Women Leading Change in Academia

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BREAKING THE GLASS CEILING, CLIFF, AND SLIPPER

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University of Colorado Denver and Michigan State University

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Printed in the United States of America.

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3970 Sorrento Valley Blvd., Ste. 500, San Diego, CA 92121

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REFLECTIONS ON OUR LEADERSHIP EXPERIENCE: LEADERSHIP PROFESSIONAL DEVELOPMENT

Writing this chapter has been a fun and enriching experience that helped us learn about ourselves and each other. We started planning this chapter by sharing our own paths to academic leadership and found that we share similar ideals. Neither of us set out to become administrators nor do we now aim for a particular position or title. Instead, we have aspirations of positively affecting the people and institutions we interact with and are embedded within. We followed different paths to our current (also very different) positions. However, many of our experiences thus far have been similar, and by collaborating on this chapter we have learned from each other's perspectives and experiences. We hope that you benefit from the experiences we share throughout this chapter in your journey to become or as academic leaders.

Kendra's Leadership Experience

I did not set out on my academic journey with an eye for particular titles or positions. Rather, I am mission- and vision-driven and want to positively influence those around me. I also enjoy thinking about systems and understanding the big picture before delving into the details. I believe that these personal characteristics played a role in my developmental path to positions of academic leadership. During my formative years, I had many experiences that built my management and administration skills. For example, I was captain of three sports' teams (field hockey, basketball, and tennis) and president of my high school student council, and I juggled academics with family life, multiple part-time jobs, and extracurricular activities during college and graduate school.

When I became a faculty member, I engaged early and often with service opportunities. I am in a nondepartmental college with a bottom-heavy age pyramid. Therefore, early-career faculty are needed to help fill the college committees and to represent the college on university committees. In fact, pre-tenure, I served on a variety of university committees and all but one of the standing committees in my college. I even twice chaired the advisory committee to the dean, which is the committee that advises the dean on annual reviews of faculty. Although most early-career faculty are mentored to avoid this sort of service, I was encouraged by my dean. These experiences helped me understand how my college and university functions, as well my individual role and contribution to the whole.

Also during my pre-tenure years, I sought out ways to build my capacity as a leader. For example, I participated in two multiday, discipline-specific (biology), early-career professional development workshops that included training, practice, and reflection on a range of topics (e.g., time management, networking, communicating science beyond the academy) (Women Evolving Biology; https://advance.washington.edu/grants/past-initiatives/webs and Dissertations Initiatives for the Advancement of Limnology and Oceanography; Kelly et al., 2017). My main goal as a leader is to increase the variety of people who engage with college education across all ranks and career stages from students to administrators. Therefore, I sought ways to increase my understanding of three core themes: how people learn, and thus how educators should teach; effective mentor-mentee relationships; and fostering a safe and welcome space for engagement with others. I built my understanding a variety of ways, including:

- participating in two cohort-based faculty fellowship programs about how people learn, scholarly teaching, and scholarship of teaching and learning (Lilly Teaching and Learning Fellows Program [https://aan.msu.edu/teaching-learning/lilly-fellowship/] and STEM Gateway Fellows [https://create4stem.msu.edu/group/stem-gateway-fellows]);
- joining steering/advisory committees of programs fostering a better academia (Future Academic Scholars in Teaching Program [https://grad.msu.edu/fast] and Advancing Diversity Through the Alignment of Policies and Practices [https://www.adapp-advance.msu.edu/]);
- engaging with trainings to increase my understanding of issues related to diversity, equity, and inclusion (Opening Doors Diversity Project [http://diversity-project.org/] and QuILL: Queer Inclusive Learning and Leadership Program [http://lbgtrc.msu.edu/quill/]);

- teaching classes (*Entering Mentoring*, Handelsman, Pfund, Lauffer, & Pribbenow, 2005) and facilitating workshops (e.g., Fostering Inclusive Classrooms) to share my understanding and experiences with others; and
- working one-on-one with a career coach (Sheridan Gates; http://purposeatwork.com) to identify and align my professional mission, vision, purpose statement, goals and values. Taking the time to reflect on and be explicit about my values and my career goals in this way was invaluable for determining the range of potential paths forward.

