

WOMEN

Our
23rd
year
of
service

IN HIGHER EDUCATION

JULY 2014

Volume 23, No. 7

Layoffs at Mizzou Affect an Office Full of Women

The end of the semester indicates to American university administrators and staff that it's time to reset and plan for the next semester. The Office of Grant Writing and Publications (OGWP) at the University of Missouri, on the other hand, won't be planning for the fall. Director **Dr. Heather Brown's** staff is getting ready to vacate the office at the end of June.



Dr. Heather Brown

The *Columbia Daily Tribune* reported on May 9, 2014, that UM administrators had laid off eight members in the Office of Research, of which OGWP is part. Six of those laid off are from OGWP, effectively closing the office. Seven of the people let go were women.

The article cites Hank Foley, senior vice chancellor for research and graduate studies, as saying that the layoffs are due to budget constraints.

WIHE spoke with Dr. Brown after the announcement to find out more about the OGWP and how they were dealing with the layoffs.

In a phone interview, Brown pointed to the University of Missouri's Strategic Plan, which includes a yearly 2% reallocation of funding from each department in order to hire new faculty starting in fiscal year 2015. According to the *Columbia Daily Tribune*, this reallocation is supposed to help UM's ranking in the Association of American Universities.

Of the seven women who were laid off, most of them are women over 40. Three, including Brown, have doctorates.

Erased off the campus

The layoffs took the office by surprise. While she was on vacation in early May, Brown was asked to come to campus. At that meeting, she was handed her pink slip.

Even more disheartening was that her team received this devastating news just days after hearing they had helped to secure a major grant for the university. Now they're figuring out who's going to handle all the tasks the office does.

The OGWP knew about the directive of the 2% reallocation. They also knew the university was supposed to come up with money from within the internal budget. Brown had a plan to restructure her office to bring in new revenue and expand OGWP's services to the whole UM system. She never got a chance to talk about this. She tried but was not able to schedule a meeting before she was laid off.

Although the cuts are stemming from a university-wide mandate, Brown let the Chancellor's Standing Committee

on the Status of Women know her concerns about how the budget allocation process would affect women on campus.

"Like at many universities, women tend to be pretty predominant in the ... staffing arena," she told them. "If there's a trend that money is going to be pulled from staff to faculty, particularly to faculty in the hard sciences ... we could see a real damage to women's employment at the university."

"I don't think that they had any inkling that many of the people who'd been laid off from my office were women. The only notice that had been sent out was that eight people had been given notice," Brown considered.

She also pointed out how for many of them, because of their age, there will be extra challenges in terms of getting back into the work place, and getting back into the interview cycle.

In the meantime, they pack up. "It's like dying a slow death," Brown shared. "We get erased a little bit every day. ... It's disheartening."

Invisible work

The Office of Grant Writing at University of Missouri, and the network of grant writers it hired, trained and mentored, has brought to the university about \$400 billion in research funding since it was founded. It helps faculty with grants, but it does more than that.

Brown described the work her staffers do as "research development for new faculty." New faculty members in particular stand to benefit plenty from their guidance. "We help new faculty lay the foundation for their future success."

In this regard, OGWP fits nicely into the university's research mission. They help faculty who are looking for grant money figure out where and how to apply. They also

Index to this July 2014 issue

Layoffs at Mizzou Affect an Office Full of Women	1
NEWSWATCH: Gendered Politics at Work and Play	3-5
Congratulations to 2014 Truman Fellows!	5
Connectivism in Higher Ed: Tools, Tactics, Triumphs	6
Change the Attitude to Aid Women's Representation in STEM	8
Women on the Move	9-10, 12, 15, 17
IHOW: Finding Work/Life Balance in an Unlikely Place	13
MOVEABLE TYPE: Shared Governance in the 21st Century	14
IHOW: Sponsor an Adjunct	16
IHOW: Women's Underrepresentation in Higher Ed in Ghana	18
THE EDITOR'S END NOTES: Editors Are Women Too	20
PLUS 3 pages of great new job opportunities for you	10-12

help them navigate the rapid changes coming from the federal level, as well as the politics, changes and structure of applying for grants.

The office became a broker of sorts for interdisciplinary research proposals. According to Brown, the OGWP often would help manage those proposals that involved multiple parts of the college. They had the skills to coordinate and the language to communicate to those different parts at work in order to help them become successful.

The office also provides a network for grant writers housed in particular colleges across campus. The Grant Writer Network brings together grant writers from all across campus for professional development, support and professional education.

These college-specific grant writers won't be affected by the lay-offs, according to Brown. Their pay comes from within the colleges. However, once the OGWP shuts down, these campus-wide writers will no longer have a place where they can go for support and training.

Bearer of bad news

Since the news came forth, Brown has continued to field requests for grant writing support. She has to break the news over and over again to each one.

"They're shocked because this was never discussed with anybody. 'Why didn't they move you to a different position, a different place?' There are also people who are very, very angry; they counted on having the support." When faculty come in asking for the office's help with a grant and Brown tells them no, they wonder what's next.

It wasn't always this way. "We almost never say no to anybody unless we're completely overbooked or for some reason they were ordered to do something by their funding source and they did not do it and it doesn't make sense to go forward," Brown pointed out. "Anyone who walks through our door, whether a graduate student, a postdoctoral fellow or a faculty member from any place on campus, we would help."

Now that the office is about to close, she said she can recommend outside grant writers, but departments may not have the funds to hire a freelancer. Departments will have to allocate money from their budgets to pay for grant writers on a case by case basis.

If they don't have the money and the university has eliminated this office (which provided these services for free), where is it going to come from?

What's next?

Right now, the OGWP is taking the month of June to finish up all projects. They have a major center grant that's due at the end of June, which is coming to fruition. They are turning down collaborative proposals because of due dates. They are also trying to figure out who would handle the office's tasks—all 47 of them. Who takes over? Which ones will be gotten rid of?

More importantly, who will help guide the faculty through their grants?

In the meantime, Brown has faith that someone will keep an eye out for female staffers at UM. "There's some discussion [at the Standing Committee] that this is going to

be revisited. One of the ex officio members is going to try to gather statistics and resources and see if there's a trend."

But the standing committee's big focus right now is salary equity among faculty, admittedly another major problem. "Staff issues are, I hate to say it, a kind of an afterthought. ... I don't believe it, but that's how it often plays out."

And what about Brown, who moved to Columbia MO two years ago in order to take over the office? She admitted, "I really don't know that there's going to be much opportunity here. ... Right now I'm looking at other options."

What drew her to the job opening at the OGWP was the balance between research and writing. She mused, "I like thinking about how research is designed. I like thinking about how research is conducted.

I like thinking about how we portray research to the public and how we can help the public understand why research is important." The position opening at the University of Missouri "seemed like the best of both worlds."

Moving forward, she hopes she can continue to do that kind of intellectual work: "I'm just an idea hamster looking for a home. I can take an idea or help someone else take an idea and think it through and design it and develop it and figure out where to go get the resources to make it happen and then help them implement it and then evaluate whether or not it's working."

Back on campus, people tell her she has to stop being angry in order to move forward. Her response? "That's very true, but it's not gonna be today." ■

—LSF

Heather Brown can be reached at dr.heather.a.brown@gmail.com

**Women
tend to be pretty
predominant in the ...
staffing arena," Brown said. "If
there's a trend that money is going
to be pulled from staff to faculty ...
we could see a real damage to
women's employment at the
university."**

WOMEN IN HIGHER EDUCATION

Founding Editor and Publisher: Mary Dee Wenniger

Editor: Liana Silva-Ford, PhD

Publisher: Paul Foster

Career Connections: Elizabeth Leigh Farrington

Contributors: Lee Skallerup Bessette, Mary Lou Santovec, Sarah Kyei, Jennifer O'Connor Duffy

Social Media: Liana Silva-Ford, PhD

Subscription information: One-year individual subscription: Personal print, \$79; Personal electronic, \$37; Personal print and electronic, \$91. Subscribe online at [http://ordering.onlinelibrary.wiley.com/subs.asp?ref=2331-5466&doi=10.1002/\(ISSN\)2331-5466](http://ordering.onlinelibrary.wiley.com/subs.asp?ref=2331-5466&doi=10.1002/(ISSN)2331-5466)

POSTMASTER: Send change of address to: *Women in Higher Education*, Wiley, One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594

Copyright © 2014 Wiley Periodicals, Inc., A Wiley Company. *Women in Higher Education* (ISSN 1060-8303; eISSN 2331-5466) is published twelve times a year by Wiley Subscription Services, Inc., A Wiley Company, 111 River St., Hoboken, NJ 07030-5774. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600. Requests to the Publisher for reprint permission should be addressed to the Permissions Department, c/o John Wiley & Sons, Inc., 111 River St., Hoboken, NJ 07030-5774; 201-748-6011, fax 201-748-6326, www.wiley.com/go/permissions.

