

Department/Unit: Faculty Development & Leadership (FD&L) **Year:** Spring 2018, Fall 2018
Contact Name: Stephanie A. Goodwin, Ph.D. **Contact Title:** Director for FD&L

Unit Overview/Mission/Purpose

FD&L’s mission is to enhance faculty and academic leaders’ productivity, success, and workplace satisfaction. FD&L achieves its mission by developing and delivering evidence-based initiatives, policies and practices that meet the evolving needs of our diverse faculty. FD&L supports the broader mission of the university by ensuring faculty and academic leaders grow and excel in their complex scholarly and service roles beyond the classroom, thereby complementing and expanding institutional capacity for professional development offered by other units (e.g., CTL’s support for educational/instructional development). FD&L’s purpose and activities are central to the institution’s success in recruiting, retaining, and advancing an excellent and diverse faculty. The director for FD&L implements a range of assessment strategies to identify stakeholder needs to ensure effectiveness and efficiency. Finally, the director for FD&L leverages professional expertise and experience in providing institutional leadership and consultation to individuals, leaders and academic units seeking to address targeted barriers to faculty/leadership success.

Staffing

	FY16	FY17	FY18	FY19
# Full Time Staff	1	1	1	1
# Student Employee FTE*	0	0	0	0

The Director for FD&L is solely responsible for all resource/program/event development, event planning and management, marketing/communications (print and electronic), and program assessment. Given budget cuts and funding constraints, the director is also the primary agent for resourcing, developing and delivering internal programming.

Data Collection & Management

Data summarized in this report reflect outcomes between FY 2016 to early FY 2019. Limited quantitative data are available prior to FY 2019. Unless otherwise noted, information regarding faculty participants’ demography (e.g., college/department, role/rank, gender, race/ethnicity) are collected/reported at levels of analysis that afford evaluation of diversity/equity/inclusion and impact across campus while

respecting confidential participation. Data are collected and maintained by the Director for FD&L either electronically (e.g., through Qualtrics) or via pen-and-paper methods as appropriate for scope of program and participant expectations for confidentiality/anonymity. Pen-and-paper records are stored either electronically or managed manually by the Director for FD&L; individual records of participation will remain confidential and be maintained for up to 5 years (beginning FY 2019).

Faculty/Leader Engagement & Feedback Data: Quantitative data for a limited number of programs are available for FY 16, 17, 18; formal assessment of some programs began only in Fall '18. Data reported below include estimated attendance/participation for several programs based on informal data collection methods implemented prior to FY 2019. Not all programs require registration/sign-ins. Demographic data on faculty colleges/race/ethnicity and gender will be collected more consistently (as appropriate to maintain attendee comfort with participation) beginning in Spring '19.

Program/event feedback is collected from attendees during/after program participation, either via pen-and-paper or online (e.g., Qualtrics) surveys as appropriate for the scope and goals of the event(s). Programs that involve multiple meetings include a combination of longitudinal and end-of-program assessments. Survey measures typically assess participant *demographics* (e.g., gender, race/ethnicity, rank/role, academic unit); *perceived program value* (e.g., meets expectations, would recommend to colleagues), *professional outcomes* (e.g., productivity, skills, knowledge, experience, network connections, adoption of new practices); *personal outcomes* (e.g., self-efficacy, commitment, workplace satisfaction); and *prior participation/future intentions to participate*.

Success Outcome 1:

FD&L has increased inclusive faculty productivity and success by: implementing evidence-based and innovative faculty professional development resources/programming; promoting faculty members' and academic leaders' awareness/engagement in faculty professional development; promoting evidence-based faculty mentoring; promoting faculty community & internal networking; and providing responsive and targeted faculty development through individualized coaching/consultation. FD&L promotes engagement through comprehensive communications and marketing efforts.

- In FY 2015, FD&L convened and chaired the Faculty Development & Leadership Coordinating Committee comprised of leaders from multiple units—CaTS, CTL, FAB, FD&L, HR, Lake Campus, Libraries, RSP—whose missions include (directly or indirectly) support for faculty/leadership success. The FDL Coordinating Committee audited existing faculty/leadership development resources and, in FY 2016, leveraged the audit to develop and launch the Faculty Success Gateway, WSU's first virtual portal for faculty and leadership development resources. The FSG is maintained by FD&L. The website's purpose is to offer a single access point for faculty and academic leaders seeking professional development resources from the various units that support these needs on our campus.
- FD&L has resourced, developed, and delivered continuous programs for delivering faculty development resources including: The Daily Grind (2-3 events/semester; total 14 events Fall '15 thru Spring '18; registration not required) and Write it Up! (5 semester-long cohorts plus alumnae hours; total of 96 1-hour meetings Spring '17 thru Fall '18; registration required). Participation in most programs is open to faculty across ranks, roles and disciplines as appropriate for program goals; some programming is targeted to specific faculty demographic

segments (e.g., new faculty, pre-tenure/tenured faculty). Continuous programs serve multiple purposes: increasing faculty professional development and career success; promoting awareness and implementation of evidence-based best practices; promoting internal networking among faculty; and enhancing faculty belonging and workplace satisfaction.