Remember how at the start of this essay I mentioned that I wasn't about titles but was more about impact? Well, in 2015 I had the opportunity to create a graduate fellowship program that pairs faculty conducting research on teaching and learning in my small college with doctoral students from across our large public university who want to learn more about education. Thus, my first titled leadership role brought my core themes together and allowed me to do something I love—provide mentored teaching and learning professional development opportunities for the next generation of teacher-scholars and provide the faculty in my college with support for their teaching and learning research. The experience of building a program from the ground up, and then seeing it benefit both mentors and mentees, gave me the confidence to ask my dean for resources to continue professional development in the leadership domain. From the many excellent leadership institutes available, I chose one that seemed most aligned with my goals and values—I attended a two-week intensive for women in higher education administration (HERS; https://www.hersnetwork.org). This institute convened 70 women from myriad backgrounds and institutions, had inclusive excellence at its core, and engaged me with a wide range of academic leadership development topics. This institute was probably the best two weeks I have ever experienced professionally. It was extremely empowering being immersed in leadership discussions with strong, smart women, many of whom were Women of Color, for two weeks and to have every single speaker, panelist, and facilitator be a woman. I also found it a humbling experience that increased my resolve to be a better advocate for and collaborator with Women of Color. The knowledge, confidence, and self-awareness that I gained nicely set me up for my current position as an associate dean—a position that I was asked to step into just a month after completing the HERS institute. I now have the opportunity to advance all three of my core themes at a broader level.

Beronda's Leadership Experience

As with Kendra, I did not set out looking for specific titles, positions, or professional development designed to prepare individuals for specific academic roles. My approach to career progression has always been to carefully cultivate areas in which I desire to make contributions and have influence—to pursue my vision of purpose and impact. Even my path toward pursuing a faculty career emerged from personal assessment of the areas of work and research activities that I enjoyed with a complementary appraisal of strengths I already possessed and areas in which I needed growth. Thus, much of the preparatory work for my current roles was intentional, while other beneficial opportunities emerged largely through serendipity.

I engaged in an unplanned but important professional development experience during my postdoctoral training in biology. For largely nonacademic reasons and because of proximity to an excellent program, I pursued supplemental graduate studies in the area of nonprofit management. Despite these studies not being directly related to my professorial career goals, I gained knowledge that has been critical to my success, including establishing and advancing a vision, management, financial planning, and human resources. In this regard, completing the nonprofit management curriculum was one of the most beneficial experiences that contributed to my early career success. I started my biology research lab with written vision and mission statements that reflected my personal philosophy about team building, management, and desired outcomes. My vision and mission also actively guided my hiring decisions and initial training and mentoring discussions, and generally made my guiding principles as group leader transparent.

My official engagement in academic leadership beyond leading a research group started with my involvement in professional society committees, including those specifically related to mentoring and supporting individuals from diverse backgrounds. I started small, including my effort to develop and lead short sessions and workshops on mentoring undergraduates and graduate students. I then began to engage in more expansive leadership opportunities, including chairing a graduate fellowship program for a disciplinary society. One of the benefits of participating in leadership opportunities in the context of a disciplinary society was having the support of the society staff while growing into a national leadership role. Engaging with the staff to understand processes and procedures, getting assistance in areas such as planning a meeting or committee agenda, and seeking general guidance were themselves informal professional development opportunities. Additionally, the freedom of leading in an environment that was distinct from my home department, where I was being assessed and evaluated toward milestones such as tenure and promotion, provided enough distance to support my growth as a leader separate from the sometimes arduous evaluation process. These experiences of serving and leading in disciplinary societies provided me strategic learning and advancement opportunities.

Given that many of the service and leadership activities that I was involved in can frequently be recognized as tangential to the core work—that is, research and scholarship—that is rewarded in the academy (Merchant & Omary, 2010; O'Rourke, 2008; Whittaker & Montgomery, 2012, 2014; Whittaker, Montgomery, & Martinez Acosta, 2015), I sought to strategically position my efforts. Pivotal mentoring helped me expand my involvement in such activities in ways that were complementary to my core scholarly efforts. I identified "currencies of success" or the forms of demonstrated academic productivity that are associated with reward and recognition that I could employ to reposition my service as scholarly engagement or leadership (Montgomery, 2018b; 2019). Thus, I began to not only participate in service efforts related to mentorship and academic leadership but to write and speak in recognized conference venues about these topics. I cultivated new scholarly foci in developmental mentoring and leadership that were in some cases linked to my research interests in plant biology. For example, I equated lessons about human care of plants to mentor-mentee relationships. Just as we expect that plants are capable of growth and thus pay careful attention to tending the environment to support their thriving, I advocate disseminating mentoring and leadership perspectives grounded in a growth mindset rather than individual deficit principles (Montgomery, 2018a). As these opportunities continued to expand and had recognized impact, I began to consider transitions into institutional leadership roles.

