



## Mentoring and Networking Workshop for Junior Women Faculty in the Big 10

Ellen Arruda, Naomi Chesler, Mary Juhas, Dawn Tilbury

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The mentoring and networking workshop for junior women faculty in the Big 10 was held April 1–3, 2010 in Milwaukee. There were three purposes to the workshop: to provide a professional networking opportunity for junior women, to cultivate peer collaboration and mentoring relationships, and to foster interactions with senior engineering faculty role models. The workshop was attended by 39 junior women, 20 senior women, and 6 deans. Funding was received from NSF, the Big 10 Deans, and Rockwell Automation.

The senior women faculty contacted about the workshop almost unanimously gave their immediate and enthusiastic support. They recognized the importance and value of the networking and mentoring themes of the workshop, and helped encourage the junior women from their universities to attend. The attendance of six deans also helped convey the importance of the workshop topics.

One significant outcome of the workshop was that **the junior women who attended reported an increased awareness of the importance and value of networking and mentoring.** Specifically they recognized the need for a group of mentors rather than a single mentor in order to be successful. Many junior women were able to identify both peer and senior mentors at the workshop, and received helpful advice from the deans, panelists, and other participants.

Several important themes for the retention of junior women faculty emerged at the workshop. First, **many junior women had dual career issues.** Both trailing or leading partners indicated that the specifics of their (or their partner's) situation continued to be a factor in departmental and college discussions. Several junior women have partners that are either un- or under-employed, or working in a different city, creating stress in their home lives. Second, **many junior women appeared to lack vital information** – not knowing what they could or should request or negotiate, and not recognizing the value of the unique contributions they were making to their departments and colleges.

The post-workshop survey helped quantify the success of the workshop. The peer-mentoring “critical friends” sessions were most-highly rated, with an average score of 4.88 out of 5. The other highly-ranked sessions included “Balancing with Kids,” “Big Life, Big Stage, Big 10,” “Deans Panel”, and “Finding Mentors.”

Post-workshop travel grants were awarded to ten of the junior women to support invited seminars and/or research discussions.

**Our recommendation, based on strong support from junior participants and senior mentors alike, is to hold a similar workshop every two years.**

## 1 About the workshop

### 1.1 Purpose and Desired Outcome

Very few opportunities exist for junior women faculty in engineering to network, foster peer mentoring relationships and interact with other female engineering faculty, particularly with female role models. This lack of professional interaction is often cited as an important contributing factor to the under-representation of women on engineering faculties [Chesler et al.]. The disproportionate absence of women faculty, especially since it exists at large engineering schools, is believed to



also be adversely affecting the representation of women in the engineering workforce.

We held a pilot workshop for junior women engineering faculty from the Big 10 schools with the following purposes:

- To provide a professional networking opportunity – the workshop included a research poster session (shown at left) and other opportunities to engage in research conversations.
- To cultivate peer collaboration and mentoring relationships – activities designed to share best practices for success were included
- To foster interactions with senior engineering role models – discussions highlighted multiple pathways to success

### 1.2 Inspiration from WIRES

The inspiration for this event was the WIRES (Women’s International Research Engineering Summit) sponsored by the NSF and held in Barcelona, Spain in June 2009. The purpose of WIRES was to foster international research collaborations among women faculty. It was noted by the present authors that many of the junior women in attendance at WIRES lacked information and negotiating skills and could benefit from a workshop focused on building a mentoring network.

### 1.3 Why the Big 10?

The Big 10 schools are all located within the upper Midwest (Pennsylvania, Ohio, Michigan, Indiana, Illinois, Iowa, Wisconsin, Minnesota). All but one are state-funded public universities, and all are large schools. Many of them are located in small “college towns.” Thus, their cultures are similar, and they can easily share best practices among them. One participant commented, “I learned that there are a network of colleagues throughout the Big 10 with similar goals who I can connect with to further my research and brainstorm with.”

These ten<sup>1</sup> universities produce more than 10% of the bachelor's degrees in engineering and almost 17% of the PhDs in engineering in the US. Four of the top 10 schools in terms of numbers of degrees produced (BS and PhD) are in the Big 10. Thus, the Big 10 engineering schools are *big*, and affecting change at these universities can have a large impact on the careers of the women faculty who participate as well as on the thousands of engineering students with whom they interact annually, including those who graduate and enter the nation's engineering work force each year.

Research suggests that peer mentoring and collaborative efforts are successful when senior women and administrators both support them [Chesler and Chesler]. The engineering deans of the Big 10 have a culture of collaboration and sharing best practices. This endeavor involving the Big Ten engineering schools will be seen by junior faculty, senior women faculty and deans alike as a natural extension of such ongoing efforts and activities.

#### 1.4 Facilitating Networking and Mentoring



The workshop program included time for networking during half-hour breaks in the morning and afternoon (with healthy snacks and coffee/tea) and an ice-breaker activity was held during the banquet (collectively solving a murder-mystery). However, the women attendees required no prompting or formal facilitation to discuss their situations, observations, and experiences with each other. Generous meal times allowed for further and deeper conversations. As one of the attendees noted on the survey form, “This workshop is by far the best I’ve ever attended. It was very easy to engage with the other participants, and we became relatively close in a short time. It’s great to share our experiences and realize that there

is so much in common. I don’t feel as isolated as I used to before the workshop.” Another attendee commented, “This was fantastic. I was amazed at how quickly people gelled.”

#### 1.5 Location: Milwaukee

Milwaukee was chosen because it is regionally-convenient (with non-stop flights available to many Big 10 cities) but “home” for nobody. In addition, participants from five of the Big 10 schools drove to Milwaukee. Although many Big 10 events are held in Chicago, Chicago is “home” for Northwestern and so they wouldn’t have the same sense of getting away. In addition, Chicago has the potential to be distracting. Milwaukee has a vibrant downtown, a lovely lakefront, and a first-class

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<sup>1</sup> Although there are 11 schools in the Big 10 athletic conference, only 10 of them have engineering programs: Illinois, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Penn State, Purdue, and Wisconsin.

hotel. One participant noted that she liked the location, with “classy accommodations” but “much less stressful than Chicago”

### 1.6 Workshop Attendees

All women assistant professors in their first three years of an academic appointment in engineering at a Big 10 school were invited. In addition, at least one senior woman faculty member from each Big 10 school attended to lead workshops, panel discussions and break-out group sessions.

	Jr. Invitees	Jr. Attendees	Sr. Attendees	All Attendees
Illinois	12	8	2	10
Iowa	5	3	1	4
Michigan	10	7	3	10
Michigan State	4	3	1	4
Minnesota	3	1	2	3
Northwestern	5	3	2	5
Ohio State	5	2	3	5
Penn State	4	2	1	3
Purdue	16	6	2	8
Wisconsin	7	4	3	7
<b>Total</b>	<b>71</b>	<b>39</b>	<b>20</b>	<b>59</b>

Data on the total numbers of both men and women faculty in their first three years of an academic appointment at the 10 schools can be found in the Appendix.

One attendee noted: “I thought that the small size of the conf. was particularly effective. I believe I met & had discussions w/80-90% of the attendees.”

