Career Moves

Mentoring for Women Advancing Their Career and Leadership in Academia

Athena Vongalis-Macrow (Ed.)

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Dr Margaret Steele is the Vice Dean, Hospital & Interfaculty Relations, Schulich School of Medicine & Dentistry. Dr Margaret Steele earned her honours degree in Microbiology and Immunology at the University of Western Ontario (UWO) in 1983 and completed her MD in 1987. She obtained her Fellowship in Psychiatry in 1992, and in 1993, completed the requirements for the UWO Child and Adolescent Psychiatry Diploma. Margaret has also earned a Masters of Higher Education, Ontario Institute of Studies in Education from the University of Toronto. Margaret also became a Fellow of the Hedwig van Ameringen Executive Leadership in Academic Medicine at Drexel University in Philadelphia, Pennsylvania in 2008.

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Dr Sandra Fisman is a Child and Adolescent Psychiatrist and Professor, Senate Stream, in Psychiatry, Paediatrics and Family Medicine at The University of Western Ontario. She has practiced in Child and Adolescent Psychiatry through most of her career. She completed her psychiatry training in 1981, becoming a fellow of the Royal College of Physicians and Surgeons of Canada. In the course of her residency she completed the Diploma Program in Child Psychiatry at The University of Western Ontario. In the course of her career, she has devoted herself to clinical care and research in families with developmental handicaps, particularly Autism Spectrum Disorders and has been a strong advocate for early intervention, particularly where psychobiological vulnerability intersects with the stress of the developing adolescent. She has developed a particular interest in the development of academic physician leaders beginning in the junior faculty years and in the promotion of a family friendly work environment that facilitates a balanced life style for physicians in academia. She has held a number of senior leadership positions including Department Chair in Psychiatry and Division Chair in Child and Adolescent Psychiatry at Western. In 2012 Dr Fisman was recognized by the Canadian Academy of Child and Adolescent Psychiatry with a Special Recognition Award "in testament of your outstanding contributions to the improvement of mental health of children, youth and families at a local, national and international level as a teacher, educational administrator, researcher, mentor and advocate."

Athena Vongalis-Macrow

Dr Athena Vongalis-Macrow is a Senior Lecturer in Leadership Education at Deakin University, Melbourne Australia. Dr Vongalis-Macrow was awarded her PhD in the field of international education systems. She has drawn on her knowledge of social systems and social change to apply to organizations and leaders. She has over ten years of experience in lecturing and researching about organizations, organizational change, managing learning organizations, leadership and leadership education. Her recent work has focused on organizational analysis and how leadership is constructed by different actors. It extends agency theorizing and sociological analysis of systems and actors and provides the basis of organizational analysis and the sociological issues around leadership inclusive of school leadership. She has a number of academic publications in the field of women and leadership. As a senior lecturer, in her current position, she has conducted research in a number of international contexts including Thailand, Malaysia and China. She is held positions at Monash University, La Trobe University and Deakin University. She is a regular contributor to the Harvard Business Review on women and leadership. Her aim is to make scholarship and research about women in leadership accessible, informative and useful to a wide audience of professionals seeking credible advice and insight about current issues for women in work and in leadership.

Betsy Brown

Dr Betsy E. Brown has served as Vice Provost for Faculty Affairs at North Carolina State University since 2008. She established the Office of Faculty Development at NC State and works with faculty members, department heads and deans on questions related to reappointment, promotion and tenure, oversees the development of employment policies for faculty, and coordinates the nomination and selection processes for a number of state and national professional development programs. She has conducted leadership development programs for a number of institutions including workshops for faculty and department heads as part of NC State's National Science Foundation ADVANCE grant. She previously served as Associate Vice President for Faculty Support and International Programs for the 16-campus University of North Carolina system. She is co-author with Gretchen M. Bataille of Faculty Career Paths: Multiple Routes to Academic Success and Satisfaction (2006, ACE Higher Education Series, Greenwood Press). She received her PhD and MA in English from The Ohio State University and BS in English from Appalachian State University.

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Carolyn J. Stefanco

Carolyn J. Stefanco is Vice President for Academic Affairs and Professor of History and Women's Studies at Agnes Scott College, a women's college in Atlanta, Georgia, U.S.A. After earning a Ph.D. in History from Duke University, she spent twenty years in the California State University system as a Professor of History, Founding Dean of a College of Humanities and Social Sciences, and in other administrative roles. While Stefanco's scholarship has focused largely on women's experiences in the United States, she has worked to create opportunities for students and faculty from many countries to study and work together. Stefanco was a Fulbright Scholar at the University of Zagreb in Croatia, and she has also served as resident director of a London Study program. She speaks regularly about a variety of issues in higher education, and holds positions in several professional organizations.

ATHENA VONGALIS-MACROW

PREFACE

Is there a magic bullet that can create organisational change so that the promises of diversity in leadership can be achieved? Unfortunately, there is no hard and fast way to change organisations or to change the historical construction of leadership. Leadership has traditionally been defined as male, and this definition has been constructed largely in the absence of women. Changing organisational norms is a slow and deliberate process requiring each of us to acknowledge that diversity of leadership is desirable, that different types of leaders can create interesting and innovative workplaces and that leadership is the domain of all types of leaders.

This book considers higher education and leadership from the perspective of women in academia who share in the idea that traditional notions of leadership are out dated and need to change. The sense of urgency is especially relevant considering the flow on effect of having more women working in higher education has not lead to a reciprocal flow of more women in leadership. In most developed countries, less than 25 per cent of women are in leadership positions. The sense of urgency is accelerated when considering that "over half of current college presidents at 61 years of age and older, higher education will face significant turnover in leadership in the near future" (Cassady, 2012). So, the few women that have made it are also getting ready to retire. How can we ensure that up and coming women are progressing towards leadership positions and in doing so, transforming organisations and the diversity of leadership?

This book draws on the substantial knowledge, experience and information of successful women currently working in higher education. However, it is not success identified by women who have made it to the top, rather success is more democratically defined by women who have achieved a level of career progress and are working at progressing to the next level. Their progress is the focus of this book. The aim is to provide the kinds of information and insight that women may seek in order to continue to progress their career goals, perhaps leading towards leadership. What is needed and what would make the journey easier is if women could access and act upon the strategic advice and learnings from a concerned mentor imparting words of wisdom and strategic insight about what it means to build a career and move towards leadership in higher education.

Initially the book was prompted by an intensive conference at Oxford University which focused on women in higher education. The conference attracted over forty women from across the globe, working in different disciplines within higher

education, all of whom outlined their experiences of leadership issues for women, in their respective countries. Each presenter drew on research and their experience to outline the ongoing issues that face new, middle and senior academic women as they negotiate their careers within higher education. The presentations revealed the issues confronting female academics in higher education are common to many women from across the globe. Perhaps the nature and intensity of the problems faced by women are different, but the principles underpinning the problems remained a constant. Women felt left out of leadership, they experienced discrimination and setbacks, they felt unsupported and experienced isolation. A common theme centred on the contention that the culture of academia and higher education leadership was imprinted with models of leadership, as a male construct. The conference did engage in a critical analysis of gendered leadership and the impact on female academics, drawing upon the works of many scholars who have unpacked this phenomenon eloquently, passionately and rigorously. Scholars like Blackmore, Sachs, White, and Middleton, to name a few, have raised awareness and have significant impact in showing that lack of women in leadership creates divisive and inequitable organisations that perpetuate the exclusion of women. They have highlighted the constrictive and hierarchical structure of higher education institutions systematically inhibit women from progressing to executive and academic leadership.

The book acknowledges the work of these scholars by building on their significant contributions that lay the foundational context for women working in higher education. The book extends the thesis about why women are locked out of leadership, to focus on what can be done. While the participants at the conference drew on gendered research to frame our arguments and experiences, we found ourselves out of time to discuss the most important reason for why we came together. We did not converge on Oxford to have a pity party or share our common woes; we came to share, learn from each other and to see what could be done. To this end, the book is an extension of some of the ideas and subsequent discussions that sought strategies to inspire and motivate women to forge ahead with their academic career. Each contributor has been asked to offer her best strategic advice to inspire others to strive for leadership and overcome the barriers and obstacles.

The book intersects with a key idea for progressing women in leadership, namely mentoring. The need for mentoring and career guidance has been identified in women's leadership research and literature as a missing ingredient in women's career planning. For example, Sabattini (2011) states,

> European participants said that they wished they had spent more time finding mentors, building networks, and showcasing their work from the very beginning of their career. Many also wished to have participated in career coaching" (Sabattini, 2011, p.6).

Mentoring is also recommended by much of the literature and research underpinning women in leadership (Peterson et al, 2012, Grant, 2012, Madsen, 2012).

Women are in need of information and advice from those who know and are in the know. However, we know that finding the right mentor is difficult. Like finding the right psychologist, there has to be some kind of fit. Traditionally mentoring meant a senior staff member assisting a more junior member with their career. This relationship was often a transaction, a trade off, part of the senior staff performance obligations. How useful could it be? Ehrich, Hansford and Tennet (2004) remind us that this kind of mentoring is one-way, unequal and considers learning as something that can be transmitted from senior to junior staff. For many women, this is their experience of mentoring, that is, as a very disempowering process in which the junior member's deficits are identified and instructions of how to fix these deficits are given. This book intends to show otherwise, that mentoring can help you develop, can help you learn and can help you share in the knowledge and power that the contributors have gained in their experiences. The aim is to benefit from the experiences of the contributors.

Mentoring is conceptualised differently by each contributor, but at the core of mentoring practice, is the focus on learning, power sharing, inclusivity, participatory actions and democratic engagements. The work of Chesler and Chesler (2002) discussing the mentoring of female engineering students in the male dominated field, shapes the principles of successful mentoring, that it empowers women by insisting they shape and participate in the kinds of mentoring they need. They stress the need for diverse mentors across the different career stages and to meet the very specific needs of diversity amongst women. Without a specific and targeted mentoring that meets the needs of women, the presence of a bad mentor can be hindrance to many high achieving women (Tolar, 2012).

The contributors in this collection are focussed on giving women experiential, scholarly and personal insight into what it takes to build and establish an academic career. The aim is not to use the book as a substitute for finding a good mentor, but to get a jump start on gaining insight about academia and how to shape your career. It is hoped that this book will fill the gap for the majority of women for whom finding the right mentor is a challenge by providing the kind of insider knowledge and information that may come from a mentor in order to provide critical and often 'hidden' advice about their career and career moves. As stated most eloquently by Spencer (2012),

> With only 2.8% of women CEO's in the top 1000 companies we aren't moving forward, we are moving backward. Our strategies to get to the top aren't working. It is incumbent upon us "old broads" to advise younger women what works and what doesn't so that women will have a greater voice. Using our communication talents to the fullest in a positive way can foment change and change is long overdue.

Each chapter offers strategic advice for women by contributors acting as 'mentors' who reflect, discuss and offer critical learnings to the readers. A key success strategy in the negotiation of leadership aspirations is the necessity of a mentor to help guide

and shape career moves. In the series of chapters, each uniquely addresses the issue of women in higher education relevant to the different stages of an academic career. Each stage needs specific advise, for example,

> …older women were sensitive to the subtle homosocial culture, attitudes and norms in the university, while the younger women relied more on a meritocratic approach to their careers, and were seemingly less aware of the institutional gendered power relations. (Ledwith & Manfredi, 2000, p. 7)

Providing timely and helpful advice is dependent on the identity, location and career stages of female academics. For this reason, the mentor contributors to the collection of chapters range from University presidents to beginning academics juggling PhDs and teaching. In all cases, the chapters will draw on ways to address common issues that arise for women working in higher education at particular stages of their career. For example, while appearing self-confident, younger academics assume that equality has been achieved. In the 'post-feminist' era they expect material support systems such as childcare to be well established. However, contributors will discuss their experiences in accessing these services and the hidden implications of managing motherhood and career. Recent reports (Guardian, 2012) show that only 12% of female PhD pursued careers in higher education. Citing impediments, unappealing careers and sacrifices as key reasons for resisting higher education careers. This book addresses such concerns by tapping into the experience and knowledge of others who have experienced or have devised ways to help women negotiate and deal with organisational and personal obstacles. The book also addresses issues for women in the middle of their careers as they work to build track record, multi task and negotiate the personal and professional demands. Mid-career women face a number of challenges to keep their career on track while they work their way towards promotion. There are cultural, social and economic barriers that impact on women's academic life and progress and the book will address some of these through the research and experience of the authors as they faced their specific challenges in building careers. For women who have reached executive levels, they are also faced with unique set of issues. While most experienced academics have organised their family lives around their careers, they nevertheless talk of organizational obstacles, gendered organisations that present unique challenges to female academics 'at the top'.

Career Moves: Mentoring for Women Advancing their Career and Leadership in Academia is an international collection of book chapters that explore a range of specific issues that all women in higher education face or will face as they move up the career ladder. The book follows a career trajectory from new academics, middle academics and senior academics, in order to provide specific mentoring advice that will be useful, practical and essential for all women contemplating a career in higher education.

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SHIRLEY RANDELL

1. INTRODUCTION

We owe a great debt of gratitude to Dr Athena Vongalis-Macrow, Senior Lecturer in Leadership Education at Deakin University, Melbourne, Australia for bringing a fine group of academic authors together to give us this seminal book on career moves for women in leadership. The contributors have reputations as international scholars currently working and leading in universities across the world. Collectively, they represent significant achievement in higher education scholarship and leadership. All have lectured on women in leadership in higher education and published leadership research in academic journals and publications. While the majority of authors are located in the US, they draw from various international perspectives and places of employment, as many have had careers spanning different contexts and countries. This enriches the collection with a range of experiential engagements with higher education leadership, providing multiple perspectives and critical insights about and by women in these positions.

The idea for this book was generated after Vongalis-Macrow had completed yet another professional leadership development program, this time purposely designed for women, and was challenged to consider what she had learnt from the process. The program had set out to show women what steps and skills would improve their leadership capabilities so as to be better positioned to seize any opportunity to take on greater leadership roles. Vongalis-Macrow realised she did indeed possess valuable expertise from her own and others' experiences to contribute to women's professional education and help them lead.

Vongalis-Macrow has over ten years of experience in lecturing and researching about organizations, organizational change, managing learning organizations, leadership and leadership education. She was awarded her PhD in the field of international education systems, drawing on her knowledge of social systems and social change to apply to organizations and leaders. Her academic publications have explored women and leadership, based on critical sociology, organizational analysis, and exploring the dynamics of mentoring and women's networking. A regular contributor to Harvard Business Review's blogs on management and leadership, Vongalis-Macrow applies her research and scholarship to the lived experiences of those managing and leading change. Each blog has an estimated audience of over two million readers and has attracted much positive popular comment through email and the social media. These blogs demonstrate a demand by women seeking explicit leadership information and advice specifically for their gender and the splendid insights that Vongalis-Macrow is able to provide.

As can be seen from the chapter headings in this book, each contributor has approached the task in her own way. The editor's initial chapter provides advice on how to avoid pitfalls, such as mid-career stalling. She builds on this theme by giving a social analysis of obstacles and how these impede women, suggesting strategies to overcome them. Mid-career female academics face competing demands, often including family, and more diversity in their teaching, research and administration work. They have specific decisions to make about career planning that affect their prospects of leadership in the future. Reporting on original research, Vongalis-Macrow shows how notions of loyalty to their institution can negatively impact on mid-career women. In prioritising their labour to meet organisational objectives there is a danger of taking on more organisational and positional responsibilities to reinforce the structure of the organisation to their own detriment. Vongalis-Macrow argues that mid-career academics improve their career prospects if they are loyal to their own work first, which in turn benefits their organisation. This involves building capacity and confidence by focusing on attaining skills and knowledge to foster recognition, engaging in research that fuels their passion, and fostering graduate students who share their ideas. The chapter highlights the importance of quality networking as a way to build capacity for leadership and furthering careers.

Dr Samata B. Deshmane, Associate Professor at Jnana Bharathi Campus, Manasa Bhavana, India, considers discrimination within her university, making special reference to the Bangalore University women employees in Karnataka. She maintains that since the passage of the Government of India Act (Misra, 1966), the education and social status of women in India has expanded with improved literacy rates and more women entering higher education. Additionally women have access to many labour-saving gadgets in the home and better health facilities. Despite these changes, Deshamne argues that the dominating patriarchal culture persists in shaping the roles of women in society. They continue to suffer from inadequate resources and related psychological and health pressures. Despite more opportunities and fields being open to women, including finance and politics, Deshamne insists that Indian women need further mechanisms to consolidate their professional identities and personal dignit that are subject to eroding chauvinism. Deshamne reveals how implicit discrimination against women powerfully deters and undermines women's aspiration for academic leadership and career progress. This chapter mirrors predicaments and situations I have encountered in many poor countries as well, including Bangladesh and Rwanda.

Dr Myrna Nurse, Professor, Department of English and Foreign Language at Delaware State University, USA, focuses on how black, female ABDs (All But Dissertations) students can avoid the trap of never completing their theses. Many of these students complete all formal degree requirements, other than the finalisation of and approval of the doctoral dissertations and the public final examinations for their PhDs. Nurse cites the new Black Girls' Club: Mentoring ABDs in Academia as a welcome support group to address this need. She draws on four case studies, including a woman in her fifties who completed her PhD in 2012; one in her forties

who for ten years was unaware that the nomenclature ABD existed nor what it meant to be one; and two, also in their forties, who were set on track with schedules to complete their dissertations in a timely manner. Nurse explores the benefits of mentorship as a strategy to support women of colour to overcome these challenges. Some contributors to this anthology give personal accounts of what works for leaders and how women can prepare for the next stage of their academic careers. Dr Heather Wyatt-Nichol, MPA Program Director and Assistant Professor, University of Baltimore, College of Public Affairs, USA, provides practical advice for junior faculty, including strategies for maintaining sanity and gaining success. She describes some erroneous misconceptions that outsiders hold of the coveted position of an academic; for instance, that faculty members enjoy creative autonomy over the 'how, when, what, and where' of their work, despite professional expectations encroaching on personal time. Some imagine a like-minded harmonious faculty working together for the common good, despite the more common reality that some colleges and universities host incompatible or even vicious and toxic work environments, spread out across any number of departments. Wyatt-Nichol's chapter integrates personal experience with existing research to examine the profession and work environment of higher education. Personal tips and strategies for success are offered to nourish sanity and reduce role-conflict while pursuing tenure.

Dr Wendy Sutherland Smith, Senior Lecturer, Deakin University, Australia, discusses braving the promotion process and methods of securing advancement. She relates her own story of battling for recognition and promotion to senior lecturer at Monash University. She describes the dissonance between a lack of helpfulness that various institutional programs offered and a self-initiated search for real mentorship. Sutherland Smith unpicks several common assumptions: gender solidarity; the belief that institutions will help your ascent; and the belief that supervisors will continue to extend support after securing a position and towards your next promotion. Her experiences are disappointing but illuminating, illustrating a lack of effective formal mentorship tarnished by self-interest and competitiveness. As a positive outcome, this stimulates her vital clues for 'do it yourself' alternatives and worthwhile pursuits to counteract a lack of formal mechanisms and human fallibilities.

Dr Sandy Cassady, Dean at St Ambrose University, USA, provides advice and suggestions for women as they prepare for the defining leadership position of college or university dean. Importantly, she begins with an analysis of the knowledge and skills commonly sought during academic dean searches, as well as practical suggestions for beginning to acquire these skills in the current role of academics that see this as their career path. The author shares relevant literature, insights and experiences on transitioning to the role of dean and contemplating higher-ranking executive positions. She draws from her own experience to explain the tasks of an academic dean and the preparation a chair or director might need to prepare for the role and to grow in it once achieved. Cassady also considers options and opportunities that follow from this position.

Dr Carolyn J. Stefanco, Vice President for Academic Affairs and Dean of Agnes Scott College, USA, takes up this theme as she reviews and questions the minimal progress made in diversifying the top leadership roles in US higher education over the past 25 years. She provides specific advice to women currently serving as college deans and associate vice presidents about how to prepare themselves for positions as provosts and, eventually, as presidents to advance to the top leadership roles in higher education. Recommended strategies include developing an institutional view, engaging in continuous professional development, seeking opportunities for service to professional organizations, speaking and writing about higher education issues, shaping an internet and social media presence, and becoming involved in community relations. Stefanco's articles challenges action and changes to address the gender imbalance of these top positions. Creating a 'win-win' strategy is essential, she argues, so that women are encouraged to take steps that will benefit both their current institutions and their career advancement. Other authors provide valuable insight into successful programs with a view to offering positive models for organisations to utilize.

Dr Betsy Brown and Dr Laura Severin, Vice Provost for Faculty Affairs, North Carolina State University, North Carolina, USA, evaluate a successful mentorship model initiated as a component of a grant through the US National Science Foundation-sponsored program ADVANCE: to increase recruitment and retention of women, particularly in science, technology, engineering, and mathematics. The model incorporates a network of mentors at different career stages working together to mentor women faculty members keen to move into leadership positions in higher education. The program aims for increasing recruitment and retention of women, including creating more diverse faculties (for instance, increasing the number of women of colour), creating a climate that promotes all faculty, eliminating factors that risk women leaving, and changing processes to be more inclusive. Their study illustrates the value and role of mentoring by use of the collaborative and generative model of leadership development workshops. They found that increasing the number of female leaders and generating mentoring throughout the faculty worked. They believe the success of this model is not limited to a particular type of institution or even a particular country but could be adapted to settings across and even outside higher education to ensure that the number and success of women leaders continue to increase in future generations.

Dr Margaret Steele and Dr Sandra Fisman, Professor and Chair, Division of Child and Adolescent Psychiatry, Schulich School of Medicine and Dentistry, The University of Western Ontario, London, Canada, also verify that empowering women through professional development and mentorship are vital factors for women's advancement to leadership positions in academic medicine, particularly in the traditionally male-dominated surgical disciplines. They review some programs that have developed faculty mentoring programs to improve retention of women, including a mentorship policy implemented in a Canadian Medical and Dental School. Their findings substantiate the need for women's support in environments

that are typically competitive and discreetly sexist. While 'care' is largely conceived as a woman's realm, the vast majority of women lecturers are confined to the lower ranks of their teaching discipline. Steele and Fisman argue that attracting women necessitates multiple strategies, including institutional policy to retain and advance them. Their findings demonstrate that mentorship experience during residency was a high incentive to pursue a career in academic medicine. The challenges and benefits from role models and colloborative networking encourages women to take on leadership responsibilities and promotes their career development. In addition, these strategies work to benefit, potentially, an emerging generation of men.

Career Moves is a smart guide to advancing women's careers. Embracing the insights and methods raised by the authors will go a long way towards creating much needed gender equality in leadership positions in the academy and beyond. It is only by incorporating various approaches and pursuing a myriad of initiatives that real sustained change can be won. In my own journey I could never have embarked on nor survived such a stimulating career without support and guidance from many treasured mentors. Their wise council and crucial advice were gleaned from their own mentors and hard-won experience. Lessons passed down and along, through friends, families and cultures create a vast network of potential. It is to be treasured, employed and disseminated. In this spirit and function of Career Moves I share some thoughts and approaches from my own mentors that I have found useful and practised in leadership and mentoring roles.

- Academic women involved in any sort of relationship should strive to negotiate equitable domestic responsibilities, including childcare, to address the issue of work-life balance.
- The value of establishing and supporting a women's caucus or solidarity association on campus cannot be understated. It has the capacity to:
  - fight for family-friendly policies, including parental leave policies (if these do not exist nationally) and for policies allowing faculty members to stop the tenure clock in case of childbirth, adoption, or care of a sick parent or partner
  - fight for high quality on-campus childcare facilities
  - use a collective voice to hold the university administration accountable for making structural changes, such as a formal tenure and promotion training process, to remove subtle gender, racial and other biases and ensure women faculty are treated fairly
  - provide annual workshops for academic women on how to negotiate the tenure and promotion processes and how to advance as an administrator
  - advocate for leadership retreats for all tenure-track women faculty with top institutional leaders and male faculty holding key committee positions, with the goal of providing informal access for women faculty to male leaders
  - offer contacts and support beyond one's department
  - fight for data to be regularly gathered to track gender equity in faculty recruitment and promotion rates, salaries and other resources

- – fight for the equitable treatment of contingent or casual faculty, a majority of whom are likely to be female
- Encourage beginning woman faculty members to form or join a writing/reading group among female faculty members, to share knowledge and make their scholarly productivity accountable to colleagues.
- In avoiding overly burdening themselves with university service, academic women can choose service carefully to utilise their strengths and expertise, aiming for quality not quantity. Furthermore opting, if possible, for responsibilities that give them visibility beyond their own department, division, school or college.
- The number of course preparations accepted should not be out of line with those of the male members of department.
- Professional meetings and conferences should be attended regularly for intellectual stimulation and to provide opportunity to make contacts with others in the field, whenever possible giving papers, feedback on research, and submitting work for publication. This becomes particularly vital when changing institutions or playing a part in the governance of a professional association.
- If it is possible to choose when it comes to accepting an academic position, academic women should research and be attuned to the gender and racial dynamics that might be perceived during the on-campus interview and other pre-contract exchanges. Women faculty, especially women of colour, can find themselves in hostile departments, which undermine and demoralize them until they leave for another position. It is prudent to remember that each move from one university to another can cost at least a year of scholarly productivity, so should be chosen wisely.

This book is written by academics from USA, Australia, Canada and India but there remain deplorable conditions for women in universities elsewhere. A subject of my passionate concern is the challenging situation for women academics in leadership in universities in poorer countries. One excellent global project, organised by the International Federation of University Women (IFUW), has made significant inroads in this area of great need and is a useful study of this demographic. The International Colloquia Project considered barriers to female leadership in higher education in 13 countries, including Bolivia, El Salvador, Nepal, Slovenia, Nigeria, South Africa and Rwanda. I will relate some of the findings of the IFUW report, Breaking Down Barriers to Female Leadership in Higher Education (2013), in order to convey the particular and continuing challenges for women of these regions. These findings confirm how poorer countries lag behind in gender equity and related advancements of the developed world.

Apart from the burden of childcare and elder care vastly falling to women and restricting their ability to take on leadership positions, some women report an unwillingness to take on the 'gladitorial' leadership battles involved, citing intimidation of the 'combative and often violent' nature of running for top academic office. Others are deterred by deep cultural beliefs that accuse those pursuing and gaining leadership roles as 'unfeminine'. Thus women capable of providing effective leadership, often

keep a 'respectable' distance from leadership contests and university politics because they consider it frames them as wayward and outspoken, indeed 'too liberated'. A professor in South Africa commented that women risk becoming unpopular in campaigning for their rights. Even in Slovenia, a deep-rooted belief of the incapacity of women to perform leadership tasks in the natural sciences is cited. The head of a university in Nepal said that female leaders are rare because married women are not considered able to hold decision-making positions. Negative perceptions of women's capabilities are common inhibiting factors, somewhat surprising given the traditional role of universities in the quest of illumination and strengthening through knowledge.

Dr Vincent Biruta, the Minister for Education in Rwanda, identified gender discrimination as a factor preventing women from reaching leadership roles in academia. The Rwanda Constitution specifies that women hold 30 percent of all decision-making positions, but plans to reach this target in universities are hindered by losing successful female scholars to better-paid positions in the public service, private sector, and international and national non-governmental organisations. Biruta noted that women shoulder the bulk of teaching, marking tutorials, and preparing courses and exams, and find themselves systematically channelled into secretarial and administrative work, with not enough time left to do the research work that leads to career advancement. The serious lack of female role models and the scarcity of women with higher degrees in academia have the effect of weakening the confidence and aspirations of younger academic women. In many of the 13 countries, the administrative positions of deans, directors, vice-chancellors and provosts are still seen as the prerogative of men.

Both Breaking Down Barriers to Female Leadership in Higher Education (2013), and Career Moves illustrate that there is not just one problem preventing women from moving equally with men into positions of leadership in universities. Hurdles occur at all levels in all countries and throughout various stages of a career. Academia is a global profession and a holistic, global view of this problem is needed. Most universities around the world have put measures in place to support women, and more girls are entering and graduating from universities than ever before. So the real issue is: Why are we not seeing significant improvements? This book is a rallying cry to both female and male leaders in universities to do more to achieve gender equality and women's empowerment in all aspects of tertiary education.

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2. STRATEGIES FOR MAINTAINING SANITY AND SUCCESS

Advice for Junior Faculty

INTRODUCTION

The number of women enrolled in graduate programs in the U.S. exceeds that of men (Snyder, 2009). Nevertheless, women have not advanced through the academic ranks at the same rate as their male counterparts (Mason & Goulden, 2004). Although the path toward tenure can be treacherous for anyone, female faculty members face unique challenges in the academe. This chapter integrates previous research with personal experience in an effort to provide practical advice to female assistant professors.

