

CONFERENCE EVALUATION

Summary of Findings: Pre-Conference and Post-Conference Surveys

**NSF Women in Engineering Leadership Institute:
The Advanced Leadership Workshop
Syracuse, NY**

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Summary of Findings
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INTRODUCTION

This report presents pre- and post-conference survey results for the NSF Women's Engineering in Leadership Institute's Advanced Leadership Workshop held in Syracuse, New York in October 2004. This conference is part of a larger series of conferences sponsored by the Women in Engineering Leadership Institute, whose primary mission is to facilitate institutional change from the "grass roots" and to ensure that a larger pool of women engineering faculty is ready to enter the academic administrative ranks. As part of this mission, the conferences are designed to ensure that women have equal access to the knowledge, preparation, and mentoring required for assuming leadership positions by fostering the training and networking of women across all types of academic institutions.

The series of conferences, funded by the National Science Foundation, the University of Utah, the University of Texas El Paso, the University of Connecticut, Guelph University, Canada, Syracuse University, Louisiana State University, and the University of Central Florida includes two professional development conferences for women engineering faculty interested in exploring academic leadership opportunities; one advanced leadership workshop for women engineering faculty who are seeking more advanced, specialized training; one summit to bring together professionals from academia, industry and government; and the establishment of a virtual (digital) presence for the Women in Engineering Leadership Institute as a web site¹ to highlight the professional development conferences, provide information on electronic mentoring, disseminate training materials and assessment results, and provide links to other similar organizations.

This conference assessment was prepared for the **Advanced Leadership Workshop**. All of the conferences are modeled in the style of the Gordon Conferences, with daily activities and discussion forums. The mission is to inspire women in engineering to careers in academic leadership. While different themes may be emphasized, all of the conferences and workshops are intended to assist participants in examining various leadership models, roles and positions in academia, responsibilities of leadership positions, and the types of skills needed for such positions. The conferences and advanced workshop are organized to include several common modules geared towards disseminating basic and more advanced information on:

- The types of leadership roles, both positional and non-positional, that can be assumed and the individual career paths that can be taken toward these leadership roles;
- The development of a network to encourage and enhance relationships that will extend beyond the meeting; and,
- Exposure to the types of skills needed for successful leadership.

¹ <http://www.weli.eng.iastate.edu/index.asp>

One of the key features of each of the Leadership Conferences is the inclusion of current or past women engineering leaders as speakers and panelists. The inclusion of speakers with firsthand experience was a highlight of the 1st Women in Engineering Leadership Conference held in October 2000. The hosting institution for each conference is responsible for the development of specific regional theme activities and coordinating the logistics of the conference.

The Syracuse Advanced Leadership Workshop program was identified as a key need at the October 2000 Women in Engineering Leadership Conference. At the wrap-up session, participants expressed a strong desire for greater technical training and discussion in specific leadership areas. Conference speakers talked about new ways to approach academic leadership and participants wanted an opportunity to learn more about alternative forms of leaderships. To accomplish this next level of training, the Advanced Leadership Training Workshop was developed in which the general theme of transformative leadership was examined through use of discussion groups and facilitated case studies. Discussion topics focused on alternative leadership styles, visions and the interaction between leadership and institutional transformation.

The conference began with a facilitated session on leadership training followed by two afternoon panel sessions expanding on alternative forms of leadership style and how to develop a leadership vision. In the evening, participants were organized into facilitated groups designed to enrich networks among women. The following day, presentations included discussions on leadership and diversity and interactions between leadership and institutional transformation. A total of 29 women attended the conference with nearly every field of engineering represented (Table 1). Women were selected based on nominations from deans, chairs, and participants from the 1st Women in Engineering Leadership Conference in 2000. Everyone who applied to the conference was accepted. In terms of nominations, future conferences should focus on using the previous participants and chairs to circulate conference information. While some deans did respond, the majority did not and the organizers had to call and request candidates multiple times.

Table 1. Participants by Eng. Fields

Field	Frequency	Percent
Civil & Envir.	6	20.7
Electrical	6	20.7
Chemical	6	20.7
Eng. Sci	5	17.2
Other ¹	6	20.7
Total	29	100

¹ Fields with fewer than four participants were collapsed to protect the confidentiality of responses. Collapsed fields include Computer Science, Mechanical Engineering, Biomedical Engineering and Industrial Engineering.