- Since the office's inception, FD&L has developed and delivered a portfolio of inclusive faculty mentoring initiatives: *developing and delivering a half-day faculty mentoring workshop* to academic leaders (deans & chairs); *incentivizing innovative mentoring practices (Administrative Mentoring Partnership mini-grants for deans and chairs)*; and *implementing the Faculty Mentoring Excellence (FaME) Summit*, a full-day program offering presentations and workshops by nationally recognized experts on topics related to faculty mentoring across the career trajectory. Since Spring '17, FD&L has also provided *administrative leadership* to the *Women in STEMMS Mentoring Circles* program (open to TET women in science, technology, engineering, math, medicine and social science disciplines). In Fall '18, FD&L broadened the impact of this program by *implementing a parallel initiative, Faculty Mentoring Circles (FMC)*, opening participation to all FTE faculty. FD&L administers recruiting, placement and assessment of these peer-mentoring programs. Beyond these formal initiatives, the director for FD&L regularly disseminates resources on faculty mentoring to stakeholders and engages academic leaders in discussion of mentoring policies/practice. The purpose of FD&L's faculty mentoring portfolio is to ensure WSU's faculty mentoring policies & practices promote inclusive strategies that are functional, flexible, and faculty-driven, thereby enhancing faculty success across the career trajectory.
- FD&L has also developed and delivered several ad hoc programs/presentations including: *2 new faculty luncheons* (prior to austerity measures), *faculty development/leadership book groups*, and *ad hoc presentations* delivered by invitation to department/colleges, the Wright Leader Academy, and the (now sunset) Faculty Equity Fellows program. Topics have included: faculty mentoring, workplace climate/inclusive success, inclusive faculty recruiting/hiring; and promoting faculty equity/success. These programs complement continuous programming while offering custom faculty development programming to support evolving institutional/faculty needs.
- The director for FD&L provides administrative leadership to colleges/departments/and individual faculty as consultant/coach in support of targeted professional/leadership development needs. The purpose of FD&L consulting/coaching role is to afford timely and sustained leadership to address idiosyncratic workplace climate and career development needs.
- The director for FD&L promotes faculty engagement in faculty development initiatives through official campus e-mail communications and announcements on the WSU calendar. In FY 2019, the director for FD&L initiated a quarterly *FD&L Newsletter* (Fall 2018) to enhance program engagement. The newsletter is developed by the director and distributed to all FTE faculty by direct e-mail from FD&L. Communication lists are provided by HR/PeopleAdmin and require regular updates. FD&L launched social media pages (Facebook, Twitter, LinkedIn) in Fall '18. With support from the Office of Marketing, an FD&L website has been framed and new content is currently being developed to create a sustained online presence for FD&L initiatives. A basic version of the website is anticipated Spring '19; website resource development will continue through summer. The purpose of all marketing, communication and website-development

efforts is to increase faculty/academic leader engagement with (internal and external) resources.

KPI 1.1: Faculty engagement/participation in faculty development resources, programs, and events.

Results: Evidence of faculty development engagement.

