the opportunity to contribute recommendations for the process and to benefit from resources arising from implementation of the resulting recommendations.

Case School of Engineering (CSE) IDEAL Change Project Report

CSE 2010-2011 Change Project Description:

Purpose: To provide the support and mentoring to help the Case School of Engineering (CSE) new hire feel like a part of the community and be able to get up to speed with their research as quickly and effectively as possible.

The launch committee will begin working with the new hire from the day they sign their contract until the end of the hire's first year. At that point, the committee will transition to a more typical mentoring committee and the membership may change depending on the hire's needs.

CSE 2010-2011 Goals/Objectives of the CSE 2010-2011 Change Project:

Objectives:

1. Augment the strategic hiring initiative by establishing school-wide mechanism for faculty integration and career development
2. Create plan and process structure for the launch committee activity
3. Develop guidelines for phase one, launch committee formation, committee charge and committee expectations
4. Pilot Launch Committees for all newly hired faculty from 2008 – 2010 and develop standard protocol for integrating new faculty into CSE.
5. Propose Phase II – mentoring that takes into account the interdisciplinary nature of the strategic hires and how this cultural shift will be reflected in third year review and P&T.

Outcomes Sought:

There are four areas which must be addressed for a new hire to be successful. The assessments (how we know the committee is working) follow.

1. **Lab space.** Engineers cannot be successful without functional lab space.
Assessment: Has the space been identified? Are there drawings? Has construction begun? Ideally, the new hire will have final drawings in hand before starting.
2. **Funding.** The committee will work with the new hire to identify opportunities, review proposals internally, and help include the new hire in larger program project-type grants.
Assessment: Are the new hire's grants getting internal reviews? Are they being included in larger program projects or team-based grants? Is the new hire getting funding? It is expected that by the end of the first year, they will be included in multiple grants and will have at least three grants reviewed by the committee and submitted.
3. **Lab personnel and hiring.** The committee will help the new hire find the right people to build the lab.
Assessment: Is the person getting the people they need in their lab? Are those lab members being productive?
4. **Integration in the university.** The committee will be the first people that the new hire will know. They will help to introduce the new hire to potential collaborators and colleagues across the university.
Assessment: Is the new hire meeting people across schools and programs? Are they forming collaborations?

CSE 2010-2011 Activities Undertaken:

a) Meetings, attendees and dates:

1. IDEAL team meetings weekly on Monday afternoons during the 2010-2011 academic year.

2. Meeting with the Chair of the CSE Strategic Hiring Initiative, P. Hunter Peckham, PhD, the Donnell Professor of Biomedical Engineering and Orthopaedics and Executive Director of the Cleveland FES Center to obtain buy-in for the initiative.
3. Meeting with Claire Rimnac, PhD, Associate Dean for Research, Wilbert J. Austin Professor of Engineering, Mechanical and Aerospace Engineering, to obtain buy-in for the initiative.
4. Meeting with Stuart Rowan, PhD. Professor of Macromolecular Science and Engineering, Faculty Leader, University Advanced Materials Alliance to obtain buy-in for the initiative.
5. Two meetings with Team Coach Helen Williams, Co-Director Diana Bilimoria, and Project Director Amanda Shaffer.
6. Two sustainability meetings one with PI Lynn Singer and one with Lynn Singer, Ica Manas, Claire Rimnac and Diana Bilimoria.

b) Other Activities:

1. Drs. Lavik and Zhang each interviewed several young and recent hires to determine their experiences with starting and their perceived challenges.
2. Launch committees have been formed for 4 new/recent hires. (Nicole Seiberlich, Bolu Ajiboye, Hongping Zhao, Philip Feng). The committees have all been given their basic directives, and we are working to coordinate their activities and make sure they understand their goals

CSE 2010-2011 Resources/Alliances Harnessed Across Campus:

1. Associate Dean for Faculty Development, CSE, Ica Manas-Zloczower,
2. CSE Strategic Hiring Committee Chairs P. Hunter Peckham and Stuart Rowan
3. Associate Dean for Research, CSE, Claire Rimnac

CSE 2010-2011 Project Accomplishments/Findings:

There are a number of challenges many faculty face when they are starting a new faculty position at the Case School of Engineering. By having a short term, focused committee that addresses these basic challenges of getting started, we anticipate that new faculty will obtain lab space more quickly, secure grants earlier in their careers, and be more integrated in the community more quickly than has been usual.

CSE 2010-2011 Key Accomplishment/Finding:

A key accomplishment of this project was the development of the “The Launching Committee: A How to Guide (LCG)” that outlined how the launch committee will work with the new hire from the day they sign their contract until the end of the hire’s first year. The LCG specifies goals, committee composition, committee meetings and expectations as well as the assessment measures. (See Appendix Three: Launching Committee Guide)

CSE 2010-2011 Recommendations:

We will recommend to CSE leadership that beginning in AY 2012-13 launch committees are formed for all new hires in CSE.

CSE 2010-2011 Sustainability Plans for Institutionalizing Activities:

- a) Plans for Institutionalization/Sustainability: A launch committee will be taken over by a regular faculty mentoring committee after year one, with Associate Dean Ica Manas providing continued administrative oversight.

b) Challenges Encountered or Likely:

Launch committee members are often productive faculty members who are likely to have a busy schedule. The time commitment and dedicated attention to specific responsible areas may be adding more activities to the busy schedule.

CSE 2010-2011 Dissemination Activities and Plans:

We hope to share the practice broadly, through regional IDEAL partner institutions and to next year's IDEAL change leader team.

Weatherhead School of Management (WSOM) IDEAL Change Project Report

WSOM 2010-2011 Change Project Team Members:

Anurag Gupta, PhD, Associate Professor, Banking and Finance

Jagdeep Singh, PhD, H. Clark Ford Professor and Department Chair, Marketing and Policy Studies

WSOM 2010-2011 Change Project Description: *Scope of this year's change project:*

Mentoring program for junior faculty at Weatherhead

WSOM 2010-2011 Goals/Objectives of the Change Project:

Objectives:

Set up a mentoring program for junior faculty at the Weatherhead School of Management.

Outcomes Sought:

1. Implement a pilot mentoring program for current junior faculty, conduct evaluation of the pilot program, and generate a report summarizing the experience and recommendations for future continuance.
2. Build participation and support across the school for continuation of the mentoring program beyond the pilot stage.
3. Propose recommendations for the creation of institutional mechanisms for a sustainable and widespread faculty mentoring program at Weatherhead.

WSOM 2010-2011 Activities Undertaken:

a) Meetings, attendees and dates:

- May 18, 2011: Team meeting with Mentor-Mentee teams to review the pilot mentoring program.
- Apr 20, 2011; Team meeting with Diana Bilimoria to discuss progress on mentoring project.
- Apr 08, 2011; Team meeting over lunch with mentors and mentees for interim feedback on the mentoring project.
- Apr 07, 2011; Full day IDEAL leadership meeting #4 at Kent State University.
- Mar 23, 2011; Team member meeting to connect mentor and mentee.
- Mar 18, 2011; Team member meeting to connect mentor and mentee.
- Mar 11, 2011; Team conference call to finalize mentoring objectives document and questionnaire.
- Mar 08, 2011; Team meeting to discuss mentoring objectives document and evaluation questionnaire.
- Mar 03, 2011; Full day IDEAL leadership meeting #3 at University of Akron.

- Mar 02, 2011; Team meeting Diana Bilimoria and Organizational Behavior Department Chair on mentoring for junior faculty in OB.
- Feb 23, 2011: Team meeting with Diana Bilimoria on launching mentoring initiative.
- Feb 8, 2011: Team presentation, with Diana Bilimoria, of mentoring initiative in Weatherhead faculty council for feedback.
- Jan 20, 2011; Team meeting with Diana Bilimoria and junior faculty eligible for mentoring on the mentoring initiative.
- Dec 27, 2010: Team meeting with Diana Bilimoria and Associate Dean Robin Dubin on institutionalizing mentoring initiative.
- Nov 03, 2010; Team meeting with Diana Bilimoria and Dwight Davy and Ica Manas-Zloczower of the Case School of Engineering for discussion of mentoring initiative at the Case School of Engineering.
- Dec 07, 2010; Team meeting with full CWRU IDEAL team (Lynn Singer, Diana Bilimoria, Amanda Shaffer, and Helen Williams (coach)).
- Dec 03, 2010; Full day IDEAL leadership meeting #2 at University of Toledo.
- Oct 13, 2010; Team meeting with Diana Bilimoria and Associate Dean Robin Dubin on mentoring initiative at Weatherhead.
- Oct 07, 2010: Full day IDEAL leadership meeting #1 at CWRU.

b) Other Activities:

A 5-page survey (see Appendix Four: WSOM Mentoring Program) was developed to obtain feedback and outcome evaluations of both mentors and mentees involved in the pilot program. The survey allowed structured as well as open ended responses from participants. Each participant was asked to complete the survey independently and ensured strict confidentiality of individual response. The data from the survey was analyzed and used in addition to the program review session to develop an assessment of the positives and negatives of the pilot mentoring program. (For results see Appendix Four)

c) Detailed description of project activities:

Three distinct activities were carried out as part of this project:

1. Planning activities: Substantial energy went into planning the pilot mentoring program, learning from similar mentoring programs at Case (e.g., School of Engineering) and elsewhere, reviewing the mentoring literature to understand its fundamental practices and principles. We resisted the idea of identifying “best” practices. Instead, we attempted to understand the fundamental practices and principles and what makes them effective so as to adapt them to our context. To contextualize effectively, we sought input from department chairs, faculty council and past experiences with mentoring at Weatherhead. Details of various meetings are outlined above. These planning activities led to a “final” plan for a pilot mentoring program that we presented to different constituencies for implementation.
2. Implementing activities. Implementing the final plan for the pilot mentoring was another substantial activity. We actively engaged in the process to ensure that the mentor-mentee groups had a positive start. Although mentees suggested suitable mentors for themselves, in most cases mentees did not know the suggested mentors well. Mentees noted that they selected mentors that they would have liked to learn from and build a relationship with, and not necessarily one that they already had a relationship with. To ensure a positive start, we organized the first mentor-mentee meeting and participated in helping each team

to develop initial expectations, set meeting times, and outline an agenda for mutually desired outcomes. In these meetings, organized around early March, each mentor-mentee group met separately. To keep up the momentum, we subsequently organized a joint meeting of all mentor-mentee groups so they can share experiences, identify common concerns, and learn from each other. This meeting was held in early April. We encouraged each team to reach out to us if they needed assistance.

3. **Assessment Activities.** Finally, we engaged in various activities to obtain program assessment data and feedback. Three key assessment sources were utilized. First, a detailed survey was developed to obtain individual assessments of mentors and mentees using a confidential response format. We reasoned that mentors and mentees may have different program assessments, as would probably different mentees (or mentors). A personalized survey provides a useful format for collecting this data. Second, we organized a review meeting of all mentors-mentees and faculty involved in planning the pilot program. The purpose of the review was not only to assess the pilot program but also to identify useful learnings that could be applied to broad launching of the mentoring program at Weatherhead. Third, we solicited informal feedback from individuals involved in the pilot program to understand what worked well, what didn't, and how it can be tweaked to generate effective outcomes.

WSOM 2010-2011 Resources/Alliances Harnessed Across Campus:

Leveraged the experiences of the Case School of Engineering in developing and implementing a mentoring program.

WSOM 2010-2011 Project Accomplishments/Findings:

Project design and methodology:

We set up a voluntary pilot mentoring program initiative at WSOM for Assistant Professors who had been at WSOM for less than three years. Of the six faculty members eligible for the pilot program, three volunteered to be a part of it. Of the remaining three, one opted out since the person had several years of academic experience at another school prior to joining Weatherhead and had been at Weatherhead for a couple of years already. The other two faculty members who did not join this pilot program were in a department that elected not to participate in the mentoring program. The senior faculty in this department felt that their internal mentoring initiatives, within the department, were sufficient for their junior faculty.

For each mentee, a senior faculty was identified as a possible mentor based primarily on the mentee's suggestion which was further discussed with the relevant department chair. In each case, the mentee's suggestion was followed and project leaders contacted the suggested mentor to solicit their participation. All mentors who were requested agreed to participate.

A program objectives document and evaluation questionnaire (for mentors and mentees, both documents attached) was distributed to the mentors and the mentees. The first meeting between the mentors and mentees was facilitated by one of the team members. An interim feedback lunch meeting was organized for all concerned, and their feedback collected and evaluated at the end of the pilot program, via questionnaires, from all mentors and mentees.

Main results:

1. *Expectations, process and outcomes.*

Mentees:

- Very enthusiastic about the initiative.
- While expectations and objectives were made clear, specific examples of prior mentor-mentee experiences and outcomes would help.
- View this exercise as very important for their career development and achieving professional objectives.
- The key advice they solicit is on better understanding the promotion and tenure process, and how best to navigate the hoops.
- Did not see scheduling of meetings with the mentors as a hurdle.
- Emphasized the need for mentees to take the initiative in appropriately structuring and utilizing their time with the mentors.

Mentors:

- Emphasized the need to make the mentoring process and expectations even more explicit and specific for the mentors and the mentees.
- Needed a longer time period of engagement to assess outcome.

2. *Overall satisfaction with program and Weatherhead.*

- Mentees were extremely satisfied with the program, viewed it as being very effective for them.
- Mentors also satisfied but emphasized the need to make this program longer, and start it earlier (as soon as a new faculty joins Weatherhead).
- Mentors considered this as an outstanding initiative, which should be made broader and more visible throughout the school.

3. *Outline implications for launching the program in the Fall.*

- Launch school wide voluntary initiative for all incoming junior faculty (assistant professors).
- Establish adequate support within the Associate Dean's office to administer and evaluate the program.
- Institute a reporting and recognition system for mentors as part of their contributions to service.

WSOM 2010-2011 Recommendations:

Implement a broad based mentoring program for junior faculty based on the learnings from the pilot mentoring program.

WSOM 2010-2011 Sustainability Plans for Institutionalizing Activities:

a) *Plans for Institutionalization/Sustainability*

- All incoming junior faculty to be matched with appropriate mentors, perhaps even before they arrive on campus.
- Mentoring program to be administered and supervised by the Associate Dean's office.

- Periodic discussion of program and dissemination of outcomes with the entire Weatherhead faculty at Faculty Assembly meetings at periodic intervals to ensure adequate support and participation.

b) *Challenges Encountered or Likely:*

- Need to get the department chairs of the prospective mentees involved in the process early on in order to get their full support.
- Need to have a process for recognizing the contributions of the mentors so that there are enough mentors willing to participate in the program in the long run.
- The mentoring process needs to be more structured with more explicit objectives for both the mentors and the mentees.

WSOM 2010-2011 Dissemination Activities and Plans:

1. Share this report with department chairs and participating mentors and mentees.
2. Make the report available to other IDEAL teams and Schools as input to their efforts.
3. Present findings and implications at appropriate forums at Weatherhead.

c) *Cleveland State University*

Institutional Contexts for Transformation

The faculty composition (gender and underrepresented minority status) of the CSU IDEAL Departments include all departments in the Fenn College of Engineering (Chemical & Biomedical Eng., Civil & Environmental Eng., Electrical & Computer Eng., Mechanical Eng., and Engineering Technology) and six departments in the College of Science (Biology, Chemistry, Health Sciences, Mathematics, Physics, and Psychology).

Faculty Composition for AY 2010-11 in CSU's IDEAL Departments

CSU IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	26	19.7	12	48	38	24.2	5	62.5	43	26.1
Male	106	80.3	13	52	119	75.8	3	37.5	122	73.9
Total	132	100	25	100	157	100	8	100	165	10
Non-URM^a	125	94.7	24	96	149	94.9	7	87.5	156	94.5
URM^b	7	5.3	1	4	8	5.1	1	12.5	9	5.5
Total	132	100	25	100	157	100	8	100	165	100

Notes:

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

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

^a Non-URM (non-underrepresented minority) includes all white or Asian faculty

^b Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Leadership Positions in IDEAL Departments and University during AY2010-11

The distribution of leadership positions in the IDEAL Departments and the senior academic leadership.

Leadership Positions CSU IDEAL Departments and University Leadership	CSU (11 Depts.)		
	All	F	URM
IDEAL S&E*			
Full Professors	64	10	3
Endowed Chairs	2	0	0
Dept. Chairs	11	1	0
Deans	2	1	0
Assoc. Deans	4	0	0
Univ. President	1	0	0
Univ. Provost	1	0	0
Univ. Vice Provosts*	3	2	0

Note: * Vice Provost for Academic Affairs & Faculty Relations, Vice Provost for Planning, Assessment and Information Resource Management, Vice Provost for Undergraduate Studies

IDEAL Partner Institution Change Project Year Two Report: Cleveland State University

Co-Director: Paul Lin, Associate Dean, College of Engineering

Change Project Team Members 2010- 2011:

Mekki Bayachou, PhD, Associate Professor, Chemistry

Susan Bazyk, PhD, Professor, Health Sciences

Nilufer Dural, PhD, Associate Professor, Civil & Environmental Engineering

Team Coach: C. Greer Jordan, Principal, Currie Rhodes Consulting & Research

Institutional Transformation Theme:

Encouraging Science and Engineering women and under-represented minority faculty to self-diagnose their knowledge of leadership, and gain that knowledge by actively participating in institutional policy-making committees such as the Faculty Senate and Graduate Council.

Institutional Transformation Vision:

Women and under-represented minorities demonstrate greater engagement in leadership activities as a result of changes in policies, practices, and structures that may currently impede such engagement.

Change Project Description: Based on the needs identified in year one, year two's Change Project focused on two broad areas: 1) faculty development and mentoring; and 2) creating inclusive environments.

Goals/Objectives of the Change Project:

The primary goal of year two's Change Project was to explore the possible development and implementation of a Center for Faculty Development and Leadership. Such a Center would serve as the hub for faculty development across the career, mentoring, and university initiatives aimed at creating inclusive environments. Based on input from a CSU stakeholder meeting in February 2011, this year's team offered two faculty development sessions in collaboration with the Center for Teaching Excellence.

The objectives for year two were;

- 1) To solicit input from relevant CSU stakeholders and experts in areas related to faculty development, diversity management, and leadership regarding the development of a Center for Faculty Development and Leadership;
- 2) To plan and offer two seminar sessions to all faculty in collaboration with the Center for Teaching Excellence as a way to foster awareness of and discussion about faculty development and creating inclusive environments;
- 3) To explore possibilities for bringing together university stakeholders and offering ongoing sessions related to faculty development and inclusive environments for year three of IDEAL.

Activities Undertaken:

Number/dates of meetings of the change leader team:

- 10/4/2010, CSU IDEAL Team 1st Meeting (CSU)
- 10/7/2010, IDEAL Leadership Session #1 (CWRU)
- 11/4/2010, CSU IDEAL Team 2nd Meeting (CSU)
- 11/30/2010, CSU IDEAL Team 3rd Meeting (CSU)
- 12/3/2010, IDEAL Leadership Session #2 (UT)
- 1/25/2011, CSU Stakeholder Meeting (CSU)
- 3/3/2011, IDEAL Leadership Session #3 (UA)
- 4/7/2011, IDEAL Leadership Session #4 (KSU)

Dates of meetings with the team coach:

- 1/12/2011, Co-director meeting with Team Coach (CSU)
- 2/10/2011, CSU IDEAL Team 1st meeting with Team Coach (CSU)
- 5/10/2011, CSU IDEAL Team 2nd meeting with Team Coach (CSU)

Details of meetings with Provost, deans and other senior university administrators:

CSU ‘Stakeholder’ Meeting – January 25, 2011:

A variety of CSU stakeholders related to diversity management and faculty development were invited to attend a ‘stakeholder’ meeting to explore the possibility of developing a Center for Faculty Development and Leadership at CSU. Such a Center would serve as a hub for faculty mentoring and university initiatives aimed at creating inclusive environments. Five participants representing administration and faculty joined the IDEA team in a discussion of the need for such a Center and the required resources. *The consensus of the group was that with limited resources, such a Center might not be feasible at this time.*

The recommendation was to offer sessions to administrators and faculty during Spring 2011 in collaboration with the existing Center for Teaching Excellence in order to:

- 1) Raise awareness of issues related to inclusive environments and faculty development;
- 2) Collect data regarding response to sessions and faculty interest; and
- 3) Make recommendations for future sessions.

Resources/Alliances Harnessed Across Campus:

A number of relevant administrative staff and faculty were invited to the stakeholder meeting on January 25, 2011:

- 1) Dr. Rosemary Sutton, Vice Provost, Undergraduate Studies
- 2) Dr. William Beasley, Director, Center for Teaching Excellence
- 3) Dr. Melodie Yates, Director, Diversity Training & Research

- 4) Dr. Brenda Johnson, Assistant Professor, Diversity Management, Psychology
- 5) Dr. Connie Hollinger, Psychology
- 6) Lisa Gaynier, Director, Diversity Management
- 7) Dr. Njeri Nuru-Holm, Vice President, Institutional Diversity
- 8) Dr. Bette Bonder, Dean, College of Sciences and Health Professions

IDEAL sessions were offered in collaboration with the Center for Teaching Excellence. All deans and faculty were invited to the two IDEAL sessions.

Project Accomplishments/Findings: *Summarize your findings (e.g., themes from focus groups)*
Based on Year 1 focus group survey data, the team identified topics for the two IDEAL sessions for Spring 2011.

CSU/IDEAL SESSION #1 (April 14, 2011): This session focused on life events and the academic career. The purpose of the session was to raise faculty awareness about the impact of life events (childbirth, adoption, illness, eldercare, etc.) on the academic career, and to inform faculty of best practices from other universities and engage participants in a discussion of possible life event strategies and policies for CSU faculty. To date, there are no clear policies at CSU addressing life events. Another goal of the session was to explore faculty needs in this area. A panel discussion, “Life Events and the Academic Career”, included Dr. Constance Hollinger, Psychology, CSU; Dr. Lynn Singer, Deputy Provost and Vice President for Academic Affairs, CWRU; and Amanda Shaffer, Project Director of IDEAL, CWRU. Twenty-five faculty, chairs, and associate deans attended. Exit survey results indicate that the session was well-received with responses ranging from 3.6 to 4.6 in the scale of 1 to 5 where 5 was the highest score possible. In particular, questions #1, #3, #6, and #10, which reflect the importance of the issues raised within the CSU community, received particularly high ratings from both male and female participants.

CSU/IDEAL SESSION #2 (April 26, 2011): Change Leader Team member Nilufer Dural undertook a literature review about academic careers of women and other minority identity groups in STEM disciplines. The review results indicated that work climate plays a significant role on job satisfaction, and general isolation and lack of supportive professional relationships not only contribute to attrition of faculty but also decrease engagement of faculty in building and leading departments. These findings prompted Dr. Dural to design a faculty development and leadership session on inclusion in order to raise awareness of the impact of work climate on the careers of academic STEM faculty, in particular women and underrepresented minorities.

The IDEAL team invited Dr. Diana Bilimoria from CWRU to give a seminar session, entitled “Creating Inclusive and Productive Academic Environments”, on April 26, 2011. The target audience included chairs and faculty members from engineering and science departments, but the seminar was open to the entire university faculty. Thirty-three people attended and 21 of them responded to our survey right at the conclusion of the seminar. The survey results indicate that the session was well received, with average scores ranging from 3.85 to 4.5 in the scale of 1 to 5 where 5 was the highest score possible.

Recommendations:

- 1) Continue to develop and offer one-hour faculty development sessions in cooperation with the Center for Teaching Excellence.

- 2) Continue to build awareness in the areas of life events, climate, inclusion and other aspects, and post-tenure faculty development.
- 3) Allow more time for discussions during each seminar
- 4) Continue to develop the CSU's internal IDEAL website. Posting articles for further reading related to each session would make the website a useful resource for faculty
- 5) Get the University's Institutional Diversity Office involved

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

- 1) Continue to cultivate internal linkages to existing University organizations and structures such as the Office of Institutional Diversity and the Center for Teaching Excellence. At present, the CSU team has the support of the Center for Teaching Excellence and will continue to offer lunch-time seminars in collaboration with the Center.
- 2) The next year's team will need to work on building and leveraging the alliances and contacts in order to sustain faculty development activities beyond year three

Challenges Encountered or Likely:

- 1) The University has frozen faculty hiring for academic year 2011-2012. Therefore, it is unlikely that our demographic data will have substantive changes in faculty membership or leadership participation.
- 2) Sustainability of the IDEAL work beyond year three will be a challenge given the lack of funding and supporting mechanisms
- 3) The Director of Center for Teaching Excellence will be on professional leave in Fall 2011. This may or may not create a logistic problem for collaborating with the center to offer leadership sessions.

Dissemination Activities and Plans:

- 1) Continue to disseminate the leadership session information through the Center for Teaching Excellence
- 2) Publicize the CSU's IDEAL website that includes related reading materials.
www.csuohio.edu/engineering/IDEAL/

d) Kent State University

Institutional Contexts for Transformation

The faculty composition (gender and underrepresented minority status) of the KSU IDEAL Departments include eight departments in the College of Arts & Sciences (Anthropology, Chemistry/Chemical Physics, Computer Science, Geography, Geology, Sociology/Justice Studies, Mathematical Sciences, and Physics) and the College of Technology.