Conference attendees were surveyed twice: once before the conference and once after the conference. Eighteen of the 29 attendees completed the pre-conference survey and 24 of 29 attendees completed the post-conference evaluation survey. This report summarizes the results of the pre- and post-conference surveys. Suggestions for modifying the next leadership conference are also discussed.

PRE-CONFERENCE SURVEY

The pre-conference evaluation survey was divided into two main sections: demographic and personal assessment and questions aimed at eliciting perceptions of leadership issues and expectations for conference outcomes. Many of the questions involved respondents providing extended answers; the extended responses can be found in Appendix A.

Demographics

From the pre-conference survey (Table 2), 80% of the participants were married with approximately 56% reporting one or more children. Every participant's father worked fulltime and slightly more than half (56%) had a working mother. Approximately 81% of the conference participants attended public high school. Sixty-nine percent identified themselves as full professors. When asked to characterize their home institution, 18% identified their campus as a primarily a teaching university, 31% as a balanced teaching and research institution, and 50% as primarily a research university.

Table 2. Participant Demographics

Demographic	
Married (% Yes)	80
Have 1+ Children (% Yes)	56
Father Worked Full-Time (% Yes)	100
Mother Worked Full-Time (% Yes)	56
Attended Public High School (% Yes)	81
Full Professors (%)	69
Type of Institution (%):	
Primarily Teaching	18
Balanced Teaching-Research	32
Major Research Campus	40

Leadership Profile

Participants were asked a number of questions designed to elicit perceptions related to future aspirations and training resources, including mentoring. Only 31% of the respondents (5 participants) indicated they had a mentor to assist them in career advancement. The majority of participants indicated they did not feel they had adequate resources and/or a career plan for developing leadership opportunities.

Table 3. Career-Advancement Preparation

Aspect	
Have a Mentor (% Yes/No)	31/69
Adequate Resources and a Plan for Meeting Leadership Objectives (% Yes/No)	19/81

Attendees were also asked to identify their current leadership role (Table 4). The majority of attendees currently held positional leadership roles such as dean or department chair, with 13% reporting that they were influential on their campus in a non-positional role (e.g., recognized as an outstanding teacher or researcher). The majority of participants also assessed themselves as leaders and nearly 70% had participated in some form of prior leadership training. In an open-ended question, 22% of the participants indicated that their prior leadership training was aimed at improving communication skills (22%), developing negotiation skills (22%), and/or developing networks (56%). It is interesting to note that the majority of participants identified developing networks as a form of leadership training.

Table 4. Leadership Profile

Aspect	
Type of Current Leadership (% Positional/% Non-Positional)	87/13
If Positional,	
Associate Dean/Associate Dept Chair (%)	21
Dept. Chair (%)	29
Research Center Director (%)	36
Dean/Associate Provost (%)	14
Consider Yourself a Leader (% Yes)	75
Have Participated in Leadership Training (%)	69
Most Useful Aspect of Prior Leadership Training:	
Communication Skills (%)	22
Negotiation Skills (%)	22
Networking (%)	56

With respect to participant goals and aspirations for future leadership (Table 5), the number of responses to this question were very limited (N=15) and ranged from improving individual leadership skills (presumably with a longer-term goal on leading) to making a difference at their home institution. The majority of participants expressed the need for learning more about the types of leadership roles and positions in academia and the range of skills needed to be successful in these positions. As one participant noted, *“I’m not sure, but I’m trying to find out through my most recent experiences at AdvanceVT Program and the WELI conferences. I am trying to figure out what it means to take on a leadership position and if I can acquire to skills to be one.”*

Table 5. Personal Leadership Goals and Aspirations

- Advance career in administration (N=3)
- Make a difference (N=3)
- Improve individual leadership skills (N=3)
- Unsure (N=6)

Finally, participants were also asked to identify the three most important characteristics of good leadership. Table 6 summarizes the responses into three categories in order of most responses received. The first category represents indicates those characteristics noted by the most participants, with second and third categories of characteristics each being identified by fewer

participants. The characteristics most often identified in association with good leadership were good communication skills, both as listener and a converser, personal values that included honesty and fairness and being willing to set an example of ethical behavior, the ability to make and implement informed decisions, and having a programmatic or collective vision.

Other key characteristics noted by participants included being a respected scholar, having an ability to foster consensus and build teams, being able to foster faculty development, and having respect for a broad range of faculty talents within the department. A few participants also noted good organizational skills, dedication, persistence and high energy as characteristics of good leadership.