Continuous Faculty Development Programs	
The Daily Grind	<ul style="list-style-type: none"> • 14 events/9 unique programs since Fall '15 • Attendance rates range from 4 to 40/event; estimated average attendance = 12 (+2-6 invited guest)/event; ~80 different faculty members have participated across all TDG events; ~50% of attendees attended 2 or more TDG events. Attendees represent a range of faculty ranks, roles and disciplines.
Write it Up!	<ul style="list-style-type: none"> • 32 FTE faculty representing all colleges and FTE faculty ranks have <u>registered</u> for the program. URM/international (43%) and female (62%) faculty are highly represented among registrants. Cohort registration rates range from 6 to 12. • 78% of registrants have completed the program (40% TET asst professors, 52% assoc professors, 6% full professors, 2% NTE/BSoM faculty; ~1% academic leaders). URM/international (36%) and female (56%) faculty are also well-represented among those who complete the program. Within cohorts, completion rates have ranged from 1 to 8, with a median completion rate of ~6/cohort.
Faculty Mentoring Portfolio	
Faculty Mentoring: Building Capacity Through Best Practices Workshop	<ul style="list-style-type: none"> • Attendance = 26 department chairs and deans attended the half-day workshop
AMPs Mini-Grants	<ul style="list-style-type: none"> • 3 awards (totaling \$2k) made in partnership with deans and department chairs to support innovative faculty mentoring efforts in FY 2016-17. Estimates of faculty participation in awardees' efforts range from 12-40/grant.
FaME Summit	<ul style="list-style-type: none"> • 110 registrants • ~100 attendees, including faculty of all ranks and colleges, academic/staff leaders; women and URM/international faculty were well-represented among attendees
Faculty/STEMMS Women Mentoring Circles (2 parallel programs run in tandem)	<ul style="list-style-type: none"> • WSMC participation = ~8-10 groups (n=4 to 6/group) per year • FMC registration Summer/Fall '18 = 12; 1 current group, 2 groups planned for Spring '19; registration ongoing.
Ad Hoc Programs	
Mid-career Book Group	<ul style="list-style-type: none"> • 6 mid-career faculty, representing multiple colleges
Presentations/Workshops	<ul style="list-style-type: none"> • Estimated attendance across (5 workshops) ~170 (including some staff, academic leaders)
Consulting/Coaching	
Year-long Support to (2) Campus Units (FY 2016-17; FY 2019)	<ul style="list-style-type: none"> • Estimated engagement across units = ~200 faculty (60%), leaders (10%) and staff (30%)

Individual Consults	<ul style="list-style-type: none"> • Estimated engagement per annum = 10-15 individual faculty; ~50% repeat consults (average of ~100 contact hrs/annum plus resource sharing)
Communications/Online Resources	
FD&L Fall Newsletter, 1 (inaugural) mailing	<ul style="list-style-type: none"> • Newsletter distribution: N=794 • Number individuals who opened/read: N=326 (45%) • Total number of readings (including repeats): N=691
Social Media	<ul style="list-style-type: none"> • Data not yet available.
Faculty Success Gateway	<ul style="list-style-type: none"> • 464 page views past 12 months

Response/Action Plan:

The director for FD&L is working to develop new programs, including year-long programming to engage cohorts of new faculty; programs to sustain mid-career faculty members' productivity and scholarship; leadership development resources; programs to support time/stress management & productivity. The director will work to engage the academic community in development and support of these programs over the next 12-18 months. New programs are designed to better leverage internal expertise (through partnerships with academic leaders, faculty, and other internal units), and broaden faculty engagement by meeting a wider range of faculty development needs. The FD&L website will further support engagement by enhancing online access to information about programs as well as static resources/readings. The director for FD&L will continue to seek low- and no-cost strategies to increase the director's capacity to offer new programs. In addition, FD&L will continue to partner with other units to develop and deliver cross-unit resources that increase institutional efficiency while enhancing program reach.

Overall reach and engagement in FD&L's faculty development resources is extensive. However, faculty engagement has declined since Spring 2016, owing in part to direct and indirect effects of budget reductions. Budget reductions have directly impacted capacity to deliver external resources (which tend to attract greater participation) while limited personnel (n=1) constrain FD&L's capacity to resource, develop and deliver additional programs. Indirectly, budget reductions have diminished faculty morale (stress, perceived and actual time to participate) and, in turn, impacted engagement. Austerity measures and budget reductions have also indirectly impacted engagement by reducing incentives to participate. Engaging faculty in any activity that requires changing their teaching/scholarship routines can be difficult, particularly at times when faculty perceive they are experiencing "time poverty." Offering participation incentives (e.g., coffee, books, opportunities to connect with external experts) can motivate faculty to break their routines and invest in making time for professional development. Such incentives are necessarily limited under current austerity measures. FD&L has been successful at seeking (limited) funding for some leadership programming (see Success 2) and will continue to explore new avenues for developing funding, including external partnerships, fundraising campaigns, and external grant opportunities.

Budget reductions have also impacted FD&L's marketing and communications reach. FD&L no longer can afford marketing design/distribution services offered by the Office of Marketing; most all FD&L marketing materials (e.g., program brochures, flyers, graphics for communication campaigns) are now developed within FD&L and primarily distributed electronically. Electronic communications have a lower return on engagement compared to print materials. The director for FD&L continues to build internal capacity for marketing and communications (e.g., by learning to use additional marketing/media, graphic arts apps, developing social media presence). Additional effort will be invested to leverage direct

conversations with academic leaders/faculty, the Faculty Senate and others to increase faculty awareness of and engagement in FD&L programs in the coming year.

KPI 1.2: Program/event participant feedback for faculty development resources, programs and events.

Results: Evidence of professional development impact.

