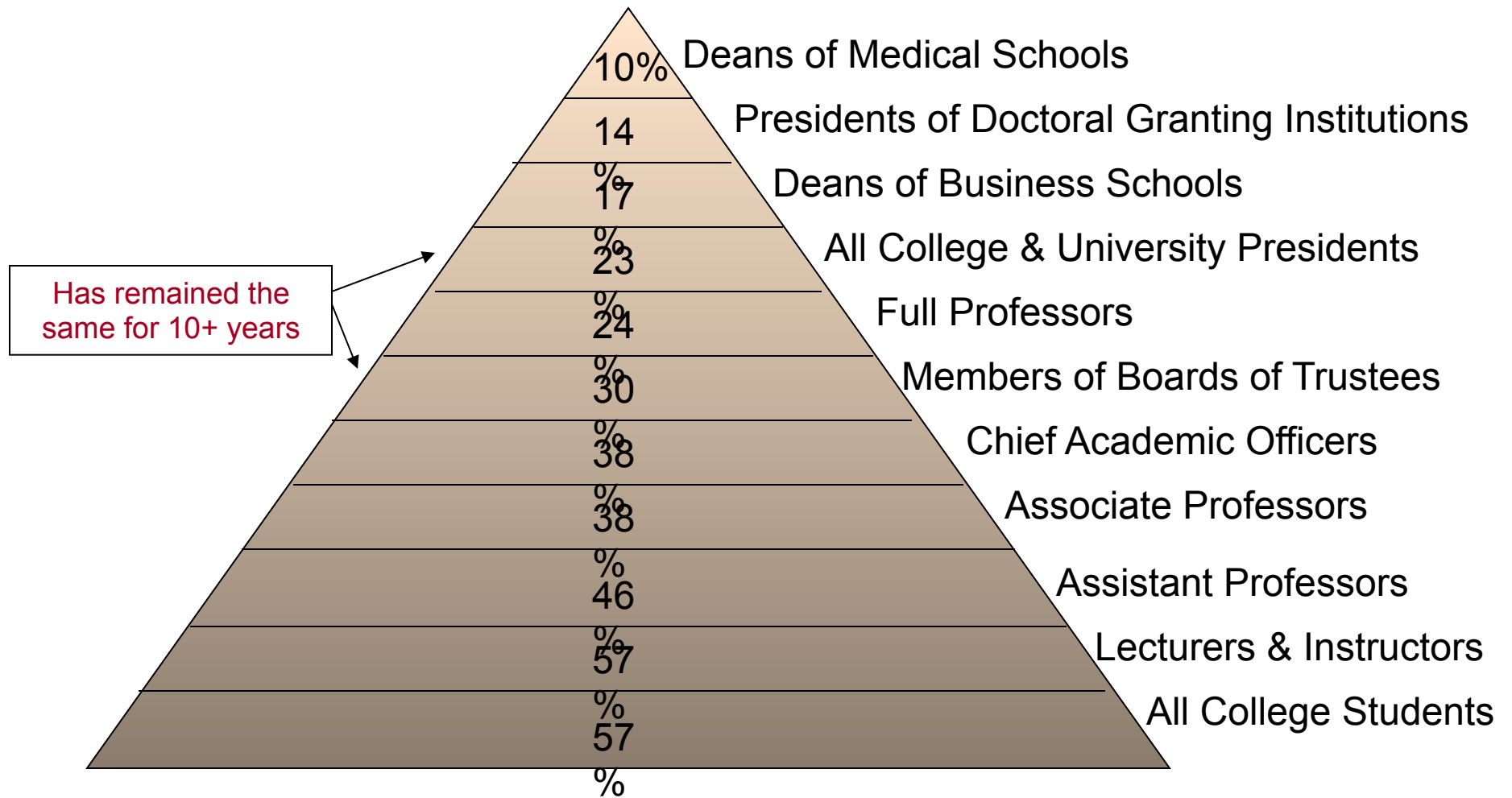

Academic Leadership Development Programs for Women Faculty

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PDW Presentation at 2013 Academy of Management
Conference, Orlando, Florida

Women in US Academic Leadership



Sources: Catalyst 2011, AACSB 2012, AAMC 2012

Why So Few?

