

Institutions Developing Excellence in Academic Leadership-National (IDEAL-N)

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IUP Institutional Transformation Theme

Recruit, support, and advance faculty by providing opportunities for professional development and smooth transitions, creating a natural sciences and math community that embraces diversity and inclusion

Main Goals of 18-19

- Finalize online research survey
- Distribute survey to 201 faculty members identified in a NSF-defined STEM department
- Analyze results
- Disseminate preliminary results at plenary
- Plan future directions

Research Questions

- 1) What are the perceptions of leadership positions among STEM faculty?
- 2) What are the perceived avenues and barriers to readiness for promotion among STEM faculty, and are there any gender differences in these perceptions?

IUP Respondents

- $N = 49$ STEM faculty (19 women, 27 men)
 - 14 assistant professors (6 men, 7 women)
 - 14 associate professors (7 men, 5 women)
 - 21 full professors (14 men, 7 women)

RQ1: Perceptions of Leadership Positions

- Many respondents had held leadership positions
 - 64% reported having had opportunities to be in a leadership position at IUP, including department Chair or assistant Chair, coordinator or chair of departmental committees, and college and university administrative positions, as well as other leadership positions outside of IUP

Likert Scale ranged from 1(*strongly disagree*) to 5 (*strongly agree*)

- Overall, respondents reported that:
 - they wish to be in a leadership position in the future
 - 49% wish to be in a leadership position in the future
 - leadership positions are advantageous to promotion
 - 66% view leadership positions as advantageous for promotion
 - 33% view leadership positions as disadvantageous for promotion
- Associate professors felt that there are more leadership opportunities than Assistant professors did.

RQ2: Avenues/ Barriers to Promotion: Items were organized into categories

- Individual Skills/Traits
- Family/Caregiving
- Scholarly Growth Resources
- Teaching and Professional Responsibilities
- Service
- Department
- Perceptions from Others
- Opportunities/Info Gathering
- Mentorship/Feedback
- Demographics

- The survey asked respondents to rate whether each item positively (*avenue*), neutrally (*neither*), or negatively (*barrier*) affected their readiness for promotion to the next rank.

Individual Skills/Traits

- **Avenues**

- Initiative, Organization, Time management, Seeing tasks to completion
- Transitioning quickly between tasks and Taking on additional responsibilities → Especially for men

- **Neither**

- Ability to balance work and personal life

Family Caregiving

- **Avenue**
 - Social Support → Especially for men
- **Barriers**
 - Negative Life Events (e.g., divorce, death)
 - Young Children → Especially for women
- **Neither**
 - Role as spouse/partner

Scholarly Growth Resources

- **Avenues**
 - Available venues for publication and disseminating research, Knowledge of Statistics, Expertise in Field, Available help from Assistants
 - Available lab space → Especially for men
- **Barriers**
 - Available AWE (release time) for research
 - Available lab space → Especially for women
 - Available Equipment/Materials or Participants/Subjects → Especially for women
- **Neither**
 - Lab Conditions
 - Available Funding Opportunities for Research and Travel

Teaching and Professional Responsibilities

- **Barriers**

- Teaching Load
- Advising Load → Especially for women
- Teaching Schedule

Service

- **Neither**
 - Service Involvement
 - Leadership Involvement

Department

- **Avenues**
 - Department's working environment
 - Help from Administrative Assistant → Especially for women
- **Neither**
 - Help from Student Workers

Perceptions from Others

- **Avenues**
 - Expectations in my field
 - Colleagues' perceptions, Respect regarding teaching, Respect regarding scholarly growth → Especially for women
 - Respect regarding service
- **Neither**
 - Expectations for faculty members

Opportunities/Information

- **Avenues**
 - Opportunities for Professional Development
 - Opportunities to Enhance Teaching and Service →Especially for women
 - Content of Promotional Informational Meetings →Especially for women
- **Barrier**
 - Content of Promotional Informational Meetings →Especially for men
- **Neither**
 - Opportunities to Enhance Scholarly Growth and Clarity of Promotion Guidelines
 - Opportunities to Attend Workshops

Mentorship/Evaluation

- **Avenues**
 - Feedback from Department Chairperson
 - Availability for Early Feedback
 - Informal Mentorship, Feedback from Departmental Faculty Evaluation Committee
 - Feedback from College Dean
- **Neither**
 - Department's Evaluation Procedure
 - Formal Mentorship

Demographics

- **Neither**
 - Race/Ethnicity and Age
 - Physical Appearance
 - Gender

Future Directions

1. Schedule informal mentoring opportunities for STEM women faculty every semester
2. Disseminate quantitative findings to IUP colleagues
3. Interpret qualitative responses from IUP respondents
4. Solicit ideas for institutional change based on the findings
5. Submit an article for publication



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Thank you!