CHALLENGES

Office Politics and Toxic Work Environments

Harold Lasswell (1936) defines politics as "who gets what, when, and how." This classic definition also applies to institutions of higher education as competition for scarce resources fuels office politics. Faculty members might compete for research grants, office space, graduate assistants, sabbaticals, etc. In addition, office politics becomes complicated if there is personal conflict among faculty members within a department. Junior faculty must learn to navigate the various landmines embedded in office politics by studying personalities, power, and history of the department and larger organization. In addressing the discord that junior faculty members sometimes experience when one of their proposals is rejected, Kathryn Hume (2003) asserts:

> Most departmental issues affect individual self-interests, and assistant professors must learn to recognize the self-interested kernel in their own suggestions as well as the self-interest they can see all too easily in others. They must work with the interests of others as much as possible and be prepared to compromise. Those at the intellectual and political extremes of the department tend to make demands that violate departments' boundaries of self-interest and collegial criticism. Those whose positions lie to one side of the middle but do not come across as extreme have some chance of leading the department a few steps in their preferred direction. A year or two later, the department may be ready to take another step in that same direction (n.p).

Although junior faculty should avoid explicit disputes that occur in departmental office politics, they should always be aware that politics is inherent in any organization—the trick is in knowing the rules of the game and the players while maintaining personal integrity.

In contrast, some departments are described as toxic work environments, better known as snake pits. Characteristics include a persistent division among faculty members within a department, personal conflicts, and high turnover among junior faculty, sabotage, and workplace bullying. While there are good sources of advice offered in the Chronicle of Higher Education and on the blog http://bulliedacademics. blogspot.com, I recommend that junior faculty members develop an exit strategy and leave as quickly as possible. One individual alone cannot change the culture of an organization, senior faculty members are unlikely to leave, and it is not worth your mental and physical health to grieve your case. Furthermore, sticking around will negatively impact your scholarly productivity and ruin your career.

Gendered Institutions

Organizational processes that on the surface may appear gender neutral are a reflection of the historic separation between public and private spheres that establish a gender-based division of labor, organizational structure, and processes (Acker, 1992). In higher education, "tenure was historically premised on the married male professor as a universal model and the linear career trajectory in academe assumed that someone else would be taking care of family and domestic responsibilities" (Sotirin, 2008, p. 260). The process of achieving tenure is a perfect example of Joan Williams' (2000) concept of the ideal worker norm in which work is structured in a way that assumes traditional gender roles of men as the breadwinners and women as the stay-at-home wives. The demands of tenure-track positions in terms of teaching, research, and service often result in faculty members working above and beyond a typical 40 hour workweek. Jacobs and Winslow (2004) found significant correlation between publication rates and working at least 60 hours per week. Structuring work in a way that positions men's lives as normal and women's as problematic disadvantages female faculty members, particularly for women who are primary caregivers for children or elderly parents. Research by Mason and Goulden (2004) provides evidence that having children less than 6 years of age within 5 years after the completion of a PhD has a negative impact on tenure of the mothers, but not the fathers.

In addition, gender bias is also reflected in perceptions of success between men and women as female faculty members continue to be subjected to ascribed reasons for success such as preferential hiring or being in the right place at the right time. In contrast, the success of male faculty members is attributed to achievement based on knowledge, skills, and ability. In a study by Deaux and Emswiller (1974), participants were more likely to attribute skill to successful task performance by

males while luck was attributed to successful task performance by females. In academia this results in men being judged on potential rather than past performance or experience compared to women with similar credentials judged more rigorously. For example, a male faculty member with three publications might be perceived as demonstrating potential while a female faculty member with three publications might be perceived as barely meeting standards. In one experimental study that compared male and female resumes, participants were more likely to hire the males, ranking them higher in terms of teaching, research and service even though the resumes were randomly assigned male and female names (Steinpreis, Anders, & Ritzke, 1999). Similarly, Heilman (2001) provides evidence that the absence of women in leadership positions in many organizations is the result of gender bias in the evaluation process.

The first step toward change is to recognize that there is a problem. In order for your colleagues to recognize the problem you must raise awareness.

Work-Life Balance

Work-life balance is the Holy Grail for women in higher education who also serve as primary caregivers of children or the elderly—stories exist and we continue to seek it, however, no one has ever seen it. Peers often ask me how I balance teaching, research, and service along with family responsibilities. I inform them that I don't balance anything—I'm constantly juggling competing duties. When I am caught-up on work in one venue I am behind in another—a vicious cycle of falling behind and catching up. There is no separate sphere of work and home as a great deal of work occurs at home. Even when I work a "regular" day at the office, I return home, eat dinner and take a short break, then get back on the computer to work until bedtime.

In recent years many universities in the U.S. have implemented policies intended to promote work-life balance. Policies vary and may include parental leave beyond the Family Medical Leave Act, tenure-clock stop, active-service/modified duties, and child care arrangements. According to the Center for the Education of Women at the University of Michigan at Ann Arbor (2008), unpaid leave beyond FMLA was offered at 44% of the colleges and universities within their sample. In comparison, faculty members find themselves negotiating on a case-by-case basis at institutions where formal parental leave policies do not exist (Gilbert, 2008). This may or may not be beneficial to faculty members and is contingent on a variety of factors including the receptiveness of deans and department chairs, teaching loads, system policies, etc. Regardless, over an extended period of time, the absence of a formal policy may contribute to perceptions of unequal treatment as faculty members received different terms and conditions of leave.

Tenure-clock stop allows faculty members to pause the tenure clock for significant life events such as serious medical conditions or for the birth or adoption of a child. While faculty may be on leave during a tenure clock stop, it is not required at

many universities. There are wide variations of tenure-clock stop policies across universities in the U.S., however, research institutions offer tenure-clock stops at twice the rate of other institutions (Center for the Education of Women, 2008) .The process for requesting a tenure clock stoppage also varies as some institutions provide automatic clock stops and others have a protocol for written requests.

Active service-modified duties provides reduced teaching loads with minimal pay reduction for faculty members who demonstrate primary care responsibilities for newborns or an adopted child less than five years of age. For example, the University of California at Berkeley provides modified duties for three months prior and one year following birth or adoption. On-site childcare is less prevalent on campuses, where it does exist there are often long waiting lists. My own daughter was on a waiting list for 18 months—she was accepted the year I left to work at another institution. Some universities partner with service providers. Funding for childcare is typically paid by parents although some universities provide subsidies.

Despite the increase in the number and types of policies designed to achieve work-life balance, many women engage in bias avoidance behavior by refusing to take advantage of the policies out of fear that it will negatively impact their chances of tenure and promotion. In a comparison of four universities, my colleagues and I found that 64% of the 247 respondents feared being held to a higher standard during tenure review if a tenure clock stop was used (Wyatt-Nichol, Cardona, & Drake, 2012). Other studies (Yoest & Rhoads, 2004; Fothergill & Felty, 2003; Frasch, Mason, Goulden, & Hoffman, 2007) have produced similar results.

Policies designed to promote work-life balance will not address the problem of structural inequality reflected in the ideal worker norm, however, it is a step in the right direction. These policies did not exist at my former institution when I gave birth to my daughter in 2006. Newly minted PhDs on the market should carefully examine work-life balance policies of potential employers. Junior faculty working at institutions where such policies are absent should work to develop and propose policies that promote work-life balance (but please review the section on office politics prior to your endeavour).

STRATEGIES FOR SUCCESS

Understand the Tenure Requirements in Your Department

Tenure requirements vary across universities and across departments within universities. Some departments value journal publications over books. There may also be ranking based on the "quality" of the journal or prestige of publication press. Some organizations place higher value on applied research while others value theoretical publications. Although grant funding is valued by all universities, it is essential at research intensive universities. Read and understand the requirements within your own department and then recognize that tenure is still a subjective process and a moving target. Regarding subjectivity, Keashly and Neuman assert:

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> Faculty members are also evaluated using subjective, often ambiguous, criteria, as evident in reviews of scholarly/intellectual contributions, department- and college-wide service, continuing growth, and community service. Few institutions have clear standards for judging such contributions and, instead, rely on general guidelines or descriptive criteria for making such evaluations (n.p.).

Regarding tenure as a moving target, the three universities where I have been employed were all reviewing and revising their tenure policies. A search on tenure policy changes on Google or the Chronicle of Higher Education on any given day will yield thousands of results relevant to tenure policy changes. The result of these changes is that assistant professors coming up for tenure today will be subject to more rigorous standards than their senior colleagues were subjected to decades prior. This may cause an initial tinge of resentment among junior faculty, however, my advice is to let it go and move on—nothing is going to change this situation.

On a practical note, document everything! Update your vita every time that you provide a presentation, serve on a new committee, teach a new course, etc. If you are really organized, you might start a binder from day one. Otherwise, keep a box or shelf reserved to store all materials that will be placed in your dossier. In the area of service, record the number of meetings attended, your role (e.g. committee member, faculty advisor, or consultant), and documents or services produced. When it is time to submit your dossier you will realize that you have accomplished more than you can recall.

Develop a Strategy for Publishing

I have three key strategies for publishing. First, I monitor calls for papers like a hawk. Second, I often collaborate with other junior faculty in my department. This strategy builds relationships while working toward the mutual goal of tenure. While it is still important to individually publish, most departments recognize co-authored publications. Third, I present all manuscripts at conferences prior to journal submissions. Conference participants always provide useful feedback that helps to improve the quality of the manuscript. In addition, conferences provide the opportunity to network and learn about other opportunities for collaboration within the discipline.

Be strategic about publication efforts. For example, understand the turn-around time at different journals. I have one manuscript that took four years between notification of acceptance to the actual publication date. In addition, recognize the writing style of the journal and the audience of readers prior to submitting your work. Develop a thick skin. Early in my career I received a rejection letter for one of my manuscripts. I sent it to a different journal and received a second rejection. This manuscript now lies in a pile of dead papers. I had serious considerations about changing professions until a well-respected and prolific colleague pulled me aside to show me some of the vile comments that he received from reviewers.

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Continually Assess Your Performance in the Classroom

While the perennial debate over the value of student evaluations rages on in academic discourse, evaluations will be included in your dossier. Senior faculty members recognize that evaluations, as a measure of satisfaction, often reflect student satisfaction with grades or course content. For example, most faculty members in our department who teach statistics or other analytical courses receive lower ratings for these courses than the other courses they teach. Nevertheless, continuous negative comments across courses and over a period of time is a red flag that something is awry.

Alternatives to traditional student evaluations include mid-semester evaluations and peer-reviewed class observations. A mid-semester evaluation provides you the opportunity to make adjustments in the classroom. Peer-reviewed observation of teaching may seem intimidating at first; however, it can help you identify your strengths and areas for improvement in the classroom as well as provide valuable insight into effective pedagogical techniques.

Another alternative to traditional student evaluations is self-assessment. What are your goals and objectives for the course? Is this a new course or one that you teach on a regular basis? If you teach this course on a regular basis, what have your changed this semester? What are the student learning goals and how are they being measured? A self-reflective narrative that documents student performance along with your overall experience is helpful to maintaining positive performance and allows colleagues to get a broader view of your teaching.

Establish Positive Relationships

Build positive relationships in your department, across campus, and within your discipline. Attend plays, musical performances, guest speaker series, etc. and you will begin to feel that you belong to a broader campus community. It is particularly important to establish new social networks when you are geographically removed from former social networks and family. At my former institution I was 1,400 miles removed from family and friends. Similarly, my colleague was equidistance from the West Coast. We met weekly for lunch and often spent holidays together. After I gave birth to my daughter, colleagues pooled resources to deliver dinners to our home. There were also occasions when I relied upon colleagues to babysit. I have since returned to the East Coast but still maintain contact with several of my former colleagues. They provided informal support where formal institutional support was lacking.

Develop Perspective

When we suffer mental exhaustion we lose sight of our own opportunities and the struggles of others. At my first university job in Virginia I would occasionally complain that the office was too cold from the air conditioning in the summer. I would then drive to the 50th street gate of Newport News Shipbuilding to remind myself

of the endurance required by my mother to work in extreme heat. This allowed me to put into perspective the opportunities and convenience of my current position. Sometimes I complain about traveling. I attended 9 conferences last year and 5 this year. "Please, I don't want to go to Vegas, New Orleans, New York, Toronto, etc." Stepping back and putting this into perspective reveals the absurdity. First, I know many friends that would love to visit these cities. Second, I am grateful that my department had funding for my professional travel.

Always guard your ability to interpret behaviour, actions, and events from a different angle or another person's point of view—this is perspective.

Develop a Plan B

The number of contingent faculty has steadily increased over the years. According to the Integrated Postsecondary Education Data System (2012), 77.8% of faculty members were tenured or tenure-track in 1970 compared to only 50% in 2011. Whether the increased number and extended length of service in non-tenure track positions is voluntary on the part of the employee or the result of institutional practice is debatable. Berger, Kirshstein, and Rowe (2001) report that between 1993 and 1998, 40% of all institutions implemented policies to reduce the number of full-time faculty. One strategy involves replacing departing or retiring tenured faculty with full-time non-tenure track faculty, 16% of tenure-track replacements were filled with fixed term contracts. Other strategies include downsizing the number of full-time faculty by increasing the course load, size of classes, or simply reducing the number of courses offered.

In addition, tenure does not guarantee lifetime employment. Several years ago, the president at my former university declared financial exigency due to state budget cuts. This gave him the ability to suspend the academic handbook. All faculty and staff were called to a meeting in the main auditorium. At the meeting the president, along with a budget committee, revealed three departments that were being cut. The elimination of the departments resulted in the elimination of several tenured faculty members, many of whom were employed for decades. Similarly, many universities across the U.S. have eliminated programs in recent years as a result of declining revenue.

What will you do if your current position is eliminated? Will you be able to find employment at another university or will you change careers? I have a painting in my office of a hotdog vendor on the beach where I grew up. Underneath the painting is an engraved caption "If all else fails, I'll sell hotdogs at Buckroe Beach." This is a gift from my mother-in-law and it is my original plan B. Now that I have a family to support it is time to revise the original plan.

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3. "YOUR'E ON THE CUSP, BUT NOT THERE YET"

Braving the Promotion Process

INTRODUCTION

Trying to negotiate the promotion process is a fraught task for many academics but particularly for women. The ways in which power dynamics in universities operate can often place women as academic fringe-dwellers on the 'cusp' of institutional cultures in terms of recognition and promotion. Many universities have tried to proactively address the issues that can face new staff, or staff appointed to new roles within the organisation, by introducing formal mentoring schemes. The role of the mentor is to assist the mentee navigate the often turbulent waters of academic life and provide guidance in negotiating various bureaucratic processes. As with any other relationship, the success of mentoring depends upon the efforts put in by both parties, sufficient resourcing to ensure it is effective and an evaluation mechanism designed to improve and meet new mentoring demands. It should not be assumed, however, that mentoring is politically neutral. Mentoring is implemented and monitored to enable newcomers achieve success within set institutional frameworks and strategic agendas of both universities and governments. These agendas are primarily built on competitive models of measuring and rewarding academic 'success' – traditionally through high research outputs and/or bringing in external funding (Sutherland-Smith, in press). Anita Devos argues that, 'Mentoring then, is both concerned with *improving* performance, and implicated in the task of *governing* performance in accordance with institutional norms' (2008, p.202, italics in the original). To date, my experience of formal mentoring programs is that individuals are enculturated into the competitive agenda. They are 'shown the ropes' (to varying degrees) to evidence individual performance and achieve recognition and success. Tangible rewards, such as achieving promotion, are one way institutions measure whether formal mentoring has been a 'success' or not.

Although formal mentoring may be intended by institutions, managers and academic leaders as a means of supporting staff career development and encouraging productivity, for many women the strategies and techniques associated with mentoring are experienced as marginalising and exclusionary (Saltmarsh, Sutherland-Smith & Randell-Moon, 2011). For example, our research indicates that the promotion documentation requires that university strategic agendas

are addressed, sometimes excluding individual mentee goals for professional development. Indeed, participants from a number of different Australian universities spoke about universities 'pushing' performance agendas to be reflected in mentee goals, particularly in attracting research funding and reaching publication targets. These institutional outcomes were at odds with many mentee goals of achieving life/work balance. Therefore, it is important for women to keep in mind that 'the general politics of truth of mentoring as always good and unproblematic' is steeped in institutional power, with universities holding the upper hand (deDevos, 2008, p.202). This raises the question whether centrally run formal mentoring processes are enabling the academic subject to take control of her professional development, or whether formal mentoring processes merely shape the academic subject's professional development to further institutional goals. In order to understand the strategies of governability, we must examine the spaces in between what institutions *claim* are the desired effects of mentoring and ways in which mentoring is seen *in practice* through the eyes of women. Whilst formal mentoring can be extremely helpful for female academics who have worked out the extent to which they will 'govern' themselves or allow themselves to 'be governed', for a number of female staff, formal mentoring shapes 'invisible' academic selves. Understanding the politics of invisibility and performativity can provide a way of approaching the promotion journey that enables women to strategically negotiate institutionally hidden power relations.

This chapter details my own experience in two different mentoring climates within two different Australian universities. In both cases, my primary aim through university mentoring, was achieving promotion. In one university, the mentoring program was, in my experience, the mechanism to ensure my output served university goals. The mentoring relationship was rarely geared or even interested in my goals or professional development needs, but continually referred to the university key performance indicators and strategic agenda. The drive was to achieve even high rates of publication from all academic staff and increase success in obtaining external research funding. In the other university, the program asked me to list three goals to achieve during the mentoring process. These goals, which included putting strategies into place to help achieve a better life/work balance, were the focus of discussion and action. Whilst the university agenda was part of the strategic discussion, it did not drive it. For me, understanding the lived experience and politics of everyday practice helps illuminate the power relations that live and thrive within universities. Drawing on the works of Michel Foucault (1988, 2002) and Nikolas Rose (1999) the mentoring process can be examined within the discourse of 'governmentality'. Specifically, I explore the role that formal mentoring plays in continually attempting to shape me as a 'governable subject' within the academic workspace and promotion process. I consider the notion of having one's academic identity shaped through the daily discourse of what is seen as academic 'success' particularly apt when examining the promotion process. This is because formal mentoring processes use the language of performance measurement to urge,

guide or direct academics towards central university achievement metrics. This may come at the cost, as Nikolas Rose so ably notes, as academics can be 'urged and educated to bridle one's own passions, to control one's own instincts, to govern oneself' (1999, p.3). One brief example is a colleague who, a number of years ago had a particular passion and substantial track record in a particular field. When told that her area of expertise was no longer considered crucial to the research agenda of the faculty and that she needed to change her research tack if she wanted promotion, she reluctantly surrendered her passion, research trajectory and dutifully complied. Women may find 'governing oneself' particularly true when striving to meet university performance measures, whilst also managing the logistics of their lives outside the academy; with all the responsibilities such a life may entail (Saltmarsh & Sutherland-Smith, 2010). The corporate or enterprise university usually rewards the performative achievements (notably called "deliverables" in many cases) of the high profile 24/7 academic. Less glamorous aspects of academic work are often invisible. Therefore the chapter is shaped around the themes of performativity and invisibility, reflecting my experience of academic life in the twenty-first century university.

MENTORING FOR WOMEN – THE AUSTRALIAN CONTEXT

In Australia, mentoring has been widely taken up as a strategy for academic leadership development (Devos, 2008) as well as a means to enhance 'quality of research-led teaching' (Ewing, Freeman, Barrie, Bell, O'Connor, Waugh and Sykes, 2008, p.294). Formal mentoring programs have been adopted by Australian universities since the 1990s (AVCC, 2001). Some programs are funded and run within faculties, while others are funded through central university initiatives and are specifically aligned to organisational goals of staff development and performance enhancement. Institutional formal mentoring program initiatives reflect the enterprise university expectations of work practices. As Anita Devos points out:

> They activate the deployment of mechanism of self-regulation as work groups and individuals set about improving themselves in order to improve organisational performance, for example through aggressive grant getting, consultancy and publication behaviours. Managing how workers understand themselves and their work becomes a key priority of the enterprise university, and is supported through the conduct of mentoring programmes. (Devos, 2008, p.199)

Therefore, universities are required to have formal mentoring to aid career development. Whilst some prior research suggests formal mentoring can be beneficial, (Diamond, 2010; Mullen & Hutinger, 2008) other studies indicate that formal mentoring is one mechanism through which relations of power are enacted, maintained and sustained by institutions (Alldred & Miller, 2007; Devos, 2008; Sutherland-Smith, Saltmarsh & Randell-Moon, 2011).

Governing Female Academics: Performativity and Invisibility

University A

A senior female research academic was appointed my mentor when I took up an appointment a number of years ago at an Australian university. I was honoured that a full professor was my mentor and went to our initial meeting eager to learn strategies of successfully negotiating the promotion process. At our first meeting, she seemed interested in my career path to date but the main focus of her conversation was urging me to become part of her small research 'hub'. I pointed out that as my goal was to apply for promotion within a year and I had a number of publications to write from my own research agenda (which was significantly different to her 'hub') I was not keen to change research focus. I was also starting to build a sound international profile in the area of plagiarism research and was aware that to change publication direction necessitated intensive new reading, meaning delays in publishing data I had already collected. I was quite resistant to the suggestion to join any research 'hub' just for the sake of it, but certainly did not want to join a group that had research priorities so alien to my own. Whilst my mentor was mildly supportive of a promotion application *per se* she did not offer any strategies to negotiate the formal promotion application space. I left the first meeting somewhat bewildered, as I had expected direct advice on what to do to achieve my goals from someone who had achieved quintessential promotion as a woman. After this initial meeting, and another similar mentor meeting some months later, I reflected on Michel Foucault's (1988, 2002) notion of governmentality, which refers to the exercise of power over an individual to direct conduct toward a central goal. In this case, power was being used to 'guide' me towards the mentor's goal of increasing the membership and publication output of her research 'hub', rather than helping me reach *my* stated goal of promotion based upon my own research, teaching and service. Upon final indication that I did not choose to join her research hub, or the weekend writing retreats involved and the logistical nightmares that would involve for me, my mentor appeared to lose interest in listening to my career aspirations.

University A: Lesson Learned; Thinking Ahead

These irregular mentor meetings were disappointing for me, as initially there was a continuing tussle between the professor and myself about the shape and outcomes of each meeting. Finally, when the professor accepted that I was not interested in abandoning my own goals, formal mentoring consisted of token interest on her part. The lesson I learned was I would get no support unless I was prepared to forsake my own research interests and subject my research trajectory to that of my influential professorial mentor. Although disappointed and somewhat disillusioned with a process that I thought would support my academic development, I was determined to pursue my promotion aspirations. I believed I had the relevant experience and had

achieved the standards required (as set out in the documentation) to be promoted. However, I realised I needed mentor guidance and advice on the promotion process as well as the hidden politics of applying for promotion. I decided I would find my own informal network of mentors. I sought advice and support from an interstate female colleague at a different university who was at the same level as I was, but in the process of applying for promotion. I also sought advice from a senior female academic I respected who was at the same university but in a different faculty. I knew this woman was confident to speak publicly about various 'hot' issues, but extremely pragmatic. She could advise me about the hidden politics operating in such bureaucratic processes. Politically, I decided I would maintain the formal mentoring relationship, as it was a faculty requirement that staff seeking promotion be given formal mentoring, but I expected little formal support. As I reflected upon the duality of 'the game', I considered the travesty of truth in play. Formal reporting mechanisms would indicate to the institution that the formal mentoring process was 'useful, successful and practical' if my application for promotion were successful. At a purely functional level it could be argued that both parties attended and the mentee (me) spoke about her career aspirations and the mentor gave advice, which led to a successful outcome (promotion). Yet nothing could be further from the truth. The advice and support from the informal mentoring process allowed me to craft the application for success whilst the formal process added nothing to my goals whilst continually threatening to hamper my research trajectory. The lesson was that it was necessary to be seen to be engaging in the formal process, and 'supporting the game' as I was too junior to openly challenge the game itself. At the same time, it was necessary for me to build my own trusted network, one that operated invisibly outside the game, but which assisted me reach my promotion goals.

University B

This university also provided central mentoring programs and participation was strongly advised for staff applying for promotion. My experience in this institution was completely different to University A. Here, applicants were asked to identify three goals that would drive the year-long formal mentoring process, rank those goals in terms of importance and write a paragraph about their mentoring needs. Mentees were encouraged to nominate three mentors from anywhere within the university they felt could help them achieve those goals. This is one key difference between the two universities' approaches. In University B's case, the applicant was given control and ownership of their goals and aspirations from the start, instead of having performance measures mold the application itself. This is not to say that achieving performance measures was ignored by University B, but they were not the primary driver of the formal process. Applicants were required to state how their mentoring would help them push the university's strategic plan forward, but only in the sense that undertaking the formal process would help them improve personal performance in areas of teaching, research, service or personal fulfillment. In University A's case,

however, the mentoring document itself was framed by university goals and strategic targets, rather than addressing individual goals or needs.

In University B, I nominated a female professor who had chaired a working party on strategic change within the university. I was impressed with 'Kate's[1]' no-nonsense approach, her outstanding organisational skills and her ability to quickly recognise the heart of a situation. She was a respected academic, politically savvy and I believed she would be honest in her advice to me. These were the qualities I wanted in a mentor. She, along with the two other mentors I nominated and ranked in order of preference, read the 500 words outlining my goals, mentoring needs and career aims which were attached to my curriculum vitae. She accepted the university's invitation to mentor me.

Our first meeting could not have been more different from my experience in University A. Kate had read the documentation I provided, sent me a copy of her own curriculum vitae (in confidence) as a sample of the discourse needed for promotion at more senior levels. She came to the first meeting expecting me to articulate what I wanted for each of my three goals, discuss any ideas I had come up with about how I would achieve them and what I expected would happen as a result of gaining promotion. Kate gave direct and blunt advice as to my aspirations and suggested a plan to tackle one goal at a time in our forthcoming sessions. She gave me preliminary advice, as the promotion criteria had recently changed, and suggested that, although I was not 'there yet' in terms of an application, that we build a plan of how to fill the gaps in experience over the year, with a view to seeking promotion the following year.

University B: Lesson Learned

In this situation, I learned that formal mentoring could be exceptionally beneficial where the university facilitated the mentee to articulate their own goals, which the institution then supported. The university provided a match with quality mentors, who did not see it as their primary purpose to push their own or the university agenda but to help plan realistic achievement of set goals. Kate provided a pragmatic reality check for my aspirations, within a practical plan of moving to achieve my goals and succeed. When she said I 'was not there yet', it was in a positive way, meaning that I did not have sufficient evidence to succeed that year, but gave advice on how to address the 'gaps' and potentially succeed in the following year. This was completely different to the statement that I was 'not there yet' in University A. In that experience, the discourse was one of closure, with no path forward suggested, although the professor's initial response had been one of support. She gave no advice as to what had changed her mind, what 'gaps' she foresaw or how to build my application to evidence achievement in those 'gaps'.

The Realities of the Promotion 'Game'

My informal mentors and Kate gave me practical advice on what they called 'the game' of promotion. Both mentors advised me to start preparing my application well

ahead of the deadlines and Kate advised to use the promotion documentation as a continual point of reference in accepting and limiting my university involvement. All said it was far more paperwork than anyone would imagine and the preparation of the 'evidence' needed took time and planning. This was excellent advice.

The first practical step was to get the latest promotion documentation and read it carefully. I was immediately struck by the extent of 'evidence' needed to accompany the application, some of which needed to be woven into the ten page written application. Some of the 'evidence' was easily obtained in the form of student satisfaction over taught units, but needed to be across a couple of semesters. Fortunately this information was readily accessible, although in some units, satisfaction surveys needed formal approval (which I immediately sought). Other 'evidentiary' material required more planning. For example, I needed to provide evidence of my 'excellence' across the categories of teaching, research and service. My research output and internal grant success easily exceeded the formula provided by the faculty for the required academic level I currently occupied, so I was not overly concerned I would be able to mount the argument that I was performing above my level. I had been involved in a great deal of committee work, and also had several leadership positions within the faculty, so again, I was not concerned that I could demonstrate I gave service to the university above teaching and research. I had been awarded a couple of internal excellence awards for teaching and my student satisfaction surveys were above the faculty and university average, so I considered I could demonstrate I was achieving above my current level also.

However, the application required that teaching excellence also be evidenced by peers in a formal written peer review process. This required more planning, as I needed to approach staff more senior than myself to assess both my teaching performance in face-to-face and online teaching contexts. This was not an onerous task, but required careful thought about which staff to approach to undertake the reviews. I needed to ask academics who understood the critical theory approach to classroom activities I advocated, as some of the more didactic teaching staff would find my classes too student-centred and politically provocative, therefore were unlikely to provide commendation for teaching performance. I also needed a senior colleague to review the online units I taught, which meant arranging information technology access (to review the sites and discussion forums), all of which took time.

Clearly, many months were needed to prepare the 'evidentiary' component of the application and fortunately I heeded my informal mentors and started collecting and amassing the accompanying material at least six months prior to the formal application. It should be noted that, in the case of University A, my formal mentor offered no advice on the lengthy preparation time needed, nor suggested senior colleagues who may act as appropriate peer reviewers, although she was aware I was proceeding with a promotion application.

