

Career Moves

Mentoring for Women Advancing Their Career and Leadership in Academia

Athena Vongalis-Macrow (Ed.)



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*Mentoring for Women Advancing Their Career and Leadership in
Academia*

Edited by

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Athena Vongalis-Macrow

Dr Athena Vongalis-Macrow is a Senior Lecturer in Leadership Education at Deakin University, Melbourne Australia. Dr Vongalis-Macrow was awarded her PhD in the field of international education systems. She has drawn on her knowledge of social systems and social change to apply to organizations and leaders. She has over ten years of experience in lecturing and researching about organizations, organizational change, managing learning organizations, leadership and leadership education. Her recent work has focused on organizational analysis and how leadership is constructed by different actors. It extends agency theorizing and sociological analysis of systems and actors and provides the basis of organizational analysis and the sociological issues around leadership inclusive of school leadership. She has a number of academic publications in the field of women and leadership. As a senior lecturer, in her current position, she has conducted research in a number of international contexts including Thailand, Malaysia and China. She is held positions at Monash University, La Trobe University and Deakin University. She is a regular contributor to the Harvard Business Review on women and leadership. Her aim is to make scholarship and research about women in leadership accessible, informative and useful to a wide audience of professionals seeking credible advice and insight about current issues for women in work and in leadership.

Betsy Brown

Dr Betsy E. Brown has served as Vice Provost for Faculty Affairs at North Carolina State University since 2008. She established the Office of Faculty Development at NC State and works with faculty members, department heads and deans on questions related to reappointment, promotion and tenure, oversees the development of employment policies for faculty, and coordinates the nomination and selection processes for a number of state and national professional development programs. She has conducted leadership development programs for a number of institutions including workshops for faculty and department heads as part of NC State's National Science Foundation ADVANCE grant. She previously served as Associate Vice President for Faculty Support and International Programs for the 16-campus University of North Carolina system. She is co-author with Gretchen M. Bataille of *Faculty Career Paths: Multiple Routes to Academic Success and Satisfaction* (2006, ACE Higher Education Series, Greenwood Press). She received her PhD and MA in English from The Ohio State University and BS in English from Appalachian State University.

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Carolyn J. Stefanco is Vice President for Academic Affairs and Professor of History and Women's Studies at Agnes Scott College, a women's college in Atlanta, Georgia, U.S.A. After earning a Ph.D. in History from Duke University, she spent twenty years in the California State University system as a Professor of History, Founding Dean of a College of Humanities and Social Sciences, and in other administrative roles. While Stefanco's scholarship has focused largely on women's experiences in the United States, she has worked to create opportunities for students and faculty from many countries to study and work together. Stefanco was a Fulbright Scholar at the University of Zagreb in Croatia, and she has also served as resident director of a London Study program. She speaks regularly about a variety of issues in higher education, and holds positions in several professional organizations.

ATHENA VONGALIS-MACROW

PREFACE

Is there a magic bullet that can create organisational change so that the promises of diversity in leadership can be achieved? Unfortunately, there is no hard and fast way to change organisations or to change the historical construction of leadership. Leadership has traditionally been defined as male, and this definition has been constructed largely in the absence of women. Changing organisational norms is a slow and deliberate process requiring each of us to acknowledge that diversity of leadership is desirable, that different types of leaders can create interesting and innovative workplaces and that leadership is the domain of all types of leaders.

This book considers higher education and leadership from the perspective of women in academia who share in the idea that traditional notions of leadership are out dated and need to change. The sense of urgency is especially relevant considering the flow on effect of having more women working in higher education has not lead to a reciprocal flow of more women in leadership. In most developed countries, less than 25 per cent of women are in leadership positions. The sense of urgency is accelerated when considering that “over half of current college presidents at 61 years of age and older, higher education will face significant turnover in leadership in the near future” (Cassady, 2012). So, the few women that have made it are also getting ready to retire. How can we ensure that up and coming women are progressing towards leadership positions and in doing so, transforming organisations and the diversity of leadership?

This book draws on the substantial knowledge, experience and information of successful women currently working in higher education. However, it is not success identified by women who have made it to the top, rather success is more democratically defined by women who have achieved a level of career progress and are working at progressing to the next level. Their progress is the focus of this book. The aim is to provide the kinds of information and insight that women may seek in order to continue to progress their career goals, perhaps leading towards leadership. What is needed and what would make the journey easier is if women could access and act upon the strategic advice and learnings from a concerned mentor imparting words of wisdom and strategic insight about what it means to build a career and move towards leadership in higher education.

Initially the book was prompted by an intensive conference at Oxford University which focused on women in higher education. The conference attracted over forty women from across the globe, working in different disciplines within higher