

Institutions Developing Excellence in Academic Leadership (IDEAL)
NSF grant #0929907
Year One Annual Report
July 27 2010

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IDEAL Year One Annual Report July 27, 2010

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 early fall 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. 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.

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, who was the 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 Engineering (UA);
- Deanne Snavely, PhD, Interim Vice Provost for Research and Dean of the Graduate College (BGSU);
- Diana Bilimoria, PhD, Professor of Organizational Behavior (CWRU);
- Paul P. Lin, PhD, Associate Dean, Fenn College of Engineering (CSU);
- Mary Louise Holly, PhD, Director, Faculty Professional Development Center and Professor of Teaching, Leadership and Curriculum Studies (KSU); and
- 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 Sandhya Kotha, under supervision of the Project Director, helped to design and launch the IDEAL website and provided clerical support for academic year 2009/2010.

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 Change Leaders 2009/2010

Sheila Roberts, PhD, Associate Professor, Department of Geology; Helen J. Michaels, PhD, Associate Professor, Department of Biological Science; Laura M. Leventhal, PhD, Professor, Department of Computer Science.

Cleveland State University Change Leaders 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, of Mathematics.

Case Western Reserve University Change Leaders 2009/2010

Daniela Calvetti, PhD, Professr and Chair, Department of Mathematics; Daniel A. Scherson, PhD, Charles F. Mabery Professor of Research, Department of Chemistry; Kathleen Kash, PhD, Professor and Chair, Department of Physics.

Kent State University Change Leaders 2009/2010

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

University of Akron Change Leaders 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 2009/2010

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

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 2009/2010, session one was presented at CWRU, session two at Kent State University, session three at the University of Akron, and session four at the University of Toledo. 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 first three sessions ranged from 3.41 to 3.84 out of 4.0. The overall program was perceived to have been most effective in helping participants feel part of a regional learning community of academic leaders in Northern Ohio, increasing their understanding of institutional cultures in S&E disciplines, and increasing participants' commitment to implement and sustain gender equity change at their universities.

Sessions 1-3 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.	3.9	3.75	3.3	3.76	3.84
Session #2 avg.	3.46	3.23	3.33	3.61	3.58
Session #3 avg.	3.41	3.29	3.23	3.47	3.41
Sample Key Learnings	Understanding of academic leadership; Ways to promote awareness of advancing and recruiting women and underrepresented group faculty				
Sample Suggestions for Improvement	More opportunities for small group discussion/networking				
Sample Suggestions for Future	More reporting on progress by the groups . Very interesting.				
Sample Other Comments	Session covered a broad range of ideas, thus could only touch on topics that are of interest and would particularly be good to study with more depth. Time is an issue.				

Overall Leadership Development Program 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
Session #4 avg.	3.22	3.44	2.61	2.88	3.38	2.61	3.61
Sample Key Learnings	Ideas for starting changes; techniques to improve environment for women in the sciences; connections with other institutions; good ideas that others are trying (what works, what doesn't and why); resources!						
Sample Suggestions for Improvement	More discussion (always!); One suggestion (not mine) that was made is to "jump start" the year two effort by having focused interactions between the year 1 and year 2 teams. I think that's a very important idea.; Possibly pooling survey results amongst the universities.						

4) Change Project Activities and Findings by Partner Institution

As each university's Year 1 change project developed, amendments to CWRU's IRB protocol for IDEAL were requested and granted (see Appendix Two) as follows: to enable BGSU to conduct a climate survey; to enable CSU to conduct faculty focus groups; to enable CWRU to conduct faculty caucuses, change the leadership development evaluation and expand the plenary conference evaluation; to enable UA to conduct a multi-pronged study of faculty search and hiring practices as part of their IDEAL project; to enable UT to conduct a faculty climate survey; and to enable KSU to conduct a multi-pronged study inclusive of faculty focus groups and climate survey.

BGSU, CSU, KSU, UA, and UT all received exemptions or approval from their respective IRBs for their IDEAL annual change projects.

A **Year 1 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 2009-10.

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 2009-10 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	11	16%	7	54%	18	22%	20	59%	38	32%
Male	59	84%	6	46%	65	78%	14	41%	79	68%
Total	70	100%	13	100%	83	100%	34	100%	117	100%
Non-URM^a	63	90%	12	92%	75	90%	32	94%	107	91%
URM^b	7	10%	1	8%	8	10%	2	6%	10	9%
Total	70	100%	13	100%	83	100%	34	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 AY2009-10

BGSU IDEAL S&E*	BGSU (8 Depts.)		
	All	F	URM
Full Professors	50	9	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	3	1

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

IDEAL Partner Institution Year One Change Project Report: Bowling Green State University
Co-Director: Dr. Deanne Snavely, Interim Vice Provost for Research and Dean of the Graduate College
Change Project Team Members: Dr. Sheila Jo Roberts, Associate Professor of Geology; Dr. Laura Marie Leventhal, Professor of Computer Science; Dr. Helen Judith Michaels, Associate Professor of Biological Science
Team Coach: Dr. Debra A. O’Neil, Assistant Professor of Management

Institutional Transformation Theme (as defined by the Co-director in the proposal): “*Build Intellectual Community & Collegiality*”. The first year of IDEAL focused on identifying the specific

barriers at BGSU through surveys and on developing strategies for creating opportunities for collegial interactions, and subsequent years will produce further implementation processes.

Institutional Transformation Vision (as created by the Co-director and change leader team during the leadership development sessions): 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: Interpretation/adaptation of the institutional transformation theme during Year 1 (if appropriate) How does the change project advance the institutional change theme and vision? Scope of this year's change project: level of coverage (university, school/college, departments), nature of interventions, how many faculty were involved in the interventions, etc.

Existing data on faculty ranks in STEM at BGSU document that women are under-represented. Previously BGSU has promoted enhancement of community as an approach to institutional change. Together these suggest that building a climate conducive to collegiality is essential to change existing patterns of recruitment and retention of women in STEM at BGSU.

Goals/Objectives of the Change Project:

To understand the specifics of the climate (quantitatively and qualitatively) in STEM at BGSU
To raise awareness and begin to explore strategies for change at BGSU
To support existing efforts in the Faculty Senate to promote change at BGSU

Activities Undertaken:

Number/dates of meetings of the change leader team

Dec. 1, 2009: Kickoff meeting at Case Western Reserve University
Dec. 7, 8, 10 & 15: campus meeting to discuss BGSU's Ideal project
Dec. 17: Meeting with Co-Director & team
Jan 28: Leadership session at Kent State University
Feb 1: Meeting to discuss climate survey with Faculty Senate representatives
Feb 19: Meeting to discuss plans for Bernice Sandler visit
March 17: Meeting to prepare for Focus group meetings with BGSU tenure track faculty
March 18: Luncheon Focus group with female BGSU tenure track faculty
March 19: Breakfast Focus group with female BGSU tenure track faculty
March 25: Leadership session in University of Akron
April 2: Meeting to organize schedule for Bernice Sandler visit
May 3-5: Bernice Sandler visit, including speech to Faculty Senate
May 10: Meeting for Sandler follow-up, prepare for site visit & session @ UT
May 13: IDEAL at University of Toledo
May 17: IDEAL site visit
July 1: Team meeting with Co-director to prepare final report

Dates of the meetings with team coaches

Feb. 4: Meeting with team, Co-director Snavely and Coach O'Neil
Apr. 2: Meeting of Change Team with Coach O'Neil

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

Jan. 26: Met with Provost Borland to introduce him to IDEAL and discuss our plans for the Change Project (exploring the use of Title IX for increasing representation of women, conducting a climate survey, and bringing Bernice Sandler to campus). Provost Borland was already well informed about Title IX and its applicability to non-athletic areas of higher education. Provost Borland agreed to support the climate survey and the Sandler visit.

Our plan has three elements:

1) To understand the issues facing women faculty members in STEM areas at BGSU.

Our change project gathers qualitative impressions from tenure track women in STEM departments and quantitative data from the faculty at large on the current climate.

2) To begin to learn how existing strictures, specifically Title IX, relates to and can positively enhance the diversity of STEM areas at BGSU.

Meetings and events associated with a multiple-event campus visit by Dr. Bernice Sandler disseminate information and raise awareness amongst several groups across campus (faculty, students, administrators, senators). Fourteen faculty attended breakfast; another 50 faculty, students, department chairs, and deans attended the panel discussion, followed by 23 present at the luncheon (including President Cartwright and Provost Borland) for discussing the significance of Title IX, while another 70 (Senators, Deans, Provost and guests) attended the “Chilly Classroom Climate” Faculty Senate talk.

3) To lend support to the proposed charter change, currently being debated in the Faculty Senate regarding conditions under which tenure track faculty can stop their tenure clock without penalty. Faculty Senate continues the debate toward developing a more flexible and family-friendly tenure policy.

Resources/Alliances Harnessed Across Campus:

Dr. Ken Borland, Provost, BGSU

Dr. Deanne Snavely, Interim Vice Provost of Research, BGSU

Dr. Simon Morgan-Russell, Dean College of Arts and Sciences, BGSU

Dr. Julie Barnes, Associate Dean of Resources and Planning College of Arts and Sciences, BGSU

Faculty Senate

Office of Equity & Diversity

Office of General Counsel

Male and female faculty members in science departments

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

Title IX can be applied to evaluation of women in STEM fields at educational institutions. BGSU will study and consider the model developed in athletics (resources, scholarship, activities, opportunities).

Recommendations:

BGSU should continue to explore how to apply Title IX to STEM in higher education; BGSU should disseminate the climate survey results on campus during AY 10-11 and follow-up with a repeat of the survey in AY12-13; BGSU should develop an IDEAL website; BGSU should explore providing a physical space for women faculty to network.

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

- Continue discussions on implications of Title IX for STEM in order to develop measurable Departmental plans to increase representation and implement changes to improve climate.
- During meetings (March 18 & 19) female STEM faculty expressed the need for a meeting place to facilitate networking and exchange of career development experiences. A possible meeting room in a location more central for the STEM departments was identified. Monthly events for faculty and students in STEM can follow. Consider University service appointment of a faculty Ombudsperson and organization of a Commission on Women.
- Development of a BGSU-IDEAL website to serve as a repository for IDEAL readings; results of climate survey, cumulative catalog of IDEAL project events and media stories; serves as public evidence of Institutional commitment to change and support for increasing equity in student and faculty populations.
- Continue support for eventual passage of formal family leave/tenure clock policy.

Challenges Encountered or Likely: There currently is no formal structure to apply Title IX to inclusion of women in science faculty in higher education.

Dissemination Activities and Plans: BGSU is working on an IDEAL website to disseminate the news about the IDEAL project. Also there were articles about the project in the Toledo Blade and the Bowling Green Sentinel-Tribune.

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 AY2009-10 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	34	16.2%	22	36.7%	56	20.7%	8	61.5%	64	22.6%
Male	176	83.8%	38	63.3%	214	79.3%	5	38.5%	219	77.4%
Total	210	100%	60	100%	270	100%	13	100%	283	100%
Non- URM ^a	205	97.6%	55	91.7%	260	96.3%	13	100%	273	96.5%
URM ^b	5	2.4%	5	8.3%	10	3.7%	0	0.0%	10	3.5%

Total	210	100%	60	100%	270	100%	13	100%	283	100%
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Counts as of Fall 2009. Includes Deans holding faculty appointments in IDEAL departments.

Leadership Positions

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

Leadership Positions CWRU IDEAL Departments and University Leadership AY2009-10		CWRU (23 Depts.)		
IDEAL S&E*	All	F	URM	
Full Professors	161	22	3	
Endowed Chairs	61	12	2	
Dept. Chairs	24	5	0	
ALL CAS/CSE/WSOM				
Deans	3	0	0	
Assoc. Deans	8	5	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 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

IDEAL Partner Institution Year One Change Project Report: Case Western Reserve University
Co-Director: Diana Bilimoria, Professor, Organizational Behavior; Co-Principal Investigator IDEAL
Change Project Team Members: Daniela Calvetti, Professor and Chair, Mathematics; Kathleen Kash, Professor and Chair, Physics; Daniel A. Scherson, Professor of Chemistry
Team Coach: Helen Williams

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

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.

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 (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 *(as created by the Co-director and change leader team during the leadership development sessions):*

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.

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

The change project focuses on soliciting feedback from the faculty as to what actions can most effectively improve the climate, and on building a strategy for effecting and sustaining those actions.

Scope of this year's change project:

The scope of this year's project is all eleven of the science departments in the College of Arts and Sciences. All full-time ladder-rank faculty in these 11 departments were invited to one of three caucuses according to appointment level 28 assistant professors, 25 associate professor and 60 full professors. All 113 faculty in those departments were subsequently sent a follow up survey to determine priorities for recommendations and implementation.

Goals/Objectives of the Change Project:

The goal of the change project for year one was to increase attention on faculty career development by identifying needs, opportunities and best practices by career stage (pre-tenure and post-promotion faculty) and establish institutionalized mechanisms for addressing those needs in the IDEAL departments in CAS.

Outcomes:

1. Generate a report that identifies the needs, opportunities and best practices for the career development of faculty at all career stages
2. Build participation and support for the development of institutional mechanisms for faculty career development within the College of Arts and Sciences
3. Propose recommendations for the creation of institutional mechanisms for faculty career development

Objectives by Career Stage:

Pre-Tenure

Convene a caucus to identify best practices for career development in CAS IDEAL departments
Develop best practices guidelines for pre-tenure faculty in CAS IDEAL departments
Disseminate best practices for pre-tenure faculty across CAS IDEAL departments

Associate Professor

Convene a caucus to identify best practices used in CAS IDEAL departments for career development at the associate level
Identify best practices for career development at associate level by discipline and nationwide

Full Professor

Convene a caucus to identify best practices used in CAS IDEAL departments
Identify perceived needs/wants for career development and best practices nationwide

Activities Undertaken:

Meetings and dates:

Tuesday, December 1, 2009; 1st IDEAL leadership meeting #1; Case Western Reserve University
Monday, January 18, 2010; lunch with team, Diana Bilimoria, Amanda Shaffer and Lynn Singer to discuss the vision for the project
Friday, January 22, 2010; team meeting
Thursday, January 28, 2010; 2nd IDEAL leadership meeting #2; Kent State University
Wednesday, February 17, 2010; team meeting with coach
Monday, March 22, 2010; team meeting with Amanda Shaffer, Diana Bilimoria
Thursday, March 25, 2010; 3rd IDEAL leadership meeting #3; University of Akron
Wednesday, April 7, 2010 Pre-tenure caucus (assistant professors, Amanda Shaffer, team, Diana Bilimoria) and Associate professor caucus (associate professors, Shaffer, team, Bilimoria)
Friday April 9, 2010; Full professor caucus (full professors, Amanda Shaffer, team, Diana Bilimoria)
Friday April 16, 2010; meeting with IDEAL department chairs (chairs of Arts and Sciences IDEAL departments, team, Bilimoria, Shaffer)
Monday April 19, 2010; meeting of IDEAL team with external evaluator (team, Shaffer, Bilimoria, team coach, Lynn Singer)
Thursday April 22, 2010; team meeting with Shaffer, Bilimoria
Wednesday May 2, 2010; second meeting of team with coach
Tuesday May 11, 2010; team meeting with Dean Taylor, Bilimoria
Thursday May 13, 2010; 4th IDEAL leadership meeting #4; University of Toledo

Summary of the team meeting with Dean Taylor:

The results of the assistant, associate and full professors faculty caucuses focusing on climate improvement in the CAS, as well as those of the subsequent meeting with the chairs were presented and discussed during the meeting with Dean Taylor. The team proposed that funds be set aside for faculty development to be awarded competitively in the form of minigrants. The Dean did not seem to dislike the idea, and asked the team to develop recommendations regarding budgetary aspects; however, it was agreed that the topic should be approached at a later date. Dean Taylor expressed interest in hearing the conclusions of the team in more details and brought up his concern about the relatively slow pace of professional development of faculty at the associate professor level. This important issue had not emerged at meetings between the team and the faculty, and the team acknowledged it should be given serious consideration.

