

In Your Own Words

Women in Leadership in Theological Education



Deborah H.C. Gin & Jo Ann Deasy
ATS WIL 20th Anniversary Celebration
March 1, 2018
Pittsburgh, PA

Sample

Survey

- N = 573
- WIL participants, random sample—current ATS
- 54% Faculty
- 28% Senior-level leader
- Under-represented by EV, RCO
- Over-represented by Afr Am/Black

Interviews

- N = 30
- Survey participants, 10+ years in TE, stratified random sample
- 63% Faculty
- 63% Senior-level leader
- Well-represented by ecclesial family
- Over-sampled women of color (37%)





Pathways



Preparation



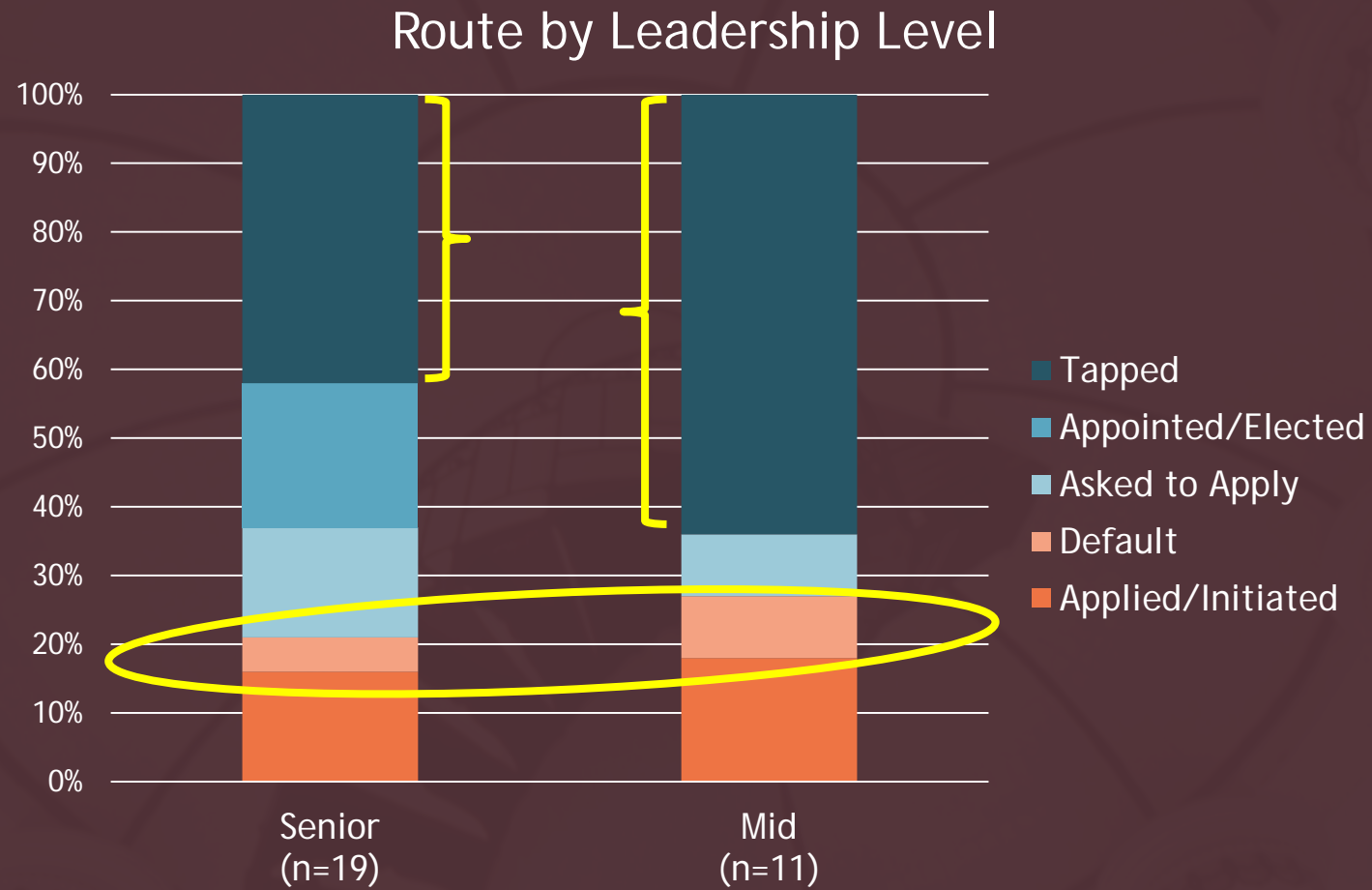
Challenges



Career Pathways

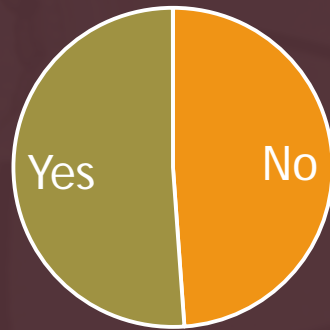


Career Pathways

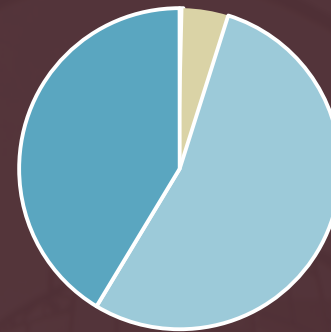


Career Support

Woman Advocate

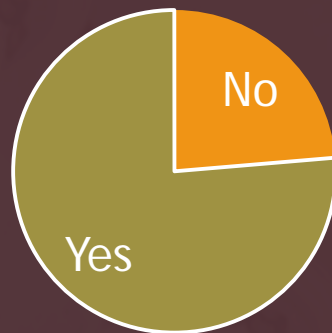


Importance for Professional Journey

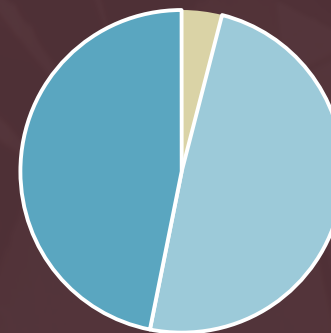


- Of little importance
- Important
- Very important

Man Advocate

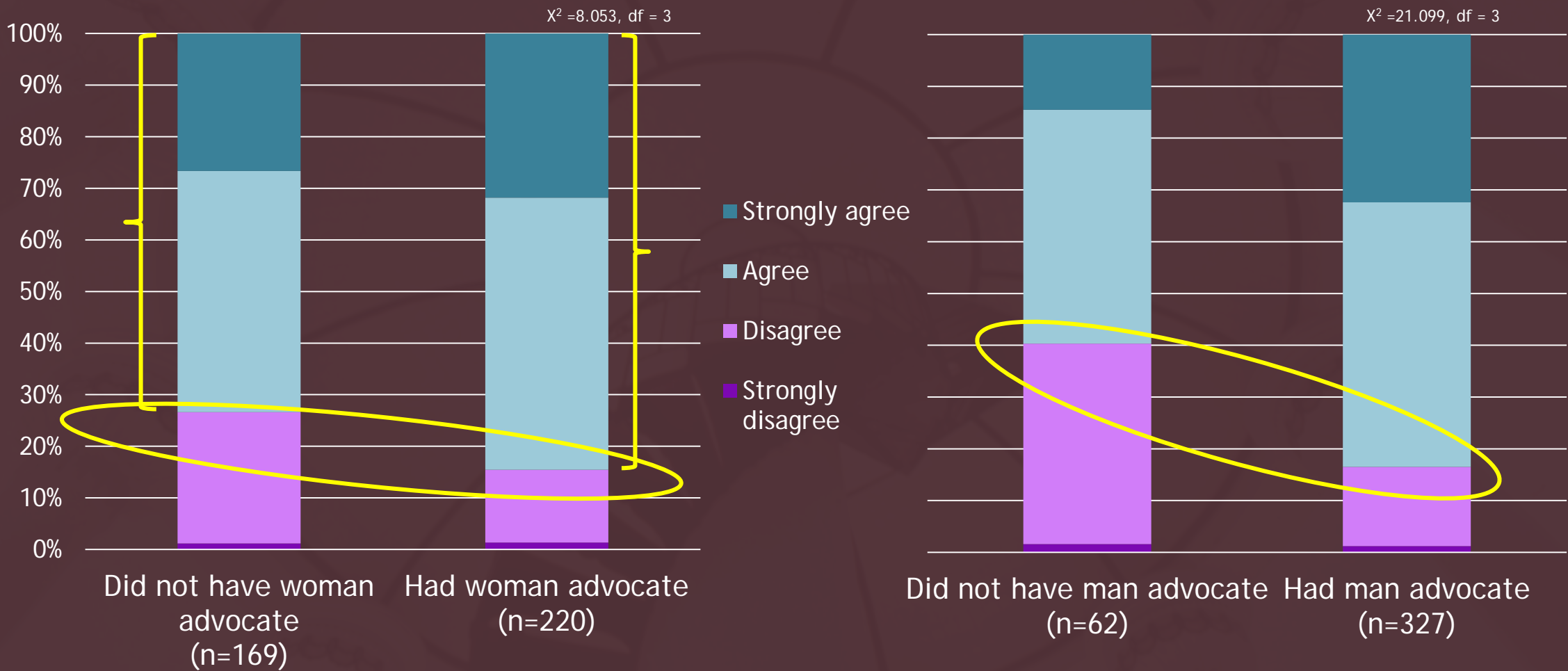


Importance for Professional Journey



- Of little importance
- Important
- Very important

I have had ample opportunity to use the leadership education I've received.