Findings of focus groups with twenty-seven senior women faculty (including public health, engineering, medicine, nursing, music, arts, sciences, and business) at Johns Hopkins University:

- 1. Paths to leadership are slower and often blocked for women*
- 2. Leadership positions, as currently defined, are less attractive to women than to men (and increasingly less attractive to men as well)*
- 3. Women already in leadership roles are not as well recognized as men or appropriately rewarded within their institutions*
- 4. Women are more often excluded from the informal network of intellectual leadership than men.*

Source: Dominici, Francesca, Linda P. Fried, and Scott L. Zeger. 2009. So few women leaders: It's no longer a pipeline problem, so what are the root causes? <http://www.aaup.org/article/so-few-women-leaders>

What Women Faculty Need To Advance to Leadership

- Recognition that women faculty face gender-specific stressors, biases, barriers, and inequities
- Tools, resources, role models, and opportunities for advancement and leadership development
- Recognition of their leadership skills in other venues
- Systematic and multifaceted actions at all institutional levels to mitigate widespread stressors, biases, barriers, and inequities

The NSF *ADVANCE* Initiative

- Program Goal: Transform academic institutions and increase the workforce participation of women S&E faculty at all levels including leadership.
- Program components:
 - 53 Fellows awards in 2001 and 2003 (no longer offered)
 - 37 Institutional Transformation (IT) awards (plus 4 smaller awards)
 - 11 IT-Catalyst awards
 - 39 Leadership awards (no longer awarded, merged in PAID)
 - 33 Partnerships for Adaptation, Implementation and Dissemination (PAID) awards

Institutional and Geographic Diversity

- One hundred and three (103) different Institutions of higher education (76 public and 27 private)
- Seven professional STEM organizations
- Twelve Minority-Serving Institutions participation (11.6% of *ADVANCE* institutions)
 - 6 HSIs
 - 4 HBCUs (including one women's college)
 - 1 Alaskan Native-Serving Institution
 - 1 institution primarily serving persons with disabilities
- Three women's colleges (including 1 HBCU)
- Institutions and organizations in 41 States, the District of Columbia, and Puerto Rico

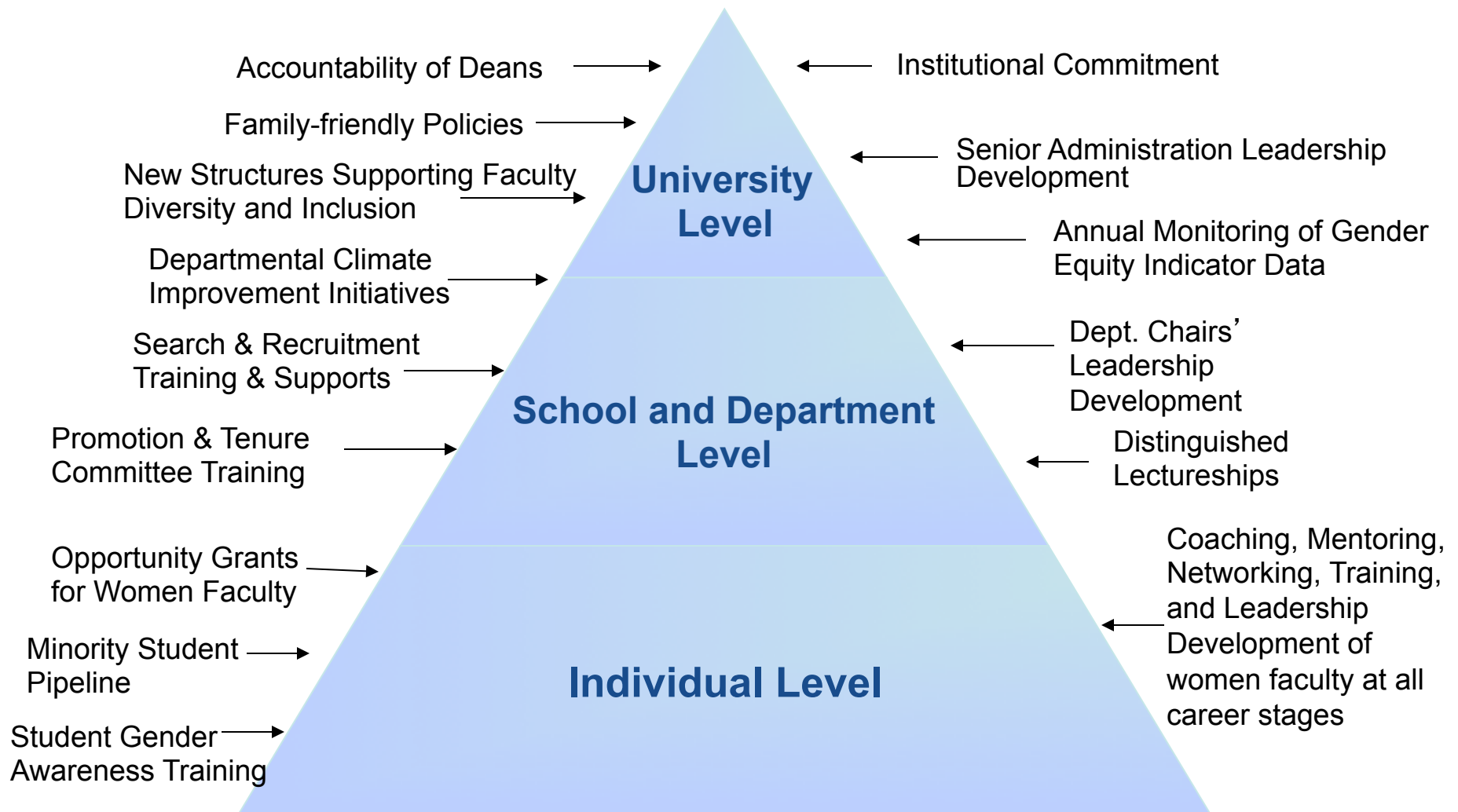
What is Being Done To Develop Women Academic Leaders?