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is provided with the understanding that the publisher and editor are not engaged in rendering legal counsel or other professional service. If legal advice is required, the service of a competent professional should be sought.

Contact the Editor at: editor@wihe.com.

As of June 1, 2014

Man Murders 7 Outside UC Santa Barbara

On May 23, 2014, 22-year-old Elliot Rodger killed six people and then himself because he wanted retribution for not getting the attention of beautiful white women. The rampage occurred in three locations around University of California–Santa Barbara.

Elliott Rodger, a student at Santa Barbara City College CA, left behind Youtube videos and a 140-page manifesto that explained his motives.

He killed his three roommates, then moved to a sorority house where he killed two women, a deli where he killed one student, and then drove around and opened fire on pedestrians and others. The officers then traded gunfire with the murderer. He drove away, wounded. When the authorities found him, he was dead and with an allegedly self-inflicted gunshot wound to the head.

In the manifesto, he stated that women were the reason for his suffering on Earth and he vowed a “war on women.” In his final Youtube video, he claimed that he was a virgin and that women were to blame for not sleeping with him and rejecting him.

-*LA Times* on May 24, 2014

Shooting Sparks #YesAllWomen Hashtag

After news of Elliott Rogers’ shooting spread, women on Twitter started a conversation about violence and misogyny with the hashtag #YesAllWomen. Using the hashtag (a way to categorize tweets for searching) in their tweets, they talked about the different shapes violence against women takes.

#YesAllWomen was also in part a response to an earlier hashtag #NotAllMen, which focused on how not all men demean or hate women. Although this is true, the #YesAllWomen hashtag addresses how *all* women can be the target of gender-based violence and fear of being harmed in one way or another because of their gender.

College women, in particular, took to the hashtag to discuss sexual violence and sexual assault on their campuses.

-*The Chronicle of Higher Education* on May 28, 2014

Survey Shows Glimpse of U.S. Women’s Health Care before ACA

The Kaiser Family Foundation health survey “Women and Health Care in the Early Years of the Affordable Care Act,” released in May, is meant to provide a baseline against which to compare how health care for women improves under ACA. It took place in fall and early winter of 2013, before ACA coverage began.

Among survey respondents ages 18 to 64, 57% of women had some sort of employer-provided plan, 18% of women had no health care coverage, 9% had Medicaid and 7% had individual insurance plans.

22% of black women were uninsured, as were 36% of Latinas.

The news that women put off going to the doctor may not sound out of the ordinary to the scores of women who try to find time to finish everything on their To Do lists, but the reasons why might surprise some.

26% of women delayed medical care because they couldn’t afford it. That’s about 1 in 4 women. 16% of women with private insurance and 35% of women with Medicaid also said they delayed or went without care because they could not afford it.

23% of women report they can’t find the time to see a doctor. 19% say they can’t take time off from work. 15% said lack of available child care was the reason they didn’t see the doctor and 9% said it was related to transportation problems.

These reasons are more frequently reported among low-income women.

Clinics like Planned Parenthood provide contraceptive care to 43% of uninsured women, 37% of Latinas and 23% of black women.

-Kaiser Family Foundation report on May 2014

Indian Judge: Rape Laws Do Not Apply When Married

In a case in India where a woman alleged that she had been drugged, forced to marry and then raped, the judge Virender Bhat ruled that rape laws do not apply when the defendant and the accused are married.

The judge stated that there was no evidence that the accused had drugged his wife or forced her to marry him. The accused argued that the woman made the accusations after a property dispute six months into their marriage. The judge still made a point to clarify that forced sexual intercourse is not a crime if it happens between married people.

Although India has strengthened its rape laws after the gang rape and murder of a student on a bus last year, the recommendation to remove the exception for rape within marriage was rejected. Allegedly there were fears that eliminating the exception would unleash a flurry of false cases in a country where marriages are arranged.

The end result of the trial? The husband was acquitted.

-*The Telegraph* on May 12, 2014

Study: Worried about Pay Gap? Aim for 4.0

Researchers from the University of Miami FL found that a high school GPA is correlated with future income in adulthood. A 1-point increase in high school GPA raises annual earnings in adulthood by around 12% for men and 14% for women. The higher the GPA is, the higher the annual income.

However, there’s a caveat: women still lag behind the income of men. In fact, women need a 4.0 GPA in high school in order to earn the same average annual income as a man who had a 2.0 average.

Although women had higher average GPAs, men still had the upper hand in terms of income.

The study also indicated that high school grades can also indicate the likelihood of going to college.

The study “What you do in high school matters: High school GPA, educational attainment, and labor market earnings as a young adult” was published in the *Eastern Economic Journal*. The authors of the study are Michael T. French, professor of health economics at the University of Miami FL (UM); Jenny F. Homer, research associate at UM Sociology Research Center; Philip K. Robins, professor in the UM School of Business Administration, Department

of Economics; and Ioana Popovici, assistant professor at Nova Southeastern University FL College of Pharmacy.

-*ThinkProgress* on May 21, 2014, and University of Miami press release on May 19, 2014

Women Commencement Speakers Step Out

At two separate universities, two women commencement speakers decided to not be a part of commencement ceremonies. Condoleezza Rice, former U.S. Secretary of State, and Christine Lagarde, chief of the International Monetary Fund, both said “no thanks” when students protested.

Rice had been invited to speak at the commencement ceremony at Rutgers University NJ. Students and faculty voiced concern about having Rice speak due to her involvement in the Bush administration’s support of the Iraq war, among other controversies. Rice would have received a \$35,000 honorarium and an honorary Rutgers doctoral degree.

The university refused to disinvite her, as student protesters requested. However, they respected Rice’s decision to not come to commencement.

Lagarde was scheduled to speak at Smith College MA as part of their commencement exercises. Protestors asked that Lagarde not speak because of how IMF had allegedly imposed conditions when providing economic aid to poor nations and had propped up oppressive governments.

Smith College did not rescind its offer to Lagarde; she agreed willingly to step down.

-nj.com on May 3, 2014, and *The New York Times* on May 3, 2014

Three Women in Top 20 Highest-Paid Public University Presidents

According to *The Chronicle of Higher Education’s* survey on executive compensation at public universities for fiscal year 2013, the top 20 highest-paid presidents include three women—15%

The three highest-paid women presidents are:

- Renu Khator, University of Houston TX, main campus
- Sally K. Mason, University of Iowa
- Mary Sue Coleman, University of Michigan at Ann Arbor

All three make over a million dollars a year. The highest paid public university president is E. Gordon Gee, from Ohio State University. He makes over \$6 million a year, almost 5 million more than the second highest-paid. Khator ranks #5 on the list.

Women account for only 40 of the 254 public university presidents. This means 84% of university presidents are men. However, on average women public university presidents make more than men: \$481,530 versus \$446,840.

The Chronicle of Higher Education on May 16 and on May 18, 2014

Academic Freedom Policy at U of Oregon

University of Oregon has created an academic freedom policy that applies to students, staff and faculty. The university’s president, Michael R. Gottfredson, signed the measure in May.

The policy covers speech that’s connected to research, teaching, public service and shared governance, and stipulates that employees cannot be fired for speaking about campus policies.