As I explored ways to contribute my developmental leadership skills locally, I applied for a leadership fellows program. My participation as a fellow in the Big Ten Academic Leadership Program consisted of a combination of leadership training at my home institution and combined sessions with fellows from other institutions in the Big Ten Academic Alliance (https://www.btaa.org/leadership/alp/introduction). The opportunity to engage with leaders from middle-level management to executive-level leadership allowed me to further explore my personal vision of purpose. Active reflection on my engagement in this leadership fellows program, together with advocacy from my mentors and sponsors, led me to ultimately consider (and accept) a formal academic leadership position as assistant provost for faculty development.

CENTERING GOALS, PURSUING PURPOSE, AND DEVELOPING PROFESSIONALLY

Our different paths to leadership were spurred by similar objectives and supported by similar professional development practices. We both engaged in self-reflection about our commitment to careers that make significant contributions to our communities. We proactively pursued opportunities to practice and develop skills that would best position us to live out this commitment through leadership roles. In fact, our engagement in personalized and strategic professional development facilitated our ability to achieve our leadership goals via our distinct paths to administrative roles.

A CONTINUUM OF PROFESSIONAL DEVELOPMENT FOR WOMEN LEADERS

Conceptions of professional development, especially among faculty, can be highly varied. It is often viewed as some form of continued, ongoing, or even original learning. Yet, considered in this way, professional development can be very narrowly applied. In fact, "faculty tend to equate continuing learning with research in the discipline, not teaching" (Haras, 2018). In rare cases of professional development extending beyond research, teacher or educator development (Austin & Sorcinelli, 2013). Administration and leadership development for faculty are not a major focus of many faculty or professional development practitioners in U.S. academic institutions (Beach, Sorcinelli, Austin, & Rivard, 2016).

We argue that professional development be holistic, dynamic, and unique to the individual. For the purposes of this chapter, we focus on professional development related to leadership roles, positions, and titles. However, all other aspects of an individual's career will be integral to their professional development, and "leadership" per se cannot be separated from the whole.

Leadership is a general term often used to describe a range of roles. We suggest thinking about these roles along a continuum that spans from management to administration to leadership (Figure 14.1). Based on our own experiences of being women leaders and our observations of leaders more broadly, we argue for three domains within that continuum of roles, and we suggest that there are a range of ways that women enter into and develop across this continuum. The first domain represents the individual's motivation, the second the leadership style employed, and the third the professional development most closely needed for or associated with implementing that style. For each of these three domains, we provide descriptions, examples, and selected references in Table 14.1. It is important to note that the roles, perspectives,

Management
Administration
Leadership

1. Motivation: Objective------------Mission------------------Vision
2. Style: Transactional---Relational/Developmental---Transformational
3. Prof. Dev.: Advisor------------Coach/Mentor-------------Sponsor

FIGURE 14.1 Various higher education roles (i.e., positions, titles) can be placed along a continuum from management to administration to leadership characterized by motivation, style, and the professional development (Prof. Dev.) needed for and employed by those in these roles. These roles vary by the individual, are dynamic through time, and depend on institutional setting. It is important to note that these roles and their characteristics are not mutually exclusive. In fact, many roles require a combination of motivations, styles, and professional development concurrently or at different times of a career. Therefore, women academic leaders and those considering roles with elements of leadership will need to build capacity across the continuum to meet their professional needs.

and activities along the continuum and within these three domains are not mutually exclusive nor are there particular values placed on them (i.e., undesirable vs. desirable states). In fact, some roles and the needs associated with the role may be better matched with leadership, whereas there are many roles that require management or administration. Finally, any given role will likely include a mixture of perspectives and activities. Therefore, professional development that is role-specific and explicitly includes perspectives and activities from all realms may be optimal.

In exploring the continuum of roles and the domains associated with them (Figure 14.1), we first position "management" as a style focused on transactional work that is objective driven and is often aligned with established institutional goals. For example, most academic units have a person who fills the important role of managing academic programs (majors, minors, certificates), setting course schedules, assigning instructors and classrooms, and working with student advisors. This role often has the objective of providing courses and instructors that facilitate student learning, major completion, and timely graduation. Professional development to be successful in such a role will need to include guidance related to carrying out established goals and policies and the labor-intensive and complicated systems that support these transactions, as well as the development and implementation of metrics and policies to support these objectives (Table 14.1).