It is clear to see that this promotion application process is steeped in the discourse of productivity and performativity. The application guidelines include words such

as 'evidence', 'supporting documentation', 'tabled metrics' (of student satisfaction ratings for each unit taught over two years), 'outcomes' and 'deliverables'. Interestingly one requirement was that the metric of overall student satisfaction in teaching for each unit be extracted and included in a table, weighted against the average satisfaction level calculated for each faculty and the university average overall. This metric, used to judge an individual academic's teaching success, did not 'measure' the integral co-dependency of quality and engagement within the pedagogic encounter, but rather the functional aspects of classroom management, such as currency of materials provided. It is important for women to recognise that the elements chosen to judge success in this process are not politically neutral, nor are they free from neo-liberal managerialism for competitive ends (Hey, 2004). The kind of functional evidence requested (attendance, choice of texts, lecture preparation) can be amassed across an institution regardless of individual differences in classroom teaching practice. Many women, for example, put a great deal of effort into the pastoral care aspects of their teaching, which are not captured by university and national 'student satisfaction experience' type surveys. These high 'satisfaction' ratings then count in national and international rankings standards and metrics used by international bodies to judge and advertise quality of university experience (Marginson, 2010). Therefore, institutions value high metric scores as a means to judge individual teaching performance.

In University A's promotion process, my informal mentors were invaluable in helping me to articulate innovation in teaching practice, within the discourse of metrics, as I struggled to recast my teaching ideology within the performative language of the application. As I neared the completion of the tables indicating my 'performance' as a university teacher, I turned my thoughts towards the 'service' component of the application. As I looked around the university workplace, I was immediately struck by the number of female colleagues who undertook an overwhelming service role for the university. Such service included organising and speaking at Open Days, Information Nights, field trips, community liaison, numerous committee roles (such as student services, language and learning support), all of which appeared to count for little in terms of promotion. These contributions did not appear to feature highly within the category of 'service' as participation in other committee work (such as Academic Board or university ethics committees). Yet, these tasks were essential to the continued functioning of the institution, but the women who often undertook increased service over many years appeared to be 'invisible' in the promotion process. 'Invisibility' exists not only in the institution but also in the promotion process.

Becoming Visible

It is often easy to feel invisible as a female academic. There are numerous reasons why this may occur, whether in the teaching, research or service components of academic roles. A form of *physical invisibility* exists for many female academic staff:

those located outside the central campus, those employed under sessional contracts, those placed in clinical or external settings and all who are physically invisible to central decision-makers. These staff members are rarely asked to participate in university policy-making authorities, senior advisory committees or similar powerful groups within faculties. They are 'invisible' as their voices are not heard unless they have strong advocacy through others. This form of political invisibility can mean marginalisation when management reshapes institutional academic priorities. There is also a form of *academic invisibility* which is often linked to the ways in which universities prioritise teaching, research and service roles. As previously stated, those with high research profiles are rarely invisible in university life. Increasingly, those rewarded with national acknowledgement of teaching excellence are also becoming more visible yet those who take heavy service loads continue to remain largely invisible in academic spheres and certainly their task can be more difficult in mounting a case for promotion.

To become 'visible' in the university, academics are encouraged to 'raise their profile', 'become known' or discipline their actions to fit a corporate ideal of a 'good' or 'strong' academic (Devos, 2008). The strategy aims to reward high-profile academics (most often in research) and universities often seek to make them aspirational models for others to follow. The metaphor of the 'rising star' illustrates how such visibility is designed to influence others to aspire to such goals (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.6). However, whilst the institution advocates the excellence of their 'rising stars' in performative terms, some staff, particularly early or mid-career academics may feel even more invisible, as the achievements of those held up as role-models are often unattainable unless staff work almost all the time and have significant support networks at home (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011). The prospect of working nights, weekends and during periods of leave is neither in keeping with workplace relations law, nor sustainable in the long-term now or for future generations of academics. In fact, prior research indicates that many young academics with less than five years post-doctoral work in the sector, are disenchanted with the 'workaholic kind of mentality' and plan to relocate to industry and leave academia entirely (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.8). One young academic said:

> Being an academic is part of my identity. It isn't my total identity. And yet when I see a lot of people who have *made it*, who are supposed to be the ones who could mentor me, they're a 24/7 academic – and it's as if that academic identity has taken over. And as an early career researcher, I'm trying to work out is that what *I* want for the future of, not just me, but my family and my children. (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.8)

All academics need to make a choice whether they will actively take part in the competitive visibility of performativity or not. Female academics need to be aware that the measures of success are unstable and continue to alter not only with internal university changes, but when national education policies on productivity metrics

also shift (see Hazelkorn 2011 for a discussion of RAE and rankings in the Europe; Martin, 2011 for ERA in Australia). Each time the metrics of productivity change, universities alter productivity measures to focus on what is newly 'valued' in terms of performativity. This is a crucial factor to consider in the promotion process. What might constitute an acceptable number of publications, research income or degree of teaching excellence in one year, may change for the following year. These productivity demands always rise; they never fall or remain the same. It is important to access and know the 'formula' used by your faculty to determine the minimum standard for research 'active' status. These performativity measures indicate institutional expectations of minimum standards you must meet, but in practice, my informal mentors correctly advised me, you need to exceed them for a successful promotion application. The politics of invisibility are complex, but female academics need to be aware that their promotion applications need to reflect *all* the work they do for the university, not just teaching and research. If female academics consider much of their contribution has been in the area of service to the university, it is important to ensure that it is sufficiently evidenced in a promotion application. Often women consider that 'service', particularly non-committee work, is just something everyone does or shares as part of the job. This is not so, as there are some academics who do not appear to undertake the often 'invisible' areas of service at all. It is important that women take control of their career paths and learn to evidence all they do that contributes to the broad spectrum of university life.

As I continued to collect the documentary evidence necessary to support my application for promotion, I considered what promotion to the next level might mean in terms of university expectations. In both institutions I sought advice from formal and informal mentors based on their experience. Both formal mentors advised that were I successful, there would be additional leadership demands. University A's professor said there would be an increased expectation for research output, particularly in the area of winning competitive grant funding. It reminded me of the corporate stance reported by a research leader who said:

> People can be a little complacent and not everyone is desperately active research-wise, in fact, quite inactive. So beefing up the expectation that everyone will be active, or else they simply don't get study leave or they certainly don't get promotion is one strategy adopted. (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.4)

My informal mentors concurred but said it was necessary to be very selective about the leadership roles I was prepared to take, and not to 'bury' myself in administrative work. They advised me to keep the elements of promotion firmly in mind when approached to take on more administration. Kate advised that whilst more administrative work came with the territory of professorial staff, that keeping a balanced approach to life and work was possible, in her experience. All advice given reminded me that if my promotion application succeeded, the institution would expect/demand more of my time and energy. I consider this illustrates the

ways in which an institution can seek to govern the subjectivities of academics by positioning the choice between work and life/work balance as an 'inevitable' cost of rising through the academic hierarchy. In my experience, some academic managers have also likened striving to achieve a degree of balance as a set of 'costs and consequences' in academic life. One assumption is that the cost of reaching university performative measures has the consequences of long hours of work outside campus life. The cost of not reaching set targets can mean a position of 'invisibility' in some cases, but certainly lack of reward, including promotion, in many cases.

The 24/7 Academic: Costs and Consequences

The corporate university has ever encroached into traditional 'family' or 'leisure' time, such as evenings, weekends and periods of leave and 'developed "suffocating" versions of accountability' (Barnett, 2011, p.56). In my experience, demands have been made that staff are contactable when on periods of leave (including sick leave) and expected to be available to work over weekends for 'weekend planning retreats' or research 'writing retreats'. Occasionally attendance at such activities is couched in the discourse of compulsion and an expectation that all staff are willing and able to attend such events. The costs of attendance (time, emotional and financial) for many women are 'invisible' in workload models currently in place. Institutional expectations make it increasingly difficult for women to maintain integrity and balance towards all aspects of life/work.

Time poverty often results in teaching academics pushing research activity to one side to meet the imperatives of teaching, marking and administrative work during working hours (Debowski, 2010; Griffiths, Thompson, & Hryniewicz, 2010). Some have noted that research 'substantially happens beyond our day job' and 'you've almost got to approach research as if it's your hobby because it will inevitably impinge on life beyond the university campus' (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.7). Many academics, cannot envisage how to juggle high teaching, marking and student welfare loads with increasing research or leadership demands advocated in both formal and informal mentoring. A number of early career researchers have reported that they have tried to maintain a 'workaholic kind of mentality' following doctoral completion, but have found it impossible (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.8). Others question whether formal mentoring is simply a mechanism that academics entrenched in the system use to convince younger academic staff to adopt a 24/7 academic identity. There is a belief that a 'tacit understanding' exists that to succeed in academia, early career researchers in particular need to 'sell' the ideals of maintaining a life/work balance. One young academic said:

We *get* the mentoring but it's basically just a knowledge based mentoring. It's not where we sit down and talk about identity constructions and what it is and the tensions that go with that kind of stuff. Particularly if you're trying to have

> a work/life balance…am I just being mentored into not having a work/life balance as an academic? Is that what it ultimately is all about? (Sutherland-Smith, Saltmarsh & Randell-Moon, 2011, p.8)

Such comments reflect the grave concern academics have for the sustainability of 24/7 models of working and their conflict in deciding whether to engage in the discourses that underpin the continuation of these models. My mentors (both formal and informal) made it clear that the higher up the academic ladder individuals rise, the more time commitment was expected of people, particularly in terms of leadership and responsibility. Women need to devise, articulate and employ strategies to manage additional leadership and work demands yet maintain a life outside the academy. Some of the strategies I have learned during the promotion process are:

– Manage your email, don't let it manage you! I found I could lose days in responding to email requests. I began to use discussion boards and frequently asked question sections more and made it clear to students I would not answer questions by email if information was already available in documentation. I also learned to open email first thing in the morning – glance through and respond to things that were urgent, or really needed a response, then shut it down until later in the day. Many of the earlier requests had follow-up emails saying the issue had been resolved elsewhere.
– Decide how many meetings you really need to attend (particularly if you have to travel to other campuses). Can these be done by phone, video conference or other means? Time lost in un-necessary travel is tiring and merely adds to the length of your day. It also means you are behind when you next open your email. Some travel is essential, but much of it, in my experience, is not.
– Learn to say 'no' to things that do not help you achieve your direct promotion goals. Be selective about 'service' components and actively seek election on committees that directly service your promotion weightings (e.g. if you heavily weight 'research' then seek membership on your departmental ethics committee, university ethics committee, research committee, research leadership and higher degree research co-ordination)
– If you are considered 'research active' and need to maintain that status, then ensure you set aside one day per week (or more if you can carve it out) to focus solely on writing, reading and devoting yourself to research. During that day DO NOT OPEN WORK EMAIL before 4pm. At that time, you can respond to anything before close of business. If you open your email at the beginning of the day and start responding, you will lose your momentum, your focus and at least part of the day in dealing with what I call 'administrivia'. You must allow time for your head to get into the research space and remain there for the majority of the day. Even carving out one day per week will make a difference over a year to your research profile and productivity.
– Adopt a 'look once' policy, where you deal with something once and move it along for action with explicit instruction to the next person about steps to be taken

or questions to be answered. Do not keep hoarding tasks on your desk/computer to be dealt with later when you have 'more time'. This can cut out the feeling of drowning in numerous 'unfinished' tasks that keep mounting up around you.

YOU'RE ON THE CUSP, BUT NOT THERE YET": BRAVING THE PROCESS

University A

Having finally prepared my promotion application, I took it to my formal mentor for final feedback. She appeared surprised by my achievements across all areas of endeavour, but said she thought the application 'looked good' and wished me well. Part of the process was that both she and I had to meet with the head of academic staffing in the department, who would also give me institutional feedback. At this meeting, whilst some feedback was constructive, it was apparent that the head of staffing had not carefully read my application. She made comments such as, 'You claim to have excellence in teaching, but where is the evidence'? I pointed out that I had won two internal, competitive awards for teaching excellence within the past three years and that my student numerical grades on satisfaction were not only above the departmental average in each unit but above the university average. I sought clarification on what additional forms of 'evidence' she wanted. She said that 'the numbers didn't make sense'. I went through the numerical columns with her, although the form was a standard template, not designed by me.

She raised similar concerns in the research and service categories. I was getting the impression that I was not considered ready for promotion. My own formal mentor remained totally silent during this time. I had looked to her for supporting comments during the exchanges, but she chose to say nothing, despite having told me that my application 'looked strong' in our mentor meeting. The interview was drawing to a close when my formal mentor finally spoke the words, 'Wendy, I think you're on the cusp, but you're not there yet' and said no more. I was stunned as she had never intimated these sentiments to me before, although plenty of opportunities to do so were given. I asked the head of staffing whether I could incorporate some of her feedback, and revisit my application with her the following day. She agreed. I went home devastated and in tears. I immediately sought help from my informal network. They had read my application and thought it sound. One said:

> Well, go for it! Put in the application and let them tell you why they think you're not good enough if you don't get it. If you don't put in the application, you're not even in the game and you make it easy for them to overlook you, as you haven't put anything in the formal channels. And remember, they have to give you feedback on where your application falls short if you are unsuccessful. But at least get into the game!

Both informal mentors advised me to go to the meeting the following day ready to justify every change I made and to put the application in regardless of the outcome.

I followed their advice. The head of staffing was still cagey about whether she would support it, but by that time, I had lost all faith in University A's formal processes assisting me in any constructive way, so told her I would apply regardless of her level of support. Six months later the promotion list was announced and I was successful. As a 'coda' to this experience, around eight months after promotions were announced, I was approached by a female member of staff who asked me for a copy of my promotion application. When I asked why she sought a copy of *my* application in particular, she told me the head of staffing advised her that the promotions panel said mine was one of the strongest the panel had seen, and it went through unchallenged. This was the same head of staffing who had almost convinced me only months earlier, that I was not really ready or worthy of promotion. This is a valuable lesson about acting on advice from trusted mentors who really have your best interests at heart, and being brave enough to back your judgement despite (women) in formal positions telling you 'you're not there yet' in the promotion game.

University B

In University B's case my formal mentor, Kate, challenged me to get over the cusp, with strategic advice, giving feedback on my application and providing practical suggestions in the progress towards promotion. There were no hidden surprises and I felt that the formal process has been supportive and focused on helping me to succeed, rather than putting barriers in my way. I continue to seek advice from my informal network and also now provide guidance to others also seeking promotion.

IN CONCLUSION

I have learned a number of lessons that about gaining successful promotion:

1. Develop an informal network of colleagues you trust to give you direct, truthful advice about your career trajectory. Include people who are at your own level and those higher than you and engage in open discussion with them about all aspects of your career. Maintaining these relationships (and acting in this capacity for more junior staff) is of crucial importance in making 'the game' more playable and bearable.
2. It is possible to maintain your own research trajectory within the neo-liberal university. However, the cost may be that you do not 'fit' within the 'priority' research areas designated by the faculty or department. This means you are unlikely to gain internal funding. If this is the case, undertake unfunded research and work with like-minded people in other institutions to access external funding opportunities. Such cross-institutional collaboration is important to evidence when 'weighting' the elements of your application: teaching, research and service.
3. Writing the promotion documentation takes enormous preparation and lead-up time. Go to staff information sessions about the bureaucratic elements of

the promotion process and ask pertinent questions. Allow yourself the time to 'amass' the evidence and get several people to read your application and give you feedback. If your formal mentor is not interested or particularly helpful in this regard, ask others inside and outside your institution, but choose people you respect and who have 'made it' at least to the level for which you are applying.

4. Do not be disillusioned by the lengthy, bureaucratic process and the hurdles you have to jump. I believe promotion application processes are designed to be lengthy to deter hasty applications, so be prepared to put in the time to craft the document. Institutions argue lengthy checks and balances exist for risk management and quality assurance reasons and to ensure staff apply on advice, not before they are ready (therefore avoiding the disappointment of being unsuccessful).

5. Do not try to write a promotion application during your busiest teaching semesters or when you have major research outcomes due (for the reasons of time needed, as outlined above).

6. Have faith in yourself and do not allow those who are not truly interested in assisting you tell you that you are not good enough. At the same time, listen and take advice from people you know respect you and your work. Act on their advice – even if this is to suggest you wait for another year before applying for promotion to get more evidence to make a stronger case.

7. Think carefully about how you will assume leadership responsibilities without it 'costing' your life outside the institution. Seek advice from successful senior women (whom you respect and trust) and put strategies in place to continually strive to maintain a sustainable life/work balance.

8. Informally mentor other women and share successful strategies of surviving 'the game' of promotion. Adopt an ethical, honest and truthful position in the relationship. Be clear with mentees that your role is to assist them with their career, not shape them to your likeness or mould them into a compliant, corporate university creature. Encourage them to also adopt ethical and open relationships with those they may mentor in the future.

Promotion is a political activity steeped in the discourse of neoliberalism, competition and metrics. My experience is that universities try to shape academics as governable subjects by implementing work practices based primarily on performativity models. The formal mentoring process *can* be used as a mechanism by which the institution monitors and regulates individual academics and instils performative norms. In many formal mentoring inductions, for example, the 24/7 academic is heralded as a 'model' of success to aspire to, while the realities of achieving such outcomes mean substantial work (usually research) occurs outside working hours. Inevitably, every female academic must decide how she will endeavour to maintain her life outside the academy during, but more particularly *after* promotion. Of tantamount importance is to share these strategies openly, ethically and honestly with other women just starting or struggling in 'the game'.

NOTE

[1] Kate is a pseudonym

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4. DISCRIMINATION IN THE UNIVERSITY IN INDIA

Special Reference to the Bangalore University Women
Employees in Karnataka

INTRODUCTION

Despite changes to the status of women in India, the strong patriarchal traditions continue to shape the way that women take their place in Indian society. There are more opportunities for women in India today, inclusive of political, financial and working opportunities, but it is difficult not to notice that India is still a male dominated society. Since the passage of the Government of India Act (Misra, 1966) the social status and education of women in India has expanded. In India, literacy of women is increasing rapidly with the number of women entering higher education reaching 40.04 % in 2002-03 from 10.9 % in 1951 (Singh, 2008). However, in spite of the opportunities thrown open to her in various fields along with some labour-saving gadgets in the house, Indian women still seek ways to consolidate a professional identity as an independent and honorable human being. This chapter will discuss the current workplace issues facing professional Indian women, inclusive of women working in academia. The main issues and what can be learnt from these will be discussed in the light of research conducted at Bangalore University and how implicit discrimination against women provides a powerful obstacle in women's aspiration for leadership and career progress.

WOMEN IN INDIA

The concept of equality has exercised a powerful emotional appeal in the struggle of women to free them from age-old oppression. During the last few decades, industrialization, urbanization, increasing level of education, awareness of rights, wider influence of media and westernization has changed the status and position of women. However, as many professional women from around the world have experienced, the present sky rocketing prices resulting in economic tension have aroused professional women's might in easing the financial and economic constraints of her life. For this, she has to maintain an equilibrium and balance between home and career. However, as desired as more income may be for professional women, a persistent conflict is the disjuncture between her mothering role and her professional

role (Maheshwari, 2013). In addition, to role conflict, the role of the workplace in providing support needs to be expanded to ease women's conflicting roles. The role of mentoring is a viable way for women to gain access to workplace support and to help women ease some of their social, cultural and economic burdens.

Today, the status of Indian women has changed. The number of educated women including the number of working women is increasing. Out of the total 397 million workers in India, 123.9 million are women. Of these, roughly 106 million women work in rural areas and the remaining 18 million work in urban areas. Ninety six per cent of the women workers are in the unorganized sector. Overall, the female work participation rate has increased from 19.7 per cent in 1981 to 25.7 per cent in 2001. In the rural areas, it has increased from 23.1 per cent to 31 per cent and in the urban areas from 8.3 per cent to 11.6 per cent (Deshmane, 2012). Although more women seek work, a vast majority work in poorly paid jobs in the informal sector. These jobs are without any job security or social security. This is because of the increasing unemployment and under employment among the male members of the family and the increasing cost of living as a result of the neo liberal economic policies.

At present, women are in a position to compete with men in all walks of life. Even fields traditionally occupied by men, such as engineering, have shown a growth in the number of females graduating from these fields, especially in the last 15 years as India experiences rapid development (Parikh & Sukhatme, 2004). However, in India, the "practices of respectable femininity and discourses of the Indian family" (Radhakrishnan, 2009 p.295) continue to shape cultural norms. For example, Gupta and Sharma (2002) found that women academic scientists in India work with patrifocul beliefs which shape family and workplace life.

Working women struggle with their cultural stereotyping which essentially means that they are not thought of workers equal to men. The constant discrimination creates a powerful influence on women that leads to feelings of inferiority within the workplace. Research shows the high level of mental fatigue, stress related illness and high degree of job dissatisfaction among working women. For example, a study by Patel., et al., (2005) showed the high rates of chronic fatigue amongst Indian women. The study concluded that "psychosocial factors indicative of poor mental health and gender disadvantage" (p.1190) are evident in the high instances of fatigue. Hence, women face problems like job strain, role conflict, sexual harassment, inadequate household help, financial dependence and other occupational hazards, gender discrimination. The feeling of guilt and neglect in turn affects their job productivity and efficiency and earns them a poor reputation as workers.

Women workers in universities are not exempt from the issues that face other professional women. The universities of the world stipulated three in-dissociable principles which every university should stand for namely a) Right to pursue knowledge for its own sake. b) Tolerance of divergent opinion and c). Freedom from political interference. Despite the social and economic progress in India and the changes to encourage more women to participate in the workforce, the

experiences of female academics shows that much more needs to be done to ensure that women have a right to pursue knowledge, experience the tolerance of diversity and experience a political freedom. My own experience and informal conversations with fellow female academics told me that the three principles of higher education, were not evident in women's experiences and this led me to conduct research specifically about academic women. Due to challenges in education and heavy demands made by society on working women, many female academics experience stress that can affect the health and wellbeing of working women in academia.

Therefore, I felt a dire need to undertake a study investigating and exploring the implicit discrimination in the work place with reference to Bangalore University women employees in Karnataka. The study focused on problems that adversely affect women working in universities, and problems that create obstacles for women experiencing the rights provided by universities to all academics, such as the right to pursue knowledge, tolerance of diversity, inclusive of gender, and freedom from political interference. The aim is to help created an increased awareness about these problems and also for seeking promising solutions, such as increasing access to mentoring, in order to wipe away women's problems and to help the 'struggling lady' take a cool sigh and march ahead in her dual life.

THE STUDY

Discrimination in today's workplace is largely implicit, making it ambiguous and often very difficult to prove (Rooth, 2007, Pratto& Shih, 2000). Harassment is any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or which create an intimidating, hostile or offensive work environment (Einarsen, 2000).

This study investigated the major problems faced by two groups of women as they aim to break traditional rules and restrictions on their employment and how they deal with such problems. Through a series of interviews, women explained how they handle their problems, how they are being accepted by the society, how they stand up to society's restrictions, and the effects of paid employment on their lives. The women interviewed have been divided into two categories category one including teaching staff and category two includes nonteaching staff in Bangalore University. The socio-economic characteristics that differ between the two categories include; age, educational level, salary, marital status, status of the head of the household, number of family members.

Previous research and the author's own experiences showed that women often chose their career out of economic necessity rather than a real choice. In their working life, it is married women who experience greater difficulty in managing the dual responsibility of work and family. The stresses of managing both suggests that it is

these married women who hold positions, but have little chance of upward mobility. As a result of this limited mobility, a situation exists where there is a mismatch between women's education level and the position she occupies. The dual stress of family and work, in addition to the limited chance of promotion and mobility results in limited job satisfaction of married women. A word of caution here, the interviews are not to distinguish between married and unmarried women, rather to show how the expectations of family, work and discrimination against women, create difficulties especially for married women, inclusive of female academics.

Profile of Bangalore University

Bangalore University is a public university located in Bangalore, Karnataka State, India. The university is one of the oldest in India, dating back to 1886. The University was opened as the Central College, Bangalore in 1886, by the British Government to award University degrees. It was renamed as the Bangalore University from Central College, Bangalore by the UGC, India on July 10, 1964 by the government under the then State of Mysore to consolidate institutions of higher education in the city of Bangalore. The Central College, Bangalore (established in 1886) and the University Visvesvaraya College of Engineering (UVCE) (established in 1912) (the two original institutions in Bangalore) were subsumed into this university. With the promulgation of the Karnataka State Universities Ordinance of 1975, which aimed at bringing uniformity to all universities in the state, the university lost its federal character and became a state-affiliated university. In 1973, the University moved to the Jnana Bharathi Campus located on 1,100 acres (4.5 km^2) of land.

The Bangalore University gave birth to universities like Visvesvaraya Technological University, Rajiv Gandhi University of Health Sciences and the National Institute of Mental Health and Neurosciences. The university's Institute of Aerospace Medicine (IAM) has been designated by ISRO to train astronauts for the Indian space program. Bangalore University has been awarded the Sir M Visvesvarya chair from ISRO to perform research in space science. Because the University produces the largest number of PhDs in India, it has acquired a good reputation among foreign universities. Consequently, the university hosts a growing number of foreign students.

In 2001, the university received Five Star Status. Sir C.V.Raman, Nobel Laureate physicist, was associated with the University and announced his Nobel winning work at the University premises at Central College, Bangalore in 1927.He was awarded the Nobel Prize in 1930. Professor Leonid Hurwicz who served Bangalore University as a Professor in Economics won the Nobel Prize in Economics in 2007. Professor Hurwicz served as a Professor of Economics at Bangalore University from 1965-1968. The university has impressive facilities, including a bio-park so students can acquire knowledge and experience in land management for social forestry, aqua culture and ornithology. The university also has an impressive library and its own publishing unit. Every year around 45 inter-collegiate sports competitions are held

for men and women section. There are welfare programmes initiated by the institutes like subsidized transport facility for the university staff and students, subsidized canteen facility, free medical aid and reimbursement of medical expenses including on hospitalization, loan facilities from GPF. The University stands guarantee for house building loans sanctioned by the HDFC and also all other nationalized banks and co-operative societies.

Table 1. Number of teaching staff working in Bangalore University

No.	Teaching Staff	
1	Men	416
2	Women	211
Total		627

Source: 45th Annual Report Bangalore University

Table 2. Number of non-teaching staff working in Bangalore University

No.	Non-teaching staff	
1	Men	973
2	Women	272
Total		1245

Source: 45th Annual Report Bangalore University

The Research

The objectives of the study were to present a social and economic profile of working women in Bangalore University. By studying the factors that influence how women work in the university the study will identify the major problems faced by both married and unmarried women and how they assess their employment inclusive of job rewards and the extent of their social and economic freedom. Rather than focussing on the research design, the focus of this paper is to raise issues about the participants' responses, discuss why these issues are prevalent and how they may influence other women seeking to work in academia in India. The aim is to raise awareness of some of the current problems that female academics are experiencing in order to help better prepare new academics for the reality of working within an Indian University.

The proposed research aims to describe the issues pertaining to working women of an organized sector called Bangalore University. It aims at understanding the nature and magnitude of problems both at work place and home including working conditions, job satisfaction and role conflict. The researcher has carried out the study by randomly selecting 100 respondents from all teaching staff and non-teaching staff

working in a Bangalore University. The study comprises a cross section of working women of Bangalore University including different levels starting with Professor to the lowest rung- Class-IV women employees. All women employees working in various Departments and Administrative Offices of Bangalore University constitute the case site for this study. Though the study presents an outlook of the working women Bangalore University in Bangalore, the researcher will also draw on her previous field work and research.

Problems faced by Working Women at the Workplace
The following issues have emerged from the study. They are not ranked in order of importance but they represent a cross section of responses from the study. The aim is to discuss these issues in the light of the findings and analyse why these issues are relevant for women academics.

Relationship with colleagues: As discussed, the capacity of a working woman is always suspected because of the expectation that women should also put time and energy into looking after and caring for her family. Therefore, for working women, including female academics, the assumption is that the women is not fully focussed on her work. As noted by Radhakrishnan (2009), respectability and femininity are still not fully associated with the working women. So that from the onset, many women have to prove their right to work with other colleagues and that there working life is 'respectable'. The implicit discrimination faced by married women who want and need to work is that those in authority are doubtful whether she would be able to handle male subordinates, make independent decisions, cope with crisis and manage her duties. Even though many women have proven their efficiency through their work achievement, those in a position of authority are likely to think twice before promoting her. Even if she is given a chance, there is always a remark that she has been given the position because she is a woman. However, it should be noted that more recent studies (Kaur, Singh, & Dutta 2012), suggest that married women are able to handle stress better than other workers, suggesting a married women can cope with multiple demands, but the authors suggest that this comes at the expense of their own freedom and self-care. India also has a division amongst the classes, so the research showed that women from the upper class cadres preferred to work with men. Even though the qualifications of their female colleagues were equal to their males' colleagues, they preferred males. Therefore, for female academics from the lower classes, they not only face discrimination from male colleagues and male leaders, they also have to contend with class discrimination from other female colleagues.