Detailed description of project activities:

Three caucuses were held, one for each of the tenure track or tenured levels of faculty in recognition that the issues and practices for career development change as one's career unfolds. The email invitation to participate in the caucus requested help in identifying emergent issues and

needs as well as identifying best practices for career development for faculty members rank and explained the change project and IDEAL overall.

At each caucus, two or three themes, as planned by the IDEAL team, were proposed for discussion as starting points, and the subsequent discussion was guided by the interests of the participating faculty. A verbal report on the caucuses was given to the chairs of the 11 participating departments and the chairs' feedback was also solicited. Guided by the issue identified in the caucus and the department chair feedback, a brief 10-question survey was prepared and sent to all 113 faculty in the participating departments to determine priorities for recommendations and implementation plans. The results of this survey are appended. Approximately 60% of the faculty polled responded to the survey. The IDEAL team held a meeting with the Dean of the College to learn of his concerns with faculty development and climate, and to report to him on the results of the caucuses and survey.

Resources/Alliances Harnessed Across Campus:

We will report on our activities to the Provost and President at the September workshop. We will form an alliance with the IDEAL teams formed from the other schools (Engineering, Medicine and Management) in the subsequent two years of the program. We anticipate that some issues that will arise will be specific to the particular schools, and some will apply across school boundaries. Hence, the next two years of the program will be instrumental in the formation of alliances across campus.

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

The main issues raised by each of the three groups of faculty, i.e. assistant, associate and full professors, were quite distinct. Assistant professors were concerned about the feedback mechanism on progress toward tenure, which in their view was regarded as too optimistic and lacking timeliness to be of real help. More frequent and more candid feedback was requested. Also noted were the difficulties in finding good, effective mentors, as well as the need to institute multiple mentoring options to handle cases involving incompatibilities between mentor and mentee.

The meeting with associate professors, which was poorly attended, conveyed the more relaxed after-tenure state. The primary issue discussed was the lack of pressure to seek promotion to full professor, a problem derived from the lack of effective incentives for career advancement, which contributes to weaken research activities. This issue was also addressed by Dean Taylor during his meeting the team the members. It was proposed that an extension of the mentoring to associate professors, with possibly a different focus for the mentee, could help maintain the momentum.

Full professors focused primarily on the Faculty Activity Report (FAR), expressing their concern for the general lack of appreciation for their contributions to the school. Also emphasized was the need to design a customized FAR for the three different ranks which should give in each case different weight to the same activity. It was also suggested that chairs have an addendum to the faculty activity report that would reflect their activities as chairs rather than simply as regular faculty. There was a broad consensus that senior faculty would like training on how to mentor junior faculty.

The meeting with the chairs had two aims; first, for the IDEAL team to report to the chairs on the broad themes of the three previous caucuses, and, second, to get feedback from the chairs concerning their main issues.

Recommendations:

To the Dean of the College of Arts and Sciences.

- 1) Creation of the Change Facilitator position (see the Sustainability Plans).
- 2) Creation of a competitive restart/refresh/bridge funding program for faculty.
- 3) Addition to the FAR of an opt-out yearly, confidential meeting to discuss career development for each faculty member.
- 4) Institution of a Faculty Development Committee to advise the Dean on the composition of key committees, with the aim to broaden participation among faculty in key roles within the College and the University.

Sustainability Plans for Institutionalizing Activities/Recommendations of Change Project:

We recommend the creation of a Change Facilitator position. This person will respond directly to the Dean and will monitor faculty mentoring, organize sessions to train effective mentors in areas such as time management and organization and to administer, with the help of external reviewers, faculty development grants. We will include a timetable with the recommendations forwarded to the Dean.

Challenges Encountered or Likely:

One potential challenge is to make and maintain contact with the faculty, so that initiatives directed at improving faculty climate, promoting collegiality and inclusion become part of the Case culture. Part of the charge to the Change Facilitator will be to address these issues.

Dissemination Activities and Plans:

A periodic update on the status of the climate to assess if the measures taken have had an effect will be prepared and made available both at Case and at other institutions. A systematic compilation of the successful steps as well as of the set backs will be also assembled. An outline of the assessment plan is contained in the April 29, 2010 draft memorandum of understanding from Dr. Mary Wright, the external evaluator, to Dr. Diana Bilimoria, the IDEAL co-director for CWRU.

The CWRU team is drafting a letter of recommendations and actions for Dean Taylor's review. After his input, the letter will be posted on the "CAS Locker", a website repository for strategic planning documents accessible to all of the faculty of the College of Arts and Sciences. The faculty will be notified of this document by email. In addition, Drs. Calvetti and Kash will request that a brief report from them be put on the next scheduled A&S Chairs Council meeting in the fall of 2010.

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 2009-10 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	24	18.9	15	44.1	39	24.2	5	71.4	44	28.6
Male	103	81.1	19	55.9	122	75.8	2	28.6	124	71.4
Total	127	100	34	100	161	100	7	100	168	100
Non-URM^a	120	94.5	32	94.1	152	94.4	6	85.7	158	94.6
URM^b	7	5.5	2	5.9	9	5.6	1	14.3	10	5.4
Total	127	100	34	100	161	100	7	100	168	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 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	61	8	3
Endowed Chairs	2	0	0
Dept. Chairs	11	0	0
Deans	2	1	0
Assoc. Deans	4	0	0
Univ. President	1	0	0
Univ. Provost	1	0.5*	0
Univ. Vice Provosts**	3	2	0

Note: * The female provost resigned in early January 2010.

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

IDEAL Partner Institution Year One Change Project Report: Cleveland State University
Co-Director: Paul Lin, Associate Dean, College of Engineering

Change Project Team Members: Barbara Margolius, Professor, Department of Mathematics; Kathleen McNamara, Professor, Department of Psychology, and Paul Lin, Associate Dean of 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 (*as created by the Co-director and change leader team*): 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: *Interpretation/adaptation of the institutional transformation theme during Year 1 (if appropriate):*

Two principal themes pertaining to women and under-represented minorities underlay the original transformation theme: self-diagnosis of knowledge of leadership; and involvement in institutional policy-making. These themes were adapted by the change leader team (a) to diagnose conditions at CSU that might influence ability and willingness to assume leadership roles; and (b) to focus on infrastructure (policies, practices, structures) that would make engagement in leadership more attractive and feasible.

How does the change project advance the institutional change theme and vision?

With knowledge of CSU-specific issues that might impede or advance engagement in leadership by women and under-represented minorities, the institution can undertake needed changes or improvements in policy and practice, thereby promoting the attainment of the transformation vision.

Scope of this year's change project: level of coverage (university, school/college, departments), nature of interventions, how many faculty were involved in the interventions, etc.

This year's project focused on the College of Engineering and the College of Science. To understand the perspective of faculty who might consider engagement in leadership, focus groups were conducted; approximately one dozen faculty participated in or contributed information for these groups. In addition, data were collected to describe CSU's status relative to various NSF indicators of the role and status of women and under-represented minorities.

Goals/Objectives of the Change Project:

To clearly define the scope of the problem of under-representation of women and ethnic minorities in positions of leadership at CSU; to identify factors that create barriers to participation in leadership activities; to increase awareness of the problem and its causes among members of the CSU community.

Activities Undertaken:

Number/dates of meetings of the change leader team:
December, 2009 (CWRU)

January 28, 2010 (KSU)
February 23, 2010 (CSU – with coach)
March 23, 2010 (CSU team)
March 25, 2010 (U of Akron)
April 20, 2010 (CSU – with external evaluator)
April 22, 27, 29 (CSU – focus group meetings)
May 13, 2010 (U of Toledo)
June 7, 2010 (CSU team)
June 22, 2010 (CSU team)
June 24, 2010 (CSU – with coach).

Dates of the meetings with team coaches: February 23, 2010, and June 24, 2010

Details of any meetings with Provost, deans, and other senior university administrators:
Meeting with Provost is scheduled for July 19, 2010

Detailed description of project activities – what, who, when, how:

Between March and June, 2010, members of the Change Leader Team gathered data on select NSF indicators, as well as information about gender/minority representation in key leadership roles in the university and within the Engineering and Science colleges (e.g., department chairpersons; chairpersons of influential college and departmental committees). This information was solicited from the CSU Institutional Research office, as well as college and departmental committee and department chairpersons. In April, 2010, the team conducted three focus group sessions, to which faculty of the Engineering and Science colleges were invited. Approximately one dozen faculty participated in three one-hour sessions (no identifying information was collected), and transcripts of the audio-recorded focus group sessions were created and analyzed to identify recurring or major themes in discussions of leadership participation, barriers, and incentives.

Resources/Alliances Harnessed Across Campus:

The Office of Institutional Research supplied requested data; Change Team members consulted with representatives of the Presidential Committee on the Role and Status of Women, and supplied information to them.

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

Themes that emerged from focus group sessions indicated a need to examine policies, practices, and structures that influence faculty early in their careers at CSU – including those pertaining to recruitment of new faculty. According to focus group participants, engagement in leadership can be detrimental to one's career path, and mixed messages are sometimes conveyed about the desirability of service and leadership, especially among women. Findings suggested that women may be disproportionately represented in low-level service and leadership; that is, they are devoting energy to activities that are not conducive to, and may in fact be detrimental to, career advancement. These activities are undertaken to the detriment of their research and publication efforts, which are assigned much greater value in the promotion and tenure decision-making process. Participants observed that mentoring practices; clarity of and adherence to policies regarding parental leave and its impact on promotion and tenure; availability of university-sponsored childcare; support for relocation of spouses or partners; and support for resolution of immigration-related issues are factors that influence recruitment and retention. The basis for

engagement in leadership has to do with support of faculty through the promotion and tenure process, as well as quality of life and campus climate.

The leadership training course that was designed and taught in Spring, 2010 by former Provost Dr. Chin Kuo was well-received according to course evaluations. All of the participants thought that the course would be beneficial to their career goal as an academic administrator, and they are more inclined to pursue an academic administration job in the future. The course, in complement with this project, gave the pros and cons for becoming an academic leader, and served the purpose of helping faculty in self-diagnosing their knowledge of leadership. Nevertheless, the Change Leader team found that faculty engagement in leadership roles was more dependent on factors identified by focus groups, than on their knowledge about leadership.

Recommendations:

To future IDEAL Change Leader Teams; Provost; College Deans; Department Chairpersons.

- 1) Solicit support from the Office of Institutional Research to continue tracking NSF indicators;
- 2) Given limited opportunities for hiring new tenure-track faculty at CSU, establish policies and practices supporting the development and increased engagement of current faculty (to build a leadership “pipeline”), and which will increase the attractiveness of departments for potential future hires.
- 3) Review the process of locating and recruiting new faculty, including an examination of the pools of women and minority candidates and the extent to which spousal or partner career opportunities play a role in candidate decisions. The emphasis of the existing hiring process, in many departments, is on compliance with regulations, rather than on highlighting aspects of the university and community that make employment at CSU a desirable career opportunity.
- 4) Respond to faculty interest in receiving mentoring, particularly at the level of Assistant Professor.
- 5) CSU does not make leadership roles attractive; they are often viewed negatively by faculty. There should be a more in-depth exploration of the manner in which leadership is perceived at CSU, particularly the important role of department chairperson, and efforts should be made to make these roles more appealing to faculty. Chairs are perceived as “squeezed” between the competing demands of administration and faculty, and often lack training in needed managerial and leadership skills.
- 6) Focus on recruitment and development of current CSU faculty, and enhance the CSU culture to make it more attractive to a diverse faculty membership.

Priorities

Examination of institutional practices, policies, and structures related to the recruitment and retention of women and under-represented minorities; effect change to promote clarity and equitable application of policies and structures.

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

Recommend that the Office of Institutional Research continue collection of data on NSF indicators; The 2010 Team is enlisting support of the Provost, who can provide linkages to other resources, identify other groups that can become involved in team efforts, and assist the team in identifying policies, practices, and structures that can be targets for change.

Challenges Encountered or Likely:

- 1) Limited authorizations to hire new faculty, given budget conditions. Therefore, it is unlikely that data collected over the next several years will reveal any substantive changes in faculty membership or leadership participation.
- 2) Uncertainty about the state budget; cuts in higher education funding are likely, so internal resources and support from administrative units and colleges will be curtailed further.
- 3) Possibly negative faculty perceptions of change initiatives. Therefore, grassroots involvement is essential. For example, faculty appreciated having input through focus group participation.
- 4) Perception among some faculty that placing a priority on hiring diverse faculty may not result in hiring the “best person” for the job.
- 5) Perception among faculty that collection of information (i.e., through focus groups) will not lead to any action. Therefore, there is a need to provide summary information and feedback to faculty, and the plans and progress of the Change Leader Team initiatives should be publicized.

Dissemination Activities and Plans:

Meeting with Provost to share information and explore potential future plans (July, 2010);

Meeting with Deans of the Engineering and Science colleges to share information and explore potential future plans (to be determined, in connection with Provost meeting).

*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 2009-10 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	32	19.2	22	43.1	54	24.8	37	49.3	91	31.1
Male	135	80.8	29	56.9	164	75.2	38	50.7	202	68.9
Total	167	100	51	100	218	100	75	100	293	100
Non-URM^a	160	95.8	48	94.1	208	95.4	72	96.0	280	95.6
URM^b	7	4.2	3	5.9	10	4.6	3	4.0	13	4.4
Total	167	100	51	100	218	100	75	100	293	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

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

Leadership Positions KSU IDEAL Departments and University Leadership AY2009-10	KSU (9 Depts.)		
	All	F	URM
IDEAL S&E*			
Full Professors	69	6	1
Endowed Chairs	0	0	0
Dept. Chairs	8	0	0
Deans	2	0	0
Assoc. Deans	5	1	2
Univ. President	1	0	0
Univ. Provost	1	0	0
Univ. Vice, Associate, Deputy Provosts	4	2	1

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

IDEAL Partner Institution Year One Change Project Report: Kent State University
Co-Director Year 1: 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: Carmen Almasan (Physics); Andrew Tonge (Mathematical Sciences); Michael Tubergen (Chemistry); (Marilyn Norconk, Anthropology – link with year 2)
Team Coach: Susan Freimark

Institutional Transformation Theme:

Building on recommendations of the Women in Science Committee Report (fall 2009), the theme is: *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 year one Change Project provides a foundation of baseline data, people, and resources for IDEAL work at KSU. Key components of the 2009/10 KSU Change Project included:

People and Groups

Enlisted the input and support of College of Arts and Sciences (CAS) leaders who are in a position to support climate change in CAS;

Involved university-wide leaders to begin a campus - wide conversation with IDEAL Change Leaders and subsequent teams in Years 2 and 3; A total of twenty-five key faculty members and administrators provided input into the KSU IDEAL project and more than thirty-five IDEAL related meetings were held during Year One.