Continuous Programs	
The Daily Grind	<ul style="list-style-type: none"> • Limited participant feedback is available. Approximately 50% of attendees complete written program evaluations. • Summary notes maintained by the director point to high levels of positive participant feedback, including near unanimous perceptions that <i>programming met or exceeded expectations</i> and <i>strong recommendations of programming to others</i>. Attendees consistently report beneficial professional and personal outcomes, including <i>learning about campus resources, learning new strategies to navigate career success, and making new contacts within the university</i>. All but a small percentage of respondents intend to attend future TDG programs. • Anecdotal evidence points to <i>new interdisciplinary collaborations, peer-mentoring beyond the scope of programming, and participation in other campus programs</i> as a result of participation.
Write it Up!	<ul style="list-style-type: none"> • ~78% of those who completed the program also completed end-of-program evaluations. Data aggregated across cohorts, point to the value of the program and the professional and personal benefits of participation. • 100% of respondents would strongly recommend the program to other faculty members. One respondent noted “this should be required of all new faculty” and another “I wish I’d had this in grad school.” Recommendation of the program is strong across all participant demographics. • 100% of respondents report <i>increased writing productivity, more consistent writing habits, and decreased writing resistance</i>. Several participants have used the term “transformative” to describe the impact of participation on their writing habits and academic roles. • Participants also report a broad range of <i>new skills: increased time management, improved project planning/goal setting, increased ability to prioritize & maintain sustained productivity across multiple writing projects</i>. In addition, participants report higher self-efficacy and diminished stress over their roles. Many participants report that the decrease in stress and improved time management for writing trickle over into other aspects of their roles (teaching, service) and personal lives. • Writing productivity outcomes are further evidenced by strong levels of project completion during and immediately after the program. The typical participant reports completing 60-80% of at least one project during the program. On average, participants complete 1.5 projects during or immediately after (4-6 weeks) the program. For the most recent cohort, the total number of completed projects during the program (including grants, journal manuscripts, chapters, conference

	<p>proposals) averaged <i>4 per participant</i>; most of these projects were less than 30% complete at the start of the 12-week program.</p> <ul style="list-style-type: none"> • Participants report a strong sense of community within their cohorts. Although not required, many participants develop writing accountability and peer-mentoring partnerships within and beyond the program. • Anecdotal evidence suggests many participants share program tools, readings and strategies with peers and graduate students, broadening impact beyond participants.
Faculty Mentoring Portfolio	
<p>Faculty Mentoring: Building Capacity Through Best Practices Workshop</p>	<ul style="list-style-type: none"> • ~56% of attendees completed an online assessment within a week of participation. A large majority of respondents reported finding <i>value in the workshop materials</i> and in <i>making connections with other leaders</i>. • Responses pointed to the need to build faculty mentoring capacity in new areas of professional development (e.g., <i>getting to know the institution, understanding P&T, developing professional networks</i>). • Attendees identified several areas of need for institutional support to <i>broaden mentoring access and inclusion, increase evidence-based mentoring training, promote mentoring accountability, and increase recognition of mentoring</i>. • Attendees recognized a range of strategies (e.g., workshops, online resources, networking events) would be valuable to implementing institutional resources for faculty mentoring. • Anecdotal evidence points to workshop impact on college/department conversations, policies and practices. Three deans invited departments to review/revise policies and practices following the event. Some departments adopted CoSM policy/practice materials shared at the event.
<p>FaME Summit</p>	<ul style="list-style-type: none"> • ~20% of attendees completed online evaluation within 2 weeks of the event. • Evaluation respondents perceived strong <i>value in attending, were glad they made time to attend, and expressed interest in attending future mentoring programs</i>. • Speaker presentations were extremely well received. All speakers/workshops were perceived to have: <i>been engaging, offered valuable resources, and changed attendees' way of thinking about mentoring</i>. • Anecdotal outcomes included <i>awareness of innovative faculty mentoring programs already offered at WSU and new collaborations to broaden impact of those programs</i>.
<p>Faculty/STEMMS Women Mentoring Circles (2 parallel programs run in tandem)</p>	<ul style="list-style-type: none"> • WSMC program evaluations are maintained through a separate (faculty sponsored) unit and are not available to FD&L. Summary presentations of program outcomes shared at WSMC recruiting events point to numerous benefits, including increased productivity, increased community, and increased intentions/success submitting dossiers for P&T, particularly among mid-career participants who had previously not committed to advancement. • FMC program evaluation will begin Spring '19. Because the program parallels that of the WSMC, benefits are anticipated to be similar across the programs.