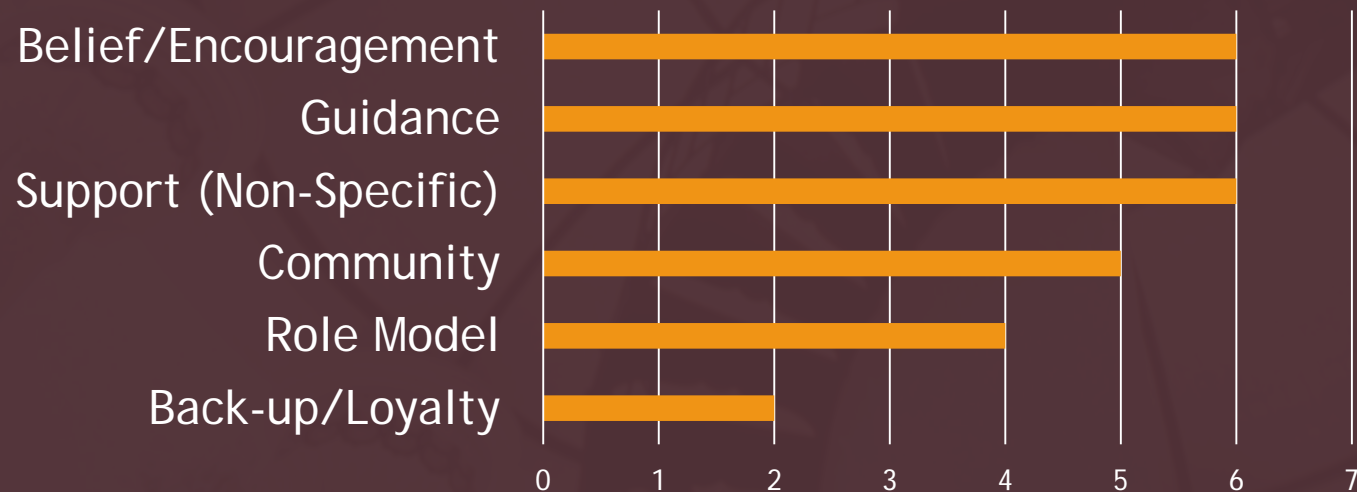
Source: ATS Women in Leadership Survey, 2017

Career Support

External Sources of Assistance*



Internal Leadership and Colleagues*



*Categories are not mutually exclusive.

Preparation for Leadership

Are you ready?

Mediation

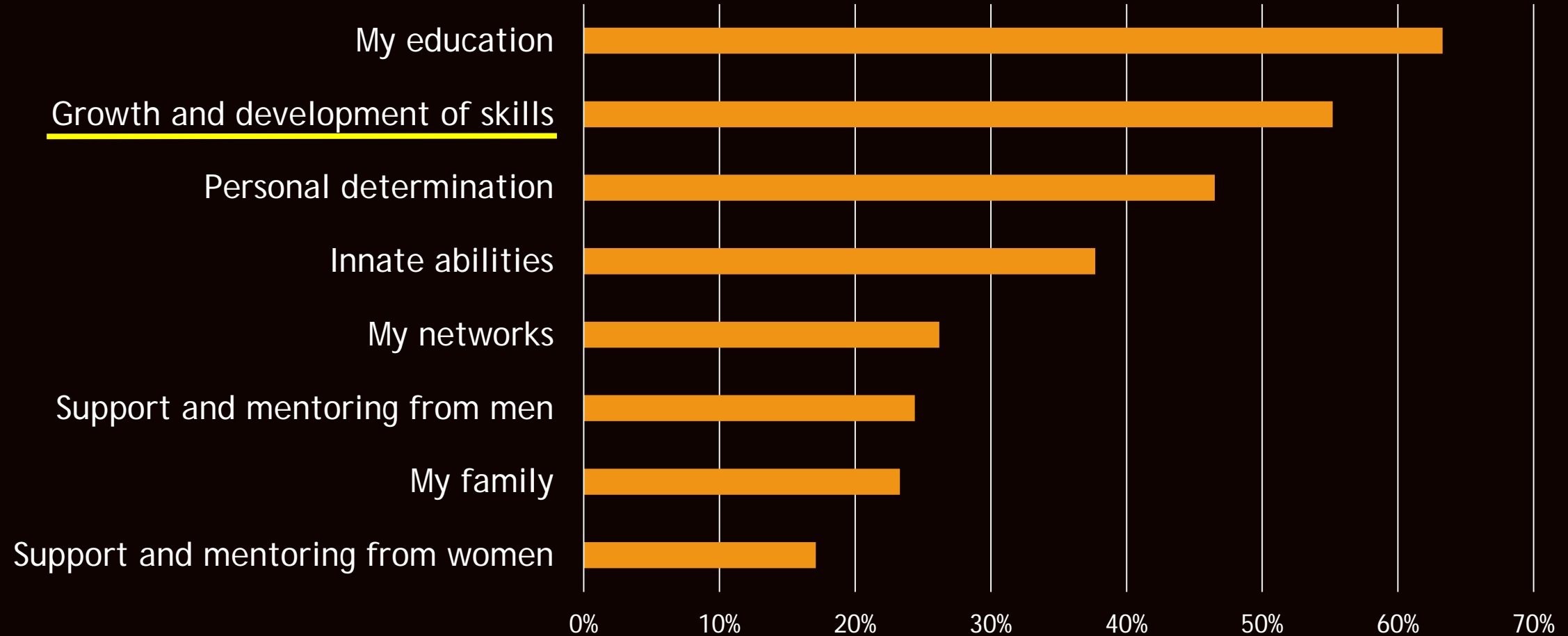
Fundraising

Grant writing

Board leadership

Preparation for Leadership

Reasons for Professional Success



Source: ATS Women in Leadership Survey, 2017



Leadership Skill Preparation

Source: ATS Women in Leadership Survey, 2017



Preparation for Leadership

Are you ready?

