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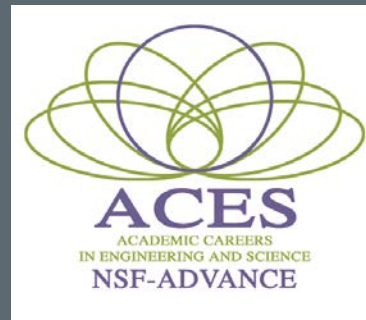
CASE WESTERN RESERVE UNIVERSITY

Transforming the Faculty Mindset

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Outline

- How can we characterize the faculty mindset at our universities?
- What problems does it create?
- What can be done to transform the faculty mindset?



Faculty Environment

"I feel like there's this system that is more likely to take these men under their wings. I've seen it. They take men under their wings, and they give them the inside scoop, and they 'mentor them', tell them what they need to have to do or put you on this paper, and I just don't see that happening with the women."

(Senior Women Faculty Focus Group)

Lack of mentoring and socialization of women faculty:

- Not taught how to negotiate or self-promote
- Inadequate information about unspoken rules
- Exclusion from side deals



Climate Survey – Women Faculty in Comparison with Male Colleagues

- Felt less supported and valued in their departments
- Perceived that gender, race, and family obligations make a difference in how faculty members are treated
- Experienced a greater sense of pressure and restrictions
- Reported lower ratings of their academic unit head's leadership, and lower ratings of their provision of resources and supports
- Experienced more mentoring from outside their primary units
- Perceived that compensation and non-research supports are less equitably distributed
- Perceived that compensation, office and lab space, teaching requirements, and clerical support are allocated with less transparency
- Were less satisfied with their overall community and job experience



The Chilly Climate in Academic S&E

- Behaviors that communicate lower expectations of women
- Stereotyping behaviors
- Excluding women from participation in professional and social events
- Treating men and women differently when their behavior or achievements are the same
- Giving women less attention and intellectual encouragement
- Discouraging women through politeness
- Singling out women
- Defining women by their sexuality
- Overt hostile behavior toward women



Source: [Bernice R. Sandler, Lisa A Silverberg and Roberta M. Hall. The Chilly Classroom Climate: A Guide to Improve the Education of Women, National Association for Women in Education, Washington, D.C.](#)

The Faculty Mindset – Beliefs That Perpetuate a Chilly Climate

- The academic enterprise requires complete dedication at the expense of everything else, especially in early career years
- Current academic performance evaluation processes are objective and gender-blind
- Academia is a meritocracy and the best talent succeeds, no special incentives and efforts are needed for minority group members
- Faculty members make individualized choices about their scholarship and careers
- Academia is essentially an individual profession, with individualized results and rewards

