Returning Speakers to Conduct Seminar on Academic Leadership

In October, Mizzou ADVANCE will host a professional development seminar for senior STEM faculty and administrators presented by Barbara Butterfield and Jane Tucker. The seminar, Building Academic Leadership Strengths, focuses on the skills required to develop as a leader within one's professional career. Topics include admired leadership characteristics, exploration of leadership roles, self-assessment and more. According to Butterfield, the seminar aims to show participants that leadership is not restricted to traditional or formal positions, such as department head, but is also found in daily situations, such as serving on committees. “We hope to broaden their sense of leadership and how they might contribute,” Butterfield says.

The seminar, which is part of Mizzou ADVANCE’s Mentoring Program, will be a repeat visit to MU for Butterfield and Tucker, who presented last year’s workshop on strategic persuasion. The workshop was well attended and the audience was very receptive. “The whole experience was really eye opening,” says Karen Cone, a professor of biological sciences. “I loved it. They offered some really good tips.” Cone says the seminar gave her a greater level of self-awareness, and she particularly enjoyed the role-playing exercises.

Seminars such as the upcoming one offer stimulating leadership and professional development opportunities that are otherwise not readily available to faculty. Sheryl Tucker, chair of the Mizzou ADVANCE Mentoring Program, looks forward to working once again with the two presenters.

“They just have so much energy that people immediately respond to them,” Tucker says. Their enthusiastic delivery and academic background allows them to connect with faculty. They have extensive personal experience with the issues covered at the workshop, and they research each institution at which they present. “The seminars have something for everyone,” adds Tucker.

“What they give you is really the micro changes you can make that are easy, that allow you to make substantial change later,” Tucker says. “You don’t have to go out and be somebody else tomorrow to be effective; there are little things you can do.”

Butterfield and Jane Tucker hope that attendees of the workshop will become a source of internal candidates for MU leadership, whether in formal or informal positions. “I hope those who attend do decide that they have the commitment and skills for leadership,” says Butterfield.

Inquiries may be sent to MizzouADVANCE@missouri.edu.

When: October 16 and 17
Time: 8:00 a.m.–12:00 p.m.
Where: Oct. 16 location: Stotler Lounge, Memorial Union
Oct. 17 location: 572 Life Sciences Center
Who: Open to senior faculty and administrators in STEM; participants in the Mentoring Program have priority.
Limited space available, sign up soon!
Note: Choose one seminar only — the same material will be presented each day.

Faculty Profile: Silvia Jurisson

If some people are born with silver spoons in their mouths, MU Professor Silvia Jurisson was born with a chemistry set in hand. “When I was in fifth or sixth grade, I asked for a chemistry set,” she says. “I had a blast mixing chemicals that you weren’t even supposed to be mixing with the set — I just did them anyway.”

Today, Jurisson has been a professor of chemistry at MU for almost 17 years, and she finds joy in working with students. “It’s a lot of fun watching the sparks go off when they figure things out,” Jurisson says. “I enjoy things not working out the way you thought they would, so you have to figure out what happened.”

Jurisson’s current research is a project that may lead to progress in the battle against cancer. “We work with radioisotopes that emit radiation when they decay,” she says. “We’re figuring out how to target them to cancer sites, because we can destroy cancer if we can get radioactivity to those places.”

For more information about Jurisson, read her full profile online at mizzouadvance.missouri.edu/profile_jurisson.html.

Participating STEM Colleges, Divisions & Departments at MU

College of Agriculture, Food & Natural Resources
- Animal Science
- Biochemistry
- Food Science
- Plant Sciences

College of Arts and Science
- Biology
- Chemistry
- Geology
- Mathematics
- Physics
- Statistics

College of Engineering
- Biological Engineering
- Chemical Engineering
- Civil & Environmental Engineering
- Computer Science
- Electrical & Computer Engineering
- Industrial & Manufacturing Systems Engineering
- Mechanical & Aerospace Engineering
Mizzou ADVANCE’s Mentoring Program launched in the 2007–08 academic year with 19 mentor–mentee pairs and started a new cohort in the fall ’08 semester. The program partners tenured STEM faculty with other senior STEM faculty and administrators from outside of their department for career guidance and support. The program provides a one-on-one relationship to participants, and it also offers practical learning events such as workshops and panel discussions for STEM faculty.

The 2008–09 year will see the Mentoring Program continue and grow by offering new workshops and adding informal meetings for mentors and mentees to promote peer mentoring. Likewise, the other Mizzou ADVANCE initiatives will move forward. As noted in the other articles on this page, Interactive Theatre will create another sketch and STRIDE will meet with MU promotion and tenure committees.

