Institutions Developing Excellence in Academic Leadership - IDEAL

Leadership Session One
December 1, 2009
Case Western Reserve University

Agenda
12:00 – 12:50   Welcome and Lunch
12:50 – 1:20    NSF ADVANCE’s Program
1:20 – 2:00     CWRU’s NSF ADVANCE IT Award – ACES
2:00 – 2:15     Break
2:15 – 3:00     Group Dialogue: Defining Academic Leadership
3:00 – 3:45     Action Learning: The Institutional Change Project
3:45 – 4:20     Report-Out and Discussion
4:20 – 4:30     Paperwork and Scheduling for next session
NSF ADVANCE PAID

Institutions Developing Excellence in Academic Leadership

IDEAL

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

2009-2012
Purpose of IDEAL

Three year partnership of six research universities in Northern Ohio to stimulate gender equity related transformation in each institution by adapting and disseminating successful mechanisms from CWRU’s ADVANCE IT program, Academic Careers in Engineering and Science (ACES) (http://www.case.edu/admin/aces)
Components of IDEAL

1. Annual leadership training program for faculty Change Leader Teams from each university
2. Design, implementation and evaluation of annual transformational change project initiatives at each institution
3. Two plenary gatherings of senior university leaders and program participants from each campus to focus on topics of gender equity and inclusion among S&E faculty and review institutional plans and progress
IDEAL Co-Directors

Each partner institution is led by an **IDEAL Co-Director**

- Dr. Helen Qammar, Director, Institute for Teaching and Learning and Professor of Chemical Engineering (UA)
- Dr. Deanne Snavely, Interim Vice Provost for Research and Dean of the Graduate College (BGSU)
- Dr. Diana Bilimoria, Professor of Organizational Behavior (CWRU)
- Dr. Paul P. Lin, Associate Dean, College of Engineering (CSU)
- Dr. Mary Louise Holly, Director, Faculty Professional Development Center and Professor of Teaching, Leadership and Curriculum Studies (KSU)
- Dr. Penny Poplin Gosetti, Interim Vice Provost for Academic Innovation (UT)
IDEAL Structure

**PI:** Lynn Singer

**Co-PIs:** Diana Bilimoria and Helen Qammar

**Project Director:** Amanda Shaffer

**External Evaluator:**
Lisa M. Frehill, Executive Director, Commission on Professionals in Science and Technology

**Advisory Board:**
- PI, Co-PIs, and IDEAL Co-Directors
- W. A. "Bud" Baeslack III, Provost, CWRU
- Rebecca O. Bagley, President and CEO, NorTech
- Melissa Cardenas, Director, Academic Quality Assurance, (OBOR)
- Abigail Stewart, Prof. of Psychology, University of Michigan
IDEAL – Team Coaches

- Each institution is assigned an **Team Coach** to facilitate the planning of the institutional change.
- The Team Coach visits the university campus twice a year (February and May) for group-coaching sessions and advising on the change project’s plans and evaluation.
- Coaches have worked in CWRU’s ACES project.
- Coaches listed on contact sheet.
IDEAL Objectives

**Objective 1:** Create a regional learning community of academic leaders in northern Ohio informed about 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 will adapt its successful executive coaching program to create a regional learning community among six partner universities through leadership development sessions and team coaching.
IDEAL Objectives

**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 will identify and implement annual change projects, and present their results at a plenary conference. Each change project will directly impact the S&E departments included in IDEAL as well as cumulatively contribute to significant institutional transformation around an issue identified as important for S&E transformation at that university.
IDEAL Objectives

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 in September 2010 and September 2011 attended by senior university administrators and the Change Leader Teams, to engage with national experts and discuss each institution’s transformation efforts.
IDEAL Outcomes–Intellectual Merit

• Create an intercollegiate regional community of leaders to share information and ideas on achieving improved gender participation and equity in academic S&E.