Faculty Composition for AY 2010-11 in KSU's IDEAL Departments

KSU IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	35	21.2	19	43.2	54	25.8	39	48.1	93	32.1
Male	130	78.8	25	56.8	155	74.2	42	51.9	197	67.9

Total	165	100	44	100	209	100	81	100	290	100
Non-URM^a	160	97.0	42	95.5	202	96.7	78	96.3	280	96.6
URM^b	5	3.0	2	4.5	7	3.3	3	3.7	10	3.4
Total	165	100	44	100	209	100	81	100	290	100

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

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

^a Non-URM (non-underrepresented minority) includes all White, Asian, Other, and Not Reported faculty

^b Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Leadership Positions in IDEAL Departments and University during AY2010-11

The distribution of leadership positions in the IDEAL Departments and the senior academic leadership.

Leadership Positions KSU IDEAL Departments and University Leadership AY2010-11	KSU (9 Depts.)		
	All	F	URM
IDEAL S&E*			
Full Professors	71	6	1
Endowed Chairs	0	0	0
Dept. Chairs	8	1	0
Deans	2	0	0
Assoc. Deans	4	1	1
Univ. President	1	0	0
Univ. Provost	1	0	0
Univ. Vice, Associate, Deputy Provosts	4	2	0

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

IDEAL Partner Institution Year Two Change Project Report:

Kent State University

Co-Director: Mary Louise Holly (Founding Director, Faculty Professional Development Center; Co-Director, Igniting Streams of Learning in Science; Professor, Teaching, Learning, Curriculum Studies)

Change Project Team Members:

Verna Fitzsimmons, PhD (Technology)

Daniel Holm, PhD (Geology)

Marilyn Norconk, PhD (Anthropology)

Team Coach: Susan Freimark

Institutional Transformation Theme:

Enhancing the climate for scholarly and collegial community in the College of Arts and Sciences

Institutional Transformation Vision: A university system that embraces widespread collegiality across a diverse faculty and administration, with an environment that promotes and supports a vibrant community of scholars in pursuit of academic excellence.

Change Project Description:

The KSU Change Project 2010/2011 built on and extended the Year 1 foundation. Data from the 2010 Climate Survey was analyzed, and the results were communicated to Chairs and Directors, Faculty Senate, Senior Associate Provost, Women in Science Working Group, Office of Diversity, Equity, and Inclusion, Office of the President, and campus wide through mailing to all KSU Departments as well as link provided on IDEAL website.

Liaisons with and extension of IDEAL communication and support network included: Office of Diversity, Equity, and Inclusion, Interim VP for Research, Office of the Provost, Office of the President, and Dr. Bernice Sandler.

Faculty from the College of Arts and Sciences were invited to participate in one of six focus groups that were held in January 2011. Guiding questions for the focus groups were derived from the climate survey data. Data were gathered from the focus group sessions and analyzed to identify and clarify common themes and findings.

Consciousness raising and publicity for the IDEAL program and issues continued. Reports were sent to faculty and administrative bodies. Dr. Bernice Sandler's visit to KSU was advertised, and her keynote address made available via KSUtube as well as the KSU IDEAL website. The workshops and meetings that Dr. Sandler led were attended by KSU faculty, administration, and students. These workshops and meetings included:

- Breakfast with the Deans hosted by the Senior Associate Provost,
- Workshop with Chairs and Directors hosted by the Dean of Arts and Sciences,
- Lunch with campus leaders related to women and under-represented group issues hosted by the Vice President of Diversity, Equity, and Inclusion,
- Conversation with students,
- Workshop with College of Arts and Sciences faculty and graduate assistants,
- Concluding conversations with Year 1 and Year 2 IDEAL Co-Director and Change Leaders.

A request for an IDEAL graduate research assistant was granted, and Judy Rittman (Higher Education Administration and Student Personnel) joined the IDEAL team in December 2011.

The decision to submit a fall 2011 proposal for the NSF ADVANCE-IT grant was made. Conversations with upper administration have indicated strong support for submission of this proposal.

The grant proposals of current and past NSF ADVANCE-IT recipients have been researched and summarized. Also, information regarding Presidential Commissions on the Status of Women was researched for NSF ADVANCE institutions as well as other U.S. institutions. Based on such research, a report was presented to upper administration to create a Presidential Commission on Women at Kent State University. While supportive of the goals of IDEAL, upper administration instead proposed a more specifically focused strategy involving initiatives that would promote and support STEM education and research at Kent State University. The initiative will be designed to encourage greater participation and success of women at all levels of STEM education and research.

Outcomes sought and achieved from the Year 2 Change projects include:

- An enriched and enlarged conversation taking place at multiple levels within the university about the IDEAL program, projects, and outcomes.
- An enriched and enlarged website with resources and used information.
- Chairs and Directors with an increased awareness, understanding, and use of practical suggestions that they use to support advising and working with all faculty members in their units.
- Faculty members in Arts and Science with an increased awareness of and strategies for dealing with discrimination within their classrooms.
- Joined in a national conversation regarding issues related to women in STEM (e.g., Title IX) with invited keynote speaker, Dr. Bernice Sandler as well as with other institutions (e.g., University of Michigan)
- KSU Women in Science Luncheon was held to discuss the climate survey results and further raise awareness of the IDEAL program at KSU.
- Power and Politics on Campus luncheon and workshop was held with Susan Freimark (IDEAL coach, CWRU) as moderator. Post luncheon and workshop survey data was positive, and attendees expressed interest in future luncheons and workshops as well as monthly meetings addressing issues specific to women in STEM.
- Support at the Presidential level for NSF KSU IDEAL Year 3 and beyond (further initiatives will be announced in September 2011).

Activities Undertaken: Key Meetings and Activities for IDEAL Change Project – Year One. Team (See Appendix Five: KSU Activities Timeline for the entire KSU IDEAL 2010-2011 Schedule of Actions)

Resources/Alliances Harnessed Across Campus: KSU Change Leadership and Resource Contact Information Sheet			
Last Name	First Name	Project Role	Institution
Bilimoria	Diana	CO-PI	CWRU
Shaffer	Amanda	Project Director	CWRU
Freimark	Susan	Team Coach	Susan Freimark Consulting
Holly	Mary Louise	Co-Director	KSU
Almasan	Carmen	Change Leader Year 1	KSU
Tonge	Andrew	Change Leader Year 1	KSU
Tubergen	Mike	Change Leader Year 1	KSU
Adams	Heather	Women's Center	KSU
Alemagno	Sonia	Public Health; V P Res	KSU
Brown	Alfreda	V P Diversity	KSU
Crowther	Janis	IRB - Psychology	KSU
Fitzsimmons	Verna	Change Leader Year 2	KSU
Haley	Mary Ann	A & S Curriculum	KSU
Hayes-Nelson	Geraldine	Diversity	KSU
Holm	Daniel	Change Leader Year 2	KSU

Iverson	Susan	Ed Ad Women's Studies	KSU
Kerns	Kathy	Change Leader Year 3	KSU
Merryman	Molly	LGBT	KSU
Neal-Barnett	Angela	African-Am. Working Group	KSU
Norconk	Marilyn	Change Leader Year 2	KSU
Serpe	Richard	Sociology/Survey	KSU
Stephens	Mary Ann	Res & Grad St.	KSU
Kumar	Satyendra	V P Res & Sponsored Programs	KSU
Booth	Stephane	Associate Provost, Academic Quality	KSU
Chandler	Timothy	Senior Assoc Provost Office	KSU
Stalvey	John	A & S Assistant Dean	KSU
Moerland	Timothy	A & S Dean	KSU
Bubbenzer	Don	College of Technology Dean	KSU
Rittman	Judy	IDEAL Research Assistant	KSU
Munro-Stasiuk	Mandy	Change Leader Year 3	KSU
Vincent	Emily	Marketing	KSU
Zaragoza	Maria	Psychology	KSU
Marcinkiewicz	Jennifer	Change Leader Year 3	KSU

Project Accomplishments/Findings:

The general themes that emerged from the focus groups were mainly issues that related to campus and departmental climate, promotion and tenure, possible mentoring programs, faculty leadership development, and work/life balance. Taking into consideration the climate survey data and focus group data, IDEAL team members agreed to take action and drafted a proposal for a KSU Presidential Commission on Women. The IDEAL team (Dr. Mary Louise Holly, Dr. Verna Fitzsimmons, Dr. Daniel Holm, Dr. Marilyn Norconk, and Ms. Judy Rittman) met with the Vice President of Diversity, Equity, and Inclusion (Dr. Alfreda Brown) and KSU President Lester Lefton to discuss the creation of a potential Presidential Commission on Women at KSU. From this meeting came a multi pronged STEM education and research initiative discussed by the President and the IDEAL Year 2 team that will provide direction toward actions to be taken by IDEAL in Year 3.

Additionally, IDEAL team members agreed to take action to submit a proposal for an NSF ADVANCE-IT grant for fall 2011. IDEAL members attended a Webinar regarding writing an NSF ADVANCE proposal which was supported by the Office of the Provost.

IDEAL invited Dr. Bernice Sandler to campus to deliver a keynote address and facilitate workshops with faculty and administrators. Dr. Sandler held workshops and consultation sessions that were attended by well over 100 KSU faculty, administrators, and students.

Key Accomplishment/Finding

A key accomplishment for Year 2 was the positive momentum generated and strong steps taken to building upon the foundation set by Year 1. Most importantly, institutional support was

bolstered, especially at the upper administrative level (e.g., Office of the President, Office of Diversity, Equity, and Inclusion, Office of the Provost) as well as establishing alliances with individuals (e.g., Dr. Bernice Sandler) and steps taken to harness resources and establish alliances at other institutions (e.g., University of Michigan).

A specific accomplishment was meeting with the KSU President and his articulated support for IDEAL related issues. Also, his articulated support regarding charging Dr. Brown (Vice President of Diversity, Equity, and Inclusion) to form a committee and take action related to the President's discussion with the IDEAL Year 2 team regarding the STEM education and research initiatives was a key accomplishment. It was discussed that the STEM research and education initiatives may be included in a fall Presidential address.

Recommendations:

Actions must be taken immediately to begin development of the KSU NSF ADVANCE-IT proposal. Three KSU IDEAL members attended the NSF Joint Annual Meeting conference (6/6/11 - 6/8/11) in Washington, DC. Regarding the NSF ADVANCE-IT proposal, IDEAL members will need to identify what areas of change are most needed at KSU and the metrics used to measure such change.

Additionally, a social science based theoretical framework must be developed and a research project designed in alignment with the objectives of the proposal. IDEAL must identify individuals to be involved with the grant proposal process. Alliances must continue to be harnessed both within and outside of the KSU campus (e.g., University of Michigan ADVANCE project members, Case Western Reserve University).

IDEAL will continue to work closely with Dr. Brown and the Office of Diversity, Equity, and Inclusion in order to put President Lefton's proposed initiatives into action. IDEAL will also continue to raise consciousness and visibility of IDEAL goals through programs such as the Power and Politics on Campus luncheon and workshop facilitated by IDEAL coach Susan Freemark during Year 2.

The opportunity to be directly involved with the KSU proposed STEM education and research initiatives as well as writing an NSF ADVANCE-IT grant proposal will be the recommended cornerstone goals for Year 3.

Sustainability Plans for Institutionalizing Activities/Recommendations of Change Project

One important element regarding sustainability is to continue to keep an open dialogue with upper administration about the goals of IDEAL and continue to increase visibility on campus. One plan to accomplish this is to work with upper administration on the STEM education and research initiatives. Inclusion of this initiative and the role of IDEAL in the President's fall address will be key.

Continued partnering with co-sponsors such as the Faculty Professional Development Center, the Women's Center, Women's Studies, the Office of the Senior Associate Provost, and the Office of Diversity, Equity, and Inclusion in regard to IDEAL events and programs will be a priority. Increasing resources available at the IDEAL website (e.g., Chair Handbook) will also continue. Invited speakers and moderators for workshops are being researched, and specific plans to schedule campus wide events are being considered (e.g., University of Michigan theatre group).

A series of monthly brown bag lunch meetings with thoughtfully developed agendas/topics are being planned for Year 3.

Weekly IDEAL change leader meetings will continue as in Year 2 and have already been planned. Additionally, regular meetings with IDEAL change leaders and upper administration will continue (one change leader regularly meets with the Dean of Arts and Sciences, while another regularly meets with the Senior Associate Provost.)

The articulated support that upper administration has shown in regard to writing the NSF ADVANCE-IT grant proposal is a clear indication that there is support for institutionalization of IDEAL related issues.

Challenges Encountered or Likely:

The most anticipated challenge that KSU IDEAL will likely encounter is the high level of competition for the NSF ADVANCE-IT grant award. This is being taken into consideration, and the IDEAL change leaders are currently assembling a talented and experienced team of KSU faculty and administrators to participate in the grant proposal process. Also, careful planning of IDEAL related events will take place so that such events are not in direct competition with current faculty time and research commitments.

Dissemination Activities and Plans:

KSU IDEAL is committed to updating and keeping the KSU IDEAL website updated. The KSU IDEAL campus mailings (as well as emailing) of information specific to IDEAL will continue throughout Year 3. Increased campus media coverage will be a focus as well (e.g., increased newspaper coverage; potential inclusion of IDEAL in President’s fall address). Media coverage of all IDEAL sponsored events and activities are planned. Mailings specifically related to the upcoming Year 3 follow up Climate Survey will be strategically planned in order to encourage a high faculty response rate. Additionally, regular meetings with IDEAL change leaders and upper administration as well as regular meetings with IDEAL co-director and upper administration will continue throughout Year 3.

e. University of Akron
Institutional Contexts for Transformation

The faculty composition (gender and underrepresented minority status) of the UA IDEAL Departments include all College of Engineering departments (Biomedical Eng., Chemical and Biomolecular Eng., Electrical Eng., Mechanical Eng., and Civil Eng.) and six departments in the School of Arts and Science (Chemistry, Theoretical & Applied Mathematics, Psychology, Geology & Environmental Science, Computer Science and Biology).

Faculty Composition for AY 2010-11 in UA’s IDEAL Departments

UA IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	21	17%	8	20%	29	17%	6	43%	35	19%
Male	106	83%	31	80%	137	83%	8	57%	145	81%
Total	127	100%	39	100%	166	100%	14	100%	180	100%

Non-URM^a	129	96%	30	97%	159	96%	15	94%	174	96%
URM^b	6	4%	1	3%	7	4%	1	6%	8	4%
Total	121	95%	38	97%	159	96%	13	93%	172	96%

Notes:

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

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

^a Non-URM (non-underrepresented minority) includes all white or Asian faculty

^b Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

Leadership Positions in IDEAL Departments and University during AY2010-11

The distribution of leadership positions in the IDEAL Departments and the senior academic leadership.

UA IDEAL Departments Leadership Positions and University Leadership AY2010-11	UA (11 Depts.)		
	All	F	URM
IDEAL S&E*			
Full Professors	71	8	4
Endowed Chairs	6	1	0
Dept. Chairs	11	0	1
Deans	2	0	0
Assoc. Deans	8	1	0
Univ. President	1	0	1
Univ. Provost	1	0	0
Univ. Vice, Associate, Deputy Provosts	4	1	0

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

IDEAL Partner Institution Year Two Change Project Report:

The University of Akron

Co-Director: Helen Qammar, Associate Professor Chemical & Biomolecular Engineering and Director Institute for Teaching and Learning

Change Project Team Members:

Amy Milsted, Professor Biology

Judit E. Puskas, Professor, Chemical and Biomolecular Engineering, Professor Polymer Science

Mary Verstraete, Associate Professor Biomedical Engineering

Team Coach: Helen Williams

Institutional Transformation Theme: “Faculty Hiring that Makes a Difference”

UA proposes a transformational theme to redesign faculty recruitment and hiring practices in STEM departments. Faculty leadership skills will be essential to encourage departmental faculty to scrutinize current practices and gain an enhanced appreciation of the importance of diversity hiring for student success. IDEAL participants will work closely with UA’s Diversity Council to facilitate implementation.

Institutional Transformation Vision

Our science, engineering and mathematics departments will be recognized on The University of Akron campus for championing the value of diversity in both students and faculty.

Change Project Description:

It is imperative that the change process begin with substantial and convincing evidence of the current status of faculty diversity within the STEM departments as well as current hiring practices. The second year change project emphasized gaining commitment to the goals of our project from the new upper-level administrators. Given a new strategic direction for the university it was essential to continue relevant conversations and present evidence of both hiring patterns and future hiring potentials within the eleven STEM departments to spotlight how this IDEAL project aligns with the strategic objectives.

Goals/Objectives of the Change Project:

During this second year, the Change Project Team had two overarching goals. The first goal was to continue to compile data on female faculty to assess current conditions at the University. The second goal was to organize a list of best practices on our website to provide a resource for faculty and search committees.

Specific objectives for the year were:

1. Continue longitudinal tracking of faculty recruitment and hiring, using data from Institutional Research.
2. Create benchmark data for the University by using relevant NSF indicators.
3. Create a template for hiring in STEM departments
4. Create a profile of recruitment practices from search committee chairs and search plan data with suggestions for improvements drawn from national best practices.
5. Develop a one page summary of the IDEAL project to communicate information about the program to the UA community.
6. Plan seminars and workshops with outside speakers to educate administrative leaders and faculty on the value of a diverse faculty.
7. Prepare an IT-CATALYST application for submission at the next available date (November 2011).

Activities Undertaken:

- All members of the second year project attended the IDEAL Plenary Conference on September 17, 2010.
- Members of the change leader team participated in four afternoon leadership sessions. The dates for these sessions were:
October 7, 2010 December 2, 2010 March 3, 2011 April 7, 2011
- During the period of this annual project, the change team met 14 times for 1.5 to 2 hours each on the following dates:
Oct 26 Nov 29 Dec 7 Jan 25 Feb 21 Mar 29
April 5
April 12 April 26 May 3 May 10 May 17 May 31
June 7
- In addition, the team used e-mail correspondence to report on-going results from individual efforts.
- The change leader team met with Helen Williams the team coach on two occasions, January 27, 2011 and June 1, 2011.

Resources/Alliances Harnessed Across Campus

The following alliances and resources from various units across campus assisted the project team.

1. Institutional Marketing produced a professional quality video presenting the importance of a diverse faculty for the university.
2. Human Resources provided useful information on the new search committee training and the online search procedures.
3. As a result of the September plenary event and for the first time, the Arts & Science dean's office held a face to face discussion session with women faculty to identify issues and with the aim of being more responsive to needs of these faculty.
4. With the Office of Inclusive Excellence & Equity and Human Resources, co-sponsored two Faculty/Staff Diverse Hiring Workshop presented by Ms. Pauline Kayes and Dr. Ken Coopwood. Total attendance for both days was approximately 75.
5. With the Institute for Teaching and Learning presented an *Inside Higher Ed* audio conference with Kerry K. Karukstis, "More Options for Women in Science," with 8 attendees.

Project Accomplishments/Findings

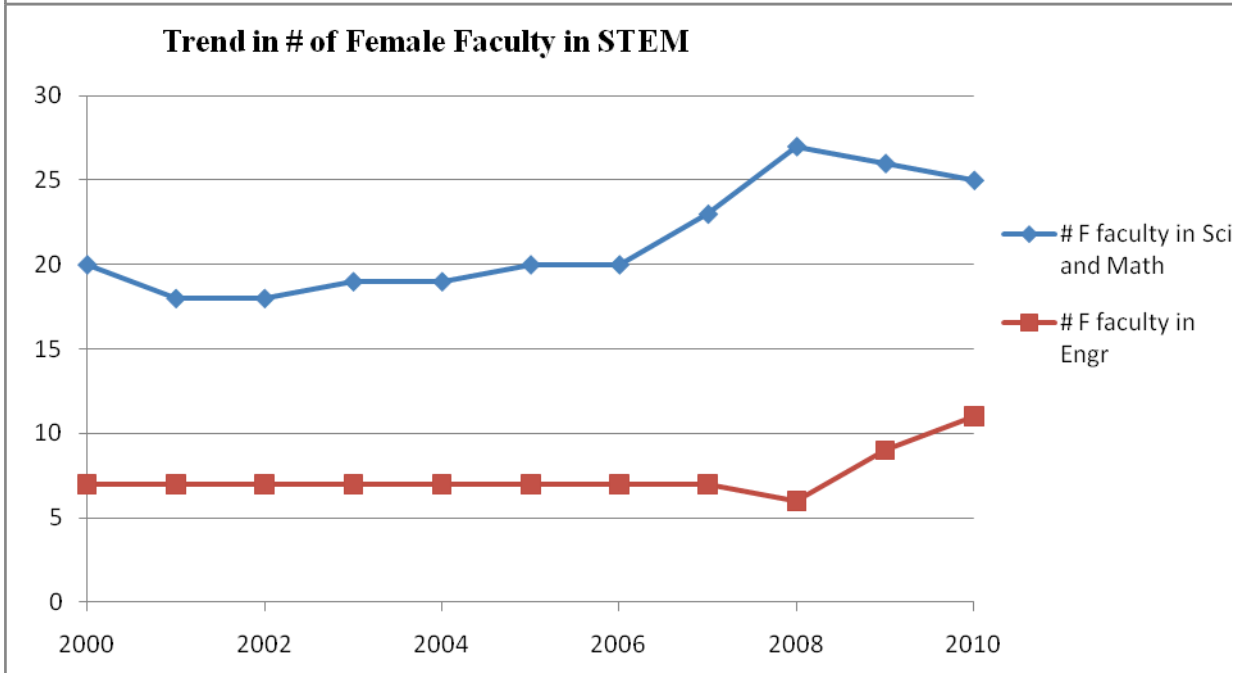
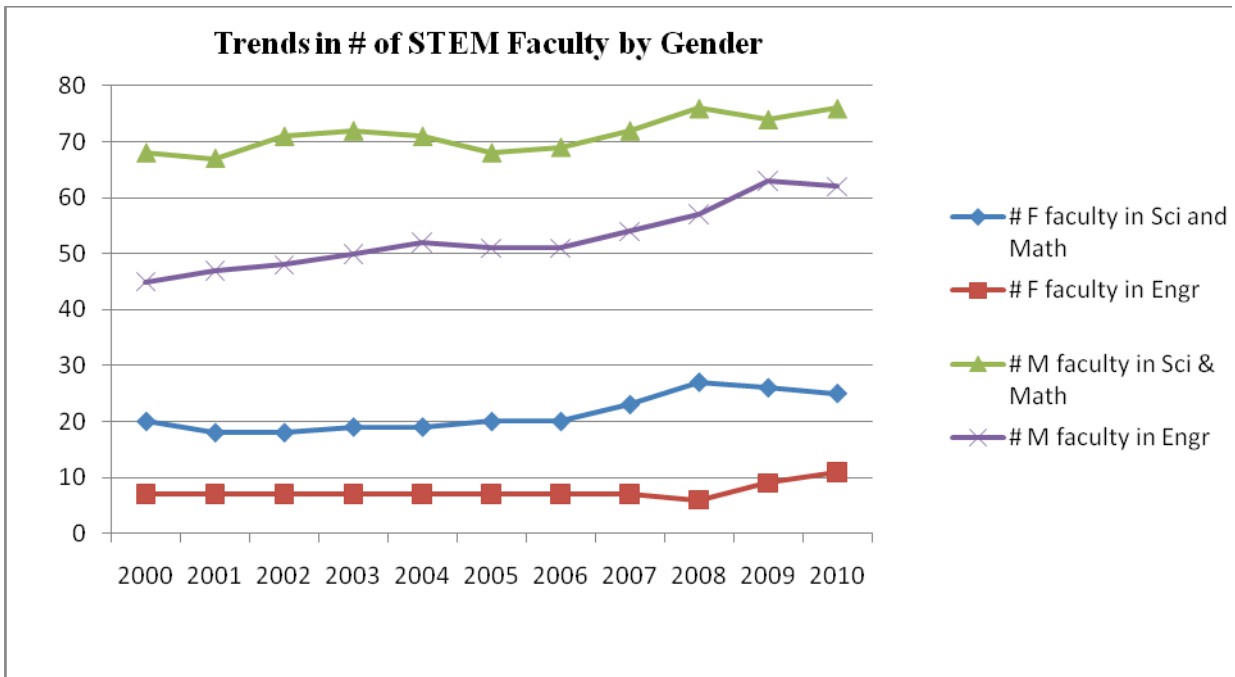
Publicizing IDEAL via our video

The project team was able to produce and place on our IDEAL website a video promoting the message of the importance of diverse faculty hiring. This video begins with President Proenza presenting our IDEAL project, includes the voices of students, faculty and employers on the imperative of diversity and ends with President Proenza challenging the campus to achieve the goal of diverse hiring.