Climate Survey

Identified a baseline of data on attitudes of Kent campus faculty members toward the cultural climate for faculty members in CAS. One hundred and twenty one Arts and Sciences faculty members completed the Climate Survey (39.7% return rate) with an additional fourteen people partially completing the survey. Baseline data is being analyzed from the climate survey, results of which will inform focus group discussion during fall term 2010 in the College of Arts and Sciences.

Will be administering the Climate Survey to faculty members in the College of Technology, Fall, 2010.

Website

Developed a KSU IDEAL website for program information, change projects, contacts, and resources designed to enable the enhancement of the cultural climate at KSU. Preliminary work was done to identify, articulate, design and make available resources that will create an awareness of and opportunities for a more collegial and collaborative campus environment. Results of the Climate Survey and Focus Groups will be available on the website Fall, 2010.

Chair Handbook

Initial resources for a chair handbook have been made available on the website. This handbook will provide extensive suggestions, guidance, and resources on topics pertinent to issues raised in the Women in Science Committee Report such as faculty retention and recruitment, reappointment, tenure, and promotion, work-family issues and climate issues.

Goals/Objectives of the Change Project:

Five major goals were articulated and accomplished in Year One

1. Using the KSU Women in Science Working Group Report as a foundation, seek input from key faculty members and administrators, A&S faculty members and administrators on IDEAL related programs, topics, issues, projects, and resources;
2. Develop and administer a climate survey for A&S tenured and tenure track faculty members that provide baseline data for the three year project;
3. Identify key topics and issues related to climate and working conditions for potential Change Projects
4. Raise awareness of IDEAL issues, projects, program, topics, and resources
5. Develop relevant foundational resources (e.g. website, chair handbook) for A&S faculty members and administrators to enhance the climate and working conditions for women and under-represented groups in A&S.

Activities Undertaken: Key Meetings and Activities for IDEAL Change Project – Year One. Team Coach meetings are noted with *, meetings with decisions/outcomes are noted with **.

Monday, November 2, 2009 – Change Leader Carmen Almasan 9:00 am to 10:00 am

Tuesday, November 3, 2009 – Change Leaders Michael Tubergen and Andrew Tonge 12:30 – 1:30

Wednesday, November 4, 2009 – IDEAL Advisory Board at CWRU 2:00 – 4:00

Monday, November 30, 2009 – Change Leader Team MT/AT/CA 3:00 – 4:00

Tuesday, December 1, 2009 – IDEAL Workshop #1 CWRU Campus

Monday, January 25, 2010 – Change Leader Carmen Almasan 4:30 – 5:30

Wednesday, January 27, 2010 – Change Leaders MT/AT 10:30 – 11:30

Thursday, January 28, 2010 – IDEAL Workshop #2 KSU

Wednesday, February 17, 2010 – IDEAL Team Coach Meeting Susan Freimark*;

Mary Ann Stephens 1:00 – 4:00**: *Decision point for change project the inclusion of focus groups to follow climate survey to clarify, extend, and bring to the surface issues that can be addressed in Year 2 and Year 3 change projects.*

Friday, February 19, 2010 – IDEAL Change Leader Carmen Almasan 12:00 – 3:00

Wednesday, February 24, 2010 – Change Leader Team with Mary Ann Stephens, Marilyn Norconk 1:00 – 2:30

Tuesday, March 2, 2010 – Website Justin Shreve 3:30 – 4:00

Wednesday, March 3, 2010 – Change Leader Team with Richard Serpe 2:15 – 3:45**: *work on Climate Survey with Sociologist and Survey Research Lab – extends into the next three sessions*

Wednesday, March 10, 2010 – Change Leader Team 1:00 – 2:00 (Survey)

Wednesday, March 17, 2010 – Change Leader Team (Survey) 2:15 – 4:15

Wednesday, March 24, 2010 – IDEAL Website 1:30-3:30 Justin Shreve/Brittany Emmert** *major work on website resources*

Thursday, March 25, 2010 – IDEAL Workshop #3 – University of Akron

Thursday, April 1, 2010 – IDEAL Project Editing 9:00 – 11:00

Thursday, April 1, 2010 – IDEAL meeting Dr. Alfreda Brown 2:00 – 3:00** *discussion of project and links to Vice President for Diversity Office and staff; climate survey discussed*

Friday, April 9, 2010 – IDEAL meeting with Heather Adams (Director, Women’s Resource Center) 9:30 – 10:30

Wednesday, April 14, 2010 – Change Leader Team with Marilyn Norconk and Richard Serpe 2:00 – 4:00

Friday, April 23, 2010 – IDEAL meeting with Marilyn Norconk 10:30 – 11:30

Friday, April 23, 2010 – IDEAL meeting with Satyen Kumar re NSF ADVANCE 4:00 – 5:00 (cancelled)

Monday, April 26, 2010 – Meeting with Senior Associate Provost Timothy Chandler 1:00 – 2:00; ***Strong verbal support and encouragement for the work of the IDEAL program and Year 1 project*

Wednesday, April 28, 2010 – Change Leader Team 2:00 – 4:00

Wednesday, April 28, 2010 – External Evaluator Planning 6:00p – 8:00p

Thursday, April 29, 2010 – IDEAL Survey IRB Survey 12:00 – 1:00** *modifications and editing; successful*

Wednesday, May 5, 2010 – IDEAL meeting with Dean Moerland 1:00 – 2:00** *strong verbal support and encouragement given to year 1 project including time to encourage faculty members to fill out the survey*

Wednesday, May 12, 2010 – IDEAL phone discussion with Daniel Holm 1:00 – 1:30 (Change Leader year 2)

Thursday, May 13, 2010 – IDEAL Workshop #4 Toledo

Monday, May 24, 2010 – IDEAL KSU Site Review 12:00 – 5:00

Tuesday, June 29, 2010 – Change Leader Team with Marilyn Norconk 1:00 – 4:00

Thursday, July 1, 2010 – IDEAL Survey wrap up 12:00 – 4:00 with Coach Susan Freimark** *beginning of survey data analysis and identification of areas for further analysis*

Friday, July 2, 2010 – IDEAL Year 1 Report preparation;***discussion of full IDEAL Change Leaders with Marilyn Norconk (Year 2) and IDEAL Coach Susan Freimark*

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 Lou	Co-Director	KSU
Almasan	Carmen	Change Leader 1	KSU
Tonge	Andrew	Change Leader 1	KSU
Tubergen	Mike	Change Leader 1	KSU
Adams	Heather	Women’s Center	KSU
Alemagno	Sonia	Public Health	KSU

Brown	Alfreda	Diversity	KSU
Crowther	Janis	IRB - Psychology	KSU
Fitzsimmons	Verna	Change Leader 2	KSU
Haley	Mary Ann	A & S	KSU
Hayes-Nelson	Geraldine	Diversity	KSU
Holm	Daniel	Change Leader 2	KSU
Iverson	Susan	Women's Study	KSU
Kerns	Kathy	Psych - Survey	KSU
Merryman	Molly	LGBT	KSU
Neal-Barnett	Angela	African-Am. Working Group	KSU
Norconk	Marilyn	Change Leader 2	KSU
Serpe	Richard	Sociology/Survey	KSU
Stephens	Mary Ann	Res & Grad St.	KSU

Project Accomplishments/Findings: Project Accomplishments/Findings:

1. Identified and enlisted the support and ideas of key leaders and programs in the Arts and Sciences and University at large for the IDEAL program and KSU's change theme and projects (see above Resources/Alliances Harnessed).
2. Created a website (www.kent.edu/fpdc/learning-and-teaching/ideal/index.cfm) that describes the IDEAL program, provides contact information for change leaders, and resources related to the Change Theme: enhancing the climate for scholarly and collegial community in the College of Arts and Sciences.
3. Identified and linked initial resources for an on-line Chair Handbook.
4. Constructed and administered a Climate Survey to tenured and tenure track Kent Campus Arts and Science faculty (305 surveys with 121 returns; 39% return rate) identifying questions and issues that will be pursued in focus groups Fall semester 2010.

Recommendations:

For Change Leader Team Year 2:

1. Conduct Caucus or Focus group meetings in College of Arts and Sciences during Fall semester 2010; Administration of survey to College of Technology Fall, 2010.
2. Identify three or four items identified in the survey and focus groups that can be addressed during Year 2.
3. Plan a Science Week, with one or two main speakers, workshops and panels headed by leading women scientists at KSU. Bring in a speaker in alignment with and supported by the Women in Science Committee and the Years 1 and 2 Change Leaders (e.g. Bernice Sandlin) to address the university.
4. Develop an agenda for workshops (Science Week) and/or discussion groups that address issues identified in the survey and focus groups.
5. Continue to develop and communicate resources to support the Change Theme (website; chair handbook; form collaborations with other IDEAL institutions).

For Upper Administration:

1. Make IDEAL a priority; allocate resources and support to accomplish Year 1 and Year 2 Change Projects.
2. Increase publicity and media visibility of the IDEAL program and projects; communication and support from the President's, Provosts' and Vice President for Diversity's Offices for change projects.

3. Support bringing together people from the Leadership Roster to address, research, and develop a Kent State ADVANCE grant proposal to be submitted to NSF Fall, 2011.

Sustainability Plans for Institutionalizing Activities/Recommendations of Change Project

1. Awareness: Increasing media visibility and endorsement of the IDEAL program through communication and support from the President's, Provosts' and Vice President for Diversity's Offices
2. Establish collaborative relationships and co-sponsorship of projects geared toward university transformational change with IDEAL university partners (i.e. Case Western Reserve University and the University of Akron).
3. Change projects endorsed and adopted by the upper administration; a stronger collaboration and increased communication between the faculty and administration that results in a more vibrant community of scholars.
4. Bridging from Year 1 to Year 2 Change Leaders including one Change Leader who has participated in several Year 1 meetings and transitional planning sessions.
5. Continued involvement of Change Leaders in the IDEAL program after their year as Change Leaders; e.g. Year 1 Change Leaders lending their expertise to the development of the ADVANCE grant proposal as well as continuing to use and contribute to resources development such as the website and chair handbook, especially as these resources can be used in their departments and colleges.

Challenges Encountered or Likely:

Given the combination of difficult fiscal times and the critical and growing need for excellence in academic leadership in STEM disciplines, there is an uncertain future for hiring and for the professional development of new and continuing faculty members. Changes in the cultural climate may not be visible or realistic in three years. Changes in the NSF indicators at KSU, likewise, may be hard to come by in these three years.

There is increasing competition for increasingly scarce resources. With larger class sizes at all levels and calls for significant increases in research productivity, time for leadership and professional development are at once more necessary and harder to find. Many of the most promising scholars do not view leadership as a viable option.

To attract to, engage in, and sustain the study and research of women and underrepresented people in STEM disciplines, there needs to be a welcoming climate at all levels of the academy, not the least of which are at the entry levels of undergraduate and graduate programs, and, at the reappointment, tenure and promotion levels. The Climate Survey and Focus Groups have, and will, provide valuable clues as to where best to put energy and resources.

These points bespeak a challenging context for *Enhancing the climate for scholarly and collegial community in the College of Arts and Sciences*. Obtaining resources to support and maintain effective leadership in the IDEAL program takes place in this landscape.

Dissemination Activities and Plans:

1. Move IDEAL website to the Provost Office webpage to increase visibility.
2. Caucus or Focus groups, with results informing projects in Year 2.
3. Provide results of the climate survey and focus groups on the KSU IDEAL webpage.
4. Initiate communication and collaboration with the Women in Science Committee and related groups (e.g. Office of Diversity, Women's Center, Women's Studies)
5. Regular updates (electronic and in person) of Change Leaders with Dean of Arts and Sciences, Senior Associate Provost, and Vice President for Diversity.

6. Pursue conversations and planning related to a Science week program, to institute a regular ‘women in science’ feature in the daily Kent Stater newspaper and communicate in other public venues.
7. Involve Year 1 Change Leaders in selected planning and dissemination activity of Years 2 and 3 including the development and submission of the KSU ADVANCE proposal to the National Science Foundation.

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 2009-10 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	20	15	10	32	30	18	7	44	37	20
Male	115	85	21	68	136	82	9	56	145	80
Total	135	100	31	100	166	100	16	100	182	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	135	100	31	100	166	100	16	100	182	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 distribution of leadership positions in the IDEAL Departments and the senior academic leadership.

UA IDEAL Departments Leadership Positions and University Leadership AY2009-10	UA (11 Depts.)		
	All	F	URM
IDEAL S&E*			
Full Professors	71	8	4
Endowed Chairs	5	0	0
Dept. Chairs	11	0	1
Deans	2	0	0
Assoc. Deans	5	0	0
Univ. President	1	0	1
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 One 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: Edward Evans, Associate Professor Chemical & Biomolecular Engineering; Claire Tessier, Professor Chemistry; Linda Subich, Professor Psychology
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: *How does the Change Project advance the institutional change theme and vision?* 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. It would be foolhardy to recommend changes without this proper perspective of the issues and why a proposed change would have a positive effect. This initial change project provides the foundation upon which faculty can reflect so as to be informed advocates for changes that make a difference.

The scope of this year's change project involved identifying possible issues with faculty recruitment and hiring practices in 11 STEM departments. Our hypothesis is that departments are unaware of how current recruitment and hiring practices may be an obstacle to diverse hiring. More specifically we seek baseline evidence of current practices to encourage departmental faculty to scrutinize current practices and gain an enhanced appreciation of the importance of diversity hiring for student success.

The change project involves eleven departments in two colleges, College of Arts & Science (biology, chemistry, math, geology, computer science and psychology) and the College of Engineering (civil, chemical, biomedical, mechanical and electrical). We reviewed search plans for the years 2006 – 2008 and are currently interviewing 12 search chairs from these departments and have plans to interview up to 10 recently hired female faculty. We interviewed two female faculty candidates who did not accept an offer of employment to understand their perspective on the hiring process.

Goals/Objectives of the Change Project:

During this first year, the Change Project Team had two overarching goals. The first goal was to produce and disseminate a synopsis of findings regarding current practices for recruitment and retention of women faculty in eleven IDEAL (STEM) departments in a compelling, persuasive and non-confrontational manner that will launch a change in practices. The report would be presented to IDEAL department faculty, IDEAL department chairs and associate chairs, deans of the colleges

involved, and HR and Diversity administrators concerned with hiring protocols. The second goal was to provide a fertile foundation for the Change Leader Team in 2010/2011 to create a dynamic project that furthers the university's theme of redesigning faculty hiring practices.

Specific objectives for this first year Change Project were:

1. Create a snapshot of recruitment and hiring over the last 3 years, and retention over the last 5 years by using data from Institutional Research.
2. Create benchmark data for the University by using relevant NSF indicators.
3. Identify potential areas of improvement for recruitment and hiring by interviewing some candidates who declined a position at UA, female faculty hired in the last three years and most search committee chairs.
4. Create a profile of the UA candidate's perceptions of hiring practices with suggestions for improvements drawn from national best practices
5. Create a profile of recruitment practices from search committee chair and search plan data with suggestions for improvements drawn from national best practices.
6. Develop a means for communicating the final report to administrative leaders.

