

Panel Discussion Formatting and Sample Proposal

Title Page

- See [Title Page Template](#) for instructions

Body of the Proposal Document

- A summary with a minimum of 900 words to a maximum of 3,000 words (excluding references) that describes the session in enough detail so reviewers can evaluate it effectively.
- Please describe the structure or format of the session, the underlying issues or themes to be discussed, and some key questions that will either be addressed primarily by the panel or will be supplemented with additional questions generated by the audience.
- Please provide a short biography for each panelist.
- Please indicate how much time you are requesting and how the time will be used during the session.
- Should not be prepared for blind review.

SUBMISSION TYPE

Panel Discussion

TITLE

I've Got Tenure, Now What? Advancing Women Past the Mid-Point

SHORTENED TITLE

I've Got Tenure, Now What? Advancing Women

ABSTRACT

This session will present research grounded advice to female IO faculty to support them over the mid-career hurdle into roles of greater leadership, responsibility, and impact in their academic institutions. Topics will include literature on gender and leadership, practical advice from women who have been there and made the leap.

CITATION

Williams, J. R. (Co-Chair), Steelman, L. A. (Co-Chair), Cleveland, J., Colella, A., Cortina, L., Stockdale, P., & Thomas, K. (2024). I've got tenure, now what? Advancing women past the mid-point [Panel]. Society for Industrial and Organizational Psychology Annual Conference, Chicago, IL, United States.

WORD COUNT

1660

I've Got Tenure, Now What? Advancing Women Scholars Past the Mid-Point

The purpose of this panel discussion is to provide information, advice and recommendations for mid-career female I/O faculty to help them leap over the mid-career hurdle to roles or positions of greater leadership, responsibility and impact. To do this, we will address two interrelated topics: 1) the literature on gender and leadership and 2) practical advice from women who have been successful in making the leap. We hope to provide information and inspiration to women in academics to help them achieve personal development and greater career success without losing a sense of well-being, and ultimately enhance the visibility and impact of I/O psychology on college campuses and in the academe.

Brief Background

The “leaky pipeline” refers to the process where women leave or leak out of the academic pipeline at disproportionate rates compared to men. For instance, estimates typically suggest that over 75% of undergraduate students are psychology majors, and this percentage remains fairly constant into graduate programs (66% of women earned PhD’s in psychology in 1996; APA Task Force on Women in Academe, 2000). However, this number drops considerably when we examine women entering academic positions (30% tenured faculty) and ultimately diminishes to the point where, on average, 25% of women hold the title of Full Professor, and only 38% of the editor and associate editor roles of APA journals are held by women (Cynkar, 2007).

There are a number of reasons cited for this lack of representation, fewer start-up funds for new female faculty, bias against certain kinds of research, overburdening women with committee work, and few female role models in senior administration (Madden, 2005).

Additional factors may include: discrimination, stereotype threat, organizational constraints, family demands, implicit or explicit bias and lack of mentoring or role modeling. Although men

and women share some similarities, differences do exist. For example, diverse gender approaches to information processing, response to stress and motivation have been highlighted (Ruderman & Ohlott, 2005). Further, women may define career success differently from men and often experience competing priorities across the life span that are different from men. It is for these reasons that we concur with others who have suggested that a leadership development framework for women is needed (Hopkins, O'Neil, Passarelli, & Bilimoria, 2008), and the experience of women in academic institutions is unique in its own right.

Advice for pre-tenure faculty and a discussion of the stresses associated with this role are common. Much less common is a discussion of the post-tenure role. Many academics believe their stress will disappear once they achieve tenure. However, as many have experienced, the stress simply changes its form and urgency as women strive to achieve new and different heights in their career. In fact, recent research has documented significant differences in the level of stress and sources of pressure related to research and the publication process between *tenured* male and female faculty. Miller, Taylor, and Bedian (2011) found that while tenured faculty report lower levels of stress than tenure-track faculty, women don't enjoy the same reduction in stress post tenure that men do.

Eagly and Carli (2007) have suggested that the glass ceiling is no longer an appropriate metaphor for women's careers. The metaphor implies there is a rigid barrier that keeps women from achieving senior-level positions, and with the increasing number of female CEOs, this is just not the case anymore. According to Eagly and Carli, a more descriptive metaphor is a labyrinth in which women encounter "a series of complexities, dead ends, detours and unusual paths." The labyrinth includes challenges at multiple levels - national culture, organizational

culture, the family and the individual. The challenge for women is to navigate through this labyrinth, and academic institutions provide their own unique brand of hurdles within this maze.

There is evidence that women in academic institutions are not navigating these challenges as successfully as their male counterparts. In response, the National Science Foundation and other agencies have begun to call for institutions to address and study this phenomenon (see for example, the NSF ADVANCE program to increase the participation and advancement of women in academic science and engineering careers). Researchers acknowledge that this is not an easy fix that academic institutions can address with simplistic programs or initiatives, rather institutions need to commit to large-scale transformations for meaningful change to occur (Bilimoria, Joy, and Liang (2008). Many institutions have created change, in part from NSF ADVANCE support, but what about women in institutions who haven't yet or are unlikely to address this issue in a meaningful way? In fact, Carli and Eagly (1999) interpret much of the research on women in leadership roles to suggest that women who have succeeded have developed their leadership styles through trial-and-error. There must be a better way.

