Mentoring and career guidance are the missing ingredients in women’s career planning at the higher education level. *Career Moves* recognizes and gives voice to some of the common career concerns of women in higher education and responds to these through well informed, researched and experiential chapters focusing on interests specific to women in academia. *Career Moves* draws on the substantial knowledge, experience and information of successful women currently working in higher education. Each chapter presents strategic information for academics working in higher education who may be seeking insider’s advice about negotiating their careers. The authors, as ‘mentors’, reflect, discuss and offer critical learning to the readers. The aim is to help guide and shape women’s career moves in higher education. In this international edition authors have given personal accounts of what works and how women could prepare for the next stages of their academic careers. Authors have given sociological accounts of obstacles and how these can impede women if they are not aware of strategies to overcome barriers. Insights about successful mentoring programs are highlighted to provide possible models for organizations. *Career Moves* 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.
Career Moves
Career Moves

Mentoring for Women Advancing Their Career and Leadership in Academia

Edited by

Athena Vongalis-Macrow

Faculty of Arts and Education,
Deakin University,
Burwood, Australia
# TABLE OF CONTENTS

Contributors vii

Preface

*Athena Vongalis-Macrow* xiii

1. Introduction
   *Shirley Randall* 1

2. Strategies for Maintaining Sanity and Success: Advice for Junior Faculty
   *Heather Wyatt-Nichol* 9

3. “You’re on the Cusp, But Not There Yet”: Braving the Promotion Process
   *Wendy Sutherland Smith* 17

4. Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka
   *Samata B. Deshmane* 35

5. A New Black Girls’ Club: Mentoring Doctoral and ABD Candidates in Academia
   *A. Myrna Nurse* 47

6. The Value and Role of Mentoring and Role Models in Attracting and Retaining Junior Women Faculty in Academic Medicine
   *Margaret Steele & Sandra Fisman* 61

7. Avoiding Mid-Career Stalling
   *Athena Vongalis-Macrow* 71

8. Advancing Women through Collaborative Networking
   *Betsy Brown & Laura Severin* 83

9. Preparing for an Academic Deanship
   *Sandra Cassady* 95

10. Preparing Women to be President: Advancing Women to the Top Leadership Roles in American Higher Education
    *Carolyn J. Stefanco* 109
CONTRIBUTORS

*Shirley Randell AO, PhD*

Founding Director, Centre for Gender, Culture and Development, Kigali Institute of Education, Kigali, Rwanda, Patron of the Australian Centre for Women’s Leadership, Vice President, International Federation of University Women, 2007-2010. In 2006-2008 she was Senior Adviser Governance /Gender/Education for the Netherlands Development Organisation (SNV) East and South Africa Region in Rwanda, and in 2009 has returned to Rwanda to establish and direct the Centre for Gender, Culture and Development Studies at the Kigali Institute of Education. Professor Randell has served on several important and international committees as President of the Australian College of Educators and Phi Delta Kappa Australian Capital Chapter; Chairperson of the Australian Council of Churches Commission on International Affairs, Healthy Cities Canberra and the Sexual Assault Working Party for the Central Highlands Wimmera Region; foundation member of the National Board of Employment, Education & Training and the Schools Council; and a company director of the YWCA of Australia, National Foundation of Australian Women, the Sir John Monash Business Centre, Australian Council for Educational Administration, Institute of Public Administration Australia, Australian Institute of Management and Australian Institute of International Affairs.

*Heather Wyatt-Nichol*

Heather Wyatt-Nichol, PhD, is the MPA program director and an assistant professor in the College of Public Affairs at the University of Baltimore in Maryland, where she teaches Diversity Management, Public Personnel, Organization Theory, and Political Institutions. She has published book chapters and articles on a variety of topics in public administration and feminist journals. Her research interests include: diversity, social equity, family friendly workplace policies, organizational justice, and ethics.

*Wendy Sutherland Smith*

Dr Wendy Sutherland-Smith is the Director of Teaching (Pedagogy and Quality Improvement) in the School of Psychology at Deakin University. She has been actively researching and publishing in the area of ethical relationships in university learning and teaching for over fifteen years. Adopting a critical theoretical framework, she has published extensively in the field of academic integrity - particularly plagiarism, notions of authorship, technology in teaching and neoliberalism in higher education.
CONTRIBUTORS

Samata B. Deshmane

Dr Samata B. Deshmane has a Ph.D. in sociology and is Assistant Professor at Bangalore University, India. Her research specializes in the sociology of women. She has recently researched Women Employees of B.U.A. which focused on working conditions, job satisfaction and role conflict. She lectures on women’s empowerment and on the development of women in India. She is a passionate advocate for Ambedkar’s philosophy on untouchables and a campaigner against social discrimination in the Hindu caste system. She has numerous mentions in the media speaking out against corruption, discrimination, human rights and for more equal education for women and girls. She is a life member of the Indian Sociological Society.