Next, "administration" is a style focused on relational work that is mission driven. Kendra's role as associate dean of research and faculty development in MSU's Lyman Briggs College is an example. Kendra's role is "recruit, develop, and retain faculty who drive the college's mission" and to "foster faculty who are engaged, productive, committed, collaborative, and epitomize the college's values to create, share, and translate knowledge that bridges the sciences and humanities." This role requires her to build strong, lasting, and productive relationships, and to revisit her goals each year. Kendra's college has recently seen dean-level transitions from a long-time dean to an interim dean, and most recently to a new externally recruited dean. Therefore, this year Kendra is working to facilitate a supportive, smooth, positive leadership and governance transition. Other goals are less dynamic. For example, each year she develops and implements programs to best meet faculty needs.

In Kendra's role as associate dean, she must be relational, cultivating close, positive personal and professional relationships to build alliances and partnerships. These are two-way relationships, and there are many ways to build and sustain them. Strategies for brand new faculty members that have worked well include sending a note to each new college member before they arrive to welcome them to the community, visiting each new college member in their office to see how they are settling in and to answer their questions, organizing a college event for newcomers to build their cohort, assigning new college members a mentor at the start of the semester to ensure

TABLE 14.1 *Descriptions, Selected Examples, and Selected References for the Proposed Continuum of Higher Education Roles (i.e., Positions, Titles)*

	Management Managing people to accomplish specific goals	**Administration** Developing and enacting policies	**Leadership** Establishing, guiding, and influencing vision and mission
Example titles:	*assistant deans, associate chairs, program directors*	*associate deans, chairs, deans, center director, assistant provosts*	*provost, president, vice presidents, associate provosts*
1. Motivation	**Objective-driven** Focused on carrying out established individual or unit tasks, objectives, or goals.	**Mission-driven** Focused on what the individual and unit does (goals), how they/it achieves those goals, and the interactions among individual and unit values that create and maintain the unit's culture.	**Vision-driven** Focused on aspirational goals and values of individuals and units and the institution, as well as how these facilitate cultural change.
2. Style	**Transactional** Focus on supervision, organization, and group performance to maintain the status quo and make day-to-day progress toward goals.	**Relational/Developmental** Create social contracts among individuals that include expectations for individuals contributing to the success of others, achievement of long-term goals, and contribution to unit quality.	**Transformational** Enhance the motivation and engagement of followers by fostering contributions to a shared vision.
Examples:	*Use metrics to support established rewards and penalties.*	*Use policies and practices to develop and support individual missions that are aligned with those of the unit.*	*Use strategic planning, impact philosophy, and vision development to inspire groups.*
References:	Bass, 2000; Caffarella & Zinn, 1999; Mindvalley, 2018	Caffarella & Zinn, 1999; Coleman, 2018; Uhl-Bien, 2011	Bass, 2000; Caffarella & Zinn, 1999; Heathfield, 2019; Mindvalley, 2018; Whittaker et al., 2015

TABLE 14.1 *Descriptions, Selected Examples, and Selected References for the Proposed Continuum of Higher Education Roles (i.e., Positions, Titles) (Continued)*

3. Professional development	**Advisor** Provides individualized guidance for a particular role or position related to skills and performance expectations.	**Coach/Mentor** Builds relationship driven by both individuals to promote successful, fulfilling, and long-term career.	**Sponsor** Advocates for roles and positions that capitalize on individual strengths and motivations as they contribution to institutional vision.
Examples:	*Performance reviews*	*Individual development plans*	*Institutional development plans*
References:	Johnston, 2003; Montgomery, 2017	Beach et al., 2016; List & Sorcinelli, 2018; Montgomery, 2017; Montgomery et al., 2014; Stead, 2005; Pritchard & Grant, 2015; Whittaker et al., 2015	Detweiler, LaWare, & Wojahn, 2017; Montgomery, 2017; Pritchard & Grant, 2015

Note. Many roles require a combination of motivations, styles, and professional development concurrently or at different times of a career, and that those depend on the individual's goals, the particular situation, and the expectations for the position and institution.

they have at least one person to get help from, and meeting with each new faculty member half-way through the semester to see how things are going and what developmental needs they have. For all faculty, regardless of career stage, Kendra organizes themed, small-group gatherings about topics such as grant pre-award support needs, barriers to interdisciplinary research, and effective mentor-mentee relationships. In all of this work, it is important for Kendra to actively listen, ask clarifying questions, take notes, and explicitly express her interests in supporting each individual. She often refers to policies and written practices in her work and is always looking for ways that she can help each person develop their own professional mission that is aligned with their values, as well as those of the college. Kendra provides guidance in development of skills as well as how to navigate individual's careers, and strategies for a productive and fulfilling life.