Not much choice: Another notable problem for the woman worker is that she does not get jobs in the fields of her interest. This is especially evident for married women who experience a reduction of freedom once they are married (Kaur, Singh & Dutta 2012) and they may be less likely to pursue their own interests. The women have to accept the work they get. What this lack of choice indicates is the need to further empower Indian female academics. Kabeer (1999) has stated that a key

element of empowerment is having the ability to choose and make choices. This is where female Indian academics are lacking, for the most part; she does not have enough power to choose her work according to her interests. Kabeer suggests three conditions that are needed to make this choice more accessible, a) having access to resources, b) being able to take action and c) being able to achieve the desired outcomes. As noted in Datta and Gailey (2012),

> The preconditions faced by women in India are significant and reflect system-wide gender discrimination. Often women's access to resources, particularly jobs in the formal economy, is limited due to cultural conditions that subordinate the role of women. (p.571)

Women in the study also noted part of the difficulty of choosing work is also due to factors outside her control. For example, women experience difficulty getting to their workplace. The present transport system is far from satisfactory; generally women have to suffer the worst due to misconduct or even teasing by co-passengers. Sometimes they have to wait hours at the bus stop to board a bus. Even when the bus comes, due to it being over-crowded she is not able to catch it. Train travel is not much better. Therefore, the three conditions that make empowerment possible are severely restricted due to poor infrastructure and poor resources. Similar to the lack of transport which makes getting to her job difficult, lack of basic resources also affect the way women can work. The lack of basic facilities such as toilets, rest rooms and dining spaces at the workplace cause a lot of physical discomfort and mental stress for women. In some cases, this has created serious health issues such as urinary tract and other diseases, particularly among pregnant women.

Sexual harassment: Sexual harassment has been defined in the Supreme Court guidelines (Vishakha vs State of Rajasthan, August 1997), sexual harassment includes such unwelcome sexually determined behaviour as: physical contact, a demand or request for sexual favours, sexually coloured remarks, Showing pornography and any other unwelcome physical, verbal or non-verbal conduct of a sexual nature, for example, leering, telling dirty jokes, making sexual remarks about a person's body, and so forth (Patel & Mondal, 2013). Sexual harassment is another serious problem faced by working women. Whether in the organized or unorganized sector, whether illiterate, low paid workers or highly educated and highly paid executives, a large number of working women face sexual harassment at the workplace. Violence against Indian women is well documented (Rastogi, & Therly, 2006, Sharma, & Gupta 2013). However, the fight against sexual harassment has been an ongoing issue for Indian women since the 1980s. Patel & Mondal, (2013), state, "Sexual harassment at the workplace has been one of the central concerns of the women's movement in India since the 80s" (n.p). It may seem trivial in the face of violence against women however; the two acts against women are linked. Patel and Mondal, (2013) suggest,

> But this trivialisation did not deter the women's rights activists…
> *Baailancho Saad* ('Women's Voice') in Goa mobilised public opinion against
> the chief minister, who allegedly harassed his secretary, through demonstrations,
> rallies and sit-ins till the minister was forced to resign. In 1990, the same
> organisation filed a public interest litigation to bring amendments in the
> antiquated rape law that defined rape in the narrowest sense. (Patel, 2013, n.p)

Despite ongoing efforts to raise awareness about sexual harassment it remains an issue for university women. Recommendations by the National Commission for Women (NCW) have particularly focussed on the safety of women in and around college and university campuses. The Commission was set up in response to sexual violence against female students. Institutions were given strict guidelines to prevent sexual harassment and rape on campuses. The women in the study identified sexual harassment as an issue for their employment, and considering it is usually under reported (Patel & Mondal, 2013, Patel, 2013), it remains a persistent threat to any civilised society and to the progress of women.

Women Face Wage and Training Discrimination: A study by Barnabas, Anbarasu, and Clifford, (2013) demonstrates many of the issues that confront women in the workforce. They state,

> The construction sector has the largest number of unorganised labourers in
> India next only to agricultural sector. Women form half the workforce and by
> choice or by design they are not allowed to acquire specific skills that may
> enable them to become masons. Women join as unskilled workers and remain
> unskilled till the end of their working life span. (p. 121)

Throughout the economy, women tend to hold lower-level positions than men even when they have sufficient skills to perform higher level jobs. Researchers have estimated that female agricultural laborers were usually paid 40 to 60 per cent of the male wage. Among the 100 respondents, 68 per cent are paid Rs. 5-10 thousand per month, while 26 per cent are in the income range of Rs. 11-15 thousand. Women employees who are drawing more than Rs. 21 thousand per month are few in number that is only 2 per cent fall in this group. Even when women occupy similar positions and have similar educational levels, they earn just 80 per cent of what men do, though this is better than in most developing countries. A recent study (Khanna, 2012) also suggests that the wage differentials are greater for lower earners. She states, "To put it simply, women who are low wage earners face a greater gender gap as compared to women at the higher end of the wage distribution" (p.11).

The public sector hires a greater share of women than does the private sector, but wages in the public sector are less egalitarian despite laws requiring equal pay for equal work. For example, the Equal Remuneration Act states that employees of both genders are doing the same or similar work of the same value is paid equal remuneration in cash and kind. Two other acts are also supposed to protect the rights of women. Maternity Benefits Act means that a woman is entitled to payment during

her maternity leave at the rate at which she was working prior to the leave period and the Factory Act of 1948, Mines Act of 1952, and Plantation Labour Act of 1951 were passed to protect and regulate the wages of women from time to time without any discrimination. Though the constitution of India provides for equal pay for equal work for both men and women, women earn substantially less than their male colleagues doing similar work. However, the evidence of a 'sticky floor' amongst Indian professionals is not entirely related to India but is a global phenomenon. Khanna (2012) states, "women who have high levels of education and are at the top end of the distribution are perceived to have high levels of commitment and due to their past investments in education are thought to be stable employees (p.30). However, the issue is that women have to get there in the first instance.

Workplace Support and Mentoring

Developing mentoring programs is an initiative that should be taken seriously by Indian Universities to overcome discriminatory practices and conditions for female academics. The programs are essential to create awareness of obstacles specific for female academics in India. These programs are one way to change employment expectations and conditions in order to create employment and work opportunities for women and to increase the diversity of women in the higher education sector. The problems, evident from a study at Bangalore University, are indicative of the issues facing many women across the higher education sector in India. Many of the problems are associated with social and cultural practices that shape everyday life. These cultural practices are changing however this is a slow process. Formalised programs of mentoring will ensure that while cultural practices are evolving to be more inclusive of working women, women who are currently in workplaces are well served. As Haq (2013) suggests,

> Organizations in India need proactive human resource management targeting issues of gender equality, diversity and inclusion policies, supportive leadership and positive mentoring in organizations aimed at removing the systemic, social and attitudinal barriers to help secure a place of gender based respect and trust in organizations earned through their competence, commitment and hard work. (p.3)

Another suggestion that complements mentoring is the provision of workplace 'facilitators' (Maheshwari, 2013) who specifically focus on helping women managing both their working and mothering roles. This may be a unique issue for Indian women, therefore a specific focus on this issue would not only help working women but also help to create attitudinal change because the role conflict issue is out in the open and acknowledged. Programs should raise awareness of the "double burden" of the working women. The awareness program would also involve male colleagues who should be encouraged from childhood to share household work with women. Workplaces, inclusive on universities should be encourages to provide

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"women friendly work policies – like flexible job hours and home office – as well as a cooperative home environment and assistance for housework"(Desai, Majumdar, Chakraborty, & Ghosh 2011, pp. 432). In addition, the media could be mobilized on this regard.

Mentoring programs should cover some of the other workplace issues. For example, mentoring programs that offer better training for women in their workplace skills, such as time management and management skills will help women to seek promotion based on performance. There should be a campaign within and outside the civil service arena to eradicate sexist and discriminatory attitude and stereotypical ideas about professional women. Mentoring programs can raise awareness amongst males and females about harassment and how to eradicate it. It is the most important task because removing the harassment of women workers will help to address may other problems as harassment is indicative of the negative attitude and behaviour against women. It also leads to other more violent expressions against women if it is allowed to go unchallenged. Mentoring programs must deal with harassment and provide strategies to women to not only deal with it, but to report it and ensure that they have the right to a tolerant and equitable workplace. It is critical to have clear and effective rules and systems to deal with the issues of sexual harassment in the work place.

The development of mentoring programs is at the early stages in India. A study by Chhatrapati, Bhardwaj and Singh, (2011) that focussed on mentoring affirmed that women managers, for example are mentored by their parents, superiors or their teachers. She is not learning from other professional women who may have special insight into her conditions. The author concludes that the mentoring climate is still in the making in India. However, while these programs are developing, universities can be leading the way for professional women.

CONCLUSION

Discrimination is still a large problem in society and in the workplace. It can be a difficult issue to curtail because there are many different types of discrimination that can affect people's behaviour and perceptions. Employees can be discriminated against because of their race, sex, sexual orientation, ethnicity and even age. Each of these issues has its own sensitivities and problems but stopping discrimination in the workplace requires an across-the-board ban on unequal treatment and vigorous enforcement on behalf of managers and employees. Among the other difficulties for female academics is negative attitude towards them from the community, colleagues and the authority. The society perceives women as soft and unfit for taking challenges. The deeply entrenched ideas about women's roles, as mothers mean that many working women are viewed negatively. Male colleagues and superiors pass negative comments to them; subordinates do not cooperate. Women academics face some unwanted situations that men usually do not face. Often they have to encounter some aggressive attitude from the people, and academic professionals deal with

them in a way that is unwanted. Mentoring programs have the capacity to address the very serious workplace and career issues that face female academics working in higher education. Through such programs, issues such as gender discrimination, harassment and unfair practices can be brought to the open and addressed by both male and female academics. These programs can provide the professional and social support for women in the workplace and help to create working conditions that help promote women as valuable workers.

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5. A NEW BLACK GIRLS' CLUB: MENTORING DOCTORAL AND ABD CANDIDATES IN ACADEMIA

INTRODUCTION

Dr Patricia Morris Carey, speaking at the Association of Black Women in Higher Education Annual Fall Conference in October 2012 held at New York University reminded her audience that parents have served as their mentors. Parents have shown by their lives how today we must not retreat from attaining success. Parents have been the ones who inculcated into their children how by example they too can transfer the baton of truth, moral and ethical values, and sound advice to those following in their footsteps.[1] While I was not present at what must have been an inspiring event, I can only imagine its electrifying effect on the audience and be reminded of my own late mother, Mrs Editha Kirton (née Raeburn).

My mother taught kindergarten for thirty-six years in the country of Trinidad and Tobago before retiring to the US in 1977. Upon her passing in 2003, my eldest sister[2] who lived there reported that she received many unexpected words of condolences from mom's former students who celebrated her positive influence in their lives. My mother did not regard that her role ended with teaching her pupils their ABCs and 123s. Mom was on a mission to save their souls and the community of Point Cumana Government School by being an example of Christ-like love. So thorough was her determination, whenever I visited to assist her in the classroom—the site of my own training—I always felt a twinge of jealousy of those kindergarteners who richly benefited from her love and generosity.

For example, my mother's salary stretched to provide a pupil who came to school hungry with breakfast from our own table or decent clothing that we had outgrown. And, while she yelled at us, the fruits of her womb, I marvelled at how gently she corrected her pupils both with soft and but firm words and painless swats from the paddle. What a the difference! The parents also knew that Mrs. Kirton's passion was genuine. They lined up outside her classroom at the end of the school year with gifts from their gardens, kitchens, or whatever "Thank you" token they could afford from the stores. My mother simply recycled the tokens back into the community and hoped that no one was offended at the realization that she saw beyond their sacrificial gestures to the actual needs of the community.

My mother was one of the many non-white women teachers at her school who became my role model. Back then during the 1960s, I had some appreciation for all these strong, non-white women who similarly to my mother had challenged British

colonialism in the Caribbean that said black girls were fit for only servant-hood (and everyone knew what masters and mistresses in the privacy of their homes did with and to girls and young women), so well described in Jamaica Kincaid's "Girl."[3] Black women teachers of the pre- and post-Independence years in the Caribbean lived by example their courage to stare into the eye of the tigers of racial, gender, class discrimination, and color-stratification, and by sheer force of will make those tigers retreat. I can still recall from elementary school high-colored Mrs. Roach (Fourth Standard), brown-skinned Mrs. Archibald (Fifth Standard), high-colored Mrs. Honoré (my mother's friend who taught Fifth Standard), and from secondary school Indian Mrs. Solomon (Spanish, Forms I and II), high-colored Mrs. Baptiste (French, Forms I and II), Indian Mrs. Joseph (Geography, Forms III, IV, and V), dark-skinned Miss Thomas (Latin, Forms II and III), light-skinned Miss Mason (Music and Choir), and brown-skinned Miss Valèré (secondary school's Head Mistress).[4]

I attended and completed all of my college education in the US and am grateful for what the country of my adopted citizenship continues to offer me. The best that I can do is give back to society, especially to black women who remain at the bottom of the US's socio-economic ladder. In my college,[5] I teach our newly founded Women's and Gender Studies Minor program's introductory course and use Lynn Weber's *Understanding Race, Class, Gender, and Sexuality* as one of the texts. From it, I accentuate to my diverse students of females and males that I am focused upon "lifting as we climb," which includes helping to change single black women from accumulating a mere five dollars on average in wealth, as reported in 2010.[6] Students have always gasped or shaken their heads in disbelief upon learning of this. Then when I ask them to try to calculate how much of the collective wealth of Oprah, Condoleezza Rice, Nicki Minaj, Beyoncé, Halle Berry, Venus and Serena Williams, to name some celebrities, to shift the bar toward the median for white women, $46,000, they are flummoxed.

I suggest to them that education still remains an excellent starting point. Of course, they know that the earning potential for academics is way below any aspiring graduate's point of appreciation—the conundrum of our capitalistic society. Nonetheless, they understand that education still remains a viable option, despite the Diluvian threat of student-loan debts. All the while, I pretend to forget the path being taken by the doctoral and ABD candidates who are not oblivious to the hardships of their chosen path but remain driven by their love of teaching.

I continue to be excited but humbled to be viewed as an example to the doctoral and ABD candidates with whom I interact. At Delaware State University, the state of Delaware's only historically black college and university (HBCU), I interviewed three of the seven who are adjuncts in the Department of English and Foreign Languages, my department. All three are on track to complete their work on schedule. Renay Ford and Ramona Beverly—my mentees—are adhering to a schedule that would allow them to complete their courses then dissertation within the allotted time set by their institution, named below. Dierdre Powell (not one of my mentees) is expecting to complete her

dissertation and defense during the fall semester 2013. They all lend their unique voices to describe how the challenges toward attaining their respective goals can be daunting but now defeating. Renay concretizes her perspective in the metaphor of the building's structure and relies on the African American vernacular to clarify the infrastructural role that mentoring plays. Ramona's story reminds us that we Americans owe a debt that cannot be repaid to the indigenous peoples of this land who must be drawn in greater numbers to higher education. Dierdre limns how adjuncts work on an average of seventy to eighty hours an week as they juggle full-time *and* part-time teaching loads at multiple campuses with graduate course-work. She points out that all adjuncts are burdened with the demand for financial security that affords them benefits, in particular health care. If they were without the support of a working spouse whose health insurance can cover them, like mine did, they would have to rely on free health care and show up at clinics and wait in lines alongside their students. One student during the Summer Session I 2013 informed me of being so shocked to see her instructor at the free health care clinic that she was speechless. Is it any wonder that students find so unappealing work in academia? Dierdre thinks that a union for adjuncts should exist on all college campuses, as a matter of human rights. Who can disagree with her?

I am including the story of one of my lifelong friends, Sandra Grosvenor, from my birth country who completed her PhD in Health Services last year, 2012, at age fifty-something. She persevered because upon my earning my PhD in 1999 I became her beacon of hope, as I became her role model and informal mentor. Sandra speaks of and to the urgency for Africans in the Diaspora to resist superstition or fear of medical experimentation and seek the health care of the medical profession as one's basic and fundamental human right.

I have chosen to have each woman speak for herself, merely reformatting our respective interviews into the narrative mode but being careful not to alter her voice. It was important to all of us, as we spoke, that no one forgets the challenges—and hardships—of completing one's doctoral studies.

RENAY'S VIGNETTE

Renay Ford is currently pursuing her doctoral studies at Wilmington University (Delaware) in Leadership and Education. She completed her BA in English in 2000 and her Master's in Education Curriculum and Instruction in 2004. She is in her forties; has been married for fifteen years; and, has two children, one boy (ten years old) and one girl (five years old). Renay's studies focus on the transition of home-schooled children to the college classroom.

Renay's vignette (personal interview, March 8, 2013) begins with her sharing the value of having a mentor and being mentored as integral to her progress and ultimate success.

For me, the core value of having a mentor is having that second pair of eyes to be able to guide me on this road. I've been out of school for nine years, and I don't

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believe that my eyes are as fresh and will see those hidden or unknown pitfalls. So, having a mentor who's experienced the things that I'll experience—has been seasoned in those areas that I expect to become seasoned in—is a benefit. Mentors know the routes their mentees should take and really help to guide them.

Mentors also help to establish really good relationships while helping to build the confidence of the ones whom they are mentoring. It's someone you would obviously trust and able to talk to or give advice on a paper, and things of that nature. But at the same time, a mentor is more than that.

A mentor gives encouragement as well. For me, a mentor is my being encouraged throughout the next years when things might become a little bit more stressful and turbulent. So, I'm really hoping that my mentor, you, will be there the entire time to encourage me and give me that insight that I don't have, so at the same time I can become a mentor to someone else one day.

It's awesome just to have a woman-mentor because sometimes the odds are tremendously stacked against African Americans and African women, as well. But to have a woman to be a mentor, to know just as much as any man of any other race or color is absolutely awesome. It's phenomenal because it allows me or anyone else to see that we don't have to settle for anything. We can do just as much as any man can do. And, having an African American woman do this at the same time, that resiliency in African American women is just absolutely phenomenal. You know, among us African American women, some of us have dual roles. Some of us are mothers, some of us are wives, and being able to balance these roles while at the same time still being strong and nurturing is absolutely phenomenal.

It's for all these reasons that I really wish to emphasize that mentoring really means a lot to me. I couldn't do this by myself. Even with all the different degrees and the amount of intelligence that I have, there is no way I could pursue the doctorate without a mentor. And, there is no way I could do it if I did not have a strong African American woman helping me. Someone, again, who is just able to that extra set or pair of eyes and lead the path and really say, "You can do it, despite what happened, despite the challenge." Someone who's reminding me that I can do it, that these hurdles might seem tremendously high and overwhelming at times, but they can be jumped. You will just come right in there and go with me, all the way. That's what I think about when I think about mentoring.

It's a wonderful sacrifice because you don't get paid for it, not monetarily, but in the end you see the person whom you helped tremendously. That's you. It's not just that person who's graduating. But that's you, what you've invested in that person, you get to see as your investment. When that person is ultimately doing whatever he or she is doing, that's a part of your investment. You took the time to establish so many great things in that person. You see it coming back to you three- and four-fold times. That's absolutely awesome.

Within the broader context, the metaphor that I use regarding mentorship is the building. Mentors are an integral part of the infrastructure, helping with internal

things that no one can see. But they're really helping with the infrastructure of the natural building that people see. Otherwise, you don't have that foundation when that building is a little bit wobbly and it looks like it's not going to stand. Then that mentor comes and re-establishes that infrastructure that will make that great building within the person absolutely stand and not crumble. So, for me mentoring is the building of excellence, which is why I appreciate and love what is happening between you and me.

What I'm talking about here is what I've taken from a part of the African American vernacular. I take from this image of an infrastructure, this building metaphor, the style in which our community is organized and functioning. I see within the community itself different buildings. But each building begins with the foundation that is laid, then the walls, and the infrastructure and so on, all the way to its completion. That to me is mentorship. Then when I talk about the African American vernacular, I see among us no other style that others can mimic. No one can fully imitate what has come from Africa and Africans. We have an infrastructure that is so inborn, and it can never be mimicked or absolutely broken. So, I'm borrowing from our vernacular, the rich language of African people, to connect mentoring to the building's infrastructure. Am I making sense?

We look at the diversity among Africans and African Americans, we see their tall stature, how they very strong, sometimes faltering but regaining their posture. When I teach African American Literature, I emphasize this metaphor to my students. Some of them get it. I absolutely enjoy the most teaching my literature courses. I can return to these works of classical African American literature and find so much richness that I can impart to my students. I know that our common syllabus[7] says that we must start at a particular historical moment. However, how can anyone teach about the enslavement of Africans without going back further into the history of Africa to appreciate the source of this inborn strength and stature that has produced that first pioneer of greatness who didn't have mentor?

So, I go all the way back to Africa and talk about the tribes and kingdoms and pull from them that picture of that big building and say, "Wow! Look at how they built kingdoms during that time. Look at all the avenues of wealth and gold and sources of farming that they had that they had during that time that many people don't know about, nor do they want to take the opportunity to learn that Africans contributed to the world so much!" Dr David Livingston, when living in Africa, wrote that Africa was the closest thing to God that he'd ever seen. He was referring to African people but people said he was talking about the landscape and its natural beauty. I disagree. He saw the beauty in African people, their warmth and hospitality that spoke to him of God. My students can't believe that because some of what they see in today's society is telling no one of God.

All of this is what I have in mind when I talk about a person as an individual building, and the mentor as a playing a strong role in the mentee's life in all these various ways. And especially, how mentoring plays this positive role in the life of the African American woman who could always use that support, that reminder of her

inner strength and greatness. Roads, buildings, Europe meeting Africa, somehow are all related to mentoring because of the positive moments of human interactions with each other. That's what I also see in literature and how I teach it.

While my love and passion is teaching, I don't want to limit myself. So, if after completing the doctorate the opportunity to become the chair of an English department arises, I won't hesitate to accept it. Such is the opportunity to be a role model to others, and to be a mentor, too. However, being an administrator is not my first goal; teaching is. I can be a strong teacher-mentor, I think.

RAMONA'S INTERPOLATION

Ramona Beverly is currently pursuing her doctoral studies at Wilmington University (Delaware) in Education Leadership in Higher Education. Both her bachelor's and master's degrees are in English. She is in her forties. Her studies focus on black and minority women in higher education.

Ramona's confident statement (personal interview, March 8, 2013) reiterates the value of mentoring not only African Americans but the indigenous peoples of this land.

I think mentoring is extremely important at all levels. As a doctoral student, it is extremely important to see how the experiences of being a doctoral student are, of course, different from those of the bachelor's and master's degrees. At this level, your adult responsibilities just seem to loom so much larger, especially if you're a single woman, like me. You have to pay all your bills by yourself: rent or mortgage, utilities, car, health, and so on. You live pay-check to pay-check and hope to make enough money to not accumulate too much debt, which doesn't ever go away. Sometimes it can be so overwhelming. You know what I mean? So to have someone to talk to about that journey to the doctorate, I think it's very essential.

It means a lot because to go into a doctoral program or any graduate program and not have someone to talk to about it is not easy. I think it just makes it a lot easier when you have someone there for you. As a role model for things that hopefully I'll be able to do one day, a few things similar to things that you do. You're an excellent mentor, an excellent role model, doing so many things within the department that it's good to have that exposure to. I see all that you're doing and hope that one day I can do similar things. But I think all that is a part of the process. As a woman, to have another African American woman as a mentor, I think that just adds to the whole experience.

After I finish I want to be able to perhaps achieve some gains, if possible, in the department here at Delaware State. If not, then maybe I can get a fellowship or do some writing about those aspects of Delaware history that not much has been written about that you and I have spoken of in the past.

We've spoken of my mixed ancestry. My mother and my grandmother were Native Americans. My mother was half Native American. The two Indian tribes in

Delaware are the Lenape Tribe (Kent County, Delaware) and the Nanticokes (Sussex County, Delaware). My grandmother was a member of the Lenapes of Cheswold, Delaware. Located in New Jersey are the Lenni Lenapes. All of these tribes are related (like cousins). I do have those roots. However, I think of myself as basically having African American roots and a little Native American.

My focus is primarily in the African American community, but I can see myself also trying to connect with the Native American people, since the area that my grandmother came from is here in the Delaware area. I have not gone back [among them]. I have a cousin who is very active with them, so I would probably be able to connect with my cousin. That would be the lead way into doing something for them because they are a community that in many ways are underserved, as are African Americans.

The Lenapes have a lot of activities going on. Sometimes they bring in speakers who come to help maintain that connection with the people. Back in the fall [2012], my cousin contacted me to invite me to an event being held at a public library in Dover. They [the Lenapes] had organized for a speaker come in and give his history of the tribes here in Delaware, the one in Cheswold as well as the one in Sussex County. It was very informative. I'm glad that I attended.

I think that it continues to be important especially to remain connected. May they be African American or some sort of Native American. The hands can continue to reach down and help and lift up, and so on. That's so very important. We have to find various ways to do this, be it through one's sorority through which a lot of community service could be done, a lot work with younger girls. We have to figure out a way to bring more Native Americans to higher education. Especially the girls.

One of the things that I see, and everyone knows, is that everybody has different activities going on but some of these things point to a common human nature and common human experiences. Some of these past things are too sad to talk about regarding Native Americans, African Americans, and women. I would prefer to focus on the different activities that could lead to mentoring in the Dover area in a strong, positive way. I would like, if time permitted, to get more involved in organizations, or developing organizations, that would do a lot with and for younger women. They really need all the support they could get. But definitely, I would hope that when I finish my doctorate program that I would be able to be of help to somebody who would help the next person, and the next, and so on.

DIERDRE'S PERSPECTIVE

Dierdre Powell is on track to complete her PhD in American Literature the fall semester of 2013 at Morgan State University (Maryland). She completed her bachelor's degree in Political Science in 1998 at Michigan State University and minored in Music and her Master's in English at Marymount University (Arlington, Virginia). Her doctoral focus is, "Speculative Fiction across the African Diaspora," with an emphasis on relatively unknown women writers.

Dierdre's perspective (personal interview, (personal interviews, March 8, 2013 and April 22, 2013) begins with her switch from Political Science to English.

After completing my bachelor's degree at Michigan State University, I started my master's degree, but there were no mentors there. Everyone was basically doing whatever it took to succeed. I transferred to Marymount University and switched to English because by that time I realized that I was not as interested in data analysis, regression theories, and all these things related to statistics. By the time I got to Morgan State to do my doctorate, I found that I had always enjoyed writing and giving my opinion and perspective and at the same time loved reading. At the time thought that I could incorporate them into writing. At Morgan, I found that I had already taken enough core courses to qualify for an English degree and only had to complete all the remaining basic ones, which was what I did for a couple of years.

My dissertation's focus is on American women writers of speculative fiction across the African Diaspora. I'm focusing on those who are relatively unknown and on whom not much has been published, writers who blend spirituality with science and whose fiction focus on characters that speak to how Blacks strove to help their own people while simultaneously helping each become better than what they were. They survived slavery and oppression. Now what?

In regard to mentoring, Morgan State has many graduates who also teach; therefore, the structure allows a strong interaction with the faculty along the lines of faculty-student and faculty-peer relationships. This is good. Mentoring then becomes somewhat formal *and* informal.

Having more time, more TA positions would serve ABDs well. At Morgan State, I was considered a lecturer; but as a lecturer you don't really have benefits. You have to teach a regular work schedule, still complete your graduate work, which is also working on your dissertation. If ABDs could be given more relief time that allows them to be a TA but not have to teach a full course load, that would be helpful. Being paired off with someone throughout your entire academic career would be beneficial, also.

A regular work load entails teaching four courses, taking one's own courses or working on one's dissertation. Less teaching or not having to teach at all at the ABD level would be a welcomed relief. At Morgan State, some faculty comment that they admire the ABDs who teach and work on their dissertation at the same time because they couldn't do that when they were ABDs. They express admiration for the ABDs who are doing such. More than admiration is what we need.

I'm teaching full time at Anne Arundel Community College where I receive benefits and don't have to teach during the summer. I'm also part time at DelState to further supplement my income because teaching at one institution is simply not enough to cover living expenses and benefits. I'm also working on completing the writing of the dissertation. All my research is finished, so it's just the writing to complete.

In order to manage such and teaching load and writing, I have to remain incredibly organized and self-motivated, be careful not to over-extend myself. Saying no is no longer a problem for me.

I have a network of support that includes a group of friends, supportive faculty, dissertation committee who all provide feedback, advice, and so on. Without this network, things would be much more difficult. So, I'm in pretty good shape to meet my October deadline to complete all requirements for the dissertation and graduate in December. Hooding will be in May.

I really wish to emphasize that insufficient financial support is the biggest drawback for ABDs who without benefits cannot afford to become ill. Just think about what it means to become ill, have no benefits, have no way to sufficiently recover and complete the goal. That is the sad reality of some ABDs that so many people remain unaware of or unsympathetic to. This must change. If, as you suggest, forming more unions across the nation for adjuncts is the way to effect change, then I would support such an impetus.