Find out more about the coming year by visiting our Web site at mizzouadvance.missouri.edu.

The Interactive Theatre Program presents issues related to gender equity in STEM in a manner that facilitates dialogue and engages individuals in active learning. This spring, the theater group wrote and performed their first sketch, “A Knock on the Door.” The interactive skit features a female associate professor applying for a position at a new university. It addresses gender dynamics in departmental meetings and in the evaluation of candidates for hiring and promotion. The audience watches the interview with the department chair and the search committee’s discussion, and then given the chance to ask the characters questions. The actors respond to audience questions based on research from faculty interviews.

Suzanne Burgoyne, the chair of the Interactive Theatre Program, felt encouraged when the audience asked questions of the characters during the audience/character question-and-answer session. Their questions “revealed the audience had picked up on the issues we meant to portray — they asked questions we wanted them to ask,” Burgoyne says.

“I enjoy the relationship I’ve been able to build with the faculty member that I interact with. I find that in the mentoring relationship it’s always a two-way street—hopefully she’s getting something out of it and I know that I am as well; it’s a very positive situation.”

—Mark Ryan, director of the School of Natural Resources, mentor

Since its inception, Mizzou ADVANCE has collected information about the status and demographic composition of STEM faculty at MU. The findings from these research endeavors will be used to help support all three programs in Mizzou ADVANCE. They will also be disseminated to other institutions through publications and workshops.

Kathy Felts, associate analyst for institutional research, and Ann Patton, programmer analyst for institutional research, worked with Mizzou ADVANCE to examine institutional research data on female and male faculty in STEM. Key findings include:

- Hiring is where the gap between the number of women and men begins. Between 2001 and 2006, 18 percent of new STEM assistant professor hires were female and 33 percent of new associate professor hires were female.
- While there are low numbers of women in STEM fields, they are retained and promoted at about the same rate as male faculty.

Felts is working on creating a faculty flow model to establish more detailed information on the movement of faculty through the institution and the effect of that movement on the composition of STEM faculty. The long-term goal is to expand this research to the entire faculty; the University of Missouri will have better information to evaluate the flow of male and female faculty campus-wide and to inform recruitment, retention and promotion practices.

Another component of the research effort was led by Jeni Hart, assistant professor in the Department of Educational Leadership and Policy Analysis. She has conducted interviews with 25 tenured female and 25 male faculty in STEM departments. Preliminary findings from the interviews with women show:

- Inconsistencies among departments in the transparency and procedures of the promotion process
- The importance of supportive department chairs and division directors
- The value of access to mentors for faculty success
- A diverse range of leadership interests, especially those that allow faculty to maintain a strong research agenda
- The significance of networks of collaboration and support for professional advancement

This qualitative research will be used to inform the ADVANCE council and university leaders on the faculty work environment. For more about these findings and any future research done by Mizzou ADVANCE, visit us online.

The STRIDE committee is a team of senior STEM faculty and administrators who provide information to the MU community about institutional practices that increase the success of female faculty. A presentation developed by STRIDE debuted this spring to Mizzou ADVANCE participants as well as the deans and chairs of STEM departments. The presentation is designed to raise awareness among campus leaders about gender bias and other issues surrounding faculty diversity.

The STRIDE presentation synthesizes national and MU data on these issues into a succinct and easy-to-understand format. Making this information accessible to the campus community is a key goal of the program. “Being identified as a resource is an important thing for STRIDE and Mizzou ADVANCE,” says Professor Meera Chandrasekhar, STRIDE chair.
Ellen Daniell was the first female faculty member ever hired in her department at University of California, Berkeley. Later, amidst a storm of controversy, she was denied tenure and re-made her career as an administrator in a biotech company. Now a writer, Daniell recounts how a professional “problem-solving” group helped her survive these life-changing transitions. In her book, *Every Other Thursday*, Daniell describes the group — seven to eight women at various stages of their professional lives who meet every other week to discuss issues they face at work and at home. Group members come from a variety of academic and business backgrounds. Over 15 years, they discussed challenges ranging from how to make a better PowerPoint presentation to dealing with the death of a spouse.

*Every Other Thursday* offers fascinating insights into the lives and careers of its members, including prominent scientists in top-tier research institutions and several members of the National Academy of Science. Most importantly, the issues faced by these women, and the solutions they worked out for dealing with them, are applicable to women and men at any stage of their careers. Sometimes heart warming, sometimes heart breaking and often funny, *Every Other Thursday* is definitely worth a read.

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**I think the program filled a really critical need for women faculty. Especially for women who don’t have very many women colleagues in their department or are in departments who don’t have a formal mentoring program. It was fun and felt good to share my experiences with someone less experienced.**

— Karen Cone, professor of biological science, mentor and mentee

### Resources

For tips on networking, the following resources are available online or through Ellis Library.