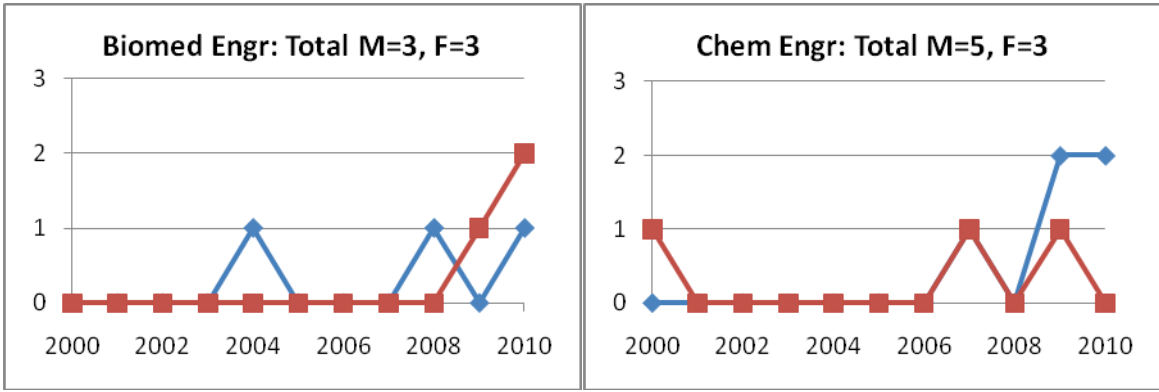
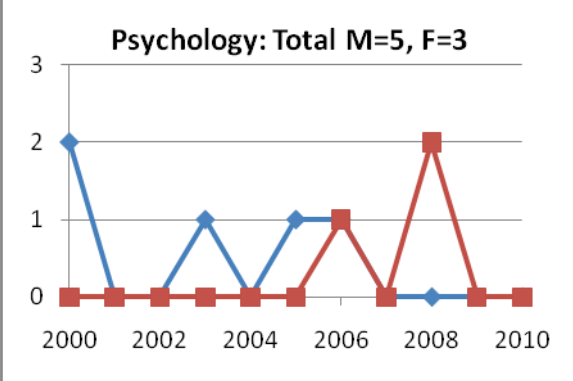
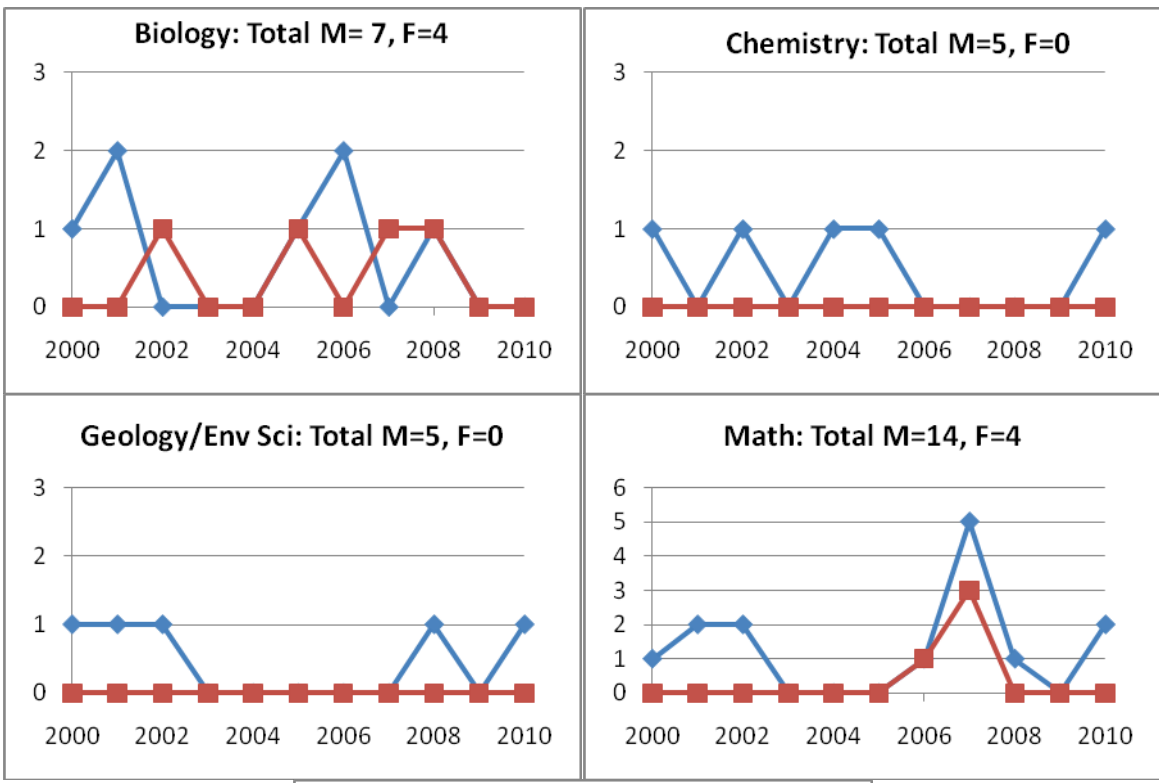
Faculty Demographics

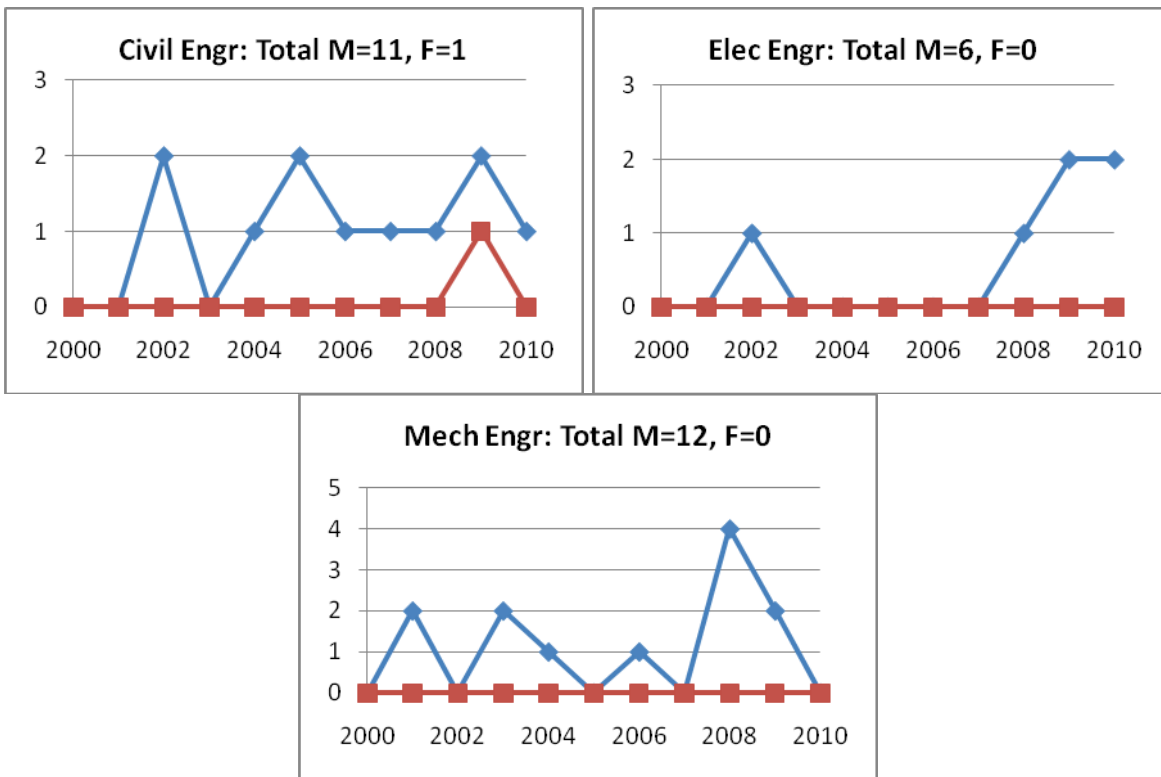
Using data from Institutional Research and guidelines from the NSF ADVANCE toolkit, the change team updated the profile of female faculty demographics in each of the 11 STEM departments.

There are two ways to view the representation of women faculty in 10 IDEAL departments: 1) by the total number in each department each year and 2) by the number of individuals hired into a department each year. Accurate data on faculty in Computer Science was not available. During the time period 2000-2010, the fraction of women STEM faculty changed very little. For example in Arts & Science departments it changed from 22.7% to 22.4% and for Engineering departments from 13.5% to 14.3%, respectively.



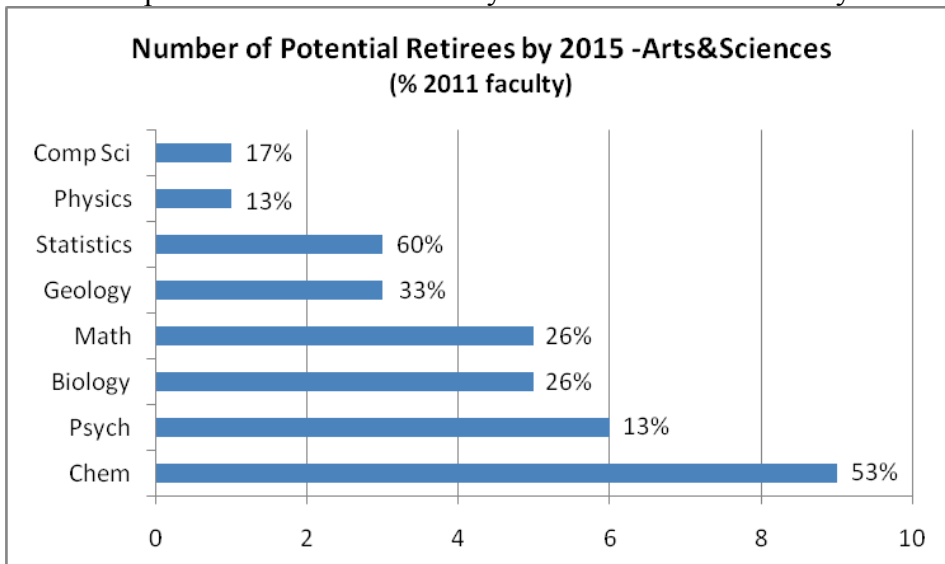
During the time period of 2000-2010, the 10 IDEAL departments hired a total of 90 regular faculty (includes non-tenure track). For 5 IDEAL departments in Arts & Science, there were a total of 47 hires with 36 male and 11 female. In the 5 IDEAL departments in Engineering, there were a total of 43 hires with 37 male and 7 female. Charts for each department are shown below with blue representing male and red female.

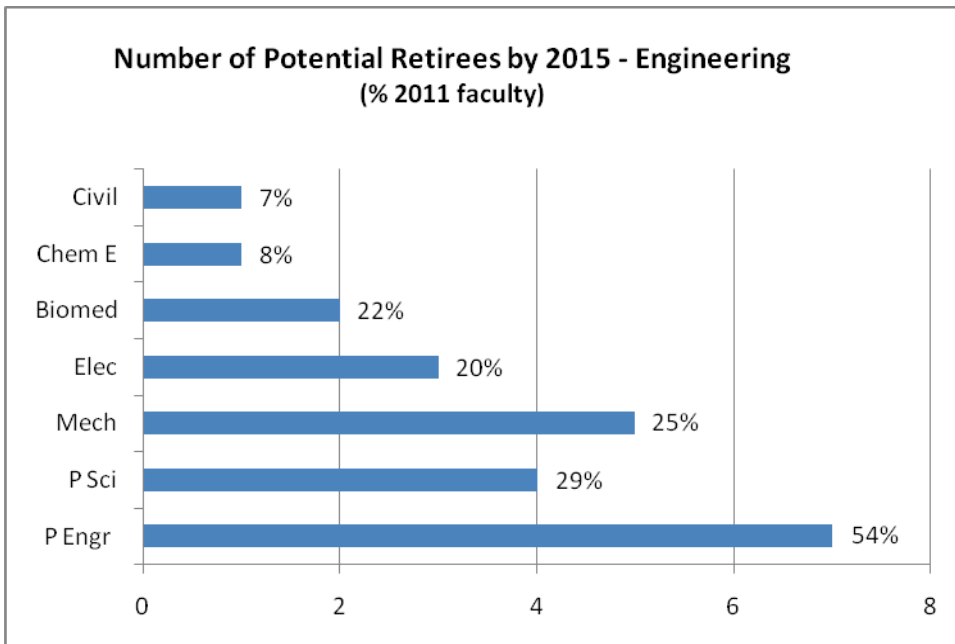




Preparing STEM departments for future hiring

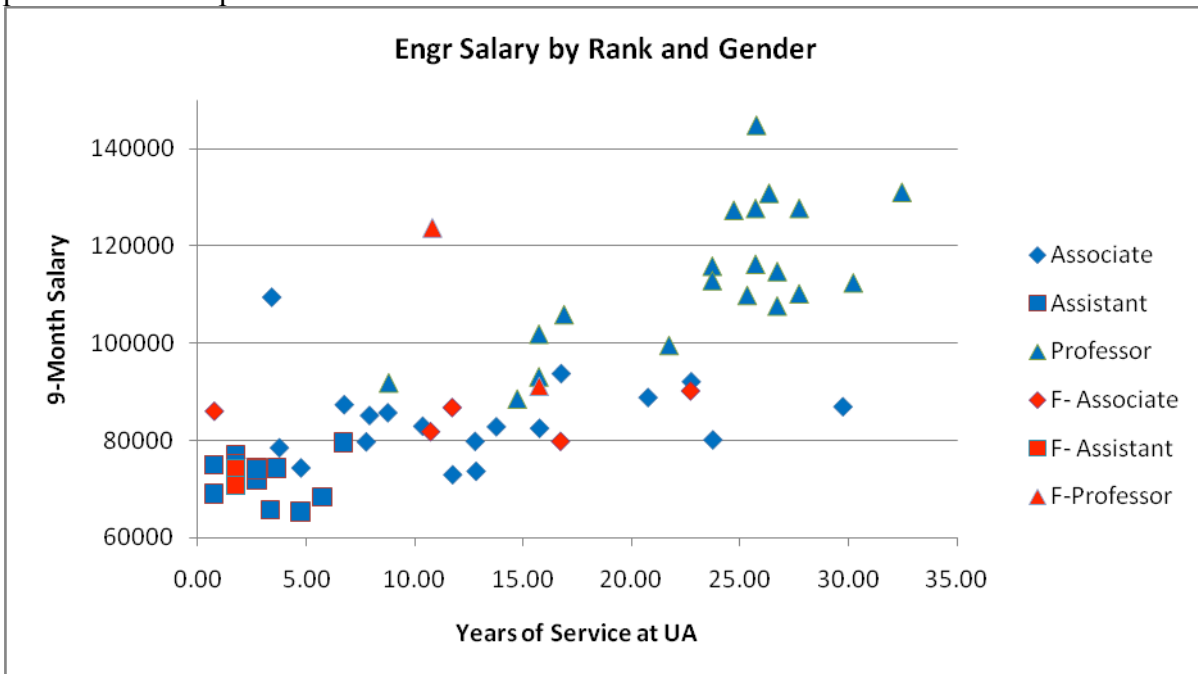
Faculty lines could be replaced with new hires due to retirements. We estimate that 56 out of the 199 tenured STEM faculty (or 28%) may be eligible to retire by 2015. These estimates include those who will reach 30 years of service or those who may be 60 years of age (estimated from year of receiving PhD). The estimated number of faculty by department is shown below with the largest numbers in chemistry, psychology, polymer science and mechanical engineering. This presents a unique opportunity to better match faculty demographics to those of current graduates in the STEM disciplines. For each department listed, the actual number of potential retirees is read on the X-axis. The percentage is the number of potential retirees divided by the total number of faculty in that department.

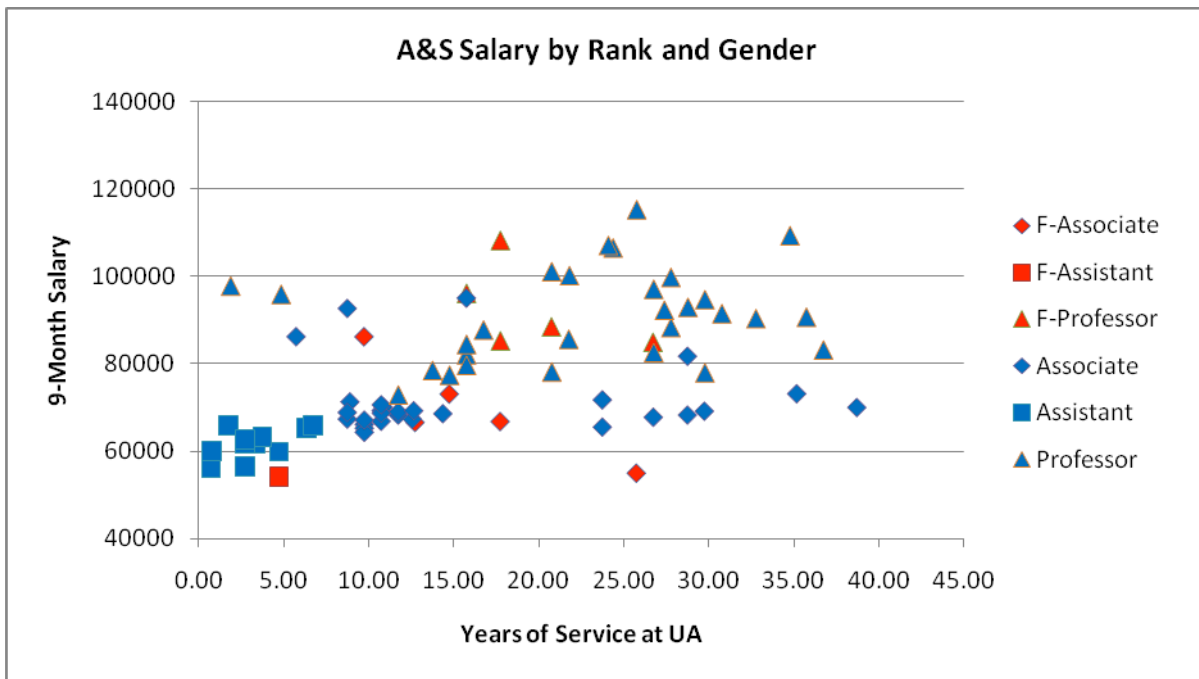




Analysis of Patterns in Faculty Salary by Gender

Faculty compensation is important when recruiting faculty and considering faculty hiring. The team analyzed faculty salary patterns. There have been numerous reports of a difference in compensation among tenured faculty by gender. We consider current (2010 – 2011) salaries of tenured/tenure-track faculty in all STEM departments. The data is shown below aggregated by college/discipline, rank and gender. To minimize salary disparities resulting from administration assignments, the following three groups have been removed from consideration: department chairs, former administrators who received 12 month salaries in the past and chaired professors.





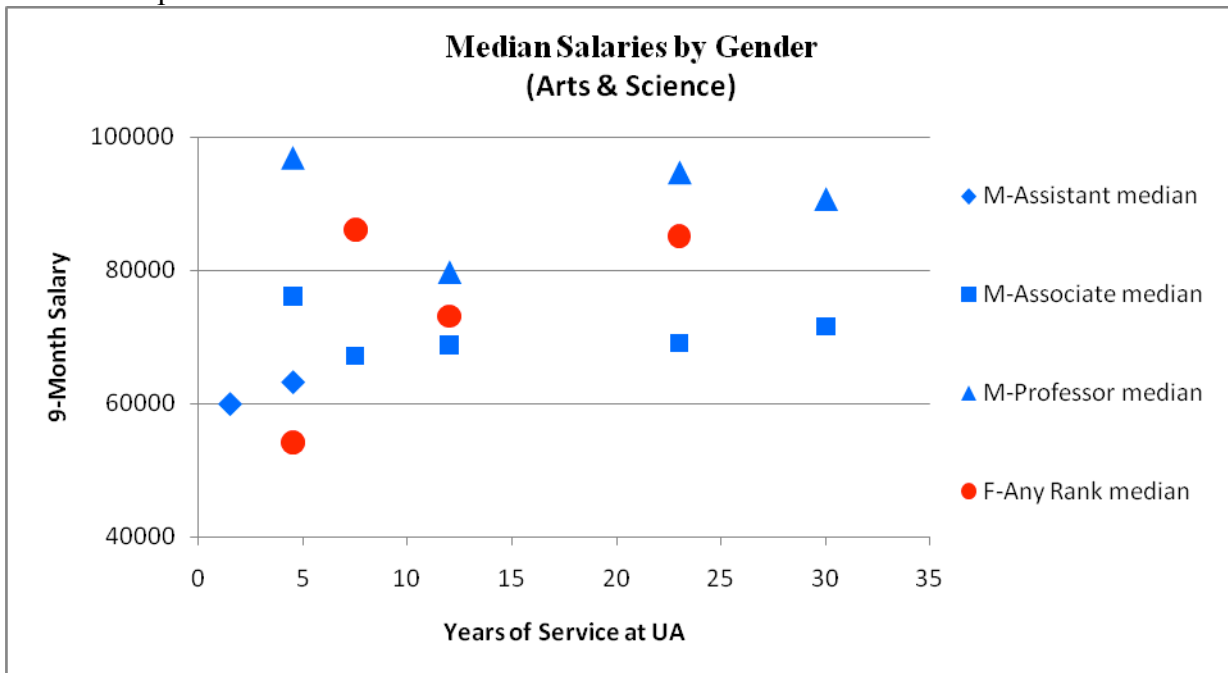
No discernable pattern was found.

We conclude that at UA, gender does not appear to have a significant effect on salary.

This important information will be conveyed to HR and to STEM search committees.

Comparison of Salaries using Median Values

Median salaries were computed for male faculty by years of service and rank. Years of service were placed into six bins (corresponding x-coordinate): 0-3 (1.5), 3-6 (4.5), 6-10 (7.5), 10-15 (12), 15-30, (23) and over 30 (30). Female faculty salaries were similarly placed into these six bins except rank was not considered since there are fewer numbers at each rank. No discernable pattern was found.



Recommendations:

1. Educate the University community concerning the advantages of faculty diversity. Make the Provost, Vice Provosts, and the Deans and Associate Deans of Engineering and Arts & Sciences aware of the upcoming opportunities for diversity hiring that will occur with the changes in the STRS in 2015.
2. Coordinate with HR to develop a template for hiring including writing the ad, makeup of the search committee, the interview and the offer. Recommend that the search committee itself should be diverse, should consider what goes into evaluating who is the best candidate for the position, and should take into account features of the climate at UA that would be attractive or unattractive to women faculty. Continue our longitudinal tracking of applicant pools, search committees and hires. This should become easier as HR moves towards online hiring.
3. Continue development and modification of hiring templates incorporating best hiring practices. Implement seminars and workshops by outside speakers targeted to Deans and department Chairs and faculty separately. Invitations to these events will be sent by the Provost's office or Deans' offices, as they earlier agreed to do.
4. Continue to improve and update the UA IDEAL website. Include a one page summary description of what IDEAL is and why it is important to the University.
5. Establish a Faculty Senate Committee on Women Faculty

Hiring – Search Committees

Gender Bias Training to Faculty Search Committees

Issue: Stereotyping can affect the behavior of even well-meaning faculty and administrators, and can penalize women in general, as well as mothers and others with caregiving responsibilities.

To make family-responsive policies effective, it is essential that all faculty, especially department chairs and deans, be trained to recognize and prevent gender bias. Academia is unusual in that most human resource decisions are made by professors who receive no training on how to avoid potential lawsuits or how to avoid gender and racial bias. Increased awareness of these issues among faculty search committees and department chair will go a long way in recruiting and retaining the top talent.

Peer-Led Workshops by Request

The University of Michigan STRIDE program has created innovative programs to educate key faculty about the impact of unexamined bias. STRIDE has recruited full professors at the University of Michigan to participate in an ongoing committee that provides advice on strategies to recruit a diverse and well-qualified faculty. Committee members are offered teaching relief. Each member studies a recommended reading list and attends three half-days of training on diversity issues. STRIDE committee members then lead workshops for departments, search committees, and other groups in which they educate their peers about unexamined gender and other biases. The STRIDE program has been particularly effective because the committee members are well-respected and the training is provided only upon request. The STRIDE program has succeeded in increasing the percentage of female hires in science and engineering from 14% to 34% in a period of four years.

Appoint an Equity Advisor for Each Search Committee

The University of California, Irvine convenes a group of senior faculty representing all schools as “Equity Advisors.” These advisors are appointed as Faculty Assistant to the Dean in their respective schools and participate in faculty recruiting by approving search strategies and raise awareness of best practices. The equity advisors meet monthly and receive ongoing training and materials to support their role. In addition to monitoring search processes, the equity advisors organize faculty development programs, offer formal and informal mentoring, and address individual issues raised by women faculty.

Recruitment Toolkits Tailored to Each Search

In addition to a published booklet on recruiting and retaining a diverse faculty, the Office of Faculty Development and Diversity at Stanford University meets with each search chair and/or committee and designs a “Faculty Recruitment Toolkit” that is tailored for each search. This toolkit includes information about opportunities for outreach, AAU data on applicant pools, materials on unexamined bias, and legal guidelines for basic interviews.

Case Western Reserve University publishes a toolkit for equitable faculty searches, emphasizing that “diversity is a process, not an outcome.” The Office of Faculty Diversity offers resources at each stage of the recruitment process, as well as readings and resources to educate its faculty on gender bias.

Other recommendations are listed in the next section (sustainability).

Sustainability Plans for Institutionalizing the Activities

An annual report will be developed by Institutional Research to report on diversity profiles of our faculty and students which may then be used to monitor the progress and effectiveness of the IDEAL project.

The IDEAL team is developing a web site that will provide STEM faculty search teams with a plethora of resources to ensure that a diverse pool of applicants is considered for each and every position. The site will include resources for developing a comprehensive search plan, effective recruiting strategies, advertising, forming/training the search committee, providing a meaningful campus visit and criteria for choosing the “best” candidate.

