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THE CHALLENGE

The institutional contexts within which individual STEM faculty are embedded play a significant role in their career advancement. The institutional contexts within *which individual women faculty* are embedded play a significant role in terms of the support and barriers to career advancement.



Austin, 2011
Bolman & Deal, 1991

This project recognizes the complexity of the system within which women STEM faculty are embedded and has two main mechanisms for facilitating change within these systems:

1. LEADERSHIP TRAINING and
2. POLICY/PRACTICE REFORM.

THE APPROACH

- Network Improvement Communities were formed from a diverse group of stakeholders, allies, and leadership to review the WSU Tidal Leadership program.
- The VAuLTS team spent one year revising the leadership program based on the comprehensive feedback & recommendations from over 65 individuals incorporating case studies and literature cited relevant to women in higher ed.
- 28 women from 10 partner institutions completed the VAuLTS online leadership training in 2022.



COURSE OVERVIEW

An online course composed of 6 modules over 12 weeks with synchronous course meetings every two weeks.

MODULE 1. Leadership as Women in STEM

MODULE 2. Leadership & Your Personal Values Platform

MODULE 3. Mindful Leadership

MODULE 4. Behavior Tendencies & Intentional Responses

MODULE 5. Systemic Barriers & Taking Committed Action

MODULE 6. Leading Change in Community

LEARNING OUTCOMES

Leadership training for midcareer women in STEM through an intersectional lens promotes career advancement, professional identity, & strategies for institutional change.

Stakeholder surveys of faculty & administrators in relevant STEM disciplines indicated that strategies that provide leadership & training opportunities were recognized as effective and feasible across institution types.

In general, VAuLTS Participants indicated being self-aware, transparent within the leadership role, and leading from their own standards and values. To a lesser degree, participants reported making objective, empirically informed decisions within their leadership role.

Evaluation of the VAuLTS participants found actionable outcomes and benefits to support individuals in their own career advancement and in becoming agents of change for their institutions.

REFERENCES CITED

Austin, A.E. (2011). Promoting evidence-based change in undergraduate science education. In *Fourth committee meeting on status, contributions, and future directions of discipline-based education research*.

Bolman, L.G., & Deal, T.E. (1991). *Reframing organizations: artistry, choice, and leadership*. San Francisco: Jossey-Bass., & Deal, 1999

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For more information
<https://advance.wsu.edu/vaults/>

