

April 2013

REFLECTIONS

Advancing Women Mentoring Program Newsletter

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Find us on Facebook!

Our page is the **Advancing Women Mentoring Program (IUPUI)**!

Like us today and look for more updates from the AWMP Team!

Date Changed for Our End of the Year Celebration!

Hopefully you received the email regarding the date change for the end of the year celebration! Originally we had it scheduled for Tuesday of the same week, but it is actually now going to be on Wednesday the 24th—same time, same location! You can RSVP by clicking on the link below:

RSVP (insert: <https://docs.google.com/forms/d/10dAWv4SjNsiToQU9PdZ0nelEOyDqQ74JOcq-lqzLqg/viewform>)

End of the Year Celebration
Wednesday, April 24, 2013
11:30 – 1:00 pm, CE 307

A Letter from the Editor

Thanks for a great Women's History Month!

We hope you were able to enjoy one or more of the fantastic events on the Women's History Month Calendar. It was a memorable celebration of women at IUPUI and beyond and a great opportunity to learn more about ourselves and our history. This month, the Advancing Women Mentoring Program newsletter is an extension of the Women's History Month theme and features a reflection from Terri Talbert-Hatch, Assistant Dean for Student Services in the Purdue School of Engineering and Technology at IUPUI. We also have included a special piece written by Bonita Banducci, Lecturer at the School of Engineering Graduate Program at Santa Clara University. Thank you to both of these women for your contributions!

We are still accepting reflections on the mentoring experience from both mentors and mentees until Friday, April 19th. As we mentioned in the last newsletter, possible topics of focus are:

- What have you learned as a result of mentoring?
- Which topics, campus voices, research, or programming have resonated with you this year? How so?
- As a student, faculty or staff, how have you grown as a leader this year? We would appreciate hearing from as many mentors and mentees as possible.

Please keep all reflections to 500 words or less and submit them to hjtandy@iupui.edu by April 19, 2013.

Thanks for being part of the program!

Sincerely,

Heidy Tandy

Campus Voices

Women in Engineering and Motor Sports: Change Needed

Terri Talbert-Hatch, Ed.D.
Assistant Dean for Student Services
Purdue School of Engineering and Technology, IUPUI

I'm a child of the 60's which was a decade of change. President Kennedy was assassinated as well as Senator Robert Kennedy, Martin Luther King, Jr., and Malcolm X. American citizens fought for change. The Civil Rights Act of 1964 outlawed racial segregation in schools, public places, and employment. A Presidential Commission on the Status of Women found discrimination against women in the workplace and about every other aspect of life. This launched two decades of reforms centered on women including the Equal Pay Act of 1963 and Title IX in 1972.

As a young girl in a small Indiana town, I was able to witness all this thanks to television but it wasn't a part of my life. I was still being told my future options were limited to nursing, teaching, or secretarial work. The changes I witnessed on TV were real but only for others not for a young girl in small town Indiana.

Growing up in Indiana our attention turned to Indianapolis every Memorial Day weekend for the Indianapolis 500. It seemed that everyone was a fan in those days. We only had the option to listen to the race on the radio until 1965 when the first race was broadcast on TV. I was thrilled in 1967 when I had the opportunity to attend my first Indianapolis 500. Other than female fans, the only other women I ever saw were the wives of the drivers and the 500 Festival Queen. Women were not even allowed into the pits and garage area until 1971, with one exception when Amelia Earhart was the honorary referee in 1935. The year 1977 brought change to the Indianapolis 500 when Janet Guthrie became the first female driver to qualify. She had many obstacles as a woman driver including the fact that there were no women's restrooms in the garage area! This month, Janet Guthrie turns 75 years old but she still serves as a role model and inspiration to female drivers. Since Ms. Guthrie's arrival at Indianapolis, nine other female drivers have qualified for the Indy 500. In 2010 and 2011 the field of 33 included four female drivers. Probably the most famous female Indy 500 driver is Danica Patrick. She has moved on to NASCAR racing and set on the pole for the Daytona 500 this year. Today, women of all ages are involved in all aspects of motor-sports including 50% of the drivers in Junior Drags.

Fast forward to 2013, that young girl from small town Indiana now works for the School of Engineering and Technology and has earned a doctoral degree. Women are still the minority when it comes to studying engineering. According to the American Society of Engineering Education, women earned only 18.4% of engineering bachelor's degrees in 2011. That is down from a high of 20.9% in 2004. The numbers in the workforce are even less. The percentage in 2007 was only 12.1% with women twice as likely to leave the engineering workforce after a few years compared to their male counterparts due to the scarcity of female mentors, perceived inequality in evaluation of women's job performance, and the exclusion of opportunities for women.