The IDEAL team is also planning on submitting an NSF ADVANCE Institutional Transformation Catalyst Grant in November 2011 to further conduct institutional self-assessment activities.

Challenges Encountered or Likely:

Challenges are always likely when you introduce change into any organization, especially one as large and as diverse as The University of Akron. As we focus on the hiring practices at the university, it is important that faculty search committees as well, as administrators, believe that a diverse faculty is not only necessary, but will benefit the institution in many ways.

One challenge faced by the team this year was a significant change in the upper administration – a new provost started in June 2010. Since that time, he has instigated numerous changes within the Provost’s office and across campus. One of these changes impacts the process for hiring new faculty: all new positions or replacement positions must be approved by the Provost’s office, as

well as the search plan, position description, advertisements and choice of final candidate. It has been indicated that since one individual is reviewing all of the job postings, then there will be no problem with the bias of language or wording. This individual has no specific training in gender bias and diversity hiring. In addition to the change in the hiring process, there was a “freeze” on all position requests, including replacements for retirees, during the past year.

Other challenges facing the team include convincing all STEM deans and the provost that there actually is a problem with the number of female faculty, despite the still widely held belief in the “pipeline”, that there are not qualified numbers of women candidates available. Administrators need to be convinced that strategies need to be developed to attract the best women candidates, with pre-planning for new diverse faculty hires. In the University’s strategic plan, Vision 2020: The New Gold Standard, there is one strategy that focuses on diversifying the student body, but no mention of diversifying the faculty. Hence the team is concerned with the institutions commitment towards diversity, especially in the STEM fields. However, on a positive note, the Provost did mention in his 2011 State of Academic Affairs Address “To support strategic faculty hiring, Human Resources will focus on talent recruitment, retention, and development in the near term and beyond. This includes a concerted effort in the support of women and minorities”.

Dissemination Activities and Plans:

Members of the IDEAL team met with the Deans of the College Engineering and the College of Arts & Sciences on April 20 and 21, respectively. Data on faculty demographics was presented and discussed. We asked for, and were given, their support. By the end of summer 2011 we will share a final report with our academic leadership and post it on the web site.

The change team is working on an updated list of resources on best practices in faculty hiring and recruitment. These materials have been included in interim reports for academic leadership and will be included on our IDEAL web site www.uakron.edu/itl/IDEAL/.

f. University of Toledo
Institutional Contexts for Transformation

IDEAL Departments include all six departments in the College of Engineering (BioEngineering; Chemical and Environmental Eng.; Civil Eng.; Electrical Eng. and Computer Science; Engineering Technology; and Mechanical, Industrial and Manufacturing Eng.) five departments in the College of Arts and Sciences (Biological Sciences, Chemistry, Environmental Sciences, Mathematics, and Physics and Astronomy) and are referred to collectively as Main Campus (MC). The UT College of Medicine (COM) is comprised of 22 academic or clinical departments with basic research scientists in either type of department. IDEAL COM faculty composition data is based on the nature of the research carried out by individuals rather than departmental affiliation and is represented in separate tables.

Faculty Composition for AY 2010-11 in UT Main Campus IDEAL Departments

UT MC IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure-track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	14	11%	9	17%	23	13%	17	40%	40	18%
Male	109	89%	45	83%	154	87%	26	60%	180	82%
Total	123	100%	54	100%	177	100%	43	100%	220	100%
Non-URM^a	120	98%	52	96%	172	97%	42	98%	214	97%

URM^b	3	2%	2	4%	5	3%	1	2%	6	3%
Total	123	100%	54	100%	177	100%	43	100%	220	100%

Faculty Composition for AY 2010-11 UT College of Medicine IDEAL Faculty ^c

UT COM IDEAL S&E*	Tenured		Tenure-track		Tenured and tenure-track		Non-tenure- track**		Total	
	N	%	N	%	N	%	N	%	N	%
Female	17	20%	51	37%	68	30%	27	36%	95	31%
Male	70	80%	88	63%	158	70%	49	64%	207	69%
Total	87	100%	139	100%	226	100%	76	100%	302	100%
Non-URM^a	84	97%	124	89%	208	92%	73	96%	281	93%
URM^b	3	3%	15	11%	18	8%	3	4%	21	7%
Total	87	100%	139	100%	226	100%	76	100%	302	100%

Notes:

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

** Includes all full-time instructors and faculty at other ranks not hired to a tenured or tenure-track position

^a Non-URM (non-underrepresented minority) includes all white or Asian faculty

^b Includes all American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, Hispanic or Latino, or Multiple Race faculty

^c UT College of Medicine (COM) is comprised of 22 academic or clinical departments with basic research scientists in either type of department. COM faculty composition data is based on the nature of the research carried out by individuals rather than departmental affiliation

^d One faculty ethnicity is listed as “unknown”

Leadership Positions in UT IDEAL Departments, College of Medicine and University AY2010-11

The distributions of leadership positions in the IDEAL Departments and the senior academic leadership.

Leadership Positions UT IDEAL Departments, College of Medicine and University Leadership AY2010-11			
Main Campus S&E 11 Departments	All	F	URM
Full Professors	52	2	1
Endowed Chairs	2	0	0
Dept. Chairs	11	1	0
Deans	2	1	0
Assoc. Deans	6	1	0
College of Medicine	All	F	URM
Full Professors	79	16	4
Endowed Chairs	0	0	0
Department Chairs	18	5	0
Dean**	1	0	0
Assoc. Deans**	1	1	0
University Leadership	All	F	URM
Univ. President	1	0	0
Univ. Chancellor	1	0	0

Univ. Provost	2	1	0
Univ. Vice Chancellors	2	2	0
Univ. Vice Provosts, Associate Provosts, Deputy Provosts, Assistant Provosts	6	4	1

** The COM Dean is also included as the University Chancellor, the COM Associate Dean is also included as a Vice Chancellor.

This whole section is waiting for Penny

IDEAL Partner Institution Year Two Change Project Report: The University of Toledo

Co-Director: Penny Poplin Gosetti, PhD, Vice Provost for Assessment and Strategic Planning, Associate Professor, Educational Foundations and Leadership

Change Project Team Members:

Maria Coleman, PhD, Professor, Chemical/Environmental Engineering

Isabel C. Escobar; PhD, Interim Asst. Dean Research, Development, and Outreach and Professor, Chemical/Environmental Engineering

Cyndee Gruden, PhD, Associate Professor, Civil Engineering

Brian Randolph, PhD, Associate Dean of Undergraduate Studies and Professor, Civil Engineering

Team Coach: Margaret Hopkins, PhD, Assistant Professor, Management, UT

Institutional Transformation Theme (as defined by the Co-director in the proposal):

Creating a climate for successful retention, tenure, and promotion. Identify climate and culture factors that contribute to low rates of retention and advancement for women and underrepresented minorities in engineering and the natural sciences and develop and implement transformation strategies to create a climate of support and success.

Change Project Description: *Interpretation/adaptation of the institutional transformation theme during Year 1 (if appropriate) –*

The focus of the year 2 change project was on professional development of women faculty in support of our theme of retention, tenure and promotion by the creation and training of peer advising teams. The motivation for the project was that all professional development programs at The University of Toledo are informal and vary department-by-department, and there are no known mentoring programs for mid-career (associate) professors. The title of the project is Program for the Advancement of Women in STEMM (PAWS).

a. Scope of this year's change project

The change project this year focused on women faculty in the College of Engineering at all stages of their career and the development of a program for peer mentoring and advocacy.

b. Level of coverage (university, school/college, departments)

All departments in the College of Engineering

c. Nature of interventions

One intervention occurred at the group level in the spring as part of an interactive presentation to College of Engineering women faculty and another is occurring at the individual level through the assignment of assistant and associate professor women faculty with an advocate (i.e., woman STEMM full professor from within the university).

d. *How many faculty were involved in the interventions, etc.*

Less than a dozen women participated in the group intervention. The participation of women at the individual level through mentoring and advocacy is still in process.

e. *How does the change project advance the institutional change theme and vision?*

A major finding from the Year 1 Change Team project was the need for peer mentoring from within the institution for women faculty in STEM. The development of the Year 2 Change Team program PAWS advances, within one college, a strategy for helping women faculty in STEM to navigate the campus climate on their way to achieving tenure and promotion.

Goals/Objectives of the Change Project:

c. *Objectives:*

- To provide an environment at UT that promotes the support and advancement of women faculty in STEMM through peer advising and professional development.
- To engage women of all ranks in our program in an effort to assist them in navigating tenure, promotions and continued professional development.

d. *Outcomes Sought:*

- To create opportunities for women in STEMM to interact with one another through professional development and social activities.
- To support the development of successful peer advising teams composed of one advocate and one advisee.
- To engage the administration (Deans and Chairs) in STEMM about communicating clear expectations for tenure and advancement of all faculty.
- To develop a reward system (such as an Outstanding Faculty Advocate Award) for faculty who volunteer to do this service.

Activities Undertaken:

g. *Meetings, attendees and dates:*

- 09-17-10 Plenary conference at CWRU, PPG, MC, IE, CG, BR, coach MH
- 10-05-10 Transition mtg. with year 1 team, PPG, MC, IE, CG, BR
- 10-07-10 Project mtg. and Leadership Session at CWRU, PPG, MC, IE, CG, BR
- 10-26-10 Team mtg., MC, IE, CG, BR
- 11-03-10 Team mtg., PPG, MC, IE, CG, BR, coach MH
- 11-17-10 Team mtg., PPG, MC, IE, CG, BR
- 12-01-10 Team mtg., MC, IE, CG, BR, coach MH
- 12-03-10 Project mtg. and Leadership Session at UT, PPG, MC, IE, CG, BR, coach MH
- 01-12-11 Team mtg., IE, CG, BR, PPG via phone
- 02-10-11 Team mtg., MC, IE, BR
- 03-03-11 Project mtg. and Leadership Session at UA (rescheduled), MC, CG, BR
- 03-22-11 Team mtg. with D. Bilimoria and A. Shaffer, MC, IE, CG, BR
- 04-07-11 Project mtg. and Leadership Session at KSU, CG, BR
- 05-04-11 Team mtg., MC, IE, CG, BR
- 05-18-11 Team mtg., IE, CG, BR

h. *Other Activities:*

- 10-27-10 Presentation at College of Engineering Faculty Meeting to introduce IDEAL and year 2 change project
- 2-11/3-11 Individual coaching sessions with M Hopkins

- 02-16-12 Presentation at College of Engineering Faculty Meeting to update on IDEAL and year 2 change project
- 03-01-11 Briefing of College of Natural Science and Mathematics, Dean Bjorkman, PPG, MC, IE, CG
- 05-19-11 Briefing of College of Engineering, Dean Naganathan, IE, CG, BR
- 05-23-11 Brief meeting with College of Medicine and Life Science, Dean Gold, IE, BR
- 05-23-11 Brief meeting with College of Medicine and Life Science, Dean Gold, IE, BR

Detailed description of project activities:

- A kick-off was held March 22, 2011, when Diana Bilimoria and Amanda Shaffer visited The University of Toledo. As part of this visit, they gave an interactive presentation to College of Engineering women faculty and women faculty in STEM fields from throughout the institution at the level of full professor. The presentation was followed by a mixer.
- Cyndee Gruden has coordinated assignments for faculty seeking advocates.
- On May 19, 2011, members of the Year 2 Change Team met with Dean Naganathan from Engineering to discuss Program for the Advancement of Women in STEM (PAWS) implementation. The unique aspect of the program is its focus on professional development through successful peer advising teams composed of one advocate and one advisee, rather than solely on mentoring, and includes women at all career stages. The need for training and education components for our administrators, chairs and promotion and tenure committees was identified. The Dean was extremely supportive and very positive about the experience gained from IDEAL.
- The Year 2 Change Team will continue to make peer advising team assignments.
- The Office of Equity and Diversity has been engaged to give a presentation to peer advising teams on getting the most out of mentoring relationships, which discusses communication and effective meetings, among other topics.

Resources/Alliances Harnessed Across Campus:

NSF ADVANCE AWESOME Team (PI: Jamie Barlowe) and WISTEMM Office
 Office of Equity and Diversity and President's Council on Diversity
 College of Engineering Dean's Office
 College of Natural Science and Mathematics Dean's Office
 College of Medicine Dean's Office
 Provost's Office
 Catharine S. Eberly Center for Women
 Association for Women in Science (AWIS) NWO Chapter
 Society of Women Engineers

Project Accomplishments/Findings:

The primary accomplishment of the year two change project was obtaining support from the Dean to implement the PAWS program.

Recommendations:

We recommend the development of a Center for Faculty Development under the Provost's Office for campus-wide program continuation.

Sustainability Plans for Institutionalizing Activities/Recommendations of Change Project

Suggest the development of a Center for Faculty Development under the Provost's Office for campus-wide program continuation. At the end of the Year 2 Change Project, the team will write a proposal for the development of an Office for Faculty Development.

Challenges Encountered or Likely:

Severe budget limitations are likely to delay the implementation of a Center for Faculty Development.

Dissemination Activities and Plans:

The PAWS project is in the process of implementation. Next steps include:

- Peer advising teams meet once during the summer and once each semester of the 2011-2012 academic year.
- During the summer, advisees develop personal plan for the academic year which guide meetings
- During semester meetings, a defined process is followed to monitor progress on the personal plan
- Peer advising teams interact with the advisee's department chair at the end of each academic year to discuss outcomes
- Peer advising team members are expected to attend one faculty development activity during the calendar year.

5) Project Evaluation – Summary of External Evaluation Report, Year Two need BGSU

Prepared by Dr. Mary Wright

Associate Research Scientist and Assistant Director, Evaluation

Center for Research on Learning and Teaching, University of Michigan

This report documents the external evaluation processes in Year Two for the NSF Institutions Developing Excellence in Academic Leadership (IDEAL) program. Following the evaluation plan established in January 2010, I engaged in two key evaluative activities this year:

1. I attended the September 17, 2010, Plenary Conference, which was held on the Case Western Reserve University Campus. To evaluate the Conference, I observed and took detailed notes. I also noted participation patterns throughout the day and analyzed the immediate evaluation feedback, overall and by role in the program. A detailed report was submitted to the IDEAL PIs on September 26, 2010 (see Appendix Seven for full report). However, to summarize the key findings here, the evaluation data indicate that Conference was an effective vehicle for advancing IDEAL's objectives. The event was well-attended, including nearly all IDEAL participants (48/51) from the six participating universities, as well as close to half (27/58) of the administrative leadership from these institutions. Plenary Conference participants rated the event's overall effectiveness quite highly, with all (100%) respondents evaluating the conference as "excellent" or "good." The most frequent suggestion arising in comments was of a minor nature, to hold the event in a larger space.
2. In May and June 2011, I had 45-60 minute phone conversations with co-directors from all of the six participating campuses: University of Akron, Bowling Green State University (the BGSU co-director will be leaving the university this summer. I spoke with both her and the incoming co-director by phone), Case Western Reserve University, Cleveland State University,

Kent State University, and University of Toledo. The purpose of these conversations was to report on Year 2 activities, to support progress on fulfilling the evaluation memoranda of understanding (developed during the 2010 site visits) and make amendments to reflect evolving initiatives, and to start planning for the 2012 final summative evaluation visit.

In spite of challenges such as administrative turnover and tight budgets, all co-directors have made strides toward interventions focused on institutional change. Summaries of key activities reported during the phone conversation are noted below. In four cases, revisions to the evaluation memoranda of understanding (MOU) were made to reflect shifts in emphases among the change teams, either in terms of planned interventions or in one case, in the broad change team goal. Revised MOUs are included in Appendix Six. (The unrevised MOUs can be found in last year's evaluation report.)

SUMMARY OF KEY ACTIVITIES FOR IDEAL, YEAR 2, REPORTED BY CO-DIRECTORS

University of Akron

On June 6, 2011, I spoke with Co-director Dr. Helen Qammar. She reported that last year, change team leaders faced key administrative challenges in their work with the Provost's Office and the Office of Human Resources (HR). These changes have hampered efforts to institutionalize STEM diversity workshops for search committees in HR, as was planned in Year 1. However, in spite of these challenges, key activities included the following:

- (1) Team members met with the Dean and Associate Dean of the College of Arts and Sciences. At this meeting, the Dean expressed a commitment to examining search plans and short lists for diversity concerns (by gender and race/ethnicity).
- (2) The team compiled an estimate of retirees by department, finding that up to 25% of STEM faculty could retire by 2015. These data could be used to prompt departments to initiate re-examination of hiring processes.
- (3) Graduate Assistants computed salary analyses of science and engineering faculty by gender (and found no significant difference).
- (4) Team members and the Provost met with CWRU Provost Baeslack and PI Lynn Singer to discuss the importance of faculty diversity in an institutional agenda.

Future Activities

Over the summer, the team will be planning workshops for chairs (one for the College of Engineering and one for the College of Arts and Sciences) and faculty (11, or for each IDEAL department), which might focus on issues like definitions of the "best candidate" and reexamination of the "pipeline problem." They also will be discussing search plan templates. They will also try to automate access to the database of search plans, so that it will be easily searchable for future faculty and administrators.

Next year's team has largely been selected, comprised of an associate dean in engineering, a full professor in computer science, and a full professor in biology. A sociologist who does scholarship on gender equity may also join the team. Possible activities for the team include working with the Provost's Office to disseminate an annual report on gender equity, e.g., salary and other indicator data.

The 2012 final site visit will take place May 10 or May 11, 2012.

Bowling Green State University

On June 22, 2011, I spoke with Co-director Dr. Deanne Snaveley, as well as Dr. Julie Barnes, who will become Co-director upon Dr. Snaveley's departure this summer. Like many of the other IDEAL campuses, Dr. Snaveley reported that the BGSU IDEAL change leader team has faced a number of challenges, such as high-level administrative turnover. Another key issue has been the movement for faculty collective bargaining, which has impacted some project activities and also has been a pull on faculty/administrator attention.

In Year 2, the change team completed careful analyses of the 2010 climate survey, with the help of a change team leader in psychology. The team wrote up a series of three two-page reports, which were emailed to faculty this summer (and also appear on the BGSU IDEAL webpage). The first email was an overview of the climate survey, introduced by the provost. The second report offered analyses by gender, and the third presented statistical comparisons of STEM/non-STEM faculty attitudes. IDEAL established a blog for faculty comment. Thus far, there have been few comments on the blog, but next year's change team will likely revisit this initiative in the fall, addressing how the data can be used to prompt faculty discussions and suggest needed initiatives.

A second key initiative involved two meetings for STEM search committees and department chairs, on the topic of bias in academic hiring. The Dean of the College of Arts & Sciences encouraged attendance, and there was representation from all STEM search committees and department chairs (with active searches). Evaluation data were collected. Additionally, data were collected on finalists, offers made, and offers accepted, by gender. There are likely plans to repeat the workshops and repeat the data collection on search committee outcomes.

A third achievement was development of an IDEAL webpage, linked to the provost's office (www.bgsu.edu/offices/provost/ideal/). The webpage was designed in collaboration with the Office for Marketing and Communications.

Planned efforts to support the passage of a formal family leave/tenure clock policy in the Faculty Senate were redirected, given faculty vote for unionization. However, it is possible that this policy will be incorporated into the faculty collective bargaining agreement.

Year 3 team leaders have been appointed. On July 5, all three change teams and both Co-directors will be meeting to share accomplishments and to make plans for the transition.

The final site visit was tentatively planned for April 17, 2012.

Case Western Reserve University

On June 13, 2011, I spoke with Co-PI/Co-Director Diana Bilimoria. She reported that this year, a key challenge has been the budgetary situation, both the financial impacts and the pulls on administrative attention. It has been difficult to sustain last year's progress in the College of Arts and Sciences. This year, the IDEAL focus has shifted to the Case School of Engineering (CSE) and the Weatherhead School of Management (WSOM), and the team has made productive strides in both of these units.

In Engineering, the team established an "early career launch" committee, to address concerns about helping new faculty best navigate the research environment. A launch committee consists

of 3-4 members -- the chair, a representative from the dean's office, and a "champion" -- to advise a junior faculty member during the first year of the hire. This year, new/recent hires were assigned a launch committee. The program will likely be institutionalized in the CSE dean's office.

In the Weatherhead School, the team established a mentoring system, targeted to assistant professors with less than three years of experience. The mentees suggested names of potential mentors, and after meeting with the mentee's chair to discuss if this person would be an effective mentor, IDEAL arranged the pairing. The program is voluntary and time-bound, and thus far, it has been a pilot with three mentor-mentee pairs, in two Weatherhead departments. The program will be institutionalized in the dean's office. IDEAL hopes that it can expand to all Weatherhead School departments.

Other faculty development initiatives at the University include the chair leadership development program (2 events/term), a new faculty orientation and a newly tenured/promoted faculty orientation.

Future Activities

Over the summer, IDEAL is convening a lunch with last year's and this year's change team leaders, to discuss ways to circle back to the College of Arts and Sciences initiative and advance the agenda.

Next year, the focus will shift to the College of Medicine. The PI, Lynn Singer; the Project Director, Amanda Shaffer; and Diana are in the process of appointing 3-4 faculty from the College to serve as change team leaders.

The 2012 site visit will tentatively take place during the week of April 23-27, coordinated with the Cleveland State University visit.

Cleveland State University

On June 10, 2011, I spoke with Co-Director Dr. Paul Lin. He reported that key IDEAL activities for 2010-11 included the following:

- (1) A Leadership Course was offered in Spring and Fall 2010. However, it will not be offered in the future because of the departure of the instructor. For these last two offerings, Dr. Lin has participation data (by department, gender and URM status). He notes that there were two women in the Fall 2010 sessions and five women in the Spring course. There was one URM faculty member in the Spring course and two in the Fall course. A feedback survey was not collected.
- (2) Over the past year, the IDEAL team held "stakeholder meetings" with 7-8 people involved in diversity initiatives on campus, e.g., a representative from the Women's Council. From these meetings, the team decided to shift its strategy considerably, away from "Exploring Leadership by Participation" to "Enhancing faculty mentoring and creating inclusive campus climate through institutional partnerships."

In April, IDEAL partnered with the Center for Teaching Excellence to offer two seminars in April 2011. The first, which had about 25 attendees, was a panel discussion focused on managing life events. The second, which had about 30 attendees, was a panel discussion on creating inclusive environments. There are plans to offer more seminars, in partnership with the Center.

For the April 2011 seminars, participation data and feedback surveys were collected. These will also be tracked for future offerings of the seminars (as noted in the revised evaluation plan found

in Appendix Six). Dr. Lin mentioned that the Likert-scale ratings were useful measures of workshop satisfaction. I agreed, but I also encouraged the use of open-ended formative feedback so that the IDEAL team can refine its offerings further.

(3) Regarding interventions to increase diverse in leadership positions in campus committees, the team's main strategy has been to have personal conversations with potential candidates for leadership positions. However, a main challenge is that these are term positions, so Dr. Lin feels it is unlikely that there will be any movement over the term of the grant. In spite of this challenge, Dr. Lin is still committed to tracking the data named in the evaluation MOU.

Future Activities

Next year, continuing the emphasis on enhancing campus climate through institutional partnerships, the team may work with the Office of the Vice President for Institutional Diversity to offer programs.

Two of the three team members have been appointed for 2011-12. They are full and associate professors in engineering. The third still needs to be appointed but is likely to be a full professor in the College of Sciences.

The 2012 final site visit will likely take place on one day between April 23-27, 2012.

University of Toledo

On May 13, 2011, I spoke with Co-Director Penny Poplin Gosetti. She reported the following activities:

- (1) This year, the change team engaged in building a mentoring program for female associate professors in the College of Engineering.
- (2) The evaluation plan specified in the MOU is on track. However, the website may be developed through the Chancellor/Provost's office, rather than by the IDEAL team.

Future Activities

Next year, the team may do follow-up focus groups to build on the climate survey, which will likely be disseminated in Fall 2011 or early Winter 2012. The 2012 site visit will likely take place during the week of April 16th, 2012.

6) Publications and Products

a. Dissemination activities - IDEAL Web Presence

The website for the IDEAL project (www.case.edu/provost/ideal/), fully operational by November 2009, provides information about the major components and objectives of the grant, as well as information about the six partner institutions, faculty change leaders and leadership development activities. The site serves an important function for change leaders with a private page where participants can login to retrieve agendas, pre-readings, shared documents and requested resources.

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

information about the IDEAL grant activities on their campus, BGSU, CWRU, CSU, UA, and KSU.

The Bowling Green State University website (www.bgsu.edu/offices/provost/ideal/index.html) provides information about IDEAL, the BGSU change project, readings and resources as well as their climate survey results. Also included is a password protected BGSU/IDEAL blog for faculty.

The Cleveland State University website (www.csuohio.edu/engineering/IDEAL/) provides information about IDEAL in general and the CSU change project specifically. They also feature downloadable reading material about women and minorities in STEM.

The Kent State University website (www.kent.edu/fpdc/ideal/index.cfm) provides extensive information about IDEAL and the KSU change project providing links to a Chair Handbook, www.kent.edu/fpdc/learning-and-teaching/ideal/handbook.cfm, Resources and Events.