Myrna Nurse

Dr A. Myrna Nurse is an associate professor of English at Delaware State University (DSU) located in Dover, Delaware. She is the faculty founder of Alpha Rho Xi, the local chapter for the International English Honor Society; co-founder of the Annual Regional Undergraduate Students Research Conference; lead-faculty that established DSU’s minor degree program in Women’s and Gender Studies, of which she is the director; and, chair of DSU’s Learning Community Steering Committee. She has authored Unheard Voices: The Rise of Steelband and Calypso in the Caribbean and North America (2007) and River of Fire: Incidents in the Life of a Woman Deputy Sheriff (2009). Her other publications include newspaper and scholarly articles as well as book chapters. She has presented and/or participated in regional, national, and international conferences including American Association of Colleges and Universities, National Learning Communities Conference, National Summer Institute on Learning Communities, Johns Hopkins University’s “Rising to the Challenge: Philadelphia,” and the Oxford Round Table. Her primary research and teaching interests are: Postcolonial Caribbean literature, Women’s literature, and Women’s and Gender Studies.

Margaret Steele

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.
In 2009, Margaret became a Fellow of the Canadian Psychiatric Association. At the decanal level, Margaret was the Assistant Dean, Strategic Initiatives and subsequently the Acting Associate Dean, Clinical Academic Affairs before taking the position of Vice Dean, Hospital and Interfaculty Relations. Among her many other positions, Margaret is a Scientist at the Lawson Health Research, Mental Health Working Group and an Associate Scientist at the Children’s Health Research Institute. Nationally, she has been a member of the Test Committee on Psychiatry for the Medical Council of Canada and an examiner for the Royal College of Physicians and Surgeons of Canada (RCPSC). Margaret also led the successful application for child and adolescent psychiatry subspecialization at the RCPSC. Margaret has presented over 200 professional presentations. She has numerous peer reviewed publication and research grants. She has been a reviewer for journals such as the Canadian Journal of Psychiatry, the British Medical Journal and the Journal of Child Neurology. Margaret has received numerous teaching awards including the Schulich Undergraduate Award of Excellence in Education, the Schulich Postgraduate Award of Excellence in Education, the Association of Chairs of Psychiatry in Canada Award of Excellence in Education and the Canadian Academy of Child and Adolescent Psychiatry Excellence in Education Award.

Sandra Fisman

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.”
CONTRIBUTORS

*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.

*Laura Severin*

Dr Laura Severin is a Professor of English and Special Assistant to the Provost for Academic Planning at North Carolina State University. Her primary administrative
CONTRIBUTORS

responsibility is NC State’s Chancellor’s Faculty Excellence Program, a cluster hiring program, but she also co-directs Leadership for a Diverse Campus with Dr. Betsy Brown, Vice Provost of Faculty Affairs. She was a 2011-2012 ACE Fellow hosted by Duke University and does writing and presentations in the administrative areas of diversity and interdisciplinarity. Her scholarly field is twentieth-century British literature and her research focuses on multimedia collaborations between poets and artists. She is the author of two books, Stevie Smith’s Resistant Antics (1997) and Poetry off the Page: Twentieth-Century British Women in Performance (2004), as well as articles on modern and contemporary British literature. She teaches courses on twentieth-century British and women’s literature for the department of English and the Women’s and Gender Studies Program.

Sandy Cassady

Sandra Cassady, P.T., Ph.D., is dean of the College of Health and Human Service at St. Ambrose University where she also serves as professor in the department of physical therapy. After earning graduate degrees in physical therapy and exercise science from the College of Medicine at the University of Iowa, she joined the university’s faculty in 1994. She has held several administrative roles at St. Ambrose University including director of the doctor of physical therapy program and associate dean of the college. She is a member of the American Physical Therapy Association and a fellow in the American Association of Cardiovascular and Pulmonary Rehabilitation. She has authored several manuscripts and served as editor of the Cardiopulmonary Physical Therapy Journal and associate editor of the Journal of Orthopaedic & Sports Physical Therapy. Since 2003, Dr Cassady has been engaged in post-secondary regional accreditation as a peer review for the Higher Learning Commission, North Central Association of Colleges and Schools.

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.
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.
REFERENCES


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. Deshamane, 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, Deshamane 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, Deshamane insists that Indian women need further mechanisms to consolidate their professional identities and personal dignity that are subject to eroding chauvinism. Deshamane 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 women’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 collaborative 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 ‘gladiatorial’ 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.

AFFILIATION

Shirley Randell
Founding Director, Centre for Gender, Culture and Development
Kigali Institute of Education
Kigali, Rwanda
HEATHER WYATT-NICHOL

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).

A. Vongalis-Macrow (Ed.), Career Moves: Mentoring for Women Advancing Their Career and Leadership in Academia, 9–16. © 2014 Sense Publishers. All rights reserved.
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 provide 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 endeavor).

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:

H. WYATT-NICHOL
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.
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
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.

REFERENCES

H. WYATT-NICHOL


AFFILIATION

Heather Wyatt-Nichol
University of Baltimore, USA

16