-*The Chronicle of Higher Education* on May 29, 2014

Female Profs at Harvard Work Hard at Home

According to the latest Harvard University MA Faculty Satisfaction Survey (corresponding to the 2012–2013 school year), female faculty work more hours at home than their male counterparts.

When it came to their careers, single men sans partners or children worked longer hours than women in the same situation. Both men and women with partners and children report working around 60 hours a week.

When it came to housework, Harvard female faculty at the assistant and associate levels who have a partner who works or who are single spend about 40 hours a week on household matters. For Harvard male faculty, the number is half. Female full professors have it no better; they spend about 20 hours a week on house care, child care, or adult care. Male full professors spend 10 hours a week.

-*Inside Higher Ed* on May 22, 2014

Faculty, Students Sue Over Tuition

Faculty, students and alumni filed a lawsuit against Cooper Union NY for its decision to start charging tuition as of the upcoming fall semester.

Ever since its founding, Cooper Union has not charged students tuition. The fall 2014 class will be the first class in the 155-year history of the school that will have to pay tuition.

The Committee to Save Cooper Union claims among other things that the school’s leaders spent money on new buildings and invested in a trustee’s hedge fund. The plaintiffs include current professors, graduates and two students: an incoming freshman who objects to paying the tuition and another one who can’t afford to pay the \$19,500 a year it will cost to attend the school.

The lawsuit asks that the court block any tuition at Cooper Union and order a financial audit.

-*New York Daily News* on May 27, 2014

Sexual Assault on Campuses

The Huffington Post reported that **Johns Hopkins University** MD failed to notify the campus that Baltimore Police were investigating the fraternity Pi Kappa Alpha for an alleged drug-facilitated gang rape in spring 2013. A group of students filed a complaint with the U.S. Department of Education, stating that the university did not fulfill its obligation to notify the campus community about the investigation.

Students at **Columbia University** NY took their campus to task after they found out the university had mishandled sexual assault cases by making public a list of alleged rapists. The list showed up in campus bathrooms and on fliers.

University of Oregon basketball players were allowed to play in the NCAA tournament this past March shortly after they were accused of rape. According to a police report, student athletes Dominic Artis, Danyean Dotson and Brandon Austin allegedly raped a female student at several locations on March 9, 2014. Head coach Dana Altman knew of the accusations but received approval from the university to let them play in the Pac 12 tournament, which started on March 12. The students were later dismissed from the basketball team in May.

A student who had been allegedly sexually assaulted and suffered a spinal injury as a result of the attack filed

administrative charges against **Brown University** MA under Title IX and the Clery Act with the federal Department of Education. Lena Sclove claims that Brown violated the law with how it handled the sexual assault case.

Brown investigated the assault and found the alleged attacker guilty. They suspended the student for a year. However, Sclove had to take a leave of absence because of the spinal injury and would come back to school at the same time the attacker did.

Sclove appealed the decision, saying that it was minor in comparison with the offense. The appeal was not granted. That's when Sclove filed her complaint that the alleged attacker had not been expelled.

-*The Huffington Post* on May 1, 2014; *Raw Story* on May 15, 2014; *The Huffington Post* on May 9, 2014; and *The Daily Beast* on May 23, 2014

Greek Life Banned

Amherst College MA's ban on all on-campus and off-campus fraternities and sororities starts on July 1, 2014. The university had officially cut ties with Greek life organizations but still allowed them to convene on campus. Amherst is one of 55 universities being investigated by the U.S. Department of Education for how it handled sexual assault allegations.

University of Connecticut officials found out about a sorority's hazing ritual that involved drinking until one passes out, among other things. They then issued a letter to U Conn's Kappa Kappa Gamma that revoked their registration and recognition. The sorority may reapply in four years to become a student organization.

-*Buzzfeed* on May 6, 2014, and *Diverse Issues in Higher Education* on May 8, 2014

Congratulations!

In May, the Harry S. Truman Scholarship Foundation announced its 2014 Scholars. Each scholar is awarded \$30,000 for graduate study. Out of the 59 scholars chosen, 38 are women. We at *WIHE* would like to congratulate the following women for earning such a prestigious award!

From Alaska:

Sarah Donohoe, University of Portland OR

From Arizona:

Hannah Duncan, Brown University MA

From Arkansas:

Cicely Shannon, University of Arkansas

From California:

Ava Benezra, University of Chicago IL

From Colorado:

Jordan Burns, University of Colorado

From Connecticut:

Mary Molly Rockett, University of Connecticut

From Delaware:

Hope Brinn, Swarthmore College PA

From Florida:

Ariel Koren, University of Pennsylvania

Donya Nasser, Saint John's University-New York

From Georgia:

Karimah Shabazz, Bard College NY

From Hawaii:

Joyce Iwashita, Lewis and Clark College OR

From Idaho:

Salima Etoka, Trinity College CT

From Illinois:

Taylor Ulmer, Spelman College GA

From Indiana:

Christine White, Indiana University

From Kentucky:

Grace Trimble, University of Kentucky

From Louisiana:

Marlee Pittman, Louisiana State University

From Maine:

Nora Dwyer, Fordham University NY

From Michigan:

Jamie Bergstrom, Duke University NC

Andrea Haidar, University of Chicago IL

From Mississippi:

Stephanie McCracken, University of Southern Mississippi

From Montana:

Mara Menahan, University of Montana

From Nebraska:

Sarah Mirza, University of Georgia

From Nevada:

Ivón Padilla-Rodriguez, University of Nevada-Reno

Alexis Taitel, University of Oklahoma

From New Hampshire:

Safiya Subegdjo, Tufts University MA

From New York:

Rana Abdelhamid, Middlebury College VT

Hannah Sherman, Bowdoin College ME

From North Carolina:

Dominique Beaudry, Duke University NC

From Oklahoma:

Chacey Schoepfel, Oklahoma State University

From Pennsylvania:

Mary Caroline Brazill, American University DC

From Puerto Rico:

Déborah Roman-Cortes, Inter-American University of Puerto Rico-Metropolitan Campus

From Rhode Island:

Amber Rose Johnson, Tufts University MA

From South Dakota:

Haley Hardie, Davidson College NC

From Texas:

Hira Baig, Rice University TX

From Utah:

Tianna Tu, University of Utah

From Vermont:

Shoshana Silverstein, Dartmouth College NH

From Virginia:

Teresa Danso-Danquah, Cornell University NY

From Wisconsin:

Erin Simpson, University of Chicago IL

Source: *The Harry S. Truman Scholarship Foundation website.*

Connectivism in Higher Ed: Tools, Tactics, Triumphs

Are you using social media and other tools in order to further your career as a scholar and educator? At the recent Texas Women in Higher Education conference held in Fort Worth, Drs. **Credence Baker**, **Sarah Maben** and **Jennifer T. Edwards**, all from Tarleton State College TX, held a panel moderated by Dr. Leah Jackson Teague from Baylor University TX and Dr. Paula Yoder from Texas Christian University, on their own experience and advice on how to use technology to facilitate learning in the classroom and in our professional lives.

Dr. Baker is an assistant professor of educational technology who studies the factors that impact student success in online and hybrid learning environments. Dr. Maben is an assistant professor of communication studies and has extensive experience collaborating with colleagues on mixed-method research projects. Dr. Baker and Dr. Maben are also editors for *The Journal of Social Media in Society*.

Dr. Edwards is an associate professor of communication studies and the executive director of the Texas Social Media Research Institute.

Learning through connecting

Dr. Baker explained that connectivism is a theory of learning for the digital age: "We develop understanding through connections with each other and with our experiences and that technology augments those connections."

The Internet, social media and advances in the hardware we can afford and access has accelerated the growth of connectivist theory as well as approaches to our classroom practices, our research, our professional communities and management and leadership. The Internet "affords us with instantaneous information," while social media "makes connections more explicit and evident," explains Dr. Baker.

Finally, our cell phones and other devices are getting smaller and more powerful, allowing us to remain connected at all times.