The University of Akron IDEAL website (www.uakron.edu/itl/IDEAL/) highlights their overall theme of developing best hiring practices and work-life balance resources while providing general information about IDEAL and the partner institutions. The website will also be used to disseminate their research findings and NSF indicator data.

b. Dissemination activities – News Stories and Brochure

IDEAL partner institutions were charged with generating a broader interest in their change project activities and were able to secure an editorial and feature articles in two regional newspapers, as well as two stories in internal campus news vehicles. The articles are linked on the IDEAL home page as “IDEAL in the News”.

An IDEAL brochure describing objectives, implementation and year one activities was printed and mailed to all faculty in the IDEAL departments at CWRU, KSU, and UT, and distributed at meetings and displayed in various leadership offices at all of the partner schools. A total of 2,500 pieces are in distribution. The PDF version can be downloaded at www.case.edu/provost/ideal/.

c. Panels and Presentations

- On March 22, 2011 Diana Bilimoria and Amanda Shaffer presented information about NSF ADVANCE, IDEAL and issues of diversity, equity and inclusion in academic STEM for the Women’s Program Initiative 2010-11 Brown Bag Seminar Series, University of Toledo Health Science Campus.
- On March 22, 2011 Diana Bilimoria and Amanda Shaffer gave an interactive presentation on Mentoring and Career Development at the University of Toledo for College of Engineering women faculty and women faculty in STEM fields from throughout the institution at the level of full professor.
- On April 14, 2011 Lynn Singer and Amanda Shaffer were on the Faculty Development and Leadership panel at Cleveland State University. The topic of the panel was “Life Events and the Academic Career”. Dr. Singer and Ms. Shaffer presented information about the best practices at CWRU and other *ADVANCE* schools.

- On April 26, 2011 Diana Bilimoria presented information at a Faculty Development and Leadership session at Cleveland State University. The topic was “Creating Inclusive and Productive Academic Environments”.

d. *ADVANCE-related publications*

Bilimoria, Diana & Buch, Kim. (2010). The Search is On: Engendering Faculty Diversity through More Effective Search and Recruitment, Change, July/August.

Bilimoria, Diana & Liang, Xiang fen (Manuscript submitted to publisher, expected publication in November 2011). *Gender Equity in Science and Engineering: Advancing Change in Higher Education*, New York: Taylor & Francis (Routledge).

e. *Other ADVANCE-related presentations*

Bilimoria, Diana & Liang, Xiangfen. (June 2010). *Changes in STEM Women Faculty Numbers*, Presentation at Midwest Regional NSF ADVANCE PI Meeting, Purdue, Indiana.

Bilimoria, Diana & Liang, Xiangfen. (June 2010). *The Outcomes of Institutional Transformation Efforts to ADVANCE Gender*, Presentation at NSF 2010 Joint Annual Meeting (JAM), Washington, D.C.

Bilimoria, Diana, Hopkins, Margaret M. & O’Neil, Deborah A. (June 2010). *Culture Change through Diversity Initiatives in Universities*, Presentation at 2010 Workplace Diversity: Practice and Research Conference, George Mason University, Washington, D.C.

f. *Dissemination at 2010 Plenary Conference.*

The Plenary Conference brought together Presidents, Provosts, Academic Deans, Diversity Officers and Co-Directors, Change Leader teams from years one and two and other key administrators from the six partner institutions. The external evaluator Mary Wright, the Advisory Board members, (W. A. "Bud" Baeslack III, Provost and Executive Vice President, CWRU, Byron C. Clayton, Vice President, NorTech, Melissa Cardenas, Director, Academic Quality Assurance, Ohio Board of Regents (OBOR) and Abigail Stewart, Professor of Psychology and Women's Studies, University of Michigan) and the team coaches will also attend the proceedings. The plenary featured a morning keynote by Brenda Manuel, JD, Assistant Administrator for Diversity and Equal Opportunity, *National Aeronautics and Space Administration* (NASA) and a luncheon keynote by Eric D. Fingerhut, JD, Chancellor of the Ohio Board of Regents. The agenda, overall attendance and evaluation report are found in Appendix Seven.

APPENDIX ONE: LEADERSHIP DEVELOPMENT PROGRAM YEAR 2 AGENDAS AND SAMPLE EVALUATION FORM

Institutions Developing Excellence in Academic Leadership -IDEAL
Leadership Session One
Thursday, October 7th, 2010
Kelvin Smith Library Damper Room, CWRU

Pre-readings

IDEAL Project Summary and Description

Breaking Barriers and Creating Inclusiveness: Lessons of Organizational Transformation to Advance Women Faculty in Academic Science and Engineering, Bilimoria, D., Joy, S. & Liang, X. (2008). *Human Resources Management*, 47, 3: 423-441.

Agenda

- | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12:00 – 12:50 | Welcome and Lunch
Introduction of Change Leader Teams
Overview of IDEAL's components <ul style="list-style-type: none">• Leadership development program• Institutional change project and team coaching• Plenary conference |
| 12:50 – 1:20 | NSF ADVANCE's Program <ul style="list-style-type: none">• National picture of S&E• Factors contributing to underrepresentation of women and minority faculty• Evolution of NSF ADVANCE awards – Leadership, IT, PAID, Catalyst• Institutional transformation model |
| 1:20 – 2:00 | CWRU's NSF ADVANCE IT Award – Academic Careers in Engineering and Science (ACES): www.cwru.edu/admin/aces <ul style="list-style-type: none">• Initiatives• Outcomes• Lessons learned |
| 2:00 – 2:15 | BREAK |
| 2:15 – 3:00 | Group Dialogue: Defining the Work of Academic Leadership <ul style="list-style-type: none">• Defining academic leadership• Examples of academic leadership from your campus• Challenges to academic leadership• Expectations of leadership by Change Leader Teams |
| 3:00 – 3:45 | Action Learning: Identifying the Institutional Change Project <ul style="list-style-type: none">• Advancing each university's IT theme• Campus needs• Project ideas |

3:45 – 4:20	Report-Out and Discussion
4:20 – 4:30	Scheduling and Readings for next session

IDEAL Leadership Development Session Two
Friday, December 3rd, 2010
Nitschke Hall Room 2004
University of Toledo
Toledo, Ohio 43607

Pre-readings: “Why So Slow”, Chapter 1 (Valian)
“A Good Place to Do Science” (Jordan & Bilimoria)
“The Search is On: Engendering Faculty Diversity through More Effective Search and Recruitment” (Bilimoria & Buch)
“Leadership That Gets Results” (Goleman) (optional)

Agenda

12:00 – 12:30	Welcome and Lunch
	5-Minute Check per Change Leader Team <ul style="list-style-type: none">• Overview of components of project• Content of meetings conducted• Any publicity generated about IDEAL on your campus?
12:30 – 12:50	Barriers facing Women and Minority Faculty in STEM
12:50 – 1:25	Leading for Change <ul style="list-style-type: none">• Influencing departmental climate• Improving search and recruitment practices• Leadership styles• Difficult conversations
1:25 – 1:45	BREAK
1:45 – 2:15	Discussion: Building Influential Alliances <ul style="list-style-type: none">• Who are the key people who can help implement your project?• What kinds of resources and supports would help you?• Who else should be involved?• How can you publicize your project?• What preparation needs to be done? Benchmarking?
2:15 – 3:15	Action Learning (by institutional team) <ul style="list-style-type: none">• Progress on Change Project Template
3:15 – 4:00	Report-Out and Discussion
4:00 – 4:15	Scheduling, Reimbursements and Stipends

IDEAL Leadership Development Session Three
University of Akron
Tuesday, February 1, 2011
Leigh Hall, Room 416, 12:00 – 4:30 pm

Pre-Readings

“Framing: Position Your Messages for Maximum Impact”, Melissa Ruffoni, *Harvard Management Update*, 2005

"Diversity in Academic Medicine: The Stages of Change Model", Carnes, Handelsman and Sheridan,, *Journal of Women's Health*, , Vol 4, Number 6, 2005

Agenda

- 12:00 – 1:00 Lunch & Change Leader Teams 10 minute presentations
- Describe project, specific outcomes and how this project links to your theme
 - Describe how project will increase the participation of women and minorities in S & E at your university
 - Summary of meeting with Team Coach
- 1:00 – 1:30 Increasing the Impact of Your Change Theme Across Your University
- Collaboration checklist (handout)
 - Stages of Change
 - Framing the agenda
- 1:30 – 2:30 Cross-University Discussions:
Increasing collaboration and building sustainability
- 2:30 – 2:45 BREAK
- 2:45 – 3:15 Leadership Vision
- What is vision?
 - The transformative power of vision
 - Framing your goals to be compelling
Activating campus allies
 - Building institutionalization into activities
 - Measuring your transformation
- 3:15 – 4:00 Team Discussion: Implementing the Change Project
- Clarify your Institutional Vision (core purpose and future state) building on the institutional theme
 - Frame your agenda
 - Define how the theme (and project) benefit all
- 4:00 – 4:30 Group Discussion
- Report out, suggestions for final session and/or resource requests
 - Complete session evaluation

IDEAL Leadership Development Session Four
Thursday, April 7, 2011
317 Kent Student Center
Kent State University
Kent, Ohio 44242

Agenda

- 12:00 – 1:30 Lunch & Large Group Discussion
- 10 minute team presentations of “State of Year 2 Change Project”
 - Findings, obstacles, progress, questions for group input
 - Announcements (if possible) of next year’s Change Leaders
 - Draft Agenda for the Plenary Conference - September 16, 2011
 - Informing others about the Plenary Conference date
- 1:30 – 1:45 Break
- 1:45 – 2:30 Cross-University Discussion: Outcomes, Metrics and Evaluation
- What are your project outcomes?
 - What metrics are being used?
 - How will you disseminate the results of your project?
 - Transitioning to Year 3 Change Leaders
- 2:30 – 3:00 Large Group Discussion
- How to design and conduct meetings to discuss gender equity issues
- 3:00 – 3:15 Next Steps
- Second team coaching meeting in June
 - Invitation to IDEAL Year 3 Change Leaders to join this meeting
 - Your preparation for the Plenary Conference in September
 - Your Annual Report due June 1st – use Template provided
 - IDEAL mid-project meeting with External Evaluator
- 3:15-4:00 Team Discussion: Implementation, Dissemination and Institutionalization
- Completing the project and determining 2-3 key findings
 - Sustainability and institutionalization
 - Preparing your poster and presentation for the Plenary Conference
- 4:00 – 4:30 Large Group Discussion and Conclusion of the Program
- Presentation of Certificates of Completion of IDEAL Leadership Development Program
 - Your participation in IDEAL beyond Year 2
 - Complete program evaluation

SAMPLE: Institutions Developing Excellence in Academic Leadership (IDEAL)
Leadership Development Program - Session 1
October 7, 2010

Please evaluate today's event on the following items.

	Excellent	Good	Fair	Poor	Not Applicable
(1) Provided helpful information	4	3	2	1	0
(2) Provided useful strategies	4	3	2	1	0
(3) Provided useful opportunities to network across universities	4	3	2	1	0
(4) Group discussions were useful	4	3	2	1	0
(5) Overall, the session was effective	4	3	2	1	0

What are your key learnings from this session?

Suggestions for improvement:

Suggestions for future sessions:

Other Comments?

University (optional) _____

**APPENDIX TWO:
2011 IDEAL PLENARY CONFERENCE AGENDA AND EVALUATION FORM**

IDEAL Plenary Conference

Friday, September 16, 2011, 9:30 a.m. – 3:30 p.m.

www.case.edu/provost/ideal/plenary.html

- 9:30 – 9:40** **Opening Remarks and Introduction of IDEAL Advisory Board Members**
- Lynn T. Singer, PhD, *Deputy Provost and Vice President for Academic Affairs, CWRU; Principal Investigator, IDEAL*
- 9:40 – 9:45** **Introduction of Keynote Speaker**
- W. A. “Bud” Baeslack III, PhD, *Provost and Executive Vice President, CWRU*
- 9:45 – 10:45** **Keynote Address**
- Margaret E. M. Tolbert, PhD, *Senior Advisor, Office of Integrative Activities (OIA), National Science Foundation (NSF)*
- 10:45 – 10:50** **Introduction of the Co-Directors of IDEAL’s Six Partner Universities**
- Diana Bilimoria, PhD, *Professor of Organizational Behavior, CWRU; Co-Principal Investigator, IDEAL*
 - Helen Qammar, PhD, *Director, Institute for Teaching & Learning, Associate Professor of Chemical and Biomolecular Engineering, University of Akron; Co-Principal Investigator, IDEAL*
- 10:50 – 12:20** **IDEAL Year 2 Change Project Presentations**
- Change Leader Teams from each of IDEAL’s six partner universities
- 12:20 – 12:30** **BREAK/LUNCH SERVED**
- 12:30 – 1:00** **Luncheon**
- 1:00 – 1:45** **Poster Session**
- 1:45 – 2:15** **Jim Petro, JD, Chancellor of the Ohio Board of Regents**
- 2:15 – 2:30** **BREAK**
- 2:30 – 3:30** **Group Discussion: Learnings from the Day, Looking to the Future**
- IDEAL PI, Co-PIs, and Advisory Board Members

NSF ADVANCE PAID
Institutions Developing Excellence in Academic Leadership
Plenary Conference Evaluation
September 16, 2011

Please evaluate today's event on the following items.

	Excellent	Good	Fair	Poor
Provided helpful insights	4	3	2	1
Provided useful strategies	4	3	2	1
Provided useful opportunities to meet others	4	3	2	1
Speakers were effective	4	3	2	1
Overall conference effectiveness	4	3	2	1

What are your key learnings from this event?

Suggestions for improvement:

Suggestions for future conferences:

University (optional): _____ **Title (optional):** _____

APPENDIX THREE:

CSE The Launching Committee: A How to Guide

Designed by IDEAL Change Leaders

Erin Lavik, Elmer Lindseth Associate Professor of Biomedical Engineering

GQ Zhang, Division Chief, Medical Information; Professor of EECS

Purpose: To provide the support and mentoring to help the new hire feel like a part of the community and be able to get up to speed with their research as quickly and effectively as possible.

The launch committee will begin working with the new hire from the day they sign their contract until the end of the hire's first year. At that point, the committee will transition to a more typical mentoring committee and the membership may change depending on the hire's needs.

Goals: There are four areas which must be addressed for a new hire to be successful

1. **Lab space.** Engineers cannot be successful without functional lab space.
2. **Funding.** The committee will work with the hire to identify opportunities, review proposals internally, and help include the hire in larger program project-type grants
3. **Lab personnel and hiring.** The committee will help the new hire find the right people to build the lab.
4. **Integration in the university.** The committee will be the first people the hire will know. They will help to introduce the hire to potential collaborators and colleagues across the university.

Makeup of committee:

- **The advocate.** This is the person who's research is most closely associated with the hire. They will be the person's champion. They need to take a strong responsibility for all of these issues because of their close alignment
- **Department member.** This is a member of the hire's home department who's research is, ideally, aligned with the hire and who can help them with department logistics and culture
- **Department chair.** This is the facilitator particularly for space and renovations

Meetings

- The advocate is the chair of the committee and calls the meetings
- The committee is expected to formally meet at least once per month either in person or by video conferencing with the hire from the time they sign their contract until the end of the hire's first year

Expectations of the Members of the Committee

- Members of the committee are also expected to meet with the hire informally
- Members are expected to introduce them to potential collaborators and colleagues
- Members are expected to review the hire's grant applications before they are submitted to provide feedback and improvement
- Members are expected to include the hire on grants as a co-investigator or co-PI where appropriate and help the hire make collaborative or synergistic connections that lead to the hire's being included on larger grants

Monthly Progress/Assessments

(To be completed at each monthly meeting by the chair of the committee—the Advocate)

1. Space:

- Has the space been identified? Yes No Date:
- Are there drawings? Yes No Date:
- Has construction begun? Yes No Date:

Expectations for space:

- Temporary space, if needed, identified and available before starting
- Drawings in hand before starting date
- Construction commenced within the first month
- Construction completed within 3 months of starting

2. Funding:

- Are the hire's grants getting internal reviews? Yes No Date:
- Is the candidate being included in larger program projects or team-based grants?
Yes No Date:
- Is the hire getting funding? Yes No Date:

Expectations for funding:

- Within the first year, the committee will have reviewed at least 3 grants which are submitted
- The committee will include the hire in grants
- The committee will help direct the hire to appropriate collaborators for grant applications

3. Mentoring students/personnel:

- Is the person getting people in the lab or the new hire's research group? Yes No Date:
- Are the lab members productive? Yes No Date:

Expectations for mentoring of students and personnel

- Within the first three months, the committee should ensure that the hire understands the various mechanisms for hiring lab members and has the opportunity to bring in members
- The committee should provide suggestions for mechanisms for managing groups
- The committee may help the hire in finding and screening potential applicants

4. Integration in the university:

- Is the person meeting people across schools and programs? Yes No Date:
- Is the hire forming collaborations? Yes No Date:

Expectations for integration

- The committee members are expected to introduce the new hire to members of the department, school, and the university at large

The assessments of progress by the committee should be recorded at each meeting and given to Lyn. The Launch Program is overseen by Associate Dean Clare Rinnac, Erin Lavik (two year term), GQ Zhang (two year term), and an elected faculty member from the School of Engineering thereafter as a regular standing committee.

APPENDIX FOUR: Weatherhead School of Management (WSOM) Mentoring Pilot Program
Objectives and Process
NSF ADVANCE PAID IDEAL

Weatherhead Change Project Summary

Voluntary Faculty Mentoring Pilot Program

Overall Goals:

1. To help junior faculty develop into successful academics by facilitating their personal and professional goals, and furthering their contributions to goals of the school.
2. To help senior faculty develop into successful mentors by facilitating their appreciation of junior faculty goals, priorities and concerns, and developing a partnership with mentees to address issues that enhance the school's human assets.

Specific Objectives:

- Develop a common understanding of the structure and history of the school and its processes.
- Socialize incoming junior faculty to School practices, norms and resources.
- Help incoming junior faculty build their networks at Case and Cleveland community.
- Provide input to help incoming junior faculty work out a plan for key evaluation points.
- Build a sense of school-wide community.
- Impart general career and institutional advice.
- Provide an independent advisor for problems or concerns.

Program Plan and Expectations:

- Pilot program runs from March 15 to May 15, 2011.
- Junior (untenured, tenure track) faculty who have completed less than 3 years at Weatherhead are the focus of this pilot program.
- Participation is voluntary. Identified mentees indicate their interest in the pilot mentoring program and identify possible mentors.
- Mentors are senior faculty located outside the mentee's department.
- Mentor-Mentee matching will be based on input from the concerned mentee and her/his department chair.
- Mentor and mentee to meet at least twice prior to May 15, 2011.
- Mentee to propose a specific agenda for the pilot period.
- Mentee & mentor to discuss the mentoring experience with the department chair at the end of the pilot period.

Metrics for Program Evaluation:

- Mentors and Mentees will be surveyed at the end of the pilot period on progress toward specific objectives set for the program (see above).
- Mentee to self report on the accomplishment of the agenda proposed at the start of the program.
- Mentor to report on the effectiveness of the mentoring program in terms of its structure and process, and provide improvement recommendations.

WSOM Mentoring Pilot Program: Survey Used to Obtain Feedback and Asses Outcomes



Voluntary Faculty Mentoring Pilot Program Survey March 15-May 15, 2011

Mentor Survey

Thanks for participating in the WSOM mentoring pilot program. This survey is designed not just to obtain program assessment. Rather, the purpose is to obtain feedback and input from both mentors and mentees to improve the program's effectiveness going forward. We will implement changes based on your response. Space is provided for you to include open-ended responses and feedback. We welcome additional notes and suggestions. Feel free to email us at anurag.gupta@case.edu or jagdip.singh@case.edu.

Note: To check a response category in the survey that follows, replace the category symbol (“□” or “○”) by a “X”.

Voluntary Faculty Mentoring Pilot Program Survey
March 15-May 15, 2011
Weatherhead School of Management

Section I: Mentoring Expectations

Please use a 5-point “Strongly Agree” (5) to “Strongly Disagree” (1) scale to provide your thoughtful response to each of the following statements.

In the beginning...

	<i>Str. Disagree</i>				<i>Str. Agree</i>
I had clear expectations in terms of.....	1	2	3	4	5
1. <i>how the program will help junior faculty</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>what activities will happen as part of the program</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>my role in setting program goals and processes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was enthusiastic about the mentoring program’s.....	1	2	3	4	5
4. <i>potential impact on junior faculty’s professional effectiveness</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>potential impact on junior faculty’s personal growth</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>potential to enhance junior faculty’s social network at WSOM</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was also enthusiastic about the mentoring program’s.....	1	2	3	4	5
7. <i>potential impact on my professional contribution</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>potential impact on my own personal growth</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>potential to enhance my impact at WSOM</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Looking back, what would you say is an effective approach for setting expectations and impact of a mentoring program? (open ended question)

A more effective approach for setting expectations and impact would have been... (please enter your candid response below):

Section II: Mentoring Process

We are interested in your feedback on mentoring activities that went particularly well given the short time of the pilot program, and those that didn’t go so well. Please use a 5-point “Went Exceedingly Well” (5) to “Not as Well as I Expected” (1) scale to provide your thoughtful response to each of the following statements.

	<i>Not as Well</i>				<i>Exceedingly Well</i>
My mentee and I were able to:.....	1	2	3	4	5
1. <i>schedule meetings easily as per our plan</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>spend the time effectively in our meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>develop a trusting relationship</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>establish an open communication beyond the face-to-face meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>cover wide ranging topics, some not anticipated in the beginning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

What input and suggestions would you offer to enhance the mentoring process for useful outcomes? (open ended question).

In going further with the mentoring program, the following suggestions may be considered to enhance its effectiveness... (please enter your candid response below)

Section III: Mentoring Outcomes

Now tell us the degree to which the pilot program was successful in achieving the outcomes that you expected from the program. Please use a 5-point “Exceeded My Expectation” (5) to “Fell Short of my Expectations” (1) scale to provide your thoughtful response to each of the following statements.

	<i>Fell Short</i>		<i>Exceeded Exp</i>		
To what extent do you think the pilot program helped your <u>mentee</u> to.....	1	2	3	4	5
1. <i>learn about the academic realities of working at a Case/Weatherhead.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>obtain a “sense of place” and knowledge about the norms of Weatherhead..</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>gain support and encouragement of your efforts.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>develop specific strategies for achieving career goals</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>obtain specific advice on tenure and promotion matters.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>become better connected to the Weatherhead community.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>learn about the political realities of working at a Case/Weatherhead.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>Other, please specify</i> _____					

Of the mentoring outcomes noted above or that you experienced, which were most invaluable and could not have been obtained otherwise? What outcomes would you have wanted the program to produce? (open ended question).

The mentoring program offered the following unique benefits and can offer other distinct benefits to future mentees who may join the program... (please enter your candid response below):

Section IV: Overall Assessment

Please use a 5-point “Strongly Agree” (5) to “Strongly Disagree” (1) scale to provide your thoughtful response to each of the following statements.

	<i>Str. Disagree</i>		<i>Str. Agree</i>		
Overall, would you say that the pilot program.....	1	2	3	4	5
1. <i>was largely effective.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>allowed mentees access to a mentor who otherwise would be hard to get to</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>was satisfying enough to make me want to continue with the program.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>had a positive impact and I would recommend it to other faculty.....</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section V: Overall Satisfaction at Weatherhead

Please use a 5-point “Strongly Agree” (5) to “Strongly Disagree” (1) scale to provide your thoughtful response to each of the following statements.