SANDRA'S STORY

Sandra Grosvenor completed her PhD in Health Services in 2012. She earned her Bachelor's in Science in Health Arts in 2000 and her Master's in Science in Health Services Administration in 2004. Her doctoral studies, completed in 2012 (Walden University), focused on the state of communal health care and the need for Blacks to become proactive in preventative health care.

Sandra's story (personal interviews, December 20, 2012 and March 15, 2013) sheds light on the influence of her late mother in shaping the choice of her career path, where her story begins, and the rich possibilities and rewards of online learning that shapes her ongoing mentoring influence, nationally and internationally.

My doctoral studies examined the state of health care in the community. The common thread of interest connecting me to my community was my own mother's death when I was only eight years old, without anyone saying what caused her death at age forty-eight. My grandmother, great-aunt, and all the other adults at that time dealt with her passing in different ways. However, when it came to me and my siblings, nothing. We were left with wondering so many things. We'd heard whispered words of obeah, you know, the common answer to anything that we West Indians couldn't explain or understand. So sad is this crippling ignorance that blames everything on obeah or voodoo. You try to talk to some of them about cholesterol levels, especially those of the older generation, and they respond, "What is that?"

It was years later that one of my brothers, who is himself a nurse, and I pieced together what we remembered about her last months and attribute her death to Sickle Cell. His and my combined recollections and knowledge of the medical world allowed us to recognize the similarities in her joint pain, complaints, blood

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transfusions, and other symptoms to Sickle Cell. Once we were fairly confident that our mother died of this disease, we all tested for the trait and, thankfully, none of us is carrying it. That's on my maternal side. On my father's side there is hypertension, common among those of the African Diaspora. These were my primary motivations for pursuing a career in this field.

I wanted to help prevent others from having an early death. I wanted to, and still do, become a catalyst and advocate for black communities for better health care. Either through mistrust or reliance on doing things the same old way, blacks fail to be aggressive in getting adequate health care treatments. They wait until it's too late to arrest the progression of a disease that is treatable. So, I sought Nursing as the best career to accomplish these goals.

Encouraging positive health behaviors is beneficial and necessary toward empowering individuals, families, and neighborhoods and led to what I called "Health Outreach Under the Tree" (HOUT).[8] This outreach project started in 2005, when I observed that groups of African Americans met daily on street corners and under trees throughout Pinellas County [St. Petersburg, Florida]. This daily gathering is a known custom in African American communities and other minority groups. This community gathering is a time of sharing everyday life situations, the news, play card games, and the like.

One day, I approached a group of men playing dominoes under the shade of a tree and asked them if I could take a moment to screen their blood pressure. I first introduced myself to them as their neighborhood nurse. There was no hesitation. They all readily allowed me to screen them. What I found was that some of them had very high blood pressure (B/P) readings greater than 140/90. This began an open dialogue with the group in no uncertain terms. As a matter of fact, the participants were very thankful that I had stopped by and cared enough to ask them if I may screen their B/P. I began doing this every week. Now, once week a nurse goes out to the streets of south Pinellas County, seeking out men and women of African American descent, to share health information, screen for high B/P.

At that first screening, when I emphasized the importance of regular B/P testings and one-one-one health counselling, some were sceptical at first because even though they didn't mind knowing their B/P results they didn't see the value of health counselling. As more nurses became involved in going among their neighbors and offering testing and counselling, we had to break through the walls of resistance by the sceptics and often got help from neighbors who persuaded the sceptics to see that it wouldn't hurt but help. Testing linked to counselling has allowed several participants to become connected to a medical home, or a physician with whom they could begin to establish an ongoing health care program. Through these weekly outreach visits throughout the community, many more residents have received valuable health information and have shared the information with other family members and neighbors. An organic network of communication and mentorship, I suppose, was established.

HOUT has spread throughout south Pinellas County. People caught on to the importance of having their B/P checked regularly, among other things such as their

cholesterol and blood glucose, then following up with a physician whenever it was recommended by their neighborhood registered nurse (RN). Because there is such a high incidence of heart disease among African Americans, this outreach project grew to explore and understand what this community's lived experiences were. HOUT then led to The Health Belief Model (HBM), which has been the guide for the project as more territory were covered and people reached.

I suppose it was a quiet revolution driven by the passion to help save as many people as possible from living with pain and suffering, especially with treatable diseases. Something good came out of my mother's passing, I suppose.

Walden University's PhD program has built into it formal mentoring, which is critical to the success of its online programs. I was assigned a faculty mentor at the very beginning—a white, male professor in his eighties who was a god-sent. He is a brilliant scholar who organized his online mentees quite efficiently. None of us would have completed our respective degrees without the wisdom and guidance garnered from his thirty-year teaching experience. He assisted us, provided encouragement when motivation flagged, showed us how to work smarter and not harder by being better efficient with our time, and offered insight and paths to success. By example, he taught and executed successful lessons that invariably showed us how to avoid pitfalls, what worked and what didn't, and most important, he listened to us: the key quality to excellent mentoring.

Informal mentoring and life-long friendships have helped, too. I've looked to other black women who have attained their goals to remind myself that if they could do it so can I. You and I have been friends since growing up in Trinidad, and what you accomplished often inspired to do the same.

I remember when I began to find my voice. It was when I went to register for my first semester at Medgar Evers College (Brooklyn, New York). First, I had to find the Bursar's Office, something I did with much grit and determination, then when I found it having to stand in the long line waiting my turn and ignoring the voice that said I didn't belong. I recall having to swallow my fear and intimidation and ask questions in the classroom. I had to speak up for myself, on my own behalf, because no one else would do it for me. When I felt that maybe I wasn't cut out for this, the image of a success black woman would come to mind and remind me that if they did then so could I.

Now, I am a mentor to five medical students: one in Osteopathy and studying in South Africa; two are in Zimbabwe; and, two African Americans in Anaesthetics. I'm so excited about black women's success. No, all women's success.

CONCLUSION

While these four stories offer glimpses on how mentoring can be structurally formal or organically informal, many successful women—black and white—offer rich perspectives on the value of mentoring. For example, the authors of *The Little Black Book of Success* conclude their books with the vital call to give back, which they see

as paying rent "for living on this earth!" (Brown, Haygood, McLean, 2010, p. 134). They gently cajole their black readers to break the cultural code of myopic "me-ism" and recognize those areas of need and offer help by "reaching back and bringing others along," which is also a part of the black communal tradition (p. 135). Sheryl Sandberg is similarly candid about the benefits of mentoring in her observation that "[w]hen done right, everybody flourishes" (Kindle, location 1026). My own list of women who positively influenced and helped me throughout my college career is a long one that began at Brooklyn College (CUNY, Brooklyn, New York) in 1985 and concluded at Temple University (Philadelphia, Pennsylvania) in 1999.

Next to my mother, I am blessed with some wonderful aunts and cousins, maternally and paternally. The Raeburn family network spans the globe, literally, with Facebook helping to reconnect the black and white Raeburns. However, the Grenadian Raeburns did not need social networking to remind us of our obligation to each other and our world. In Canada, Gemma Raeburn-Baynes was presented the Queen Elizabeth II Diamond Jubilee Medal November 11, 2012 "for her great community work and contribution to Canada … for the betterment of people and youth," work that she performed indefatigably for decades, despite her heart condition (personal email, November 13, 2012, 5:45 PM). In the Canadian daily, *The Suburban*, her activities are described as a major scholarship for "disenfranchised youth to study culinary arts … and several multicultural programs at the Bank of Montreal to help visible-minority youth" that have earned the Conference Board of Canada's esteem and praise (Frank, 2013, p. 9).

One of my cousins on my father's side, Mrs Joy Thompson (née Miller), who along with her husband serves the Philadelphia community in ways too vast to describe here. I'm so grateful that while completing my doctoral studies they opened their home and allowed me to crash there on those nights I was simply too exhausted to commute back home to Delaware. Joy and her husband (pastor and wife team) listened to my concerns and doubts, and encouraged me to stay the course, and prayed for me to do so.

Mentoring can be executed in various ways.

NOTES

[1] Gwen Roundtree Evans, "Lessons in Mentoring." *ABWHE National Newsletter* (2013), Winter Edition: 1–6.
[2] My sister, Mary Burrows (née Kirton) lost her seven-year, grueling battle with breast cancer on July 6, 2013. Even as I prepare this chapter I am almost preparing to travel to Trinidad for her funeral.
[3] Jamaica Kincaid, "Girl," *At the Bottom of the River* (New York: Plume, 1992): 3–5.
[4] I attended Eastern Girls School (elementary school) and St. François Girls' College (secondary school). Color-stratification helped to define our society's social order. Thus, as the names intimate, some were clearly of mixed ancestry and gained their social mobility based upon both intelligence and family pedigree. Also, high-coloreds were distinguished from the light-skinned in that some high-coloreds could almost pass for white while the light-skinned clearly could not.
[5] The College of Arts, Humanities, and Social Sciences.

[6] Tim Grant, "Study Finds Median Wealth for Single Black Women at $5," *Pittsburgh Post-Gazette*, 9 Mar. 2010.
[7] The English department has designed common syllabi for not only the literature courses but the English Composition ones as well. Renay is referring to how she exercises academic freedom in her departure from the common syllabus to make her teaching experience a richer one for her students.
[8] Sandra has kindly granted me permission to use the portion of the very first draft of her dissertation written in 2010 that describes how she initiated this health care movement in her Florida community to supplement our interview.

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6. THE VALUE AND ROLE OF MENTORING AND ROLE MODELS IN ATTRACTING AND RETAINING JUNIOR WOMEN FACULTY IN ACADEMIC MEDICINE

INTRODUCTION

Women in academic medicine work in complex and challenging environments where they are expected to not only achieve academically in education and\or research and administrative service, but they are also responsible for providing high quality, evidence informed clinical care to patients and their families. In addition, traditional gender roles still exist with the majority of women continuing to assume a larger share of the care of homes and children (Singletary, 2005; Hoover, 2006) even as they embark on an academic career. Women also experience quality-of-life and role strain issues in some specialties, including most of the surgical disciplines (Hoover, 2006). Despite more women entering medical school, women in academic medicine are predominantly at the lowest faculty ranks, with estimates of 70% of women in academic medicine holding the rank of instructor or assistant professor (Hoover, 2006**).** At a senior level, the number of female medical faculty holding the rank of full professor increased by only 2% (10% to 12%) between 1985 and 2006, while male faculty holding full professor rank remained consistent at 30% over the same period (Magrane et al, 2007 in Mayer et al, 2008). Attracting female physicians to careers in academic medicine can be challenging and when women are successfully recruited to an academic career, multiple strategies are needed to retain them. Compounding the recruitment challenge is the underrepresentation of women in academic administrative leadership positions, potentially resulting in gender biased policy decisions and discrete "sexism" (Yedidia MJ and Bickel J, 2001). In addition academic rank and selection for a leadership position such as department chair or deanship are inextricably linked in terms of advanced rank as a prerequisite to apply for these positions (Teach et al,1995).

Mentoring has been identified as an important factor for recruitment (Heid et al, 1999; Reck et al, 2006; Weinert et al, 2006; Steele et al, 2012a) and retention (Heid et al, 1999; Benson et al, 2002; Weinert et al, 2006; Wingard et al, 2008; Steele et al, 2012a) of faculty. In a study of faculty members who left an academic institution one of the most important changes noted by participants that might have induced them to stay was having an effective mentor/role model. Women consistently considered the need for an effective mentor/role model as an important issue (Kevorkian CG

and Tuel SM, 1994). In a qualitative study of 16 faculty members almost 98% of participants identified lack of mentoring as the first or second most important factor preventing career progress in academic medicine (Jackson et al, 2003).

To understand factors that may be barriers to recruitment and retention of junior faculty, Steele et al, 2012a completed a mixed methods study of department/division chairs/chiefs, junior faculty, senior residents and physician fellows across all clinical departments at the Schulich School of Medicine & Dentistry, The University of Western Ontario, London, Canada. Questionnaire results indicated that having role models increased commitment to an academic career; mentorship experience during residency training was a high incentive to pursue an academic career; and junior faculty did have identifiable mentorship experiences. Focus group results revealed that mentoring as well as the presence of role models a few years ahead of the junior faculty would promote career development. Females preferred similar age role models who spoke the same language (in a metaphorical sense), particularly in the area of promotion. Females identified several challenges and issues including a lack of researcher role models, a range of perceptions regarding the merits of formal versus informal mentoring, and the idea that mentors should provide advice on promotion and grants. Males valued advice on finances while females wanted advice on work-life balance. Role models were viewed as important for retention, and a paucity of mid-career, female researcher role models suggested a gap to be filled in future programmatic efforts (Steele et al, 2012a). A significant majority of junior faculty had experienced a mentor (Steele et al, 2012a) which is in contrast to other studies (Freiman et al. 2005; Palepu et al. 1998; Sambunjak et al. 2006 in Steele et al, 2012a). The study also found that mentorship emerged as an important factor in faculty recruitment consistent with other studies (Benson et al. 2002; Bilbey et al. 1992; Feng & Ruzai-Shapiro 2003; Lynch & Harrell 1974; Rubeck et al. 1995; Sanders et al. 1994 in Steele et al, 2012a). Similarly, mentorship proved important for retention, although there were a number of views on the current adequacy of mentorship in departments. Junior female faculty did not think there was a shortage of female role models, which is in contrast to the literature which indicates a lack of available role models for women faculty (Swenson et al. 1995 in Steele et al, 2012a), with the exception of mid-career researcher female faculty. This contrast may be due to the increase in women entering academics through the years since the 1995 era (Steele et al, 2012a).

A qualitative study of Canadian clinician scientists who were awarded early career support from provincial funding agencies found that female mentees expressed the challenge of finding mentors who could help provide them with guidance around work and life balance, and timing of maternity leave (Straus et al, 2009). In another qualitative study, conducted between 2010 and 2011, of 100 former U.S. National Institutes of Health, mentored career development awardees and 28 of their mentors, female participants acknowledged the importance of having at least one female mentor. These female participants felt that women could provide guidance on specific issues such as workplace communication in a male-dominated environment,

boundary setting, negotiation, and managing the demands of career and family life (DeCastro et al, 2013). DeCastro and colleagues also noted the importance and composition of mentor networks and the need to cultivate more than one mentor; the members of each faculty member's mentoring team or network should reflect the individual's needs and preferences with special attention toward ensuring diversity in terms of areas of expertise, academic rank and gender. Women may benefit more from mentoring relationships that are less hierarchical, more encouraging and collaborative in contrast to a more male-oriented challenging and competitive approach (Robinson and Cannon, 2005). This is rooted in gender differences in socialization that emphasize support and collaboration for females rather than independence and competition (Gilligan,1982). Nevertheless, these stereotypic characteristics may best serve healthy personal and organizational growth where they are combined and tempered with one another so that competitiveness and ambition is delivered with flexibility, nurturing, generous information sharing and collegial mutual support (Fisman, 2013).

MENTORSHIP

A mentor has been defined as someone of advanced rank or experience who guides, teaches, and develops a less experienced person or a novice (Carr et al 2003 in Zerzan et al, 2009). Mentoring is based upon relationships between people. Typically this has been between an instructor and a learner and is affected by what each individual brings to the relationship (Canadian Coalition for Global Health Research, 2007; Baldwin et al, 2011). The mentorship relationship is reciprocal, dynamic, collaborative, sustained, dedicated and requires a genuine personal commitment in order to be successful (Healy & Welchert 1990; Baldwin et al, 2011). Adequate time spent together and active listening and questioning with the development of a psychological climate of trust, are essential ingredients of an engaged mentorship relationship. In return for the dedication, the mentor gains a sense of personal satisfaction and collegial respect (Chesler & Chesler, 2002). Berk et al, 2005 define a mentoring relationship as one

> that may vary along a continuum from informal/short-term to formal/long-term in which faculty with useful experience, knowledge, skills, and/or wisdom offer advice, information, guidance, support, or opportunity to another faculty member or student for that individual's professional development (Note: This is a voluntary relationship initiated by the mentee.)

Mentoring is most traditionally a developmental relationship and while it can serve multiple functions, there are two broad categories of support that mentors provide which include: 1) career related technical support; and 2) psychosocial support (Kram, 1985). The more technical aspects of mentorship support can include specific knowledge based career development issues that apply to intellectual growth in the field, career pathways, work plans and the more hidden "organizational rules"

such as dress code and social norms. Addressing psychosocial needs of the mentee recognizes difficulties with peer or faculty relationships and managing conflict, other organizational issues such as discrimination, and challenges in work life balance (Chesler and Chesler, 2002).

It is increasingly recognized that alternative mentorship models to the all-inclusive single mentor-mentee relationship, can have a better chance of meeting a mentee's diverse needs (Ragins and Cotton, 1999). While faculty time intensive, the advantages of a mentorship committee or team outweigh that of a lone mentor in creating a group with varying strengths that the mentee can tap into. With an emerging younger generation "Y" who have a different mindset and a greater diversity of needs compared with a predominant Generation "X" or "Baby Boomer" culture who are likely to be the current mentors (Lancaster 2004) having multiple mentors would potentially be particularly beneficial to the mentorship process. In a further evolution of both the single and multiple mentoring model referred to as "Collective Mentoring", it is senior colleagues and the department administration that develop the mentorship committee, drawing on the expertise of knowledgeable faculty (including female faculty). There is a clear message about the priority of the mentee's progress and sensitivity to their individual academic and personal needs. Peer mentoring is another alternative that serves to build community and is non-hierarchical. It is best utilized in an adjunctive capacity to more formal mentoring alternatives which complement the lack of experience and expertise that is likely within a group of peer mentors (Chandler, 1996).

The rewards of mentoring have been identified as manifold: benefiting mentees, mentors and the organization. Mentees benefit by learning about networking, negotiation skills, conflict management, academic writing and presentation skills. In addition, the academic identity of the mentee evolves and they are better able to plan and anticipate their career trajectory. Mentors benefit by gaining satisfaction from participation in the mentee's development process as well as sharing experiences and learning with and from junior colleagues. Mentors also become part of a support network of senior doctors. Both mentees and mentors develop personally and feel valued resulting in provision of better patient care. The latter benefits the organization (Taherian et al. 2008). In addition institutional change in the direction of a more positive organizational culture may occur as a result of an improvement in morale (Chesler and Chesler, 2002).

ROLE MODELS

Role model is defined as "a person whose behavior in a particular role is imitated by others" (Merriam-Webster Dictionary 2013). A role model is a person who teaches by example and someone who influences professional identity (Kenny NP et al, 2003). The process of role modeling requires identification with a mentor (Kram, 1985 in Allen et al, 2006) which is facilitated when individuals share things in

common (Ragins, 1997 in Allen et al, 2006); for example, similarity in academic rank (Allen et al, 2006). Role modeling may also occur when that individual holds a position that the faculty member next aspires to (Allen et al, 2006). Mentoring often includes role modeling; however, role modeling is less intentional, more informal and more episodic than mentoring (Kenny et al, 2003). There appears to be a dearth of studies on role models in academic medicine and this may in part be due to a lack of distinction between the terms role model and mentor in existing studies (Steele et al, 2012).

MENTORING PROGRAMS:

Several studies have addressed the role of mentoring in improving women faculty retention by implementing faculty development mentoring programs. In a Department of Medicine, St. John's University School of Medicine, Baltimore, United States where there was attrition of women faculty, interventions including mentorship for junior faculty, resulted in an increase in retention and promotion of women faculty by 550% over 5 years (Fried et al.1996 in Steele et al, 2012a). Creighton University School of Medicine, Omaha, Nebraska, United States implemented a mentoring program for junior women faculty and for underrepresented minorities. The five-year retention rate for the first year of the mentoring program was 58%, as opposed to 20% prior to implementation of the program (Kosoko-Lasaki et al. 2006 in Steele et al, 2012a).

In 1995, the Executive Leadership in Academic Medicine (ELAM) program was developed at Drexel University in Philadelphia, Pennsylvania, United States to assist senior women faculty, who are associate or full professors, to become senior academic medicine leaders. Mentorship is an integral component of the ELAM program as the fellows participate in learning communities of women which act in some ways as peer mentors. There are other activities in which the fellows are mentored by senior women leaders (as in Collective Mentoring). The success of the program has been evidenced by a large number of graduates assuming senior leadership roles (ELAM® Fast Facts, Drexel University College of Medicine, 2011). The University of Pennsylvania, United States developed a women's health research program in 1997. Soon after its institution a mentoring component was added and since its implementation there been an increase in the number of women being promoted to senior ranks (Hoover, 2006).

A pilot mentoring program was developed at the Institute of Psychiatry, King's College, London, England involving female mentees who were matched with a mentor (male or female). Both mentees and mentors were provided with training and the mentoring pairs were advised to meet between four and twelve times per year. Online surveys were completed to compare health-related and attitudinal measures and expectations of mentoring at baseline with outcomes at 6 months and one year. Job-related well-being, self-esteem and self-efficacy all improved significantly and work-family conflict diminished at one year. For mentees, expectations at

baseline were higher than perceived achievements at 6 months or one year follow-up. The authors concluded that mentoring can contribute to women's personal and professional development (Dutta R, et al, 2011).

At the Schulich School of Medicine & Dentistry, The University of Western Ontario (Western), London, Canada a formalized mentorship program was developed at the request of the Clinical Teachers Association (CTA) at Western when a new framework was being implemented for clinical full time academics. This required that they be formally placed into an academic role category (i.e. Clinician Teacher, Clinician Educator, Clinician Researcher, Clinician Scientist, or Clinician Administrator) (Schulich School of Medicine & Dentistry, The University of Western Ontario, 2009). As a result, the Schulich Mentorship Program was developed in 2010 through establishment of an institutional policy that every new faculty member or any faculty member assuming a new academic role category must be offered a mentorship committee. It was the decision of the faculty member whether they chose to participate (Schulich School of Medicine & Dentistry, The University of Western Ontario, 2010). The Schulich Mentorship Program also provided guidelines around developing the mentorship committee. The program does not preclude other types of mentoring such as peer mentoring or individual mentoring.

In order to evaluate the potential benefits of the mentorship program for mentees, mentors and the larger institution, the mentorship program will be evaluated annually for five years. To this end, on-line surveys were sent to the faculty members after one year to obtain mentor and mentee perspectives on how well the program is being implemented and working from their respective perspectives. Despite a small response rate, results indicated that mentees believed the Mentorship Program clarified expectations about professional roles and responsibilities particularly with respect to progression to promotion and tenure and support from an established faculty member. Both mentors and mentees consistently agreed that the mentorship committee was beneficial as it: allowed the mentee to learn about the environment; assisted with networking; fostered academic achievements through research activities and education activities; improved the mentees' administration skills (e.g. meeting management, time management); and enhanced career satisfaction and career development and growth. The predominant challenges that the mentees experienced were difficulties with mentor/mentee relationships particularly the inability to find mentors interested in the mentees' academic work, communication barriers and the availability of mentorship committees for meetings. The results suggest that the institution of a formal mentorship program in a medical\dental school can benefit both mentors and mentees by establishing relationships, building skills, and enhancing professional knowledge (Steele et al, 2012b).

CONCLUSION

Mentorship has emerged as an important strategy for both attracting and retaining young faculty in academic medicine. It is also a potentially valuable tool in the

promotion and career development process. While this is important for both males and females, the added pressure on junior female faculty to manage their careers and families requires a concerted effort with different mentorship strategies than those that may work for their male counterparts.

Mentorship that is ensconced in institutional policy with clear faculty support and direction, and tailored to serve the needs of individual faculty, is more likely to result in an academically successful and personally rewarding career trajectory. This may include clearly prescriptive academic role categories which take into account the particular strengths of individual faculty.

Moreover, an institutional culture that supports an "androgynous approach" to faculty development, blending individual ambition with collective support and collaboration, will be more conducive to the delivery of successful mentorship.

Ultimately, mentorship as we have outlined in this chapter is necessary in academic medicine to prevent both "leakage"and "blockage" of the promotion "pipeline", so that over time the goal of a gender equal professoriate, that is congruent with the overall proportion of females entering a medical career, can be achieved.

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7. AVOIDING MID-CAREER STALLING

INTRODUCTION

Mentoring mid-career women is about social and organisational learning as much as individual learning. Participating in a mentoring program is becoming a staple of career growth and career planning for both men and women. Mentoring is a generative practice in which those who have experienced mentoring as either a mentor or mentee showing a greater willingness to continue with mentoring practice as part of their working life (Ragins, & Cotton, 1993). Critically though, each career stage requires something different and specific from the mentoring relationship and interactions. This chapter specifically focusses on the mid-career stage in higher education as it especially relates to women seeking to aspire to promotion and perhaps leadership. For many professions, the mid-career is a problematic stage in the working life, in which the professional is often juggling competing professional and personal demands. The likelihood of burnout is heightened (Spickard Jr, Gabbe, & Christensen, 2002) and the likelihood of career stalling is also an outcome. For women in higher education, the mid stages of their career represent the highest level they will achieve. While for some women this may be a choice, research shows that the marked drop of female academics from the mid-career levels into the higher levels indicates that perhaps it is not only women choosing to remain at the mid-level that is the issue, rather a set of specific obstacles that hamper women's progress towards higher levels of academic leadership. Therefore, quality mentoring for mid-career academic women needs to be targeted and focus specifically on the issues that resonate with this socio-demographic group. The mentoring contained in this chapter takes on this challenge by focusing on two key issues that are specific to the interests of mid-career female academics, that of remaining loyal to their organization and increasing their networks to leverage and promote their skills and capacity ready for the next career move.

MID-CAREER QUESTIONS

For many women in the middle of their careers, questions about leaving their current position to seek new possibilities are always part of their career planning. I have heard it many times that getting a promotion is easier when you apply for a higher position outside your organisation than applying for an internal promotion. I have also heard that you should be prepared to be knocked back at least once before

landing a promotion. These kinds of rumours and organizational tips form the basis of much discussion and anxiety for mid-career women seeking promotion. Mentoring programs have been established my universities especially focussing on women and their needs. However, the nature of the mentoring relationships is still problematic with research showing that agreement about the mentoring outcomes between mentors and the mentees are an issue (Raabe & Beehr, 2003). For example, from Rabbe and Beehr's study of mentoring relationships, the recommendation is that mentoring is better served through a line manager or direct supervisor. The implication is that mangers directly connected to the mentee can give practical and useful advice pertaining to the current work and the types of practices that will lead to success and better outcomes and performances. Of course, as Rabbe and Beehr suggest, disagreement about what is in the better interests of the mentee can become an obstacle to the mentoring process. However, there is merit to receiving practical and useful advice that can be used on the job. For mid-career women, completing competing demands and more complexity in their work can be a source of great anxiety influencing personal and working lives. Spickard Jr, Gabbe, and Christensen, (2002) investigated burnout among mid-career professionals in medicine. Burnout is described as a dislocation between the actual work that is done and the expectations about what should be done. There is much overlap for academics. They also have more complex demands around teaching, research and administration. They are often in positions to take on more responsibility in their work in order to keep on their tenure track or to be in line for promotion. For many women, this is also the time for greater pressures from their familial commitments. Therefore, direct advice, rather than longer terms strategizing about career plans may be the type of focused and targeted mentoring that is needed.

In this chapter, I will critically discuss two practices that are especially relevant to mid-career academics. The discussion draws on my research of seventy four mid-career academics and their experiences that shape their career expectations and performance. Citing their interviews and survey responses, the chapter will draw on their reflections as further insights into the thinking of mid-career female academics. Reflecting on the experiences of this group of women, I will highlight loyalty and networking as two critical career concepts that are especially pertinent for mid-career women to consider.

Loyalty to the organisation tests many women because many have experienced some successes in their academic careers but also realise that when they look at the number of women in higher levels of management, the number of women is relatively fewer. Baltodano et al., (2011) reminds us that the number of women presidents has remained stagnant at 23% for the last ten years. So, the question arises, do they take their chances and stick to what they know or do they seek out new opportunities elsewhere?

Networking also challenges women because as they are juggling the competing demands of an academic life, networking is viewed as critical to career progress however, yet it is often not prioritized in the daily practices of women. The aim of

this chapter is to shed light on how loyalty and networking operate within the mid-career space and to view this insiders' information as the kind of mentoring, based on practices that occurs between those working within the mid-career space.

SHOULD I STAY OR SHOULD I GO?

What is Loyalty?

Much of the research about organisational loyalty comes from the employer's viewpoint (Nadin, & Williams, 2011). Employers seek to retain and reward talented employees by ensuring that the employees' psychological contract, in other words, their commitment to their workplace remains strong. A strong commitment underpins the way that employees will meet their obligations as employers want to ensure that their employees take responsibility for their work and more so, perform their work in a reliable way (Baylin, 1993). Literature also suggests that organizational interests are served by retaining committed and engaged employees in order to optimize organisational survival and wellbeing. Loyalty stabilizes the workforce and it becomes a way for employers to keep talented employees to stick with them.