## 2 Workshop Program Details

The full workshop program, along with many of the handouts and materials from the workshop, can be found on the website:  
<http://www.umich.edu/~tilbury/btww>

### 2.1 Training the facilitators



A short orientation program for the senior mentors was held on Thursday morning before the workshop started. The workshop organizers summarized the program, and identified facilitators for each of the sessions. We discussed what to do if potentially damaging or even criminal information came out (e.g., sexual harassment). Prof. Mark Chesler from UMichigan (Sociology) gave a brief training on facilitation for the senior

mentors using role-playing – one person was chosen to be the facilitator, and the rest of the group was given specific instructions on how to be difficult in the group

conversation. The chosen facilitator tried her best to rein in the “bad” behavior (negativity, straying off-topic, dominating the conversation, not paying attention, etc.) and focus on the topic at hand, but the role-players persevered. After the role-play was over, we reviewed best practices for facilitating a conversation. Although none of the participants in the workshop were nearly as terrible as the role-players had envisaged, all of the senior women were well-prepared for any eventuality.

## 2.2 Keynote Address on Academic Leadership

Prof. Linda Katehi gave the keynote address on “Academic Leadership”. She started her academic career as Assistant, then Associate, then Full Professor at the Univ. of Michigan. She also served as Assoc. Dean for Research and Graduate Education at UMich. She left UMich to become Dean of Engineering at Purdue, and then Vice-Chancellor and Provost at Univ. of Illinois. Thus, she has significant leadership experience at three of the Big 10 schools (she is currently Chancellor at UC-Davis). Unfortunately, due to the vagaries of the airlines, Prof. Katehi was not able to attend the workshop in person; instead, she gave her address over Skype.



Prof. Katehi first described her own career path; then she gave advice that was valuable for leadership at all levels, from an assistant professor leading a small research group to a senior professor contemplating a deanship. Her talk included the themes of inspiring trust, finding mentors, and the importance of not only having a vision but being able to communicate that vision and use it to inspire others. One

senior woman attendee noted, “For me, Linda's comments on her path to success were by far the most meaningful part of the conference.”

## 2.3 Deans Panel

Directly before lunch on Friday, there was a panel discussion with the Deans of Engineering from the Big 10. All ten Deans were invited, but due to scheduling difficulties, only six were able to attend. Each Dean was invited to each speak for five minutes with advice and suggestions for the junior women. There was significant time for question & answer with the Deans; Mary Juhas moderated the panel discussion using questions that had been submitted through the workshop registration website.



The desired outcome of the panel was for the participants to understand how the deans can help support them in their careers. The Deans were consistent in their advice to the junior women to have a focused research program and to become known and respected within a community. They also reinforced that the impact of their research is much more important than the number of papers or the amount of funding – the work should be making a difference in some way. Mentoring was recognized by the Deans as being important, but many different formal and



informal mentoring programs are used across the Big 10. The attendees were encouraged to find out what the norms are in their departments and colleges by asking a lot of different people, and to make sure that they are in good communication with their department chair/head about their progress. The Deans recognized that a common pitfall among women faculty is to take on too much service work (they are often asked to serve on many committees), and they concurred that it is OK to say no sometimes. After the panel, the Deans stayed for lunch to continue the conversations informally.

The Deans Panel was highly-rated in the post-workshop survey, with an average score of 4.43. One participant commented, “I found the information from the Deans Panel to be the most informative. Specifically, it was good to hear common pitfalls and to gain a better understanding about what the administrators think about tenure.”

#### **2.4 Critical Friends: Peer-Mentoring**

Participants were put into groups of 6 junior women, each group was facilitated by a pair or trio of senior faculty members. The groups were formed with minimal overlap between schools and/or departments to have as “anonymous” a cohort as possible.

The Critical Friends sessions worked as follows. Each participant had a chance to present an issue to the group on which she requested feedback. First, the facilitator overviewed the process (2 minutes). The presenter then had 5 minutes to describe the situation, and the group had another 5 minutes to ask clarifying questions. The presenter then turned her back and listened while the group discussed potential solutions for 12 minutes. Finally, the presenter had 5 minutes to respond to the discussion, perhaps asking for further clarification, or describing anything she found particularly helpful or was going to try. Guidelines were given that the discussions should remain confidential. Also, participants were requested to be nonjudgmental (discussing pro and con of different choices rather than asserting what is right or wrong) and positive (focusing on how a bad situation can be turned around, not getting bogged down by complaints).

The desired outcome of the Critical Friends workshops was for the participants to develop problem-solving skills through peer mentoring. In addition, many participants discovered that their problems are not unique, and that they can help each other. Critical Friends was the most highly-ranked session in the post-workshop survey, with an average score of 4.88 out of 5.

The topics that were discussed in the critical friends groups are summarized here, with details removed to protect anonymity.



### **Dealing with Graduate Students: 14**

The most popular topic for critical friends was dealing with graduate students, brought up by 14 junior women. Issues included authority with graduate students, and dealing with lack of research progress. There were many discussions on how to attract students (when competing with senior faculty, especially for fellowship students), how to choose students that will be productive

members of a group, and how to determine when the advisor-student relationship should be terminated (and how to do it). Topics included how to manage a research group, how to deal with personality conflicts, inappropriate behavior and comments by graduate students in a research group, and how to deal with competition among students in the group. How to treat students fairly (what is “fair”?)

More serious issues included stalking and physical threats, involving either the faculty or other students.

### **Dealing with Colleagues: 12**

The second-most popular topic for critical friends was dealing with colleagues, brought up by 12 junior women. Some junior faculty inadvertently find themselves at the center of departmental or college politics, for example due to their research areas. Some junior faculty feel pressured to take advice or recommendations from senior faculty, even if they don't agree with it, and others feel that input from junior faculty is not welcomed or valued at faculty meetings.



Interactions with senior faculty can be awkward or difficult, for example in social engagements and in competition for funding. Collaborations are also challenging to manage --- how to decide which collaborations are valuable, how to divide the work writing a proposal, how to share the funding, and how to allocate the “credit” for the work (e.g., authorships on papers). One faculty member felt that she was being actively undermined by one of her colleagues.

**Independence: 4**

Four junior faculty identified a critical friends topic related to independence, especially when collaborating with senior faculty at their current or their graduate institutions. A few had questions about how to leverage their PhD expertise while distancing themselves sufficiently from their advisor’s research area.

**Isolation: 3**

Three junior faculty identified topics related to isolation, including cultural differences from the community, lack of support structure and mentors, and some general feelings of “unwelcomeness”.

**Other: 5**

In the “other” category, there were topics about unreasonably large service loads, service inappropriate for junior faculty, course policy enforcement, dealing with staff members, and time management issues.

**Summary**

In one of the critical friends sessions, after each person had shared her issue, they all went around the table and shared something that they liked about their job, so that the session wouldn’t end on a negative note. However, not all topics that were discussed were negative – some could be seen as very positive directions. Many of the topics discussed are commonly faced by senior (men and women) faculty as well.



One of the goals of the workshop was to give the junior women a network that they could leverage to discuss all of these types of issues, and we believe that the critical friends exercise was a step towards that goal. One junior woman noted, “Critical Friends was my favorite session, this is the first time that I felt comfortable bringing up an issue that was bothering me for some time. The 'confidential' setting of the workshop was critical to its success.” A senior woman commented, “I was really impressed with how effective the junior faculty were in providing advice to each other during the critical friends activity.”

**2.5 Big Life, Big Stage, Big 10**

One senior women faculty from each Big 10 school presented her path to success: with and without kids (before, during, and after tenure), conventional and nonconventional paths, recently-tenured and more senior, etc. Each panelist had 5 minutes to present her story, after which there was time for Q&A. The desired outcome of this panel was for the participants to understand that there is no single path that will lead to success; many



different options can and do work. The panel was highly rated in the post-workshop survey, with an average score of 4.47. One junior woman commented, “It’s great to get advice & info from senior women. Their stories were very inspiring. A big thank you for your time, energy, and advice.”