Kendra finds faculty development work rewarding and feels best at the end of a day when she worked through problems with individuals in such a way that both she and the faculty member contributed ideas to creatively deal with the issue (i.e., collaborative problem solving). For example, Kendra recently worked with a junior faculty member focused on quantitative measures of research productivity that was causing anxiety associated with reappointment, promotion, and tenure. By carefully listening to their concerns, asking clarifying questions, and refocusing the discussion to be about the faculty member's values and long-term career arc, Kendra observed a decrease in anxiety that allowed them to co-develop strategies for successfully navigating the reappointment, promotion, and tenure processes.

Finally, we describe "leadership" as a style focused on developmental work that is vision driven and positioned at the furthest point along the continuum of roles. Beronda's approach to leadership, which simultaneously focuses on supporting individuals *and* institutions, fits with this place on the continuum. Her goal extends beyond identifying the specific objectives for individuals' career advancement to identifying and promoting their success based on larger motivations and aspirations. One of the most critical parts of Beronda's style of leadership is cultivating synergy between an individual's pursuit of required standards of progress in an institution and their pursuit of a personally defined path of success and motivation. One example of this approach is Beronda's own pursuit of her interest in mentoring through institutionally recognized and valued means such a writing for peer-reviewed venues. Cultivating synergy between individual goals and successfully achieving institutional milestones requires a thorough understanding of institutional vision, as well as flexibility in supporting faculty in seeing how they can accomplish defined goals and objectives that may be expected by managers and administrators, while simultaneously pursuing a values-based vision for their career. Equally important is her effort to inspire managers and administrators to support individual faculty in pursuing personal goals and motivations, which is beneficial for faculty retention and supports the pursuit of unit- or institution-level goals and mission.

Beronda works on multiple fronts to achieve her goal locally through her work as assistant provost for faculty development research with the Academic Advancement Network, which broadly supports faculty and academic staff development at MSU (https://aan.msu.edu/). In this role, she works both with individuals in one-on-one consulting and with faculty groups to develop comprehensive research and scholarship agendas and to connect with specific professional development resources to advance these agendas. One approach she successfully uses with individuals and groups engages career road mapping and development of support networks (Montgomery, 2017). Equally important is the work that she conducts with leaders and academic units to support their development of unit cultures designed to promote faculty in advancing individually as they contribute to institutional development plans. This latter work requires Beronda to inspire leaders to see the benefits of actively and intentionally developing mentoring cultures and reward systems that support faculty in developing careers centered in their personal aspirations, as these individuals and leaders collaboratively contribute to shared goals of the unit and institution. In addition to local efforts, Beronda advances this bilateral approach of supporting individuals and institutions across multiple higher education institutions through her active scholarship and trainings about effective faculty mentoring, faculty and leader development, and institutional change.

The types of professional development required to prepare women to be effective along the continuum from management to administration to leadership (Table 14.1) will vary through time and by the role, individual, and institution. However, managers often need training in the development and use of effective principles for overseeing many individuals. Because managers are often focused on short-term goals, assistance in conducting meaningful performance reviews may be helpful. At the administrator level, needs for professional development may include capacity building related to mission development and enactment, as well as developing skills to support others and build meaningful relationships. Because administrators often focus on mid-term goals, such as supporting faculty in pursuit of tenure or the next promotion, these leaders may benefit from training in effective mentoring and coaching techniques. Vision-driven leadership is noted as extending beyond individual goals, even beyond institutional mission and vision, to the personalized view of a leader in regards to their vision of advancing institutional perspectives (Heathfield, 2019). Therefore, at the far end of the continuum, visionary leaders may require sponsors and advocates to help them identify platforms and positions for pursuing their individual leadership vision.

