This post-event version has additions made based on comments, questions, and panel input from both fall 2019 sessions. The event was not recorded.

Office of Academic Affairs

Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs
Gina Sanchez Gibau, Associate Vice Chancellor for Faculty Diversity & Inclusion
Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs

Promotion for Women
Agenda

- Welcome & Introductions
- Women Faculty at IUPUI
- Navigating Academia
- Table Discussion
- Panel Discussion
- Questions and Answers
- Announcements and Evaluation
- Adjourn
Women Faculty at IUPUI
Nationally...

- Women comprise nearly half (48.9%) of tenure-track positions in 2015, but fewer are tenured (38.4%)
  - fewer are full professors
  - more are in non-tenure track positions
  - “baby penalty”
    - Men w/ young children, 35% more likely to secure a tenure-track position
    - Women w/o young children, 33% less likely
- Women of color remain severely underrepresented among tenured ranks
  - Black women: 2.3%
  - Latinas: 2.4%
  - Asian women: 3.0%
- Women in leadership
  - 2016: increase in presidents (30%); racial diversity (17%)

Catalyst, Women in Academia, [http://www.catalyst.org/knowledge/women-academia](http://www.catalyst.org/knowledge/women-academia)
National Center for Education Statistics, [IPEDS Data Center](http://www.catalyst.org/knowledge/women-academia), "Full-Time Instructional Staff, by Faculty and Tenure Status, Academic Rank, Race/Ethnicity, and Gender (Degree-Granting Institutions): Fall 2015," Fall Staff 2015 Survey (2016)
...and at IUPUI?  *Tenure-track full time*
...and at IUPUI? Non-tenure-track full time

IRDS, FT Tenure Related Faculty & Librarians Compared to FT Non-Tenure Related Faculty & Librarians
...and at IUPUI? Executive Administration

II-Time Faculty by Gender

- 24.0% Female
- 76.0% Male

Full-Time Faculty by Race/Ethnicity

- 84.0% White
- 8.0% Asian
- 2.0% Black/African American
- 6.0% Hispanic/Latino

Source: IRDS, FT Tenure Related Faculty & Librarians Compared to FT Non-Tenure Related Faculty & Librarians
...and at IUPUI?

- Women of color remain severely underrepresented among tenured ranks (2018; tenured and tenure-track faculty and librarians)
  - Black women: 2.3% (4.6%)
  - Latinas: 2.4% (1.7%)
  - Asian women: 3.0% (17.1%)
- Women in leadership
  - 2018: exec. admin. = 24%

For more information:
Diversity Faculty Data
General Faculty Data
Navigating Academia

5 Recommendations
Say Yes Carefully; Say No Artfully

• Yes
  • Build an adequate service portfolio
  • But do so carefully and with an eye toward your own interests

• No
  • Be strategic with your time
  • Consider creating a “no committee”

*Effective communication is key
More on saying No (and Yes)

Tips/techniques:
• Let all (almost all) requests sit for 48, 72 hours: get over the initial rush of excitement, and then think about how it fits into your career and personal goals.
• Check in with a ‘no’ committee—people who can intelligently help you think through how each service opportunity fits with your overall load and responsibilities.
  • Someone who is research focused can advise on research
  • Someone who understands teaching needs and help you balance options.
  • Your family can help you pick from among the many things you can do for them, to find the things that are most valuable to them.
• As you say ‘no’ give the person context:
  • To a peer: “I’m happy you asked me. Right now, I’m doing x y and z. Maybe sometime later?” To your chair/supervisor: “Right now I’m doing x y and z. If this is more important than those, can we discuss which of those we can move to someone else?
• Keep saying yes to things that make you happy! You can get energy from these things, as well as give energy to them.
Establish a Support System

- Mentorship is critical
  - Culturally aware mentorship: intersectionality
  - Choose wisely
  - Getting what you need means being explicit
  - Self-mentoring (individualized plan should guide your mentoring relationship)
- Developmental network
  - External mentors (dept., conferences, alliances)
  - Cohort work groups (boot camps, writing groups)

* Support is key to retention, advancement, professional/ personal growth
More on support systems

• Think of multiple mentors. No one person will be able to address your needs. *If you have been assigned someone important as a mentor, telling him (?) that you appreciate multiple mentors will help you get a mentor with whom you can be more candid.*

• Some programs (EMPOWER) and grants (K) come with mentorship built in.

• Some disciplines and professions have mentor networks or supports for new faculty.

• Listen carefully to someone who *volunteers* to be your mentor. Do they dive in with the advice they WANT to give? How many questions do they ask you about what YOU want?