Proposed Session

Our objective with the current panel discussion and audience participation is certainly not to provide a final solution to the problem. But rather, we hope to hold an open conversation for women in academics in our field. We hope women will learn some useful tips from the panelists to reduce the sheer amount of trail-and-error learning that occurs on the way to becoming successful. We have assembled a panel of women leaders who will discuss what they have learned from their research on women in leadership positions and success factors associated with managing multiple roles. The panelists are not only distinguished researchers, but are women who have successful careers and have made the leap across the mid-career hurdle. The panelists

will discuss what aspiring female leaders can learn from the literature, as well as discuss barriers they have encountered and strategies they have used to build their careers and have impact on their academic institutions and beyond. The group of women we have gathered for this session have all conducted important and ground breaking work on the experiences of women and other marginalized groups in the workforce and are role models for other women pursuing careers in academics.

Panelist Biographies

Dr. Jeanette Cleveland is Professor of Psychology at Colorado State University. She is a Fellow of SIOP and has served as chair or committee member multiple times for both SIOP and Academy of Management committees, and has served on multiple editorial boards. Her research interests include the family and work interface, discrimination of marginalized employees such as women, employees with disabilities, and older workers. Her work has been funded by the Alfred P Sloan Foundation, NIOSH, and the U.S. Navy.

Dr. Adrienne Colella is Professor and the McFarland Distinguished Chair in Business at Tulane University and is the Director of the Burkenroad Institute for Ethics and Leadership. She is a Fellow of both SIOP and APA and has held several leadership positions within SIOP, including President of the Society, and member on the SIOP executive committee. Her research focuses on discrimination at work and organizational efforts to manage diversity, particularly for those with disabilities. More recently, her work has focused on paternalism at work.

Dr. Lilia Cortina is an Associate Professor of Psychology and Women's Studies at the University of Michigan. Her research addresses workplace victimization, with a particular focus on "gendered" forms of aggression targeted at undervalued social groups (e.g., women, racial and sexual minorities). Her most recent work investigates how seemingly minor victimizing

events (e.g., uncivil or sexist treatment) can undermine the personal and professional health of targeted employees.

Dr. Peggy Stockdale is a Professor and Chair of Psychology at Indiana University Purdue University Indianapolis and holds a Masters of Legal Studies and a PhD in I/O Psychology. She is a Fellow of APA. Her primary research interests include employment justice and gender issues in the workplace, particularly sex discrimination and sexual harassment. She has authored or co-authored five books related to workplace diversity, gender issues in the workplace, and sex discrimination. She is currently conducting research and evaluation of Nags Heart Conferences for women in STEM disciplines.

Dr. Kecia Thomas is a Professor of Psychology and Senior Advisor to the Dean for Inclusion and Diversity Leadership at the University of Georgia. She is the former chair of SIOP's Committee on Ethnic and Minority Affairs and is a Fellow of both SIOP and APA. She is the founding director of RED (Center for Research and Engagement in Diversity) whose mission is to engage in research and outreach to enhance the wellbeing of institutions and their members. Her research focuses on diversity resistance and the organizational experiences of marginalized groups.

Questions for Panelists

The session will be designed around a series of questions posed by the chair and responses provided by the panelists. Questions to be posed include:

- What is the climate for women in academic institutions?
- What does the research suggest are the primary reasons that women do not seek out promotion or are not promoted to full professor as the same rate as male faculty?
- What are your experiences as women leaders in academic institutions?

- What suggestions do you have for women who feel ‘stuck’?
- What strategies did you employ to keep advancing?
- What suggestions would you have for academic institutions who wish to increase the number of women at higher professorial ranks and leadership positions?
- What advice do you have for the women in the room who are looking to take the next step in their academic career?

Requested Time Slot and Session Flow

An 80-minute time slot is requested for the session. One co-chair will begin by providing a 5- minute introduction. The other co-chair will then facilitate a question and answer discussion based on the preplanned questions. After each panelist has provided input on a topic for a given question, audience members will be encouraged to ask questions as opposed to holding all questions until the end. This should help encourage discussion. The co-chairs will be mindful of time limitations and move to the next question as necessary. At least 10 minutes will be left at the end of the session to ensure the audience has the opportunity to ask questions that the panelists and/or chair had not considered.

References

- APA Task Force on Women in Academe (2000). *Women in Academe: Two steps forward, one step back*.
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- Carli, L.L., & Eagly, A.H. (1999). Gender effects on social influence and emergent leadership. In G.N. Powell (Ed.), *Handbook of women and work* (pp. 203-222). Thousand Oaks, CA: Sage.
- Cynkar, A. (2007). The changing gender composition of psychology: As times change, the field must stay diverse, say psychologists. *APA Monitor, 38*, 46-47.
- Eagly, A.H. & Carli, L.L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School.
- Hopkins, M.M., O'Neil, D.A., Passarelli, A., & Bilimoria, D. (2008). Women's leadership development: Strategic practices for women and organizations. *Consulting Psychology Journal: Practice and Research, 60*, 348-365.
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- Miller, A. N., Taylor, S. G., & Bedian, A. G. (2011). Publish or perish: Academic life as management faculty live it. *Career Development International, 16*, 422-445.
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