Ad Hoc Programs	
Mid-career Book Group	<ul style="list-style-type: none"> • (~80%) submitted completed surveys at the end of the event. • Overall, respondents were very positive about the event. 100% of respondents indicated that the event met (25%) or exceeded (75%) their expectations. • Respondents gained knowledge in all three primary areas of faculty development, including teaching (50%), scholarship/research (50%), service (100%), work-life satisfaction (100%), and career development (100%). All participants reported gaining knowledge in more than one area of faculty development. • 100% of respondents indicated they met new people at the event. Respondents unanimously agreed they would <i>definitely recommend</i> the program to other faculty and were <i>definitely interested</i> in attending a future book-group on topics related to mid-/senior-career development. • Among the most valuable outcomes, participants reported: “That I need to spend time thinking about my career and planning a way forward,” “[the difference between thinking about career planning in terms of] trajectory vs. milestones,” and “Creating questions on what should I be doing.”
Presentations/Workshops	<ul style="list-style-type: none"> • Evaluations maintained in other units (e.g., HR’s Wright Leader Academy) point to positive outcomes for attendees, including <i>increased leadership/mentoring skills, increased intentions to engage in inclusive leadership/mentoring practices, and increased interest in faculty peer-mentoring.</i> • Anecdotal evidence of impact includes post-presentation outreach to FD&L to identify additional resources, referrals of other units/individuals to FD&L for resources.
Consulting/Coaching	
Individual Consults	<ul style="list-style-type: none"> • Formal evaluation is not available for individual consulting outcomes. Anecdotal evidence of impact is evidenced in personal communications expressing gratitude and professional outcomes from those receiving support (e.g., positive decision-making outcomes, conflict resolution, identification of new/valuable resources, personal insights into professional development goals).

Response/Action Plan:

Available quantitative and qualitative evidence point to the strong value and impact of FD&L faculty development initiatives. A modest increase administrative support (e.g., event planning, communications, website development/maintenance) would allow the director to dedicate more time to resourcing, developing and delivering quality programs that broaden engagement. The director for FD&L will work to expand methods for formally assessing programs to demonstrate broader impacts of programs and resources on faculty and institutional outcomes.

Providing avenues for third-party confidential coaching can be critical to the success of faculty who may be encountering challenging climate issues or professional dilemmas. While the impact of individual/unit consulting has not been directly quantified, responsive and confidential support for individual and departmental faculty development needs is nevertheless valuable to individual and institutional success. This is especially true regarding the retention of under-represented faculty; research suggests under-represented faculty develop fewer internal mentoring relationships and therefore rely more on people beyond their departments when seeking developmental support.

Success Outcome 2:

FD&L has *increase institutional capacity for inclusive and effective academic leadership, by: developing and communicating resources for leadership development; promoting community/peer-mentoring among academic leaders; co-founding an alumnae group for WSU's HERS attendees; and, launching the Womxn's Leadership Network initiative.* The purpose of FD&L's leadership initiatives is to *engage current and aspiring leaders in professional development that supports leadership skill development, leadership succession, and effective leadership outcomes in support of WSU's mission.*

- In collaboration with (then) Associate Provost for Faculty & Staff Affairs Berberich, the director for FD&L launched monthly informal meetings with Associate Deans and Chairs (~21 meetings between FY 2016 and FY 2018). Attendance was voluntary. These meetings aimed to increase sharing of best-practices among leaders, promote peer-mentoring/community among academic leaders, and increase opportunities for communication with senior administration. This program was sunset during recent leadership transitions.
- Upon returning from attending the HERS Institute (Denver, Summer '15) the director for FD&L collaborated with two other attendees to identify HERS alumnae at WSU and create an informal HERS @ WSU Alumnae network. Each year new alumnae are invited to join the group and meet informally for professional/leadership development support. The director manages communications with the group and develops opportunities for group meetings. The alumnae also support the Women's Center's efforts to recruit applicants for WSU's internal HERS candidate selection process, attending recruiting events and supporting candidates in the application process. Recently this group has established a WSU Foundation fund to raise funds for regional networking events to promote networking with HERS alumnae at other nearby campuses (e.g., UD, Univ of Cincinnati). The purpose of the HERS @ WSU Alumnae group is to provide sustained opportunities for internal and external networking and leadership development for these alumnae.
- Drawing on feedback/interest from multiple sources, FD&L began to develop and implement a new initiative to support inclusive leadership for women at WSU – the Wright Womxn's Leadership Network (WxLN). In Spring '18, FD&L developed and delivered the Womxn's Leadership Networking Breakfast to launch the network (with external funds from HERS Institute and ACE Women's Network of Ohio). The breakfast event (with welcome address by Pres. Schrader) was structured to emphasize networking among current and aspiring womxn leaders; discussion was co-facilitated by HERS alumnae Jennie Buckwalter (CoLA) and Stephanie Goodwin (FD&L). Following the event, all WSU womxn in full-time faculty/staff roles were invited to join the WxLN by completing an online registration survey. WxLN members receive monthly newsletters announcing programs and early registration for WxLN sponsored events. In Fall '18 FD&L developed and delivered the first WxLN Speaker event, presentation by Dr. Donna Chrobot-Mason, Director of UC's Women Lead program. FD&L partnered with the President's Office to host the President's Inclusive Leadership Reception, to further promote internal community and networking for womxn leaders along with the guest speaker. In FY 2019, FD&L is partnering with Interim Librarian Sue Polanka to offer monthly WxLN Meetups for regular and informal networking. In Fall '18, FD&L funded registration for a faculty member (CoLA) to attend the ACE Women's Network of Ohio's annual meeting. The purpose of the WxLN initiative is to