• You don’t have to use the word “mentor” if you don’t want to. It can imply a degree of commitment that good people can’t meet. Those good people can be informal sources of advice and connections.
Create an Academic Persona

• Self/identity
  • Early conversations with chair (re: scholarship)
  • Defining area of excellence
• Cohesive body of work
  • Finding collaborators, choosing them carefully
  • Establishing independence
• Challenges
  • Seek advice and ask questions (even from administrators)
  • Be aware of barriers (e.g., structural, human, etc.)
More on academic persona

• Your academic path, personality, and goals have to be fulfilling to you, and understandable to others.

• During annual reviews or mentor meetings, prepare trail runs of your candidate statement: what are you doing, and why?
  • Initially, you may be involved in many different projects; as these mature and you see which are more fruitful, your statement will naturally evolve to become more focused (as you ‘lose’ the unproductive areas), and more final (as you complete projects).

• Horizontal connections: peers or near-peers: will help you see examples. Many people are isolated within their own department: they are the “only” person who does X. But there are others who do X elsewhere on campus.
Keep Learning: Pursue Professional Development

- Leadership development and personal growth
- Pursue opportunities (prioritizing strengths)
- Take on “stretch” assignments, committee work, etc.
- Knowledge is power: Learn the internal workings of your institution
More on Professional Development

• Your goals are likely to change and develop throughout your career. That’s normal. (nothing is universal, though!)

• Consciously pursue campus, professional, and national opportunities for leadership development (NextGen, ACE Fellows)

• Take on ‘stretch’ assignments: special one-time projects that grow your connections and leadership resume; ongoing professional networking.

• Knowledge is power: one barrier is ignorance of how things work. Become involved so you can see things in action. (Don’t always rely on X person’s perspective: maybe what they KNOW FOR SURE is something that was true…10 years ago.)
Be Mindful of the Work-Life Continuum

- Maintain a life outside of work
- Know your purpose
- Prioritize self-care (wellness)
- “I’m not your superwoman”
  - Thriving, not just surviving
- Be clear about what success means for you
More on work-life continuum

• It’s a continually shifting balance-spectrum: don’t assume that X always is more important than Y. Don’t assume that you CAN do it all.
• Have a life (activities, interests) that give you pleasure and positive feedback outside of work. (Scratching your dog or cat in just that way they love: they don’t care than your paper was rejected!)
• Wellness is a bedrock to all other accomplishments: don’t neglect that.
• “I’m not your superwoman” lyrics:
Table Discussion
Table Discussion

1. What are the challenges and/or obstacles you may have encountered that have interfered with the progress toward promotion?

2. What do you think are the primary factors holding you back or giving you pause?

3. What is an example of something that has helped or supported you?

4. What programming, support and/or activities could have helped you feel more supported? Are there other concrete ideas/suggestions that would be helpful?
Panel Discussion
Panelists: Many thanks!

Last thought: going for “full” rank is optional and may seem like an added burden.

We just told you to pursue your OWN dreams.

But…..

The more women are in positions of power (aka ‘full’), the better we can make things for everyone…..
Sample Dossiers

1. Jennifer Mahoney, promotion to Senior Lecturer, Dept. of English
2. Denise Slayback-Barry, promotion to Senior Lecturer, Dept. of Biology
3. Tina Baich, promotion to (full) librarian
4. Wan-Ning Bao, promotion to (full) professor, Dept. of Sociology
5. Deanna Reising, promotion to (full) professor, School of Nursing
6. Diane Von Ah, promotion to (full) professor, School of Nursing
7. Katherine Wells, promotion to (full) professor, IUPU Columbus
8. Theresa Rohr-Kirchgraber, promotion to full clinical professor, Medicine
9. Leslie Hulvershorn, promotion to associate prof., Medicine
10. Tamika Zapolski, promotion to associate prof., Science
Questions and Answer Session
Upcoming Programs

• Promotion in the Lecturer Ranks
  • Dec. 11, 9-10:30 am
• Dossier Preparation
  • Dec. 17, 9-10:30, Zoom only

In 2020:
  Excellence in Service
    Jan. 13, 5:30-7:00 pm
  Promotion to Full
    Feb. 10, 9:00-10:30 am
  Balanced Case
    March 10, 9:00-10:30 am
  Excellence in the Clinical Ranks [not IUSM]
    March 30, 9:00-10:30 am

P&T Office Hours:
Faculty Crossing: ULIB
Mondays 8:00-9:30
Thursdays 2:00-3:00 pm

Or, email:
Rachel Applegate
rapplega@iupui.edu
to set up another time
Thank You!