

Women's Professional Advancement and Synergy Academy (WPASA)

Steering Committee: Rhonda M. Gonzales, Raquel R. Marquez, Em de la Rosa,
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2012



2014



Foundation

- Leadership UTSA, Mentor/Mentee
- Yoga, Proposal, Sponsor VP Gage Paine
- Committee, Curriculum

Women's Professional Advancement and Synergy Academy

Objective: The Women's Synergy Academy strives to empower and inspire a cross-section of women working in the academy who aspire and commit to leadership as a central component of their career. It does this by: 1) offering keynote addresses, panels, discussion groups, and master-teacher led workshops that center on developing skill sets needed to advance one's career in the direction desired; 2) by learning to identify and build upon underappreciated and under acknowledged skills and experiences already possessed; 3) by creating a pipeline of relationships through collaboration and networking opportunities; and 4) by introducing opportunities for university leadership.

Structure

- A four evening, three-day summer institute with an annual tune-up.
- A cohort of ten to fifteen female faculty and staff
- A combination of keynote, panel discussion, and workshops covering the following:
 1. Understanding Financial Matters
 2. Sharing and Holding Multiple Identities and Cultures in the Academy
 3. Transforming Problems and Issues into Inspiring Opportunities
 4. Women's Leadership: Predominant Challenges and Advantages
 5. Sharing campus-wide department, college cultures and structures

DECEMBER 2010

The Sponsor Effect: Breaking Through the Last Glass Ceiling

By Sylvia Ann Hewlett, with Kerrie Peraino, Laura Sherbin,
and Karen Sumberg

Center for Work-Life Policy

Survey research sponsored by:
American Express, Deloitte, Intel, and Morgan Stanley

WPASA Participants

President/Vice President Areas

	President	VPAA	VPR	VPBA	VPCS	VPSA	VPER	Total
2012	0	11	0	3	3	3	0	20
2014	3	5	1	4	2	7	2	24
2016								

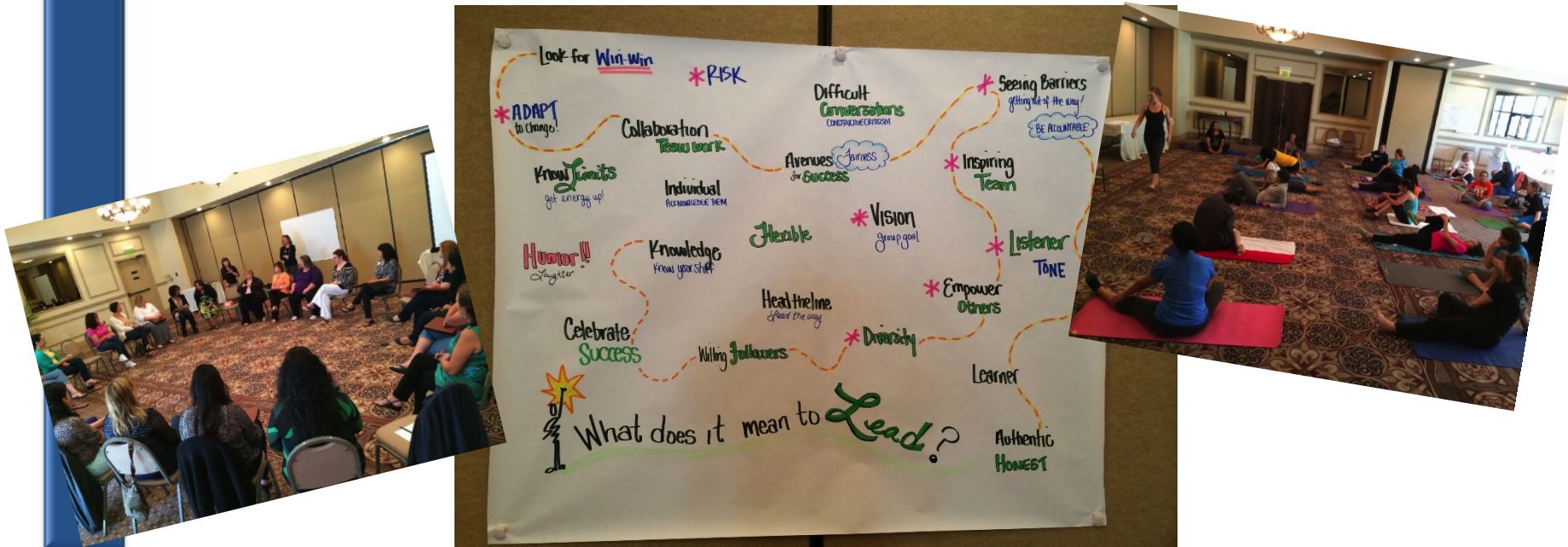
“...WPASA has bolstered my personal commitment to the mission and vision of the university beyond the specific project-based... [that] I work on daily.”