• Produce customized institutional transformational strategies based on identified needs

• Facilitate dissemination of ideas and best practices among partner institutions

• Increase regional awareness about assumptions and practices regarding women’s professional roles and contributions in S&E disciplines
IDEAL Outcomes – Broader Impact

- Engender systemic institutional transformation to achieve equity for women and underrepresented minorities in S&E disciplines on individual campuses
- Stimulate change across postsecondary education in Ohio.
- Focus attention on further diversifying S&E presence in northern Ohio
- Inform broader efforts to foster science and technology careers, and build capacity for a high-tech regional workforce.
Gender Participation in Science and Engineering

and

NSF ADVANCE
What is the Problem?

**Myth**

“...there are insufficient numbers of women and minorities on the pathway from graduate student to faculty member...the “pipeline” problem.”

**Fact:**

“The data indicate that this is true for minorities, [in S & E] false for women.”

Source: Cathy A. Trower and Richard P. Chait, *Faculty Diversity: Too little for too long*
MYTH: Women Don’t Go Into Science

In 2005, women received over 40% of all BA/BS degrees awarded by U.S. 4-year colleges and universities in the following fields:

- Astronomy (43% women)
- Biology (62% women)
- Chemistry (52% women)
- Earth Sciences (43%)
- Mathematics (45% women)
- Ocean Science (50% women)
- Psychology (78% women)

SOURCE: NSF SRS S&E Degrees 1966-2006

SOURCE: National Science Foundation
Women with Doctoral Degrees in S&E

In 2006, women received over one-third of all doctoral degrees awarded to U.S. citizens and permanent residents in the following fields:

- Chemistry (35%)
- Earth/Atmospheric and Ocean Sciences (38%)
- General Biology/Botany (47%)
- Biomedical Sciences (49%)
- Cell & Developmental Biology (50.6%)

SOURCE: NSF SRS S&E Degrees 1966-2006
Female Share of S&E Postdoctoral Fellows, by Field: 1996 and 2006
MYTH: Once the Pipeline Fills We Will Have Gender Equity

In biomedical fields the proportion of women with doctorates has exceeded 40% for two decades.

But, in basic science departments of US medical schools, the proportion of women associate professors is below 30%, and the proportion of women at full professor rank is 20%.

Source: AAMC Report on U.S. Medical Faculty 2008
Women S&E Doctorate Holders Employed in 4-year institutions: 2006

Women as a Percentage of S&E Doctoral Degrees, Full-time Full Professors, and Full-time Tenure-track Faculty at 2- or 4-year Institutions: 2006

SOURCES: National Science Foundation, Division of Science Resources Statistics, Survey of Doctorate Recipients: 2006
The Experience of Women Faculty in S&E

- Experience isolation and marginalization
- Have few role models and mentors
- Have lower access to academic and resource networks than male colleagues
- Have to work harder than their male colleagues to gain credibility and respect
- Report lower satisfaction with their academic jobs than do male faculty
- Report less satisfaction with their department’s leadership

Sources: Liang & Bilimoria, 2007; Rosser, 2004; Bilimoria et al., 2006; Callister, 2006
Problem Summary: Two Sets of Related Issues

**Representation Issues**
- Lack of a critical mass of women and URM faculty in S&E at many institutions
- Low representation at higher levels in the academic hierarchy (full professor, endowed chairs) and in administrative leadership positions

**Inclusion Issues**
- Systemic inequities and barriers to a level playing field; everyone does not compete equitably
- Accumulative advantage: treatments that advantage some careers over time
- Exclusionary climates fail to leverage and value the skills and experience of all faculty to achieve institutional goals and objectives
Why Address the Development of Women & URM Faculty?

- Underutilizing a resource
- Workforce composition of the future
- Diverse teams outperform homogenous ones in complex problem-solving tasks
- Diversity in styles and skills brings value to customers
- Fortune 500 companies with the most women executives deliver more earnings than firms with the fewest
Breaking Barriers and Creating Inclusiveness: Institutional Remedies

NSF ADVANCE
Visit the ADVANCE portal
www.portal.advance.vt.edu/
Goals of NSF ADVANCE Program

• Broaden participation in the US STEM workforce

• Recognize that simplistic or piecemeal solutions cannot eradicate systematic, historical, and widespread gender inequities

• Develop systemic approaches to increase the participation and advancement of women in STEM careers in academic institutions
  
  • Academic institutions need to implement wider and deeper change, systematically transforming structures, processes, work practices, and mental models that perpetuate inequity
  