deliver resources supporting the engagement of a diverse group of WSU womxn in leadership development activities and to promote their future leadership advancement.

- The director for FD&L promotes awareness and engagement in leadership initiatives/resources primarily through e-mail communications and, as appropriate, announcements on the WSU calendar. FD&L maintains a password protected SharePoint site for deans and chairs to share resources/calendars provided by senior leadership. In FY 2019, the director for FD&L initiated a monthly WxLN Newsletter (4 issues to date) to promote engagement in this specific initiative. The newsletter is developed by the director and distributed to all WxLN members by direct e-mail. Communication lists for leadership activities are developed and maintained by the director with support from HR. In Fall '18 FD&L launched social media pages (Facebook, Twitter, LinkedIn) for the WxLN initiative. Responding to needs expressed by current chairs, FD&L undertook a partnership with HR and CaTS in FY 2018 to develop a "Chairs Checklist" and to create a new webpage—*Chairs and Deans Toolkit*—supporting the onboarding of new chairs. The website is a collection of useful links and informational resources of relevance to academic leaders' management responsibilities (e.g., budget management, employee pay, etc.). The purpose of all marketing, communication and website-development efforts for leadership is to increase the engagement of current and aspiring leaders with (internal and external) resources.

KPI 2.1: Current (and aspiring) leaders' engagement/participation in leadership development resources, programs, and events.

Result: Evidence of leadership development engagement.

Current and Previous Programs	
ADC Office Hours with Assoc Provost Fac/Staff Affairs	<ul style="list-style-type: none"> • 21 meetings (roughly monthly, during Spring/Fall academic terms, FY 2016 thru FY 2018) • Attendance rates range from 4 to 20 academic leaders per meeting; typical attendance = 10-12 leaders from multiple colleges; participation highest among newer chairs.
HERS Alumnae Network	<ul style="list-style-type: none"> • Initial engagement = 10 alumnae; current engagement = 13 (of possible 14) • Alumnae meet 2-4x/academic year for informal networking events
Womxn's Leadership Network Initiative (WxLN)	
WxLN Newsletters	<ul style="list-style-type: none"> • 4 newsletter distributions <ul style="list-style-type: none"> ○ Initial mailing to all FTE womxn faculty & staff to invite registration for the WxLN (N=1,025); number opened/read: n=352; total visits: N >1k • 3 targeted mailings to WxLN registrants (N=100 to 125 recipients, increased over time with increased registration); on average, 72% of newsletters were read; total number of visits/readings across 3 mailings: N=756
Social Media	<ul style="list-style-type: none"> • Data not yet available.
Womxn's Leadership Network Registration	<ul style="list-style-type: none"> • Current registration is 140 (32% faculty, 68% staff; ~13% of eligible participants). Sixteen percent of registrants identify as URM, 20% currently occupy leadership roles ranging from director, dept chair, deans, and executive leaders.
Womxn's Leadership Network Breakfast (April '18)	<ul style="list-style-type: none"> • 80 womxn registered within one week of program announcement; a waiting list of 6 individuals was maintained

	<ul style="list-style-type: none"> • 70 womxn attended the 90-min event (on the Th before Spring classes ended)
Womxn's Leadership Network Speaker (Sept '18)	<ul style="list-style-type: none"> • 56 womxn registered (all members of the WxLN) • 37 attendees (including 2 on-site registrants); ~40% faculty, ~60% staff
President's Inclusive Leadership Reception (Sept '18)	<ul style="list-style-type: none"> • 1 event in tandem with WxLN Speaker • 29 RSVP'd, 28 attended • Attendance 25 womxn leaders including from senior leadership/cabinet members, deans, chairs, assoc deans/chairs and unit directors
WxLN Meetups (with University Libraries)	<ul style="list-style-type: none"> • 3 meetings Fall '18 (Sept, Oct, Dec) • Attendance ranged from 6 to 16
ACE Women's Network of Ohio	
	<ul style="list-style-type: none"> • Director currently serves as institutional representative to ACE WNO, a role that includes expectations to promote women's leadership development and success through networking and related activities. • In Fall '18, FD&L director sponsored 1 faculty member (CoLA) to attend ACE WNO for the first time.
Communications/Online Resources	
ADC Web Resources	<ul style="list-style-type: none"> • All deans, associate deans, and chairs (~50 leaders) have password-protected access to the SharePoint site for distribution of resources/administrative leadership calendars. • The Chairs and Deans Toolkit website is open access and is maintained with support from CaTS/HR.