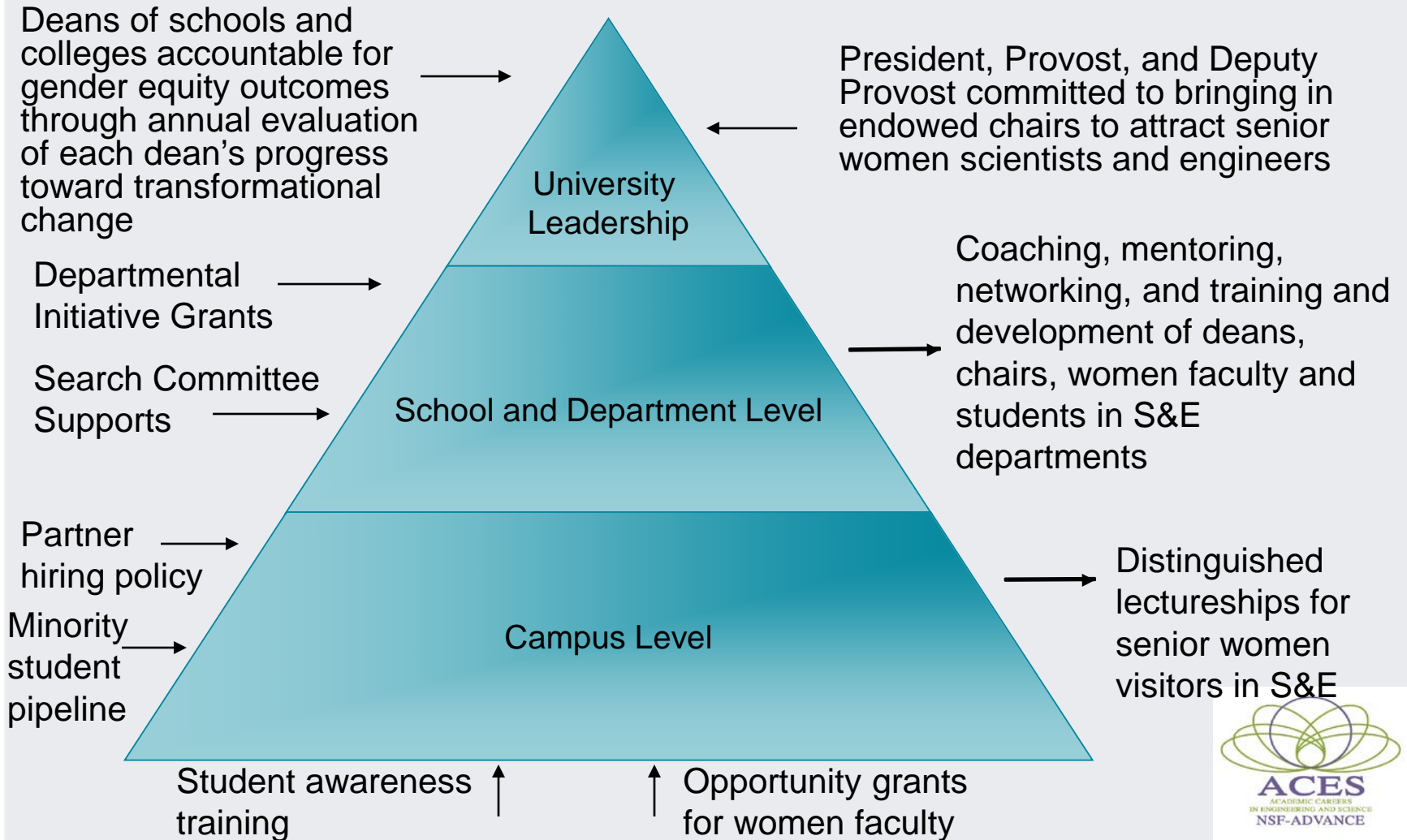


Insidious Assumptions

- Individual choice-making
 - “Some women just don’t make good choices”
- Meritocracy
 - “She would have received tenure if her work was good enough”
- Objective evaluation
 - “We need to maintain standards”
- Gender-blind processes
 - “It’s irrelevant here if you’re a man or a woman”
- Autonomous action
 - “She should just say ‘no’ to service assignments”



Strategies for Transforming the Faculty Mindset at Case - ACES



Strategies for Transforming the Faculty Mindset – Coaching & Mentoring

Transform the faculty mindset through a unique combination of coaching and mentoring strategies, borrowed from business and industry and adapted for the academic environment:

- Change the attitudes and behaviors of key change agents (chairs and deans)
- Empower women faculty to proactively and collectively address issues facing their academic progress



Coaching for Individual Transformation

- Assists with personal growth, facilitates performance, learning and career development of another (Downey, 1999)
- Coaching for women faculty focuses on career vision, goal setting, and developing action plans for achieving tenure, promotions, leadership, and impact in the field
- Coaching for deans and chairs focuses on leadership development



Mentoring

- Shares opportunities, contacts, and resources; sponsors and champions protégé
- Intelligent mentoring networks combine the skills, abilities, and availability of several people (de Janasz, Sullivan, & Whiting 2003)
- Increased workloads, tenure demands, and reduced resources make mentoring networks a viable option for improving performance of junior faculty (de Janaz & Sullivan, 2002)



Executive Coaching Implementation

1st year - One year of coaching and two years of mentoring in 4 departments: 2 deans, 3 department chairs, and 16 women faculty

2nd year - Expanded to 10 new departments
2 Provosts, 2 deans, 2 associate deans, 9 chairs, 2 associate chairs, 25 women faculty, 1 male minority faculty

Future plan - Executive coaching to all the deans, chairs, and women faculty of the 31 S&E departments by the end of the ADVANCE award