#### Online

**Web Sites**

LinkedIn — www.linkedin.com/

Women’s career networking and professional associations — www.quintcareers.com/womens_networking_organizations.html

#### Articles

Career Advice on Monster.com — career-advice.monster.com/home.aspx


#### Books

*Social Networking: The Essence of Innovation*, by Jay Liebowitz

*Success Strategies for Women in Science: A Portable Mentor*, edited by Peggy A. Pritch

*The Leadership Skills Handbook: 50 Key Skills from 1,000 Leaders*, by Jo Owen

*Women at Work: Leadership for the Next Century*, by Dayle M. Smith


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### Mizzou ADVANCE Fall 2008 Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 15</td>
<td>8:00–9:30 a.m.</td>
<td>Stotler Lounge, Memorial Union</td>
<td>Provost’s breakfast with ADVANCE leaders</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>11:30 a.m.–1:30 p.m.</td>
<td>572 Life Sciences Center</td>
<td>Welcome back lunch for mentors/mentees</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>8:00 a.m.–12:00 p.m.</td>
<td>Stotler Lounge, Memorial Union</td>
<td>Professional development workshop: academic leadership [see note below*]</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>8:00 a.m.–12:00 p.m.</td>
<td>572 Life Sciences Center</td>
<td><em>“Same content as above — choose only one seminar to attend</em></td>
</tr>
<tr>
<td>Oct. 28</td>
<td>12:00–2:00 p.m.</td>
<td>S203 Memorial Union</td>
<td>Discussion time for mentors</td>
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<tr>
<td>Nov. 4</td>
<td>2:00–3:30 p.m.</td>
<td>S203 Memorial Union</td>
<td>ADVANCE Council Meeting</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>11:30 a.m.–1:00 p.m.</td>
<td>572 Life Sciences Center</td>
<td>Lunch n’ learn for all tenured STEM faculty</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>11:30 a.m.–1:00 p.m.</td>
<td>Great Room, Reynolds Alumni Center</td>
<td>Mizzou ADVANCE Luncheon</td>
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<tr>
<td>Dec. 12</td>
<td>11:30 a.m.–1:00 p.m.</td>
<td>S203 Memorial Union</td>
<td>Lunch for ADVANCE team members</td>
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**A Message from Brian Foster**

**Provost**

I’ve found the ADVANCE project to be one of MU’s most interesting and insightful initiatives to advance female faculty members’ careers in STEM fields. Not only has Mizzou ADVANCE made significant contributions in this important area, but perhaps as importantly, it has also stimulated relationships and a sense of community that will sustain and broaden the efforts to advance all faculty members’ careers.

The Interactive Theatre Program stimulates real dialogue about difficult questions. The Mentoring Program has created strong relationships among the mentors and mentees that will have continued impact. STRIDE assures that information about institutional policies and practices flows to the STEM areas. And the research effort provides a reality check on what the program is accomplishing; at the same time it provides new insights on potential support and possible impediments to career success. I’ve learned a great deal in the strong, insightful discussions I’ve had with ADVANCE participants. Mizzou ADVANCE aligns perfectly with the core values of the University of Missouri.

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**Book Review**

*Stories and Strategies from Successful Women Scientists* by Ellen Daniell

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**Every Other Thursday:**

*Stories and Strategies from Successful Women Scientists* by Ellen Daniell

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The NSF ADVANCE Institutional Transformation Program started from a basic sociological hypothesis: that an individual’s success or failure is related to the institutional context in which he or she works. While talent, ambition, intelligence and ingenuity can explain much of an individual’s success, it is the policies, climate, informal practices and resources of an institution that may make the largest difference in a scientist/engineer’s career trajectory. Following a number of University and foundation reports (see MizzouADVANCE.missouri.edu for more information), NSF developed its new focus on “institutional transformation.” Put simply, rather than “fix the woman,” the focus is on “fix the institution.” Following this mandate, Mizzou ADVANCE (like more than 30 other ADVANCE programs across the country) hopes to identify areas where Mizzou is already succeeding, and areas where we need new institutional procedures and practices that can promote the advancement of STEM faculty, particularly women who have been underrepresented in the STEM workforce for generations.

The ongoing interventions at MU described in this issue such as STRIDE, interactive theater, and mentoring, are all designed to raise awareness about best institutional policies for gender equity. In various ways and in multiple genres, they communicate the latest in social science research about how gender operates in our workplaces, raising issues about unconscious mental processes that under-value women’s contributions and/or exclude women from key opportunities, the importance of collaboration (for both women and men), and the significance of policies that are trans-