Activities Undertaken:

Members of the change leader team participated in four leadership development sessions. The dates for these sessions were:

December 1, 2009 January 28, 2010 March 25, 2010 May 13, 2010

During the period of this annual project, the change team met 10 times for two hours each on the following dates:

Jan 22 Feb 19 Mar 1 Mar 10 Mar 30
Apr 13 April 27 May 11 June 21 July 1

In addition, the team used e-mail correspondence to report on-going results from individual efforts.

The change leader team met with team coach Helen Williams on two occasions, March 10, 2010 and June 23, 2010. Both meetings were very productive by helping us first, set realistic and targeted objectives for this annual project and second, build a marketable piece to communicate an effective message to the campus and create a smooth transition to the next year's team.

The change leader team met with the following senior administrators, Dean of Arts & Science, Dean of Engineering, Chief Diversity Officer, and the Director of EEO/AA on April 8, 2010 to discuss project activities and preliminary results. Outcomes from this meeting resulted in the addition of the Department of Computer Science to our list of STEM departments bringing the total to 11 departments. In addition, the academic administrators agreed on the need for increasing diversity in faculty hiring but had no active plans and were somewhat at a loss to identify what could be changed to have a real impact in the near future. The discussion shed light on the need for the change leader team to carry out a more detailed investigation of the potential number of female candidates in each of the disciplines and to put more effort into communicating best practices to the campus community.

Data on gender, rank, ethnicity, and time at rank were obtained from Institutional Research for the last 10 years by individual department. This information was used to develop the corresponding NSF indicator tables. In addition, we collected data on gender and ethnicity for undergraduate

students who are enrolled (versus simply declared) majors in the eleven STEM departments from 2000 - 2009. In addition to descriptive statistics we extrapolated the most recent trends ten years into the future to develop a potential picture of diversity in the student population.

Search plans for full-time tenure track faculty positions in the 11 departments were obtained from HR. These plans were reviewed and the following data were summarized: department, year of search, qualifications specified, the duties required, race and sex composition of the search committee and the search chair, the selection criteria, how the ad was disseminated, what sort of EEO or diversity language was in the ad, and who was hired. This summarization was examined for trends or patterns and it was followed up with interviews for clarification with search chairs and female faculty hires.

We have created a web site (<http://www.uakron.edu/itl/IDEAL/>) for the Change Project. It is expected that future Change Teams will contribute to the web site and that some of the material it contains will be linked to more prominent locations on the University web site. In addition to pages that describe IDEAL, the UA Change Project and the people involved, the web site contains pages entitled "Best Hiring Practices", "Work-Life Balance", and "Research Reports". The "Best Hiring Practices" page will be a resource for members of search committees. A listing of best hiring practices with links is being developed for this page. This page will help search committees obtain a more diverse pool of applicants for faculty positions by providing suggestions on how to write more inclusive advertisements, select candidates for interview and interview candidates. The "Work-Life Balance" page will be a resource for prospective or new faculty. This page will contain information on equity and diversity, faculty development, benefits, the AAUP faculty union, and our welcoming community. It is hoped that the information will help us attract a more diverse pool of applicants for faculty positions. All research reports of the Change Project will be posted on the "Research Reports" page.

Resources/Alliances Harnessed Across Campus

- The change leader team has consulted the Human Resources department to stay informed on the content for faculty search committee training and to collect search plans from the last three years.
- The change leader team also worked with Institutional Research to collect identifiers for faculty and students in the 11 STEM departments for the last 10 years.
- We are currently working with the communications office to develop multi-media materials as a means to disseminate the need for change and address the challenge of changing the culture and the belief that we need to implement better practices.

Project Accomplishments/Findings

The change leader team can report on findings in three areas: 1) demographics of undergraduate students majoring in one of the 11 STEM departments, 2) gender demographics for regular faculty in the 11 STEM departments and 3) summary of recent faculty search practices.

Majors Demographics

Summary of demographics from 2000 to 2009 for undergraduate students in the major

- Total # of majors in the 11 STEM departments went from 2,182 to 3,686 a 69% increase.
 - % increase for men equals 95%
 - % increase for women equals 37%

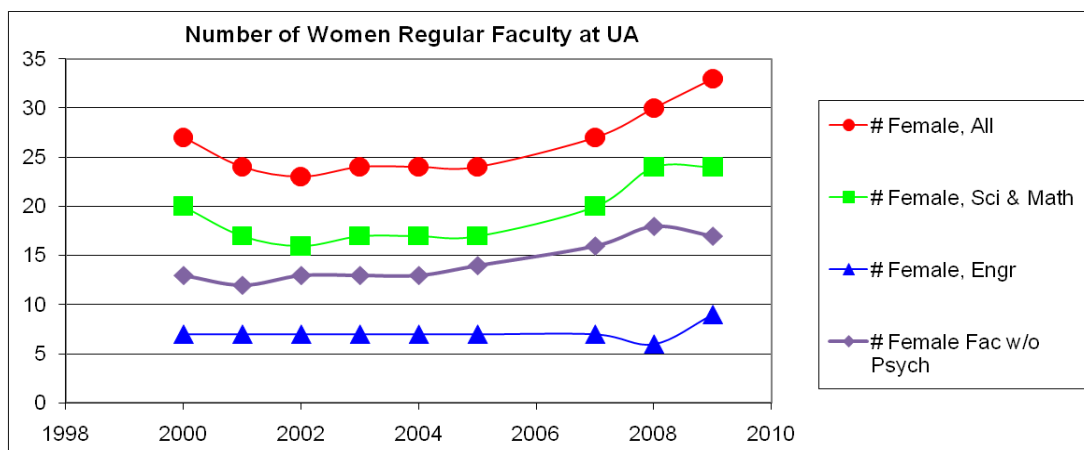
- % increase for ethnic minorities equals 70%
- Total # of majors in the 6 science and math departments went from 1,177 to 2,012 a 71% increase.
 - % increase for men equals 146%
 - % increase for women equals 35%
 - % increase for ethnic minorities equals 95%
- Total # of majors in the 5 engineering departments went from 1,005 to 1,674 a 67% increase.
 - % increase for men equals 71%
 - % increase for women equals 45%
 - % increase for ethnic minorities equals 24%

It is important to note that while the total number of students majoring in these eleven STEM disciplines is increasing, the undergraduate student population is becoming more male (64% in 2009 versus 56% in 2000). If these same % increase trends in enrollment demographics continue for the next 10 years then the student population in these 10 departments would be 68% male. The trend would be particularly striking in engineering where the student population would be 87% male while the total in A&S departments would reach a 50/50 gender balance.

National data for engineering indicate that 18% of BS degrees went to women with the following breakdown by discipline, BME = 38.6% (37.3), ChE = 34.9% (23.4), Civil = 21.1% (15.6), EE/CE = 10.7% (7.5) and ME = 11.9% (7.9). The number in () is the percentage of women majors in each UA department in 2008. With the exception of BME, UA engineering departments are approximately 30% below the comparative national figures.

Faculty Demographics

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

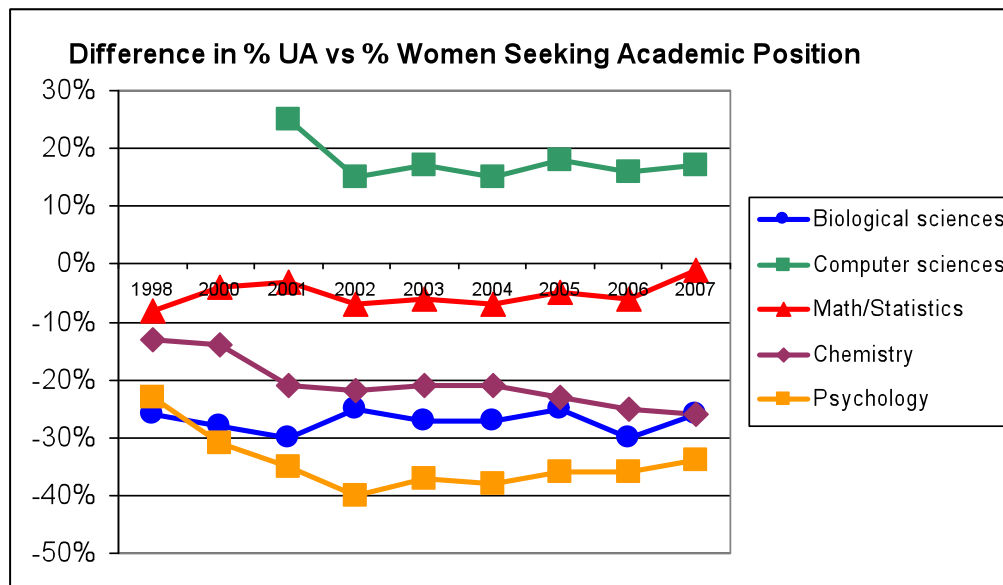
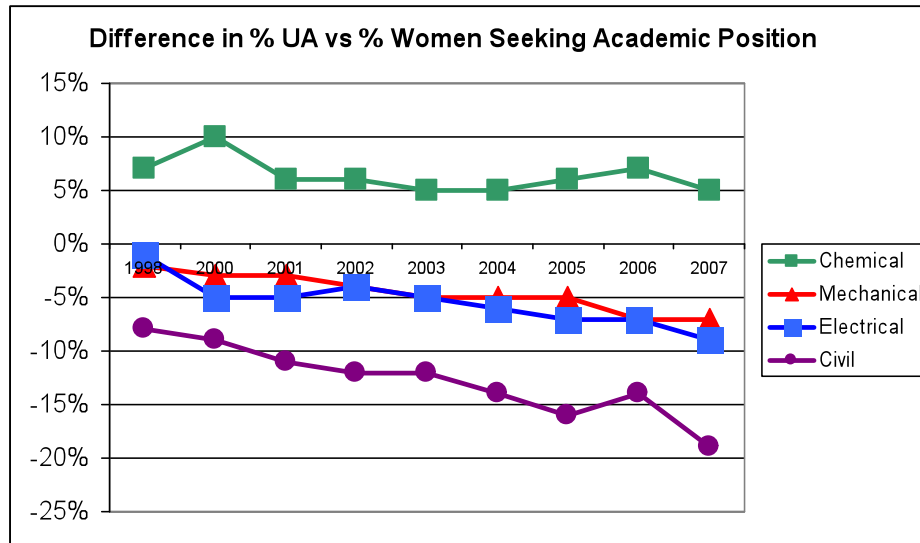


Things to Note:

1. Percentage of female faculty at the University of Akron is similar to other departments across the country based on NSF data.
2. The percentage of female doctoral recipients intending to enter academia is much higher (~16%) suggesting a larger potential recruitment pool.
3. As shown in the figures below, only a few departments have matched female faculty hires

with trends in female doctoral candidates.

4. To equal the percentage of female doctoral recipients intending to enter academia, UA would need to replace 49 male faculty (8 Engr, 41 A&S) or UA would need to hire 95 female faculty (10 Engr, 85A&S).



Summary of Recent Faculty Search Practices

- For 2006-2008, 3/8 hires in College of Arts & Science IDEAL departments were women, 4/18 hires in Engineering were women
- Most College of Arts & Science searches had a single female committee member and half of the Engineering searches had the same; 1 Engineering search had 2 M and 2 female members
 - All 3 College of Arts & Science female hires came from searches with a female chair, none of 4 Engineering female hires came from a search with a female chair (and 2 of these 4 came from searches with no female members on the committee)
- 55% of College of Arts & Science ads and 91% of Engineering ads used only the most

minimal EEO language (but 6 of the 21 Engineering ads added a statement in description of the University about a diverse student body)

- All 3 College of Arts & Science female hires and 1 of 4 Engineering female hires derived from ads with more than minimal EEO language
- Most College of Arts & Science searches and half of Engineering searches advertised only in HR recommended “diversity” outlets (e.g., Diverse Issues in Higher Education); exceptions were Chemistry and Psychology searches that used listservs for women and diverse professionals, and Biomedical and Mechanical Engineering searches that sent ads to WIHE. Other Engineering searches used no “diversity” outlets.
- Most College of Arts & Science searches involved some type of networking via conferences, letters to departments or other professional contacts. Most searches in Engineering did not include such efforts—the exceptions were Civil, Biomedical and Chemical/Biomolecular searches
- Only Psychology search included mention of diversity in selection criteria.
- Interviews with College of Arts & Science chairs suggested that there was great variability across departments in terms of awareness and efforts to recruit a diverse pool of applicants for positions.

Recommendations:

It is critical to develop better data collection by HR to track search processes and applicant pools obtained. Selection processes and search results should be tracked as well and these data should be reviewed by HR, academic deans, the Provost and the CDO. This will allow all to see trends and to assess effectiveness of various processes. This recommendation should go to the Chief Diversity Officer and the Senior Vice President and Provost with High Priority.

Additional recommendations are to follow-up with candidates who turn down UA offers to understand why, to create “boiler plate” language appropriate for most searches that follows best practices and signals sincere desire to hire women and culturally diverse faculty, and to discuss very specifically in search committee training the importance of “selling” female and diverse candidates on UA with information about issues relevant to their decision (e.g., family friendly resources, community information, pregnancy or dual career supports). This recommendation should go to the next change leader team with High Priority.

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

Sustainability Plans for Institutionalizing the Activities

The change leader team found some NSF indicator data to be useful in discussions with academic administrators. We are in discussion with Institutional Research to prepare an annual set of tables modeled after these NSF indicators to yield a campus report on diversity profiles of our faculty and students. Further discussions are needed to identify the sub-populations (i.e. departments) to yield the most useful aggregate data.

Policy needs to be crafted to institutionalize the recommended search data collection and the changes in search processes. These policies should be implemented by Human Resources.

The web site will be an important element for institutionalizing the Change Project. We will request and recommend that the “Best Hiring Practices” and “Work-Life Balance” pages will be linked to the EEO, Faculty, Akron-AAUP and other pages on the UA web site. We also will request that EEO will mention the both these pages in its training programs.

Challenges Encountered or Likely:

It is important that faculty search committees as well as administrators believe that change is not only possible but will have benefits to the academic missions as well as colleagues within the individual departments. This may involve a culture change or even a change in beliefs for some faculty.

Concerns have been voiced in the past by some Deans, Chairs and faculty about “interference” by administration in search processes. It is critical that recommendations and changes be made as “user friendly” as possible and that all parties understand the “value added” of a diverse faculty.

Dissemination Activities and Plans:

An interim report on our activities and findings was shared with academic leadership in April and May of 2010. By the end of summer 2010 we will share a final report with our academic leadership and post on the web site.

The change leader team has compiled a list of resources on best practices in faculty hiring and recruitment. These materials have been included in interim reports for academic leadership and will form the basis for some of the content on our IDEAL web site

<http://www.uakron.edu/itl/IDEAL/>.

The change leader team plans to develop a promotional type video that includes some of our findings, clearly identifies the benefits of diversity hiring and leaves the viewer inspired to begin their own assessment of hiring practices. The video will be available on the web site and may be useful for HR training or as a resource for departments or colleges. We are also developing a small pamphlet on recruitment and hiring analogous to those developed by CWRU.