Dr. Yoder asked those attending the panel to use their mobile devices to answer a poll using Polls Everywhere (pollseverywhere.com). She asked the participants at the beginning to classify themselves as:

- **Frontier Innovator:** Quick to try the latest and greatest tools and unafraid of new technology.
- **Early Adopter:** While not always on the forefront, easily adopt and adapt to changing technology.
- **Likely to Follow Proven Success:** Will adopt new tools once they've seen they're of value and that others have successfully implemented them with very little trouble.
- **Cautious Observer:** Usually wait until forced to implement a new technology.
- **Technophobe:** Have little understanding of technology and/or its value.

It is important to understand where you feel you fit within these categories and to be able to articulate it clearly so that you can adapt the appropriate approach to integrating technology into your professional lives.

Connectivism in the classroom

Dr. Maben gave an example of how she used social media in her classroom to expand her students' world, rather than just for "hanging out."

The students were tasked to follow advocates and other activists on Twitter. As a result, students learned about, for example, the movement to get out the Latina vote. Dr. Maben was also very conscious of meeting students where they (virtually) were; many of her students were pulling away from Facebook, and Twitter became the most relevant social media tool to explore connectivist learning.

Dr. Edwards also explained that social media can be good for listening. You can see in real time what's happening on campus and in the larger community.

She recommends that social media be used to "take the temperature on campus, and higher education more generally, and also to connect with administrators and thought leaders outside of the academy."

Dr. Maben pointed to how librarians on her campus are using social media to listen to the concerns of students regarding services and needs.

"They can know where the noisiest places in the library are in real time!"

Dr. Baker encourages her students to connect on multiple levels, using Twitter to connect with each other within the classroom community. When it comes to team projects, Google community groups on Google+ are more useful.

Finally, students are encouraged to collaborate with each other and with the instructor using Google Docs. This approach proved particularly effective in a larger class setting, helping the students to connect to one another.

Dr. Maben warns that there may be a bit of a learning curve as well as some resistance from the students. Once they got the hang of it, they really embraced the opportunities the tools provided.

Connectivism for professional development

Although these tools can be useful within the classroom setting, this approach can also be leveraged for professional growth and success.

Dr. Edwards shared that she has "formed a plethora of research collaborations" among her fellow panelists and beyond. Collaborating is easier because "social media can save time and makes distances smaller." Social media can also be useful for providing accountability, working together and also making that work visible. That way everyone can see what the others are doing, and vice-versa.

As an example, Dr. Baker showed how the group prepared for their panel using Google Docs and video chat. They even shared a video of the collaboration in action.

Platforms like ResearchGate and Mendeley can help bring visibility to your work, leading to other opportunities, such as grants, collaborations and speaking opportunities.

"We develop understanding through connections with each other and with our experiences and that technology augments those connections."

Social media can also bring a new audience for your research and work, outside of the classroom and academia. Dr. Edwards leads workshops and seminars for businesses and the community through her work with the Texas Social Media Research Institute.

If people can more easily find and connect to your work, they will promote it for you. The technology available to us now facilitates this level of public engagement.

Connectivism for leadership growth

Dr. Edwards reminded us that everyone has a different strength when it comes to social media, technology, or even creating personal connections.

“Find out what your strength is and really develop that strength,” encouraged Dr. Edwards. “Then, figure out what are YOUR best practices for using social media effectively.” One way to do this is to nurture friendships and connections outside of your institution using social media.

Develop your own leadership profile by finding leaders in your field or area and following them. What are their interests, practices and vision for the future? Is there a way to engage with them in meaningful ways through social media?

Another way to insert yourself into the larger conversation around your field is to “hack” into a hashtag. Hashtags on Twitter help collect conversations around the topic. Follow the ones pertaining to your area. Add your voice and ideas.

Even more useful is to create your own hashtag around a topic. This can be a way to position yourself as a leader within a field, discipline or subject area. Moderating a chat is a way to connect, be a good community member and gain visibility.

This kind of participation in social media can increase your profile and expand your reach and visibility, as well as help you learn about what’s going on nationally and even internationally.

Is technology rewiring our brains?

This is a common criticism of our increasingly wired and connected world. Dr. Baker agrees that we are indeed rewiring our brains. However, it isn’t clear if these changes are benefitting us or hurting us. Some argue that these changes allow us more time for deep thinking, while others bemoan our supposedly shrinking attention spans.

Dr. Baker reminds us that whenever we learn something new, we are rewiring our brains. We have always “developed distinctive neural pathways with experiences over time,” she explains. Our understanding of these new contemporary experiences and their impact remains weak.

There are issues around “cognitive load,” or how much information flows through our working memory, because “it means we can’t translate the new material into conceptual knowledge.”

These technologies aren’t going away, however, so we need to develop strategies in order to moderate our consumption and use. Setting ground rules, spending time “unplugged” or developing dedicated activities that require you to disconnect are ways to mitigate the possible negative side effects.

Dr. Baker started doing the UNICEF Tap Project with her husband to disconnect more broadly and reconnect with her partner while also working to make larger positive impact.

Leaders also have a responsibility to set a good example. Dr. Edwards reminds us, “the times you work are not the times other people are working.” Be aware of when you are sending emails and be reasonable in terms of your expectations for response time.

Finally, once you set your limits, make sure you are accountable and respect the limits others have placed on their practices.

There might be some pushback

Not everyone is as open and ready to embrace the level of connectedness our current technologies provide for us. “Sometimes you still get dirty looks when you pull out an iPad or your smartphone during a meeting,” Dr. Maben observes, “in the same way we tend to get upset with our students when they do the same. Educate your colleagues that you are not on Pinterest!”

It is also important to remember that not everyone is as aware or up-to-date on the latest technologies, so Dr. Baker suggests you find someone to keep you from getting “too techie” in your interactions with your colleagues.

In order for our colleagues to be more open to the opportunities technology represents, we have to make the technology accessible in our language and interactions with them. Be a mentor and a coach on issues surrounding technology, and always be prepared to show positive examples.

Technology also inevitably fails. Make sure that you have back-up plans in case of technology difficulties, particularly in emergency situations. Try to plan for various “what if” scenarios, so that the technology isn’t a distraction or an obstacle.

Finally, be consistent in your use of technology and social media. If you tell people the best ways to reach or find you, make sure that that is true. Once you have set boundaries or rules, respect them.

Model good behavior and positive uses of technology while showing your colleagues the power and potential of connectivism. 📖

—LSB

Credence Baker is @drbaker on Twitter
Sarah Maben is @SarahMaben on Twitter
Jennifer T. Edwards is @drjtedwardsTSU on Twitter

Dr. Baker reminds us that whenever we learn something new, we are rewiring our brains.



**Look for your perfect job at
[www.wihe.com!](http://www.wihe.com)**

Change the Attitude to Aid Women's Representation in STEM

It's not aptitude but attitude that's keeping women out of many of the STEM (science, technology, engineering and math) fields and ultimately high-paying STEM careers, said **Dr. Nicole Else-Quest**. Women are more than capable when it comes to succeeding in those fields and the research confirms that, but they are making a conscious choice not to pursue them.

Else-Quest is assistant professor and associate chair of the department of psychology at the University of Maryland-Baltimore County (UMBC). She also has an appointment as an affiliate assistant professor in the department of gender and women's studies at UMBC.

Her research focuses on how negative attitudes toward math and science develop and how early those attitudes appear. In the process, she's also looking for solutions to reverse the trend.

Else-Quest's work landed her an invitation to keynote the Spring Opportunities for Women in Science workshop held at the University of Tennessee-Knoxville (UTK) in April 2014. The workshop was sponsored by the National Institute of Mathematical and Biological Synthesis (NIMBioS), the Statistical and Applied Mathematical Sciences Institute (SAMSI) and the NSF Mathematical Sciences Diversity Committee in cooperation with the Association for Women in Mathematics.

WIHE did a phone interview following the workshop discussing her presentation and research.

Origins of attitudes

It may seem odd for a psychologist to keynote a science conference but Else-Quest is working on three separate research projects that all aim to get at the factors that might moderate gender differences and attitudes in math and science.

"Although we didn't have a lot of common ground in terms of discipline, they understood the concepts I was trying to get across," she said.