- Leadership development programs for women
 - Disciplinary, cross-institutional (e.g., ELAM, COACH, AAMC)
 - Cross-Disciplinary (HERS, NCFDD)
 - Within institution (e.g., NSF *ADVANCE*, Schools of Medicine)
- Interventions to transform the institutional culture experienced by women and minority groups
 - e.g., NSF *ADVANCE*

Components of Academic Leadership Development Programs for Women

- Experiential workshops
 - e.g., FORWARD, To Tenure and Beyond, etc.
 - What's Next? A Professional and Leadership Development Program for Mid-Career Women Faculty
 - Discipline-based senior women faculty peer group series
- Assessments, including 360 degree
- Sharing knowledge/developing insights
- Skill building
- Mentoring
- Coaching
- Role modeling
- Networking
- Self-awareness
- Peer learning

ADVANCE Transformational Practices



Annual Evaluation Indicators

- Total number and percentage of women faculty in S&E by rank and department
- Number and percentage of women faculty in tenure-line positions by rank and department
- Tenure and promotion outcomes by gender
- Years in rank by gender
- Time at institution and attrition by gender
- Number of women in S&E who are in non-tenure-track positions (teaching and research)
- Number and percentage of women S&E faculty in administrative positions
- Number of women S&E faculty in endowed/named chairs
- Number and percentage of women S&E faculty on promotion and tenure committees, and school/college executive committees
- Salary of S&E faculty by gender (controlling for department, rank, years in rank)
- Space allocation of S&E faculty by gender (controlling for department, etc.)
- Start-up packages of newly hired S&E faculty by gender (controlling for field, department, rank, etc.)
- Workplace climate survey findings
- Usage of work-life and family-friendly policies by gender and rank
- Evaluations of training workshops and programs (for women faculty, university decision makers, etc.)

Source: Modified from Frehill, 2009

Changes Engendered

Over their 5-7 year *ADVANCE* IT periods, the 19 universities studied:

- Significantly increased their workforce participation of women S&E faculty in academia:
 - Increased the participation of women faculty at assistant and full professor ranks in STEM
 - Increased the participation of women faculty in the disciplines of engineering, natural sciences, and social & behavioral sciences
- Significantly increased women holding endowed professorships in S&E
- Significantly increased women in overall administrative leadership positions (except department chair – n.s.)

An Analog to Women's Leadership in the Corporate Sector?