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 2009-10 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	17	13	9	16	26	14	13	30	39	17
Male	109	87	49	84	158	86	30	59	188	83

Total	126	100	58	100	184	100	43	100	227	100
Non-URM^a	122	97	55	95	177	91	41	95	218	96
URM^b	4	3	3	5	7	4	2	5	9	4
Total	126	100	58	100	184	100	43	100	227	100

Faculty Composition for AY 2009-10 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	19	21.2	57	37.7	76	31.5	33	37.9%	109	33.2%
Male	71	78.9	94	62.2	165	68.5	54	62.1%	219	66.8%
Total	90	100%	151	100%	241	100%	87	100%	328	100%
Non-URM^a	72	96%	136	90.7	208	92.4	100	98%	308	94.2%
URM^b	3	4%	14	9.3%	17	7.6%	2	2%	19	5.8%
Total	75	100%	150	100%	225	100%	102	100%	327 ^d	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 AY2009-10
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 AY2009-10			
<u>Main Campus S&E 11 Departments</u>	All	F	URM
Full Professors	55	4	1
Endowed Chairs	3	0	0
Dept. Chairs	11	1	0
Deans	2	1	0
Assoc. Deans	6	1	0
<u>College of Medicine</u>	All	F	URM
Full Professors	102	24	4
Endowed Chairs	5	0	0
Department Chairs	18	4	1
Dean	1	0	0
Assoc. Deans	9	5	0
<u>University Leadership</u>	All	F	URM
Univ. President	1	0	0

Univ. Provost	2	1*	0
Univ. Vice Provosts, Associate Provosts, Deputy Provosts, Assistant Provosts	5	4	0

* The female provost left May 31, 2010 and was replaced by an interim male Provost.

IDEAL Partner Institution Year One Change Project Report: The University of Toledo
Co-Director: Penny Poplin Gosetti, Interim Vice-Provost for Academic Innovation, Associate Professor, Educational Foundations and Leadership
Change Project Team Members: Karen Bjorkman, Chair and Distinguished University Professor, Physics and Astronomy; Timothy Fisher, Chair and Professor, Environmental Sciences; Nancy Collins, Professor, Medical Microbiology and Immunology
Team Coach: Margaret Hopkins, Assistant Professor, Management

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) –*
 Because of the efforts of the Office of Equity and Diversity, the Council on Diversity, and an ad hoc Committee on Sexual Harassment, an interest in institutional campus climate existed on UT's campus this past academic year. We took the opportunity to adapt our project to align with the topics being considered for a campus climate survey resulting in a strong collaboration that expanded the information collected for all groups.

How does the change project advance the institutional change theme and vision?
 The change project not only provides baseline information about the professional campus climate for faculty, but also raises awareness within the larger context of campus climate. The IDEAL grant was initiated on the UT campus at a particularly fortuitous moment, both from the point of view of the merger of what are now the Main Campus (MC) and the Health Science Campus (HSC), and the birth of new initiatives for women and re-organization of existing women's groups. A critical mass of programs (e.g., Career in Science Day for High School Girls, NSF ADVANCE grant-writing team, organization of the Women's Programs Initiative on the HSC, the Brown Bag Seminar Series on the HSC, Sexual Harassment Task Force, Diversity Council activities, dynamic leadership from the Eberly Center for Women, establishment of an Office for Women in STEMM in the Women and Gender Studies Department) with significant overlap in committee membership, has forged new alliances resulting in synergy in programming. This makes the extension of the IDEAL project and change leadership teams to the College of Medicine a logical next step in addressing the needs of women faculty in the STEM disciplines.

Scope of this year's change project: level of coverage (university, school/college, departments), nature of interventions, how many faculty were involved in the interventions, etc.

345 faculty members (approximately 20% of the total faculty) participated in a campus climate survey. A high degree of interest exists among several campus groups regarding the survey

results. The responses from the surveys will inform the development of interventions, subsequent change projects, and future collaborations.

Goals/Objectives of the Change Project:

Goals:

- Gain greater understanding of campus climate for retention, tenure and promotion in STEMM areas.
- Determine limiting factors of teaching, service, and professional activity that affect the retention and advancement of women (and underrepresented minorities) in STEMM areas.
- Inform the formulation of change projects for year 2 and 3 of the grant.

Objectives/Outcomes

- Develop and administer a faculty climate survey
- Raise awareness of the grant change project and garner support from alliances listed below
- Identify at least 3 initiatives to address findings from the survey

Activities Undertaken:

Number/dates of meetings of the change leader team.

We had the good fortune of having a UT faculty member as our coach. She generously gave of her time and joined most of our team meetings. The dates we met during spring semester 2010 included:

January 26 and 27
March 22
April 22
May 10, 17, and 21

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

Chancellor and Executive Vice President of Biosciences and Health Affairs & Dean, College of Medicine – Jeffrey Gold

Nancy Collins met several times with Dr. Gold, Chancellor and Executive Vice President of Biosciences and Health Affairs & Dean, College of Medicine, regarding the work of the change team, including a conversation about the team's work as it related to the University's Women's Leadership Forum, a request for assistance in our hosting of one of the leadership development meetings, and a presentation of her year-end report regarding the Health Science Campus Women's Program Initiative.

Provost and Executive Vice-President of Academic Affairs (Main Campus) – Rosemary Haggett

Although, Dr. Haggett is no longer a provost at The University of Toledo, she provided strong support for this project (along with other women's initiatives on campus). Penny Poplin Gosetti, as Interim Vice Provost, kept the Provost informed of team activity on a regular basis.

Dean of the College of Arts & Sciences – Nina McClelland

Penny Poplin Gosetti first met with Dean McClelland and several senior women faculty members to finalize the change team leaders who during the first year were to focus on programs within the College of Arts & Sciences. Karen Bjorkman later met with the Dean to update her on change team activities and to personally invite her to our grant evaluation meeting (which she attended).

Dean and Associate Dean of the College of Engineering – Nagi Naganathan and Brian Randolph

Tim Fisher met with Dean Naganathan and Associate Dean Randolph to discuss the College of Engineering's upcoming role as the focus of the year two change project. He also invited them to attend the grant evaluation meeting (the Associate Dean attended). The Dean, known for his generosity in supporting important initiatives, pledged his support for the grant activities of the upcoming academic year.

Other key administrators were connected to change project activities through meetings, involvement in the grant evaluation, and participation in the survey project, including:

- Director of the Catherine S. Eberly Center for Women – Charlene Gilbert
- Assistant Vice Provost for Learning Ventures – Ben Pryor
- Chair and Professor, Women's and Gender Studies – Jamie Barlowe
- Director of Institutional Research – Bin Ning
- Assistant Vice President for Equity and Diversity – Shanda Gore
- Vice President for External Affairs and Interim Vice President for Equity and Diversity – Larry Burns
- Senior Director of Faculty Labor Relations/Interim Senior Director of Institutional Diversity/Interim Vice Provost for Faculty Affairs – Kevin West

Additionally, regular updates were provided to several groups on campus connected with women's programs, including:

- Women's Leadership Forum and Council
- Women's Program Initiative
- Association for Women in Science
- NSF-Advance Grant writing group

The Faculty Senate was addressed on April 27th about the work of the change team and the campus climate survey that was being administered.

Detailed description of project activities:

The change project for UT involved conducting a campus climate survey focusing on faculty. The steps for implementing this project include:

- Met with Assistant Vice President for Equity and Diversity, and the Director and Assistant Director of Institutional Research in early March to discuss the campus climate survey change project and the possibility of collaborating with the campus climate survey being conducted by the Office for Equity and Diversity.
- Met with Director of Institutional Research to review the change team's proposed survey and to confirm collaborative participation.
- Met with the Assistant Director of the Institutional Research to discuss the logistics and timeline of survey administration (finalization of survey occurred through emails).
- Sought and obtained IRB approval for the survey research in order to share results outside the institution.
- Wrote letter of endorsement for the survey signed by both Provosts.
- Survey administered on-line through Office of Institutional Research the last week in April and the first week of May 2010.
- Spoke to Faculty Senate about the work of the Change Team and the importance of faculty participation in the survey.

- Met in May with Assistant Vice President for Equity and Diversity, and the Director of Institutional Research to discuss initial descriptive results from the change team's portion of the survey.
- Change team met (in person and through phone conversations) several times in May and June to discuss survey data and analysis.

Resources/Alliances Harnessed Across Campus:

Strong alliances have been formed and are continuing to form with the women's initiatives across campus including:

- Catherine S. Eberly Center for Women
- Women's Programs Initiative
- NW Ohio Chapter of the Association for Women in Science
- Women's Leadership Forum and Council
- Department of Women and Gender Studies
- Women in Science Excelling

Members of these groups are working together to ensure coordinated communication across the campuses regarding support, development, services, and opportunities for women in STEM, including Web page development and support for a newly created office for Women in STEM (WISTEM).

Our change project was strengthened by the collaborative effort between the change team, the Office of Equity and Diversity, and the Office of Institutional Research on the Campus Climate Survey. The Office of Equity and Diversity covered all costs associated with developing, administering, and running initial data from the on-line survey. Members of each office met with team members in the development of the faculty portion of the survey, providing constructive feedback and suggestions.

Project Accomplishments/Findings:

IDEAL Indicator Data from the 345 Faculty Members Who Responded to the University Climate Survey

Race Ethnicity

- White/Caucasian (84.6%)
- Underrepresented minorities (6.0%)

Gender

- Male (52.5%)
- Female (46.0%)

IDEAL programs/disciplines

- College of Arts & Sciences math and natural science (n=44; 13.9%)
- College of Engineering (n=18; 5.7%)
- College of Medicine (n=57; 18.0%)

Faculty Status

- Tenured (48.7%)
- Tenure Track (21.3%)
- Non Tenure Track (27.7%)

The faculty members who responded to the survey are generally satisfied with their collegial experience, teaching responsibility and professional life; however campus politics were a source

of extensive stress to 45%. The overview of results below do not report on all categories of questions, but instead highlights areas sensitive to the goals of the IDEAL program.

Impact of gender/ethnicity/race on interactions at the department and college levels

A collegial attitude is present within departments, and when asked whether gender/ethnicity/race makes a difference in department faculty life, overall there was strong disagreement with that statement. However, a closer analysis of those survey items showed that in several cases a statistically significant difference existed in how women and men responded with women generally indicating strong or somewhat agreement at a higher percentage rate than men.

- *Gender and race/ethnicity make a difference in everyday interactions with colleagues* (College of Medicine – 30% of the women somewhat or strongly agreed compared to 12% of the men).
- *Gender makes difference in access to resources* (College of Arts & Sciences - 66% of the men strongly disagreed compared to 0% women and 50% of the women strongly or somewhat agreed compared to 10% of the men).
- *Colleagues consider female faculty who have children to be less committed to their careers* (College of Arts & Sciences - 89% of the women somewhat or strongly agreed compared with 7% of the men; College of Medicine - 35% of the women somewhat or strongly agreed compared to 9% of the men).

At the *college* level a small shift occurred in responses (between a 3.5-7.2% increase) towards gender/ethnicity/race making a difference in the respondents' professional lives. Again, a closer analysis showed several cases where a statistically significant difference existed in how women and men responded.

- *Gender makes a difference in everyday interactions with colleagues* (College of Arts & Sciences - 63% of the women strongly or somewhat agreed compared to 19% of the men; College of Engineering - 71% of the women strongly or somewhat agree compared to 11% of the men; College of Medicine – 30% of the women somewhat or strongly agreed compared to 12% of the men).
- *Gender makes difference in access to resources* (College of Arts & Sciences - 86% of the men strongly or somewhat disagreed compared to 0% of the women who strongly disagree and 50% of the women who somewhat disagreed; College of Medicine – 100% of the men strongly or somewhat disagree compared to 58% of the women).
- *Colleagues consider female faculty who have children to be less committed to their careers* (College of Arts & Sciences - 88% of the women somewhat or strongly agreed compared with 13% of the men).

Career-Relevant Issues at the Department and College Level

For career relevant issues at the *department* level, the “moderate support” category was chosen by 30–47% of the faculty. However, for the following items many faculty chose the ‘no support’ response: child care (13.1%), partner/spousal hiring (28.8%) and tenure clock adjustment (15.4%) suggesting that these are important concerns identified by the faculty, that are especially relevant to female faculty. College level support for the same career relevant issues was very similar. No significant differences existed for men and women for any of the career relevant issues except for sabbaticals within the College of Medicine. At both the department and college level 59% of the women reported that they were not supported at all for sabbatical leave compared with only 8% of the men.

Mentoring

Mentoring was identified as a significant issue. For all questions regarding the extent to which a faculty member received mentoring, over half of the respondents indicated they received minimal or none, and the mentoring provided was identified as minimal quality. Within the College of Arts & Sciences, significant differences occurred in the responses of men and women regarding the extent of mentoring received, with men reporting minimal or not at all at a higher percentage rate than women.

Sexist/Racist/Ageist/Condescending Attitudes

When asked about sexist/racist/ageist/condescending attitudes at faculty gatherings at UT there was a strong voice that it was absent (less than 30% somewhat or strongly agreeing that these attitudes existed). Statistically significant differences occurred between men and women, however, with women perceiving the existence of some form of sexist/racist/ageist/condescending attitudes at a higher percentage rate than men.

- sexist attitudes (College of Arts & Sciences and College of Medicine)
- racist attitudes (College of Arts & Sciences and College of Engineering)
- ageist attitudes (College of Arts & Sciences and College of Medicine)
- condescending attitudes toward persons from other countries (College of Arts & Sciences, College of Engineering, and College of Medicine)

Recommendations:

We recommend the following actions in the order presented.

1. **Additional Analysis of Survey Data** – Continue analysis of data including the comparison of responses between STEMM and non STEMM faculty by gender and ethnicity, comparison of responses between faculty ranks in each IDEAL identified unit by gender and ethnicity, and comparison of responses between type of appointment in each IDEAL identified unit by gender and ethnicity.
2. **Presentation of Survey Data** – A number of groups have requested a report regarding the survey results including the Faculty Senate, the Women’s Leadership Forum, and the Arts & Sciences Faculty Council. Schedule presentations to these groups as well as to the colleges involved in the IDEAL grant during the first few weeks of fall semester. Schedule a presentation to the Senior Leadership Team prior to the start of fall semester.
3. **Focus Groups** – Conduct focus groups early in the fall to explore in greater depth the significant concerns that emerged from the survey data.
4. **Planning Groups** – Expand influence of change projects to include more men and women in each of the IDEAL identified units. Convene planning groups mid fall semester to develop strategies and action plans that address the concerns raised in the survey and focus groups in each of the IDEAL identified units as well as across the University.
5. **Conduct Additional Survey** – Conduct another campus climate survey in spring 2012. We hope the IDEAL initiatives in engineering and medicine will positively impact the likelihood of faculty response in follow-up surveys

Sustainability Plans for Institutionalizing Activities/Recommendations of Change Project

- Continue to build alliances and coordinate activities with Women’s programs and initiatives across campus described above in addition to:
 - University Women’s Commission
 - American Medical Women’s Association

President's Diversity Council
Women Graduate Student Association
UT Women and Philanthropy

- Continue collaboration with the Office of Equity and Diversity.
- Provide change team action reports on a regular basis to Senior Leadership, Faculty Senate, and the IDEAL identified units.
- Actively engage faculty and administrators from the IDEAL identified units in the change team projects.

Challenges Encountered or Likely:

The biggest challenges we currently face include the leadership changes occurring across campus and the national challenge of diminishing financial resources.

