



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title:

Fellows Session: Women in Academia, Challenges and Opportunities

Abstract:

This highly interactive session explores the experiences of OBTS Fellows and others as women who have held various faculty and administrative positions in academia over the course of their careers. The session will examine the unique opportunities and challenges that women face in academia; and offers opportunity to discuss issues like addressing the pay gap, student evaluations, support for promotions, asking for advancement opportunities, and more. Together all will strategize about opportunities to further careers and inspire all to become allies for the women in our lives.

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

In 2016, the OBTS Fellows organized a session about what they have learned through their careers. A repeated theme in that session and others at the conference was the different challenges and pressures that women face in forging and navigating a career in academia, and there were multiple requests to explore that set of issues in more detail. This session is organized around this. The topic is highly relevant in courses dealing with career issues and vital for the career satisfaction at the core of successful instruction.

Women are graduating at increasing rates. The NSF's survey of doctorate recipients reports an 46.9% increase in women graduating with business PhDs from 2004 to 2014, and women now represent 42% of graduates across disciplines (National Science Foundation, 2015). Yet, when we look at faculty ranks women still lag. AACSB's Brown (2015) reports that women represent 31.2% of all faculty, with the highest representation at the Instructor rank (39.7%) and the lowest at the Professor level (20.1%). Women of color are severely underrepresented (Catalyst inc., 2015). These percentages have

increased slowly in the past few years (Brown, 2016). While we are making inroads, women still face many challenges when navigating their academic careers.

Female graduate students are less likely to pursue a career in academia (van Anders, 2004) and are less likely to see the academy as a female friendly occupation (Wilson, 2004). Therefore, we lose key talent early. But it is not all about the pipeline, as Scott (2014) points out: it is a “dubious premise that bringing in more lambs will lead to less slaughter” (par. 5).

Academia is perceived to be difficult for women with children (Armenti, 2004). Women professors are more likely to be unmarried and childless than the average population (Sanders, Willemsen, & Millar, 2009). The realities of having children and succeeding in academic careers concern women more than men (van Anders, 2004). Therefore, making these realities transparent across the academy and taking action that allow all to better facilitate the different roles a person inhabits would go a long way to helping women thrive in successful academic careers.

While we can argue whether student evaluations really measure teacher effectiveness, for most of our institutions the evaluations are a key metric of performance and used in promotion and salary decisions. There is growing evidence that the way male and female professors are evaluated is different, and some studies find a significant gender difference (MacNell, Driscoll, & Hunt, 2015) while others confirm the difference yet see it as smaller (Centra & Gaubatz, 2000). Female professors experience the double bind that characterizes the experiences of all women at work: the tug between being perceived as strong and capable or nice and likeable (Eagly & Carli, 2007). If women behave as expected by long-standing, gendered stereotypes, they run the risk of not seeming competent. If we behave in ways that convey authority and capability, we run the risk of student disapproval (MacNell et al., 2015). The bind is even more severe for minority women whose credibility is strongly doubted (Redmond, 2014). Women in academia are called “teachers” while men at all instructor levels “professors” (Miller & Chamberlin, 2000), illustrating the difference in perceived position and prestige.

Mentoring and allyship also seem to be key elements to overcome these challenges. Women professors with mentors are promoted more often, receive more external grants, and publish more (Gardiner, Tiggemann, Kearns, & Mashall, 2007). There are also policy decisions that seem to improve things. One in particular, opportunities to extend the tenure clock after having children or other major life events, seem to have positive effect (Wilson, 2001). Institutions that are perceived as more female-friendly create an experience with more ease in general terms and promotions (Sanders et al., 2009).

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

We propose an interactive, 90-minute session. We will begin by briefly outlining and illustrating some of the major issues that the panelists have faced as women in academia, supported by relevant research to show gender-based trends in academic careers [20 minutes]. We will then open the floor for discussion, letting people's contributions and priorities guide the conversation. Last year's Fellow's session used a similar design strategy and was successful in generating open dialogue anchored by the experiences of the Fellows and a few targeted questions to bringing participants into discussion of the larger issues. We plan to replicate the design and anticipate similar satisfying participant engagement and experiences. For this session we will add a closing segment in which participants will meet in small groups to plan strategies for implementing their learning from the session. The session will end with volunteers sharing the changes they plan to make in their own lives to increase their career success and satisfaction.

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

While things have improved for women in academia, women still face many challenges when navigating higher education, creating a dialogue around these opportunities and challenges and developing insights on how to successfully navigate them enriches us all. This session fits well with the conference theme as we develop insights into how to conquer challenges that will help us to navigate the changing demands of our jobs. We also hope to inspire all to become allies to the women in their programs and institutions.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This presentation is being prepared especially for OBTC 2017.

References

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