  • In the process of such transformation, the workplace becomes supportive and motivating for all its employees, not just women and other minority groups
Evolution of NSF ADVANCE Awards

• Leadership
• Institutional Transformation (IT)
• Partnerships for Adaptation, Implementation and Dissemination (PAID)
  • Adaptation and implementation of materials, tools, research, and practices that have been demonstrated to be effective
  • An effort to teach and/or train individuals and groups how to adopt or adapt the information, materials, tools, research and practices
• Catalyst
Increasing Organizational Awareness

Advisory councils on women & minorities
Information sessions & presentations
Conferences, leadership retreats
Distinguished lectureships by senior women
Gender awareness training for students
Interactive theater presentations
Publicizing family-friendly policies

Improving the Awareness and Practices of Male Colleagues
Professional development & training
Informational lecture series
Mentorship education
Leadership development coaching
Faculty awards
Grassroots committees and taskforces

Improving Institutional Structures & Processes Related to Transition Points
Recruitment
Special committees to study and help with recruitment
Assistance to search committees in identifying and meeting with candidates
Training to search committees on potential biases and best practices
Funding for targeted recruitment
Dual career hiring policies & practices
Tools & resources for search committees

Promotion, Tenure, Retention & Advancement to Leadership
Special committees to study processes of P&T
Tools & training for decision makers on evaluation biases & best practices
Information sessions for faculty to increase transparency in decision making
Special consultants and mentors for women reaching promotion/tenure
Tenure extension policies

Equipping Women to Successfully Progress in the Pipeline
Pre-tenure Women
Career development programs
Professional/academic training and development related to teaching, research, lab & student supervision, work-life integration, leadership
Informational lecture series
Mentoring, coaching
Providing role models
Networking
Funding for research & career advancement
Showcasing women scholars

Tenured Women
Leadership development programs
Professional/academic training and development
Mentoring
Funded professorships
Funding for research and career development
Special funding and programs for re-starting research after a hiatus
Showcasing women leaders

Pipeline Initiatives

Climate Initiatives

Academic Pipeline for Women

Academic Climate

Improving Institutional Structures & Processes Related to Transition Points
Recruitment
Promotion, Tenure, Retention & Advancement to Leadership

Equipping Women to Successfully Progress in the Pipeline
Pre-tenure Women
Tenured Women

Improving the Awareness and Practices of Male Colleagues

Improving Departmental (Micro) Climate

Increasing Organizational Awareness
Advisory councils on women & minorities
Information sessions & presentations
Conferences, leadership retreats
Distinguished lectureships by senior women
Gender awareness training for students
Interactive theater presentations
Publicizing family-friendly policies

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Interactive theater presentations
Publicizing family-friendly policies
## Illustrative Examples of New Structures, Policies, and Procedures (see ADVANCE portal website)