- | | <i>Str. Disagree</i> | | | <i>Str. Agree</i> | |
|------------------------------------------------------------------|--------------------------|--------------------------|-----------------------|--------------------------|--------------------------|
| 1. Weatherhead is a collegial place to work..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. By and large, Weatherhead is a satisfying place of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Promotion and tenure expectations are relatively clear..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Weatherhead is an easy place to socialize into..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Weatherhead has a strong research culture..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> |

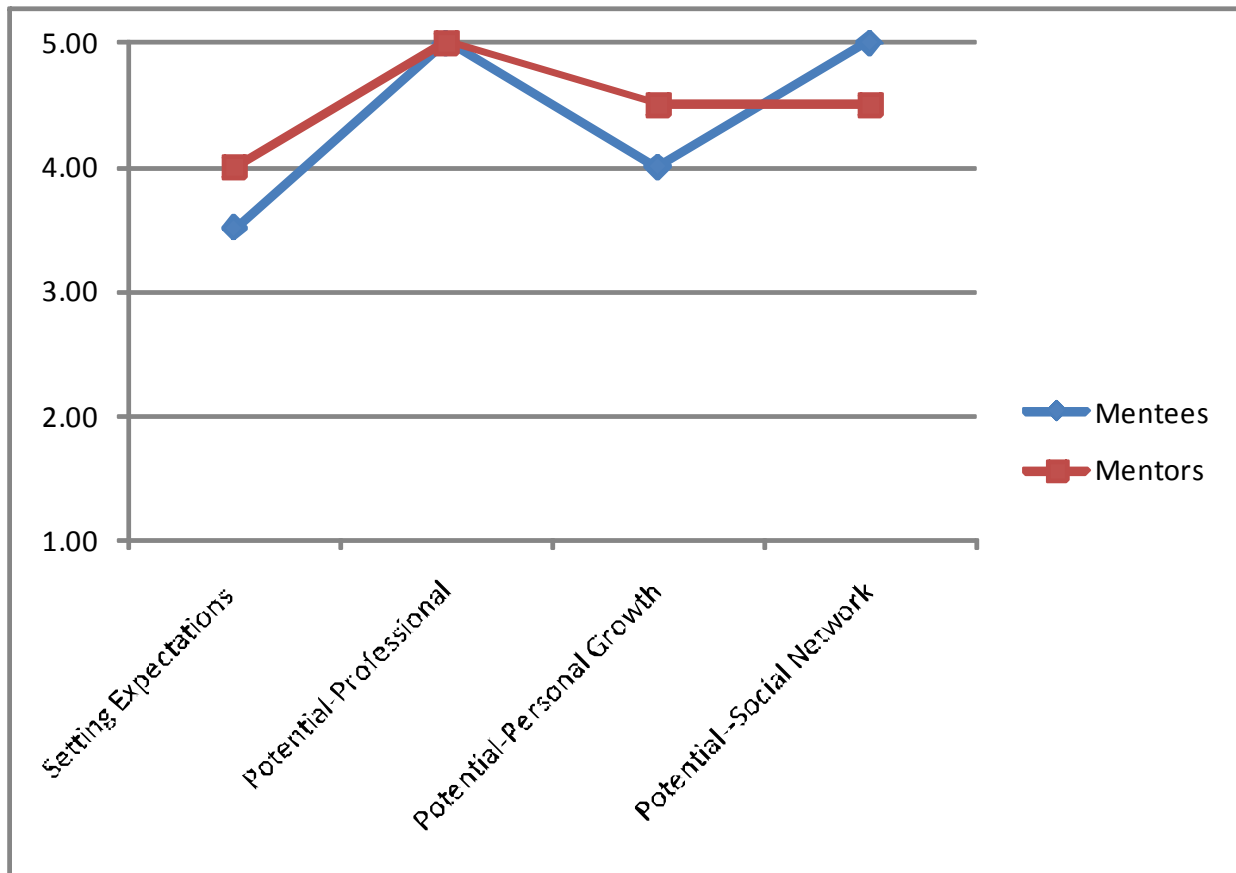
We welcome your suggestions to enhance the impact of mentoring program at Weatherhead for faculty like yourself. *What changes should we consider going forward? Please use the space below to enter your response.*

We thank you for your participation in the program, and for your thoughtful feedback on this survey. We will follow up with you if we have any additional questions. Feel free to contact us if you have any follow-up feedback. Hope you have a good summer!

Anurag and Jagdip

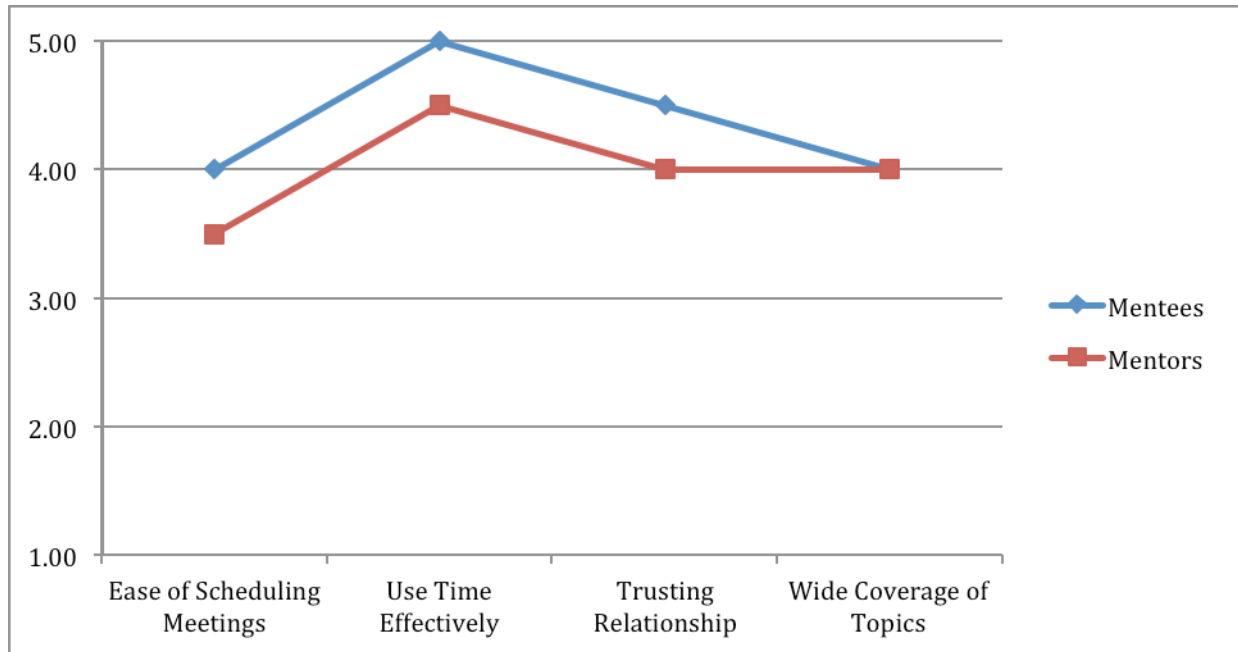
WSOM Mentoring Pilot Program: Summary of Results

Mentoring Expectations (Section I of the Survey):



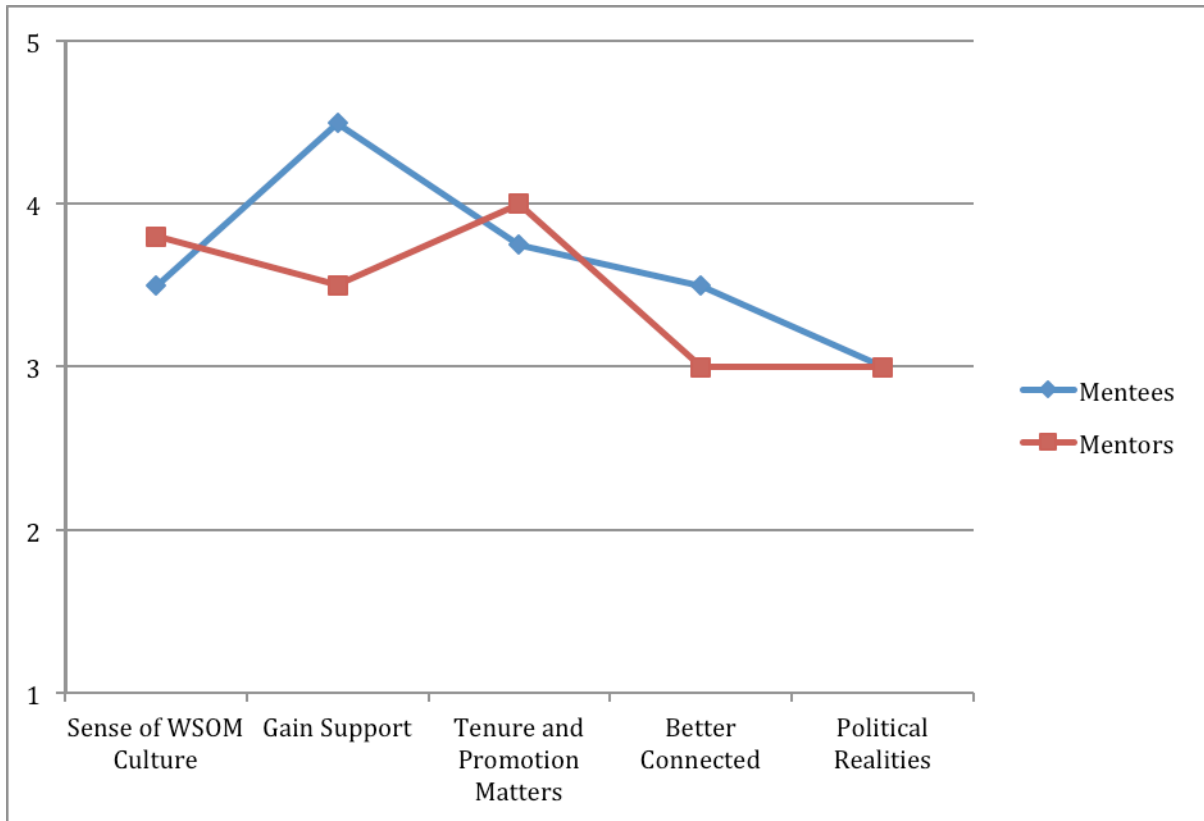
Both mentors and mentees felt that the mentoring program had significant potential for professional growth and for building social networks, as well as for contributing to personal growth. However, both felt that mentoring expectations were not as clear as they could be. Expectations relate to (a) how the program will contribute, (b) what activities will happen, and (c) mentor (mentee) role in setting program goals and expectations. For the pilot, the mentors and mentees were encouraged to use the first meeting to set expectations. Expectations were not set by project leaders.

Mentoring Process (Section II of the Survey)



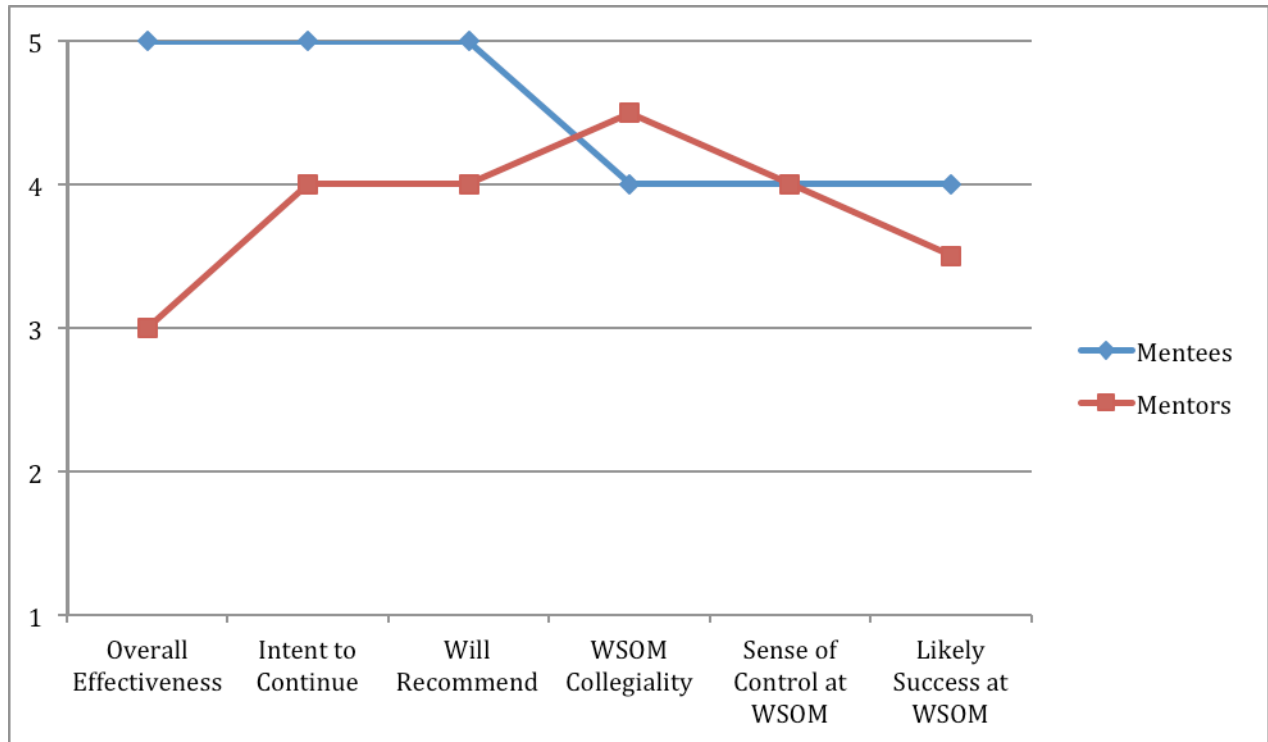
In general, mentees were more positive about the process than the mentors. Both agreed that the process was especially effective in ensuring that the time together in meetings was used purposively. The mentoring process was also effective in helping build a trusting relationship between the mentor and mentee, and in covering a wide range of topics. Less effective was the ease of scheduling meetings. In our informal discussions, we gathered that because the pilot mentoring program was initiated in the middle of the semester, it was harder to set mutually satisfying meeting times. Even when times were scheduled, rescheduling was necessary. This occurred because the mentors in the program also held administrative positions in the school (i.e., either Department Chair or Ass. Dean). Administrative responsibilities made sticking to scheduled meetings challenging.

Mentoring Outcomes (Section III of the Survey):



More varied responses were obtained for outcome assessment. Mentees felt that the most positive outcome obtained was in gaining support and encouragement of their efforts. Mentors who were asked about the outcomes they felt mentees got out of the program were not as positive on this aspect. Both mentors and mentees agreed that the program provides mentees with a good sense of the WSOM culture and norms, and in understanding tenure/promotion practices and developing specific strategies for career goals. In addition, while mentors and mentees agreed, both felt that the program did not help them much in understanding the political realities of working at Weatherhead. This understanding was not a specific objective of the program (see Appendix I). However, we wanted to assess if this outcome occurs as byproduct. Mentees and mentors also differed with respect to getting better connected with the Weatherhead community. Mentees rated this outcome more favorably than mentors. From informal feedback, our assessment is that mentors felt that the pilot program was not long enough to facilitate this aspect. For a year long program, there was stronger belief of achieving this outcome. Better connection and networks was an important objective of the program.

Overall Assessment (Sections IV and V of the Survey)



In general mentees are more positive in assessing the contribution of the program, and intent to continue and recommend the program. Mentors are less positive, but positive nevertheless. Mentors were ambivalent about the overall effectiveness of the pilot program, but more positive about continuing the program and recommending it. Stronger affirmation of program effectiveness from mentors was restrained due to the short duration of the pilot program which didn't allow sufficient time to achieve several desired outcomes. The mentees were far more appreciative of what was achieved and strongly favored continuing the program indicating that they assessed that the program added value to their professional and personal goals.

APPENDIX FIVE: Kent State University IDEAL Timeline of Activities 2010-11

2010-2011 Kent State University IDEAL Year 2 Schedule of Actions	2010						2011						
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Meeting w/ Assoc. Provost Chandler	17												
Plenary Conference at CWRU		17											
Focus Group Planning Meeting		29											
Update meeting w/ Assoc Provost Chandler			4										
Leadership Session 1 at CWRU			7										
A&S Chairs & Directors Mtg			7										
Faculty Senate Planning w/ Chair			8										
University Chairs & Director mtg			15										
Women in Science Lunch			22										
Mtg w/ MA Stephens, Graduate Studies – IDEAL GRA approved													
Mtg w/ IDEAL coach Susan Freimark			25										
Weekly Change Leader Mtg			27										
Weekly Change Leader Mtg				3									
Women in IDEAL departments working group * Luncheon				5									
Faculty Senate IDEAL presentation				8									
Took a female technology grad student to ATMAE conference, supported by CoT													
Weekly Change Leader Mtg				10									
Weekly Change Leader Mtg				17									
Weekly Change Leader Mtg				24									
First mtg w/ Drs Brown, Hayes-Nelson and Crawford				30									
Front page article about IDEAL in Kent Stater				30									
Weekly Change Leader Mtg Prep for Bernice Sandler visit					1								
Leadership Session 2: University of Toledo Bernice Sanders					3 6&7								
Weekly Change Leader Mtg: Post discussion for Bernice Sandler visit					8								
Weekly Change Leader Mtg w/ Susan Feimark to discuss the Bernice Sandler visit and what to do w/ the information					15								
Weekly Change Leader Mtg					22								
Weekly Change Leader Mtg					29								
Weekly Change Leader Mtg						5							
Weekly Change Leader Mtg						13							
Focus groups (3 opportunities) w/ Susan						14							
Debrief w/ Susan						14							
Weekly Change Leader Mtg						20							
Focus groups (3 opportunities) w/ Susan						21							
IDEAL Mtg w/ Susan						24							
Weekly Change Leader Mtg						27							
President's Commission on Women initial Mtg w/ Dr. Alfreda Brown, VP Diversity & Inclusion						31							
Leadership Session 3 U Akron							1						
Weekly Change Leader Mtg							3						
Update mtg w/ Associate Provost Chandler							7						
Weekly Change Leader Mtg							10						
IDEAL mtg w/ Associate Provost Booth							17						
Weekly Change Leader Mtg							18						

2010-2011 Kent State University IDEAL Year 2 Schedule of Actions	2010						2011							
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Lunch: Politics on Campus for Women							25							
Weekly Change Leader Mtg								3						
Weekly Change Leader Mtg								10						
KSU IDEAL Women Faculty Connect								11						
Weekly Change Leader Mtg								17						
Weekly Change Leader Mtg								24						
Weekly Change Leader Mtg								31						
Mtg w/ VP Diversity & Inclusion, PWC									5					
Leadership Session 4 KSU									7					
Update mtg w/ Associate Provost Chandler									6					
Women's Center Mtg (Brown, Adams, Fitz)									12					
Weekly Change Leader Mtg									14					
Celebration of Scholarship									15					
Women in Science lunch w/ the Provost									19					
Weekly Change Leader Mtg									21					
How to write Successful NSF Grants Webinar									26					
Weekly Change Leader Mtg									28					
Susan Freimark Coaching session w/ introduction for two of the Year 3 Change Leaders										3				
Mtg w/ VP Diversity & Inclusion										4				
Weekly Change Leader Mtg										5				
PCW mtg w/ President Lefton										9				
Weekly Change Leader Mtg – Final Report Yr 2										12				
Co-Director Mtg w U Mich External Evaluator										15				
NSF – JAM Washington, DC											6-8			
Weekly Change Leader Mtg											9			
NSF ADVANCE proposal planning retreat											16			

APPENDIX SIX: Revised Evaluation Memorandum Of Understanding

University of Akron

TO: Dr. Helen Qammar, IDEAL Co-Director for University of Akron and Co-PI
FROM: Dr. Mary Wright, External Evaluator
APPROVED: June 18, 2010 (Revised: June 7, 2011)
RE: Memorandum of Understanding: University of Akron Evaluation Plan for NSF IDEAL Grant

Institutional Transformation Theme: Faculty Hiring That Makes a Difference
“UA proposes a transformational theme to redesign faculty recruitment and hiring practices. Faculty leadership skills will be essential to encourage departmental faculty to scrutinize current practices and gain an enhanced appreciation of the importance of diversity hiring for student success. IDEAL participants will work closely with UA’s Diversity Council to facilitate implementation.”

To evaluate UA’s engagement in the institutional transformation theme, “Faculty Hiring That Makes a Difference,” Helen Qammar and Mary Wright, with Amanda Shaffer present, discussed the following evaluation plan at Dr. Wright’s campus visit on May 25, 2010. This document will confirm that Dr. Qammar will provide to Dr. Wright the following data (as electronic files), no later than her second final campus visit in Spring/Summer 2012 (specific date TBD).

(1) To assess the impact of the change teams’ interventions on faculty hiring processes:

(1A.) Search plans from the eleven IDEAL departments will be analyzed for 2007-10 AYS (baseline), 2010-11 AY and 2011-12 AY. The 2010-12 analyses should replicate the process utilized by Dr. Linda Subich for 2007-10, which includes an analysis of language utilized in job advertisements, outlets used to post positions, the demographic composition of search committees, and the outcomes of the search. The report provided in 2012 will summarize this analysis, noting where UA IDEAL department search plans have changed over the period of the IDEAL grant, as well as where there are no indications of change. It is also recommended that post-search interviews with search committee chairs be continued throughout the term of the IDEAL grant, in order to understand the reasons for change/lack of change, and if collected, these observations should be noted in the analysis as well.

(1B.) NSF indicator data on the number of faculty hired in IDEAL departments, by rank, gender and URM status, will be provided for AY 2009-10, 2010-11 and 2011-12.

(2) As an indicator that elements of the UA IDEAL project have been institutionalized, by the time of the 2012 site visit, the following processes will be in place:

- UA’s Office of Human Resources will require a workshop for search committees, with substantial diversity content, about which IDEAL change teams have provided input. (Although not required as an indicator of institutionalization, it is additionally recommended that for meetings with STEM committees, IDEAL change team members be co-facilitators of the workshop.)
 - [Added in 2011: Alternately, if the IDEAL team is not able to institutionalize the workshop in the Office of Human Resources, it will instead offer 11 faculty workshops (1 per IDEAL department) and 2 chair workshops (1 per IDEAL school) by May 2012. At these events, attendance will be tracked (by department and rank), and feedback will be collected. For the final site visit in May 2012, Dr. Qammar will submit this summarized program evaluation information for each event.]
- UA’s Office of Human Resources will have a database of search plans, which can be analyzed by unit and accessed by the UA community.

- UA's Office of Institutional Research will regularly collect NSF indicator data on:
 - the distribution of science and engineering faculty by gender, URM status, rank, and department.
 - the distribution of leadership positions, by gender and URM status
 - recruitment and advancement processes, by gender and URM status
- The indicator data (see previous bullet) will regularly be disseminated, such as part of an annual reporting process through the Office of Inclusion and Equity [2011: or, preferably, through the Office of the Provost].

(3) To assess the reported impact of participation in IDEAL on the change teams' behaviors, Dr. Wright will conduct a focus group with members of change teams across the three years. As part of her 2012 site visit, she will ask them about who they talked to and influenced as part of the IDEAL process.

(4) For each of the three years of the IDEAL grant, please track what milestones set by the team have been met during each project year, as well as other key accomplishments. For example, important process measures for 2009-10 would be Dr. Qammar's indication that each the steps outlined in the Institutional Change Project Template, section 7 (Implementation Plan for Change Template), had been accomplished by the end of Summer 2010, such as a review of search plans in IDEAL departments, interviews with search committee chairs, and a website with best practices for search committees.

Dr. Wright will talk by phone with Dr. Qammar in June 2011 to support her efforts in collecting and summarizing these data.

Additionally, to support evaluation of the IDEAL grant (across the six participating universities) and satisfy NSF reporting requirements, Dr. Qammar will provide to Dr. Mary Wright the following information by the time specified:

(1) Faculty Composition Tables for AY 2009-10, 2010-11, and 2011-12 (similar to Table 3 of the original "Institutions Developing Excellence in Academic Leadership" proposal). AY 2009-10 data has already been provided to Dr. Wright. AY 2010-11 and 2011-12 should be provided to Dr. Wright in electronic form no later than the time of her second NSF site visit in 2012.

(2) At the 2012 site visit, Dr. Wright will meet again with Dr. Qammar, members of the project teams from AY 2009-12, and key academic leaders, including the provost, the head of the Office of Human Resources, and deans from the Colleges of Arts and Sciences and Engineering.

Bowling Green State University

TO: Dr. Deanne Snavely (2010-11) & Dr. Julie Barnes (2011-12), IDEAL Co-Directors for Bowling Green State University

FROM: Dr. Mary Wright, External Evaluator

APPROVED: July 2, 2010; REVISED June 22, 2011

RE: Memorandum of Understanding: Bowling Green State University Evaluation Plan for NSF IDEAL Grant

Institutional Transformation Theme: Build Intellectual Community and Collegiality
“BGSU proposes that the first year of IDEAL would be spent in identifying the specific barriers at BGSU through surveys and developing strategies for creating opportunities for collegial interactions, and subsequent years would produce further implementation processes.”

To evaluate BGSU’s engagement in the institutional transformation theme, “Build Intellectual Community and Collegiality,” Deanne Snavely and Mary Wright, with Amanda Shaffer present, discussed the following evaluation plan at Dr. Wright’s campus visit on May 17, 2010. The plan was further revised during the midway evaluation conversation (June 22, 2011), which also included Dr. Julie Barnes, IDEAL Co-Director for 2011-12. This document will confirm that Dr. Barnes will provide to Dr. Mary Wright the following data (as electronic files), no later than her second final campus visit in Spring 2012 (specific date TBD, but likely to be April 17, 2012).

(1.1) To assess the impact of university-wide events sponsored by the BGSU change team, Dr. Snavely and Dr. Barnes will track attendance and submit summarized program evaluation information for each event. (For Dr. Sandler’s May 2010 visit, when such data was not systematically collected, it is recommended that the BGSU change team detail the attendance of the Faculty Senate and send out a short online survey to these attendees.) For future events and workshops (Fall 2010-), please provide lists of faculty who attended and note their primary department, rank at the time of the event, gender and URM status. To aid in collection of evaluation data for future events, it is recommended that short feedback forms be distributed and collected at the end of events. (I would be happy to provide examples of a feedback form if you like, but possible questions could include:

- Please circle your rating of the overall value of this workshop for your work at BGSU. (with response options being a Likert scale, ranging from 1=Not at all valuable to 5=Very valuable)
- What did you expect to gain from this session?
- What aspects of the session did you find most useful?
- What might you do differently as a result of attending this event?
- Do you have any suggestions for how we could make this program more useful?)

(1.2) As an additional measures of the impact of the IDEAL search committee workshops, Dr. Barnes will track the following data for AY 2010-11 and 2011-12 in STEM departments: short lists of tenure-track faculty candidates, lists of applicants to whom offers were made, and lists of acceptances. (Dr. Barnes will provide only anonymized data to Dr. Wright, summarized by gender, race/ethnicity, and department.) Ideally, there will be plans in place to continue this data collection effort, and use it to inform search committee policies and practices.

