APPRECIATIVE INQUIRY AS A TOOL FOR DEFINING DIRECTIONS FOR INSTITUTIONAL CHANGE

WHAT IS APPRECIATIVE INQUIRY?
Move from problems/what doesn't work to what works.
What has worked in the past to build strengths and capabilities.
Appreciative Inquiry (AI) is an approach to institutional change built on the premise that what is currently working well is a valid point of departure for making improvements.

DISCOVER: CURRENT STRENGTHS IN RECRUITING
- Faculty, broadly worded position announcements
- Advertised faculty positions early in the academic year using a variety of recruitment sources
- Projected/reactivated recruitment techniques
- Involved realistic job processes
- Experienced staff, informal, and less organized process to consist, timely, and organized ways.
- Increased number of STEM faculty, especially in Math and Statistics

DISCOVER: CURRENT STRENGTHS IN CAREER DEVELOPMENT
- University resources
  - Faculty Center for Professional Development
  - Internal and external grants
- Release time opportunities
- Office of Research and Sponsored Programs support
- University-wide and external service opportunities
- Departmental resources
  - Colloquium, support
  - Opportunities for mentoring/interdepartmental research
  - Existence of female department leadership
- Faculty/family, departmental policies
- Advocacy in professional societies
- Ability to teach in areas of interest
- Satisfaction working with students

WHO PARTICIPATED?
- FOCUS GROUPS

THE "FOCUS" OF OUR FOCUS GROUPS
- Generate ideas on current strengths and future dreams.
- Faculty development
- Faculty development and learning.
- Faculty development relevant to female faculty.

APPRECIATIVE AWARD: 2006-2011
Major Goals
- Participant development and advancement of women in academic science and engineering careers.
- Increase awareness and understanding of strengths in academic science and engineering careers.
- Increase support for STEM faculty.
- Improved retention and advancement of women in academic science and engineering careers.

IN SPRING 2007, FACULTY FROM THE COLLEGES OF ENGINEERING AND SCIENCE WERE INVITED TO BE PART OF THE INITIAL STEPS OF AI AT CAL POLY.

In engineering, 40 faculty members (23 were women) out of a possible 70 participated, and in science, 19 (15 were women) out of a possible 30 participated.
Cal Poly Pomona AI Focus Group participation rates, by gender (relative to total number of faculty in each college) were 78% of the females and 50% of the male faculty in Engineering, and 79% of the females and 25% of the male faculty in Science.

THE STRENGTHS OF APPRECIATIVE INQUIRY AS A TOOL IN INSTITUTIONAL TRANSFORMATION
- Offers a starting point to generate appreciation for current organizational/departmental strengths.
- Builds on strengths.
- Creates a positive mindset toward the future.
- Focuses on what can be done rather than what is wrong.
- Generates energy and participant engagement around developing specific actions to move toward desired goals.

DESIGN: FUTURE STRATEGIES SUGGESTED BY FOCUS GROUPS

Resources
- Address faculty salary, workload, and housing concerns.
- Develop spousal placement programs.
- Design "full-time" intensity internal funding program.

More Family Friendly
- Access to Child Care Center.
- Support family-friendly policies.
- Investigate options for developing faculty friendly accommodations on campus.

Networking
- Develop network opportunities for faculty on campus and between CCP and other universities.

Recruitment
- Develop contact-based recruitment strategies.
- Engage STEM students for CSU/Columbia's Doctoral Incentive Program.
- Develop additional recruitment information to be included in job advertisement.

Continuous Needs Assessment
- Assess environment of university and STEM.
- Develop format monitoring programs in departments.

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ADVANCE at Cal Poly Pomona

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