Response/Action Plan:

Overall reach and engagement in FD&L's leadership resources has been extensive relative to the population of faculty/staff/current leaders. The HERS alumnae effort has recently gained visibility at other regional campuses, prompting collaboration between our campuses (UD, Univ of Cincinnati) to promote opportunities for HERS alumnae to network across campuses. The director for FD&L will continue to develop these and other networking opportunities to further promote engagement in internal and external professional networking.

Strong positive response and participation in the WxLN point to two important institutional needs: 1) the need to provide programming that bridges leadership development for faculty *and* staff (and therefore reduces silos), and 2) the broader need to promote programming that engages under-represented current/aspiring leaders. The director will continue to explore new avenues for funding leadership development programs that address these specific needs to promote and increase inclusive engagement in these programs.

The director for FD&L is currently working to develop additional online resources for leadership development. In addition, the director will leverage WxLN participants invite their engagement in developing future WxLN programming. The director for FD&L will continue to seek low- and no-cost strategies to increase the director's capacity to offer new leadership programs, including internal partnerships to develop and deliver cross-unit resources that increase efficiency and enhance program reach.

KPI 2.2: Program/event participant feedback for faculty development resources, programs and events.

Results: Evidence of leadership development impact.

Current and Previous Programs	
ADC Office Hours with Assoc Provost Fac/Staff Affairs	<ul style="list-style-type: none"> • Formal assessment was not conducted for this program. • Anecdotal evidence/informal meeting notes point to the benefits of the meetings for connecting more senior leaders with those newer to these roles for peer-mentoring. • Additional outcomes include responsive support to academic leaders and identification/support for unmet leadership development needs (e.g., the new chairs checklist).
HERS Alumnae Network	<ul style="list-style-type: none"> • Formal assessment is not conducted for this program. • Anecdotal evidence of impact includes peer-mentoring among members of the group. • Alumnae have supported WSU's internal applicants to the HERS program in revising their materials and supported new HERS participants in preparations for attendance. Anecdotal evidence suggests this support improves applicants' understanding of the process, enhances the quality of their applications, and promotes peer-mentoring among alumnae and those who apply.
Womxn's Leadership Network Initiative (WxLN)	
WxLN Newsletters	<ul style="list-style-type: none"> • Formal assessment of the perceived value of these communications is planned for later in FY 2019. • Anecdotal evidence of value is evidenced in informal communications with the director regarding the quality of the materials and the value of receiving updates about network activities. • Across newsletters, about 10% of readers have clicked on links to external resources (e.g., readings, websites) suggesting readers benefit from additional development materials distributed in the newsletters.
Social Media	<ul style="list-style-type: none"> • Data not yet available.
Womxn's Leadership Network Registration	<ul style="list-style-type: none"> • Formal assessment of the perceived value of the network is planned for later in FY 2019 • 40% of registrants expressed a <i>willingness to participate in developing programs for the network</i>. • ~70% expressed a <i>need for leadership mentoring</i>. • ~90% expressed a <i>need for programming to build leadership skills</i> (e.g., managing conflict in the workplace, developing leadership presence, navigating workplace gender bias).
Womxn's Leadership Network Breakfast (April '18)	<ul style="list-style-type: none"> • ~98% of attendees completed formal program evaluation. • Perceived value of the program was unanimous (100% of attendees indicated <i>program met/exceeded expectations, would recommend program to others, and were interested in attending future events</i>). • Professional outcomes included: <i>gaining new knowledge, making new connections, strengthening existing relationships, and feeling valued/recognized/higher level of belonging</i>. • Anecdotal evidence of program impact included the <i>lively level of discussion, active engagement in larger group discussion, and the number of attendees taking selfies/group photos to share with others on social media after the event</i>.