Rousseau (1990) defined loyalty as a measure of identification and involvement in the organization. The definition encompasses both individual and group interactions that influence to what extent a worker identifies with the organisation and secondly, how involved the worker is in extensive practices that make up the organisation. Loyalty has an emotional connection in which a like-mindedness links worker to the organisation and it has a practical element based on how practices create a sense of involvement in the organisational purposes. When analysed deeper, identification and involvement draw on notions of commitment, ethics and obligations. From the point of view of the organisation, promotion carries an expectation of consolidation of loyalty, especially at the more senior levels where the expectation is that the academic will take on more organisational and positional responsibilities that reinforce the structure of the organisation. For example, chairing committees and taking leadership in programs is a way in which the academic supports the rules and regulations of the university. These are a few examples, suffice to say, seeking promotion requires a re-commitment to the organisation, an adherence to organisational values and ethics, as well as a prioritising of work to meet organisational objectives.

For women in the mid-levels of an academic career, this type of recommitment can be daunting. One of the unwritten benefits of mid-career academia is the freedom to voice dissent and to offer a critical voice to university policies. It is a chance to focus on the work, engage with the ideas that fuelled your passion and to develop graduate students who share your thinking. The politics of academia are secondary, as is the focus on career strategy and planning. As one mid-career female academic noted;

> I do feel loyalty to my PhD students. I do feel commitment to them that I want
> to see them complete their projects. If I take on something new, I would feel

bad about leaving and abandoning them.

While going for promotion does not mean abandoning students, it may mean having less time for students and research work because of the expectation to become more involved in the running of the organisation by taking on more administrative positions of responsibility. Commitment to the organisation means making it continue to function and focussing commitment reserved for students and your work towards meeting organisational objectives. Perhaps this is easier when you do change the organisation, as your work ties and identification with the organisation are lessened while new forms of involvement and identification are built. When asked how her loyalty shifted with her new job in a new university a mid-career academic stated;

> I think [I was more loyal] in my more recent job but not in this current one. I would have said that my loyalty was very high, very high and that was sort of characteristic of other people who were there too. So really strong commitment to what we were doing and why and therefore respect for each other because we are all on the same page, however then I've moved so obviously my loyalty wasn't as good as I thought it was.

In this case, the academic was able to pursue her career goals without prioritising her loyalty to the work and the people around her. To some degree, this kind of organisational movement underpins another question about loyalty, that is, what are you being loyal to?

Research on organizational loyalty categorizes loyalty in three ways, namely, affective, continuance and normative commitment (Meyer and Allen, 1991). Loyalty can be affective, meaning that the employee has strong positive feelings and attitudes towards their organisation. For many women, this type of loyalty dominates their feelings about their workplace. They remain attached to the organisation, which is where some may have been students, or where they completed their PhD, or where they landed their first academic position. Their positive feelings are wrapped up with their workplace. It's not unusual for those with a high level of affective loyalty to defend their university and their workplace. As one female academic reflected,

> I felt very loyal, and you know I was told by mentors that I should have left where I was working as soon as I finished my PhD and, "it's better for your career", but I had a sense of we're a small research centre, we're very collegial, there was a sense of, it was a very nice place to work in…

This kind of loyalty is fine, but it can also have its limitations in terms of career progression and personal and professional growth. The experiences of many women who have shown loyalty is that this is not always reciprocated.

> …but in the end there was no loyalty and I felt really quite bitter in the end. I put a lot of time into that institution professionally across all the areas I'd been on; I'd been on board, I've been on ethics committees, I've been student rep, I've been a representative on a whole.. I've done a lot of sort of university

promotions activities putting back; there was no loyalty to me after 12 years that I felt a worthwhile employee of that university.

The message about the value of affective loyalty is that the same kind of loyalty cannot be relied upon to be reciprocated from the university. The dissonance between university career support and how mid-level women viewed that support was a topic of research (Vongalis-Macrow, 2012) which indicated that when 74 mid-level female academics were asked to respond to the level of support they received from their university, only 23 % of the participants describe the organisation as supportive. Over half of the participants, 54%, disagree that the organisation was supportive. Therefore, this suggests that one of the career building tasks is to review the nature of female affective work loyalty and the importance of remaining loyal to the work and university. A key career question involves reflective conversations about whether loyalty dependencies are as important as or more important than your career.

Other forms of loyalty include continuance loyalty (Meyer and Allen, 1991). This is the most likely reason for women to stay loyal to their organisation because it signals that within each woman a tentative decision has been made in which she has weighed up the costs and benefits of moving organisations. Continuance is more likely to be influenced by other factors such as workplace flexibility, childcare facilities, proximity to home and school runs. For many women the opportunities for a new position is weighed up against these familial responsibilities. The decision to stay is more or less a concession that moving does not guarantee more benefits nor does it mean that other workplaces are very different. Elsewhere (Vongalis-Macrow, 2012), I have argued that continuance loyalty is an example of substantial rationality (Barbalet, 1996) in decision making. Substantive rationality indicates that that mid-career female academic has a broad understanding of social and political issues around women in leadership that are evident across the field of higher education rather than limited to particular institutions. Extensive scholarship on the persistent lack of women in leadership in higher education continues to illustrate that despite progressive change, women in higher education leadership remain a rarity. Higher education remains largely male dominated and a male perpetuated construction (Blackmore, 2006, Haake 2009).

It is within this patriarchal context that many mid-career women experience their first realisation that the grass is not always greener in another university because the broader structures of power and gender are prevalent throughout the system. But that does not mean continuing loyalty; rather the onus is on each woman to seek opportunities that build their capacity and confidence. For example, many universities have leadership programs for women. While these may vary in quality, they are a concession that women need greater skills and knowledge in leadership. Higher education leaders are required to manage the diverse requirements of a range of stakeholders, develop world standard teaching and learning practices, develop world standard research and 'conduct their activities in a more business-like manner'

(Davies, Hides and Casey 2001, p. 1025). Management and leadership skills and knowledge are critical for the mid-career female academic if the aim is to progress her career to the next level. Breaking organisational ties and loyalty should be a consideration in order to explore career options and take calculated risks in pursuing opportunities in other workplaces.

Thirdly, normative commitment draws upon feelings obligation towards the organisation (Meyer and Allen, 1991). For example, many teachers may feel disgruntled by their work and constant changes to education policy but often prioritise the obligation they feel towards their students. Teachers' obligation to the students keeps them attached to their workplace. Common sense understandings tend to promote this response of loyalty and link this to the emotional and caring nature of women. For example, Oxley and Wittkower (2011), suggest that women have little control over their feelings, thus are bound by their gendered based responses in their workplaces. Identifying with their gender bound reactions, they conclude, "we do not have direct control over our feelings and emotions; we do not have the ability to suddenly become loyal ....our loyalty is not subject to choice (Keller, 2007 cited in Oxley & Wittkower, 2011, p. 43).

Oxley & Wittkower (2011) argue that women's actions are governed by an ethic of care. This ethic of care has a biological component arising from the role of women to take care of children, families and be the care givers. They claim that these feelings and actions are transcribed to the workplace. If we ascribe to this analysis, then it would assume that women are predetermined to be loyal and to remain loyal because they feel compelled to show care irrespective of whether that same care is reciprocated. Evidence and experience tells us that this is simply not the case. In many cases, loyalty as a normative expression of obligation and care is as much a product of work practices that have shaped organisational work and expressions of loyalty. As one respondent to questions about loyalty and work stated,

> … I would have said that my loyalty was very high, very high and that was sort of characteristic of other people who were there too. So really strong commitment to what we were doing and why and therefore respect for each other because we are all on the same page, however then I've moved so obviously my loyalty wasn't as good as I thought it was.

Often normative loyalty is not only about caring about the organisation, but being excited and interested by the work. Women will stay for interesting work, whether that is teaching, researching or managing. A critical reflection is to think about whether loyalty is a primal expression of care, or whether it is about work.

> ..in things that I've read about men in the workplace, any workplace, women, like I said earlier, women will wait until they are really expert at something before they ever consider another job and then they think oh but I can't leave this organisation, I haven't finished this, I haven't finished that, where men would say, oh here's another opportunity off I go. I haven't done that yet but

I'll go. So it's much more about your own ability that helps.

Normative loyalty should be about the quality of work and how you are meeting the challenges.

Remaining loyal to the organisation should not be taken prima facie. As Duska (1990) notes,

> One does not have an obligation of loyalty to a company, even a prima facie one, because companies are not the kind of things that are properly objects of loyalty. To make them objects of loyalty gives them a moral status they do not deserve and in raising their status, one lowers the status of the individuals who work for the companies. (p. 156)

For the mid-career academic, understanding your responses to loyalty is an important consideration because, if you do not see opportunity to achieve your goals in your current workplace then remaining loyal to the organization makes little sense.

BUILDING YOUR NETWORKS

The capacity to network has been identified as a critical professional skill that is highly valuable for the capacity building of higher education leaders as well as to the progression of an individual's academic career and (Ledwith & Manfredi, 2000, Madsen, 2012). A research participant reflected on the changing nature of networking and how it has become a constant in her career. She reflects,

> So when I first started off as a lecturer, I think I was on level two or something, there were a whole bunch of other female lecturers at that level and I connected with them and I connected with other people that I was started doing research with, some of the males, but there has been a lot of turnover and so my networks have changed and a couple of years ago or last year, I was kind of reflecting that I really don't have any close friends anymore here, things have quite changed but I see that I am making new connections and there is an a female associate professor who belongs to the graduate school who is going to be merged into our department and I have already started working with her and I have started networking with a number of men who I think are reasonable and who I think I can talk to and who will understand and who will probably support me.

Research examining women and networking has successively demonstrated that networking continues to challenge women in academia (Durbin, 2011). The lack of participation in networks has been identified as a career blocker for working women largely because most networking has been traditionally organised around male activities and interests (Ibarra and Andrews, 1993). The lack of networking has been linked to broader issues around women's leadership and how to increase the number of women in senior and leadership positions. Durbin (2011) argues that the lack of

access to networks contributes to women's access to channels of decision making and channels of control over resources. These two influences are closely aligned to power and leadership.

The term network denotes actor relationships based on exchanges of products or services, information, emotions and these are dependent upon the duration, intensity and closeness of the relationship (Seufert, Von Krogh, & Bach, 1999). Fombrun (1982) also alludes to two purposes of networks. The expressive and instrumental networks (informal) through which actors share a commonality, friendship and trust, and the transactional networks (formal) based on the exchange of information, resources and materials. From an organisational point of view, enabling both formal and informal knowledge networks, means that " the faster the rate at which individuals in organizations construct formal and informal networks, the greater the opportunity may be to create, circulate and share knowledge" (Durbin, 2011, p. 91).

Generally women are good at formal networking. This is the type that happens when you join a committee or have some managerial or administrative duties which require you to be part of teams or groups. These formal arrangements provide women with opportunity to develop and practice their leadership and management. However, the types of networks that have been identified as important to the career prospects and aspirations of women are the informal networks. These networks are more difficult to identify because they are more nebulous in terms of identifying membership and the nature of the relationships within the network. Their informality suggests that those in the networks may have some overlap between work and their organisation; however, these informal networks are based on ties wider than the work context. Access to informal networks presents an obstacle for women.

A common obstacle faced by many women is finding mentors and access to informal networks of advice, contacts, and support. Surveys of professional women reveal both perception and reality of exclusion from "boys clubs" or "old boys' networks." The result is that many women remain out of the loop in career development (Rhode, 2003).

The main issue for women and informal network appears to be the kind of information that they are excluded from. This includes strategic and political information that are part of the tacit knowledge of working within the organization. The lack of this political and strategic advice means that the way that women navigate and make career decisions in not as informed as those who have 'insider' knowledge. Durbin suggests women's denied access mitigates better access to decision making and control over resources. Women's exclusion from this essentially closed, informal system where strategic tacit knowledge dominates means that women are potentially denied access to a gateway network that ultimately controls resources (Durbin, 2011).

There are two issues that confront women and the prospect of exclusion from informal networks. Firstly, is access to networks that may involve doing business on the golf course, or after work or over lunch. There may be competing demands on women in terms of time and other duties, therefore fewer women may be able to participate in these extra work activities. Catalyst research (Sabattini, 2011) shows

that lack of access to informal networks—especially those networks that can provide important information—is one of the primary barriers to women's and women of colour corporate advancement. Thus, many talented women may not have the same access to their organization's unwritten rules as their colleagues, to the detriment of their career advancement.

The second issue is how women understand the value of these informal networks. For example, a female colleague came to work and from the moment she arrived until the moment she left for the day, she hardly left her desk. She was working hard to finish all that she had to do within the tight frames of a typical working day. It used to annoy her to walk past her two male colleagues who would be in their office talking about their weekend and their passion for yachts. She often wondered where they got the time to sit and chat. My colleague understood the formal networks at work, and the need to be included on committees and power teams and so forth, but she could not decode the value of the informal networking as demonstrated by her male colleagues. What she saw as a waste of time, was something else. Durbin (2011) cites other important work around understanding networks in terms of codifying tacit knowledge. She states, "Those who can successfully extract and codify tacit knowledge enjoy a competitive advantage" (Durbin, 2011 p. 91). In this case, my colleague may have understood that these informal conversations, which appeared to waste time also provided the necessary exchange of values, beliefs and understanding between two colleagues that may help to set up further work and collaborations in the future. It was time well invested.

Durbin suggests that some organisations fail to decode these messages especially for female workers. She means that the creation and sharing of knowledge happens both formally and more tacitly. The sharing process is essentially a relational activity amongst different actors. That casual conversation about yachts could be paving the way for greater relational interactions and exchanges between the two male actors. Further, tacit knowledge may also be transmitted and exchanged. In the meantime, my female colleague is cut off from this exchange as she focuses on her tasks and is not able to take part in the conversation. From an organisational point of view, enabling both formal and informal knowledge networks, means that " the faster the rate at which individuals in organizations construct formal and informal networks, the greater the opportunity may be to create, circulate and share knowledge" (Durbin, 2011, p.91).

What Can Be Done to Improve Networking?

Recent research on women's networking highlighted two key areas where women's networking was lacking (Vongalis-Macrow, 2012). The first centres on collaboration, especially with their female colleagues. Asking 74 mid-career women, across three universities in Australia to comment on their networking behaviours showed that women were very caring and sharing with their colleagues. In other words, they demonstrated a great propensity to help their colleagues in the workplace. This helping ranged from career help to daily work helping. Other networking actions included;

praising (26%), engaging conversations (29%), offering support (29%) and learning (22%) and engaging in new ideas (26%). These actions are the social expressions of how the mid-career women academics create meaning and value through their relations. However, when it came to collaboration, that is the kind of team work that produces work outcomes and achieves career goals, they were less willing to help. Collaboration is an underused form of networking especially amongst mid-career women. The reason is specifically linked to the highly competitive nature of higher education, especially around performance and promotion. For many women, aiming for promotion requires a focus on outcomes and results. Framed in a context where there is a noticeable drop of female academics reaching the higher levels of academic leadership, the tendency is for women to go it alone to achieve their goals of leadership. However, collaboration is a form of outcomes based networking. It provides the means to both achieve outcomes and results from common projects, while also showcasing your skills and knowledge when applied to the common project. Rather than viewing networking as a caring and sharing activity, by building collaborative projects, networking enhances practices that enable new skills and relationships to be formed based on a mutual showcasing of talents and abilities.

Secondly, another shortcoming of women networking is the reluctance of women to talk informally about their leadership aspirations. When asking the research group of 74 women, only four per cent admitted to talking with others about their aspirations (Vongalis-Macrow, 2012). Perhaps this has as much to do with the competitive nature of the mid-levels of academia, part of which is a strategic silence about work aspirations. However, these kinds of conversations are also the stuff of informal networking. By letting others know of your aspirations and intentions, then they may be able to offer advice and also support for your goals. The casual conversation about what you need and what you need to achieve alerts those who are able to support to or else put you in contact with someone else who may be useful for progressing your goals.

Forming strong links through informal networking can also benefit women as they go through inevitable obstacles and life challenging moments. One respondent in the research spoke about the need for strong social links. In fact one person was going through a very bad split up at the time and she was given workload relief. I cannot imagine that happening here at all. Only temporarily, but enough so that she could get through the crisis and move forward. And recognition that things in life happen and so that kind of recognition of ebb and flow over a period of time was taken into account for everyone and the assumption was that everyone could come to expect that their turn would come when they needed it.

Networking is viewed as important for career and personal reasons. It continues to challenge women, especially the kind of networking which appears informal. Because of its informality, it may appear that in a time poor, task focussed day, sitting down to have a conversation over lunch or coffee may seem like a waste of time. Yet, these personal interactions can help to increase your influence and increase the range of your interactions. As one respondent commented,

Some of the best advice I got in the last year was to not be so completely embedded in a program or the people that you immediately work with that you need to move outside your own corridor…

The lessons for the importance of informal networks may come from powerful social and cultural changes that have been achieved by women outside of academia. Extensive and radical change has been achieved by women forming alliances around their common bonds and common interests. Purkayastha and Subramaniam (2004) illustrate a number of case studies of social change in African and Asian countries led by women's networks seeking to empower traditionally marginalised poor women. They focus on informal, episodic and unobtrusive networking which nevertheless creates a powerful force for change. These networks strengthen community ties and inherent bonds of women. The networks offer resources to women who may otherwise be marginalised from means to help and sustain themselves. They garner collective interests and gather political will. These are the very requirements necessary for women in the mid-career levels to leverage in order to progress towards their individual and collective goals.

CONCLUSION

Mid-career professionals face critical decisions about their career and work trajectory. Mid-career female academics are a particular sector of this professional group that require targeted and specific mentoring in order to make strategic and informed career decisions. These decisions are constructed within a work context where higher education leaders are required to manage the diverse requirements of a range of stakeholders, develop world standard teaching and learning practices, develop world standard research and "conduct their activities in a more business-like manner" (Davies, Hides, & Casey, p.1025). This context demands highly skilled and highly practiced leadership. It is hoped that the next generation of higher education leaders will come equally from both genders in the mid-career levels. However, history and research tells the story that creating a seamless pipeline into leadership for mid-career female is still a work in progress. Part of the work is to provide extensive mentoring for mid-career women in order that they may learn from the experiences and practices of others.

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8. ADVANCING WOMEN THROUGH COLLABORATIVE NETWORKING

INTRODUCTION

In 2008, a team from North Carolina State University, a large, public research university in the U.S., applied for and received a grant from the U.S. National Science Foundation-sponsored program ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers. NC State's ADVANCE program, "Developing Diverse Departments," had three major goals:

1. Increase the number of women and faculty of color in the professoriate
2. Create a climate that promotes the success of all faculty
3. Eliminate factors that elevate women's and ethnic minorities' risk of leaving NC State faculty positions.

A leadership development workshop for women and men of color was included as a component of the program, based on the belief that one important way of increasing and retaining the number of women and minority faculty members is to increase the number of institutional leaders from these groups, particularly in "line positions" such as department head, dean, provost or president.

Though ADVANCE is a STEM-focused initiative with the overarching goal of increasing the recruitment and retention of women in science, technology, engineering, and mathematics (STEM), the leadership program was open to women and male minority faculty from all the ten colleges at NC State. The goal of this mentoring-based leadership development program was to advance the individuals in the program but also to transform the institutional culture to become more inclusive. We hoped to foster a critical perspective on institutional practices and a commitment to changing processes that deterred the hiring and retention of a diverse faculty. For these reasons, we chose a collaborative and generational mentoring approach that was designed to prepare women and men of color for higher-level positions while at the same time positioning them to become mentors for subsequent cohorts of faculty. Through this program, the mentored became the mentors, and each cohort of graduates increased the number of NC State change agents prepared to mentor others.

FOUNDATIONS OF THE NC STATE MENTORING MODEL

Current literature on mentoring suggests that multiple mentoring relationships can be more effective for mentees than the traditional "dyadic" relationships (de Janasz and Sullivan, 2004). As de Janasz and Sullivan explain, "Having a network of mentors can provide a protégé with a variety of developers with different perspectives, knowledge and skills and who can serve different mentoring functions such as being a role model or providing career-related or emotional support" (264). Sorcinelli and Yu (2007) affirm this approach and also advocate for a "multi-mentor network" model (58). This understanding conformed to our personal experiences as well, in that both of us have had the privilege of many powerful female (and male) mentors in our careers. We have often learned the most from those who were the most different from us, in terms of background, skills, and temperament or in terms of discipline and position. Severin recalls learning important leadership skills from two highly placed women administrators with very different personalities, diversity lessons from a white male Dean of Sciences, and invaluable budgetary knowledge from a former Assistant Dean of Finance. Brown's experience has included mentoring and career support from peers, supervisors and male and female institutional leaders who, based on their positions and relationships, facilitated her appointment to increasingly responsible leadership positions. She has also been part of a statewide group of women in higher education from different ages, races, disciplines and appointments who served as a "pool" of mentors to each other, depending on the career and personal needs of the members. Thus, the leadership development program was designed with multiple opportunities for mentoring: through the facilitators, through the panelists, through shadowing experiences, and through the participants.

The NC State program is similar to a program at Purdue University described by Wasburn (2007), which was designed for junior faculty around a "strategic collaboration" model. The NC State and Purdue models were formal mentoring programs that combined both developmental mentoring networks and more formal institutional networking and peer mentoring. It was thus a hybrid model that provided advice and guidance from more senior administrators and, at the same time, provided a cohort of peer colleagues. The senior administrators included ourselves as facilitators, the panelists chosen from NC State and neighboring universities, and the administrators each participant chose to "shadow," according to her or his own needs and aspirations. One major difference between the Purdue and NC State program is that at NC State we were engaged in training leaders and therefore all the participants were senior faculty at the rank of associate professor or above.

The primary contact with senior administrators came from the program facilitators. As program facilitators, we were invested in a "developmental" rather than "instrumental" approach (de Vries, 2011), which involved supporting rather than directing the choices of our participants. As de Vries explains, a developmental mentoring relationship is characterized by "a more open-ended journeying approach facilitated by the mentor who works hard to provide a safe, supportive, yet challenging

learning environment, marked by critical reflection on both the part of the mentor and the mentee" (p. 9). Our goal as facilitators was to help the participants to find their "right" path, whether in a formal leadership role or in a more informal role. We saw the value, identified in NC State's ADVANCE goals, of advancing women in line leadership positions, but the program was designed primarily as an exploratory process of self-reflection, a first step toward positions of leadership. During exit interviews with the facilitators, several participants told us they had concluded that formal or line leadership roles were not for them. However, they still saw themselves as leaders and asked for assistance in charting a path that was directed toward more informal, non-administrative leadership roles. Senior administrators involved in the program, particularly the facilitators, also took a "sponsorship" role (de Vries, 2011) toward the program participants, helping them identify and pursue leadership opportunities, either formal or informal, after the program's end. In addition to providing knowledge, an effective mentor will "sponsor"--introduce, recommend and support--a mentee for activities or positions essential to her career advancement.

Program sessions alternated between panel discussions, at which experienced administrators described how they reached their current positions and the challenges and opportunities their roles have provided, and participant discussions focused on specific topics introduced through readings. Participants made connections easily between the readings and what they had heard from the panelists; they not only described their response to the reading but shared their own experiences, advice and guidance with each other. For example, as we discussed work/life integration, participants shared strategies for time management or ways in which the campus culture might better adapt to the needs of women. Some participants, most often those at the earliest stage of their administrative careers, were surprised that more seasoned administrators carefully analyzed and managed time in order to fulfill all of their responsibilities. Others had never considered pushing back, rather than conforming, to, established practices, such as early or late meetings that interfere with daycare schedules. The lesson from the more experienced administrators was to take control of their own time. This is only one instance where the program provided participants opportunities to learn from more experienced mentors and to benefit from each other's experiences and problem-solving abilities, forming their own peer mentoring group.

As described above, the NC State model is similar to the strategic collaboration model used at Purdue University, though the NC State program involved more varied interactions with senior faculty and administrators (panelists, program facilitators, and administrators who agreed to be "shadowed" by participants). The NC State model also included a generational approach to mentoring, in which participants who have been mentored become mentors. After completing the program, several of the participants went on to formal administrative roles and became panelists in subsequent years, or served as informal mentors to current or former participants. Our model thus widens the circle of mentors at NC State by creating a larger population of qualified mentors who share many of the challenges identified by the program participants. It is also a sustainable model in that the initial facilitators can

eventually pass the program on to former participants, who will have the opportunity to change and adapt it, as campus needs and challenges change. It is this "circle of mentors" that is a notable aspect of the NC State program.

COMPONENTS OF NC STATE'S ADVANCE

Leadership Development Workshop

The Leadership Development Workshop reflected the ADVANCE program's assumption that increasing the number of women and male faculty of color in line leadership positions (e.g., department head, dean, provost, chancellor) was fundamental to achieving all of the program's goals. Thus, the program participants were tenured women and male faculty of color who were well positioned to eventually move into leadership roles.

We hoped that the participants would increase their leadership skills and broaden their perspectives, including self-discovery related to becoming a leader, learning about best practices in supporting gender and ethnic diversity among faculty and administrators, and developing strategies for becoming change agents. Program participants ranged from current administrators (department head or associate head, assistant dean, center or program director, or other entry-level administrative positions) to recently tenured faculty members with little or no leadership experience in the institution. In the third year of the program, a new department chair from a nearby historically black university participated in the program, which increased the racial diversity as well as the diverse perspectives of the participants.

The facilitators of the program were the Vice Provost for Faculty Affairs and a former Associate Dean of the College of Humanities and Social Sciences. The facilitators brought to the workshop experiences as administrators at the department, program, college, university, and university system levels. Both had experience designing and delivering leadership development programming for potential academic leaders and were deeply involved in the ADVANCE goals and programming, one as a co-principal investigator and the other as a member of the grant's senior personnel.

Panels included speakers in entry level or senior leadership positions who discussed how they got started in leadership and administration, their roads to more senior leadership positions, and the specific opportunities and obstacles they encountered, particularly as women and/or members of minority groups in their institutions. Panelists' titles included department head, center director, associate dean, dean, vice provost, vice chancellor, provost, and president. Panelists were mostly from NC State, although they included provosts from two nearby historically black universities, and a former president from another university.

Participants' activities included interactive exercises, discussion of readings about leadership, questionnaires and inventories to identify their characteristics in terms of leadership or conflict resolution styles, journaling about the development of their thinking about leadership, and a shadowing experience with an administrator

whose positions and responsibilities interested them. The program did not focus on the day-to-day management responsibilities of academic leaders but on more general skills to help the participants envision themselves in leadership roles. In encouraging participants to imagine themselves as leaders, we selected readings with an aim to balance readings that addressed theoretical and applied research with readings in which academic leaders described their own experiences, often offering insights into leadership not available through the other workshop experiences (such as the experiences of female presidents of color).

The workshop's concluding session focused on "taking the next step," including ways to think about and prepare for higher level leadership positions and how to position themselves to assume broader and more responsible leadership roles inside the institution. The final activity was an individual exit interview with the facilitators, which gave participants a chance to discuss where they were in terms of thinking about leadership roles. They also gave the facilitators a sense of how they could be helpful as continuing mentors or "sponsors" in providing the participants opportunities to position themselves for institutional leadership, including additional leadership development opportunities and appointments to committees, task forces, or other groups of interest to them where they and their abilities could become more visible within the institution.

LESSONS LEARNED

From the beginning, the NC State Leadership Development Workshop set out to be a different kind of leadership program in that it focused on what de Janasz and Sullivan (2004) have called "career competencies" ("knowing why, knowing how, and knowing whom") rather than specific managerial skills. Both of the facilitators had previously run leadership programs using this approach to assist participants in better understanding the rewards and challenges of administration.

As facilitators, we believed that whatever was necessary in terms of specific skills training could, and would, come later. It was most important, we agreed, to first establish a motivation for choosing an administrative path. The foundational core of the Leadership Development Workshop was therefore "knowing why," self-reflection and introspection on leadership. We also knew that many would choose an administrative path in order to become change agents and therefore wanted them to discover the emotional skills they would need to survive and flourish in this kind of work. For that reason, it was important to teach them "knowing how" and "knowing whom," which would give them the support system that they would need over time.

Knowing Why: Imagining Yourself as a Leader

The participants in the Leadership Development Workshop were provided with three main experiences for meeting leaders who might serve as role models. Particularly

with a group of women and underrepresented men, we felt it was important for our participants to meet administrators "like them," so they would know it was possible to enter administration from different kinds of backgrounds. These three experiences involved the facilitators, the panelists, and the shadowing experience.

As facilitators, we often shared experiences from our own careers with the group, and encouraged them to see us as administrators who had succeeded but, nevertheless, had experienced challenges in our career paths. We often used our careers to illustrate how we made opportunities happen; how we decided what opportunities to take; and how we recovered from failures or disappointments. Frequently we met with the participants in one-on-one situations outside the group. These meetings often involved frank conversations about behavioral traits potentially damaging to their abilities to lead. As women and underrepresented minorities, our participants had sometimes had negative experiences at our institution. We saw it as part of our mission to teach them how to channel their frustrations at the institution into a positive approach toward changing the institution.