- The campus leadership changes include the Main Campus Provost, the Director of Institutional Research, and the Director of the Catherine S. Eberly Center for Women (the current director is serving as an ACE Fellow during the upcoming academic year). Each of these positions have been filled by outstanding interims, however, we need to ensure continued momentum.
- Budget issues continue to be a focus across the state and the nation. Action plans based on our survey and focus group findings will need to include strategies for obtaining necessary funding.

Dissemination Activities and Plans:

As presented above, the findings from the IDEAL portion of the campus climate survey will be presented extensively across campus through presentations, a written report, and focus groups. These activities will be coordinated with the Office of Equity and Diversity's presentation of findings from the climate survey as a whole.

5) Project Evaluation – Summary of External Evaluation Report, Year One

The external evaluation report for IDEAL was prepared by Dr. Mary Wright, Assistant Research Scientist and Assistant Director, Evaluation Center for Research on Learning and Teaching, at the University of Michigan. The full report, which includes individual partner school site visit reports and evaluation memoranda of understanding, is found in Appendix Three of this report.

This report documents the external evaluation processes in Year One for the NSF Institutions Developing Excellence in Academic Leadership (IDEAL) program. 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, Case will hold two Plenary Conferences in Fall 2010 and Fall 2011, which will bring together campus administrative leaders, co-

directors, and change leader cohorts.

To evaluate this grant, I spoke with Dr. Diana Bilimoria (Co-PI, CWRU), in January 2010, to develop an evaluation plan. For the full plan, please see Appendix Four of this report, but key evaluation questions are listed below.

For the grant as a whole, the evaluation will focus on determining how well IDEAL has achieved its initial objectives:

- 1) To what extent has IDEAL created 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) Was IDEAL able to 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) How well was the grant able 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?

For each of the six campuses, the evaluation will focus on the following questions:

- 1) Have the projects achieved the goal that the campus team originally envisioned (e.g., “Enhancing Collegiality and Inclusion in S&E”)?
- 2) Have any of the projects been institutionalized? What plans are there for sustainability?
- 3) Has work on IDEAL created an intra-institutional community of change agents at the campus?
- 4) During the duration of the IDEAL grant, have there been changes to the representations of women and URM faculty and administrators at the six participating campuses?

In the first year of the grant, key evaluation activities included initial one-day site visits to all six campus partners in May and June 2010, to speak with co-directors, the first year’s change team members, and select administrators. Amanda Shaffer, IDEAL Project Director, was also present for all of these meetings. Topics of these meetings included:

- Year One activities for the grant and plans for Year Two
- Metrics that co-directors, change team leaders and key administrators would like to see in 2012, as indicators that the campus’s engagement with the institutional transformation theme has been a success
- Key process indicators that co-directors, change team leaders and key administrators would like to see in 2012, as indicators that grant elements have been institutionalized
- For Year One change team leaders, descriptions of their process (e.g., frequency of meeting) and how they report that the grant has impacted their practice

At the close of each visit, the project director and I collaboratively constructed an evaluation memorandum of understanding (MOU), and a written copy of this document was emailed for confirmation. Additionally, each project director was requested to submit baseline (AY2009-10) data, on faculty composition of IDEAL departments (by gender, rank and URM status) and leadership composition (by gender and URM status for the university and IDEAL departments).

Visits to each of the six campuses, as well as follow-up correspondence with co-directors, along with the evaluation MOUs and individual campus visit reports, are found in Appendix Three. Baseline data, on

faculty and leadership composition are included in the earlier section of this report titled Change Project Activities and Findings by Partner Institution

The primary purpose of the initial site visits was not to evaluate campus engagement with IDEAL, but rather to develop an evaluation MOU that would be applied at the second site visit in 2012. However, it should be noted that all co-directors had plans in place for sustaining IDEAL activities over Year 2 of the grant (2010-11). During the site visits, all co-directors were thoughtful about the evaluation metrics that would constitute “success” and that would signal sustainability. Additionally, it should be noted that although most teams were formed in early 2010, by the time of the site visit, change leader teams had accomplished much of their implementation plan, with a commitment to work through the summer to address other activities. All change team members reported that they not only hoped to impact their campuses through IDEAL, but that the grant had impacted their practice and ideas about diversity at their institutions.

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 four have created websites to disseminate information about the IDEAL grant activities on their campus, CWRU, UA, KSU and BGSU. The BGSU website was not ready for public launch at the time of this report.

The CWRU website mentioned earlier is the primary location for information about the grant activities. The KSU IDEAL website (www.kent.edu/fpdc/learning-and-teaching/ideal/index.cfm) provides resources and information about the learning community of partner institutions and highlights their ongoing IDEAL change project activities, which at this time are a climate survey and the development of a chair handbook www.kent.edu/fpdc/learning-and-teaching/ideal/handbook.cfm

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*

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”:

[Wanted: Female Faculty](#), Editorial, May 14, 2010, Toledo Blade
[Effort Aimed at Increasing Women on Science Faculties](#)", May 11, 2010, Toledo Blade
['Godmother of Title IX' Comes to BGSU](#), May 1, 2010, Sentinel-Tribune
["Grant to Create More 'IDEAL' Place for Women"](#), April 26, 2010, BGSU Monitor
[NSF Supports Case Western Reserve University's IDEAL](#), The Daily, November 18, 2009

c. *Informal presentations at Midwest-Regional ADVANCE Meeting*

On June 3 – 4, 2010 Diana Bilimoria and Amanda Shaffer attended the inaugural Midwest-Regional ADVANCE Meeting at Purdue University attended by 26 ADVANCE Co-PI's and associated personnel. Informal presentations were made by Dr. Bilimoria (Changes in STEM Women Faculty Numbers) and Ms. Shaffer (In the Loop: Keeping Your Colleagues Informed).

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 in Preparation). *Institutional Transformation to Advance Gender Equity: Lessons from a National Program of Change in Higher Education*, New York: 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. *Planned Dissemination at upcoming Plenary Conference.*

The Plenary Conference will bring 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 will feature a morning keynote by Brenda Manuel, JD, Assistant Administrator for Diversity and Equal Opportunity, *National Aeronautics and Space Administration* (NASA) and luncheon keynote by Eric D. Fingerhut, JD, Chancellor of the Ohio Board of Regents. Overall attendance is anticipated to be 90 people. The agenda, found in Appendix Five with the sample evaluation form, describes the other activities for the day.

**APPENDIX ONE:
LEADERSHIP DEVELOPMENT PROGRAM AGENDAS AND SAMPLE EVALUATION
FORM**

Institutions Developing Excellence in Academic Leadership -IDEAL

Leadership Development Session One

Tuesday 1 December 2009

Peter B Lewis Building, Room 02, CWRU

Pre-reading

IDEAL Project Summary and Description

Bilimoria, D., Joy, S. & Liang, X. (2008). Breaking Barriers and Creating Inclusiveness: Lessons of Organizational Transformation to Advance Women Faculty in Academic Science and Engineering, *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): http://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
Thursday, January 28th 2010
221 Moulton Hall, Room 317
Kent State University
Kent, Ohio 44242

Pre-readings: "Leadership That Gets Results" (Goleman)
"A Good Place to Do Science" (Jordan & Bilimoria)

Agenda

- | | |
|---------------|---|
| 12:00 – 12:30 | Welcome and Lunch
5-Minute Check in with Change Leader Teams <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 – 1:25 | Leading for Change <ul style="list-style-type: none">• Leadership Styles• Best Practices for Engaging & Energizing Faculty – influence vs. authority• 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 team) <ul style="list-style-type: none">• Begin to fill out the Change Project Template |
| 3:15 – 4:00 | Report-Out and Discussion |
| 4:00 – 4:15 | Scheduling and interim work for next session <ul style="list-style-type: none">• Collect reimbursements• Distribute copies of signed MOU's etc. |

IDEAL Leadership Development Session Three
University of Akron
Thursday March 25, 2010
Leigh Hall, Room 414, 12:00 – 4:30 pm

Agenda

12:30 – 1:30 Lunch & Change Leader Teams presentations

- 10 minutes per university including discussion
- Describe project, outcomes and how this project links to your theme
- Describe how your project will increase the participation of women and minorities in S & E at your university
- Summary of meeting with Team Coach

1:30 – 2:00 Leadership Vision

- What is vision?
- The transformative power of vision
- Framing your goals to be compelling

2:00 – 2:30 Embedding Your Vision into the Fabric of the University

- Activating campus allies
- Building institutionalization into activities
- Measuring your transformation
- Permeating the university with your vision

2:30 – 2:45 BREAK

2:45 – 3:10 Increasing the Impact of Your Change Theme Across Your University

- Collaboration checklist (handout)
- Framing the agenda

3:10 – 4:00 Team Discussion: Implementing the Change Project

- Clarify your Institutional Vision building on the institutional theme
- Frame your agenda
- Define how the theme (and project) benefit all

4:00 – 4:30 Group Discussion

- Report out and suggestions for final session and/or resource requests
- External evaluation site visit update
- Complete session evaluation

Pre-Readings

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

"Women and the Vision Thing", Herminia Ibarra and Otilia Obodaru, *Harvard Business Review*, 2009

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

IDEAL Leadership Development Session Four
University of Toledo
Faculty Club at the Hilton Toledo
3100 Glendale Avenue, Toledo Ohio
Thursday May 13, 2010
12:00 – 4:30 pm

Agenda

12:00 – 1:30 Lunch & Large Group Discussion

- Agenda for the Plenary Conference September 17, 2010
- External evaluation site visit update
- State of the Year 1 Change Projects
 - Findings, obstacles, progress, questions for group input

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?

2:30 – 3:00 Report Out

3:00 – 4:45 Team Discussion: Implementation, Dissemination and Institutionalization

- Completing the project
- Sustainability and institutionalization
- Preparing your presentation for the Plenary Conference in September

3:45 – 4:30 Large Group Discussion

- Reports out
- Second coaching meeting in June
 - Invitation to IDEAL Year 2 Change Leaders to join this meeting
 - Preparation for the Plenary Conference in September
- Presentation of Certificates of Completion of IDEAL Leadership Development Program
- Your participation in IDEAL beyond Year 1
- Complete session evaluation

Institutions Developing Excellence in Academic Leadership (IDEAL)
Leadership Development Program - Session 1
December 1, 2009

Please evaluate today's event on the following items.

	<i>Excellent</i>	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:
AMMENDMENTS TO IRB PROTOCOL NUMBER 20090640**

From: Isabel Sanchez [ias5@case.edu]
Sent: Thursday, June 25, 2009 3:10 PM
To: lxs5@cwru.edu
Cc: diana.bilimoria@case.edu; sdp5@CASE.EDU; val@CASE.EDU
Subject: Notice of Exemption for IRB Protocol Number: 20090640

Importance: High

*Case Western Reserve University
Institutional Review Board*

NOTICE OF EXEMPTION (#2)

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior

**If this protocol changes, the RI and/or CI must fully complete and submit an addendum request.
PLEASE BE CERTAIN TO DESTROY EMAILS OR ANYTHING ELSE THAT COULD POSSIBLY LINK DATA
WITH PARTICIPANT**

Responsible Investigator: **Lynn Singer**
Department: **Office of the Provost**
IRB Protocol Number: **20090640**
Title: *Institutions Developing Excellence in Academic Leadership*
Co-Investigator: **Diana Bilimoria**

Exemption Date: June 25, 2009

The Institutional Review Board (IRB) has deemed the above protocol EXEMPT under 45 Code of Federal Regulations (CFR) part 46.101(b)(2). The IRB will not conduct subsequent reviews of this protocol.

Any changes to the protocol that put it under the purview of the IRB would require a formal application to, and approval of, the IRB prior to implementation of the change IRB applications are available at [the CWRU IRB Pages](#), or from the Office of Research Compliance (ORC) at Sears Library Building, #660.

Questions? Please visit our website: http://ora.ra.cwru.edu/orc_humansubjects_CWRU_IRB.asp
OR

contact our administrative office...

Isabel Sanchez, IRB Director
216.368.6993
Maureen Dore-Arshenovitz, IRB Assistant
216.368.6925
Fax: 216.368.3737
CASE Institutional Review Board
Office of Research Compliance
Sears Building 657
Cleveland, OH 44106-7230

From: Isabel Sanchez Cummings [isabel.sanchez@case.edu] on behalf of cwru-irb@case.edu
Sent: Tuesday, March 23, 2010 6:12 PM
To: lxs5@case.edu
Cc: diana.bilimoria@case.edu; val@CASE.EDU
Subject: Notice of Addendum Approval for 20090640

Importance: High

Case Western Reserve University
Institutional Review Board
NOTICE OF ADDENDUM APPROVAL

Responsible Investigator: **Lynn Singer**

Department: **Office of the Provost**

IRB Protocol Number: **20090640**

Addendum Number: **1,**

- a) **To have BGSU administer faculty climate survey to BGSU faculty**
- b) **To have CSU conduct focus group study of their Science and Engineering faculty**
- c) **To conduct caucuses at CWRU of faculty in the IDEAL Science departments of the College of Arts and Sciences**

***a) – c) will be done under IDEAL supervision**

Title: *Institutions Developing Excellence in Academic Leadership*

Co-Investigator: **Diana Bilimoria**

Addendum Approval Date: **March 23, 2010**

The Institutional Review Board (IRB) has APPROVED the submitted addendum for the above protocol.

As an investigator of human subjects, your responsibilities include the following (see full description of responsibilities at [our website](#)):

1. Report all adverse events involving human subjects to the Institutional Review Board (IRB) within three (3) business days of the occurrence.
2. Submit any further changes to an approved protocol or consent form to the IRB, and receive approval from the IRB, before implementation of the change.
3. Keep all research data and original consent documents in your possession for at least three (3) years after the study is terminated.

Questions? Please visit our website: http://ora.ra.cwr.edu/orc_humansubjects_CWRU_IRB.asp

OR

contact our administrative office...

Isabel Sanchez-Cummings, IRB Director

216.368.6993

Maureen Dore-Arshenovitz, IRB Assistant

216.368.6925

Fax: 216.368.3737

CASE Institutional Review Board

Office of Research Compliance

Sears Building 657

Cleveland, OH 44106-7230

From: Isabel Sanchez Cummings [isabel.sanchez@case.edu] on behalf of cwru-irb@case.edu

Sent: Monday, March 29, 2010 4:58 PM

To: lxs5@case.edu

Cc: diana.bilimoria@case.edu; val@CASE.EDU

Subject: Notice of Addendum Approval for 20090640

Importance: High

Case Western Reserve University
Institutional Review Board
NOTICE OF ADDENDUM APPROVAL

Responsible Investigator: **Lynn Singer**

Department: **Office of the Provost**

IRB Protocol Number: **20090640**

Addendum Number: **2, add the University of Akron to study**

Title: *Institutions Developing Excellence in Academic Leadership*

Co-Investigator: **Diana Bilimoria**

Addendum Approval Date: **March 29, 2010**

The Institutional Review Board (IRB) has APPROVED the submitted addendum for the above protocol.

As an investigator of human subjects, your responsibilities include the following (see full description of responsibilities at [our website](#)):

1. Report all adverse events involving human subjects to the Institutional Review Board (IRB) within three (3) business days of the occurrence.
2. Submit any further changes to an approved protocol or consent form to the IRB, and receive approval from the IRB, before implementation of the change.
3. Keep all research data and original consent documents in your possession for at least three (3) years after the study is terminated.