## 2.6 Research Poster Session

Each participant uploaded an electronic copy of her research poster to a web page repository (template provided by the organizing committee), and the printed posters were displayed in the reception room. A rotating schedule enabled each participant to alternately display her poster and view other posters. Food and drinks were available to facilitate an informal atmosphere for networking. The intended outcome of this session was for the participants to get a broad view of research in engineering, and possibly make some connections for future research collaborations. In the post-workshop survey, 20 participants said they had identified a potential collaborator (with 10 more indicating “maybe”) out of 43 respondents.

## 2.7 Breakout #1

During the first breakout session, participants chose between sessions on finding mentors, mentoring graduate students, and giving a great technical talk. The mentoring session facilitated by Prof.

Wendy Crone from the Univ. of Wisconsin was particularly highly-rated, with an average score of 4.5. She described the expectations in a mentoring relationship (including trust, respect, confidentiality, advice, and advocacy), and why these qualities must be earned and cannot always be assumed. Participants were broken into smaller groups to brainstorm both



mentoring needs and where to find mentors. In the post-workshop survey, 11 participants specifically mentioned mentoring in their follow-up plans, and 21 had identified a mentor/mentee (with another 15 responding “maybe”).

In the Mentoring Graduate Students session, led by Prof. Julie Jessop from the Univ. of Iowa, participants discussed and shared best practices for working with graduate students, communicating expectations, and the importance of both intelligence and personality or “fit” within the group. The presentation on “Giving a Terrific Technical Talk” by Prof. Bette Lise Anderson was both informative and entertaining, including several specific tips for effective communication of technical ideas.

## 2.8 Breakout #2

In the second breakout session, participants chose between Balancing with Kids, Balancing without Kids, and Potpourri. Free-flowing discussions on several topics were facilitated in all sessions, and best practices were shared across the board. Several junior participants commented about the diversity of successful women

faculty *mothers* they met. One gained “a much better perspective of how having kids before obtaining tenure would be possible.”

## 2.9 Funding Opportunities Panel

To conclude, two presentations were given regarding funding opportunities. Dr. Ram Pai from Rockwell Automation (one of the workshop sponsors) gave a presentation about working with industry. He discussed different opportunities, including government funding, student internships, and directly funded projects. He reinforced the workshop themes of building a network and building trust through joint projects and partnerships. Due to an unfortunate illness, Dr. Omnia El-Hakim from NSF was unable to travel to Milwaukee, but Prof. Mary Juhas presented her slides on NSF funding opportunities, and encouraged the participants to be proactive in working with their NSF program managers.

## 3 Conclusions and Recommendations

### 3.1 Outcomes

Perhaps the outcomes of the workshop are best summarized in the words of the participants (quotes taken from the post-workshop surveys):

“I connected with colleagues, both at my own university and at others across the Big 10, in a very helpful way. This was a very motivating and inspiring event.”

“reinforced my goal to find new mentors for my next career move” (from a senior woman)

“I believe the contacts I made here will be very helpful along my path to tenure”

“As a first-year faculty member, I found this workshop extremely useful in terms of developing relationships with peers and gaining insight into the commonality of the problems that we all experience.”

“This workshop has been a great experience to me. I was able to discuss some sensitive yet important issues and receive open, honest, truly insightful and helpful advice from women faculty who went through or are going through similar situations and can see things from my point of view. As a junior faculty, I really hope there could be more workshops like this one.”



“As a senior faculty member I came away re-energized about research and proposal writing.”

“I learned about leadership and the longer view of my career (what comes after tenure.)”

“Thank you for organizing this workshop. It was such an easy (low stress) workshop to go to and I met a lot of amazing women in engineering.”

“this workshop will make a difference” (from a junior woman)

### 3.2 Post-workshop travel

Participants were able to apply for small travel grants to visit other schools in the Big 10 to give seminars, meet with potential collaborators, or work on joint research proposals or projects. Ten participants submitted a (one-page) proposal and all ten were awarded a travel grant. The average award was \$650.

### 3.3 Recommendation: Hold a similar workshop in Spring 2012

In the post-workshop survey, the senior women were asked if the workshop was sufficiently worthwhile to offer again. All 20 respondents gave an emphatic “YES!” We recommend holding a similar workshop again in the Spring of 2012 with similar goals, target attendees (women in their first three years of an academic appointment), and location.

## 4 References

[Chesler et al.] Chesler NC, Single PB, Mikic B, “On Belay: Peer-Mentoring and Adventure Education for Women Faculty in Engineering,” *J. Engin. Edu.*, 257-262, July 2003.

[Chesler and Chesler] Chesler NC and Chesler MA, “Gender-Informed Mentoring Strategies for Women Engineering Scholars: On Establishing a Caring Community,” *J. Engin. Edu.*, 49-55, Jan. 2002.

## 5 Appendices

### A. Pre-workshop Survey Results

Junior women who had been identified as in their first three years of an academic appointment were sent a short web-based survey in December; the results of that are given in this 2-page document. These results were sent to the Deans and the senior women in February.

### B. Post-workshop Survey Results

This 12 page summary of the post-workshop surveys was prepared by UMichigan ADVANCE team led by Janet Malley.

### C. Deans Survey Results

Verbatim results from 3 of the 6 Deans, compiled by the UMichigan ADVANCE team led by Chelsea Goforth.

### D. Workshop in a Box

For those who are interested to hold a similar workshop with a different group, a timeline and the web-based registration forms (surveymonkey) that we used are included here. The workshop website is also a good source of material.

1. Timeline for planning
2. Pre-workshop survey form (web page printout)

3. Junior faculty registration form (web page printout)
4. Senior faculty registration form (web page printout)
5. Workshop web page printout

#### **E. Budget**

A brief summary of the workshop income and expenses.

#### **F. Data on faculty in their first three years of an academic appointment**

Data including both men and women in their first three years of an academic appointment at the Big 10 universities.

**Big 10 Women's Workshop:  
Mentoring and Networking for  
Junior Women Faculty in the Big 10  
April 1-3, 2010 Milwaukee, WI**

In December of 2009, we sent a short survey to 57 junior women who had been identified as assistant professors of engineering in the Big 10 in their first three years of an academic appointment; 28 replies were received. Their comments are tabulated and summarized below.

Q: What is your level of interest in the following potential breakout or panel discussion topics?

	High	Medium	Low
Advice for the Tenure Quest	20	7	1
Mentoring Graduate Students	19	8	1
Academic Leadership	15	12	1
Finding/Creating a Supportive Climate	13	12	2
Developing an "Elevator Pitch"	5	13	9
Research Networking/Poster Session	10	9	8
Underrepresented Minorities	3	16	7
Motherhood and the Tenure Clock	11	7	10
Work/Life Balance	15	8	4

Q: Do you have other topics to suggest, or any other comments or suggestions for us?

- Perhaps this goes along with the tenure quest, but I want to know more about strategies for getting recommendation letters.
- How to make your tenure dossier really shine
- Your career beyond tenure; the road to full professor
- So you didn't make tenure, now what?
- How to get connected so that you are well prepared with a list of individuals willing to write letters of support when your tenure packet is due
- Dealing with isolation (could also be titled "They spent all this time and money recruiting me, and now my colleagues barely talk to me)
- Leveraging teaching/service/research (finding overlap)
- How to say "no" (particularly to the many service activities) and still succeed
- I read an article a while back commenting on the effect of women saying no (e.g., due to balancing family life) in the workplace. The article suggested that saying no (e.g., by not being willing to relocate or by opting out of participating in selective work-related activities) can cause a woman to be overlooked or ignored for future opportunities (i.e., say no once at the risk of forever being disregarded.) This is something which I have now actually encountered due to childbirth, and I think it would be interesting to discuss this effect.