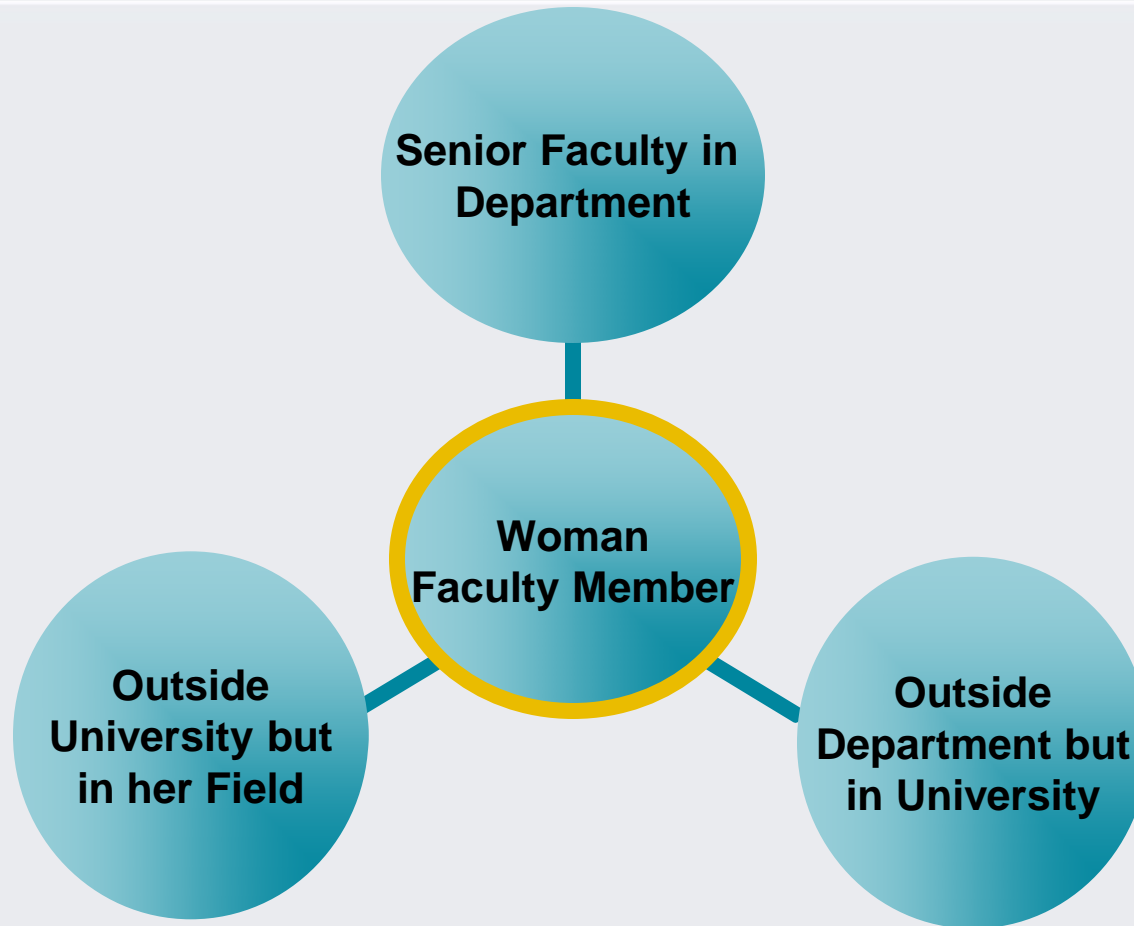


Features of the Coaching Program

- Professional executive coaches, who have general academic/organization experience
- Provide performance and career-related advice, and leadership development for women faculty, deans, and chairs
- Each coachee is helped to determine career and leadership vision, goals, plans, and actions
- The coach gives advice, resources, and feedback on how best to accomplish the identified vision
- The duration of coaching sessions –
 - approximately one year, with an average of 6-8 sessions for women faculty
 - 10-12 sessions for chairs
- Deans and chairs undertake a 360 degree leadership competencies assessment and receive feedback about their scores



Mentoring Committee Structure



Features of the Mentoring Program

- The committee meets every 2-3 months for 2 years.
- Content for discussion
 - Overall career vision, plans, goals, and progress
 - ongoing research – progress, outcomes, challenges, successes
 - new research – design, funding, proposal writing, co-investigators
 - teaching and service work responsibilities – workloads, specific concerns or problems, teaching improvement
 - work-life integration issues, priority setting, action planning.