Table 6. The 3 Most Important Characteristics of Good Leadership

<i>Identified by 10 or more Participants</i>
- Good communicator/listener
<i>Identified by 5 to 10 Participants</i>
- Honest/Fair/Ethical/Strong Values/Confident
- Ability to make and implement informed decisions
- Has a vision
<i>Identified by 5 or fewer Participants</i>
- Able to foster consensus/build teams
- Respected in the research field
- Interested in facilitating faculty development
- Respects balance of faculty talents
- Organized
- High energy
- Dedicated
- Creative
- Willing to be accountable

Conference Outcomes: Expectations and Perceptions

Attendees were also asked to identify two specific outcomes participants desired from the conference (Table 7). The responses (provided in Appendix A) generally fell into the categories used to classify responses to earlier WELI conferences. Nearly all participants identified some aspect of career advancement as one, and sometimes both of the desired conference outcomes. The majority of participants also identified development of leadership skills as the one of the most important outcomes desired. A very small number of participants identified greater knowledge about administrative skills as one of the two desired outcomes.

It is interesting to note that despite most participants reporting they were currently in positions of leadership (Table 4), the majority of responses still reflect a need for additional networking and a better understanding of the pathways to leadership positions and of the contributions and rewards associated with upper administration. Many participants expressed a need for increasing their understanding of how to best match their skills to positions and a need to better understand how to formulate an effective career plan.

Table 7. Briefly describe two specific conference outcomes you would like:

CATEGORY	EXAMPLE OF PARTICIPANT RESPONSES
<p>CAREER ADVANCEMENT (N=18)</p>	<p><u>Networking and Mentoring:</u> “National networking with women engineering leaders...”</p> <p><u>Pathways to Administration:</u> “Advice on ways to facilitate [one’s] career path to line management [and] how to make appropriate connections.”</p> <p><u>Understanding Administrative Jobs:</u> “Learn more about how effective leaders operate and [develop a better understanding of] why one would be interested in holding an upper-administrative position.”</p>
<p>LEADERSHIP SKILLS (N=10)</p>	<p><u>Mobilizing Faculty:</u> “I would also hope to come away with one new idea on promoting efforts with my faculty.”</p> <p><u>Principles of Effective Management:</u> “Understanding the skills [necessary] to succeed in an academic leadership position [and] understanding my own assets and deficiencies in terms of succeeding as a leader.”</p>
<p>ADMINISTRATIVE SKILLS (N=3)</p>	<p><u>Practical:</u> “How [not] to let the stress of the job affect your performance.”</p>

Participants were also asked to identify one question they would like discussed by current administrators during their respective panel sessions (Table 9). Participants were looking for information related to the types of leadership skills administrators relied upon to motivate change and the ways in which different leadership styles and skills could be organized. Participants were also interested in the trade-off’s between a successful research career and a successful administrative career.

In addition to the career advancement/leadership questions, there was also a category of questions that might be labeled as “Best Practices.” In these questions, respondents were looking for successful strategies leading to change that could be transferred to their home campuses. In addition, several of the responses were aimed at, for example, soliciting information about successful strategies for handling negotiations or difficult faculty. It is somewhat interesting that although the majority participants were already in an administrative position, many still had questions about basic skills development.

Table 9. Identify one question you'd like discussed by current administrators:

CATEGORY	EXAMPLE OF PARTICIPANT RESPONSES
LEADERSHIP SKILLS	<p><u>Leading Change.</u> “What are the primary challenges in working with all levels of the university & how do you steer a big ship towards new directions?”</p> <p><u>Principles of Effective Leadership.</u> “Discuss the differences between operational, strategic, and transformative leaders/academic administrators. (What does it take to be one type or another, do all academic units require transformative leaders, etc.)”</p>
CAREER ADVANCEMENT	<p>“[What are the] issues related to giving up technical path (research) for the administrative/leadership path?”</p>
BEST PRACTICES	<p><u>Women in Engineering.</u> “What strategies are being implemented that will achieve more diverse viewpoints among academic leadership?”</p> <p><u>Basic Skills:</u> “How [do you] deal with difficult faculty and ... criticize work without demoralizing the worker.”</p>

POST-CONFERENCE EVALUATION SURVEY

The post-conference evaluation survey was divided into three main sections: questions aimed at rating specific conference events and speakers, questions aimed at eliciting qualitative assessments related to conference goals and objectives. As with the pre-conference survey, many of the questions involved respondents providing extended answers; the extended responses can be found in Appendix B. Here, the focus is on general trends and categories of assessment.