- Dual-career?
- If there is to be a motherhood/ tenure clock discussion, it is useful if this does not dominate the workshop and if there are a variety of perspectives; i.e. single women looking for partners, adoption, choosing not to have children, forgetting to have children, single parenthood, etc.
- Navigating explicit discrimination or other conflict - rights and responsibilities
- How to be allies for other underrepresented faculty
- Mentoring postdocs
- Mentoring undergraduates
- I would be interested to participate in the session related specifically to careers of women in mechanical engineering departments and challenges associated with that. The mechanical engineering field is particularly known for a low number of women (~7%) as compared to other engineering fields.
- Understanding how to best utilize program managers at NSF or NIH.
- Funding opportunities

**Big 10 Women’s Mentoring and Networking Workshop Evaluation**  
 Prepared by the ADVANCE Program  
 May 2010

**Post Survey for Junior and Senior Women**

*58 Total Participants / 51 Survey Respondents*

*Overall Response Rate = 88%*

**Effectiveness of Keynote Address (Linda Katehi)**

	N	%
1 – very ineffective	2	4.1
2 –	2	4.1
3 –	6	12.2
4 –	18	36.7
5 – very effective	21	42.9
Total	49	100%

Mean = 4.10 (on a 5-point scale); Standard Deviation = 1.05

**Overall Effectiveness of the 1<sup>st</sup> Breakout Session**

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	7	14.9
4 –	22	46.8
5 – very effective	18	38.3
Total	47	100%

Mean = 4.23 (on a 5-point scale); Standard Deviation = 0.70

**Effectiveness of the “Finding Mentors and Creating a Supportive Climate” Breakout Session**

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	2	8.3
4 –	8	33.3
5 – very effective	14	58.3
Total	24	100%

Mean = 4.50 (on a 5-point scale); Standard Deviation = 0.66

### Effectiveness of the "Mentoring Graduate Students" Breakout Session

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	3	18.8
4 –	10	62.5
5 – very effective	3	18.8
Total	16	100%

Mean = 4.00 (on a 5-point scale); Standard Deviation = 0.63

### Effectiveness of the "Secrets to a Terrific Technical Talk" Breakout Session

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	1	16.7
4 –	4	66.7
5 – very effective	1	16.7
Total	6	100%

Mean = 4.00 (on a 5-point scale); Standard Deviation = 0.63

### Effectiveness of Team-Building Exercise (at Banquet)

	N	%
1 – very ineffective	3	6.5
2 –	5	10.9
3 –	15	32.6
4 –	13	28.3
5 – very effective	10	21.7
Total	46	100%

Mean = 3.48 (on a 5-point scale); Standard Deviation = 1.15

### Effectiveness of Big Life, Big Stage, Big 10: Panel Discussion

	N	%
1 – very ineffective	0	0.0
2 –	1	2.2
3 –	3	6.7
4 –	15	33.3
5 – very effective	26	57.8
Total	45	100%

Mean = 4.47 (on a 5-point scale); Standard Deviation = 0.73



### Effectiveness of the Deans' Panel

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	7	13.7
4 –	15	29.4
5 – very effective	29	56.9
Total	51	100%

Mean = 4.43 (on a 5-point scale); Standard Deviation = 0.73

### Effectiveness of the Critical Friends Exercise

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	1	2.0
4 –	4	8.2
5 – very effective	44	89.8
Total	49	100%

Mean = 4.88 (on a 5-point scale); Standard Deviation = 0.39

### Overall Effectiveness of the 2<sup>nd</sup> Breakout Session

	N	%
1 – very ineffective	0	0.0
2 –	1	2.3
3 –	5	11.4
4 –	17	38.6
5 – very effective	21	47.7
Total	44	100%

Mean = 4.32 (on a 5-point scale); Standard Deviation = 0.77

### Effectiveness of the “Balancing with Kids” Breakout Session

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	0	0.0
4 –	8	44.4
5 – very effective	10	55.6
Total	18	100%

Mean = 4.56 (on a 5-point scale); Standard Deviation = 0.51

### Effectiveness of the "Balancing without Kids" Breakout Session

	N	%
1 – very ineffective	0	0.0
2 –	1	7.1
3 –	2	14.3
4 –	6	42.9
5 – very effective	5	35.7
Total	14	100%

Mean = 4.07 (on a 5-point scale); Standard Deviation = 0.92

### Effectiveness of the "Potpourri" Breakout Session

	N	%
1 – very ineffective	0	0.0
2 –	0	0.0
3 –	3	25.0
4 –	3	25.0
5 – very effective	6	50.0
Total	12	100%

Mean = 4.25 (on a 5-point scale); Standard Deviation = 0.87

### Effectiveness of the Research Networking and Poster Session

	N	%
1 – very ineffective	0	0.0
2 –	3	6.4
3 –	3	6.4
4 –	19	40.4
5 – very effective	22	46.8
Total	47	100%

Mean = 4.28 (on a 5-point scale); Standard Deviation = 0.85

### Effectiveness of Funding Opportunities

	N	%
1 – very ineffective	1	3.4
2 –	3	10.3
3 –	5	17.2
4 –	12	41.4
5 – very effective	8	27.6
Total	29	100%

Mean = 3.79 (on a 5-point scale); Standard Deviation = 1.08

Please share one or two things you learned at the workshop.

	N
• Learned that their experiences are common; that the problems and stresses they encounter are somewhat universal	8
• Learned about mentors, the importance of mentoring, and how to find mentors	8
○ Importance of a network of mentors (2) / how to build effective mentoring networks (1)	
○ Reinforced a goal to find new mentors for next stage in career (1)	
○ Junior faculty can serve as peer mentors to each other, in addition to being mentored by senior faculty (1)	
• The value of networking, meeting with other women, and connecting with colleagues throughout the Big 10	5
• Learned about the effective management of students	5
○ The importance of selecting and training Ph.D. students (1)	
○ How to refocus graduate students on their research (1)	
○ Strategies for students who miss course work in large classes (1)	
○ Making students more accountable (1)	
• Learned from the Deans' Panel / appreciated hearing the Deans' perspectives	4
○ The Deans' perspectives on tenure (2)	
○ About the administrative structure of institutions (1)	
○ That institutional values can vary (1)	
• Learned strategies from the Critical Friends session	3
• Learned from listening to senior women's advice, stories, and "best practices"	3
• How to manage a work/life balance	3
• Learned from Linda Katehi's comments on leadership	3
• Learned about funding opportunities (1) and how the NSF works (1)	2
• That it is possible to have children while on the tenure track	2
• Learned useful tools for facilitation	2
• That external review letters don't all have to be from engineering	1
• That "women don't ask"	1
• Learned patience for listening	1
• That other junior, women faculty have good insight and advice into her problems	1
• Received advice on developing a relationship with your program manager	1
• Learned ideas for teaching large classes	1
• Received advice on tenure	1
• To go to the same conference every year	1
• That inspiration is the only carrot you have	1
• Learned that she needs to get help	1
• Hire a cleaning lady!	1

Please share one or two things you plan to do as a result of your participation in this workshop.