Had Mentor	Had Man Advocate	Participated in WIL
Networking/building social capital	Navigating organizational politics	Change management
Grant writing	Conflict management	Grant writing
Fundraising	Mediation	Board leadership

Preparation for Leadership

Are you ready?

When I was in the university setting, the provost there, I just was very privileged to watch how she managed her office, and how she went about doing institutional effectiveness with so much grace and professionalism...

(White Mid-level Leader)

Challenges



Challenges

Factors preventing advancement of women in TE



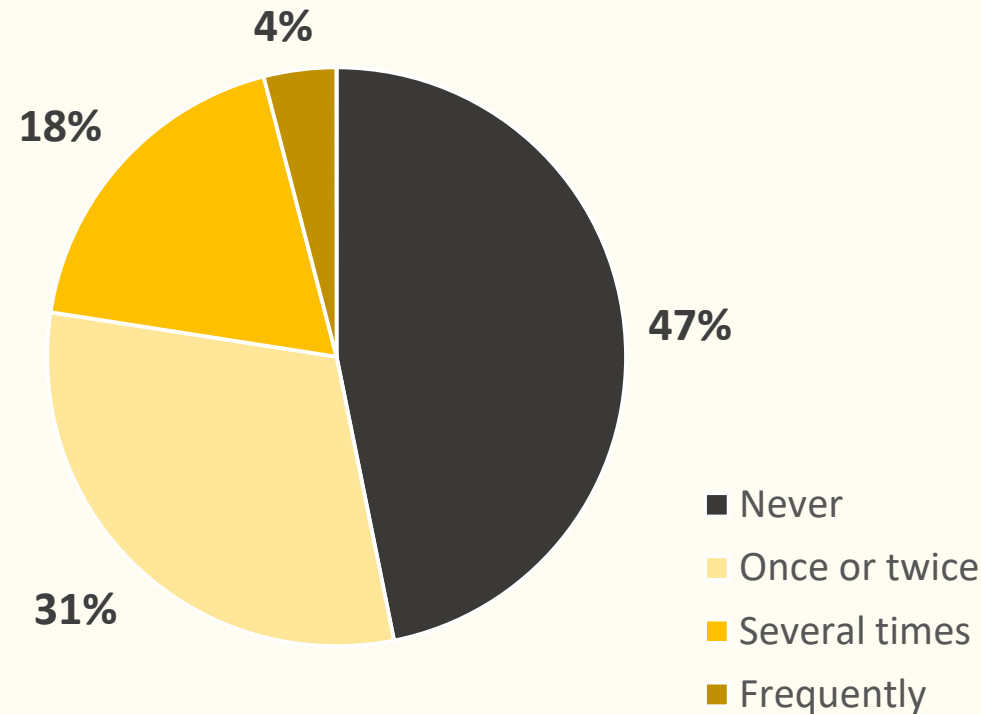
Challenges

*We need to stop creating a culture, especially in theological education, where women have to **continually prove themselves** in order to be seen as valid.*

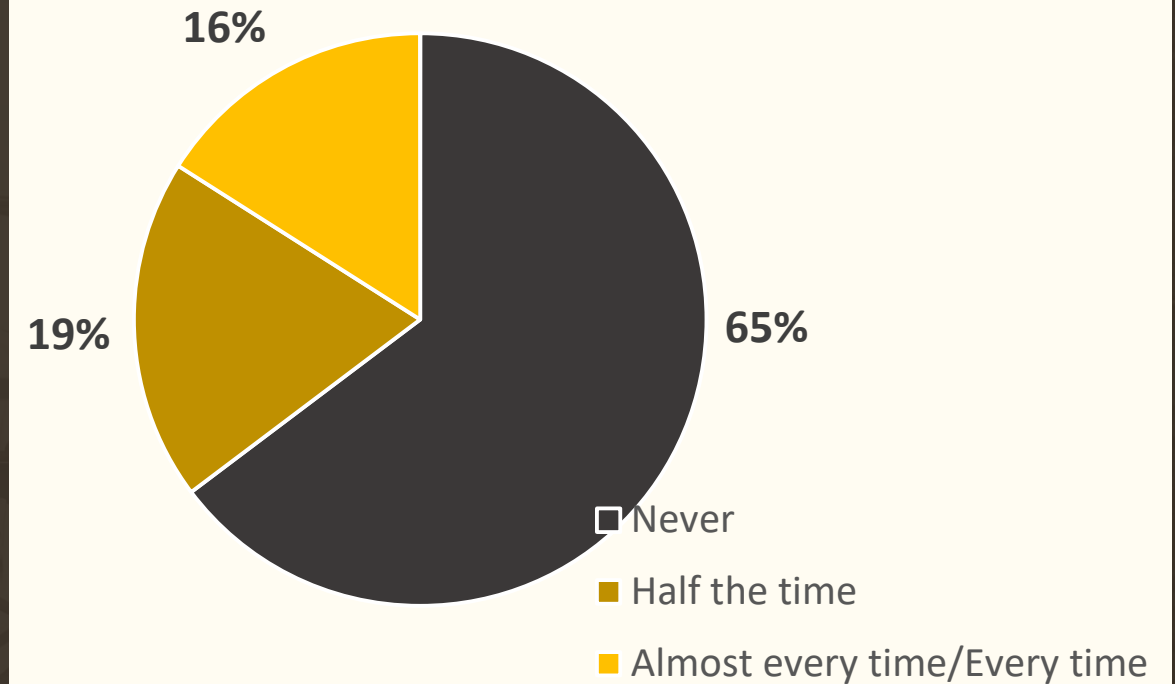
(Senior Leader of Color, emphasis added)