Conference Event Ratings

Participants were asked to rate panel discussions and speaker presentations on a scale of 1 to 5, with 1 representing *Very Helpful* and 5 representing *Not Helpful*. In Table 9, the results for the panels are shown and in Table 10 for the speaker presentations. Most of the mean ratings for the panel events and speakers indicate that attendees generally found them helpful to very helpful. The leadership training, facilitated case studies, and both viewpoints and advice from the trenches on leadership were considered the most helpful talks or events. Three of the four speakers were rated as helpful to very helpful. Attendees were somewhat more neutral in their overall assessment of the discussion by John Brighton.

Table 9. Evaluation of Conference Panels/Events (N)

Event	1 <i>Very Helpful</i>	2	3	4	5 <i>Not Helpful</i>	Mean
Leadership Training	18	4	2			1.3
Viewpoints on Leadership	13	7	3	1		1.7
Advice From the Trenches	12	6	4			1.6
Getting to Know Others	6	7	4			1.9
Informal Networking	5	7	1	1		1.9
Facilitated Case Studies	13	7	3			1.6
Institutional Transformation	9	4	1			2.0
Leadership Across Context	9	6	4	1		1.9
Facilitated Chats	6	5	2	1		2.9
Fundraising	5	3	7	1		2.3

Table 10. Evaluation of Conference Speakers (N)

Event	1 <i>Very Helpful</i>	2	3	4	5 <i>Not Helpful</i>	Mean
Charlotte Kuh	5	7	9			2.2
John Brighton	1	8	8	4	1	2.8
Myra Gordon	17	2	2	2		1.5
Sue Rosser	6	10	4			1.9

Conference Outcomes

To assess conference outcomes, participants were asked in a variety of ways to evaluate conference goals and objectives. The first question on the survey asked conference attendees to describe two specific personally important conference outcomes. Nearly every participant identified some aspect of networking and/or the opportunity to assess their own leadership skills and to develop a better understanding of alternative types of leadership as the most personally important conference outcomes. Many of the participants also expressed appreciation for the way in which the conference increased their “*toolbox*” of management strategies.

With respect to networking, participants expressed significant appreciation for the opportunity to “*To meet and network with women engineering leaders*” and to have “*informal conversations with people at different levels of leadership*” that the conference afforded them. Attendees also noted the value of being able to meet “*great women leaders*” as being beneficial.

With respect to the opportunity to assess, develop, and better understand leadership skills and alternative types of leadership, participants’ spoke of how their “*awareness of different leadership styles, their characteristics, and applications*” had been increased through the conference. They also noted the importance of being able to conduct “*assessment[s] of my leadership skills*” and how the chance to learn about how “*different styles (encouraging, directing, delegating) [of leadership] are useful in different situations and now that I understand these categories, I will be more careful and cognizant in choosing my approach.*”

Participants were also asked to assess specific conference goals (outcomes) in terms of their personal experience at the conference. These results are shown in Table 11. Participants were clear that attendance had made them feel part of a stronger network of women engineering professors. Participants were in strong agreement that their understanding of leadership in academia and possible senior administrative paths had increased as a result of attending the conference. Participants generally agreed that attending the conference had increased their interest in a senior administrative position such as dean or provost. There was also clear agreement that the conference had significantly increased their interest in an academic leadership position such as center director. Conference attendees were nearly unanimous in their support for additional conferences of a similar nature.

Table 11. Evaluation of Conference Outcomes (N)¹

Conference Outcome	1	2	3	4	5	Mean
Feel Part of Stronger Network	12	8	1			1.48
Better Understanding of Ac. Leadership	14	6	3	1		1.63
Better Understanding of Admin. Paths	5	6	7	2		2.30
More Interested in Sr. Admin. Positions	6	6	11	1		2.29
Less Interested in Sr. Admin. Positions	2	9	5	8		3.79
More Interested in Leadership Positions	8	5	8	2		2.17
Less Interested in Leadership Positions	2	7	6	8		3.87
Would Encourage Others to Attend Similar Conf.	21	2	1			1.17
Would Support Holding Additional Conf.	19	3	1			1.22

¹ Scale: 1=Strongly Agree; 5=Strongly Disagree

Participants were also asked to identify those aspects of the conference they found most and least helpful. In general, responses can be organized into the broad categories shown in Table 12. In terms of the most helpful aspects, participants cited Manning and Burgess’ talks, the facilitated learning about leadership styles, and the opportunity for networking. Attendees noted that the importance of having an opportunity to “...*network with others-hearing their stories and their approaches to leadership challenges...*” was unique and had great personal meaning for many of them.