STRATEGIES FOR PROFESSIONAL DEVELOPMENT OF WOMEN LEADERS

Although women may naturally gravitate to roles in a specific area of the continuum, we all have the ability to develop capacity in all realms and across the full continuum. This professional development can be formal or informal (Caffarella & Zinn, 1999) and will change throughout women's lives. Formal means of engaging in professional development can include attending workshops, seminars, and institutes, which are often sponsored by employing institutions or by disciplinary or professional societies (Caffarella & Zinn, 1999). However, women often experience informal and more self-directed leadership professional development by engaging strategically with service opportunities, either with their unit, the broader university, or their professional society (Johnston, 2003; Neumann & Terosky, 2007). Finally, many women leaders have established strong mentoring networks throughout their careers that serve to provide heuristic knowledge about leadership roles and access to professional development to prepare for these positions. Mentoring networks can also provide robust role models and access to sponsors and advocates (Higgins & Thomas, 2007; Montgomery, 2017).

There is no magic curriculum that globally serves to prepare women leaders, yet professional development is a key factor in cultivating their capacity as leaders.

Interestingly, women may think that they need leadership professional development before they will apply for administrative roles and that they may be judged "not yet ready" for those roles if they have not yet completed formal leadership professional development (Mohr, 2014). Rest assured, if you have aspirations for transitioning from faculty to an administrative role, a host of formal professional development activities are available to prepare you. If more mission- or vision-driven, then the professional development needed may depend more on developing your mission and pursuing personalized and informal development opportunities. Therefore, whether motivated by an individual's personal desire to advance in some particular way or whether engaged due to external expectations for having completed particular training and development, both formal and informal professional development can provide opportunities for personal and professional growth.

Leadership Development Seminars, Workshops, and Institutes

Locally, most institutions have college- or institutional-level faculty and staff development resources or offices. These resources may offer both group-based development and individual training or consulting. Institutions may also partner in consortia to develop and offer such resources (Dotolo, 1999). For example, the Big Ten Academic Alliance collaborates to leverage institutional resources and to draw synergistically on expertise to provide leadership development and training (https://www.btaa.org/leadership). Additionally, there are national networks and consortia offering professional development such as leadership training by the American Council on Education (https://www.acenet.edu/leadership/Pages/default.aspx); leadership development programs that target particular academic institution types (e.g., land grant universities, Lead21 [http://lead-21.org/]); and leadership institutes for higher education administrators at premiere institutions (e.g., The Harvard Institutes for Higher Education [https://www.gse.harvard.edu/ppe/harvard-institutes-higher-education-programs]).

The above formal professional development opportunities are not limited to women, and women participants have not traditionally been well represented in these programs. This fact may be partly because women tend to be undernominated for these programs; many such programs are fee based, requiring women to ask employers for their sponsorship; and because many of these programs take place during nonwork hours such as over weekends or in the summer. Women are therefore required to overcome these obstacles to participate (Babcock & Laschever, 2007). However, there are some leadership development programs designed specifically to empower and develop women leaders (e.g., https://www.hersnetwork.org/, https://www.acenet.edu/news-room/Pages/ACE-Womens-Network.aspx). These types of programs can help women see themselves in administrative roles. Additionally, they provide safe spaces for women to explore issues surrounding identity and leadership, they provide a forum to discuss the challenges facing women leaders, and they provide women with a network of mentors who can serve as future advocates and sponsors.

Strategic Service as Leadership Development

Engagement in service is often higher for women academics than men academics (Ahmed, 2012; Balogun, Sloan, & Germain, 2007; Misra, Lundquist, Holmes, & Agiomavritis, 2011). And, this service work can serve as a distraction from research and other activities that are more highly valued for promotion and advancement and in arenas associated with progressing into leadership roles (Ahmed, 2012; Detweiler et al., 2017; Misra et al., 2011). However, intentional and strategic service can support women transitioning into leadership roles and provide opportunities for professional growth.

You might wonder how to identify strategic service opportunities. One approach is for women to identify desired leadership opportunities, to evaluate their current skills and those that will need developing to take advantage of such opportunities, and to intentionally pursue service leadership positions that will provide meaningful knowledge and skill development. Similarly, strategic service opportunities can be those that provide access to individuals who may serve as key mentors, advocates, or sponsors to support women obtaining desired positions. Such strategic involvement in service includes opportunities for promoting self-efficacy related to success of women engaging in key academic leadership roles (Kelly & McCann, 2014). Professional development gained through strategic service can develop skills for building the transactional relationships needed for management or administration and can extend to developing leadership expertise related to organizational development and transformation (Caffarella & Zinn, 1999; Heathfield, 2019; Whittaker et al., 2015). In these ways, engaging in strategic service or service leadership can serve as critical pathways into more formal, institutional leadership roles across the continuum.