<table>
<thead>
<tr>
<th>NSF ADVANCE Institution</th>
<th>New Structures, Policies, and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Western Reserve University <a href="http://www.case.edu/admin/aces">www.case.edu/admin/aces</a></td>
<td>3 new endowed chairs for women faculty in S&amp;E; Associate Dean of Faculty Development in Case School of Engineering and School of Law; diversity specialist position in the Provost’s Office; a research analyst position in the Institutional Research office; a graduate student position in the FSM Center for Women; creation or revision of university faculty policies including automatic pre-tenure extension and work release policies</td>
</tr>
<tr>
<td>New Mexico State University <a href="http://www.nmsu.edu/%7Eadvprog/faculty.htm">www.nmsu.edu/%7Eadvprog/faculty.htm</a></td>
<td>Dual career couples: New Mexico State University and the University of Texas at El Paso support efforts to accommodate the needs of dual career couples. Job sharing arrangement may be established when two people are in the same academic department.</td>
</tr>
<tr>
<td>University of Alabama at Birmingham <a href="http://main.uab.edu/sites/ADVANCE/87552/">http://main.uab.edu/sites/ADVANCE/87552/</a></td>
<td>Family-friendly leave policies: family and medical leaves of absence; personal leave of absence, sick leave and emergency absences</td>
</tr>
<tr>
<td>University of California, Irvine <a href="http://advance.ucl.edu/">http://advance.ucl.edu/</a></td>
<td>Family Policies: Career partner program; The UC faculty family friendly edge; UC family friendly policies for faculty and other academic appointees.</td>
</tr>
<tr>
<td>University of Rhode Island <a href="http://www2.wdg.uri.edu:81/testsite/index.php?adv_work">http://www2.wdg.uri.edu:81/testsite/index.php?adv_work</a></td>
<td>Dual career partners: Proposed dual career guidelines; Parental leave policy; Tenure clock extensions; Child care</td>
</tr>
<tr>
<td>University of Washington <a href="http://www.engr.washington.edu/advance/policies/index.html">www.engr.washington.edu/advance/policies/index.html</a></td>
<td>Policy transformation: Recommendations to Chairs for Facilitating Dual Career Hires; Family leave and tenure clock extension; Dual Career Hires; Part-Time Faculty policies</td>
</tr>
<tr>
<td>Utah State University <a href="http://websites.usu.edu/advance/Document/index.asp?Parent=6257">http://websites.usu.edu/advance/Document/index.asp?Parent=6257</a></td>
<td>Dual Career Committee; Dual Career Accommodation Protocol: Inform candidates about dual career opportunities; Request dual career accommodation; Identify possibilities for accommodation; Contact target units; Evaluate and interview the potential candidate; Negotiate a financial package; Write a request letter to the executive vice president and provost; Receive confirmation letter from executive vice president and provost; Make an employment offer.</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University <a href="http://www.worklife.vt.edu/">www.worklife.vt.edu</a></td>
<td>Child care; Stop-the-clock policy: Meetings with department heads aim to develop better understanding of the policy and to encourage more consistent implementation.</td>
</tr>
</tbody>
</table>
NSF ADVANCE- Institutional Transformation for Gender Equity and Inclusion

Initiatives of 19 NSF ADVANCE Institutions

Fig. 1 Percentage of institutions undertaking types of initiatives

Characteristics of Environments That Enable Gender Equity and Inclusion

- Work structures and cultural norms that support positive relations between men and women
- Freedom from stereotyping about women’s and men’s roles and occupations
- Work conditions (e.g., job titles, work schedules, policies, and physical environment) that include and value both men and women
- A critical mass of women
- Opportunities for reward and advancement based on qualifications, performance and talent, not gender
- Work policies and structures that support work-life integration

http://www.womensdirectorategov.yk.ca/pdf/workplaces_that_work.pdf
NSF ADVANCE IT at CWRU

ACES - Academic Careers in Science and Engineering (2003-08)

ACES+ (2008 onwards)
Academic Careers in Engineering and Science (ACES)

- Program launched initiatives in 32 STEM departments in four schools, plus university-wide activities
- NSF-ADVANCE $3.5 million grant
- ACES Mission: To promote a campus-wide culture characterized by equity, participation, openness, and accountability
- www.cwru.edu/admin/aces/
ACES Major Initiatives 2003-08

- Accountability of Deans
- Departmental Initiative Grants
- Search Committee Supports
- New Structures, Policies & Procedures
- Minority student pipeline
- Student Gender Awareness
- Provost’s Annual Leadership Retreat
- Grassroots Climate Change Committee
- Coaching, mentoring, networking, and training & development of deans, chairs, women faculty in S&E depts.
- Opportunity Grants for Women Faculty
- Distinguished lectureships
- Hotline Coaching for Women faculty
- Commitment of Senior Administrators
Leadership Development Initiatives

- Annual Provost’s Leadership Retreat
- Sponsored nine department chairs to attend leadership development workshops
- Executive coaching for deans, associate deans, chairs and associate chairs
- Orientation for Newly Promoted and Tenured Faculty
- Expanded Orientation for New Faculty
- Participation in Bryn Mawr Summer Institute for Women Faculty and Staff
School and Department Level Initiatives