The number of female students studying engineering at our school is below the national average. However, we consistently rank at the top for the number of female graduates in engineering technology programs. This is due to the diversity of programs offered under the engineering technology umbrella. Our school has a number of female faculty members who serve as role models. But, we can only support and encourage the female students who enroll in our engineering programs. And as stated above the percentage of female students pursuing engineering degree is dropping. Organizations such as the Society of Women Engineers (SWE) and Women in Engineering Programs and Advocates Network (WEPAN) have developed programs to encourage young ladies to consider engineering. Our school offers a summer camp for high school girls.

The need for engineers and the STEM workforce in general is growing. Diversity in the workforce is needed. So let's all encourage young women that we know to study math and science, pursue degrees in the STEM discipline, and make a difference in the world.

Remember, I'm a child of the 60's. I've seen change, I believe it can happen.



Sources:

¹American Society of Engineering Education, Engineering by the Numbers
²Paula G. Leventman, Ph.D., Women in Engineering in the United States, Overview 1990 – 2010, Northeastern University

Rise!-as you Lean In!

Bonita Banducci
Lecturer, Gender and Engineering
Santa Clara University School of Engineering Graduate Program

There is a confidence and freedom as well as joy that my women graduate engineering students discover in my Gender and Engineering class at Santa Clara University. The men, too, discover a new way of seeing the world and how to work effectively with differences with Gender Competence, as one student put it, “I feel like I have a strategic advantage.”

There is one lesson about an everyday practice that drives women’s ideas and eventually drives women themselves out of organizations and out of engineering, that when understood and managed applying RISE, not only retains women, building confidence and freedom to contribute, but also increases innovation.

RISE is a model and formula for having different “competencies” of women and men working together. Relational & Individualistic = Synergy (the whole greater than the sum of the parts) and mutual Empowerment.

Many women see the world through a Relational lens of relationship and demonstrate competencies of “connecting the dots” systems thinking, multi-tasking, and sharing information to create new information.

Many men see the world through an Individualistic lens of status and independence, that give us traditional competencies of prioritized, linear thinking, focus on one thing at a time, and sharing information only as needed.

The everyday practice of playing Devil’s Advocate is the ability to poke holes and find faults using deductive reasoning to bullet proof an idea. As one Individualistic Executive of a local space agency said to me, “We do science here, Devil’s Advocate is science.” Relational people often respond to Devil’s Advocate as an indicator that their idea is not good—and often drop it, sometimes taking it personally that they are not competent. Then they show up to others as not confident and not competent.

Point out that you bring another competency, Collaboration or Angel’s Advocate, to build on an idea with “what could make it work” and “what else is possible with the idea,” using inductive reasoning. You frame a competency that is otherwise invisible, unarticulated and unrewarded. You

bring a new competency into the organizational culture. You can teach your Devil’s Advocates by insisting, “Before we play Devil’s Advocate, I want to play Angel’s Advocate and bring your best thinking to this.” It will be a new muscle for them. You may have to prime the pump for them, demonstrate what you mean. You can also engage them in teaching you how to stand up to Devil’s Advocate, when that time comes. You will never back down again.

The first time I did an exercise to practice both Devil’s Advocate and Angel’s Advocate, two men who had been working on an environmental engineering problem together, came up with a solution they had not thought of before. This drove home, to me, just how foreign Angel’s Advocate collaboration can be.

At the space agency, the executive who said “Devil’s Advocate is science,” responded to the exercise with a woman colleague with “we had so much fun with all the new ideas bubbling up, we didn’t even play Devil’s Advocate.” He could see that Devil’s Advocate had been keeping the lid on innovation, people proposing new ideas, realizing they did not want to stand before a firing squad.

Indeed, the highest ranking woman, next in line to run the agency, told me she had a new vision for the agency she had only shared with some women because she did not want to stand before the firing squad. With anticipated budget cuts to space projects, she envisioned taking on Homeland Security, Global Warming and Renewable Energy—her secret—until she saw her male colleagues learn to play Angel’s Advocate and could “trust” them with her vision.

Business schools are beginning to teach “improv,” responding to ideas with a “yes, and...” to not block ideas. Women need to teach this Relational competency too.

Notice that many Relational competencies are what you think is common sense, but they are not common, they are different and can be misunderstood unless you define them as competencies. Bringing all your Relational competencies to the table, speaking about them, pointing out the value and working them together with traditional competencies will have you, your colleagues and your organization RISE.



¹Sax, L.J. (2008) The gender gap in college: Maximizing the developmental potential of women and men. San Francisco: Jossey-Bass