	N
• General Networking	15
○ Follow-up with junior faculty in particular (3)	
○ Organize lunches at home institution (3)	
○ Keep in touch with women from the workshop (3)	
○ Pursue relationship with senior women in particular (2)	
○ Socialize with more faculty at home institution (2)	
○ Network with faculty from other institutions (1)	
• Make positive changes regarding mentoring	11
○ Create network of mentors (6)	
○ Step up mentoring junior faculty at home institution (2)	
○ Actively seek mentors rather than passively waiting to be found (1)	
○ Find senior faculty who would be great mentors AND great advocates (1)	
○ Have a discussion with grad students re: mentoring philosophy (1)	
• Facilitate seminars	6
○ Invite junior faculty to give seminars (3)	
○ Plan to give a seminar (2)	
○ Look for leadership seminars to attend (1)	
• Foster collaboration with other faculty members	6
• Make changes related to funding	5
○ Visit or contact NSF (3)	
○ Discuss funding more with project managers (2)	
○ Apply for additional funding (1)	
• Utilize strategies from the Critical Friends session	4
• More effectively manage graduate students	4
○ Be more proactive in recruiting Ph.D. students (2)	
○ Try implementing a quarterly “goals” session for graduate students (1)	
• Continue to better balance life and work	2
• Read the book “Women Don’t Ask”	2
• Become more energized about research and proposal writing	2
○ Plan to develop a more focused research program (1)	
• Have a discussion with chair about external letters	1
• Think about academic leadership along different dimensions	1
• Gracefully decline some service requests	1
• Talk more	1
• Plan to seek changes to improve chances for success	1
• Hire a maid	1

**Have you identified someone with whom to potentially collaborate?**

	N	%
Yes	20	46.5
Maybe	13	30.2
No	10	23.3
Total	43	100%

**Have you identified someone to mentor / be a mentor?**

	N	%
Yes	21	48.8
Maybe	15	34.9
No	7	16.3
Total	43	100%

**Have you identified someone to invite to give a seminar?**

	N	%
Yes	21	51.2
Maybe	17	41.5
No	3	7.3
Total	41	100%

**Was there someone in attendance at this workshop whom you thought was particularly effective and would nominate for future similar workshops?**

	N		N
Mary Juhas	8	Katherine Faber	3
Jennifer Bernhard	7	The organizers	3
Allison Hubel	5	Paige Novak	2
Linda Katehi	5	Everyone	2
All the senior women	5	Betty Lise Anderson	1
Cate Brinson	4	Laura Dillon	1
Naomi Chesler	4	Katharine Flores	1
Wendy Crone	4	Kathleen Howell	1
Dawn Tilbury	4	Ann Jeffers	1
The Deans' Panel	4	Julie Jessop	1
Ellen Arruda	3	Enid Montague	1
Aline Cotel	3	The Big 10 Panel	1

**Is there someone not in attendance at this workshop whom you believe would be effective at future, similar workshops?**

	N
• Mahta Moghaddam, Electrical Engineering & Computer Science, University of Michigan	1
• Regina Murphy, Chemical & Biological Engineering, University of Wisconsin	1
• Umit Ozkan, Chemical & Biomolecular Engineering, Ohio State University	1
• Alyssa Panitch, Biomedical Engineering, Purdue University	1
• Martha Pollack, Information and Computer Science & Engineering, University of Michigan	1
• Karen Smilowitz, Industrial Engineering & Management Sciences, Northwestern University	1
• Judy Vance, Mechanical Engineering, Iowa State	1
• Linda Weavers, Civil & Environmental Engineering & Geodetic Science, Ohio State University	1
• Amy Wendt, Electrical & Computer Engineering, University of Wisconsin	1
• Barbara Wyslouzil, Chemical & Biomolecular Engineering, Ohio State University	1
• Minami Yoda, Mechanical Engineering, Georgia Tech	1
• Someone who has worked on women's issues in academia or the professions (e.g., Virginia Valian, Anna Fels, Maïke Philipsen)	1
• All junior women faculty	1
• More racially/ethnically diverse senior women	1
• Someone to facilitate a negotiation workshop (e.g., Coach – coach.uoregon.edu)	1
• Future female faculty hired at Big 10 schools	1

**Do you have any other comments or suggestions?**

	N
• Overall, was an excellent conference!	20
○ Workshop was particularly valuable for networking, informal mentoring, forming collaborations, etc. (7)	
○ Workshop should be continued (3) / hope for similar workshops in the future (2)	
○ Workshop was well organized (3)	
○ Able to discuss sensitive, yet important, issues and receive open, honest, insightful, and helpful advice (1)	
○ Contacts made here will be helpful on the path to tenure (1)	
○ Easy to engage with other participants; no longer feel as isolated (1)	
○ Small size of the conference was particularly effective for networking (1)	
○ Senior faculty were very useful throughout the workshop (1)	
○ Hope to keep the up the momentum for support networks for junior women (1)	
○ The workshop will make a difference (1)	
○ Hotel was great (1)	
• Comments about the team-building exercise (murder mystery dinner)	5
○ Was not great for team building (1)	
○ Was fun, but it was difficult to talk at the table (1)	
○ Was fun, but not great for team building (1)	
○ Was a good ice breaker, but not effective for team-building; but this is okay! (1)	
○ Was a lot of fun and a great team-building exercise (1)	
• Critical Friends session was particularly useful	4
○ Connected the members of our group with common experiences and problems (1)	
○ First time she felt comfortable bringing up an issue that had been bothering her (1)	
○ Would have been useful to have been given a description of the Critical Friends	

- process early to have more time to think of a good issue to bring up (1)
  - Comments about the Research Networking and Poster Session 4
    - Research poster session was a great way to establish connections (2)
    - Room was warm, and it was hard to hear (1)
    - Roll-up posters would have been nice so they could be taken home (1)
  - Comments about the Deans' Panel 4
    - Women at institutions from which Dean did NOT attend took special notice of lack of representation (2)
    - Found the Deans' panel particularly helpful (1)
    - Would have been helpful to know that questions for the Deans would be anonymous (1)
  - Comments about the Keynote speaker 3
    - Keynote speaker made the best out of an unfortunate travel situation (1)
    - Always love to hear the Keynote speaker (1)
    - Very effective for senior women; may not have resonated with junior women (1)
  - Comments about the breakout sessions 3
    - Smaller groups for breakout sessions to facilitate better interaction (1)
    - Too much time spent during 1st breakout session on having each attendee share how a mentor impacted their careers (1)
    - Second breakout session needed more structure (1)
  - Suggestions for additional sessions 3
    - What the options are if you're not happy in your current position or think you're not going to get tenure (1)
    - How to approach renegotiating your position (1)
    - Communication strategies / assertiveness (1)
  - During the Big Life, Big Stage, Big 10 panel discussion, it was nice to hear varied perspectives 2
  - Session on funding opportunities was great 1
  - The "confidential" setting of the workshop was critical to its success 1
  - Needed more practical advice on how to make their positions less challenging (and not just information on child care or household chores) 1
  - Better if it had run over 2 days instead of 3 1
  - Avoid scheduling during holiday weekend 1
  - Make sure vegetarian options are available 1
  - Facilitate early communication among participants attending from the same institution so joint travel arrangements can be made 1
  - Include blank pages in notebook 1
  - Ask for nicknames to put on badge 1
  - Good to have time Friday evening so they could go out and bond in smaller groups 1
  - Have done Q&A panels many times, so most of the questions were redundant; but still worthwhile for other participants 1
-

**Post Survey for Senior Women Only**

20 Total Participants / 20 Survey Respondents

Overall Response Rate = 100%

**Overall, do you believe this workshop was sufficiently worthwhile to offer again?**

	N	%
Yes	20	100.0
Maybe	0	0.0
No	0	0.0
Total	20	100%

**Comments?**

	N
• Very valuable	1
• Outstanding experience. I learned a lot too.	1
• Fantastic and useful; wish this were available when she were an assistant professor; was amazed at how quickly people gelled	1
• Absolutely!	1
• Yes – at least every 2 years	1
• But what the junior women think matters more!	1

**If this workshop were offered again, would you make a similar effort to attend?**

	N	%
Yes	18	90.0
Maybe	2	10.0
No	0	0.0
Total	20	100%

**Comments?**

	N
• Yes; also be happy to help organize (again)	1
• Absolutely	1



If you were going to organize a networking and mentoring workshop in the future, what would you do differently and why?