Second, the panelists, chosen to represent a diversity of backgrounds and disciplines, served as role models. Since we are both white women, we felt it was important that the panelists represent a wider array of backgrounds. However, this was a difficult goal to achieve, since there are a limited number of people of color serving in the upper ranks of administration at NC State. We addressed this situation by reaching out to the two private historically black universities in our city, Shaw University and St. Augustine's University. Over time, we have developed a mutually beneficial relationship with the leadership of these universities, in which they send faculty to our workshop and agree, in return, to participate in our panels. We have found that, despite the difference in mission between the institutions, administrators everywhere share similar issues and that seeing how those issues are approached in different contexts adds an important perspective for participants who have spent most or all of their careers as students and faculty at large, historically white research universities.

Finally, the participants established individual relationships with senior administrators through their shadowing experience. The participants worked with administrators from all different levels of the institution, from academic departments to the chancellor's office. Each pairing was unique, but over time, we became familiar with which administrators welcomed the opportunity to mentor and which were good at it. Sometimes the participants selected their own mentors, and sometimes we worked with them to facilitate the arrangements, based on their interests and future career goals. Together, these experiences gave them many opportunities to envision what kind of administrator they might be.

The journaling experience was intended to help participants recognize the relevance of various aspects of the program to their own current or future experience and to begin thinking of themselves as administrators. They were encouraged to write an entry after each panel or discussion session, either reflecting on the readings or the critical commentary and advice of the panelists or their peers. The facilitators did not review these individual journal entries; however, we did ask each participant

for a final entry that was intended to map out their course for the immediate future. It was these final entries that served as the basis for discussion in the exit interview at the end of the workshop.

Through all aspects of the program, our participants developed an understanding of whether they wanted to go in administration, and, just as importantly, what their motivation was if they chose to do so. It is this sense of motivation and understanding of self that we believe is the foundation for success in leadership and administration. Through the three years of the program, we found that some participants, particularly those who were recently tenured faculty members, had difficulty with an ability crucial to the effectiveness of a leader, the ability to see beyond their own experiences with administrators, particularly negative experiences. We hoped they would eventually be able to move beyond their negative experiences to envisioning how leadership and administration can create positive environments for faculty growth. However, in a few cases--perhaps because of limited experience within the university or inability to objectively analyze their interactions with less effective administrators--some participants were not able, at least by the end of their workshop experiences, to develop a positive image of the kind of leaders they might become. They were probably not at the point in their professional and personal development at which they could benefit fully from the program.

Knowing How: Preparing for Leadership and Seeking Opportunities for Professional Development

Participants in the Leadership Development Workshop were encouraged to take an active role in their own development as leaders. The sessions provided a framework and a safety zone, but each participant was expected to define their own shadowing experience including what they wanted to learn from it. The Leadership Workshop also prepared participants for common problems in managing leadership roles, including time and stress management, conflict resolution, integrating work and personal responsibilities, and leading for a diverse campus. We saw these skills as "foundational" skills required for all administrators in that they provided coping mechanisms for the future. Participants were encouraged to share their personal coping strategies with others in the workshop. Through these discussions, the participants emerged from the workshop with an array of different approaches to problem solving.

Readings reflected this goal, outlining practical models and applied research into higher education leadership styles and theories (such as Braskamp and Wergin, "Inside-Out Leadership," 2008) or providing information on skills needed for effective leadership, including articles on the challenges of moving from faculty member to administrator such as "Becoming a Department Chair: To Be or not To Be," (Hecht, 2006), conflict management (Algert and Stanley, 2007), and time and stress management (Lucas, 1994). Other readings assessed progress toward diversifying academic leadership (Dodson, 2012) or were autobiographical or

interview-based reports on experiences, opportunities, and "lessons learned" from veteran academic leaders, most of them women and male faculty of color (Cheung and Halpern, 2010; Crutcher, 2006; Madsen, 2008; and Turner, 2007).

In workshop sessions and in our exit interviews, we also helped participants recognize future possibilities for learning and for positioning themselves for line leadership roles. These suggestions included ways they could build leadership experience and exposure in the department (committee chair, program coordinator, graduate director, or associate department head or chair), in the college (directing interdepartmental and interdisciplinary programs, chairing curriculum development, budget, or personnel committees, coordinating research programs or centers, serving as associate dean), and within professional organizations in their discipline (leadership programs, committees on the status women, underrepresented groups, and sub-disciplines) as ways to broaden their knowledge and experience. We encouraged them to get involved at the university level in significant committees, ad hoc working groups, advisory committees, and governance bodies or at the state level by sharing their expertise with state government officials or pursuing appointment to a state board or commission relevant to their knowledge and interests. We encouraged the participants to consider additional leadership development opportunities on campus, within their disciplines, in the state or region, and nationally.

Our goal was to encourage participants to continue learning about leadership and find mentors who display leadership traits they would particularly like to develop and can help them find the leadership opportunities. We encouraged them to think about the advantages and disadvantages of accepting interim appointments in positions they might subsequently want to compete for and the need to discuss with partners/spouses and families the mobility they would need to move to another institution, state or country to find leadership positions of interest to them. Finally, we encouraged them to keep learning about themselves as leaders, trust their instincts to identify opportunities that are right for them, and commit themselves to ongoing acquisition of leadership knowledge and skills.

Knowing Whom: Finding Mentors and Being Mentored

This series gave participants the opportunity to engage in discussions with department heads, deans, and university leaders, learn about the benefits, challenges, and skills needed in line leadership positions, and "shadow" a current administrator in an area of interest, in order to learn more about day-to-day leadership responsibilities. In the Leadership Workshop, we also provided guidance on how to find mentors for the future and what kinds of traits to look for in a mentor. We encouraged participants to locate an array of mentors and what one of our panelists called "ventors." Mentors would generally be in positions senior to them who could be useful in providing certain skills. We encouraged participants to be respectful of their mentors' time, and to discuss boundaries for the relationship. Ventors, on the other hand, could be

peers, people with whom they could be completely honest. We saw each leadership development cohort as potential ventors, and, in fact, many of them have continued to stay in touch and serve that function for each other. Many have stated that they have found it extremely beneficial to have someone outside their department or college with whom to talk and compare notes. They also have found that it helps in their relationships with their families and in their efforts at coordinating work and family not to be venting to family members but to be venting to others who may better understand the frustrations common to administration.

We also encouraged participants to identify valuable and visible leadership positions that will bring their abilities and interests to people who may be in positions to assist them in finding other leadership opportunities. Building on experiences in the workshop, these options can give prospective leaders opportunities to learn who they need to know and who needs to know them in order for them to achieve their goals for leadership.

OUTCOMES AND EVALUATION

The movement of Leadership Workshop participants into leadership positions speaks to the success of the model adopted for the program. "Next steps" assumed by participants during or after the workshop include membership on significant university committees, departmental graduate program director, university center director, associate department head, department head, interim associate dean, special assistant to the provost for strategic initiatives, associate vice chancellor, a time-limited National Science Foundation program directorship, and a time-limited position with an international development agency. It is notable that all of the positions assumed by participants are either within NC State or assume their return to NC State; to date, none of the participants has left the university for a permanent administrative position elsewhere, although eventually some of them will necessarily move on. Several of the participants have also been selected to participate in state and national leadership development programs, including the prestigious American Council on Education Fellows Program.

An evaluation of the program by the external evaluator for the ADVANCE grant, Rebecca Brent, also supports the conclusion that the program has been effective in achieving its goals. The evaluation included pre-and post-workshop data from participants on their confidence in their abilities—their "self-efficacy"—as leaders. Results for the first two cohorts of the workshop show that at the beginning of the workshop, participants were largely confident in their potential to perform as effective leaders. After the leadership workshop, their confidence in their ability to persuade others and perform as change agents in their department, college and university had increased notably, as had their overall confidence in their leadership ability. (Post-workshop data for participants in the third year of the program were not available in time to be included in this report.)

Leadership Self-Efficacy Rating, Pre-and Post Workshop, 2010-2011 Cohorts

Respondents were asked, "Please rate how confident you are that you can do the things listed below" on a scale from 0 (not at all confident) to 10 (highly confident). **Items with changes greater than half a point are in bold.**

	Pre N=19	Post N=17	Change
1. Give directions clearly	8.11	8.12	+ 0.01
2. Express my thoughts clearly	7.84	8.29	+ 0.45
3. Persuade others	**6.42**	**7.18**	**+ 0.76**
4. Communicate my thoughts in an organized way	8.00	8.06	+ 0.06
5. Perform effectively as a leader	7.53	7.71	+ 0.18
6. Introduce controversial topics into discussions with my peers	7.11	7.35	+ 0.24
7. Perform as a change agent in my department	**5.84**	**7.29**	**+ 1.45**
8. Perform as a change agent in my college	**5.47**	**6.88**	**+ 1.41**
9. Perform as a change agent in the university	**5.37**	**6.47**	**+ 1.10**
Overall leadership self-efficacy	**6.85**	**7.48**	**+ 0.63**

We were particularly gratified as facilitators to see the increases in scores on change agency, persuasiveness, and self-efficacy, since the intent of the program had been to create transformational leaders. Subsequent work performed by members of the three cohorts suggests that they did indeed learn valuable skills on how to initiate change and were able to use them to benefit the institution. Our graduates continue to perceive their mission as leaders to transform the institution, not to preserve the status quo.

CONCLUSION

In her work on mentoring, Jennifer de Vries (2011) has stressed the importance of a "bifocal approach" (p. 5). Such an approach involves a commitment both to assisting women and underrepresented minorities in their own development and to transforming the institution. As she points out, this approach enables a mentoring program to avoid the trap of "fixing the women" (or the underrepresented minorities), rather than addressing an institution's underlying commitment to equity and opportunity in leadership positions (5). She suggests that mentoring often "overpromises and underdelivers" (3). We believe that our collaborative and generational approach to mentoring had the advantage of spreading the responsibility among many parties so that no one person was responsible for an individual participant's development

(which would truly be overpromising). At the same time, all participants were brought into a community of change agents who were working together to improve the institution for themselves and others.

Thus, we believe that our program has "delivered": about 25% of the participants have achieved roles of responsibility in the institution and are in the process of changing its culture. For example, one of our participants has become a department head in a formerly male-dominated field and has been a major force in establishing a policy providing parental leave for graduate students. Two other participants have received faculty liaison positions with our Office of Institutional Equity and Diversity and developed important outreach projects to specific campus populations. Workshop participants have gone on to mentor subsequent groups in the NC State leadership program. While no individual can change a climate, multiple groups, working in concert, can have a significant impact on an institution's culture. That is what is happening at NC State.

INSTITUTIONALIZING THE PROGRAM: A CODA

At the end of the ADVANCE grant (December 2012), NC State's provost accepted responsibility for institutionalizing the Leadership Development Workshop, assuming financial responsibility and incorporating it into the job responsibilities of the two facilitators. No longer functioning within a grant program focused on recruiting and retaining leaders who would increase the campus's gender and ethnic diversity, the program now admits female and male faculty members without regard to minority status. However, the program retains its emphasis on diversity and is called "Leadership for a Diverse Campus," emphasizing the need to identify leaders of all types who can change institutional culture. In its first year, participants include both female and male white faculty and faculty of color and include a white male and an African American female participant from our partner historically black institutions. However, the structure and content of the sessions has changed only slightly: the focus is still on developing leaders who recognize the challenges of creating an inclusive institution but are nevertheless committed to that goal.

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9. PREPARING FOR AN ACADEMIC DEANSHIP

INTRODUCTION

Besides the president or chief academic officer roles described in the previous chapter, academic deans are the highest ranking academic officials in an institution. It is the top position some academics aspire to and a stepping stone in the journey of others planning to pursue roles in higher education. This chapter begins with a brief history of this academic leadership position followed by a description of more contemporary roles and responsibilities of academic deans. A description of qualifications and skills desired by university follows. Included are suggestions and strategies for acquiring these skills in your current role and advice for women transitioning to the position of academic dean. The chapter concludes with a brief description of possible roles following an initial deanship.

ROLES AND RESPONSIBILITIES

History of the Role

The term dean was derived from the Latin *decanus,* "a leader of ten" taken from medieval monasteries (Kazhdan, 1991). These monasteries enrolled hundreds of monks who were organized into groups of ten for administrative purposes and each group was headed by a senior monk, the decanus. Later, the term was applied to the head of a community of priests or a section of a diocese, a "deanery". As cathedral and monastery schools evolved into colleges and universities, the title dean was applied to officials with various roles (Buller, 2007).

As the oldest university in the English-speaking world, the University of Oxford and then Cambridge shifted from clerical to an academic perspective by placing the dean in charge of both the academic progress and behavior of students in a college. Centuries later in the United States, the first dean was appointed at Harvard University. To reduce some of his duties, the President of Harvard appointed the first dean of an American University in 1870. Prior to the Civil War, most colleges relied on the president, a librarian, and a treasurer to fulfill administrative duties. Early growth in administration is attributed to demands for new services, increases in student enrollment, and the need to free teachers from management responsibilities (Rudolph, 1990). Academic administration was combined with student personnel

work until 1890 when Harvard developed a student affairs deanship (Brubacher, 1958). Since that time in history, the range of roles and responsibilities associated with an academic dean's position varies greatly due to differences in the governing styles of presidents and provosts, the size of the institution, and the dynamics and historical development of the position at that institution. Today, many university administrators have the term dean included in the title of their positions (e.g., dean of students, dean of the library, and dean of advising). This chapter focuses specifically on recommendations for women who are interested in becoming an academic dean.

Type of Academic Units

Academic deans lead colleges, schools, and divisions. Typically, the dean presides over an academic unit comprised of a variety of majors, minors, and programs which may be either closely connected or quite distinct and unrelated. Oftentimes, the name of the college or school provides insight to the collection of majors and programs that report to the dean. For example, a dean of the School of Pharmacy serves as the administrator responsible for the programs in pharmacy, pharmacotherapy, medicinal chemistry, and pharmaceutics. Similarly, the dean of the College of Law and the dean of the College of Medicine have responsibilities focused on the success of either a large single program or limited number of programs that serve students seeking degrees in law or medicine. Deans of other colleges or schools serve as administrators for a large array of programs such as the College of Arts and Letters, School of Education, College of Business, and College of Health Sciences.

While strong leaders may emerge from a variety of backgrounds, deans of colleges with a small number of closely related programs are usually required to hold a terminal degree in that field. Deans of schools or colleges comprised of programs spanning many different areas of study are expected to possess appropriate credentials and a terminal degree in one of the disciplines represented within the college. When considering a dean's position, this is an important consideration for both the institution and applicant. Faculty members who share the dean's discipline may openly welcome this new leader to their department or conversely these faculty members may have concerns that the dean will have "too much" insight or knowledge of their work. Equally important, is how the dean relates to the other departments who may naturally expect the dean to show favoritism to their own field. Therefore, an applicant should carefully consider how she engages with each department in her college. Some institutions permit deans to also hold faculty rank in the department of their academic training. Such an appointment may provide the dean with a sense of job security as university administrators typically serve at the will the president or upper administration.

Specific roles and responsibilities

Perceptions of the academic dean's role vary widely within and between institutions. Table 1 provides a sample position description for an academic dean. Fundamental to the role of academic dean is responsibility for student learning. Deans are accountability for the academic standards of the division they supervise, ensuring a culture of well-articulated student learning outcomes, and confirming effective assessment and evaluation practices are employed. Often, academic deans collaborate with the other deans and the provost at their institution to support university level learning objectives and enhance institutional effectiveness. At the same time, deans compete with each other for limited resources to fund programs in their respective colleges.

Table 1. Sample position description of an academic dean

Primary Function: The dean provides leadership for the overall operations of departments, programs, and auxiliary enterprises housed within the College. The dean serves as an advocate for the faculty in the College and serves as a liaison between the faculty and administration.

Job Duties and Responsibilities:

1. Responsible for planning, budgeting, developing, coordinating, assessing and evaluating academic and other programs within the College, and encourages excellence in teaching and administration of these programs.
2. Recommends, in consultation with departments/programs and faculty, faculty members for employment, promotion, tenure, post-tenure review, termination, and retirement.
3. Nominates academic department chairpersons and supervises their activities within the departments/programs.
4. Develops with directors and chairpersons the department/program budgets and supervises the expenditures of those budgets.
5. Works with faculty committees as determined by the faculty governance structure and advises the Vice President of Academic Affairs on initiatives and response to faculty legislation and proposals.
6. Works with department/program chairpersons, faculty, and gift officers to develop resources through grant requests and fundraising activities.
7. Works with administrative offices on recruitment, advising, marketing, and promotion of the College and University.
8. Supports relationships with internal and external constituents.
9. Supports departments in seeking and continuing specialized accreditation, where appropriate, and supports institutional accreditation activities.
10. Identifies new initiatives relevant to the college and leads in their implementation.
11. Other related duties as assigned by the Vice President for Academic Affairs.

Some deans oversee an auxiliary enterprise related to their academic offerings. For example, a dean of the College of Education may oversee a laboratory school and daycare program while a dean of College of Fine Arts may oversee the operation of an art gallery and theater. These entities may require the dean learn different funding and budgeting strategies.

Reporting Relationships and Continuities

Most commonly, academic deans report to the Vice President for Academic Affairs or the Provost. Depending upon the size and type of institution, some hold the dual title of dean and vice president. Smaller liberal arts institutions and community colleges may have a dean of the faculty or an academic dean who has responsibilities over the faculty in all disciplines. In this case, department chairs or directors typically report directly to the dean. Larger, comprehensive universities usually employ more academic deans to better meet the varying demands of the programs offered. As some institutions holistically address student learning with integrated curricular and co-curricular programs, academic deans may work closely with the dean of students and other administrators in student affairs. Viewing the institution's organizational chart may help an applicant prepare for a campus visit and the groups she may interact with during the interview process. While deans' roles and responsibilities vary according to the type of institution, academic deans always work closely with faculty members and committees of the faculty. Prior faculty experience and a record of service on faculty committees, helps in transitioning to the dean role and understanding the perspectives of those who report to you.

Among the most important duties of an academic dean, is providing leadership in personnel actions relating to recruitment, salary recommendations, appointment, retention, tenure, and retirement, as well as suspension, termination, and related actions for faculty, administrative staff, and support staff. This work is usually done in concert with appropriate committees and departments of the College and must be accomplished in accordance with the University's principles of affirmative action and equal opportunity. Department chairs will look to deans for assistance with search protocols and making difficult choices. Decisions related to personnel take the most time and are among the most important decisions that deans and others engaged in the hiring process make.

Deans provide oversight of administrative processes with the college or school they lead. As such, deans are responsible for hiring or recommending the appointment of department chairs. These individuals typically comprise the college leadership team and report directly to the dean. Depending on unit size, a dean may also supervise a number of assistant and associate deans to whom specific roles and responsibilities associated with administrative functions of the college are delegated. For example, an associate dean may be responsible for oversight of all personnel related matters

in the college or responsible for ensuring programs engage in effective assessment practices.

A unique feature of the dean's role is the regular interaction she has with a broad range of institutional internal constituents–the president or chancellor, the chief academic affairs officer and other vice presidents, the faculty, staff and students as well as major external constituents including alumni, community members, donors and corporate supporters, and in some cases the boards that provide institutional oversight. As such, deans have access to much institutional information and they may find themselves at the center of institutional change. Effective communication and interpersonal skills are essential as deans engage with the various stakeholders and share appropriate levels of information. Deans involved in fundraising may engage donors and prospective contributors in significant cultivation and stewardship.

Dual Responsibilities

Some academic deans balance the above described roles while holding one or more of the traditional faculty roles. For example, a dean at a liberal arts institution may continue to teach a class or two each year. Time spent in the classroom with students helps remind the dean of institutional priorities and how their administrative efforts help the institution carry out its mission. A variety of class scheduling options and teaching methods in use today makes teaching feasible for administrators serving at many levels. This practice is more commonly found at institutions which place teaching at the top of faculty responsibilities.

Deans may serve in the dual role of scholar and college administrator at universities that emphasize grant supported research and publication when evaluating faculty performance. The focus of a dean's scholarship may shift to higher education or continue in a line of disciplinary research. Continuing to teach a class, publish, or present research in one's field also allows the dean to serve as a role model for faculty and facilitates a possible return to the faculty upon the conclusion of one's term as an academic dean. Some universities award deans tenure or permit deans to apply for tenure after a period of academic service. While benefits may exist in having the dean serve as both a member of the faculty and an administrator, this practice may impact policies and procedures aimed at providing due process. Policies need to account for situations when the dean is also the instructor on record for a grade appeal or grievance.

An academic dean is an integral member of higher education administration. While specific roles and responsibilities vary by university, the above duties may be overwhelming unless the dean sets priorities and is both an effective leader and manager. Deans who are able to communicate effectively and work well with others across an institution will be successful advocates for their college, its faculty and students.

PREPARING FOR DEANSHIP

Career Paths

A review of the common roles and responsibilities of an academic dean provides insight into strategies for preparing to lead a college, school, or division. Although academic deans may be hired from a variety of prior roles both inside and outside of higher education, individuals serving in this role are typically drawn from the senior ranks of faculty. Most often, a dean has served in the role of department director or chair. Other common pathways to a deanship include holding a position in the dean's office (e.g., assistant dean or associate dean) or by serving as faculty member who has demonstrated capable leadership in a role other than chair or director. An internal candidate who has impressed upper administration may be more likely selected through this pathway. Holding a chair or director position affords an opportunity to gain initial experiences in many of the roles one performs as dean such as budgeting, planning, and evaluating direct reports at the department level. Those who hope to become deans through alternative routes should consider how to document these skills and convince others you are ready.

With significant turnover expected with the retirement of current college and university presidents, the number of applications from outside of higher education for executive and senior leadership roles, including deans, will continue to grow. It is not uncommon for the new dean of the College of Business to be selected following success in a corporate role or the dean of the College of Health Sciences to land a position in higher education after gaining experience leading a health care organization. According to the American College President Survey (American Council on Education, 2012), 20% of the new presidents in 2011 held an immediate prior position outside of higher education. This represents a significant increase from 13% in 2006.

Position Requirements

A review of open position announcements for deans' positions posted on internationally used electronic job search sites (i.e., The Chronicle of Higher Education, Inside Hire Education, and HigherEd Jobs) reveals common position qualifications. For dean level positions, required qualifications include an earned doctorate or equivalent degree in one of the disciplines represented by the college from an accredited institution, a demonstrated record of college teaching and scholarship appropriate for tenure at the full professor level, and leadership experience at the level of department chair or above.

Some differences are noted among different types of institutions. Technical schools and community colleges more commonly consider applicants qualified at the

level of a master's degree. Unionized institutions prefer candidates with knowledge of collective bargaining. Colleges with accredited programs desire a dean with prior accreditation experience. Single purpose institutions and specialized colleges often require deans to hold a specific degrees and professional credentials. For example, the dean of an Osteopathic School of Medicine requires a licensed osteopathic physician while the dean of a Law School must be an attorney. These credentials are in addition to those mentioned above.

Prior leadership experience is a prerequisite to holding the position of dean. Candidates who have not held the role of department chair or director should seek out other opportunities to demonstrate their leadership skills. Leading a faculty committee such as the Promotion and Tenure Committee or serving as the chair of the faculty senate are other ways to document leadership experience.

Search committees are particularly interested in candidates with a proven ability to oversee fiscal and physical resources, strategic and operational planning, human resource management, assessment, and program development. Some will desire applicants with a commitment to shared governance, support for interdisciplinary programs and experience with professional accreditation. Virtually every college had needs or a desire for resources that exceed those available. Therefore, a demonstrated track record or commitment to fundraising and generating resources to help the college achieve its mission has become more important in recent years and it quite evident in current search announcements.

Apply for positions that are a good fit for you at the right time in your career. Generally, a deep commitment to teaching and research and a desire to contribute to the intellectual and professional development of students is essential. When considering a specific position, assess your fit with the institution and the college. The dean's vision should be consistent with the mission and vision of the institution. In addition, carefully consider the timing of applying for dean's roles. If you have not yet secured the rank of full professor, keep in mind it will be very difficult to further your research and teaching record in the early years of a deanship if you happen to be successful and land the position. Likewise, if a deanship means relocating your family and your child is within a year or two from a high school graduation, the timing may not be right (Martin & Bloom, 2003).

Much as faculty member who becomes a chair must make decisions through the lens of the boarder department rather than their area of specialization, an academic dean must be able to consider the needs of the broader college. The ability to consider the widespread impact of a decision is a tremendous strength in this role. The dean's position requires integrity, stamina, and the ability to build consensus across diverse constituencies. Ultimately, the dean needs to encourage department heads to work together toward the prioritized needs in the College. A proven track record in building a strong team of leaders will go far in today's competitive environment (Lencioni, 2002).

The journey through the search process can be both exhilarating and exhausting. Seek help from others in which you can confide and gain feedback along the way. Establish mentoring relationships with others who have experience securing the position of dean or higher. Ask them to review your curriculum vitae, nominate you for professional development programs and positions you are seeking and support you during the transition. Additional tips for those applying for a dean's role are provided in Table 2.

Table 2. Tips for Preparing for an Academic Deanship

Tip	Description
Be successful in faculty roles.	Institutions seek individuals who have demonstrated excellence in teaching and scholarly roles. If the dean is going to mentor quality teaching and support student learning, first-hand knowledge and experience is essential. Success in grant writing and/or a strong commitment to service in the faculty role varies by type of institution. Prior experiences should make the dean a role model.
Document experience leading others within the academy.	Seek and gain experience in a variety of leadership roles. Serve as a department chair or director of a program, lead committees in the department, college or university. Apply for or seek appointments on committees or task forces where you can document successful outcomes working with a variety of individuals.
Develop exceptional communication and interpersonal skills.	Ask others for honest assessments of your abilities and address any areas of concern. Gain practice in addressing difficult issues. Volunteer to speak at events on campus and in the community.
Gain experience in finance.	Deans need to understand the budgeting process and have experience in managing the college's finances. Department chairs typically gain budget experience. Attending finance sessions at a higher education conference, managing the budgets on grants, and serving on the finance committee of community boards are additional ways to build experience in finance.
Participate in strategic planning at the university or college level.	An effective strategic planning process engages multiple constituents, focuses on institutional priorities, and is linked to budgeting. You will gain more knowledge about how institutions operate.
Become knowledgeable about issues in higher education.	Deans are expected to understand the key issues faced by the higher education industry. Participate in higher education conferences, read relevant journals and publications, and engage in regional accreditation provide opportunities to learn more.

When interviewing, be honest about your strengths and those responsibilities that will be new to you. Help the search committee understand the skills you have and try to determine those qualities and skills they find most important. Develop a plan to hone your skills and fill any gaps that you or others discover. You may also be able to document related skills. For example, a department chair without fundraising experience can point to her skills in successful grant writing and experiences engaging alumni. These experiences along with a willingness to participate in fundraising training may be enough to suffice at the time of the hire especially if you have demonstrated that you are a good listener and one who reads people well. Likewise, an applicant without academic department budgeting experience may have experience managing budgets associated with grants or work she has completed outside of higher education. While negotiating the contract, be sure to request a professional development budget to further your education in any areas identified as relative weaknesses. Examples of professional development programs available to women deans and those aspiring to dean positions are provided in Table 3. In addition to the content provided in these programs, a new dean or leader aspiring to the role of dean may find the networking opportunities to be invaluable.

CONTEMPLATING THE ROLE OF THE DEAN

The title of dean may be impressive but careful reflection is recommended before seeking this position. Why are you interested in becoming an academic dean and why does this position make sense for you at this time in your career? Even within the academy, many people associate the position of dean with the official ceremonial duties of the role. If presiding at a college event or academic ceremony is what attracts you to the role, you will soon discover those responsibilities only comprise a very small percentage of the role as commencement only happens a couple times each year. Likewise, if you did not enjoy the aspects of department leadership linked to personnel or student issues, the deanship may not be the ideal next step for you. When the chain of command is followed, deans handle the issues that escalate above those handled by the department head.

If you are unsure what a typical week is like for a dean, ask to job shadow one for a period of time, network with deans during conferences and inquire about what they see as the strengths and challenges about their roles. Make sure you have an accurate understanding of the role. One of my colleagues was interested in becoming a dean but in the same conversation told me that she did not like attending meetings. Deans spend much of their week in meetings with other deans and members of administration, department heads, committees, groups working on proposals and other meetings to solve problems.

Some will be tempted to pursue this role and others of more responsibility for the additional salary and benefits aligned with the role. Buller (2007) encourages those preparing for the dean's role to ask themselves a series of reflective questions including, "*If I were offered a dean's position but only at my current salary, benefits, and perquisites, would I be interested*?" The dean's role is one that requires many hours outside of a 40-50 hour workweek. Some faculty already work those types of hours but for those moving from a 40 hour work week to a dean's role may find themselves taking a pay cut when hourly rates are considered.