As a developmental psychologist who earned her doctorate at the University of Wisconsin-Madison, Else-Quest hopes to tease out the emotions and feelings behind students' anxiety toward or love of math, searching for where the attitudes are coming from and how we develop interests and abilities.

One of Else-Quest's research projects is a cross-national variability study on how attitudes about math transcend into opportunities available to girls in a culture. From data drawn from cross-national assessments of math abilities and math attitudes in adolescents from 69 nations, Else-Quest has found a correlation between access to school, women role models and achievement in math and science.

When a country had egalitarian enrollment—the number of girls going to school comes close to or equals the number of girls eligible to attend—female students had more positive attitudes and performances as good or better than their male peers in math.

Girls with more negative attitudes toward math came from countries where they lacked women role models. When asked why they didn't enroll in math classes, the

female students would respond saying, "Why would I bother taking pre-calculus when I don't see someone like me in class or in a career?"

In countries with women in R&D jobs, the girls had more positive attitudes. "They're seeing math and science as options," she said. "They're thinking 'I can have a career in those areas.'"

Students also believe "This is something I should invest in. It's worth my while to do."

Gender, ethnicity and math performance

Another of her research projects is the Philadelphia Adolescent Life Study. This longitudinal study recruited 350 diverse students and parents to look at the effects of gender and ethnicity on academic performance.

While we know all about gender differences in math and science, it turns out that most of the research was conducted on white students or comparing the performances between white and black students. The Philadelphia study remedies the lack of research on math and diverse populations by comparing gender differences across four different ethnic groups.

If you just remind a girl about her gender before she takes a math test, she does more poorly on the test. While not a conscious process, the reminder serves to trigger anxiety about being able to perform in a traditional male subject area because she's a girl.

Contrast that with a prompt that reminds Asian students about the stereotype of Asians being good in math and science. If Asian students are reminded of that, they do perform better, said Else-Quest, who also noted that the gender gaps are larger for Asian Americans than they are for African Americans.

Single-sex schools and math performance

In the third study, Else-Quest looks at performance among students attending single-sex schools in Philadelphia. The city has several single-sex neighborhood schools that admit anyone who wants to attend.

"For the most part, single-sex schools are choice schools or ones with selective admissions processes," she said. It's hard to make anything of achievement when the school is private or doesn't admit those who they know won't succeed.

Else-Quest wondered if the girls in the all-girls school had fewer stereotypes of women in math and science. She discovered that the girls in the single-sex school were outperforming the boys who attended the all-boys school.

Apparently the boys would benefit from having some girls to compete with in the classroom, since other research has shown that there is little to no gender difference in math in mixed-sex schools.

Hard versus soft sciences

What's the status of women in the sciences these days? In some areas such as biology and the social sciences "it looks great," said Else-Quest. But in others, specifically

"These role models are saying, 'You do belong here, your gender doesn't exclude you,'" said Else-Quest. "You belong in math and science."

physics, engineering and computer science there aren't enough women earning degrees in those areas, much less pursuing careers in them. More women in the hard sciences could lead to pay equity and improved salaries for women in other STEM fields.

Why the lack of women choosing to major in the hard sciences? Basically, they don't see many women currently in those careers.

Blame discrimination and bias in hiring for that situation. "Women scientists aren't perceived as qualified or authoritative enough," she said. If they are authoritative, then they're not liked.

Add to that the fact that women bear the burden in child bearing and rearing while still being tied to the ticking tenure clock. "We still have a system that's rooted in the assumption that the scientist is a man," said Else-Quest. "This makes career advancement challenging for women."

Suggestions for improvement

At the University of Tennessee workshop, the women scientists in the audience may not have realized the body of research that was available to them courtesy of their colleagues in the social sciences. Else-Quest's presentation likely opened up new research opportunities for some of the participants.

The psychologist recommended two interrelated actions to improve women's participation in STEM.

Identifying the problem is the first step to solving it. We must educate people about the stereotypes.

"Girls as early as first grade believe they can't do math," she said. "We don't want them to internalize that belief and have them avoid taking math."

Having women role models and mentors is the second action. Most women who majored in one of the STEM fields and have pursued a career in it had seen women working in the field as early as high school or had taken a class led by a woman in college.

"These role models are saying, 'You do belong here, your gender doesn't exclude you,'" said Else-Quest. "You belong in math and science."

Using more female-friendly or even gender-neutral applications to explain tough concepts in the classroom can make the sciences more welcoming for women. It doesn't have to be all ribbons and lace.

Women are interested in the helping professions and many concepts can be easily translated into applications that keep both genders engaged. Or give equal time to applications describing engines and ergonomics.

Recalling her own undergraduate years, Else-Quest took a class where she was the only woman among 25 students. "I felt anxious every day," she said. Similar situations for ethnic women are playing out in classrooms across the country.

Some of the anxiety revolves around practicality. Where are the women classmates I can study with? If a woman is paired with a male study partner, she worries if he will think she's hitting on him when she asks for notes.

Women must feel that they have a place in the STEM fields. "Our jobs are where we spend so much of our lives," said Else-Quest. "Most people like to have friendships with people of the same gender."

The world is watching. 📺

—MLS

Contact Dr. Else-Quest at nmeq@umbc.edu; 410.455.3704

Women on the Move

As of June 1, 2014

- **Shamis Abdi** becomes chief of staff to the president of Florida A&M University. She has been serving as director of operations for the Girls Preparatory Charter School in New York City.

- **Dr. Laurie A. Achenbach** moves from interim to dean of the college of science at Southern Illinois University.

- **Dr. Barbara Atkinson** becomes planning dean at the University of Las Vegas NV school of medicine. She has been serving as vice chancellor and professor emerita at the University of Kansas school of medicine.

- **Dr. Ann B. Bain** becomes the founding dean of the college of education and health professions at the University of Arkansas–Little Rock. She is serving as interim dean of the college of science and chair of the department of nursing.

- **Dr. Joann Bangs** moves from interim to dean of the school of business and professional studies at St. Catherine University MN.

- **Dr. Cynthia Berg** moves from interim to dean of the college of social and behavioral science at the University of Utah.

- **Dr. Wanda J. Blanchett** moves from dean of the school of education at the University of Missouri–Kansas City to dean of the graduate school of education at Rutgers University NJ.

- **Dr. Terri L. Bonebright** becomes provost and executive VP for academic affairs at Hendrix College AR. She has been serving as a professor of psychology and dean of the faculty at DePauw University IN.

- **Dr. Marion E. Broome** moves from dean of the school of nursing at Indiana University to dean of the school of nursing and associate VP of academic affairs for nursing at Duke University NC.

- **Dr. Marta Caminero-Santangelo** becomes acting vice provost for faculty development at the University of Kansas. She has been serving as professor of English.

- **Dr. Lisa Cassis** moves from chair of the department of molecular and biomedical pharmacology to VP for research at the University of Kentucky.

- **Dr. Vicki Leigh Colvin** becomes provost of Brown University RI. She has been serving as vice provost for research at Rice University TX.

- **Dr. Shelley F. Conroy** moves from dean of the Louise Herrington school of nursing to the inaugural dean of the new college of health and human sciences at Baylor University TX.

- **Dr. Lynn Cooley** becomes dean of the graduate school of arts and science at Yale University CT. She has been serving as the director of the combined program in the biological and biomedical sciences.

- **Patricia Frilot Cottonham** moves from interim to VP for student affairs at the University of Louisiana–LaFayette.

- **Dr. Chandice Covington** becomes dean of the school of nursing at Kaplan University IA. She has been serving as professor and chair of the department of women, children and family nursing at Rush University IL.

continued on page 10



Chancellor

The University of Illinois at Chicago is conducting a nationwide search for its next Chancellor. The Search Committee invites letters of nomination, applications (letter of interest, full resume, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to September 1, 2014. Applications received after this date may be considered at the discretion of the Committee and/or hiring authority. For a complete position description and requirements, please visit the Current Opportunities page at <http://www.uillinois.edu/searches/UICchancellor> or <https://www.parkersearch.com/current-opportunities/university-of-illinois-at-chicago/chancellor>.