Many reported that the ability to have discussions with other women faculty in engineering and women leaders in engineering was particularly helpful to them in understanding issues related to academic leadership, “[*One of the most helpful outcomes was] the understanding that women in academic environments and women in industry share many of the same leadership challenges. Also that conferences such this, enables us to communicate our experiences; this acts both as training ground and as a mentorship environment.*”

In terms of the least helpful aspects, most participants commented on the need for more time for informal one on one discussion, “[*The array of activities was great! More flex time for side discussions would perhaps enhance the experience*”, and more time for self-reflection, “[*I needed more time within the conference setting to be self-reflective. Not hours, but perhaps a 1/2 hour each day in which participants are encouraged to process what they've heard during a writing/journalizing exercise.*” Participants also expressed a desire for more concrete activities, “[*The session by Tracey Manning was by far the most helpful. It was very concrete, and I felt I learned some things which I can use right away. Most of the rest of the conference was at the level of being inspirational or philosophical or anecdotal...*”

Table 12. Most and Least Helpful Aspects (N)

Aspect of Conference Found Most Helpful:
<ul style="list-style-type: none"> ▪ Facilitated Learning ▪ Manning and Burgess Talks ▪ Networking
Aspect of Conference Found Least Helpful:
<ul style="list-style-type: none"> ▪ Not enough informal one on one time ▪ Not enough concrete or practical training exercises/talks ▪ Not enough time for self-reflection

Note: Extended responses can be found in Appendix B.

Suggestions for Future Conferences

Attendees also offered a number of suggestions to enhance future conferences. These included suggestions for additional skills development sessions, additional information sessions, and general enhancement to the program organization (Table 13). The types of skills sessions suggested included those associated with negotiation, interviewing for upper administration positions, strategic planning, conflict resolution, and to how effectively delegate.

Possible new information sessions associated with conducting more effective meetings, more detailed discussions related to alternative pathways to upper administrative positions (e.g., Provost and Dean), how to identify potential administrative positions and assess the degree of “fit” between the candidate and the institution, and how to lead through change.

Participants also provided program organization suggestions that included providing more informal time for one on one discussion, compiling the narratives of conference speakers, and placing greater emphasis on concrete skills development. In particular, participants noted that, a concrete session on interviewing, for example, in which information related to the types of resources bargained for, the ways in which fit can be dynamically assessed, and the types of questions a candidate for an upper administration position should be asking would be very helpful.

Table 13. Suggestions for Future Conferences

Skills Development:
<ul style="list-style-type: none">▪ Negotiation▪ Interviewing for Upper Admin Positions▪ Strategic Planning▪ Conflict Management▪ Delegating
Informational Sessions:
<ul style="list-style-type: none">▪ Alternative Paths to Upper Administration▪ Leading Through Change▪ How Identify and Assess Potential Positions
Program Organization:
<ul style="list-style-type: none">▪ Loosen Schedule▪ Compile Narratives▪ More Concrete Skills Development

OBSERVATIONS RELATED TO SURVEY FINDINGS

As noted in the introduction, the leadership conferences have several important objectives,

- To nurture the development of a network to encourage and enhance relationships that will extend beyond the meeting;
- To extend the understanding of the types of leadership roles, both positional and non-positional, that can be assumed and the individual career paths that can be taken toward these leadership roles, and
- To help build the types of skill needed for successful leadership.

In terms of these objectives, the conference surveys indicate that nearly all participants identified networking as a key conference outcome. Nearly every participant also identified the opportunity to assess their own leadership skills and to develop a better understanding of alternative types of leadership as the most personally important conference outcomes. Many of the participants also expressed appreciation for the way in which the conference increased their “*toolbox*” of management strategies. Participants were uniform in their assessments that they would strongly encourage others to attend such conferences and nearly unanimous in very strongly supporting additional conferences of this type.