“Seeing other professional I women within the same institution and within different levels of our institution helped me [see] that I could accomplish my goals with the proper guidance.”

“Provided clarification around innovative ways to impact campus initiatives outside of my immediate area.”

Workshops

- “Leadership Starts In the Mind: Changing Your Perspective on What is Possible for You and Those You Lead”
- “Mission-Minded: Forging Your Own Strategic Path”
- “DiSC: Exploring the Intersections of Personality and Leadership Style”



Collaborative Outcomes

- IRB WPASA Study
- Professional Magazines
- Conferences
- Institutional Transformation

Sponsorship in Academia:

Observations from the Staff Perspective

By Donna D. Edmondson and Maggie Floyd

Have you ever thought about the word sponsorship? What it means? Have you ever thought about how you have been to advance in the field of research management? As staff faculty in academia, the perspective of this article and the subsequent articles in *NGURA Magazine* will address how real women have had leadership opportunities because of sponsorship. *What that meant to each, and how it has helped.*

Sponsorship in Academia: Observations from the Faculty Perspective

By Rhonda M. Gonzales and Valerie Sponsel

We write this article on sponsorship in academia from our perspective as female faculty members at The University of Texas at San Antonio. We are in different fields, and at different stages in our careers (Dr. Gonzales is an Associate Professor of History and Dr. Sponsel is a Professor of Biology). We came together twelve months ago as participants in Leadership UTSA, a nine-month program for a select group of faculty and staff.

In making the distinction between mentors and sponsors, Hewlett et al. define a mentor as one who works *behind the scenes* to encourage their mentee, whereas a sponsor is one who works *in the open* to advance their own credibility on the line by *and standing out* "when they discern an opportunity with their attention and staff colleagues describe how, as staff in that institution, they caught the discern

Two Steps Forward/One Step Back:
Sustaining Women-Centered Developmental Initiatives in the Academy

Abstract

This paper centers on the successes and setbacks associated with implementing a women's professional advancement initiative in an academic environment. Conceptualized and implemented in 2012 by two faculty colleagues who have a mentor/protégé developmental relationship, Women's Professional Advancement and Synergy Academy (WPASA) strives to create an effective model for building developmental relationships and that best outcomes result from the cohort of participants convene multiple times over an extended period; 2) participant evaluation feedback shapes on-going program curriculum; 3) the steering committee researches and attends workshops to develop productive programming and that the model exemplifies the successful melding of research-based best practices with participant identified needs. In this paper we reflect and expand upon the past three years of WPASA's existence to report where this model's implementation has generated positive, impact sustained outcomes and to discuss the challenges associated with establishing a program that the academic institution is embracing.

Sponsors and Mentors:

Establishing and Sustaining Gender Parity in the Academy

By Rhonda M. Gonzales, Donna Edmondson, Maggie Floyd and Valerie Sponsel

This is the final article in a three-part series on sponsorship and mentorship and their significance in supporting women's career advancement in a university setting written by staff (Gonzales & Floyd, 2012) and faculty (Gonzales & Sponsel, 2012) at the University of Texas at San Antonio (UTSA). In this article the

was encouraged to explore her personal aspirations, and to see ways that she could influence her career path in a positive way.

Soon after WPASA, UTSA Provost/VP for Academic Affairs and Interim VP for Research, Dr. John Frederick, brought together

and/or research interests with the new employee. In addition, they would be best placed to give them relevant advice, encouragement and support. Ensuring that this responsibility belongs to the entire committee overcomes the difficult situation of a departmental supervisor, chair or dean making an ad hoc one-on-one

PIVOT for Academic Success

To prepare, inspire, validate, orient, and transition (PIVOT) students at The University of Texas

at San Antonio (UTSA) and the San Antonio Alamo Community College District (ACCD)

five-campus, PIVOT proposes four activities that support student-centered academic

achievement across the partnering institutions. PIVOT's goals are to increase Hispanic, low SES,

and first-generation undergraduate transfer, retention, and graduation rates.

WPASA Outcomes

- 2013 UTSA President's Distinguished Diversity Award – Group
- The WPASA Model
- Career Advancements
- Mentoring Build Out



UTSATODAY
Tuesday - September 25, 2012

UTSA academy nurtures development of women leaders through workshops

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[Ryan Schoensee](#),
Special Projects Writer

(Sept. 24, 2012) – The University of Texas at San Antonio recently hosted the Women's Professional Advancement and Synergy Academy, a series of workshops aimed at developing women leaders at UTSA.

Suggested by Raquel Marquez, professor and chair of the Department of Sociology, and Rhonda Gonzales, associate professor in the Department of History, participants included 20 UTSA female faculty and staff members who were handpicked from across the university to meet with a leadership team to discuss concerns of today's women.