- Faculty search committee supports
- Networking
  - Women faculty lunches; department chairs’ lunches with Provost
  - Awards: Women of Achievement, Spotlight Series Prize, Recognitions for Tenure and Promotions
  - Annual theatre party
- Educational and skill building workshops for departments (communications, mentoring)
- Undergrad/grad student gender-awareness training
- Support for meeting facilitators, strategic planning
- Faculty Exchange with HBCU’s
- Departmental Initiative Grants
- Distinguished Lectureships for senior women faculty visits
Individual Level Initiatives

- Opportunity grants
- Executive coaching for career and leadership development of women faculty in S&E
- Hotline coaching for women faculty across the university
- Mentoring initiatives
  - Mentoring committees
  - Mentoring discussions and/or senior faculty panels in each school for junior women faculty
  - Peer (or near peer) mentoring groups
  - Speed Mentoring at Research ShowCase
- Summer Undergraduate Research Program (SURP) for minority women students
Faculty Development Workshops

- Gendered Communication in Academe
- Negotiation at the Academy
- Successful Mentoring
- Effective Communication Skills: What They Didn’t Teach You in Chair School
- Success Strategies for Women in Academic Careers
- Communicating with Influence in the Academy
- Emotional Intelligence in the Academic Workplace
- Developing and Retaining Junior Faculty in Lean Times: A Senior Faculty Conversation
- Strengthening Our Roles As Change Agents in the University
Coordination and Collaboration of Allies across the Campus

- Faculty Diversity Office
- The Flora Stone Mather Center for Women
- President’s Committee on Minorities
- President’s Committee on Women
- Faculty Senate Committee on Minority Faculty
- Faculty Senate Committee on Women Faculty
- Faculty Senate Executive Committee
- WISER (Women in Science and Engineering Roundtable)
- Women Faculty of the School of Medicine
- Ethnic Studies Department
- Student Groups: Spectrum (LGBT), Catalyst (social justice)
Research Undertaken

- Faculty Focus Groups & Interviews, 2000 and 2004
- ADVANCE Program, 2003-2008, NSF Indicators
- Science Department Study, 2004-05
- COACHE Surveys, 2006 and 2009
- Faculty Climate Surveys, 2004 and 2007
- Faculty Exit Surveys, 2005-2008
- Second Year Faculty Surveys, 2005-present
- Salary Equity Studies, 2006-present
- Candidate Pool Analysis Study, 2007-08
ACES Outcomes (2003-08) and ACES+
Number of Tenure Stream Faculty in S&E by Gender from AY 2003/04 - 2007/08
Number of S&E Department Chairs by Gender

Number of S&E Department Chairs By Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>CAS</th>
<th>CSE</th>
<th>WSOM</th>
<th>SOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

- **CAS**: 10 female, 3 male
- **CSE**: 8 female, 2 male
- **WSOM**: 6 female, 1 male
- **SOM**: 7 female, 1 male
Number of S&E Faculty Holding Endowed Chairs by Gender

Number of S&E Faculty Holding Endowed Chairs from AY2003-04 to AY2007-08

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Female</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td>AY2003-04</td>
<td>8</td>
<td>49</td>
</tr>
<tr>
<td>AY2004-05</td>
<td>9</td>
<td>54</td>
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<tr>
<td>AY2005-06</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>AY2006-07</td>
<td>14</td>
<td>59</td>
</tr>
<tr>
<td>AY2007-08</td>
<td>15</td>
<td>59</td>
</tr>
</tbody>
</table>
Selected 2004 and 2007 Climate Survey Comparisons

*p<.05, **p<.01, ***p<.001.

Changes in Climate Experienced by Women Faculty (2004-2007)

In 2004, women faculty in comparison to men faculty reported:

- lower community and job satisfaction
- lower ratings of the leadership effectiveness of their primary unit head
- lower resources and supports for academic performance from their primary unit head.