Despite the fact that many participants already identified themselves as a leader and the majority held administrative positions at the time of the conference, in the pre-conference survey, a strong need was expressed for additional skills development. There was also a strongly expressed need for improving their understanding of career path options. In the post-conference survey, it is clear that participants felt they increased their network of role models and colleagues and increased their understanding of the types of career paths that were available to them. In terms of basic skills development, post-conference survey results suggest most participants wanted more concrete training than was provided in the conference.

The conference was clearly successful in meeting its primary goals. Attendees felt the program was well conducted; the two main suggestions were to increase the time available for networking and to develop concrete skills development sessions. In terms of future conferences, in addition those mentioned in Table 13, the following should be considered for the next conference:

- Stress that speakers cover the questions posed by the participants on the pre-conference survey. This will ensure greater feedback between speakers and attendees, and
- Consider developing case studies that will help to highlight and develop basic skills such as negotiation and delegation. This will provide greater opportunity for more directed exchanges.

APPENDIX A: PRE-CONFERENCE SURVEY RESULTS

**Extended Participant Responses to Selected Questions
NSF Women's Engineering Leadership Conference, Syracuse University**

1. Briefly describe two specific outcomes you would like to achieve from this conference:

National networking with women engineering leaders; acquisition of tools and skills for leadership

Learn more about how effective leaders operate

Understand better why one would be interested in holding an upper-administrative position.

networking, improve management skills

advice on ways to facilitate career path to line management, how to make appropriate connections

Evaluate my personal Leadership Skills and learn from the experienced leaders

(1) To better understand leadership through the opinions of other participants. (2) With the help of (1), bring some clarity to my own ambiguous feelings about possible future leadership positions.

Have a better grasp of what is involved in being a department chair or center director, and learn about timing move into administration - am I doing this too early?

-explore academic leadership issues at personal and group levels

- continue connections to WELI network and make new contacts

1. Identify some future career possibilities. 2. Enhance personnel management skills

Understanding the skills to succeed in an academic leadership position

Understanding my own assets and deficiencies in terms of succeeding as a leader

I would like an update on leadership activities - who has been appointed to positions, new contacts, new programs. I would also hope to come away with one new idea on promoting efforts with my faculty.

Networking. Strategies for improving my leadership skills

A career advancement road map; leadership skills for success.

to meet women in similar positions to myself, and to gain a little more understanding of the US academic system

I would like time to brainstorm with like-minded people options for my future. I would like to have a draft of a five- to ten-year plan for my career

Development of effective leadership strategies-shared vision and goals

How to be a creative leader while adhering to accepted practices-incorporating innovative ideas

Tips on being a successful leaders; how to let the stress of the job not affect your performance

Learn some skills to expedite the transformation process in my school

Develop a plan to meet my career objectives.

2. Identify one question you would like to see discussed by current administrators:

How to use the goal of women engineering faculty career development to drive institution priorities, resource allocation, and day-to-day decision making --- in other words, how to get past "lip service" to this goal.

How to deal with difficult faculty

How to criticize work without demoralizing the worker

delegation skills

strategies for effective leadership

What are the most expected and unexpected Challenges that they have faced

Discuss the differences between operational, strategic, and transformative leaders/academic administrators. (What does it take to be one type or another, do all academic units require transformative leaders, etc.)

Issues related to giving up technical path (research) for administrative/leadership path.

How is a leader identified?

I work with pretenture faculty a lot. They are unsure of what they can ask for and often do not request 'enough'. I would like to know what the administrators do to insure equity within their departments. Do they accept a soft negotiation from a candidate or do they nudge them toward a realistic/competitive request?

What strategies are being implemented that will achieve more diverse viewpoints among academic leadership?

What are the primary challenges in working with all levels of the university & how do you steer a big ship towards new directions?

How to streamline administrative tasks - do we need so many signatures for everything

What's the best thing you've done in the past that made a difference in how you currently handle the responsibilities of your position?

How to create an exciting working environment in which everyone has a shared vision and shard goals.

How to motivate faculty to take on tasks

How do you maintain the autonomy of the academic institutions, while, at the same time make them more responsive to the needs and plans of the country, state and municipalities ?

3. Identify one question related to diversity you would like to see discussed:

In many academic units, the senior faculty in specific research interest areas determine for that area the workload and/or resource allocation: teaching assignments, space allocation, equipment sharing, grad student assignments, etc. These senior faculty can be wise, generous decision makers or alternatively they can be self-centered, bigotted tyrants. The junior faculty can be at the mercy of the senior faculty in their area, because these are key folks when it comes to promotion and tenure evaluations. If the senior faculty in a particular area do not treat the junior faculty well, and/or the women faculty well, sometimes administrators are reluctant to chastise the powerful senior faculty. When senior faculty leadership is dysfunctional, how can the system be comprehensively changed?