	N
• Organize the team-building event differently	4
○ Try a different team building exercise (2)	
○ Murder mystery was fun, but not as effective at team building and interrupted conversations (1)	
○ Murder mystery was fun, but very confusing (1)	
• Suggestions for breakout sessions	4
○ Can rotate breakout session topics (1)	
○ Make facilitated sessions smaller for better interaction; possibly encourage more coordination between co-facilitators (1)	
○ Breakout sessions with more structure were more effective (1)	
○ Potpourri session became unfocused and difficult to manage; need to have a more specific topic (1)	
• Offer different tracks	2
○ For senior faculty issues (e.g., moving successfully into administrative positions, how to mentor junior faculty effectively, etc.) (1)	
○ Add a track for associate professors as well (1)	
• Allow feedback from senior women during the Critical Friends session	2
• Elevator speech [no additional information]	2
• Different food choices (1) / check menu for those with dietary restrictions (1)	2
• Have the research poster session earlier to give people research-based connectivity earlier	1
• Offer a session on how to manage graduate students	1
• Offer one activity that brings together the women in the same discipline (or seat people by discipline at lunch)	1
• More information on funding sources that are not NSF	1
• Proposal writing [no additional information]	1
• More emphasis on what one can ask for, how to ask, whom to ask, when to ask.	1
• Spend more time on whatever the junior women found most valuable	1
• Skype session was less useful, but unavoidable	1
• Have everyone introduce themselves at the first collective session	1
• More diverse group of senior women	1
• Avoid scheduling near a holiday weekend	1
• Try to keep it to 2 full days instead of spread over 3 days	1
• Felt out of the loop about expectations of them prior to the meeting (partly her fault because busy, but all are busy)	1
• Thanks for providing flipcharts for brainstorming/recording	1

Do you have any other comments or suggestions?

	N
• Was a wonderful workshop; great experience; well organized; very effective	8
• Location was great	2
• Venue/accommodations were classy	2
• Appreciated all-expenses paid (including internet)	1
• Program booklet was very professional	1
• Lots of time provided to mingle and meet new people	1
• Really valuable to have the Deans there, in person, saying similar things	1
• In Critical Friends session, junior faculty decided to end by saying something they liked about their jobs so they didn't leave with negative energy	1

**Big 10 Women's Workshop (April 1-3, 2010)  
Deans' Survey Responses**

**1. How do you think the women (junior and senior) faculty from your college will benefit from this workshop? Do you have specific plans to follow-up with them?**

I believe that the participation of some of our junior and senior women faculty in the workshop has been very important and rewarding from the feedbacks that I got from them. The discussion and advice on the practical aspects of preparing for tenure, balancing work and family life, the importance of research and education, and the relative importance of commitments were critical. It is incumbent on me to address these issues that were brought up in my College. I will meet with those who attended from my College as a group and have discussions with them about what we have learned and what we should be doing to address some if not all the concerns as soon as possible. Professor [who attended the workshop] is chairing a committee in the College about climate, recruitment and retention and some of what we have learned will be part of their discussions.

In speaking with attendee from [my university], I think they found it very beneficial to hear from successful women on how they negotiate the demands of a faculty life, often intertwined with a full home life. The tips offered and variety of experiences described would be hard to get in a short period of time on a single campus. The attendees seemed quite interested in criteria for tenure and how they should be spending their time in their first few years on the tenure track. They received lots of good advice from the panel of deans as well as from other presenters. I hope the attendees came away feeling better about their prospects and also understanding where to focus their efforts. I have not formulated any specific plans for follow-up.

Some of the many benefits this workshop provided to participants include: learning proven approaches to successfully navigate the tenure track process while maintaining a healthy home and work life; hearing useful approaches for balancing the different aspects of one's career (e.g., research, teaching, service); making connections with colleagues to create and enhance the effectiveness and productivity of both mentor and mentee roles; and learning what resources exist to help you succeed in all aspects of your life and how to access these resources. I have not scheduled formal follow-up meetings at this time, but will revisit different possibilities this fall.

**2. Do you feel the workshop was an effective use of your time and resources? Would you support holding another, similar workshop in the future?**

Yes, the Workshop is very effective in sensitizing the faculty participants to faculty life across the Big 10 and also having them as a cohort is very important. Reaching out to each other across institutions for support and collaborations is very important. Attending the Workshop was an excellent use of my time and resources. I would definitely support similar workshops in the future. Resolving many of the critical issues that we confront everyday will require sometime; therefore it is more than useful to bring it to the attention of those who live with the issues and those who have the power to do something about them!

Yes, and I would suggest that such a workshop would be useful every two years. Some attendees expressed that they wondered whether their time was best spent at the workshop or could be better spent working on a research proposal, etc. on their home campus. Given the time pressures, every second year seems about right.

I certainly feel the workshop was an effective use of my time and resources; however, given the tight budget situation for many institutions, it's likely that expenses beyond mileage will become more challenging. After people get to know each other in initial face-to-face meetings, you may want to consider videoconferencing options for speakers and/or participants to reduce travel costs.

### **3. Any other comments or suggestions?**

It may be useful for each university/college to send a senior male faculty to participate on the panel much like what the senior women faculty did in Milwaukee. I am sure that we will find those that are influential and who can spread their observations around the college to serve on the panel. Also from year to year, if this workshop takes hold, you may want to rotate bringing in Deans or Heads. Granted that the Deans have a purview of the College, Heads could provide a diversity of opinions and best practices from the ground level.

BTWW-Timeline

Summer 2009	Brainstorming idea & location
Sept. 2009	Collect names of junior women
Fall 2009	White paper to Omnia El-Hakim at NSF
Fall 2009	Engage Dean Munson at Univ. of Michigan
Fall 2009	Sign up keynote speaker
Fall 2009	Con. calls w/organizing committee to develop program
Nov. 2009	Proposal submitted to NSF
Dec. 2009	Survey of interest for junior women, request names of sr. women
End of Jan. 2010	NSF funding approved
Feb. 2010	Request \$ and attendance from Deans
Feb. 2010	Email jr. & sr. women, request responses of interest
Feb.-Mar. 2010	Conf. website setup
Feb. 2010	Industrial sponsor engaged
Feb. 2010	Poster template, CTools site for submitting posters
Mar. 2010	Assign leads to breakout sessions
Mar. 2010	Choose food, arrange AV
Mar. 2010	Web-based registration
Mar. 2010	Collect posters, Prepare conf. booklet
Apr. 2010	Workshop!