Challenges: Harassment

Experienced harassment based on gender



How often did you report the harassment?



Challenges: Harassment

Expectations of women's leadership—all significantly correlated to "harassment"

- I am expected to lead **like a man**.
- When I lead like a man, I am criticized for **not being feminine** enough.
- I am expected to lead in a **more caring/nurturing** way than the way male colleagues lead.

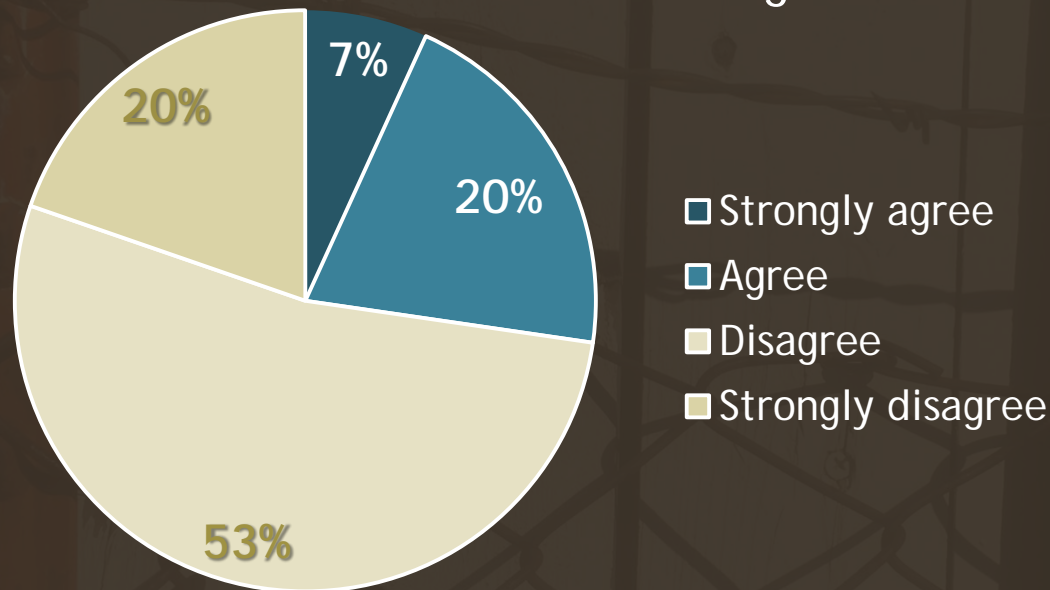
- I **speak up** in meetings as often as male colleagues.
- My **ideas are heard** in meetings.
- Male colleagues regularly **take credit** for my ideas.

- I am perceived as **too emotional**.
- I have been asked to do administrative tasks (or **hospitality tasks**) that male colleagues of the same rank would not be expected to do.

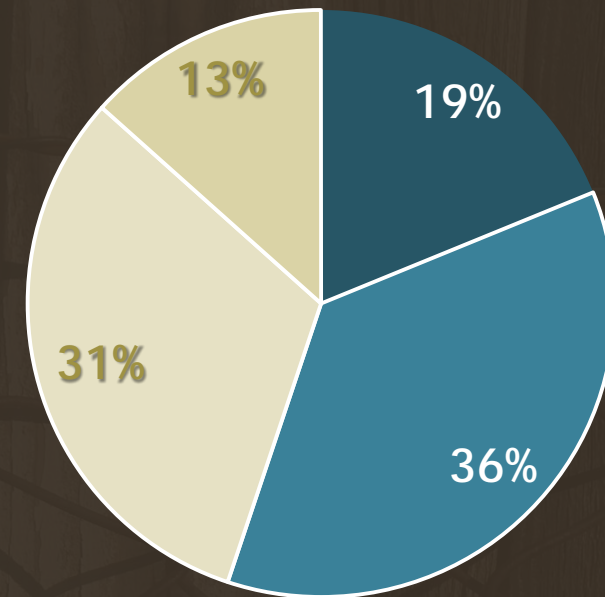
- People expect me to be **more collaborative** than male colleagues.
- People take my **decisions more personally** than they do for male colleagues' decisions.

Expectations of Women's Leadership

When I lead like a man, I am criticized...not feminine enough.