*These significant differences disappeared in the 2007 survey.*

However, similar to 2004, in 2007 women faculty in comparison with men faculty, continued to report:

- lower ratings of value and inclusion in their primary unit
- higher ratings that gender and race make a difference in how faculty are treated in their primary unit
- a greater sense of pressure and restrictions.
New Positions Created

- Vice President of Diversity, Inclusion and Equal Opportunity
- Associate Dean for Faculty Development in the Case School of Engineering
- Assistant Dean of Faculty Development and Diversity in the School of Medicine (search in progress)
- 2 new endowed chairs for women faculty in S&E with partial funding in place for a third chair
- Manager of Faculty Diversity and Development in the Office of Faculty Diversity
- Assistant Director in the Flora Stone Mather Center for Women
- Research Analyst in the Office of Institutional Research
New or Modified Policies during 2003-08

- Automatically approved pre-tenure extension policy
- Partner hiring policy
- Domestic Partner Policy
- Consensual relations policy
- Paid parental leave for faculty and staff
- Non-Discrimination Statement law for LGBT, including gender expression and identity
New Permanent Programs and Activities

Established in the Office of the Provost
- CWRU-Fisk University partnership
- Summer internship program for minority women S&E students
- Annual Provost’s leadership retreat for all university deans and chairs
- LGBT Task Force

Established in the Office of Faculty Diversity
- Required cultural competency awareness training for all new faculty
- Faculty search committee training and support
- Faculty work-life policies and resources distributed annually

Established in the FSM Center for Women
- Annual Spotlight Series on Women’s Scholarship
- Women of Achievement Lunch
- WISER (Women in Science & Engineering Roundtable)
- Ethnic Studies program
- Opportunity grants for women S&E faculty
- Faculty climate survey (every three years)
- Bi-annual COACHE junior faculty survey
Faculty Development Activities Institutionalized

- Twice-yearly university-wide faculty development & networking workshops for women faculty
- Professional coaching for new chairs and deans and new women S&E faculty established in the Office of the Provost
- Annual orientation for newly tenured & newly promoted faculty
- Expansion of the new faculty orientation
- Leadership workshops and junior faculty mentoring through the Case School of Engineering Office of Faculty Development
In Addition, ACES+ Continues

- Opportunity grants for women faculty across the university
- Executive coaching for new chairs and women faculty in S&E
- Hotline coaching for women faculty across the university
- Student Undergrad Research Program for Minority Women
Agenda

2:00 – 2:15 Break
2:15 – 3:00 Group Dialogue:
The Work of Academic Leadership
3:00 – 3:45 Action Learning:
The Institutional Change Project
3:45 – 4:20 Report-Out and Discussion
4:20 – 4:30 Paperwork and Scheduling
Group Dialogue:
The Work of Academic Leadership

Brainstorm Questions:
How do we define academic leadership?
What are examples of academic leadership?
Action Learning: Identifying the Institutional Change Project

- Advancing the University’s IT theme
- Campus needs
- Project ideas
- Report out: 2 - 3 action steps
Action Learning: Identifying the Institutional Change Project

Report Out and Discussion
Paperwork and Scheduling
Project Development

- Suggest Teams meet 1 -2 times prior to the next leadership session to clarify/finalize project
- A clear project proposal from each Team is expected at session #2

Leadership Session #2  - Jan 21, 25, 28, 2010
12:00 p.m. - 4:30 p.m. at Kent State University
Financial Paperwork

- Stipends processed after receipt of forms (signed copies of MOU, W9 and ESSPR)

- Stipends processed as additional pay or to a research account (as noted on MOU)

- Mileage and original parking receipts submitted on forms provided by IDEAL (pdf on readings page, sample in binder)
Scheduling - See Timeline

**Leadership Session #2 - January 21, 25, 28, 2010**

12:00 p.m. - 4:30 p.m. at Kent State University,

www.doodle.com/mx5sbanftithqrmurdiu6iqb/admin

**On-Campus Team Coaching**

- Two session to aid the design and implementation of the institutional change project. February and May 2010
- Change Leader Team, Co-Director and Coach schedule at their convenience
Scheduling – Proposed Dates

**Leadership Session #3 – March 2010**
Location: University of Akron

**Site Visits from External Evaluator**
April – August, 2010

**Leadership Session #4 – May, 2010**
Location: ?

**Plenary Conference**
September 9, 10, 16, 17, 23, 24
9:00 a.m. – 4:00 p.m.
Case Western Reserve University
Evaluation, etc.

• Kindly complete the Event Evaluation located in the front cover of your binder & leave on desk
• Return name tag and table tent for reuse
• Presentations will be posted on the participant readings web page.
• Complete the Doodle calendar asap