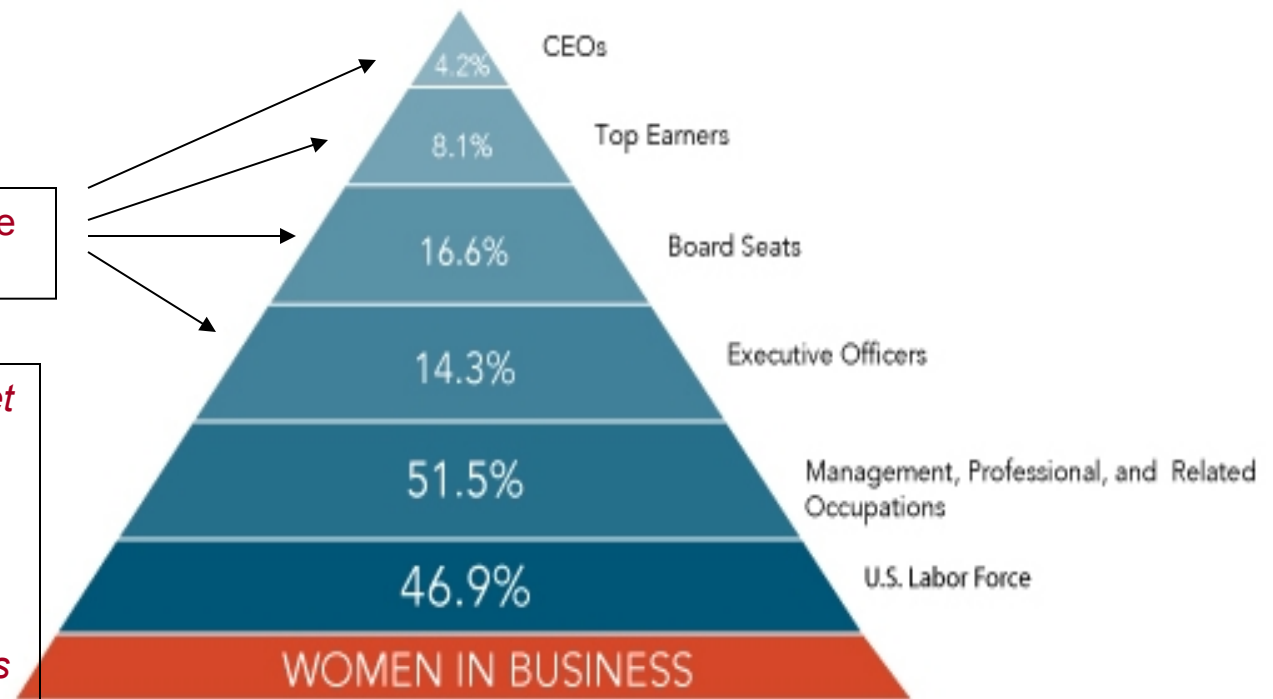


UNITED STATES

Has remained about the same for 10+ years

“Corporate America needs to get 'unstuck' when it comes to advancing women to leadership. This is our fifth report where the annual change in female leadership remained flat. If this trend line represented a patient's pulse—she'd be dead.”

- Ilene Lang, Catalyst CEO, 2010



Sources

Catalyst Research (2013).

Catalyst, 2012 Catalyst Census: Fortune 500 Women Board Directors (2012).

Catalyst, 2012 Catalyst Census: Fortune 500 Women Executive Officers and Top Earners (2012).

Bureau of Labor Statistics, 2012 Current Population Survey, "Employed Persons by Detailed Occupation, Sex, Race, and Hispanic or Latino Ethnicity" (2013).

Bureau of Labor Statistics, 2012 Current Population Survey, "Employment Status of the Civilian Noninstitutional Population by Age, Sex, and Race" (2013).

Leadership Programs for Women in the Corporate Sector

- **University based programs – open and custom**
 - We collected data via phone interviews/emails with key persons from 11 universities/centers having Women in Leadership Programs (UNC, Harvard, Berkeley, CCL, Babson, Stanford, UCLA, Bentley, Rutgers, Duquesne), and checked websites of others (Simmons, Penn State, Northwestern, Smith)
- **Corporate in-house women-specific leadership development and mentoring programs**

Evaluation of University-based Women's Leadership Programs

- Evaluation is primarily confined to satisfaction ratings at the end of workshops
- No tracking of women's career progression and other career outcomes
- No tracking of organizational changes in women's representation in and advancement to leadership positions

To Shift the Needle in Women's Advancement and Leadership ...

- Piecemeal, individual-level programs, while helpful to individual women, cannot eradicate the systematic, historical, and widespread gender inequities that constrain women's advancement and leadership.
- To engender improved outcomes of women in leadership, wider and deeper change is needed that systematically transforms organizational structures, policies, work practices and culture.
- In the process of such transformation, the workplace improves for all.