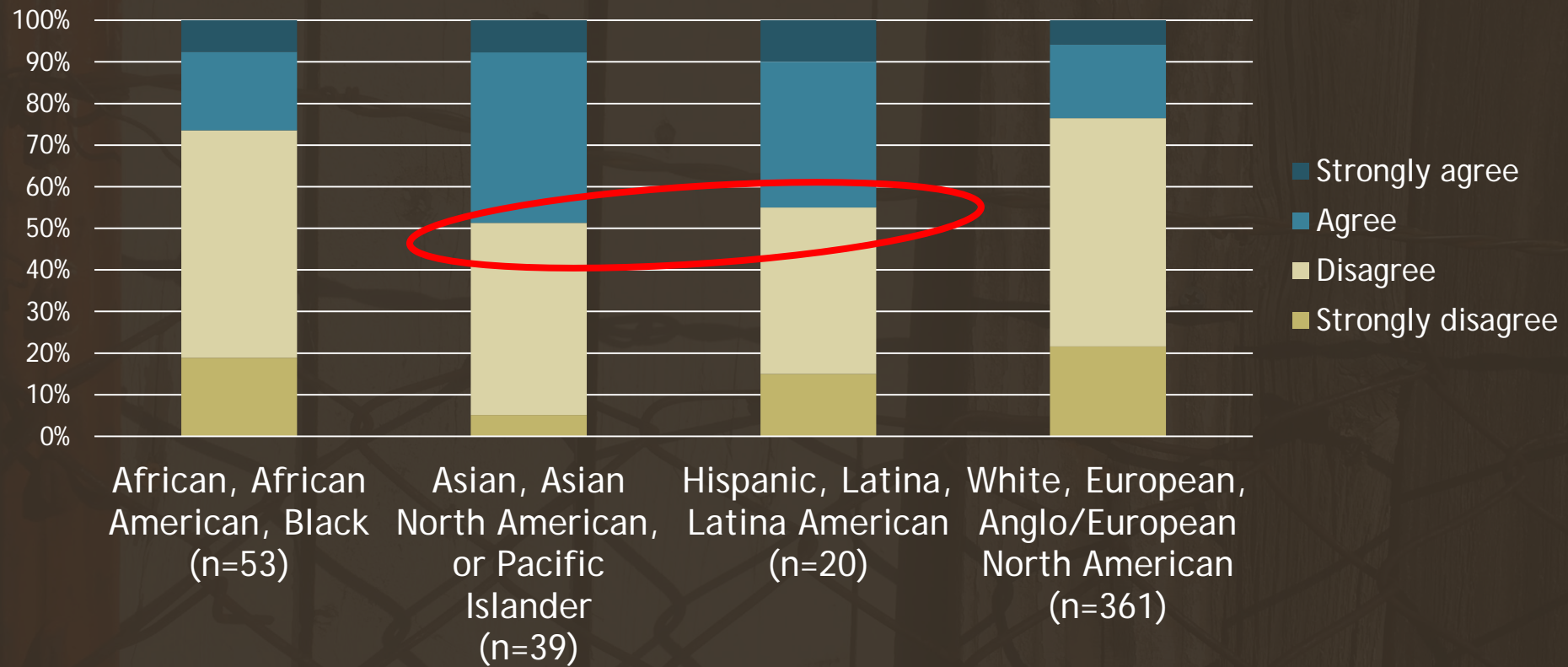


Asked to do hospitality tasks...



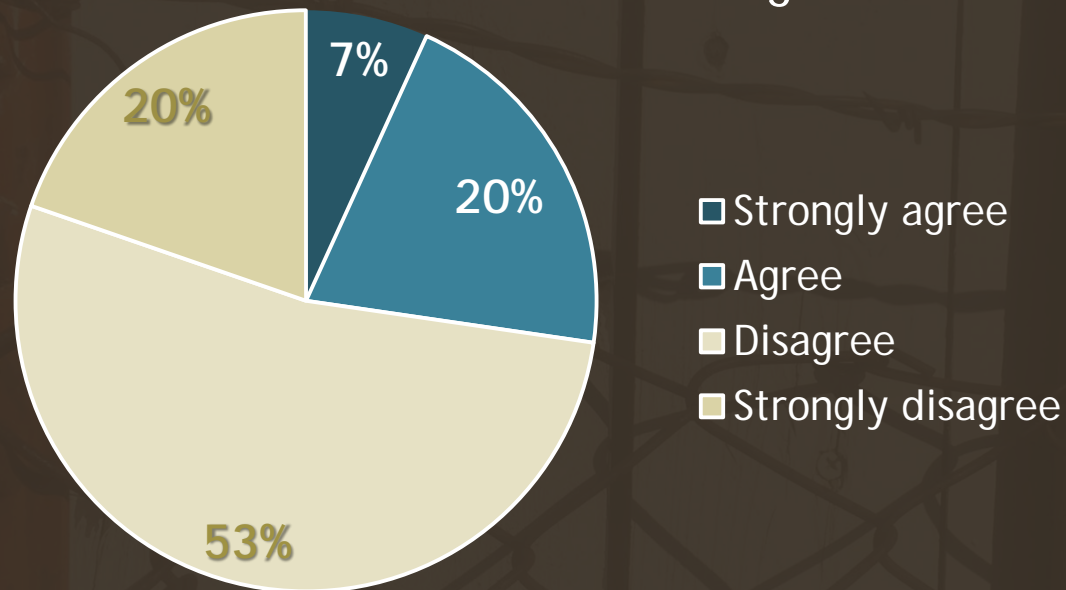
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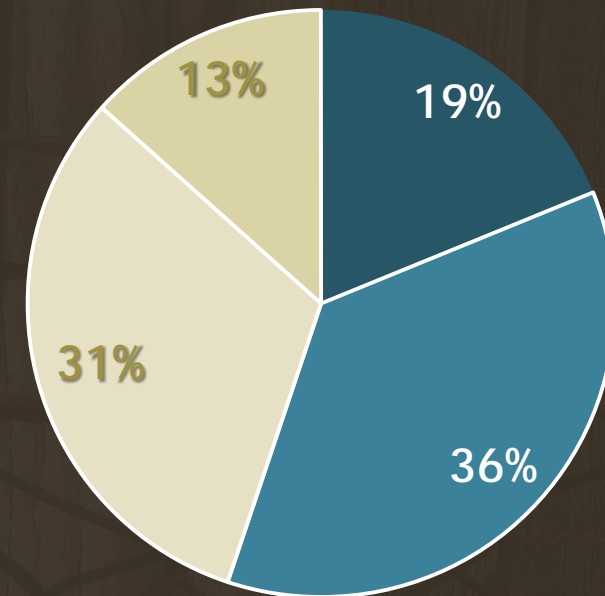