	<ul style="list-style-type: none"> • Many attendees expressed gratitude for delivering the program; staff commented explicitly that they appreciated being included.
Womxn’s Leadership Network Speaker (Sept ’18)	<ul style="list-style-type: none"> • ~95% of attendees completed an evaluation of this program. • Perceived value of the program was near unanimous (all but 1 participant reported <i>met/exceeded expectations, would recommend program to others, and interested in attending future speaker events</i>). • Professional outcomes included: <i>new knowledge/understanding of gender issues in leadership; feeling valued/belonging</i>. • Anecdotal evidence of impact included the high number of participants (about 25%) who remained after the event to continue networking with others or meet the speaker.
President’s Inclusive Leadership Reception (Sept ’18)	<ul style="list-style-type: none"> • Formal assessment was not conducted for this event. • Anecdotal evidence of impact included the lively level of discussion and networking among womxn leaders who only met for the first time at the event; personal communications to the director for FD&L expressing gratitude (including handwritten thank you cards) for organizing the event. One such response noted the event gave her “hope that things [on campus] are going to change.”
WxLN Meetups (with University Libraries)	<ul style="list-style-type: none"> • Event assessment is not conducted for this program. Formal assessment of perceived value of the meetups is planned for later in FY 2019. • Early anecdotal evidence of impact includes strong discussion among faculty and staff attendees and connections among attendees after the event. • Staff attendees continue to express strong gratitude for inclusion in this programming.
ACE Women’s Network of Ohio	
	<ul style="list-style-type: none"> • The director of FD&L’s role as ACE WNO Institutional Representative afforded a successful request for funding for the WxLN breakfast. • The faculty member who received sponsorship from FD&L to attend ACE WNO’s annual meeting expressed several positive outcomes, including a greater sense of resources available to support her own leadership development.

Response/Action Plan:

Formal feedback for leadership development events has been strongly positive, suggesting great value in the resources for attendees. In FY 2017, the director collaborated with HR to deliver a focus-group assessment to academic leaders. Participation in this process was unfortunately challenged by coincidental announcement of campus budget cuts which drew attention away from this opportunity. A follow-up survey, to be delivered online, was developed in collaboration with HR’s (then) Talent Management director (Jennifer Kostic). Distribution of the survey was postponed when resources for delivering programming (HR staff reductions, reduced budget for external resources) suggested neither HR nor FD&L would have capacity for timely response to any needs identified by the survey. The director for FD&L is committed to implementing leadership development needs assessment as institutional capacity and leaders’ interest in participating in development programs increases.

Additional Outcomes

The director for FD&L has undertaken additional efforts to promote assessment of faculty development needs through group and individual conversations with deans and chairs. In FY 2017, the director met with all department chairs individually to better understand idiosyncratic unit-level needs for faculty development. Results of these meetings included connecting department chairs with new resources,

and development of the successful *Write it Up!* program to support faculty writing productivity. The director has a strong scholarly background in survey research methods/analysis and has begun to resource and develop tools for formal, campus-wide faculty/leadership needs assessment. The director is working to build support for implementing campus-wide needs assessment by FY 2020.

The director for FD&L also serves as an institutional representative (Vice Chair of the Advisory Board) to the OH-Western PA-West VA Higher Education Recruiting Consortium (HERC). In FY 2018, the director was instrumental in connecting WSU's Office of Equity & Inclusion with HERC leadership, resulting in WSU becoming the institutional host for this regional HERC. This outcome affords greater benefit from participation in the HERC for faculty and leaders on our campus and will raise WSU's visibility in future efforts to promote inclusive hiring.

As Institutional Representative for the ACE Women's Network of Ohio, the director recently shared outcomes from the WxLN initiative with other IR's at the annual meeting. Several IRs have contacted the director in follow-up to this meeting to seek more information about the successes of our program.

Concluding Remarks:

FD&L offers a comprehensive portfolio of initiatives and resources that complement other WSU resources, closing important gaps in faculty/leadership development unmet elsewhere on our campus. Strong engagement in FD&L initiatives coupled with extremely positive formal and informal feedback point to the value and importance of these initiatives for our campus. The impact and breadth of these initiatives would be greatly enhanced by modest institutional investment, including investment in: *administrative support* to afford greater program/collaboration capacity; *operating expenses* for participant incentives, print marketing and external speakers; and *institutional research resources* to support effective campus-wide faculty needs assessment.

Investing in needs-based faculty development initiatives will play an important role in redressing current challenges to faculty morale, enhancing faculty belonging and supporting faculty retention. FD&L is well-positioned to support efforts to improve faculty morale and engagement through collaborative initiatives that enhance inter-disciplinary networking, faculty/leader collaboration and community-building.

Investing in faculty and leadership development initiatives is even more important to our institution's success as we look to rebuild and return to hiring new faculty. Strong faculty and leadership development initiatives, particularly broad support for faculty mentoring and advancement, will ensure institutional success in recruiting, retaining and advancing excellent faculty and leaders. Faculty success is the foundation of student success; investing in our faculty at this critical juncture in our institution's recovery will provide the foundation for ensuring our faculty can thrive within and beyond the classroom.