- (2) **As an indicator that the climate survey has been institutionalized**, there will be concrete plans for the BGSU campus to repeat the survey at a future date (e.g., 2013 or 2014), along with mechanisms that allow for faculty input about the survey process, analysis, and discussion of findings.
- (3) **To assess the impact of participation in IDEAL on the change team's perceptions of themselves as change agents**, Dr. Wright will conduct a focus group with members of change teams across the three years. In her 2012 site visit, she will ask the teams how the process of working on the IDEAL projects has/has not fostered change in how they see themselves as institutional change agents/leaders.
- (4) **For each of the three years of the IDEAL grant, please track what milestones set by the team have been met during each project year, as well as other key accomplishments**. For example, important process measures for 2009-10 would be Dr. Snavelly's indication that each the steps outlined in the Institutional Change Project Template, section 7 (Implementation Plan for Change Template), had been accomplished by Summer 2010, such as distribution of a university-wide climate survey, holding university-wide events on the discussion of Title IX, and advocacy for the Faculty Senate proposed charter change on stopping the tenure clock. Dr. Barnes will report on IDEAL goals and activities for 2011-12.

Dr. Wright will speak with Dr. Snavelly and Dr. Barnes by phone to support efforts in collecting and summarizing these data.

Additionally, to support evaluation of the IDEAL grant (across the six participating universities) and satisfy NSF reporting requirements, Dr. Snavelly or Dr. Barnes will provide to Dr. Mary Wright the following information by the time specified:

- (1) Faculty Composition Tables for AY 2009-10, 2010-11, and 2011-12 (similar to Table 3 of the original "Institutions Developing Excellence in Academic Leadership" proposal). AY 2009-10 data should be provided to Dr. Wright in electronic form, no later than June 7, 2010. AY 2010-11 and 2011-12 should be provided to Dr. Wright in electronic form no later than the time of her second NSF site visit in 2012.
- (2) At the 2012 site visit, Dr. Wright will meet again with Dr. Barnes, members of the project teams from AY 2009-12, and senior academic leaders, including the provost and dean from the College of Arts and Sciences.

Case Western Reserve University

TO: Dr. Diana Bilimoria, IDEAL Co-Director for Case Western Reserve University
FROM: Dr. Mary Wright, External Evaluator
DATE APPROVED: May 1, 2010; Revised: June 13, 2011
RE: Memorandum of Understanding: Case Western Reserve University Evaluation Plan for NSF IDEAL Grant

Institutional Transformation Theme: *Enhancing Collegiality and Inclusion in S&E*

“This theme solidifies and extends to other S&E departments the pilot project successfully implemented in the Case School of Engineering during ACES.”

To evaluate Case Western Reserve University’s engagement in the institutional transformation theme, “Enhancing Collegiality and Inclusion in S&E,” Diana Bilimoria and Mary Wright, with Lynn Singer present, discussed the following evaluation plan at Dr. Wright’s campus visit on April 19, 2010. This document will confirm that Dr. Diana Bilimoria will provide to Dr. Mary Wright the following data (as electronic files), no later than her second final campus visit in Spring/Summer 2012 (specific date TBD). *To support Dr. Bilimoria’s efforts in collecting and summarizing these data, Dr. Wright will meet with Dr. Bilimoria at the 2011 Plenary Conference.*

- (1) **To assess the implementation of ideas generated from each year’s change project, Dr. Wright will meet with deans from the College of Arts and Sciences, the Case School of Engineering, and the Weatherhead School of Management at her 2012 site visit.** Each dean will be asked to indicate if any “best practices” that emerge from each year’s change project report have been implemented (or recommended for implementation in the future). It is also recommended that Dr. Bilimoria and Dr. Wright discuss further how feedback from chairs could be gathered about implementation/plans for implementation of best practices recommended by IDEAL teams. (For example, possibilities are survey feedback at a future IDEAL event or having Dr. Wright meet with IDEAL chairs involved in any interventions (e.g., attendees at the 4/16/10 chairs caucus meeting) at her 2012 site visit.) 2011 note: At the June 13, 2011, phone conversation, it was decided that a small group of chairs be convened for the 2012 site visit. These chairs would be comprised of IDEAL units where there was a substantive intervention, e.g., a department in which there was an “early career launch” committee, and Dr. Wright would ask them about the impact of this intervention on the units and faculty careers, perceived strengths of the program, and suggested changes.
- (2) **To assess any changes in “collegiality and inclusion” at CWRU, data from campus-wide faculty worklife surveys will be provided.** It is recommended that survey data from two faculty surveys be provided, because the different phrasing of questions can elicit different information. The surveys that will be used for the baseline are the 2007 IDEAL climate survey and the 2009 COACHE survey, and comparison data will also be provided for 2011 or 2012. For these surveys, frequencies should be presented for women and men, and if possible, within each CWRU college/school. 2011 note: Given the lack of comparative data, and the focus of the IDEAL projects, it was decided at the June 2011 phone conversation to instead convene a small group of junior faculty during the 2012 site visit, who had been recipients of substantive IDEAL interventions, e.g., mentees. Dr. Wright would ask them about the impact of this intervention, perceived strengths of the program, and suggestions for changes.
- (3) **For each of the three years of the IDEAL grant, please track what milestones set by the team have been met during each project year, as well as other key accomplishments.** For example,

important process measures for 2009-10 would be Dr. Bilimoria's indication that each the steps outlined in the Institutional Change Project Template, section 6 (Specific Objectives and Outcomes of Change Project) and section 7 (Implementation Plan for Change Template), had been accomplished by Summer 2010 and reported out to the College of Arts and Science Deans.

Additionally, to support evaluation of the IDEAL grant (across the six participating universities) and satisfy NSF reporting requirements, Dr. Bilimoria will provide to Dr. Mary Wright the following information by the time specified:

(4) Faculty Composition and Leadership Positions Tables for AY 2009-10, 2010-11, and 2011-12 (similar to Tables 3 &7 of the original "Institutions Developing Excellence in Academic Leadership" proposal). AY 2009-10 data should be provided to Dr. Wright in electronic form, no later than May 15, 2010. AY 2010-11 and 2011-12 should be provided to Dr. Wright in electronic form no later than the time of her second NSF site visit in 2012.

(5) At the 2012 site visit, Dr. Wright will meet again with Dr. Bilimoria, members of the project teams from AY 2009-12, and senior academic leaders, including the provost and deans from the College of Arts and Sciences, the Case School of Engineering, and the Weatherhead School of Management. Discussions will focus on their perceived impact of the grant, plans for sustainability/institutionalization, and the issues describe above, in measure #1.

Cleveland State University

TO: Dr. Paul Lin, IDEAL Co-Director for Cleveland State University

FROM: Dr. Mary Wright, External Evaluator

APPROVED: April 29, 2010 (initially approved); July 7, 2010 (revised); June 13, 2011 (second revision)

RE: Memorandum of Understanding: Cleveland State University Evaluation Plan for NSF IDEAL Grant

Institutional Transformation Theme: *Exploring Leadership by Participation*

“Encouraging Science and Engineering women and underrepresented minority faculty to self-diagnose their knowledge of leadership, and gain that knowledge by actively participating in institutional policy-making committees such as the Faculty Senate and Graduate Council.”

[2011 Note: In 2010-11, the team’s emphasis shifted to a related, but new, theme: Enhancing faculty mentoring and creating inclusive campus climate through institutional partnerships.]

To evaluate Cleveland State University’s engagement in the institutional transformation theme, “Exploring Leadership by Participation,”* Paul Lin and Mary Wright, with Amanda Shaffer present, discussed the following evaluation plan at Dr. Wright’s campus visit on April 20, 2010. This document will confirm that Dr. Paul Lin will provide to Dr. Mary Wright the following data (as electronic files), no later than her second final campus visit in Spring/Summer 2012 (specific date TBD). *To support Dr. Lin’s efforts in collecting and summarizing these data, Dr. Wright will meet with Dr. Lin at the 2011 Plenary Conference.*

1. **To assess the composition of academic leadership patterns over the span of the IDEAL Grant, for AY 2009-10, 2010-11, and 2011-12, Dr. Lin will provide tables on the distributions of faculty in academic leadership positions in the 11 IDEAL departments and university-wide.**

Specifically, positions tracked should include full professors, endowed chairs, department chairs, deans, and associate deans, as well as the CSU President, Provost, and Vice, Associate, and Deputy Provosts (or their reasonable equivalent title). For each of these positions, frequencies for the total number of persons in the position, the total number of women, and the total number of Underrepresented Minorities (URM) should be provided (similar to the format used in Table 7 of the original “Institutions Developing Excellence in Academic Leadership” proposal).

2. **To assess the composition of service leadership patterns over the span of the IDEAL Grant, for AY 2009-10, 2010-11, and 2011-12, Dr. Lin will send information about the representation of faculty on the following committees, with figures for the total number of faculty serving in these roles, noting the number of female faculty, and the number of URM faculty as well:**

*CSU Faculty Senate: Please track president, vice president and secretary, as well as the elected (voting) faculty members.

*CSU Faculty Senate Academic Standing Committee: Please track the Chair as well as all the committee members.

*CSU Graduate Council: Please track the Chair.

*CSU University Curriculum Committee: Please track the Chair.

*CSU University Peer Review Committee: Please track the Chair.

*CSU University Faculty Affairs Committee: Please track the Chair.

*The Fenn College of Engineering Peer Review Committee for Promotion and Tenure: Please track the Chair.

*The College of Science Peer Review Committee for Promotion and Tenure: Please track the Chair. It would be helpful to have these data organized in similar fashion to the academic leadership tables, if possible.

3. **For each time the leadership course is offered (between Fall 2010 and Spring 2012 [2011 Note: Changed to 2010]), please track participation in the course, by term.** For each term, please provide lists of faculty who regularly participated and note their primary department, rank at the time of the course, gender and URM status.
4. **For each time the leadership course is offered (between Fall 2009 and Spring 2012 [2011 Note: Changed to 2010]), distribute, collect and summarize a feedback survey to participants.*** At the April 20, 2010 meeting at CSU with Dr. Lin, it was recommended that the survey include questions that would assess participants' perceptions of the strengths of the course, their suggestions regarding structure and content, the perceived change in the level of interest the participant had in a CSU leadership position due to course participation, how the participant planned to utilize what s/he learned in the course, and if/how they would recommend the course to another CSU faculty member. Dr. Wright also volunteered to review a draft of this feedback survey, prior to its distribution in Spring 2010.
5. **For seminars offered by IDEAL (alone or in collaboration with other campus units), from April 2011-April 2012,** please provide numbers of attendees, overall and broken down by department, gender, and rank at the time of the event(s) (based on sign-in sheets). Please also summarize (anonymous) evaluation data from event(s), based on post-session feedback. It is also recommended that the IDEAL team gather data on reported usefulness of the session for work at CSU (e.g., "What aspects of the session did you find most useful for your work at CSU?"), in order to document individual/institutional impact of these programs to aid in institutionalization efforts. Finally, it is highly recommended that the feedback form also collect formative feedback, to enable the team to enhance future seminar series (e.g., "Do you have any suggestions for how we could make this program more useful?")
6. **For each of the three years of the IDEAL grant, please track what milestones set by the team have been met during each project year, as well as other key accomplishments.** For example, important process measures for 2009-10 would be Dr. Lin's indication that each the steps outlined in the Institutional Change Project Template, section 7 (Implementation Plan for Change Template), had been accomplished by Summer 2010 and reported out to key administrators (e.g., college deans).

Additionally, to support evaluation of the IDEAL grant (across the six participating universities) and satisfy NSF reporting requirements, Dr. Lin will provide to Dr. Mary Wright the following information by the time specified:

(1) Faculty Composition Tables for AY 2009-10, 2010-11, and 2011-12 (similar to Table 3 of the original "Institutions Developing Excellence in Academic Leadership" proposal). AY 2009-10 data should be provided to Dr. Wright in electronic form, no later than May 15, 2010. AY 2010-11 and 2011-12 should be provided to Dr. Wright in electronic form no later than the time of her second NSF site visit in 2012.

* 2011 Note: At the May 10, 2011, phone conversation, Dr. Lin indicated that feedback forms were distributed, but no one turned in the form. However, he indicated that a few participants emailed the instructor their comments, which were all positive, and all indicated that they would recommend the program to their colleagues. Under this circumstance, Dr. Lin recommended that the program's success can best be gauged by the increased participation of women and underrepresented minority faculty from Spring 2010 to Fall 2010 (i.e., metric #3).

(2) At the 2012 site visit, Dr. Wright will meet again with Dr. Lin, members of the project teams from AY 2009-12, and senior academic leaders, including the provost and deans from the Fenn College of Engineering and the College of Science.

APPENDIX SEVEN: 2010 Plenary Evaluation Report

YEAR TWO EXTERNAL EVALUATION REPORT

Institutions Developing Excellence in Academic Leadership (IDEAL)

September 26, 2010

Dr. Mary Wright

Assistant Research Scientist and Assistant Director, Evaluation
Center for Research on Learning and Teaching, University of Michigan

Summary

This report documents the external evaluation in Year Two for the NSF Institutions Developing Excellence in Academic Leadership (IDEAL) program. The main objectives of IDEAL are to:

1. Create a regional learning community of academic leaders in northern Ohio that is informed about the factors responsible for the underrepresentation of women and minority groups in academic S&E and committed to transforming institutional cultures in S&E disciplines,
2. Develop a cohort of formal and informal S&E leaders at each partner institution to implement, adapt and sustain customized change initiatives on individual campuses,
3. Assemble the senior academic leadership of partner universities to disseminate best practices from ADVANCE institutions, exchange regional institutional research, policies and practices, and evaluate change initiatives.

This three-year grant involves a collaboration between six northern Ohio universities, with the goal of seeding institutional transformation. The universities engaged in this grant are the University of Akron, Bowling Green State University, Case Western Reserve University (the lead site), Cleveland State University, Kent State University, and the University of Toledo. Each university's efforts are led by a co-director, who selected an institutional transformation theme that would respond to local campus needs for improving equity in Science and Engineering (S&E) fields for women and underrepresented minorities. The co-director facilitates a "change leader team," a group of nine (three each year) science and engineering faculty or chairs. Each year's team is charged with developing an annual change project, which should align with the campus's institutional transformation theme. To support these efforts, Case Western Reserve University organizes four cross-institutional leadership development sessions and sponsors a leadership coach, who meets with each team at least twice per year. Additionally there are two Plenary Conferences (held in 2010 and 2011), which bring together change leader teams and university administrators to share project accomplishments, learn from guest speakers, and plan for coming years.

The focus of the Year Two evaluation is the 2010 Plenary Conference, which took place at Case Western Reserve University on September 17. (The Year Three External Evaluation report will address the 2011 Plenary Conference, as well as findings from site visits to participating campuses in Spring/Summer 2011.) To evaluate this conference, I attended the event and took detailed observational notes. I also held informal conversations with nearly every new change team leader, as well as with several administrators, asking them about how informative the conference was for their involvement in IDEAL in the coming year. Finally I analyzed attendance data and an evaluation form collected by IDEAL. This report consists of the following:

1. Summary and recommendations
2. Conference agenda (official agenda and observational information)
3. Attendance data
4. Evaluation feedback

I. Summary and Recommendations

As indicated by the evaluation data presented below, the 2010 Plenary Conference was an effective vehicle for advancing IDEAL's objectives. Below, each objective is addressed in terms of conference practices that appeared to work particularly well, as well as suggestions for enhancing the program further.

- *Objective 1: Create a regional learning community of academic leaders in northern Ohio that is informed about the factors responsible for the underrepresentation of women and minority groups in academic S&E and committed to transforming institutional cultures in S&E disciplines.*

Evaluations suggested that the conference agenda -- a mix of presentations, large- group discussion and small-group discussion -- was an effective way for participants to learn about campus commonalities yet also to apply ideas to their own institutional context. Guest speakers were praised for the perspectives they brought to the issues of gender equity in STEM fields.

Two key suggestions were raised by participants to further enhance the community-building potential of future event. First, respondents indicated that a larger meeting room would allow for participants to circulate more freely. Second, they suggested that future agendas allow for cross-table small group discussions, to foster conversation across campuses and roles at campuses. Techniques such as World Café (Juanita Brown, <http://www.theworldcafe.com/>) or a jigsaw discussion may be possibilities to facilitate this interaction.

- *Objective 2: Develop a cohort of formal and informal S&E leaders at each partner institution to implement, adapt and sustain customized change initiatives on individual campuses.*

Attendance data indicate that nearly all Year 1 and Year 2 change leader team members participated in (and stayed at) the conference, and therefore, the planning and publicity that took place to get such a high rate of attendance appeared to work particularly well. The conference program was structured to allow for information sharing and discussion between change leader cohorts, and change leader evaluations indicated that the agenda achieved this aim. My conversations with new change team

leaders suggested that the conference worked particularly well to welcome this group and help them “hit the ground running” with their institutional change projects.

Evaluations indicated that, for the most part, the conference structure should remain the same, maintaining the same (or more) time for discussion. However, for future conferences, change team respondents suggested that oral presentations, written reports and discussions at the conference were sufficient for the team’s presentation of its activities, rather than an additional separate poster session.

- *Objective 3: Assemble the senior academic leadership of partner universities to disseminate best practices from ADVANCE institutions, exchange regional institutional research, policies and practices, and evaluate change initiatives.*

Attendance data indicated that nearly half of the administrative leadership from IDEAL institutions attended some portion of the conference, which is especially good considering some institutions are over 100 miles away (e.g., UT, BGSU). IDEAL PIs’ plans to rotate the conference to another location in northern Ohio should be maintained, to draw in others who may not have been able to attend.

Administrators’ evaluations of the conference were high, suggesting that the event was generally a successful way to exchange information and meet others. However, the evaluation and comments captured at the reporting out session also indicate that administrators sought to learn more about specific “best practices” at future events. Additionally, my conversations with administrators (although limited) suggest that a part of the program on “Looking forward to Year 2/3” would be helpful for deans to understand next steps for IDEAL. This will be especially important when the project is moving to a new college within a university, as is happening at several institutions (e.g., CWRU, UT).

In sum, evaluation, attendance and observational data suggest that the conference was an effective vehicle for moving IDEAL forward to Year 2. To more pointedly measure the contribution of next year’s plenary conference on goal achievement, it is further recommended that a session evaluation be used that directly assesses these objectives. Please see Appendix Four following this document for a suggested instrument.

II. Agenda

The full agenda for 2010 IDEAL Plenary Conference can be found in Appendix 1, and I took detailed observation notes of the event proceedings as well.

Participants were largely seated by role, with a table each for provosts, guests and diversity/inclusion staff (in the front), two tables for deans (in the back), and six tables for each of the campus change leader teams (in the middle). Each participant received a binder with all change team leader bios, the Year 1 change project report, an overview of IDEAL, speaker bios, a brochure on NASA Title IX initiatives, and an event evaluation.

The day began at 9:35 a.m. with a welcome from PI Lynn Singer and Case Western Reserve University Provost Baeslack. At 9:45, Brenda Manuel, Associate Administrator for Diversity and Equal Opportunity at NASA, gave the keynote about NASA's Title IX compliance plan, followed by Q&A. (Ms. Manuel and two staff members responded to four audience questions, such as the application of Title VI, the use of Title IX in other agencies, and her budget.)

After a short break, at 10:45, the program resumed with the six Year 1 change leader teams each giving a five-minute presentation on their accomplishments, followed by brief time for Q&A. At noon, co-PI Diana Bilimoria recognized the accomplishments of the teams and then opened up the floor for general discussion and a recognition of the team coaches. At lunch, participants were asked to discuss questions assigned by table grouping, and a pre-assigned table facilitator guided each of these discussions:

Peer groups: (1) What stands out for you from all the presentations and discussions this morning? (2) Based on these insights, what specific actions can you and/or your office undertake to advance equity, diversity and inclusion in STEM disciplines on your campus?

University change leader group discussions: (1) What stands out for you from all the presentations and discussions this morning? (2) How can the IDEAL project undertaken last year at your university best be advanced this year? (3) What insights do 2009-10 IDEAL change leaders have for 2010-11 IDEAL change leaders?

After lunch, Eric Fingerhut, Chancellor of the Ohio Board of Regents, spoke for fifteen minutes about his priorities and pipeline issues. Afterwards, each table was asked to report out on the lunchtime discussions, and Diana Bilimoria recorded the themes at the front of the room. (Detailed notes on these themes can be found in Appendix I.)

At the conclusion of this round of comments (at 2:00 p.m.), PI Lynn Singer invited questions for Chancellor Fingerhut. During this time, he remarked that the group was ideally positioned to give him ideas about best practices for improving retention of women and underrepresented minorities.

After a break, at 2:15, each of the six change teams presented posters in a hallway next to the conference room, with information that complemented or replicated that disseminated during their morning presentations. At 3:05, participants gathered back in the large room.

Lynn Singer introduced the advisory board members, administrators who had not yet departed, and myself, and each participant was invited to speak briefly. At 3:30 p.m., the program ended.

According to IDEAL records, 85 participants (IDEAL-affiliated and guests) registered for some portion of the conference. At lunchtime, my informal count indicated that attrition from the day was low, with most (74) participants remaining at the midpoint of program. Administrators were invited to depart just prior to the concluding poster session

III. Attendance Data

The 133 invitees to the September 17, 2010 IDEAL Plenary Conference included four guest speakers, IDEAL PIs and the Project Director, all six universities' change team members (co-directors, coaches, Year 1 and Year 2 faculty/chairs), presidents and vice presidents, provosts, university deans and assistant/associate deans, university diversity/inclusion administrators, and advisory board members. The conference was well attended, especially by those directly involved in IDEAL. In addition to the plenary speakers and guests, attendees included nearly all IDEAL participants (48/51) from the six participating universities, as well as nearly half (27/58) of the administrative leadership from these institutions.

Attendance at September 17, 2010 IDEAL Plenary Conference

IDEAL Participants

- 3/3 IDEAL PIs
- 6/6 IDEAL co-directors
- 16/17 Year 1 change team leaders
(3/3 BGSU, 3/3 CWR, 2/2 CSU, 3/3 KSU, 3/3 UA, 2/3 UT)
- 18/20 Year 2 change team leaders
(2/3 BGSU, 4/4 CWR, 3/3 CSU, 3/3 KSU, 2/3 UA, 4/4 UT)
- 5/5 coaches (1/1 BGSU, 1/1 CSU, 1/1 KSU, 1/1 UA & CWRU, 1/1 UT)

Attendees from Participating Universities (not PIs, co-directors or change team members)

- 6/9 Provosts, Vice Provosts & Associate Provosts
(1/1 BGSU, 0/1 CSU, 2/2 CWRU, 1/2 KSU, 0/1 UA, 2/2 UT)
- 5/19 IDEAL deans (who are not change leaders)
(0/6 BGSU, 1/3 CSU, 1/3 CWRU, 1/2 KSU, 1/2 UA, 1/3 UT)
- 8/16 IDEAL assistant and associate deans (who are not change leaders) (1/3 BGSU, 0/1 CSU, 4/8 CWRU, 1/1 KSU, 1/1 UA, 1/2 UT)
- 8/14 diversity/equity administrators
(1/2 BGSU, 1/1 CSU, 2/3 CWRU, 1/2 KSU, 1/3 UA, 2/3 UT)

The full attendance list can be found in Appendix 2.

IV. Evaluation Feedback

Near the end of the day (2:15), and again at the close of the program (3:30), Co-PI Diana Bilimoria invited participants to complete an evaluation that was designed by the IDEAL team. Responses were collected by Project Director Amanda Shaffer and tabulated by me.

The IDEAL evaluation consisted of the following questions:

1. Please evaluate today's event on the following items: (*Scale of 1-4, where 1=poor, 2=fair, 3=good, 4=excellent*)
 - Provided helpful insights.
 - Provided useful strategies.
 - Provided useful opportunities to meet others.
 - Speakers were effective.
 - Overall conference effectiveness.
2. What are your key learnings from this event?
3. Suggestions for improvement.
4. Suggestions for future conferences.
5. For tracking purposes, please indicate your institutional role as it applies to your participation in this plenary (optional): Advisory, Assistant/Associate Dean, Coach, Change Leader, Co-Director, Dean, Department Chair, Diversity/Inclusion, President, Provost, Women's Center/Gender Studies, Other: _____

There were 55 responses, over half of which (56% or 31 evaluations) were submitted from those who identified themselves as working with the grant over the past year on a change team, as a change leader, co-director or coach. One quarter (25%, or 14 evaluations) were submitted by those who reported that they were administrators internal to the six participating universities (but not also directly engaged with the change teams). An additional 18% of evaluations (10) did not have any role identification. (Although change leaders had multiple roles, they were coded as change leaders only, for the purposes of this report.)

Quantitative Feedback

Plenary Conference participants rated the event's overall effectiveness quite highly (M=3.6, with 3=good and 4=excellent) (Table 1). Notably, 100% of respondents evaluated the conference as "excellent" or "good."

Participants reported that the sessions provided helpful insights (M=3.7) and opportunities to meet others (M=3.5), and the speakers were perceived as effective (M=3.6). Respondents rated "provided useful strategies" slightly lower (M=3.3) than the other categories, but even so, the vast majority (91%) of responses were in the good to excellent range.