## Mentoring and Networking Workshop

[Exit this survey](#)

### 1. Big 10 Junior Women Faculty Workshop: Milwaukee, April 1-3, 2010

Appendix D-2  
Pre-workshop  
Survey

The purpose of the workshop is threefold:

1. To provide a professional networking opportunity
2. To cultivate peer collaboration and mentoring relationships
3. To foster interactions with senior women faculty role models

Funding has been requested from NSF to cover all participant travel expenses.

The target audience of the workshop is junior women engineering faculty (assistant professors) in the Big 10 in their first three years of an academic appointment. If you have been in an academic appointment for more than three years but are still interested to attend the workshop, please discuss your situation in the comments section.

#### 1. Please enter your information.

Name:

Department:

Email:

Web page:

PhD Year:

Start date of first  
academic  
appointment:

**2. The workshop is planned to start at noon on Thursday, April 1 and end at noon on Saturday, April 3, 2010. Note that April 4 is Easter Sunday; there are frequent flights from Milwaukee to all Big 10 cities and we expect you could be home by dinnertime on Saturday evening. Are you interested and available to attend the workshop?**

I am available April 1-3 and would be interested in attending the workshop.

I am not sure of my schedule for April 1-3 but I would be interested in attending if possible.

I am not available April 1-3 but would be interested in a future workshop.

I am not interested in the workshop.

**3. Can you recommend one or two tenured women faculty from your university (or another Big 10 university) for facilitators and/or panel members? Please give their names and email addresses. A short description of why you recommend them would also be helpful if we receive more suggestions than we**

can invite.

**4. What is your level of interest in the following potential breakout or panel discussion topics?**

	High	Medium	Low
Advice for the tenure quest			
Mentoring graduate students			
Academic leadership			
Finding/creating a supportive climate			
Developing an elevator pitch			
Research networking/poster session			
Underrepresented minorities			
Motherhood and the tenure clock			
Work/life balance			

**5. Do you have other topics to suggest, or any other comments or suggestions for us?**

Thank you very much for your responses. You should expect to get more information about the workshop from us in late January.

Workshop Co-Organizers:

- Ellen Arruda, Professor of Mechanical Engineering, University of Michigan, [arruda@umich.edu](mailto:arruda@umich.edu)
- Naomi Chesler, Associate Professor of Biomedical Engineering, University of Wisconsin, [chesler@engr.wisc.edu](mailto:chesler@engr.wisc.edu)
- Mary Juhas, Senior Assistant Dean Diversity and Outreach, Ohio State University, [juhas.1@osu.edu](mailto:juhas.1@osu.edu)
- Dawn Tilbury, Professor of Mechanical Engineering, University of Michigan, [tilbury@umich.edu](mailto:tilbury@umich.edu)

Done

## Junior Faculty Registration for BTWW

[Exit this survey](#)**1. Junior Faculty Registration for Big 10 Women's Workshop: Milwaukee, April 1-3, 2010**

The purpose of the workshop is threefold:

1. To provide a professional networking opportunity
2. To cultivate peer collaboration and mentoring relationships
3. To foster interactions with senior women faculty role models

Appendix D-3  
Junior Faculty  
Registration

Funding has been confirmed from NSF and some of the Big 10 Engineering Deans to cover all participant travel expenses.

A preliminary schedule of the workshop can be found at: <http://www.umich.edu/~tilbury/btww>

**1. Please enter your contact information.**

Name:

Department:

University:

Email:

**2. We will ask you to make your own travel arrangements. Please save ALL receipts (including taxis, parking, etc.) for reimbursement. How will you get to Milwaukee?**

Drive

Fly (note: You must use a US Flag Carrier)

Train

Estimated arrival/departure times, including flight/train numbers (if known)

**3. We will make your hotel reservation; indicate which nights you will stay. We hope you can arrive before Thursday at noon and stay through Saturday at noon, but if you must arrive late or leave early, please describe in the comment box.**

Wednesday, March 31

Thursday, April 1

Friday, April 2



Any special requirements for the hotel? (all rooms are non-smoking)

**4. Please let us know of any dietary restrictions.**

Vegetarian

No meat on Good Friday

No leavened bread during Passover

Other (please specify)

**5. What question(s) would you like to ask during the Deans Panel?**

**6. What question(s) would you like to ask during the work/life balance breakout session?**

**7. We are thinking of providing on-site child care at the workshop. If this would be useful for you, please indicate the age(s) of your child(ren).**

**8. Any other comments or suggestions for us?**

Thank you very much for your responses. We look forward to meeting you in Milwaukee!

Workshop Co-Organizers:

Ellen Arruda, Professor of Mechanical Engineering, University of Michigan, [arruda@umich.edu](mailto:arruda@umich.edu)

Naomi Chesler, Associate Professor of Biomedical Engineering, University of Wisconsin, [chesler@engr.wisc.edu](mailto:chesler@engr.wisc.edu)

Mary Juhas, Senior Assistant Dean Diversity and Outreach, Ohio State University, juhas.1@osu.edu  
Dawn Tilbury, Professor of Mechanical Engineering, University of Michigan, tilbury@umich.edu

Done

# Senior Faculty Registration for BTWW

[Exit this survey](#)

## 1. Senior Faculty Registration for Big 10 Women's Workshop: Milwaukee, April 1-3, 2010

The purpose of the workshop is threefold:

1. To provide a professional networking opportunity
2. To cultivate peer collaboration and mentoring relationships
3. To foster interactions with senior women faculty role models

Appendix D-4  
Senior Faculty  
Registration

Funding has been confirmed from NSF and some of the Big 10 Engineering Deans to cover all participant travel expenses.

A preliminary schedule of the workshop can be found at: <http://www.umich.edu/~tilbury/btww>

### 1. Please enter your contact information.

Name:

Department:

University:

Email:

### 2. We will ask you to make your own travel arrangements. Please save ALL receipts (including taxis, parking, etc.) for reimbursement. How will you get to Milwaukee?

Drive

Fly (note: You must use a US Flag Carrier)

Train

Estimated arrival/departure times, including flight/train numbers (if known)

### 3. We will make your hotel reservation; indicate which nights you will stay. We hope you can arrive before Thursday at 10am and stay through Saturday at noon, but if you must arrive late or leave early, please describe in the comment box.

Wednesday, March 31

Thursday, April 1

Friday, April 2

Any special requirements for the hotel? (all rooms are non-smoking)

**4. Please let us know of any dietary restrictions.**

Vegetarian

No meat on Good Friday

No leavened bread during Passover

Other (please specify)

**5. Indicate your level of interest in serving as a panelist and/or facilitator for the following sessions.**

	High	Medium	Low
Panelist for Finding Mentors			
Panelist for Mentoring Grad Students			
Panelist for Selling Yourself			
Panelist for Big Life, Big Stage, Big 10			
Panelist for Work/Life Balance with Kids			
Panelist for Work/Life Balance without Kids			
Facilitator for one of the panels			
Facilitator for Critical Friends group			

**6. We are thinking of providing on-site child care at the workshop. If this would be useful for you, please indicate the age(s) of your child(ren).**

**7. Any other comments or suggestions for us?**



Thank you very much for your responses. We look forward to meeting you in Milwaukee!