Table 3. Professional Development Programs for Deans and Aspirant Deans

Sponsor	Description
American Council on Education	ACE offers a national women's leadership forum for senior-level women leaders (dean level and higher), a regional women's leadership forum for mid-level women administrators with potential for advancement in higher education administration, a fellowship program and several leadership institutes.
Council for Advancement and Support of Education	CASE offers conferences for deans and academic leaders to increase their knowledge of the development process and strengthen the partnership between academic and advancement officers.
Council of Independent Colleges	CIC offers several leadership conferences and institutes for various levels of higher education administrators including the Senior Leadership Academy for deans considering roles as provosts and the Executive Leadership Academy for cabinet level officers seeking presidencies.
Executive Leadership in Academic Medicine	The Hedwig van Ameringen Executive Leadership in Academic Medicine® (ELAM) Program for Women is a one-year fellowship program for women in schools of medicine, dentistry, and public health.
Higher Education Resource Services	HERS is an educational non-profit providing leadership and management development for women in higher education administration. Offered at three locations in the United States annually. HERS-South Africa provides an academy for women from across Africa.
U.S. Agency for International Development	USAID and Higher Education Development fund a women's leadership program that partners five universities in the United States with higher education institutions in Armenia, Paraguay, Rwanda and South Sudan to promote gender equality and women's leadership.
Women in Higher Education	WIHE sponsors regional and state-level women in higher education conferences in the United States.

Consider the many roles and responsibilities addressed earlier in this chapter. Do these align with the type of work you enjoy? Do you gain satisfaction from helping others, securing resources and solving problems? Are you comfortable giving advice and helping direct the work of others? Speak with your mentors about your interests and seek their advice. Connect with women leaders on your campus. They may be willing to share some of their experiences and approaches to considering positions with more responsibility.

The position of academic dean is complex and provides opportunities to be challenged on a daily basis. Keep in mind that much variability exists between dean positions even within the same university. While some aspects of the role are not flexible, academic deans have the opportunity to shape the direction of the college and many of the roles they serve. Through program development and ongoing quality improvement initiatives, academic deans have the opportunity to make a lasting impression on a college, school, and university and the students they serve for generations to come.

A SUCCESSFUL DEANSHIP

During the early months of a deanship, the dean should meet with the members of the college and learn about the respective academic offerings and initiatives underway. In addition to holding documented expertise in one's field, the dean should have a basic understanding of all programs and majors in the college as well as knowledge of issues in higher education. A new dean needs to learn about the programs she is least familiar and listen carefully to find ways to support each unit in the College.

Ideally, academic deans are evaluated by more than vice president they report to at the university. Input from faculty, especially in the early years, provides an opportunity to gauge one's performance and make adjustments if needed. Faculty may want more communication from the dean, a clearer course on the direction of the college or more input into decision-making. Listening to constituents and making reasonable changes can go a long way in helping a dean develop relationship with those she represents. This is not unlike how deans hope faculty members in the College use input from student ratings to further enhance their classes.

Being a successful academic dean does not require a specific type of personality, leadership or management style. Successful academic deans are able to manage the many roles and responsibilities aligned with the position and follow some basic principles as they approach this role. According to Buller (2007), an effective dean is accessible, keeps things in perspective, and cares for and respects the people in the college. Furthermore, effective deans preserves a good work-life balance, demonstrate quiet confidence, delegate effectively, and neither ignores nor becomes preoccupied with details. If you have a leadership style that aligns with these principles, you should be well on your way to a successful deanship.

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As with other roles in higher education administration, it is the early years that set the tone for how a dean will be received by her college. A new dean is more likely to be successful if she is able to establish positive working relationships with other deans and administrators. Shared wisdom and lessons learned from experienced colleagues can be invaluable to a new academic dean.

AFTER DEANING

Academic deans typically serve for five to seven years, and while some may serve for longer appointments, few remain in the position for more than ten years (Del Favero, 2013). Much like the positions of vice president and president, the dean's role is demanding and the environment of higher education administration can be associated with much stress. Continuous efforts are needed to maintain work-life balance and one's health to stay pace with demands of the position. While the academic calendar provides time for relaxation for faculty members, deans typically serve on twelve month contracts and some miss having summers to unwind, focus on a special project or complete their own scholarship. Also, deans answer to a variety of internal and external constituents. Balancing the sometimes conflicting goals and dissimilar agendas of the various constituents can be exhausting. When a dean completes a major project or a major transition occurs with other leaders, it may be time to consider the future.

When the time has come to make a change, some deans will move into roles with expanded responsibilities. For some deans, the next position may be a second deanship at another college or university, perhaps one that is larger and even more complex. An experienced dean has an advantage in search processes and may be the ideal candidate to serve as the founding dean of a newly formed college.

For many, the next logical step is a vice president of academic affairs or provost position where the dean assumes responsibility for working with all of the academic programs at the university. Here, she leads a team of deans and others who report to this officer. Alternatively, a nonacademic vice presidency such as the vice president for development or advancement will help a leader aspiring to the presidency gain skills in fundraising.

Another logical next step may be becoming the president of a small college or the campus of a multi-campus university. Approximately 11% of new college and university presidents in the United States come directly to a presidency from a deanship (American Council on Education, 2012). Here, an academic dean has the opportunity to develop leadership in skills in expanded areas such as student life, institutional finance, athletics, and auxiliary services. A successful presidency at a smaller institution may prepare one for a second presidency at an even larger institution.

Another option for a dean is to "step down" or return to the faculty. Some deans find it extremely gratifying to spend their final years leading up to retirement focused on student learning. After all, the opportunity to work directly with students is what brought a majority of academic deans to the academy in the first place. Having an

experienced dean in the college may be a challenge for the new dean. However, having a faculty member with administrative experience who understands the ethos and broader context of the institution may help the new dean navigate challenging issues within the college. If the former dean's performance was successful in the eyes of the faculty, he or she may be a welcome addition and boost to the unit's productivity and knowledge of higher education. Gaining experience as an academic dean can open a whole new world of opportunities. And, your years as an academic dean may be the best years of your journey. Enjoy!

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AFFILIATION

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10. PREPARING WOMEN TO BE PRESIDENT

Advancing Women to the Top Leadership Roles in
American Higher Education

MEET THE NEW BOSS

With a play on words taken from a famous song from The Who, a 2012 article in *The Chronicle of Higher Education* begins with, "Meet the new boss. Same as the old boss." The article continues with a sobering statement that "in a troublingly stagnant portrait, the latest national survey of [American] college presidents finds a profession dominated by white men who have hardly changed in more than a quarter century. They're just older" (Stripling, 2012). Indeed, the 2012 American Council on Education, or ACE, data shows that women are 26.4% of college and university presidents in the U.S.[1] While "the rate of change has slowed considerably" for all women, the situation for women of color appears to be more daunting, since "between 2007 and 2012 the share of chief executives of color actually dropped to 13 percent." The ACE report reveals that when "minority-serving institutions are excluded, racial/ethnic minority presidents today lead just 9 percent of colleges and universities" (Kim & Cook, 2013, p. 1). The advances women as a whole have made are less impressive as well when one considers that women are much more likely to be presidents of community or two-year colleges in the U.S., and less likely to be presidents of doctoral institutions. If we exclude community colleges, where women make up more than one-third of presidents, and women's colleges, slightly less than 50 of which remain in existence in the U.S. and where women presidents are the norm, the percentage of women college presidents falls dramatically.

The most well-respected associations of higher education administrators in the United States recognize this as a problem. As one 2012 article in *The Chronicle for Higher Education* put it, "As far as students are concerned, men are the dominant minority, but male administrators hold a lopsided percentage of university power and the most senior leadership positions. What's more, men make most of the decisions that control women's educational lives and futures, without much input or oversight from women themselves" (Alex-Assensoh, 2012). Even when women and other diverse candidates have been named to presidencies, an ACE study finds that this so-called progress resulted from "a short-term commitment rather than a

change in culture." In a 2008 report called *Broadening the Leadership Spectrum: Advancing Diversity in the American College Presidency*, the authors found that the "immediate result is a woman or person of color as president. But when that individual leaves, boards and campus search committees often hire a white male. . . . Said one search firm leader: "I've had the experience the past several years of hearing comments . . . such as 'We've had our woman. We've had our black. We've had our Hispanic. We've had these people from out of state who are not our native sons.' And, therefore, [the insinuation is,] now it's time to get the best candidate" (Bridges, Eckel, Cordova, &White, 2008, p. 7).

The norm in terms of reality and expectation has remained white and male. In fact, one current woman provost seeking a presidency told me that, in her experience, she has come to believe she is a "pool filler" or, a more disparaging term, "the chick candidate." Search committees and search consultants know that the pool must be diverse, she said, but time after time, the job has gone to a white, male candidate. In one case, after interviewing on campus as a finalist for a presidency, she was told by the search consultant that the institution did not want to hire another woman to follow a woman president.[2]

Search Processes

The biases of the search process are well recognized. Molly Broad, president of ACE and past president of the University of North Carolina system says, "the dearth of female college presidents comes down to the hiring process. Since a president is selected by an institutions [sic] board of trustees – women, especially minority women, are virtually absent from most – tips on navigating the interview process and news about job openings tend to stay among the insiders: men" (Brown, 2009). The ACE acknowledges this in publication after publication, finding, for example, that "Women and candidates of color continue to be underestimated for their potential to lead. This can often be the result of conscious or unconscious reliance on existing group stereotypes" (Bridges et al., 2008, p. 5). Women of color confront multiple hurdles. In a study published by the *Harvard Educational Review*, Caroline Turner found that each of the women presidents she interviewed, who were Native American, Asian American, and Mexican American, experienced "gender bias, racial and ethnic stereotyping, and accent discrimination during the presidential selection process" (Turner, 2007, p. 21).

Concern about this issue has played a role in leading ACE to commission many studies on the characteristics of and pathways to the presidency, the most recent of which was released in March, 2013 (Kim & Cook, 2013). To showcase the new data and provide perspective on its findings, the ACE organized a panel, "Personal Pathways to the Presidency: A Discussion of the Presidential Pipeline," at the 2013 annual meeting. Following the panellists' descriptions of their own experiences, several audience members expressed their concerns over the relatively little progress

that has been made in recent years, and their frustration with studies, as opposed to actions that will lead to significant change. One attendee, in particular, a diversity officer who stated that he has assisted 30 searches, declared that in his experience it is the search committees that are the problem. They are sexist and racist and homophobic, he exclaimed, and we need to do research on this and take steps to eliminate these biases in higher education.

Not surprisingly, there is little public information about the inner workings of confidential presidential search committees. Since "boards alone (frequently their executive committees) appoint search committees," "Usually, more than half of the members are board members," and the "search committee chair should be a board member," scholarship as well as anecdotal evidence about the role boards play in shaping the presidency suggests to some that board composition is a roadblock for women (Johnston, Jr. & Ferrare, 2013, p. 42). A study by the Cornell Higher Education Research Institute for the Association of Governing Boards of Colleges and Universities finds that between "1981 and 2007, the percentage of trustees who are women increased to 31 percent from 20 percent." Citing other research, the report notes "women tend to have an impact, not when there are only one or two female board members, but when there is some critical mass" (Jaschik, 2009). One may conclude, therefore, that women may be less likely to be hired when the boards to whom they will report do not include a significant percentage of women.

Search committees made up largely of white men may also create an environment where members feel freer to ask what women candidates consider to be inappropriate questions. More than one woman provost I interviewed for this study described airport interviews, which in the U.S. are typically the next to the last step in winnowing down the applicants to the finalists who will be brought to campus for multiple-day interviews, where search committee members asked whether or not their husbands approved of their desire to seek a presidency. One search consultant I interviewed confirmed that lack of diversity on search committees and on boards of trustees is a real problem in diversifying the presidency.[3] Susan Resneck Pierce, the former president of the University of Puget Sound. Sound, author of *On Being Presidential*,[4] and a presidential consultant, however, is quoted as stating, "I work with boards of trustees from institutions all over the country as well as presidents and administrators and faculty members, and . . . I've encountered no bias" (Golden, 2012). I have heard similar statements made by search consultants who were invited to discuss the presidential search process on panels organized as part of professional development workshops. Yet even sitting women presidents admit that there have been gender issues in their relationships with board members. Pamela Gann, who recently stepped down from the presidency of Claremont McKenna College, for example, believes that men on boards of trustees may be "not that accustomed to working with women leaders." She revealed, "It was about my fourth year before they entrusted the college to me" (Biemiller, 2011).

Along with at times contradictory evidence and experience about whether or not boards and search committees play a role in the failure to diversify the American presidency, there are disagreements about whether or not there really is a problem. After listening to a presentation based on ACE data about the state of the American presidency, one U.S. male president at an international conference stated that the numbers and percentages shared could not be correct. To support his case, he listed the women who currently hold presidencies at top American universities.[5] S. Georgia Nugent, the former president of Kenyon College, calls this type of thinking about women presidents "the starry emporium." Instead of a "'glass ceiling,' which people often apply to the nebulous barrier keeping many women from leadership positions," we have a situation where the "presidents of Harvard, Brown and Penn are all women. That's very visible, and it gives a mistaken impression of the progress women have made in higher education" (Moltz, 2011).

Since many people in higher education recognize the lack of diversity in the American presidency and see it as a problem, individuals and organizations first turned their attention to efforts to ensure that women and other diverse candidates were in the pipeline for presidencies. Yet most now acknowledge that this is no longer the issue. The "royal road to the college or university presidency remains the Traditional path of the Scholar," and this is even more likely for women (Birnbaum & Umbach, 2001, p. 209). The route, we all know, for the majority of U.S. college and university presidents goes from the faculty to increasingly higher administrative posts – most often in academic affairs – to the presidency. In fact, the immediate prior position for 44% of first-time American presidents in 2012 was chief academic officer or provost (Kim & Cook, 2013, p. 5). Women have held this position and others that typically lead to presidencies for years. ACE's *On the Pathway to the Presidency* study in 2008, for example, found that 36% of deans of academic colleges are women, and women make up 38% of chief academic officers and 50% of all "central senior academic affairs officers" (King & Gomez, 2008, p. 5). Jacqueline E. King, an author of this study, found that "With regard to women, especially white women, the pool of people is there." "We have to encourage them to apply for the president's job, and then the institutions have to be willing to tap them" (June, 2008). Over the past five years, then, women have held high level leadership positions at American colleges and universities. The most recent data reveal that 43% of senior campus leaders and 40% of CAO positions are held by women, and so "four-year institutions have ample opportunity to create greater gender diversity in the presidency" (Kim & Cook, 2013, p. 17). Yet the percentage of female presidents has barely changed.

In the Pipeline

Just because women are in the pipeline, we will not be able to diversify the presidency without further efforts. The first issue we must confront is that a great majority of women chief academic officers do not intend to become presidents. "Only 25

percent of female CAOs and 33 percent of male CAOs [the traditional most likely prior position to a presidency] say they have intentions to become presidents." "Most say the nature of the work is unappealing, they want to return to academic work or are ready to retire, and they are concerned about the time demands of the position" (Eckel & Hartley, 2011, pg. 8). More attention to this issue is clearly warranted. Further research based on interviews as well as survey data may confirm these findings for women's lack of interest in seeking presidencies, or it may reveal additional insights that will be helpful in encouraging women to seek advancement. Since many women – and especially women of color – faculty and administrators have experienced bias in graduate school and in their careers, since the presidency has remained overwhelmingly white and male, and since women who seek and hold presidencies report experiencing bias in the search process and in their role as leaders, are these factors playing a role in discouraging women from seeking presidencies? In addition, are women who have all the right credentials, skills, and experiences deciding not to seek presidencies out of a misguided understanding of what will be required, or what must be sacrificed? Do findings from the 1990s that indicate that "women choose not to pursue top positions in higher education institutions because they believe they must sacrifice their families, social lives, and sanity in order to be effective college presidents" still ring true (Brown, 2005, p. 660)?[6] Using the contemporary terminology of Sheryl Sandberg, are some women "leaning out" before they have tried "leaning in" (Sandberg, 2013)? What will be most helpful in supporting women who are poised for presidencies to take the next step to become candidates?

Encouraging women to seek professional development opportunities, and the willingness of their institutions to pay for their participation, is critically important. Programs in the U.S. include those offered for women by Higher Education Resource Services (HERS), such as HERS Bryn Mawr Summer Institute, HERS Denver Summer Institute, and HERS Wellesley Institute, and for women and men by ACE, such as the ACE Fellows Program and Advancing to the Presidency; by the Council of Independent Colleges (CIC), such as Executive Leadership Academy (with the American Association of State Colleges and Universities) and Presidential Vocation and Institutional Mission; and by Harvard Institutes for Higher Education, such as Institute for Management and Leadership in Education and Institute for Educational Management. While these programs offer valuable opportunities for reading and reflection, for becoming familiar with the presidential search process, for broadening one's range of experience, for developing leadership skills, for learning how to lead organizational change, and for networking, the small size of the cohorts admitted into most of them means that many aspiring leaders will find it necessary to seek other means of professional advancement. Indeed, the ACE concluded in a 2009 publication that "National leadership programs do not have the capacity to meet the demand" (Hartley, Eckel, & King, 2009, p. 37).

Although they are rarely addressed in educational research or advice literature for higher education leaders, paid consultants provide assistance for aspiring

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presidents. They provide a range of services from the very practical, such as reviewing a curriculum vitae or letter of application, to the more philosophical, such as discovering who you are as a leader and contemplating matters of institutional fit. Specialists who provide coaching to business leaders may also help with skill improvement, such as public speaking. Colleagues who have engaged consultants report paying fees of $200 an hour to $9000 for a six-month contract. Clearly, cost will be a factor in accessing these services for many higher education administrators.

Most American women administrators are aware of national programs for professional development, and many have applied to and completed such programs. Many have also hired consultants to assist them in a confidential way with job searches. It is mentoring, however, that is most often cited by individual women and in the educational literature as making the most significant difference in supporting female career advancement. It is the absence of mentoring that was identified by a woman provost I interviewed as the number one reason why, after serving for eight years in her position, she has not considered a presidency.[7] Her president, who is a woman, had not offered advice or encouragement, from her point of view, and, instead, had exerted "unrelenting pressure" on her to solve the college's financial problems without adequate human resources to do so. This interview provides one illustration of a problem identified two years earlier in a *Chronicle of Higher Education* article entitled, "Why Do Few Provosts Want to Be Presidents?" It reports that at private colleges and universities belonging to the CIC, "while 96 percent of respondents [who are chief academic officers] reported high levels of job satisfaction, they served an average of only 4.3 years in their current positions, about half the typical tenure of college presidents." An even smaller percentage of private college provosts are interested in seeking presidencies in comparison to chief academic officers at public institutions, which the 2010 article calls "troubling." Given "the close working relationship between provosts and presidents at relatively small private colleges, CIC president Richard Ekman thinks "that provosts would see the joy of the presidency." Perhaps the provost's role as "budget hawks," he surmises, is creating a situation where "the provosts are being the fall guys" (Fain, 2010).

Tensions and Mentoring

Tension between chief academic officers and their presidents, while not often addressed in the higher education literature, may play a role in the lack of mentoring which many women CAOs experience. The ACE uses information gleaned from its own Institute for New Chief Academic Officers and a program for CAOs and chief financial/business officers (CFOs) offered in conjunction with the National Association of College and University Business Officers to summarize what it calls "some of the recurring reactions of CAOs and CFOs regarding new presidents and their leadership." The list includes: "Being overly intrusive (micromanaging)," "Not knowing how to effectively create and lead a senior-level team," "Making too many

commitments and promises," "Being overly non-committal," "Being inconsistent with messages and actions," "Being unwilling or unable to reflect on their leadership," and "Not managing time and attention well" (Eckel & Hartley, 2011, pp. 22–23). By discussing each of these topics from the vantage point of CAOs and CFOs, the ACE acknowledges that at least some cabinet level administrators criticize, as well as praise, their presidents (particularly when the presidents are new). Tension between the two would not seem to support the possibility of a positive mentoring relationship.

Research on mentoring over the past thirty years demonstrates the significance of having experienced people provide career assistance, and the role that these relationships play in building confidence and advancing success.[8] A study of women presidents and mentoring by Terri Brown found that the problem for women is that the "college presidency is numerically dominated by men and, as a result, men have more opportunity to know the right people and have more access to sponsorship and promotions, whereas women may be excluded from these types of exposure intentionally or unintentionally." This is particularly true for women of color with presidential ability and ambitions, given the even smaller number of women of color college presidents in the U.S. Yet of the 91 female presidents Brown interviewed, a majority cited mentoring as playing "a critical role in advancing female college presidents up the administrative ladder" (Brown, 2005, pp. 659-660, 664, 663). Ruth Simmons, the first African-American president of a Seven Sisters institution and of an Ivy League institution, and the first woman president of Brown University, "credits a series of mentors who challenged, prodded, and supported her along the way" (Kingsbury, 2007, p. 59).

MENTORING

How should women gain the mentoring they need to move into presidencies? ACE recommends that presidents serve "as talent scouts for potential future leaders and . . . [provide] those identified with opportunities to gain necessary experience and develop new skills" (Hartley et al., 2009, p. 34). This may not always be possible on one's campus, given the financial strains and other tensions that, at times, permeate the relationships between women CAOs and their presidents. It is also the case that while many presidents support their CAOs in seeking professional development, their interactions with them are primarily focused on the needs of the institutions they both serve. There are also structural barriers at the national level that make it difficult for women provosts to meet prospective presidential mentors from other institutions. Some national higher education associations in the U.S. only offer meetings for presidents. Others organize separate conferences at different times of the year and in different cities for presidents and provosts. Some invite both presidents and provosts to attend the same meeting, but have separate programming for each group. Color-coded badges help to make the division between the two groups clearer. Of course none of these practices were designed to divide the

most senior higher education leaders from each other or to discourage women from seeking presidencies. Nevertheless, women CAOs report that they have difficulty finding women presidents who are willing to support their career advancement.

With the exception of the professional development programs that presidents generously offer to lead for a small number of prospective presidents, there seem to be few opportunities for presidents to meet, learn about, and work with provosts from other colleges and universities who demonstrate presidential potential. Some presidents clearly do make this their priority, however. Juliet V. Garcia, "president of the University of Texas at Brownsville and Texas Southmost College" for the past twenty years, says "that she and other Hispanic presidents have worked to groom a new generation of minority leaders" (Stripling, 2012). Mildred Garcia, who is currently president of California State University, Fullerton, writes in *Presidency* that "we must be mindful not to maintain nor create barriers that have barred women from senior positions in the past. We must mentor others and support other women" (Garcia, 2008, p. 3).

One option is for professional associations to start formal mentoring programs for women who aspire to presidencies. This would help enormously to create the opportunities women need for sustained guidance from sitting presidents to whom they do not report. While some professional associations offer mentoring, such as CIC's Experienced CAOs as Mentors, these services are provided to members who have already attained a position and are new (and relatively new) to their jobs. In other cases mentoring is provided as part of participation in professional development programs, such as ACE's Institute for New Presidents and the Harvard Seminar for New Presidents, but, again, applicants must have already accepted presidencies. The Council of Colleges of Arts and Sciences offers a Mentoring Program for New Deans & Associate/Assistant Deans that is also for those who have already attained a decanal position, but this year-long mentoring program provides detailed descriptions of "structure and implementation," requires a "mentee profile form" for those willing to serve in this capacity, lists many "areas of mentoring," and offers an evaluation component.[9] As such, this program may serve as a useful template for other professional associations which contemplate starting mentoring programs for prospective presidents.

Since research suggests that informal mentoring relationships last longer, and, therefore, provide "greater learning opportunities as well as constant guidance for protégés as they develop professionally," women also need to continue to seek informal mentors (Washington, 2011, p. 165). Studies find that "the mentoring relationship is more successful when the mentor and mentee are of the same gender and ethnicity and share similar values" (Dunbar & Kinnersley, 2011, p. 20). Yet we cannot expect that women presidents will assume responsibility for this task, for they are too small in number, and, in some cases, see themselves as exceptional. It is reported that, on occasion, women presidents have even discouraged other women from seeking presidencies. In one *Chronicle of Higher Education* article, administrators were advised "against moving to the next level – whether it's department head, provost, or

president – too quickly." According to one new president, "Many of these women are relatively new to that position. One hopes there will be time for seasoning" (Lively, 2000). Advice such as this, particularly when it comes from women presidents who moved very quickly up the administrative hierarchy, is perceived as discouraging to prospective women presidents. Of course we must acknowledge that "women are not immune to discriminating unfairly or to perpetuating the male-oriented system," and that many men are committed to diversifying the presidency, and are more than willing to serve as formal and informal mentors to women (Alex-Assensoh, 2012).

Mentoring alone, some feminists contend, "may unintentionally frame inequality as an outcome of women's deficiency rather than an outcome of structural or institutional barriers that impede their advancement despite having the requisite qualifications" (Allan, 2011, p. 107). So, along with mentoring, sitting presidents need to "fix structural problems and level the playing field." As one article exhorts, "If you see something, do something," . . . "draw attention to unfair advantages, antiquated procedures, and conventional wisdom that unfairly discriminates against women" (Alex-Assensoh, 2012). There is much to be done. Labor market research continues to show discrimination against American women in terms of wages, and reveals "that women are at a disadvantage for such [leadership role] positions, even when they are exactly equivalent to their male counterparts in all characteristics other than sex." Furthermore, documented resistance to women's leadership "can lower evaluations of women's personalities and skills, obscure women's contributions to group tasks, undermine their performance, and even subject them to sexual harassment" (Eagly & Carli, 2007, pp. 71, 78, 117). In a study of presidents of women's colleges and police chiefs, researchers discovered what they called the "glass-cliff" effect, where "making small mistakes on the job is particularly damaging to individuals in gender-incongruent occupations." In such jobs, women "not only are seen as unlikeable, but also are viewed as less competent than their gender-congruent counterparts after making a single mistake" (Brescoll, Dawson, & Uhlmann, 2010, pp. 1640, 1642). This suggests that in the higher education context, we have to be careful not to use higher standards in the evaluation of women candidates and administrators at every level. Most of the women I interviewed for this study believe that they have had to exceed expectations in order to achieve their level of professional success as CAOs and presidents.

Acknowledging that the pipeline problem has been solved, but that significant barriers discourage women from seeking and attaining presidencies is key. So is making a commitment to change the current conditions in higher education that perpetuate inequities, through board education and diversification, for example, and supporting women CAOs and other senior leaders through mentoring and other high-impact practices. Such measures will go a long way toward improving the prospects for women who contemplate, and, ultimately, seek presidencies. Having a goal in mind will be helpful as well. Women presidents who served on a recent panel on women in academic leadership agreed that the "percentage of female presidents should match the percentage of female students in higher education." In the U.S.

that would mean that 57% of presidents should be women at some future date, a significant increase over where we were in 2011 when this article was published, at 23% (Moltz, 2011). In answering the question, "So, Who Are the Next Generation College and University Presidents?" Richard A. Skinner and Emily R. Miller tell us they will be women. "We expect to witness the tipping point of gender within a decade at most," they promise, "followed by a time when women presidents are the rule, not the exception. The small gains by women in being selected for the academic presidency will be dwarfed in future years as women continue to succeed in higher education in much greater numbers than do men across virtually all aspects of the sector" (Skinner & Miller, 2012).

Without concerted action by both women and men, particularly those who hold presidencies, and by professional associations that are willing to take new steps to promote women's career advancement and candidacy for presidencies, these predictions will never be realized. The song by The Who, "Won't Get Fooled Again," after all, is a call to action. And it will take all our efforts to improve the prospects of American women as they seek to become presidents of colleges and universities.

NOTES

[1] Chief executive officers of American colleges and universities have the title of "president" and "chancellor"; the title of "president" will be used in this chapter to refer to those with either title.
[2] Interview with female provost who has been seeking a presidency, 13 July 2012. All interviewees were granted anonymity.
[3] Interview with search consultant, 3 July 2012. All interviewees were granted anonymity.
[4] See Pierce, S. R. (2012). *On being presidential, A guide for college and university leaders*. San Francisco, CA: Jossey-Bass.
[5] This occurred at the 2012 Oxford Round Table on women in higher education at Harris Manchester College, University of Oxford.
[6] Brown, T. M. (2005). Mentorship and the female college president. *Sex Roles, 52*(9/10), 660–664.
[7] Cites the work of Harrow, A. J. (1993). Power and politics: The leadership challenge. In P.T. Mitchell (Ed.), *Cracking the wall: Women in higher education administration* (pp. 42–158). Washington, D.C.: College and University Personnel Association.
[8] Interview with woman provost, 3 July 2012. All interviewees were granted anonymity.
[9] Raymond A. Noe's pathbreaking research is frequently cited. See, for example, Noe, R. A. (1988). Women and mentoring: A review and research agenda. *Academy of Management Review, 13*(1), 65–78.
[10] For more information about this program, see the Council of Colleges of Arts and Sciences website at www.ccas.net. My familiarity with this program comes from serving as a mentor to a new dean, and as a member of the board of directors of this association.

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