Finally, faculty members often engage in strategic service with their professional or disciplinary society, which are often home to faculty members for many years and have been recognized as playing critical roles in supporting and improving the success of members in their core careers (Frehill, 2012; Frehill & Ivie, 2013). Although engagement in disciplinary societies is frequently framed as service, strategic engagement in disciplinary service can be a powerful means for acquiring desired leadership skills (Montgomery, Dodson, & Johnson, 2014), as well as for exploring and developing leadership efficacy. As described for Beronda's leadership trajectory, these opportunities can provide significant inroads into more valued leadership trajectories, and thus they can be a "win-win" situation whereby the individual develops leadership skills while also increasing their disciplinary stature.

Mentoring Networks for Leadership Development

Another form of informal and often self-directed leadership professional development involves mentors. Although many institutions and units have formal mentoring policies or practices, mentoring within academia is often linked with performance review or promotion processes and is rarely focused on leadership development (Montgomery, 2018b; Stead, 2005). Interestingly, when we reflect on our own career progression, we both give much credit to our informal mentoring networks for leadership professional development. These informal networks were made up of women, including Women of Color, who were especially important for recharging our batteries when doing this work and for providing us with strategies to break through the glass ceiling.

We provide a recent example of how these informal mentoring networks can arise and help women leaders. In the wake of her empowering two-week women's leadership institute and after accepting her new role as associate dean, Kendra reached out to eight MSU women leaders who believe that issues of social justice and equity are central to their personal and professional lives. She also chose women who have no direct supervision over one another, resulting in a mix of assistant and associate deans, department chairs, and assistant provosts. In her invitation to join this group, Kendra noted the isolation that can accompany women in academic leadership roles and how interacting with other women leaders can help alleviate that feeling. The group has enthusiastically met monthly for about a year to support, mentor, and champion each other. There is no pressure to attend each month, and we explicitly (and vocally) tell each other that it is okay to arrive late and leave early, thus not adding to the stress of our full lives. On many occasions, in individual and small-group conversations, members of this group have shared with Kendra how very helpful and important this group has become to them.

Another common form of professional development can include individual or group-based mentoring that supports academic and professional skills development and progress of individuals (Montgomery, 2017). Mentoring centered on promoting leadership development, especially for women and underrepresented faculty members, continues to require targeted efforts (Baldwin & Chang, 2006; Baldwin, DeZure, Shaw, & Moretto, 2008; Wheeler & Wheeler, 1994). Yet, such mentoring efforts—especially peer and mutual mentoring models—have been associated with success for leadership development of senior women in academia (List & Sorcinelli, 2018). Additionally, network-based mentoring has been demonstrated to provide "the type of non-hierarchical, relational, and reciprocal mentoring structure desired" by women and Faculty of Color disproportionately underrepresented in faculty and leadership ranks (Beach et al., 2016, p. 69). Therefore, we encourage women considering a transition from faculty to an administrative role to thoughtfully build and engage with a mentoring network.

IMAGINING THE FUTURE OF PROFESSIONAL DEVELOPMENT FOR WOMEN LEADERS

Professional development is a personal endeavor. Thus, there is no one-size-fits-all approach for developing women leaders, even when preparing for similar roles. However, higher education is missing a lot of amazing leaders because pathways to leadership are invisible and inequitable, and the way that we view administrators and administrative roles are rigid. Therefore, we feel strongly in the importance of individualized leadership development and the need for a collective examination and revision of how potential leaders are identified, developed, and awarded administrative roles.

Part of the reason why there are relatively few women leaders in higher education may be because pathways to leadership are often invisible, insurmountable, or inequitable. Women have not had access to or been included in the conversations that lead up to decisions about who will engage in leadership professional development or who will be considered for administrative roles. These facts then contribute to women not seeing themselves reflected in current leaders and thus not considering such a career pathway. Finally, men and women alike may believe that exhaustive leadership training is necessary before a woman applies for or is appointed to an administrator role. Therefore, it is extremely important that institutions, units, and current leaders make explicit the hidden rules that may be visible to majority males regarding identification of potential leaders and leadership professional development opportunities, expectations, and requirements. And, these rules need not disproportionately require women to complete more professional development, do more service, convince current leaders of their abilities, or have prior leadership experience before being considered a "leader." Being explicit, transparent, and equitable will invite a wider range of people to engage in leadership professional development and will benefit individuals, units, and institutions.