How to improve representation of women and other minorities on high-powered committee and in administrative positions, without overloading these people

how to best help the women under you

how to ensure accountability, most talk a good game, but actions don't support the rhetoric

How can you be effective in leading diversity issue when you the token diversity member

What is the relationship between diversity and excellence?

How to recruit more women when the current faculty always say that hiring should be 100% merit based and gender neutral?

Is being gay (and out) a barrier to career advancement?

How do we change the environment for women i.e. how do we change the mindset of our male colleagues?

How do we promote diversity without pandering to diversity?

How do you ensure that diversity is pervasive in all aspects of the organization?

How to encourage men to be more engaged in a breadth of functions. At present it seems women are more involved in service type activities

What are the best resources for finding out about diversity strategies that were successful and long lasting?

How to create an environment where diversity is accepted and respected

What works in terms of attracting a more diverse student and faculty populations

Who should be the champion in the implementation of an initiative to diversify the faculty body?

APPENDIX B: POST CONFERENCE SURVEY RESULTS

**Post-Conference Survey – Extended Participant Responses
NSF Women’s Engineering Leadership Conference, Syracuse University**

1. Briefly describe two specific things that you consider to be personally important outcomes of this conference:

Leadership Networks/Fund Raising Skills

Be true to myself. Stop letting other people define who I am.

Networking/Seeing more senior female leaders and their perspective, abilities, traits

To meet and network with women engineering leaders, names for faculty positions we have/To learn strategies for dealing with difficult faculty, some strategies that have worked with others

Really appreciated the amount of advice dispensed. I've seen plenty of presentations about the low numbers of women at various levels, and the handwringing about potential clauses. It helped to have concrete advice, and concrete scenarios (real and imaginary) to discuss.

How important sense of self is/There are some inspiring women doing great things!

My understanding of my leadership style/General interactions amongst participants

Insights into my leadership attributes and how to match strengths with opportunities/Reaffirmations and networking

Better understanding regarding diversity needs within an academic environment (i.e. Women and underrepresented groups and where improvements could be made)/Characteristics of female leadership and discrepancies within gender leadership in an institutional environment

Awareness of different leadership styles, their characteristics, and applications/Case statements and (?) to inform others in the challenges and benefits of enhancing diversity

Networking with women leaders/Leadership skill assessment. It is crucial to understand one's leadership style to manage and change organizations

Informal conversations with people at different levels of leadership/Tracy Manning's workshop was extremely valuable to me. Having a simple framework for understanding my experience. Last session-former Dean at Syracuse (Ed) was great.

Assessment of my leadership skills/Identification of some mistakes I have made in my leadership career and recognition of ways to avoid making them again.

I have more "tools" in my pocket to handle some of the challenges of academic leadership/I have a better knowledge base with respect to my future choices concerning academic leadership positions

Tracy Manning's Transformational Leadership/Overall opportunities to hear experiences of folks more experienced than me as well as meeting and reconnecting with friends.

Meeting great women leaders/Helped me see good and not so good aspects of my institution and identify areas I can work to help improve.

New contacts made through networking/New approaches, ideas for being a more effective leader, more proactive, and more transformative.

1. (con't) Briefly describe two specific things that you consider to be personally important outcomes of this conference:

The leadership training by Tracy Manning was very helpful. The different styles (encouraging, directing, delegating) are useful in different situations and now that I understand these categories, I will be more careful and cognizant in choosing my approach. The second important outcome for me was simply the networking-I made a few friends and I think I could turn to them for advice in the future. I really liked the fundraising session too.

Networking/?

Networking/Small leadership hints

I learned to reflect on myself and appreciate my abilities/I met some fabulous people who made me laugh and enjoy life.

Motivation to develop a roadmap for my leadership development. So many women my age leading in ways that I aspire to. Need to get moving./I sense that I will be happiest in academic leadership if there is a link to students, primarily graduate students.

Many useful thoughts shared on women leadership/Networking opportunities

Meeting other successful women/Understanding leadership styles.