Table 1: Evaluation Scores for All Respondents (N=55)

(Scale of 1-4, where 1=poor, 2=fair, 3=good, 4=excellent, responses between scale anchors are recorded as well)

	MEAN	% Excellent	% Excellent-Good	% Good	%Good-Fair	% Fair	% Poor
Overall	3.6	53	7	40	--	0	0
Insights	3.7	69	--	31	--	0	0
Strategies	3.3	38	2	51	2	7	0
Meet	3.5	62	--	27	--	11	0
Speakers	3.6	62	--	36	--	2	0

Analyses by role, or comparisons of reported change team members and participants not serving on change teams but internal to the six IDEAL universities (e.g., provosts, deans, and diversity officers), are presented in Table 2. These comparisons suggest that conference ratings were quite similar for both groups. Administrators ranked the insights and strategies gained slightly lower than did those directly involved with change teams, but the differences were not statistically significant and still in the range of “good” to “excellent.”

Table 2: Evaluation Responses, by Role

(Scale of 1-4, where 1=poor, 2=fair, 3=good, 4=excellent)

	CHANGE TEAMS				UNIV. ADMIN			NO ROLE IDed
	OVERALL CHANGE TEAMS (N=23)	Change leaders (N=23)	Co-Directors (N=4)	Coaches (N=4)	OVERALL ADMIN. N=14	Provosts/Dean (incl. Asst & Assoc), not CL (N=11)	Other* (N=3)	Role Blank (N=10)
Overall	3.6	3.6	3.9	3.4	3.5	3.4	4.0	3.6
Insights	3.8	3.8	4.0	3.8	3.6	3.5	4.0	3.4
Strategies	3.4	3.4	3.8	3.0	3.1	3.0	3.7	3.4
Meet	3.5	3.3	3.8	3.8	3.6	3.5	4.0	3.5
Speakers	3.6	3.7	3.8	3.5	3.6	3.5	4.0	3.5

*Includes one diversity/inclusion and two “other” responses.

Qualitative Feedback

When asked about the key ideas learned from the Plenary Conference, 46 participants offered comments. (The full list of comments is provided in Appendix 3.) The most common theme, mentioned by 17 respondents, was an emphasis on the importance of mentoring, especially training for mentors and the roles that mentors can play (e.g., advocacy, psychosocial support). This theme was especially prominent among deans' responses, with nearly all decanal respondents pointing to the "need for mentoring and a need to develop mentors," or the "importance of the role of mentoring in increased STEM representation by women and minorities."

Another frequent theme, named by 15 respondents, was that the conference enabled them to see the shared nature of gender equity issues in STEM, across the six IDEAL institutions. For example, one assistant/associate dean reported learning about "how similar the institutional problems are across universities," while a co-director pointed to "the similarities in issues between campuses."

Among change leaders, a number of participants noted that the meeting was helpful for facilitating interaction, both between universities and among the Year 1 and Year 2 cohorts. For example, one experienced change leader indicated that the event offered a "chance to connect with next year's teams," while a novice participant wrote, "As a new change leader the meeting was very informative on issues and tasks to tackle." At the plenary conference, I spoke with nearly all new change leaders, and every person indicated that the conference was a very helpful start to their new role.

Reflecting on suggestions for improvement and for future conferences, 40 respondents offered ideas. The three suggestions occurring most frequently were to:

1. *Hold future events in a larger space* (11 comments)
Participants indicated that a larger space would allow speakers to move around more freely.
2. *Allow for more interaction between tables* (9 comments)
Comments indicated that several participants desired more mixing of table groupings, especially to facilitate inter-campus discussions.
3. *Eliminate the poster session* (4 comments)
Several respondents noted that the information presented in the poster and the presentation was duplicative with both oral presentations and written reports (provided in the binder).

Themes #1-2 were also represented among deans (many deans left before the poster session, invited by the IDEAL team to do so). However, it is also important to note that deans' comments indicated that they particularly sought out specific strategies or actions

from this and future conferences. For example, one associate dean noted, “Focus on best practices. Reduce to actual action items.”

Additionally, although I was not able to speak to most deans/associate deans/assistant deans, I did have conversations with several and asked them about how whether the conference provided useful information for moving into Year 2 of the grant. Two of these conversations indicated that the deans sought more information about how the project would move forward in the coming year, since they already had heard reports from Year 1 participants.

APPENDIX 1: CONFERENCE AGENDA AND REPORTS OUT ON ACTION AGENDA

IDEAL Plenary Conference 2010 at Case Western Reserve University
Friday, September 17th 9:30 a.m. - 4:00 p.m.

Mandel Center, Room 115
11402 Bellflower Road
Cleveland, Ohio 44106

- 9:30 - 9:40 am **Opening remarks:** Lynn Singer, PhD, Deputy Provost and Vice President for Academic Affairs, CWRU; Principal Investigator, IDEAL
- 9:40 - 9:45 am **Introduction of Keynote Speaker:** W. A. "Bud" Baeslack III, PhD, Provost and Executive Vice President, CWRU
- 9:45 - 10:45 am **Keynote address:** "NASA's Title IX Compliance Program: A Balanced Approach for Achieving Gender Equity in Science, Technology, Engineering, and Mathematics", Ms. Brenda Manuel, JD, Associate Administrator for Diversity and Equal Opportunity, National Aeronautics and Space Administration (NASA)
- 10:45 - 10:50 am **Introduction of the Co-Directors of IDEAL's Six Partner Universities:** Diana Bilimoria, PhD, Professor of Organizational Behavior, CWRU; Co- Principal Investigator, IDEAL and Helen Qammar, PhD, Director, Institute for Teaching & Learning, Associate Professor of Chemical and Biomolecular Engineering, University of Akron; Co-Principal Investigator, IDEAL
- 10:50 - 12:20 pm **IDEAL Year 1 Change Project Presentations**
Change leader teams from of IDEAL's six partner universities
- 12:20 - 12:30 pm **Break/Lunch Served**
- 12:30 - 1:15 pm **Luncheon and Peer Discussions - Action Agendas for Institutional Progress**
- 1:15 - 1:45 pm **Eric D. Fingerhut, JD, Chancellor of the Ohio Board of Regents**
- 1:45 - 2:15 **Reports-Out on Action Agendas***
- 2:30 - 3:30 pm **Poster Sessions**
- 3:30 - 4:00 pm **Learnings from the Day, Looking to the Future**

**(As noted by Mary Wright, themes reported out, by table, were:
Provosts:
Making mentoring more effective is important.
Differences in perception between men and women are meaningful.*

Chair development is important.

Faculty Diversity/Inclusion Officers:

There is a need to have diversity officers involved in the change teams. There is value in leadership from the top.

There is a need to back up plans with action steps.

There is a need for climate surveys, made visible on websites, as well as focus groups

Deans:

There is a need for an “action toolkit.”

Mentoring programs (both organic and structured) have a critical role.

Family- and gender-friendly institutional policies are important.

Pipeline activities are important (although they will take some time to come to fruition).

There is a need to understand gender differences in satisfaction. Dean Midha (Akron) pledged mini-grants to address this issue.

Senior faculty need training on how to be a good mentor. Associate Dean Dubin (Case) pledged to examine this further in her school.

Cleveland State:

There is a need to look more at mentoring, increasing awareness of Title IX, chilly climate, and inconsistencies in extending the tenure clock.

Kent State:

Bernice Sandler will likely visit in December.

The team would like to amplify its website with resources for chairs.

University of Akron:

Funding agencies are critical to institutional change.

There is a need to improve search processes to get a more diverse candidate pool, to engage more administrators in the change process.

University of Toledo:

Perceptions differ for different faculty ranks. Associate professors need more attention.

Like BGSU, UT change team also wants to use focus groups and caucuses to get people engaged. In Year 2, the team will focus on the College of Engineering, to develop a mentorship program, in collaboration with the Office of Equity. The team will also repeat their climate survey to try and get a better response rate. The team wants to focus on developing leaders and not just collecting data.

CWRU:

More of an emphasis on mentoring and candid feedback to faculty is needed. The team has kept the dean informed.

There is a need for a faculty development position charged with addressing the needs of faculty, as well as mini-grants.

Bowling Green:

There is a need for a formal mentorship system and mentor training. The issue is not perception vs. reality. Perception is reality.

The team seeks to look at the results of their climate survey and report out to the campus. The team wants to look more at the application of Title IX.)

APPENDIX 2: ATTENDANCE

	IN ATTENDANCE		INVITED, COULD NOT ATTEND	
BGSU	Co-director & Interim Vice Provost for Research & Dean, Graduate College	Deanne Snavelly	Change Leader Year Two	Dara Musher-Eizenman
	Change Leader Year One	Laura Leventhal Sheila Roberts	President	Carol Ann Cartwright
	Change Leader Year One	Helen Michaels	Dean of Arts and Sciences	Simon Nicholas Morgan-Russell
	Change Leader Year Two	Margaret (Peg) M. Yacobucci	Dean of Technology	Joseph P Frizado
	Change Leader Year Two	Andrew Layden	Dean of Music	Richard P Kennell
	Senior Vice President for Academic Affairs and Provost	Kenneth W. Borland, Jr.	Dean of Business Admin	Rodney Rogers
	Assoc Dean, Arts and Sciences	Julie Barnes	Dean, Edu and Human Development	Brad Colwell
	Team Coach	Deborah O'Neil	Dean Health and Human Svcs	Linda Petrosino
	Interim Director of AIMS	Angelo Brown	Assoc Dean, Arts and Sciences	Franklin W. Goza
			Assoc Dean, Arts & Sciences	Marcus Sherrell
		Director of Equity and Diversity	Marshall Rose	
		Chair Department of Physics	Robert Boughton	
		Acting Chair of BIOLOGICAL SCIENCES	Jeffrey Gibson Miner	
		Chair of CHEMISTRY	Michael Y Ogawa	
		Chair Geology	Charles M Onasch	
		Director of ENVIRONMENT & SUSTAINABILITY	Gary S. Silverman	
		Chair MATHEMATICS & STATISTICS	Kit Chan	
		Chair COMPUTER SCIENCE	Walter Maner	
CSU	Co-Director & Assoc Dean Eng	Paul Lin	President	Ronald Berkman
	Change Leader Year One	Barbara Margolius	Provost	Geoffrey Mearns
	Change Leader Year One	Kathleen McNamara	Dean of Engineering College	Bahman Ghorashi
	Change Leader Year Two	Susan Bazyk	Int. Dean of Graduate College	Crystal Weyman
	Change Leader Year Two	Mekki Bayachou	Assoc Dean of Science	Michael Gates
	Change Leader Year Two	Nilufer Dural		
	Dean of Science College	Bette Bonder		
VP for Institutional Diversity	Njeri Nuru-Holm			
Team Coach	C. Greer Jordan			
CWRU	Principal Investigator	Lynn Singer	President	Barbara Snyder
	Co-Director	Diana Bilimoria	Dean of CSE	Norman Tien

	Project Director	Amanda Shaffer	Dean of WSOM	Mohan Reddy
	Change Leader Year One	Kathleen Kash	Sr. Assoc. Dean WSOM	Fred Collopy
	Change Leader Year One	Daniela Calvetti	Assoc Dean of CSE	Ica Manas
	Change Leader Year One	Daniel Scherson	Assoc Dean of CAS	Jill Korbin
	Change Leader Year Two	Erin Lavik	Leadership Programs	Merle Graybill
	Change Leader Year Two	G.Q. Zhang	Sr. Assoc. Dean WSOM	Fred Collopy
	Change Leader Year Two	Anurag Gupta		
	Change Leader Year Two	Jagdip Singh		
	Provost	Bud Baeslack		
	Dean of CAS	Cyrus Taylor		
	Assoc Dean of WSOM	Julia Grant		
	Assoc Dean of WSOM	Robin Dubin		
	Assoc Dean of CSE	Clare Rinnac		
	Assoc Dean of CAS	Steve Haynesworth		
	VP of Diversity and Inclusion	Marilyn Mobley		
	Vice Provost for Undergraduate Education	Donald Feke		
	Faculty Diversity Officer	John Clochesy		
	Dir, Center for Women	Dorothy Miller		
KSU	Co-Director	Mary Louise Holly	President	Lester Lefton
	Change Leader Year One	Carmen Almasan	Provost	Robert Frank
	Change Leader Year One	Andrew Tonge	Interim Dean, College of Technology	Donald Bubenzer
	Change Leader Year One	Michael Tubergen	Director, Women's Center	Heather Adams
	Change Leader Year Two	Marilyn Norconk		
	Change Leader Year Two	Daniel Holm		
	Change Leader Year Two	Verna Fitzsimmons		
	Senior Associate Provost	Timothy Chandler		
	Assoc VP Research, Research & Sponsored Programs	Satyendra Kumar		
	Dean of Arts and Sciences	Timothy Moerland		
	Associate Dean of Arts & Sciences	John Stalvey		
	VP of Diversity, Equity & Inclusion	Alfreda Brown		
	Team Coach	Susan Freimark		
UA	Co-Director	Helen Qammar	President	Luis Proenza
	Change Leader Year One	Linda Subich	Provost	Mike Sherman
	Change Leader Year One	Claire Tessier	Dean of Engineering	George Haritos
	Change Leader Year One	Edward Evans	Most Senior Diversity Officer	Lee Gill
	Change Leader Year Two	Mary Verstraete	Assoc VP Human Resources & Employee Relations	A. G. Monaco
	Change Leaders Year Two	Amy Milsted	Director, Employment & EEO/AA	Gaston Reinoso
	Dean of Arts & Sciences	Chand Midha	Change Leaders Year Two	Rich Londraville
	Interm Assoc Dean, Arts &	John Zipp		

	Sciences			
	Asst Dir EEO/AA	Bonnie Prewitt		
	Team Coach	Helen Williams		
UT	Co-Director	Penny Poplin	Change Leader Year One	Karen S. Bjorkman
	Leader Year One	Gosetti Change	President	Lloyd Jacobs
	Change Leader Year One	Nancy Collins	Dean of A&S	Nina McClelland,
	Change Leader Year Two	Timothy G. Fisher		
	Change Leader Year Two	Maria Coleman	Chancellor and Exec VP & Dean, College of Medicine	Jeffrey Gold
	Change Leader Year Two	Isabel Escobar	Assoc Dean, Arts & Sciences	Geoffrey Martin
	Change Leader Year Two	Cyndee Gruden	Chair and Professor, Women's and Gender Studies	Jamie Barlowe
	Change Leader Year Two	Brian Randolph	Chair, Faculty Senate, Assoc. Professor, Pharmacy	Mary Powers
	Interim Provost and Executive Vice President for Academic Affairs	William McMillen	VP for External Affairs & Interim VP for Equity & Diversity	Larry Burns
	Dean of Eng	Nagi Naganathan		
Vice Provost and Dean of the College of Graduate Studies	Patricia Komunieki			
Sr. Assoc Dean Arts & Sciences	Dr. Lee Heritage			
Sr. Director of Faculty Labor Relations/Interim Sr. Director of Institutional Diversity/Interim Vice Provost for Faculty Affairs	Mr. Kevin West			
Assistant Vice President for Equity and Diversity	Shanda L. Gore			
Team Coach	Margaret Hopkins			
OTHER	NASA	Brenda Manuel	Director of Management Development, Sherwin Williams	Carl Scruggs
	NASA	Sharon Wagner		
	NASA	David Chambers		
	Chancellor, OROR	Eric Fingerhut		
	Professor of Psychology and Women's Studies, University of Michigan (Advisory Board)	Abigail Stewart		
	Vice President, NorTech (Advisory Board)	Byron C. Clayton		
Director, Academic Quality Assurance, OBOR (Advisory Board)	Melissa Cardenas			

Director, Choose Ohio First, OBOR
(Advisory Board)
External Evaluator

Briana Hervet
Mary Wright



APPENDIX THREE: QUALITATIVE FEEDBACK FROM IDEAL PLENARY EVENT EVALUATION

What are your key learnings from this event?

1. Goals for the state of Ohio (CL)
2. Common themes across universities; especially different gender perspectives (CL)
3. Common themes across universities; need for mentoring (CL)
4. What's state doing?; What are administrative perceptions?; chance to connect with next year's teams. See what colleagues have done (CL)
5. We are all in agreement about what needs to be done – encouraging that we can make a difference (CL)
6. The importance of mentoring and leadership from both the top and the bottom; focus groups; satisfaction differences between men and women (CL)
7. As a new change leader the meeting was very informative on issues and tasks to tackle. (CL)
8. Saw common themes emerge from all campuses; Would like to see more concrete actions that change climate would be helpful (CL)
9. No one has the answer – most are about in the same position; this group is clear about the direction of this work; what am I getting into? Perceptions are real to the person (CL)
10. The similarities of problems affecting faculty; Administrators take the lead thinking about mentoring; I had not thought about pipeline issues (CL)
11. Mentoring needs attention; still have much work to do (CL)
12. Directions for our project; insights into many other areas – possible foci; connections to other institutions (CL)
13. All universities face similar problems; widespread mentoring need (CL)
14. Specific metrics; things to look at with respect to title IX (CL)
15. Importance of mentoring/support/advocacy roles for faculty; hints that pipeline is working....Number of junior TTF is approaching 50%...hopeful! (from data from BGSU, Akron, etc) (CL)

16. It was interesting to hear details about results of the projects – most of the key results had been presented and discussed at the last IDEAL meeting of the Spring. (CL)
17. Much clearer picture of my role as a year 2 change leader (CL)
18. The similarities across different universities (CL)
19. Mentoring training would be a useful tool (ADean)
20. Learned several new ideas and strategies to address some of these issues (ADean)
21. How similar the institutional problems are across universities; how far we have to go to offer new, potentially effective solutions to these problems (ADean)
22. Importance of mentoring training for senior faculty; pipeline for adults (ADean)
23. Importance of the role of mentoring in increased STEM representation by women and minorities (ADean)
24. Need for mentoring and a need to develop mentors; there is an important difference regarding how the institutional environment is perceived (ADean)
25. Focus on mentoring; pipeline issues (Dean)
26. Mentoring needs (Dean)
27. Key thoughts re mentoring; commonality of issues across universities (Prov/Dean)
28. Importance of mentoring; be alert for evidence of subtle gender bias; gender differences in perception (Coach)
29. Emerging awareness of scope of challenges and concrete directions to explore (Coach)
30. Similar themes and issues (mentoring, etc) (Coach)
31. Even though schools looked at different issues, many commonalities across (Coach)
32. Title IX; perceptions v. reality (CoD)
33. Issues about IX title, mentoring = advocacy, pipeline (CoD)
34. Similarities in issues between campuses; mentoring resources availability; importance of engaging diversity office – we have it invaluable but others have not done this; liked: ability to meet with my colleagues about these important issues in an uninterrupted space. (CoD)

35. Perspectives from different groups was useful; the similarities of issues;
reinforcement for plans we have (CoD)
36. Common issues across the universities (DC)
37. Learning about activities/accomplishments from year 1; networking with fellow colleagues
from my university (blank)
38. Learning what is going on with the other universities (blank)
39. I learned about the strategies from other institutions and faculty (blank)
40. Much needed synthesis of what happened in the first year of IDEAL (blank)
41. We have much still to do, but we have made progress! (blank)
42. Similar themes at universities (blank)
43. Specific ideas for things to do (blank)
44. Biases are often subtle and unintentional; importance of title IX (beyond athletics);
learning all about year 1 IDEAL projects (blank)
45. That there is a real desire to look at how to increase the number of women and minorities in
stem departments (other)
46. Strategies – what the campuses need from the state level (other)

Suggestions for improvement/ Suggestions for future conferences

1. More faculty interaction (CL)
2. Bigger room; More time for faculty to talk with administration (CL)
3. More opportunity to meet other participants (CL)
4. Share reports from other teams prior to the general meeting; Eliminate the need for the poster
session. All information and results are well communicated in the various presentations and the
poster session's information was redundant. There is no need for making posters. (CL)
5. Didn't have much opportunity to interact with groups from other universities. (CL)
6. Time for discussion among participants is very useful (CL)
7. More dissemination between universities and maybe mix the tables at some point.
Possibly more time to discuss with others. (CL)

8. More time; Better structure on brainstorming session; More background on goals of IDEAL grant; Speaker on unconscious gender bias (CL)
9. Need more concrete examples of interventions; Understanding university power structure; How to effectively get what you want; How to deal with backlash. (CL)
10. Some opportunities for change leaders from other schools to talk a bit more formally together would have been nice (CL)
11. Perhaps more time to mix with groups from other institutions. (CL)
12. We should have a follow-up meeting with the new change leaders. (CL)
13. Larger space, otherwise wonderful. (CL)
14. Bigger room; Input from other states. (CL)
15. Little more room so speakers can move around tables; Comments: AV were very good. Good – V. good. Really enjoyed having deans and admin involved; Let's see what comes out of second year. Some way to disseminate this issue to a larger audience. (CL)
16. Wonderful conference – a little more space perhaps?; I thought the inclusion of Chancellor Fingerhut was great. I'm not sure what that means for future conferences but a smart move to raise the visibility of the conference via his invitation. (CL)
17. Chair development. (CL)
18. Room size; I like notion of poster session; however, two thoughts: 1. The difference between presentation and poster was unclear so preparation was difficult. 2. Allotted size was limiting. (CD)
19. Report out on year 2 on effective strategies (CD)
20. A bigger room; Mix the group roles for an activity – groups not with own university (CD)
21. Let each reporting out know the purpose of the reporting. Perhaps make it more interactive (CD)
22. Next steps – focus on strategies; High impact activities; Sharing of best practices; Information on barriers/roadblocks for implementing actions and strategies sustaining the initiatives over time. (Coach)
23. Specific actions we can take (Coach)

24. Lunch is time for networking. Team discussions separate. (Coach)
25. None – except maybe end earlier; Delving into some specific cross-cutting issues: perception differences, winning leadership support, mentoring .(Coach)
26. Perhaps handout of PowerPoints; Good outline/timing/speakers; I look forward to the “actions” summary (Provost/dean)
27. I liked the short reports from the teams and the discussion assignments at the tables. (Associate dean)
28. Today’s format was okay. Session on “how to” effect change. Deeper exchange of practices. (Assistant/Associate dean)
29. More on Title IX; More on strategies to implement; Regarding mentorship- maybe there could be mentorship coaches – a coach assigned to a mentor/mentee team. (Associate dean)
30. Earlier opportunity for mingling among different institutions – perhaps people change tables to get different perspectives. (Associate dean)
31. This space was way too small. Please provide some healthy food alternatives at breakfast and lunch. (associate dean)
32. Outlaw “infomercial” presentations; Focus on best practices. Reduce to actual action items. (dean)
33. Larger room; Poster session not very useful after all the discussion that has already taken place. Excellent food/breaks! (department chair)
34. Clearer direction/expectations for incoming change leaders (diversity/inclusion)
35. I’ll probably have more comments after being involved in the project. Make sure “coaches” initiate lunch discussions. No need for posters when oral presentations and written reports were given. (blank)
36. Need a slightly bigger room! Make this a regular exercise – about every 6 months!! (blank)
37. Break into smaller groups to discuss specific topics (blank)
38. Focus on specific issues by particular groups by ranks, types of fields, racial- ethnic groups, LGBT, etc. (blank)

39. Have recorders at each table the group can turn on at will to digitally record audio of conversations on topic; A 1 or 2 role playing scenarios – so that others can see mentoring or discrimination as it could play out. (Other)
40. More sessions! Maybe breakouts going more detail into research. Ask additional campuses to come. (other)

APPENDIX 4: 2010 EVALUATION FORM AND SUGGESTED EVALUATION FORM FOR 2011 PLENARY CONFERENCE

Plenary Conference Evaluation, 2010

1. Please evaluate today’s event on the following items:

	Excellent	Good	Fair	Poor
Provided helpful insights.	4	3	2	1
Provided useful strategies.	4	3	2	1
Provided useful opportunities to meet others.	4	3	2	1
Speakers were effective.	4	3	2	1
Overall conference effectiveness.	4	3	2	1

2. What are your key learnings from this event?
3. Suggestions for improvement.
4. Suggestions for future conferences.
5. For tracking purposes, please indicate your institutional role as it applies to your participation in this plenary (optional): Advisory, Assistant/Associate Dean, Coach, Change Leader, Co-Director, Dean, Department Chair, Diversity/Inclusion, President, Provost, Women’s Center/Gender Studies, Other: _____

Suggested Plenary Conference Evaluation, 2010

1. Is there anything that you learned from this conference that you *plan to bring back* to (or share with) your home campus? If so, please give specific examples.
2. What was the most *helpful* component of the plenary conference?
the most *helpful* component of the plenary conference?
3. What suggestions would you have for enhancing future plenary conferences?

Please evaluate today’s event on the following items. **Please circle one response per row.**

- | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------|----------------|--------------|---------------------------|
| <p>1. The plenary conference helped me become <i>more informed</i> about factors responsible for the underrepresentation of women and minorities in academia.</p> | <p>Strongly
Disagree</p> | <p>Disagree</p> | <p>Neutral</p> | <p>Agree</p> | <p>Strongly
Agree</p> |
| <p>2. The conference <i>offered helpful strategies</i> for transforming my own institution’s culture in science and engineering disciplines.</p> | <p>Strongly
Disagree</p> | <p>Disagree</p> | <p>Neutral</p> | <p>Agree</p> | <p>Strongly
Agree</p> |

3. The conference <i>increased my commitment</i> to transforming institutional cultures in science and engineering disciplines.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. The conference provided useful <i>opportunities to meet</i> other academic leaders in Northern Ohio.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. I would recommend attendance at this plenary conference for other academic leaders.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