Expectations of Women's Leadership

When I lead like a man, I am criticized...not feminine enough.



Asked to do hospitality tasks...



Challenges: Harassment

*I decided to redesign the program so we'll be value centered...
It was a little different for the faculty who are primarily male. I kinda had to think about my **previous career**...and I had to develop presentations in such a way that the faculty could see exactly what I was doing. I had to **translate it** in such a way to make them seem as though I was merely answering questions that they had asked before.*

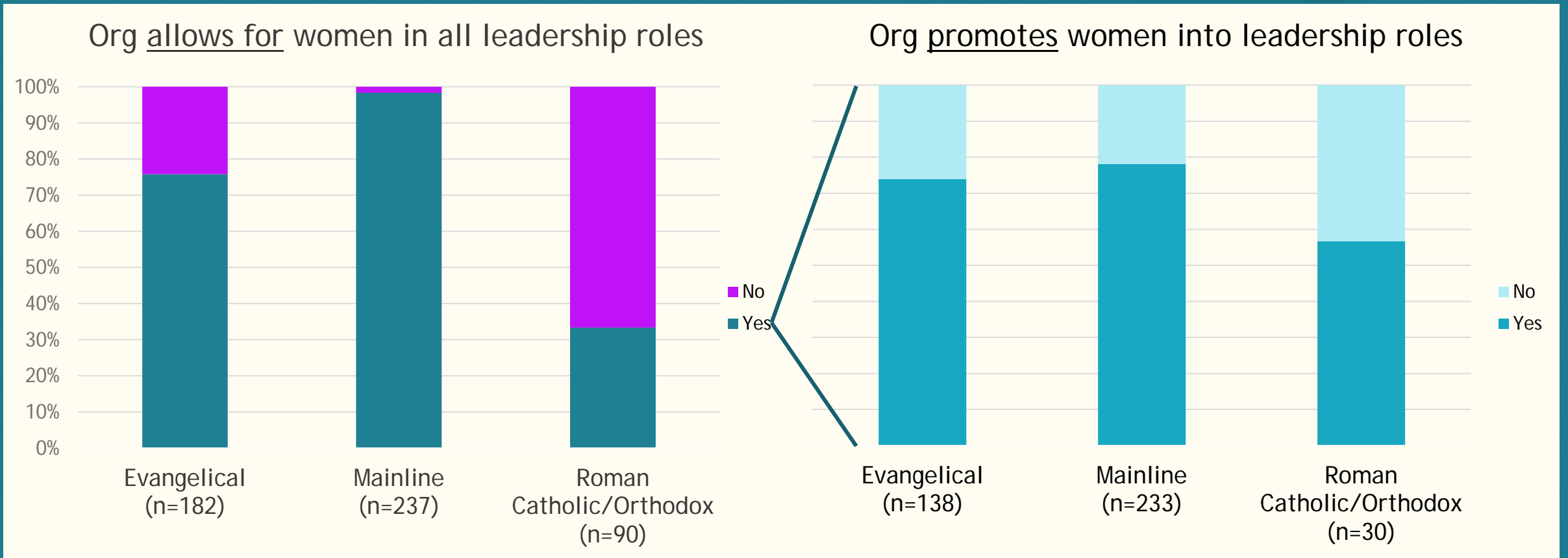
(Mid-level Leader of Color, emphasis added)