Questions? Please visit our website: http://ora.ra.cwru.edu/orc_humansubjects_CWRU_IRB.asp

OR

contact our administrative office...

Isabel Sanchez-Cummings, IRB Director

216.368.6993

Maureen Dore-Arshenovitz, IRB Assistant

216.368.6925

Fax: 216.368.3737

CASE Institutional Review Board

Office of Research Compliance

Sears Building 657

Cleveland, OH 44106-7230

From: Isabel Sanchez Cummings [isabel.sanchez@case.edu] on behalf of cwru-irb@case.edu

Sent: Thursday, May 13, 2010 10:51 AM

To: lxs5@case.edu

Cc: diana.bilimoria@case.edu; val@CASE.EDU

Subject: Notice of Addendum Approval for 20090640

Importance: High

**Case Western Reserve University
Institutional Review Board
NOTICE OF ADDENDUM APPROVAL**

Responsible Investigator: **Lynn Singer**

Department: **Office of the Provost**

IRB Protocol Number: **20090640**

Addendum Number: **3, to modify the Plenary Conference Evaluation Form and the Leadership Development Program Evaluation**

Title: *Institutions Developing Excellence in Academic Leadership*

Co-Investigator: **Diana Bilimoria**

Addendum Approval Date: **May 13, 2010**

The Institutional Review Board (IRB) has APPROVED the submitted addendum for the above protocol.

As an investigator of human subjects, your responsibilities include the following (see full description of responsibilities at [our website](#)):

1. Report all adverse events involving human subjects to the Institutional Review Board (IRB) within three (3) business days of the occurrence.
2. Submit any further changes to an approved protocol or consent form to the IRB, and receive approval from the IRB, before implementation of the change.
3. Keep all research data and original consent documents in your possession for at least three (3) years after the study is terminated.

Questions? Please visit our website: http://ora.ra.cwru.edu/orc_humansubjects_CWRU_IRB.asp

OR

contact our administrative office...

Isabel Sanchez-Cummings, IRB Director

216.368.6993

From: Isabel Sanchez Cummings [mailto:isabel.sanchez@case.edu]
On Behalf Of cwru-irb@case.edu
Sent: Tuesday, June 29, 2010 3:16 PM
To: lxs5@case.edu
Cc: diana.bilimoria@case.edu; val@CASE.EDU
Subject: Notice of Addendum Approval for 20090640
Importance: High

**Case Western Reserve University
Institutional Review Board
NOTICE OF ADDENDUM APPROVAL**

Responsible Investigator: **Lynn Singer**
Department: **Office of the Provost**
IRB Protocol Number: **20090640**
Addendum Number: **4, to add University of Toledo and Kent State U to the study.**
Title: ***Institutions Developing Excellence in Academic Leadership***
Co-Investigator: **Diana Bilimoria**

Addendum Approval Date: **June 29, 2010**

The Institutional Review Board (IRB) has APPROVED the submitted addendum for the above protocol. As an investigator of human subjects, your responsibilities include the following (see full description of responsibilities at [our website](#)):

1. Report all adverse events involving human subjects to the Institutional Review Board (IRB) within three (3) business days of the occurrence.
2. Submit any further changes to an approved protocol or consent form to the IRB, and receive approval from the IRB, before implementation of the change.
3. Keep all research data and original consent documents in your possession for at least three (3) years after the study is terminated.

Questions? Please visit our website: http://ora.ra.cwru.edu/orc_humansubjects_CWRU_IRB.asp

OR contact our administrative office...

**Isabel Sanchez-Cummings, IRB Director 216.368.6993 Maureen Dore-Arshenovitz, IRB
Assistant 216.368.6925 Fax: 216.368.3737**

**CASE Institutional Review Board
Office of Research Compliance
Sears Building 657
Cleveland, OH 44106**

**APPENDIX THREE:
INDIVIDUAL CAMPUS SITE VISIT REPORTS AND
EVALUATION MEMORANDUM OF UNDERSTANDING**

Dr. Mary Wright
Assistant Research Scientist and Assistant Director, Evaluation
Center for Research on Learning and Teaching, University of Michigan

Bowling Green State University Site Visit Report

Bowling Green State University has selected “Build Intellectual Community and Collegiality” as its institutional transformation theme. There are eight IDEAL Departments in the College of Arts and Sciences (Biology, Chemistry, Geology, Geography, Environmental Health, Mathematics, Physics & Astronomy, and Computer Science).

On May 17, 2010, I conducted the first external evaluation site visit. At this time, I met with Co-Director Deanne Snavelly, all three faculty change team members, the team coach (Deborah O’Neil), the Provost, and the Associate Dean of the College of Arts and Sciences. The Dean of Arts & Sciences was included on the agenda, but was not able to attend.

The team reported that it met every other week. Key accomplishments in Year 1 include dissemination of a climate survey, as well as meetings held with female STEM tenured/tenure track faculty to collect qualitative data. Additionally, the team organized a multiple-event visit by Dr. Bernice Sandler, to address how Title IX can enhance diversity in STEM. Finally, it pledged to support a proposed charter change in the Faculty Senate regarding a “stop the tenure clock” policy (although the role of the change team in this endeavor was unclear). Plans for the summer included analyzing climate survey data in order to suggest interventions for 2010-11.

When asked about what they had learned through engagement with IDEAL, change team members reported that they learned about BGSU, particularly differences in department cultures. Additionally, change team members indicated that they valued the connections made within and outside of BGSU Faculty also found the readings on leadership provided by CWRU to be useful theoretically, as well as for their practice as chairs and faculty.

At the time of the site visit, plans were in place for Dr. Snavelly to name three new change team leaders, likely in Geology, Physics and Math. Dr. Snavelly confirmed the evaluation MOU on July 2, 2010.

Evaluation Memoranda of Understanding

Bowling Green State University

TO: Dr. Deanne Snavelly, IDEAL Co-Director for Bowling Green State University
FROM: Dr. Mary Wright, External Evaluator
APPROVED: July 2, 2010
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 Snavelly and Mary Wright, with Amanda Shaffer present,

discussed the following evaluation plan at Dr. Wright's campus visit on May 17, 2010. This document will confirm that Dr. Deanne Snavelly 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).

(1) **To assess the impact of university-wide events sponsored by the BGSU change team, Dr. Snavelly 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 (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?)

(2.1) **As an indicator that the climate survey has been institutionalized, the climate survey should be repeated in 2012.** As another measure of its institutionalization, the response rate will be measured and compared to the response rate in the 2010 implementation.

(2.2) **To assess any changes related to the campus theme, "Build Intellectual Community & Collegiality," responses to the "Overall Experience" questions on the climate survey will be compared for 2010 and 2012** (e.g., Q1-5. Please indicate how satisfied you are with each of the following dimensions of your professional life: (a) Overall experience of community at BGSU...Opportunities to collaborate with faculty in your primary unit). To this end, for both 2010 and 2012, Dr. Snavelly will provide overall frequencies for these five items, as well as frequencies broken down by gender, URM status and IDEAL department responses (College of Arts & Sciences - Math and Natural Sciences vs. all others).

(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. Wright will meet with Dr. Snavelly at the 2011 Plenary Conference 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. Snavelly 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. Snavelly, 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 Site Visit Report

The institutional transformation theme selected by Case Western Reserve University is “Enhancing Collegiality and Inclusion in Science and Engineering.” IDEAL departments include all eleven departments in the College of Arts and Sciences (Anthropology, Astronomy, Biology, Chemistry, Geological Sciences, Mathematics, Physics, Political Science, Psychology, Sociology and Statistics), all seven departments in the Case School of Engineering (Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering and Computer Science, Macromolecular Science and Engineering, Materials Science & Engineering, and Mechanical & Aerospace Engineering), and five departments in the Weatherhead School of Management (Economics, Information Systems, Marketing & Policy Studies, Operations, and Organizational Behavior).

The first site evaluation visit took place on April 19, 2010. At that time, I met with Co-PI/Co-Director Diana Bilimoria, PI Lynn Singer, three change team members, the team coach (Helen Williams), the Provost, and the Associate Dean of Faculty Development at the Case School of Engineering.

In Year 1, the change team’s activities focused on the College of Arts and Sciences. At the time of the visit, change team members had conducted three caucuses with faculty to elicit best practices for career development, and these had been shared with IDEAL department chairs. There were plans to discuss key findings and recommendations with the dean.

When asked about expectations for the grant and how those were fulfilled, change team members indicated that it was interesting to learn about CWRU and other universities as well. Faculty also expressed the hope that they would make a difference, or “leave a mark.” Some change team members indicated that they made deliberate changes to their practice, by giving more direct feedback to others and by making attempts to foster collegiality in their departments.

At the time of the site visit, plans were in place for Dr. Bilimoria to appoint new change team leaders from the College of Engineering. Dr. Bilimoria confirmed the evaluation memorandum of understanding on May 1, 2010.

Evaluation Memoranda of Understanding

Case Western Reserve University

TO: Dr. Diana Bilimoria, IDEAL Co-Director for Case Western Reserve University

FROM: Dr. Mary Wright, External Evaluator

APPROVED:**May 1, 2010**

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 a the IDEAL chairs involved in any interventions (e.g., attendees at the 4/16/10 chairs caucus meeting) at her 2012 site visit.)
- (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.
- (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 Site Visit Report

With a theme of “Exploring Leadership by Participation,” Cleveland State University has decided to focus its IDEAL grant activities on all seven departments in the College of Science (Biological, Geological, and Environmental Sciences; Chemistry; Health Sciences; Mathematics; Physics; and Psychology) and all five departments in the Fenn College of Engineering (Chemical & Biomedical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Engineering Technology, and Mechanical Engineering).

On April 20, 2010, I made the first external evaluation site visit to Cleveland State University. At this time, I met with Co-Director/change team member Dr. Paul Lin, two additional change team members, the team coach (Greer Jordan), the Dean of the College of Science, and an assistant professor of psychology whose research interests align with the objectives of the grant. The Dean of the Fenn College of Engineering was included on the agenda but was not in attendance.

The team reported that it met several times but that it also corresponded by email. This year, the team has thus far has focused on collecting baseline indicators of gender equity, such as demographic representation on key committees and resource allocation. Additionally, Dr. Lin co-taught a course (the “CSU Academic Leadership Program,”) and although he reported that it enrolled few women and S&E faculty in Spring 2010, he envisioned that it could draw in such constituencies in the future. At the time of the visit, there were also plans to conduct three focus groups on factors that may impede the progress of women and underrepresented minorities into leadership positions. Plans for Year 2 included further analysis and dissemination of findings, with the possibility of implementing new policies in Year 3.

When asked about expectations for the year and what they learned, change team members indicated that it was helpful to work with others across the university, to get a broader view of CSU and learn about how the institution operates. Two members also indicated that the data were surprising or different from what they expected, and that learned that data had a powerful potential to enact institutional change.

On May 10, 2010 (revised on July 7, 2010), Dr. Lin approved the memorandum of understanding for the three-year project.

Evaluation Memoranda of Understanding

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)

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.”

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 2009 and Spring 2012), 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), 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 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.

(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.

Kent State University Site Visit Report

Kent State University’s institutional transformation theme is “Enhancing the Climate for Scholarly and Collegial Community in the College of Arts & Sciences.” IDEAL departments include eight units 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.

On May 24, 2010, I made my external evaluation site visit. During this visit, we met with Co-Director Dr. Mary Lou Holly, a member of the KSU Women in Science Working Group, two of the three faculty change team members from 2009-10, one prospective change team member for 2010-11, the team coach (Susan Freimark), the Senior Associate Provost, the Vice President for Diversity, and the Dean of Arts & Sciences.

The team reported that it met once a week. To support engagement in KSU’s theme, this year’s change team decided to develop and administer a climate survey to faculty in the College of Arts & Sciences, and this survey had been disseminated at the time of my visit. Dr. Holly also provided a list of contacts (KSU faculty and administrators that she or change team leaders have spoken with about the project), and exclusive of this year’s change team, fifteen names were listed. Additionally, in the summer, there were plans to analyze the survey, create a website with resources, create a chair handbook and conduct faculty focus groups. Although suggestions for Year 2’s activities varied, ideas included sponsoring events to promote interaction across departments and between faculty, postdocs and graduate students, as well as to focus attention on policy development (e.g., spousal hiring).

When asked about what they had learned from their engagement with IDEAL activities, team members noted that they appreciated the regional connections that that grant fostered. They also reported a greater awareness that chairs and faculty need to be more intentional about becoming a diverse institution and had gained tools to enact institutional change. Readings provided at the leadership development sessions were found to be useful in developing these tools.

At the time of the site visit, plans were in place for Dr. Holly to appoint new change team leaders, likely two from College of Arts and Sciences departments and one from the College of Technology. Dr. Holly confirmed the evaluation memorandum of understanding on July 26th, 2010,

Evaluation Memoranda of Understanding

Kent State University

TO: Dr. Mary Lou Holly, IDEAL Co-Director for Kent State University

FROM: Dr. Mary Wright, External Evaluator

APPROVED: JULY 26, 2010

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

Institutional Transformation Theme: Enhancing the Climate for Scholarly and Collegial Community
“KSU will build on the findings of its Women in Science Working Group Report and select annual change projects from the projects identified therein.”

To evaluate KSU’s engagement in the institutional transformation theme, “Enhancing the Climate for Scholarly and Collegial Community,” Mary Lou Holly and Mary Wright, with Amanda Shaffer present, discussed the following evaluation plan at Dr. Wright’s campus visit on May 24, 2010. Given KSU’s emphasis on “climate,” this evaluation plan will measure changes through a number of indicators that have been identified as important constituents of climate: structural diversity (i.e., NSF indicator data), psychological climate (i.e., findings from IDEAL/KSU climate survey) and behavior/social interaction (i.e., opportunities for faculty to interact around and for gender/URM equity) (Hurtado, Milem, Clayton-Pedersen & Allen, 1999*). This document will confirm that Dr. Holly 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).

- (1.1) **As an indicator that the climate survey has been institutionalized, the climate survey should be repeated in 2012, preferably through a KSU office such as the Division of Diversity, Equity and Inclusion.** As a measure of faculty “buy-in,” the response rates also will be measured. Dr. Holly will provide to Dr. Wright the response rates for these surveys, for the College of Arts and Sciences (2010 and 2012) and the College of Technology (2012).
- (1.2) **To assess any changes related to the campus theme, “Enhancing the Climate for Scholarly and Collegial Community in the College of Arts and Sciences,” responses to select questions on the climate survey will be compared for 2010 and 2012.**

Please indicate how satisfied you are with each of the following in regards to your professional life:

[Section 5] Overall Experience:

- (a) Overall experience of community at Kent State University
- (b) Overall experience of collegiality in your primary department
- (c) Overall work environment
- (d) Opportunities to collaborate with faculty in your primary department*

To this end, for both 2010 and 2012, Dr. Holly (or her associates) will provide overall frequencies for these five items for College of Arts and Science/Technology respondents, broken down by gender & URM status (overall and within each rank). If these questions change with the institutionalization of the climate survey (see 1.1), comparable items may be used, but changes should be noted.

-
- Given 2009-10 change team’s desire for greater cross-university collaboration, it may also be helpful to add an item on the 2012 survey about “Opportunities to collaborate with faculty *outside of* your primary department.” Of course, this would not allow for comparison from the 2010-2012 surveys, but it would be a helpful metric moving forward.