Laurie C. Wilder, Executive Vice President and Managing Director
Porsha L. Williams, Vice President
Katie M. Bain, Vice President
770-804-1996 ext: 109
pwilliams@parkersearch.com || kbain@parkersearch.com

The University of Illinois is an affirmative action/equal opportunity employer dedicated to building a community of excellence, equity and diversity. University Administration welcomes applications from women, underrepresented minorities, individuals with disabilities, protected veterans, members of sexual minority groups and other candidates who will lead and contribute to the diversification and enrichment of ideas and perspectives. As a condition of employment, the successful candidate must have or be able to obtain a security clearance. The security clearance must be maintained while employed, as Chancellor and Vice President of UIC, by the Board of Trustees of the University of Illinois.



PARKER
Executive Search

Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328

770.804.1996 | parkersearch.com



President

The Board of Trustees of the University of Illinois announces a search for President of the University, the appointment to be effective July 1, 2015, or as designated by the Board. The President of the University leads an academic community with a strong and proud tradition of excellence in teaching, research, public service and economic development.

Established in 1867 as the public land-grant university of the State of Illinois, the University of Illinois has achieved international recognition as a center of higher learning. The University is a long-time member of the Association of American Universities. Now with campuses in Urbana-Champaign, Chicago and Springfield, including a major health sciences center in Chicago, the University's reach is extensive. The three campuses offer a broad range of options for students from Illinois, from across the nation and from around the world. Distinguished faculty teach with passion; their discoveries and creative works enrich society at large. The University enrolls some 52,000 undergraduate, 21,500 graduate and 3,800 professional program students; and 5,800 faculty and 17,000 staff contribute to the work of the University. More than 650,000 alumni hold University of Illinois degrees. The President oversees an annual budget of \$5.4 billion, made up of extensive Federal research funding, gifts from alumni and friends, and support from the people of the State of Illinois.

A presidential search committee composed of trustees, faculty and staff members, alumni, and students is seeking an outstanding candidate. Nominations, applications, and expressions of interest are being solicited. Parker Executive Search is assisting the University with the search; nominations, materials and correspondence should be directed electronically to pwilliams@parkersearch.com. For full consideration, application materials should be submitted by Sept. 8, 2014.

For any questions or to discuss the position, please contact:
Laurie C. Wilder, Executive Vice President and Managing Director
Porsha L. Williams, Vice President
770-804-1996 ext: 109
pwilliams@parkersearch.com

For additional information regarding this position, please visit:
<http://www.bot.uillinois.edu/presidentialsearch>

The University of Illinois is an affirmative action/equal opportunity employer dedicated to building a community of excellence, equity, and diversity. We welcome applications from women, underrepresented minorities, individuals with disabilities, protected veterans, members of sexual minority groups and other candidates who will lead and contribute to the diversification and enrichment of ideas and perspectives. As a condition of employment, the successful candidate must have or be able to obtain a security clearance. The security clearance must be maintained while employed as president by the Board of Trustees of the University of Illinois.



PARKER
Executive Search

Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328

770.804.1996 | parkersearch.com

Women on the Move, continued from page 9

• **Dr. Lesia Crumpton-Young** moves from director of the center for advancing faculty excellence at the University of Central Florida to associate VP for research and sponsored programs at Tennessee State University–Nashville.

- **Dr. Erica D'Agostino** moves from dean of academic advising to dean of advising and co-curricular programs at Lafayette College PA.
- **Dr. Elizabeth B. Davis** moves from dean of the college of business and professor of management at the University of New Haven CT to dean of the

continued on page 12



Executive Vice President for Administration & Chief Financial Officer

The University of Connecticut (UConn) invites applications for the Executive Vice President for Administration & Chief Financial Officer (EVPA/CFO). Reporting to the President, the EVPA/CFO is the chief administrative and financial officer of the University.

The University of Connecticut is one of the nation's leading public research universities. Founded in 1881, UConn is a Land Grant and Sea Grant college and member of the Space Grant Consortium. It is the state's flagship institution of higher education with its main campus in Storrs in addition to a Law School, Medical and Dental Schools, a Health Center and five regional campuses in Greater Hartford, Stamford, Waterbury, Avery Point, and Torrington. The Law School campus is located in Hartford; the Health Center campus is located in Farmington. Both are closely linked to the main campus through academic projects.

UConn is ranked among the Top 20 public universities in the nation according to the 2014 *U.S. News & Report*. The University has approximately 10,000 faculty and staff and 30,000 students which includes more than 22,000 undergraduates and nearly 8,000 graduate/professional students.

The EVPA/CFO oversees Capital Projects & Contract Administration; Facilities Operations & Building Services; Finance & Budget (including Procurement Services, Accounting, Accounts Payable, Bursar, Financial Systems, Payroll, Treasury); Human Resources; Labor Relations; Logistics Administration; Public Safety; Planning, Architectural & Engineering Services; and Infrastructure Planning for the entire University. The goal of the Office of the EVPA/CFO is to create and maintain essential University services and a physical environment that robustly supports the academic and research missions of the University of Connecticut. This is accomplished through quality customer service, effective collaboration with faculty and staff, and strong stewardship of the University's financial, capital, and human resources.

At least 15 years of experience in increasingly responsible positions within finance and administration is required. It is preferred that this experience is gained in a higher education, research institute, or academic medical setting. A demonstrated deep understanding of finance (including infrastructure finance, internal controls, cash management, and treasury services) and budgeting (capital and operational) is also required. The successful candidate should be an adept leader and manager who has the ability to oversee and lead an organization-wide, service-driven administrative and finance function that is proactive, progressive and collaboratively aligned with the many disparate organizational entities that compose a university. A Master's degree in finance, management, or a related field from an accredited college or university is required.

Initial screening of applicants will begin immediately, and continue until the position is filled. The University of Connecticut will be assisted by Ellen Brown Landers, Elizabeth Ewing and Tracie Smith of Heidrick & Struggles, Inc. For further information, please see: <http://evpacfo.uconn.edu/>. Nominations and applications should be directed to:

UConn EVP/CFO Search Committee
c/o Heidrick & Struggles, Inc.
303 Peachtree Street, NE, Suite 4300
Atlanta, GA 30308
Telephone: 404-682-7316
Email: uconnco@heidrick.com

The University of Connecticut does not discriminate on the basis of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), prior conviction of a crime (or similar characteristic), workplace hazards to reproductive systems, gender identity or expression, or other legally protected classifications in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Connecticut prohibits sexual harassment, including sexual violence.



Vice President, Communications

Bucknell University invites applications and nominations for the position of Vice President, Communications. The position reports directly to President John Bravman who is entering his fifth year at Bucknell after an exceptional teaching and administrative career at Stanford University.

The successful candidate will provide visionary leadership to all institutional communications and marketing efforts. The Vice President will develop and articulate the strategic vision and the tactical initiatives for this key administrative area of the University. This individual will oversee a coordinated communications and marketing strategy and benchmarking process that presents and assesses a consistent message and visual identity that strengthens Bucknell's position with all its key constituents. The Vice President will work with senior staff colleagues and lead a talented creative team to create a comprehensive and integrated strategic marketing communications plan for the University's strategic plan, comprehensive fundraising campaign, admissions recruitment model and campus master plan.

Bucknell University is the nation's largest private liberal arts university. Founded in 1846 as the University at Lewisburg, the University currently consists of 3,400 undergraduate and 150 graduate students and almost 400 faculty. Bucknell is one of the top national liberal arts institutions and offers more than 50 majors and 60 minors in its two colleges — the College of Arts and Sciences, which includes the School of Management, and the College of Engineering.

Bucknell is proud of the accomplishments that have been made under the leadership of John Bravman who was previously Vice Provost for Undergraduate Education at Stanford University and played a critical role in raising \$1.1 billion dollars for Stanford's Campaign for Undergraduate Education. For his work at Stanford, John received the University's highest honors for teaching and for lifetime service. Under his guidance, Bucknell University is undergoing numerous exciting initiatives and projects. Recently, Bucknell launched the largest comprehensive campaign in its history for strategic University initiatives; opened a new academic building and broke ground on four new apartment residence halls and a student commons building. Also initiated by President Bravman, Bucknell has developed the Campus Climate Task Force report, an in-depth examination of student life on campus.