SOLUTIONS



First, Current Realities



$\chi^2 = 166.244, df = 2$

$\chi^2 = 6.678, df = 2$

ATS: WIL Programming



Types of Impact--WIL Participation



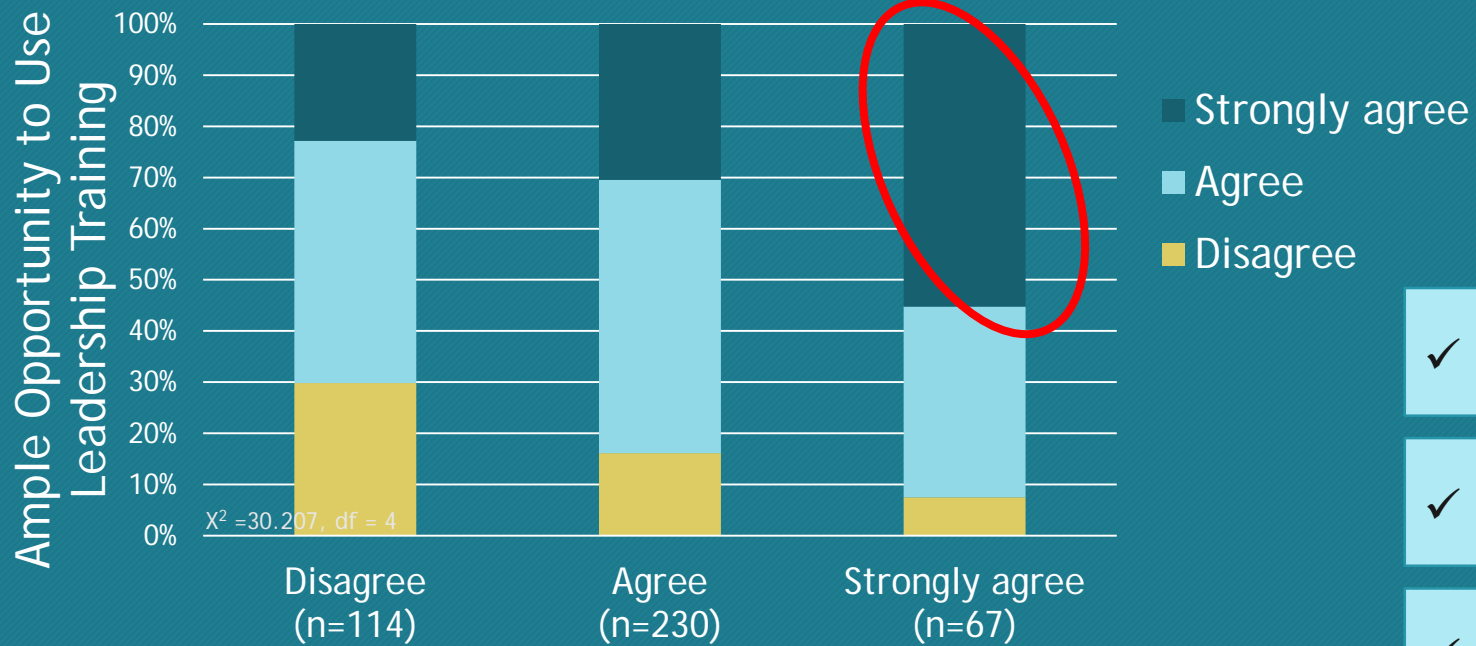
Desire vs Opportunity



	Considered taking on higher leadership	Had ample opportunity to use leadership education
Does WIL participation matter?	✓	✗

$t(504) = -2.140, p < .05, \text{Cohen's } D = -.19$

Schools: Opportunity to Lead x Climate



- ✓ Gender balance/parity mandated
- ✓ More than 1/3 colleagues are women
- ✓ Intentionally recruits diverse employees



Pathways



- Complicated nature of “tapping” → but keep doing it!
- Presence of men advocates makes difference for opportunities to lead
- Importance of networks of support

Preparation



- Reasons for professional success: education, skill development
- Connection between skill development and mentor/advocate networks

Challenges



- Harassment: experiences and reporting are best understood in larger context of org'l climate (valuing of/safe for women leaders)
- Intersectionality: expectations differ by race



HOPE?

If you look, you can see some wonderful things happening as a result of your work.

Somehow we've gotta figure out how to balance the challenges and the joys.

(White Senior Leader)



Career Pathways

1. Briefly share: Which best describes how you got to your current position—tapped, appointed/elected, asked to apply, by default, applied/initiated?
What role did mentors/advocates play?
2. In theological education, what are the pipelines for women into leadership positions where they can flourish?
3. How could ATS or the schools (your school) strengthen the pipelines?

Preparation for Leadership

1. Briefly share: How did you develop/are you developing your skills for leadership?
What roles did mentors, advocates, education play in your success?
2. In theological education, how do we judge the potential for someone to lead?
Is it different for men and women?
3. How could ATS or the schools (your school) help women develop needed skills for leadership?
How could ATS or the schools (your school) develop better networks of mentors and advocates?

Challenges

1. Briefly share: What are the expectations of women leaders at your school?
How do they differ for women from different races or nations of origin?
2. In theological education, how have you seen communities create spaces that are safe and that value women's leadership?
3. How could ATS or the schools, together, strengthen theological education's valuing of women leaders?

Next Steps

1. What are ATS or the schools doing well and should keep doing?
2. Given what was presented, what new strategies should ATS or the schools consider going forward?



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The E. Rhodes and Leona B.
CARPENTER
FOUNDATION

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