- (2.1) **As an indicator that the KSU change teams will have made efforts to promote a “scholarly and collegial community,” the IDEAL project will sponsor at least one event to bring together College of Arts and Sciences & College of Technology faculty (or KSU faculty generally), on a topic pertaining to gender/URM equity in STEM.** (Possibilities discussed during the 2010 site visit were an Association for Women in Science-sponsored speaker and a collaboration with other IDEAL campuses to bring in Bernice Sandler. However, the current change team’s engagement with the climate survey may certainly suggest other topics and possibilities.) It is recommended that the event(s) also be opened to graduate student participants, given 2010 change team members’ and key administrators’ interests in future faculty initiatives.
- (2.2) **To assess the impact of the event(s) sponsored by the KSU change team, Dr. Holly will track attendance and submit summarized program evaluation information for each event.** Please provide numbers of attendees, overall and broken down by primary department, rank at the time of the event(s), gender and URM status. Please also summarize (anonymously and in the aggregate) evaluation data from event(s), based on feedback about participants’ satisfaction, sense of value for their work at KSU, and prospective changes in behavior (e.g., What might you do differently as a result of attending this event?). (I would be happy to provide examples of a feedback form if you like, but you are also welcome to utilize one you already have.)
- (5) **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. Holly’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 administration of a climate survey, website and chair handbook development, and meetings with key administrators to report out climate survey findings and implications.

*Reference: Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. ASHE-ERIC Higher Education Report, Vol. 26, No. 8.

University of Akron Site Visit Report

The University of Akron’s institutional transformation theme is, “Faculty Hiring that Makes a Difference.” IDEAL Departments include all five College of Engineering departments (Biomedical Engineering, Chemical and Biomolecular Engineering, Electrical Engineering, Mechanical Engineering, and Civil Engineering) and six departments in the School of Arts and Science (Chemistry, Theoretical & Applied Mathematics, Psychology, Geology & Environmental Science, Computer Science and Biology).

On May 25, 2010, I made my initial external evaluation site visit to the campus. During this visit, I met with Co-PI/Co-Director Dr. Helen Qammar, all three faculty change team members, the interim provost, the Dean of the College of Engineering, and the Associate Vice President for Inclusion and Equity. Those included on the agenda, but who were not in attendance, were the Interim Dean for the Buchtel College of Arts and Sciences, the Director of EEO/AA and Minority Recruitment, and the change team’s coach. (However, I previously met the coach at the April site visit to Case Western Reserve University.)

This year’s change team decided to focus on recruitment and retention of women and minorities, with a particular emphasis on data gathering. Specifically, the team collected NSF indicator data (1998-present)

and reviewed search plans. For the summer, there were plans to interview search committee chairs and develop a website on best practices for searches. The team reported that it met about every other week.

When asked about the impact of the grant on them, team members reported that it helped them develop intra- and extra-university connections, which they otherwise would not have developed and which they planned to sustain past the duration of the grant. One member was currently leading three searches and made specific changes to the process based on lessons learned from IDEAL activities.

At the time of the site visit, plans were in place for Dr. Qammar to name three new change team leaders and to focus on interventions that are suggested by the data. Possible interventions that were discussed include a collaboration with HR to develop a presentation for search committees and to develop an accessible database of search plans. On June 18, 2010, Dr. Qammar approved the memorandum of understanding for the three-year project.

Evaluation Memoranda 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

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, 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.)
 - 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.
- (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 meet with Dr. Qammar at the 2011 Plenary Conference 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 Inclusion and Equity, the Director of Employment & EEO/AA, and deans from the Colleges of Arts and Sciences and Engineering.

University of Toledo Site Visit Report

The University of Toledo has selected “Creating a climate for successful retention, tenure and promotion” as its institutional transformation theme. IDEAL units include five STEM departments in the College of Arts and Sciences (Biological Science, Chemistry, Environmental Sciences, Mathematics, and Physics & Astronomy), all six College of Engineering departments (BioEngineering, Chemical & Environmental Engineering, Civil Engineering, Electrical Engineering and Computer Science, Engineering Technology, and Mechanical, Industrial & Manufacturing Engineering), and the College of Medicine.

On May 19, 2010, I conducted the initial external evaluation site visit. During this visit, meetings were held with Co-Director Dr. Penny Poplin Gosetti, two of the three faculty change team members, a potential change team member for 2010-11, the team coach (Margaret Hopkins), the Dean of the College of Arts and Sciences, the Associate Dean for the College of Engineering, the Director of the Eberly Center for Women, the Assistant Vice President for Equity and Diversity, the Interim Vice President for Faculty Affairs, and the Assistant Vice President for Learning Ventures. Additionally, a letter of support was provided from the Provost of the Health Science Campus and Dean of the College of Medicine.

To support engagement in UT's theme, this year's change team collaborated with the Office of Equity and Institutional Diversity and the Office of Institutional Research to develop and administer a faculty campus climate survey. At the time of the visit, there were summer plans to analyze the data to inform Arts and Sciences administration about the findings, as well as to suggest future change team efforts. Team members reported that they met on a weekly basis. Unlike the other sites, the leadership coach (who was also an assistant professor at UT) attended all of the change team meetings.

When asked about what they had gained from their work on the grant, team members noted that developed more extensive campus networks (both faculty and offices), as well as important partnerships with BGSU. The readings provided by CWRU were found to be helpful for learning about leadership and for developing a "vocabulary" to discuss gender equity issues. Members also pointed to changes in their practice, such as changing a department's faculty meeting to a more family-friendly time.

At the time of the site visit, Dr. Poplin Gosetti indicated that the grant's focus would shift to the College of Engineering for 2010-11, and that she would work with the College to select new team members. Dr. Poplin Gosetti confirmed the evaluation memorandum of understanding for the three-year project on July 8, 2010.

Evaluation Memoranda of Understanding

University of Toledo

TO: Dr. Penny Poplin Gosetti, IDEAL Co-Director for the University of Toledo

FROM: Dr. Mary Wright, External Evaluator

APPROVED: July 8, 2010

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

Institutional Transformation Theme: 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."

To evaluate UT's engagement in the institutional transformation theme, "Creating a climate for successful retention, tenure and promotion," Penny Poplin Gosetti and Mary Wright, with Amanda Shaffer present, discussed the following evaluation plan at Dr. Wright's campus visit on May 19, 2010. This document will confirm that Dr. Gosetti 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).

- (1.1) **As an indicator that the climate survey has been institutionalized, the climate survey should be repeated in 2012.** As a measure of campus "buy-in," the response rate will be measured and compared to the response rate in the 2010 implementation. Dr. Gosetti will provide to Dr. Wright the 2010 and 2012 response rates for both surveys, overall and by IDEAL units (i.e., for "Arts and Sciences – Math and Natural Sciences," for Engineering, and for Medicine). A third measure that will signal institutionalization includes the establishment of a regular and public dissemination of

climate survey findings. (Possibilities discussed include the establishment of an annual reporting to the Faculty Senate or Board of Trustees, but Dr. Gosetti and her team are free to select the reporting option most appropriate to UT's culture.)

(1.2) **To assess any changes related to the campus theme, "Creating a climate for successful retention, tenure and promotion," responses to select questions on the climate survey will be compared for 2010 and 2012:**

Please indicate how satisfied you are with each of the following in regards to your professional life:

- (a) Overall experience of community at UT
- (b) Overall experience of collegiality in your primary unit
- (c) Overall experience of being a faculty member in your primary unit
- (d) Mentoring you have received in your primary unit
- (e) Mentoring you have received in within the university

To this end, for both 2010 and 2012, Dr. Gosetti (or her associates) will provide overall frequencies for these five items, frequencies broken down by gender & URM status (overall), as well frequencies broken down by gender & URM status for IDEAL units only (i.e., for responses associated with "Arts and Sciences – Math and Natural Sciences," Engineering and Medicine).

(2.1) **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, both metrics and accomplishments.**

For example, important process measures for 2009-10 would be Dr. Gosetti's indication that each the steps outlined in the Institutional Change Project Template, section 7 (Implementation Plan for Change Template) and 9 (Evaluation Metrics for Change Project), had been accomplished by September 2010, such as distribution of a university-wide climate survey with at least a 20% response rate, identification of the change leader team of at least one initiative resulting from the findings, and meetings to report the findings to University leadership (e.g., Dean McClelland) and faculty (both before and during the September 2010 Plenary Conference).

(3) **Given that information dissemination was a greatly desired outcome of the IDEAL initiatives (among both change leaders and administrators), it is recommended that the development of an IDEAL website be developed in the near future,** which could be easily accessed by UT faculty. This site could share select climate survey findings, useful resources for faculty (e.g., the inventory of women's programs), and IDEAL initiatives.

Dr. Wright will meet with Dr. Gosetti at the 2011 Plenary Conference 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. Gosetti 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. Gosetti, members of the project teams from AY 2009-12, and senior academic leaders, including the provost and deans from the IDEAL colleges.

APPENDIX FOUR: EVALUATION PLAN FOR NSF IDEAL GRANT

To: Dr. Lynn Singer, Dr. Diana Bilimoria, & Dr. Helen Qammar

From: Mary Wright

Date: January 31, 2010

Re: IDEAL Evaluation Plan

The following memo describes the evaluation plan for Case's NSF IDEAL Project, as discussed by phone with Diana Bilimoria on January 26, 2010. This project spans six campuses (Bowling Green State University, Case Western Reserve University, Cleveland State University, Kent State University, University of Akron, and University of Toledo), and has three cohesive goals that unite the campuses. The scope of my service will be a tailored evaluation for each partner school (a feasible plan to be determined with that campus's project director), and a general plan to evaluate the IDEAL grant holistically and the generation of reports about these activities

Evaluation of Partner Schools

The evaluation of the Partner Schools will consist of one (1) initial site visit in 2010, an in-person midway assessment in conjunction with the 2011 plenary conference, and a final site visit.

Partner School Site Visit

- I will evaluate each of the six (6) IDEAL partner schools by engaging in an initial site visit in Summer 2010, meeting with the Co-director and members of the 2009-10 project teams.
- In consultation with each Co-director, reasonable metrics for assessing the success at meeting their campus's goals will be developed into a draft memo of a proposed evaluation plan. The Co-director and IDEAL team will provide feedback and approval.
- The finalized memo of evaluation will specify the Co-director's and my understanding for the evaluation data that will be collected prior to my final visit in Summer 2012.
- Although the specific nature of the evaluation data will vary by partner school, possible metrics are: changes in climate survey data, event evaluations, changes in representation on campus policy-making committees, and focus groups or interviews about reported changes in hiring attributable to IDEAL programs.
- Additionally, each Co-director will be requested to collect indicator data for 2009-2012, to provide at the end of the grant. These data will be compared with the baseline FY 2008-9 data as presented in the IDEAL NSF proposal.

The key questions that the initial site visit evaluation will attempt to answer, as well as the methods for gathering findings are as follows:

Site Visit Evaluation Questions:

- 1) Have the annual change projects achieved the goal of the institutional transformation theme that the Co-Director originally envisioned (e.g., "Faculty Hiring that Makes a Difference," University of Akron)?
- 2) Have any of the projects been institutionalized, or are there plans in place for sustainability?
- 3) Has work on IDEAL created an intra-institutional community of change agents at the campus?
- 4) During the duration of the IDEAL grant, have there been changes to the representations of women and URM faculty and administrators at the six participating campuses?

Plenary Conferences

- I will attend the Plenary Conference in 2010

- At the Plenary in 2011, I will attend for two (2) days in order to meet with each Co-director to assess the need for midway adjustments and answer any questions that arise regarding the final evaluation visit in 2012.

Final Evaluation Site Visit

- In Spring/Summer 2012, I will make a final visit to each of the six partner schools, to gather the data reports specified in the memo of evaluation.
- At that time, I will conduct a focus group with members of project teams across the three years (at least one from each cohort) to discuss:
 - how the process of working on the IDEAL projects has/has not created a community working toward institutional change
 - the participants' reflections on the impacts of the projects and the overall impact of the grant.
 - with the provost or other similar-level administrator, an assessment of their views of the projects' effectiveness, as well as progress made towards institutionalization of the projects or other initiatives related to the campus theme.

Evaluation of IDEAL

The evaluation of the IDEAL grant as a whole will focus on determining how well IDEAL has achieved its initial objectives:

1. to 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. to 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. to 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.

It is additionally agreed that I will be provided with the following:

- the IDEAL evaluation instrument and any data collected from this instrument, as well as attendance figures (names, institutions and ranks of participants).
- evaluation data, formal or informal, collected from participants at the leadership development programs, as well as attendance data (names, institutions & ranks).

Report Schedules

It is my understanding that the following report schedules should be met, to enable the CWRU IDEAL team to meet their obligations to NSF:

- June/early July 2010 – Short description of the progress of the campus visits and evaluation memoranda of understanding
- October 2010 (or after attendance & evaluation data are received from Plenary Conference) – Short description of key conclusions about the 2010 Conference and check-in meetings/conversations with campus project directors
- October 2011 (or after attendance & evaluation data are received from Plenary Conference) – Short description of key conclusions about the 2010 Conference
- A final external evaluation report, summarizing the outcomes across the six campuses, will be provided to the team by July 2012

**APPENDIX FIVE:
2010 IDEAL PLENARY CONFERENCE AGENDA AND
EVALUATION FORM**

***IDEAL* Plenary Conference**

Friday, September 17, 2010, 9:30 a.m. – 4:00 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, Ph.D., *Deputy Vice Provost and Vice President for Academic Affairs, CWRU; Principal Investigator, IDEAL*
- 9:40 – 9:45** **Introduction of Keynote Speaker**
- William A. “Bud” Baeslack III, Ph.D., *Provost and Executive Vice President, CWRU*
- 9:45 – 10:45** **Keynote Address**
- Brenda Manuel, JD, *Assistant Administrator for Diversity and Equal Opportunity, National Aeronautics and Space Administration (NASA)*
- 10:45 – 10:50** **Introduction of the Co-Directors of IDEAL’s Six Partner Universities**
- Diana Bilimoria, Ph.D., *Professor of Organizational Behavior, CWRU; Co-Principal Investigator, IDEAL*
 - Helen Qammar, Ph.D., *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 1 Change Project Presentations**
- Change Leader Teams from each of IDEAL’s six partner universities
- 12:20 – 12:30** **BREAK/LUNCH SERVED**
- 12:30 – 1:15** **Luncheon Remarks**
- Eric D. Fingerhut, JD, *Chancellor of the Ohio Board of Regents*
- 1:15 – 1:45** **Peer Discussions - Action Agendas for Institutional Progress**
- Chancellor Fingerhut, Presidents and Provosts
 - Diversity Officers and Senior Administrators
 - Deans of the 14 Schools and Colleges
 - Partner University Co-Directors with Change Leader Teams and Team Coaches
- 1:45 – 2:15** **Reports-Out on Action Agendas**
- 2:15 – 2:30** **BREAK/POSTER SESSION SET-UP**
- 2:30 – 3:00** **Poster Session 1: BGSU, CSU, UA**
- 3:00 – 3:30** **Poster Session 2: CWRU, KSU, UT**
- 3:30 – 4:00** **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

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 Affiliation (optional): _____