Evaluation of the Coaching and Mentoring Programs

- Pre- and post-intervention questionnaire
- Coaching evaluation
- Mentoring evaluation



Results – Pre and Post Questionnaire

Individual Data Questionnaire - Descriptive Statistics					**improved by at least .1			
<i>1 - Not at all, 2 - To Some Extent, 3 - To a Moderate Extent, 4 - To a Great Extent</i>					<i>*decreased by at least .1</i>			
Round 1 - Women		Pre-intervention (N=12)			Post-intervention (N=8)			
Item	Min	Max	Mean	Sd	Min	Max	Mean	sd
1. Are clear about career direction and goals in the next 5 years**	2.00	4.00	3.25	0.87	1.00	4.00	3.38	1.06
2. Are able to clearly articulate your career direction and goals to others**	2.00	4.00	3.25	0.87	1.00	4.00	3.38	1.06
3. Have exercised initiative towards attaining your career goals**	2.00	4.00	3.33	0.65	3.00	4.00	3.63	0.52
4. Have taken proactive steps to increase your scholarly visibility (e.g., hosting a conference, chairing a session, starting a colloquium series)**	1.00	4.00	2.33	1.07	3.00	4.00	3.50	0.53
<i>5. Are clear about the role of a mentor*</i>	3.00	4.00	3.58	0.51	2.00	4.00	3.13	0.83
<i>6. Have actively sought mentoring from within your department*</i>	2.00	4.00	3.33	0.78	2.00	4.00	2.75	0.71
7. Have actively sought mentoring from outside your department**	1.00	4.00	2.42	1.00	2.00	4.00	3.00	0.76
<i>8. Mentor other colleagues in your department*</i>	1.00	3.00	2.42	0.90	1.00	3.00	2.25	0.71
<i>9. Mentor students/postdocs in your department</i>	2.00	4.00	3.67	0.65	2.00	4.00	3.63	0.74
10. Exert influence in your department**	1.00	4.00	2.17	0.94	1.00	4.00	2.75	0.89
11. Exert influence in your discipline/field**	1.00	4.00	2.08	1.08	1.00	4.00	2.50	1.07
12. Feel successful in your department**	1.00	4.00	2.33	1.07	1.00	4.00	2.63	0.92
<i>13. Feel successful in your discipline/field</i>	1.00	4.00	2.58	0.79	1.00	4.00	2.63	0.92
14. Feel a sense of control over your work and environment (e.g. time allocation, research and teaching agenda, resources)**	2.00	4.00	2.50	0.67	1.00	3.00	2.63	0.74
<i>15. Are able to balance multiple priorities and effectively use your time</i>	2.00	4.00	3.00	0.60	2.00	4.00	3.00	0.53
<i>16. Your current career opportunities*</i>	1.00	4.00	2.67	0.89	1.00	4.00	2.50	1.31
<i>17. Your career progress to date*</i>	1.00	4.00	2.92	1.08	1.00	4.00	2.63	0.92
<i>18. Your overall academic/scholarly contributions*</i>	2.00	4.00	3.00	0.74	1.00	4.00	2.63	0.92
19. The collegueship you provide in your department**	1.00	4.00	2.91	1.04	1.00	4.00	3.29	1.11
20. The leadership you provide in your department**	1.00	4.00	2.64	0.92	1.00	4.00	3.00	1.20
<i>21. Your likely career success in the next 5 years</i>	1.00	4.00	2.70	0.95	1.00	4.00	2.75	0.89

Feedback – Final Coaching Evaluations



“Initially, I felt the coaching was a bit of a waste of my time. The sessions seemed very unfocused and "chatty" rather than specifically helpful. However, they took a dramatic turn for the better as they progressed, and I found the overall experience very positive. My coach helped me to clarify my career and life needs and goals, and helped me recognize when I was living my values and when my actions were torpedo-ing them. This reduced my stress level considerably and made me more effective.”



Conclusions – A Change Approach Geared to Academia

Transforming the faculty mindset requires:

- Actions aimed at policies and structures as well as at groups and individuals
- Collective as well as individualized development opportunities
- Simultaneous focus on empowerment of women faculty and leadership development of university administrators
- Actions aimed at enhancing the individual's academic career and performance, as well as system change