Bucknell University, an Equal Opportunity Employer, believes that students learn best in a diverse, inclusive community and is therefore committed to academic excellence through diversity in its faculty, staff, and students. We seek candidates who are committed to Bucknell's efforts to create a climate that fosters the growth and development of a diverse student body, and we welcome applications from members of groups that have been historically underrepresented in higher education.

Heyman Associates has been retained to manage the search process. Applications and nominations, including a resume and cover letter, should be emailed to Vanessa Charlton at vcharlton@heymanassociates.com.

Bucknell University is an Equal Opportunity Employer.

Dean

The University of Tennessee invites applications and nominations for the position of Dean of the College of Law. The Dean is the chief academic and administrative officer of the College and reports to the Provost. Salary is nationally competitive and commensurate with experience and qualifications.

Qualifications: We are seeking a dean who can lead us in building on the College's traditions and achievements. Applicants must possess the following qualifications: a J.D. degree or its equivalent; an established record as an exceptional teacher and scholar or comparable professional achievement meriting appointment as a tenured professor; outstanding communication and leadership skills; the ability to relate effectively to a variety of internal and external constituencies; and a commitment to diversity. Desired qualifications include administrative, fiscal, and fundraising experience, and a demonstrated understanding of the research, instructional, and service needs of a college of law. For additional information, please visit the Current Opportunities page at www.parkersearch.com.

Application Procedure: Letters of nomination, expressions of interest, or applications (letter of interest, full resume, and contact information for references) to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to **August 25, 2014** to:

Laurie C. Wilder, Executive Vice President and Managing Director
Porsha L. Williams, Vice President
770.804.1996 ext: 109
pwiliams@parkersearch.com | eraines@parkersearch.com

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.



PARKER
Executive Search

Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328

770.804.1996 | parkersearch.com

Women on the Move, continued from page 10

school of management at the University of San Francisco CA.

- **Leslie C. Davis** becomes president of the hospital and community services division of the University of Pittsburgh Medical Center PA.

- **Dr. Karol Dean** moves from dean of the college for women at Chatham University PA to dean of the school of social and behavioral sciences at Mercy College NY.

- **Dr. Susan C. Dolbert** becomes VP for development for biomedical and health sciences at the Rutgers University Foundation NJ. She has been serving as VP for development at the Fred Hutchinson Cancer Research Center WA.

- **Dr. Dana Dunn** moves from faculty at the University of Texas–Arlington to provost at the University of North Carolina–Greensboro.

- **Dr. Sheryl Fontaine** moves from interim to dean of the college of humanities and social sciences at California State University–Fullerton.

- **Dr. Tamar Gendler** adds to her roles as professor of psychology and cognitive science and as deputy provost for humanities and initiatives the role of inaugural dean of the faculty of the arts and sciences at Yale University CT.

- **Ann Goodwin, JD** moves from associate VP for development at Wesleyan University CT to VP of college advancement at Connecticut College.

- **Allyson Green** moves from associate dean to dean of the Tisch school of the arts at New York University.

- **Dr. Marie Hardin** moves from associate dean for undergraduate and graduate education to dean of the college of communication at Pennsylvania State University.

- **Binti Harvey** moves from director of marketing at the California Institute of Technology to chief

marketing and communications officer at Scripps College CA.

- **Dr. Christine Himes** becomes dean of the Lewis college of human sciences at the Illinois Institute of Technology. She has been serving as chair and Maxwell professor of sociology at Syracuse University NY.

- **Dr. Erika Hayes James** moves from senior associate dean for executive education at the Darden graduate school of business administration at the University of Virginia to dean of the Goizueta business school at Emory University GA.

- **Charlotte H. Johnson, JD** becomes dean of students and VP for student affairs at Scripps College CA. She has been serving as dean of the college at Dartmouth College NH.

- **Cheryl Johnson** becomes the inaugural VP for human capital at Kansas State University. She has been serving as the chief operating officer of JVisions Inc. MI.

- **Dr. Marisa Kelly** will become provost and senior VP for academic affairs at Suffolk University MA, effective August 1. She has been serving as provost and VP for educational affairs at Ithaca College NY.

- **Dr. Kimberly Kempf-Leonard** will move from dean of the college of liberal arts at Southern Illinois University–Carbondale to dean of the college of arts and sciences at the University of Louisville, effective August 1.

- **Dr. Jodi Kupper** becomes vice chancellor for academic planning and partnerships for the Nebraska State College System. She has been serving as dean of education at Peru State College NE.

- **Dr. Karla Leeper** becomes chief of staff for the president of Georgia Regents University. She has been serving as professor of communication studies and VP of board and executive affairs at Baylor University TX.

continued on page 15

Finding Work/Life Balance in an Unlikely Place

By Dr. Jennifer O'Connor Duffy

From the time I was a doctoral student presenting dissertation research at national conferences to the publication of my first book to my negative experience as a feminist in a predominantly patriarchal department, *WIHE* (and its former editor, Mary Dee Wenniger) has given me a voice to both academically and personally share my experiences and work with fellow readers.



Dr. Jennifer O'Connor Duffy

Since I last published here in 2011, I have changed careers to working as an online graduate school dissertation chair at Northcentral University, an online university with graduate school programs. This new job provides me with the flexibility in scheduling my work and the opportunity to mentor students to balance both a career in academe and a family life. Online learning is leading new conversations about how these institutions might enable female faculty to keep both their careers and their families.

Research says...

As a scholar of gender equity in higher education, I study the perspectives of both female students and faculty. Scholarship reveals the complexity of demands related to parenting and academic work. A plethora of research shows that such challenges are exaggerated for female faculty who report a significantly higher number of domestic and caregiving activities in comparison to their male counterparts.

The weighted responsibility adds pressure to female faculty building their careers who attend conferences away from home and hold other time-intensive responsibilities required for tenure, such as writing and publishing. Furthermore, female faculty try to minimize the negative aspects of parental responsibilities by timing childbirth in the summer and taking minimal maternity leave in an effort to appear committed to their careers.

My scholarship reveals that a college degree serves as an equalizer for women in society in terms of professional attainment. But my story also reflects the larger volume of research that proves women do not enter academic careers at rates proportional to their degree attainment. Once they enter academe, they do not achieve tenure or gain promotion at the same rate as men.

The journey to tenure

My professional work is inspired by my personal journey in higher education. I went from a working-class student at an Ivy League College to a professor who chose to leave a tenure-track dream job because of the constraints I faced as a working mother. Ten years after I received my doctoral degree, I find myself in a teaching position that I never envisioned for myself.

I currently serve as a graduate dissertation chair to 40 students at an online institution. In this job, I mentor doctoral students in business, psychology and education. I am responsible for directing a candidate's entire dissertation process and ensuring that all institutional and academic policies, procedures and standards are followed.

I coordinate all scholarly activities so that the work of the dissertation committee proceeds in a timely fashion. Likewise, I guide all communication between the candidate, the committee and the graduate school. Additionally, I serve on institutional committees as an advisory member for the University Faculty Handbook, Virtual Academic Center and Dissertation Chair Change Selection Process.

I can craft a schedule that enables me to have time with my children and have a scholarly career. Whether I am working at 5 a.m. or 11 p.m., I have control over my schedule as dissertation advisor. I have time to volunteer in my eldest son's first grade class, to chaperone a field trip for my second son's pre-school visit to the zoo and to leave work (my home office) early if my baby is sick at daycare, without having to cancel a class or worry about a boss punitively reprimanding me for my commitment to family.

Working from home eradicates time spent commuting and enables me to save money otherwise spent on gas, parking and professional outfits. Regarding my research, I can dedicate several hours to research without interruptions such as teaching a class or scheduling office hours.

Other options for academic parents

Given the rise in distance learning, it is time to look at how this new dimension of academe is transforming the traditional brick-and-mortar tenure-track positions that traditionally led to gender gaps in female faculty achievement compared to males. Many online institutions provide policies that help women develop both productive work lives and satisfying personal lives because they allow flexibility in publishing and teaching.