2. What aspect of the conference did you find most helpful:

Academic Leadership Assessment (Tracey Manning's)

Hearing from strong successful African American women was powerful. Both Gordon and Burgess presented such a strong sense of being who they are.

1) Understanding my own personal style in a more depth-setting support/validation for my accomplishments (which is not freely given in my home institution) (2) I was a little surprised to see how much I already knew or had already experienced, this was successfully navigated-this was confidence building. (3) The more in-depth discussion on diversity issues expanded my thinking.

networking with other women leaders

Concrete advice/Seeing old friends, network opportunities

networking, self reflection

learning about myself through training and group discussions

Presentations by Norma Burgess, Suzanne Fortier, Peg Hesmann, Beulee Watford and Myra Gordon. I felt that their information was useful within all disciplines.

Non-engineering expert speakers for training and information/Personal insights of engineering leaders

The understanding that women in academic environments and women in industry share many of the same leadership challenges. Also that conferences such as this, enables us to communicate our experiences; this acts both as training ground and as a mentorship environment.

Networking opportunities and leadership tracking. In addition, the talk on diversity issues was very helpful.

The networking with others-hearing their stories and their approaches to leadership challenges

Presentations with How To's. For example, Dr. Gordon gave a wonderful, inspiring talk. I would have preferred more this is how (the 10 things) to get the job done, instead of we were able to do it. So, can you.

Tracey Manning's leadership session.

Excellent speakers with important, useful messages.

The session by Tracy Manning was by far the most helpful. It was very concrete, and I felt I learned some things which I can use right away. Most of the rest of the conference was at the level of being inspirational or philosophical or anecdotal, and not being practical. So I felt that most of it I can't use, at least not in an immediate practical way.

Interaction with other people, listening to others' experiences and stories

Great speakers. I want to extend significant congratulations to Shobha and the organizational team for extending the "diversity" of speakers so far beyond just women.

Norma Burgess' talk.

To see what other women my age and with similar levels of research achievement have achieved. It motivates me to pursue and push forward on the ideas and vision I have. At my university, I have not been encouraged in this way. It may take more by me to push the issue.

Issues of women leadership were discussed openly and constructively.

meeting other successful women/Tracy Hanning's lecture

3. What aspect of the conference did you find least helpful:

Action Plan Development

Not enough time to interact with attendees or one-to-one basis.

too many lectures, not enough active involvement

Presentations on low numbers of women in the pipeline

views from top-not most important aspects

Going too late in the evenings/Limited time for informal discussions on issues important to attendees

While all presentations had useful information, I was not personally affected by Charlotte Koh's discussion.

The array of activities was great! More flex time for side discussions would perhaps enhance the experience.

Every aspect of the conference was great!

The speakers from the National Research Council and NSF, the Assistant Director for Engineering

I needed more time within the conference setting to be self-reflective. Not hours, but perhaps a 1/2 hour each day in which participants are encouraged to process what they've heard during a writing exercise.

I thought that we would have a completed worksheet with our leadership vision. That didn't happen.

I was expecting to walk out of here with my own personal leadership plan worked out in writing. I thought that part of the workshop would be to work this out through guided, interactive sessions

... I wish more of the conference had been practical or skills based. For example, 1) What are the best practices in hiring tenure track faculty to get gender or racial diversity? Could someone summarize them in 20 minutes? Then I could take that home and use it right away for the search committee I'm on this year. As another example: 2) can someone give a list of all the resources or perquisites which you might bargain for when you are offered the position of chair/dean/provost? How do you establish what are reasonable amounts of the various resources to ask for? Are you supposed to figure out what to ask for by meeting with people (which people?) at the institution making you the offer? Or do you call a mentor at another university? etc...I would have liked to see Kris Johnson's actual list of what she asked for in terms of resources for her unit...So these are some examples of what I mean by being concrete, instead of being philosophical. There was a lot of general advice dispensed (e.g. "You have to manage your stress level" or "You have to take other people's feelings into account") and this doesn't help me. I liked the fundraising session because that gave me some real insight into a mysterious process. And Manning's session was very practical and well done. Would recommend getting her for one of the basic leadership conferences.

I liked everything. All activities were really helpful

The conference was a bit too long-it was rather exhausting. I would narrow it down to a Fri-Sun (noon) conference, and/or incorporate more interactive sessions.

Can't really think of anything.

Dinner talks-Content and contempt were not a good match. Talks would have been more effective in a regular session.

too many talks on personal experience and too little skills training