Workshop Co-Organizers:

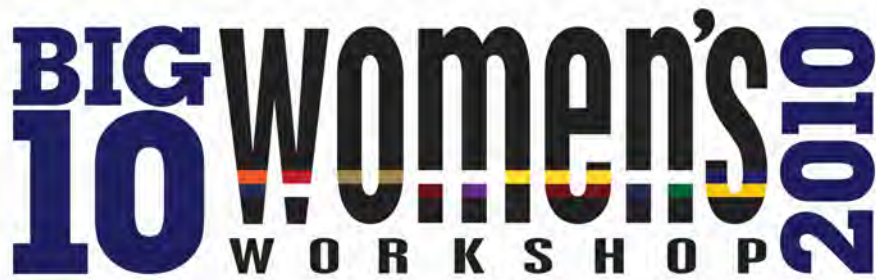
Ellen Arruda, Professor of Mechanical Engineering, University of Michigan, [arruda@umich.edu](mailto:arruda@umich.edu)

Naomi Chesler, Associate Professor of Biomedical Engineering, University of Wisconsin, [chesler@engr.wisc.edu](mailto:chesler@engr.wisc.edu)

Mary Juhas, Senior Assistant Dean Diversity and Outreach, Ohio State University, [juhas.1@osu.edu](mailto:juhas.1@osu.edu)

Dawn Tilbury, Professor of Mechanical Engineering, University of Michigan, [tilbury@umich.edu](mailto:tilbury@umich.edu)

Done



Appendix D-5  
Workshop  
Web page

**Mentoring and Networking Workshop for  
Junior Women Faculty in the Big 10  
[Pfister Hotel](#), Milwaukee, WI  
April 1-3, 2010**

With the generous support of [NSF](#)

the Big 10 Deans of Engineering:

Michigan State University  
Northwestern University  
Ohio State University  
Penn State University  
Purdue University  
University of Illinois  
University of Michigan  
University of Wisconsin

**Rockwell  
Automation**

LISTEN. THINK. SOLVE.®

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**Workshop Links**

[Workshop Attendees](#)

[Post workshop travel application \(MS-Word file\)](#)

[About the workshop](#)

[Workshop Photos](#)

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The purposes of the workshop are to:

1. Provide a professional networking opportunity
2. Cultivate peer collaboration and mentoring relationships
3. Foster interactions between junior women faculty and senior women faculty role models

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**Workshop Schedule**

**Thursday, April 1**

10:00- noon	<b>Orientation for Senior Women</b>	Taft Room
noon-1:30	Lunch	The Rouge

1:30-3:00	<a href="#">Keynote Address on Academic Leadership</a> <a href="#">Chancellor Linda Katehi</a> , University of California, Davis	Henry/Louis Room
3:00-3:30	Break	
3:30-5:00	<b>Breakout Sessions</b> <a href="#">Finding Mentors and Creating a Supportive Climate</a> <a href="#">Mentoring Graduate Students</a> <a href="#">Secrets to a Terrific Technical Talk</a>	Kennedy Room McKinley Room Roosevelt Room
5:00-5:30	Break and Travel to Pier Wisconsin (walk or shuttle bus)	
5:30-6:30	Networking session	Pier Wisconsin
6:30-9:00	Gala banquet dinner and <a href="#">team-building exercise</a>	Pier Wisconsin
<b>Friday, April 2</b>		
8:00-9:00	Breakfast	The Rouge
9:00- 10:00	<b>Big Life, Big Stage, Big 10: Panel Discussion</b> Senior women share their varied career paths	Henry/Louis Room
10:00- 10:30	Break	
10:30- noon	<b>Deans Panel</b> <a href="#">Satish Udpa</a> , Michigan State University <a href="#">Gregory Washington</a> , Ohio State University <a href="#">Leah Jamieson</a> , Purdue University <a href="#">Ilesanmi Adesida</a> , University of Illinois <a href="#">Dave Munson</a> , University of Michigan <a href="#">Paul Peercy</a> , University of Wisconsin	Henry/Louis Room
noon-1:30	Lunch with the Deans	The Rouge
1:30-3:00	<b><a href="#">Critical Friends</a> 1-3</b>	Charles, Empire, Richard, Mirror and Taft Rooms
3:00-3:30	Break	
3:30-5:00	<b>Breakout Sessions on Work/Life Balance</b> Balancing with kids Balancing without kids Potpourri	Kennedy Room McKinley Room Roosevelt Room
5:00-5:30	Break	
5:30-7:30	<b><a href="#">Research networking and poster session</a></b>	Henry/Louis
<b>Saturday, April 3</b>		
8:00-9:00	Breakfast	The Rouge
9:00- 10:30 10:30	<b><a href="#">Critical Friends</a> 4-6</b>	Charles, Empire, Richard, Mirror and Taft Rooms

10:50-11:00	Break	
11:00-12:00	<b><u>Funding Opportunities Panel</u></b>	Henry/Louis Room
	Dr. Ram Pai, Rockwell Automation Dr. Omnia El-Hakim, National Science Foundation	
12:00	Wrap-up and lunch (to stay or go)	The Rouge

Note: The dress code for the workshop is business casual.

For more information on the workshop, please contact one of the organizers:

[Ellen Arruda](#)

Professor  
Mechanical  
Engineering  
University of Michigan  
[arruda@umich.edu](mailto:arruda@umich.edu)

[Naomi Chesler](#)

Associate Professor  
Biomedical  
Engineering  
University of  
Wisconsin  
[chesler@engr.wisc.edu](mailto:chesler@engr.wisc.edu)

[Mary Juhas](#)

Senior Assistant Dean  
Diversity and  
Outreach  
Ohio State University  
[juhas.1@osu.edu](mailto:juhas.1@osu.edu)

[Dawn Tilbury](#)

Professor  
Mechanical  
Engineering  
University of Michigan  
[tilbury@umich.edu](mailto:tilbury@umich.edu)

There are lots of good references on the NSF-ADVANCE websites of our institutions:

[Ohio State University:  
CEOS](#)

[University of Michigan:  
ADVANCE](#)

[University of Wisconsin:  
WISELI](#)

04/07/10 dmt



Appendix E  
Budget

Workshop Budget

NSF	\$49,031
Illinois Dean	5000
Michigan Dean	5000
Michigan State Dean	5000
Northwestern Dean	5000
Ohio State Dean	5000
Penn State Dean	1000
Purdue Dean	5000
Wisconsin Dean	5000
Rockwell	5000
<b>TOTAL INCOME</b>	<b>\$90,031</b>

Hotel (rooms, internet, parking)	\$22,619
Meals (including banquet)	20,888
Transportation (airfare, mileage, taxis)	20,819
Poster & program printing	7087
A/V at hotel	8125
Assessment	1500
Other/misc	1258
Post-workshop travel	6500
<b>TOTAL EXPENSE</b>	<b>\$88,796</b>

Numbers of Men and Women Faculty in the First Three Years of an Academic Appointment in the Big 10

This data was compiled by the UMichigan ADVANCE team, led by Chelsea Goforth.

	Asst. Prof.		First 3 years	
	Men	Women	Men	Women
Illinois	71	18	25	10
Iowa	16	5	8	5
Michigan	53	18	36	9
Michigan State	25	6	18	4
Minnesota	31	5	14	1
Northwestern	19	7	12	4
Ohio State	34	11	20	6
Penn State	30	9	14	3
Purdue	67	29	41	16
Wisconsin	25	13	16	4
<b>Big 10</b>	<b>371</b>	<b>121</b>	<b>204</b>	<b>62</b>

**The overall Big 10 average is 25% women assistant professors, and 23% women in the first 3 years.** Small differences between the number of women in their first 3 years listed here and those invited are due to offset starting dates and a slight extension of the invitation list due to different factors (e.g., some Agricultural Engineering faculty were invited).