Also contributing to relatively few women leaders in the academy are the current structures of leadership positions—they are relatively rigid and centered in academic policies and systems typically built by and for majority males. The histories of who has had access to or has been successful at serving in administrative roles have significant implications in dictating expectations about what a leader looks like, what a leader acts like, and how they are selected. The structures of these positions are historically based on male terms and masculine norms, which is one factor that contributes to the persistent underrepresentation of women in academic leadership roles. For example, the all-encompassing demands of some senior leadership roles emerged during a time when selected heteronormative males were likely to have a stay-at-home spouse who facilitated their commitment of substantial time and attention to their position. Additionally, prevalent views of visionary leaders are often subject to rigid gender norms. Whereas visionary men are seen as exemplary and inspirational, women who exhibit gender nonconforming leadership and dare to be visionary are often challenged or have their leadership competence questioned. Navigating the gender norms of leadership can require specific preparation, mentoring, and advocacy for women leaders.

To increase the interest of women leaders and women's access to academic leadership positions, administrative roles should be more broadly imagined. The revisioning of these roles in the academy should encompass revisiting the quantity and flexibility of the time demands and responsibilities of administrative positions, as well as examination of the selection and reward processes that contribute to persistent social inequities. One solution may be to transform roles that have been traditionally structured as full-time positions for a single person working 60-plus hours a week into multiple partial appointments for individuals working as part of a team. Whereas we discuss these structural changes as amenable for making leadership positions more attractive to women leaders, these changes will benefit everyone and support the emergence of potential leaders of multiple identities.

CONCLUDING THOUGHTS: PROFESSIONAL DEVELOPMENT OF WOMEN LEADERS

We have dealt with the societal challenges and structural barriers blocking pathways to leadership by being individually perseverant and resilient, and by seeking out professional development opportunities both as a means to understand and to navigate the system. We both found mentoring and advocacy as powerful means to identify impactful administrative roles that fulfilled our visions. However, our numbers are relatively small (e.g., at the time of our writing this chapter, only four of 20 deans are women at our institution, with only one being a woman of color), and we need to facilitate women with a wide variety of personal missions and visions to pursue administrative roles across the continuum without requiring exceptional resilience as a personal characteristic. Unfortunately, people (like us) who persist and succeed in the current system can be pointed to as providing evidence that women can succeed without intentional and equity-focused interventions. However, there are biases (explicit *and* implicit) and structural inequities that limit emerging women leaders from finding success and being positioned to make significant and needed contributions to institutions. Therefore, institutions and current leaders need to make opportunities available for everyone (not just those who persist) and reimagine the structures of administrative roles, thus creating the space and opportunity for profound managers, administrators, and leaders to emerge.

KEY TAKEAWAY POINTS

- Higher education professional development is a personal, life-long, and holistic endeavor. Therefore, there is no one-size-fits-all approach for developing women leaders, even when preparing for similar roles.
- We have both benefited from intentional cultivation of personal vision and mission statements that are linked to professional purpose and aligned with our values. This approach guided our development of specific career goals and engagement in personalized professional development that led to our current leadership roles.
- Based on our experiences being women leaders and observing leaders more broadly, we suggest thinking about higher education roles (i.e., titles, positions) along a continuum of roles from management *to* administration *to* leadership. We describe three domains for each part of the continuum that characterize the underlying motivation (role driven by objectives, mission, or vision), leadership style (transactional, relational/developmental, or transformational), and professional development needed for and employed by those in these roles (advisor, coach/mentor, or sponsor). We point out that these roles and domains are not mutually exclusive and that there are a range of ways for women to enter into and develop across this continuum.
- We engaged in both formal and informal professional development opportunities in preparation for our academic leadership roles. Additionally, we identified and engaged in strategic service for our university or professional society to build specific leadership skills. Finally, we found it important to cultivate strong mentoring networks made up of women who provided advice, support, and advocacy.
- Being explicit, transparent, and equitable about pathways to leadership will invite a wider range of people to engage in professional development, and will benefit individuals, units, and institutions. We encourage collective reconsideration of the rigidity of leadership roles and the means by which academia identifies and develops future leaders. Success in this arena will be evidenced by a diverse group of women with a wide variety of personal missions and visions pursuing a wide range of academic roles across the continuum.

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