

Institutional Change Project Year Two Report (AY 2010-11)
Institutions Developing Excellence in Academic Leadership (IDEAL)

IDEAL Partner Institution: Cleveland State University

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Change Project Team Member: (names and titles) Nilufer Dural, Associate Professor, Civil & Environmental Engineering; Mekki Bayachou, Associate Professor, Chemistry; Susan Bazyk, Professor, Health Sciences

Team Coach: (name and title) C. Greer Jordan, Principal, Currie Rhodes Consulting & Research

Institutional Transformation Theme (as defined by the Co-director in the proposal): 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 during the leadership development sessions): 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/Proposal: Based on the needs identified in year one, year two's Change Project focused on two broad areas: 1) faculty development and mentoring; and 2) creating inclusive environments.

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

Objectives of Year Two Change Project:

1) To solicit input from relevant CSU stakeholders and experts in areas related to faculty development, diversity management, and leadership regarding the development of a Center for Faculty Development and Leadership;

- 2) To plan and offer two seminar sessions to all faculty in collaboration with the Center for Teaching Excellence as a way to foster awareness of and discussion about faculty development and creating inclusive environments;
- 3) To explore possibilities for bringing together university stakeholders and offering ongoing sessions related to faculty development and inclusive environments for year three of IDEAL.

Activities Undertaken:

Number/dates of meetings of the change leader team:

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

Dates of meetings with the team coach:

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

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

CSU ‘Stakeholder’ Meeting – January 25, 2011: A variety of CSU stakeholders related to diversity management and faculty development were invited to attend a ‘stakeholder’ meeting to explore the possibility of developing a Center for Faculty Development and Leadership at CSU. Such a Center would serve as a hub for faculty mentoring and university initiatives aimed at creating inclusive environments. Five participants representing administration and faculty joined the IDEA team in a discussion of the need for such a Center and the required resources. *The consensus of the group was that with limited resources, such a Center might not be feasible at this time.* The recommendation was to offer sessions to administrators and faculty during Spring 2011 in collaboration with the existing Center for Teaching Excellence in order to: 1) Raise awareness of issues related to inclusive environments and faculty development; 2) Collect data regarding response to sessions and faculty interest; and 3) Make recommendations for future sessions.

Resources/Alliances Harnessed Across Campus:

A number of relevant administrative staff and faculty were invited to the stakeholder meeting on January 25, 2011: 1) Dr. Rosemary Sutton, Vice Provost, Undergraduate Studies; 2) Dr. William Beasley, Director, Center for Teaching Excellence; 3) Dr. Melodie Yates, Director, Diversity Training & Research; 4) Dr. Brenda Johnson, Assistant Professor, Diversity Management, Psychology; 5) Dr. Connie Hollinger, Psychology; 6) Lisa Gaynier, Director, Diversity Management; 7) Dr. Njeri Nuru-Holm, Vice President, Institutional Diversity; 8) Dr. Bette Bonder, Dean, College of Sciences and Health Professions

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

Project Accomplishments/Findings:*Detailed description of project activities – what, who, when, how:*

Based on Year 1 focus group survey data, the team identified topics for the two IDEAL sessions for Spring 2011.

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

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

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

Recommendations:*What do you recommend?*

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

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

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

Challenges Encountered or Likely:

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

Dissemination Activities and Plans:

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