I understand that faculty perspectives and practices related to all aspects of online education, especially the quality of learning outcomes, are mixed and conflicted. I am also not equating a tenured position with a faculty position at an online institution. Instead, I want to bring a new caveat to the discussion of online learning about the freedom it can bring to female faculty to balance their personal and professional lives.

As higher education examines the changing nature of how professors balance their professional responsibilities and personal lives, we must recognize that 21st-century higher education includes a diverse group of faculty members in a range of appointment types at different institutions with distinctive career needs and interests. We need institutional strategies to help female faculty overcome the demands of academic life.

Many online institutions provide policies that help women develop both productive work lives and satisfying personal lives.

continued on page 19

Signs of Hope: Shared Governance in the 21st Century

Most books on leadership argue against the shared governance model of higher education. The authors throw up their hands in exasperation at the inefficiency and ineffectiveness of the university model.

Dr. Susan Resneck Pierce, in her new book *Governance Reconsidered: How Boards, Presidents, Administrators, and Faculty Can Help Their Colleges Thrive* (Jossey-Bass, 2014), looks to offer an antidote to those attitudes. She assures readers that a shared governance model not only works but also is more necessary than ever in order for universities to thrive moving forward.

Pierce is the former president of the University of Puget Sound WA and is currently president of SRP Consulting, where she advises on effective shared governance at universities.

She has also served as the vice president for academic affairs at Lewis and Clark College OR, the dean of the college of arts and sciences at the University of Tulsa OK and assistant director of the division of education programs at the National Endowment for the Humanities.

What makes this book particularly insightful is her inclusion of *all* the various stakeholders in the governance process: from boards to presidents to administrators and to faculty. The analysis and advice Pierce offers presents all parties with a useable roadmap to good shared governance.

A necessary book

Pierce acknowledges the necessity of this book during this historical moment in higher education, as “contentiousness has often replaced collaboration” on campuses between all parties who should be involved in shared governance.

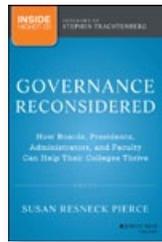
Unprecedented interference by government officials on academic matters, cuts at public institutions from their base funding, mismanagement of endowments at private institutions—all of this leaves faculty, in particular, feeling vulnerable and ignored, particularly when academic programs are cut.

Faculty resistance, Pierce reminds us, comes from a place of deep passion and rigorous academic training—reasons they were hired in the first place. Faculty are a resource and a strength, if they can be effectively integrated into the shared governance procedure.

A short history of shared governance

Pierce narrates the history of shared governance at universities in the United States, illustrating that, in fact, it is a very short history. While the American Association of University Professionals (AAUP) had statements about academic freedom throughout its history, they only made a statement about shared governance in 1966.

It is here that the AAUP lays out the rights of the faculty to be the primary authorities in the realms of curriculum, faculty competence and student achievement. AAUP also sets them as secondary authority on such issues as fiscal matters and strategic direction.



As the pace of change in our sector accelerates, the relatively slower decision-making processes of faculty are misleading boards and administrators to create policies and procedures that circumvent faculty input. This process creates mistrust and outright hostility between faculty and administrators.

When academic programs are created or cut with little faculty input, faculty rightly feel that the values of shared governance are being violated.

This antagonistic relationship is also one of the reasons why fewer chief academic officers/provosts within higher education aspire to become a president.

Pierce presents data that shows that the pipeline to the presidency from within higher education is diminishing. This means that more and more presidents will be and already are coming from the private sector, presidents who are not familiar with nor are necessarily supportive of the shared governance model.

The fiscal realities

When Pierce gets into the fiscal realities of the modern university, she is both strong and disappointing. Pierce takes an unvarnished look at boards and presidents that relied

too heavily on debt servicing and did not adequately prepare for possible (some might say inevitable) economic downturns. If you pair that with dwindling government financial support and increasing calls for “accountability,” universities are under tremendous financial pressures.

What Pierce does not address is the rise in the number of administrators as one factor driving up the cost of post-secondary education. These administrators might be necessary, but their necessity often comes from (once again) government or other accrediting or funding bodies’ insistence.

As our traditional funding sources erode, we must rely on other forms of funding, leading to other forms of bureaucracy in order to run, administer and ensure compliance.

While Pierce offers a number of helpful suggestions at the end of other chapters, she does not offer any advice on dealing with a government (along with the public) that is increasingly skeptical of post-secondary education.

I cannot believe that there is *nothing* to be done in this regard, no matter how thorny a proposition it may be. This is one area where success stories matter, and we need new thinking and new approaches to this particular issue. As Pierce illustrates, it is one issue that drives much of the erosion in shared governance.

MOOCs and adjuncts

Pierce does however do justice to two of the other major issues, Massive Open Online Courses (MOOCs) and the reliance on part-time instructors, two issues that aren’t often connected to the question of the erosion of shared governance. Pierce emphasizes what adjunct activists have been saying for years: when the majority of the faculty are part-time, at-will employees, the notions of shared governance and academic freedom are going to be weakened.

The main recommendation for all involved is that we need to trust each other more and work together.

Moreover, if the majority of faculty are systematically excluded from the shared governance model, then that model is not really working effectively.

Pierce explains the recommendations of the AAUP and the Modern Language Association (MLA) for more fully integrating adjunct faculty into the institution. She also recognizes the assets that most contingent faculty represent to the institution.

She smartly connects the issue of contingency with the issue of retention, pointing out that it makes financial sense to retain (rather than recruit) students, and that contingent faculty play a key role in their education. Her argument is that while institutions claim they can't afford to pay adjuncts more, if they think through the issue in terms of retention, they can't afford *not* to.

MOOCs also represent an assault on the shared governance model, often because they are created without input from the faculty. In addition, money is diverted to third-party companies. If curriculum and evaluation are in fact primarily the responsibility of the faculty, then MOOCs are a problematic response to or even circumvention of that authority.

Pierce recommends, among other things, that we remember to include faculty in discussions around any programs that involve curriculum and academics.

Failures and successes to learn from

Pierce goes through a number of examples of boards and presidents who neglected the issues of shared governance and paid the price through negative press, worsening relations with faculty and an erosion of trust. Faculty, too, are included in this, and Pierce takes the opportunity to remind faculty that not *all* administrators are to be mistrusted.

The main recommendation for all involved is that we need to trust each other more and work together. These cautionary tales, and the subsequent recommendations, are a must-read and quite useful reminders.

Some of the examples will probably sound familiar because, despite their specificity, they probably ring true to your own institution and experience. I would hope boards, in particular, read these cautionary tales and take the recommendations to heart.

Pierce concludes her book with four success stories. I particularly appreciated the diversity of the institutions and the leaders involved, to show that success can come from many different places.

She highlights the successes of Freeman A. Hrabowski III at the University of Maryland–Baltimore County, Robert McMahan at Kettering University MI, Laura Skandera Trombley at Pitzer College CA, and Vincent Maniaci at American International College MA. Each example reflects a real commitment to shared governance from all parties, including the board and the faculty, stemming from the leadership of these presidents. To end the book on such a positive and inspirational note was refreshing and will leave readers with a renewed devotion to our institutional values.

Pierce has written an important book that reminds all of us that shared governance is not a burden to our system but its greatest strength and asset if respected and embraced fully. I can't think of anyone on campus (or who is involved with universities) who shouldn't read this book. It is not naïve nor does it ignore the current realities, and in doing so makes the argument for shared governance even more powerful. ■

—LSB

Women on the Move, continued from page 12

• **Dr. Dafna Lemish** becomes dean of the college of mass communication and media arts at Southern Illinois University.

• **Dr. Gillian Lester** will become the dean of Columbia Law School NY on January 1, 2015. She is serving as the Alexander F. and May T. Morrison professor of law, the Mimi Wolfen research professor and acting dean of the University of California, Berkeley school of law.

• **Dr. W. Cherry Li-Bugg** moves from dean of learning resources and educational technology at Santa Rosa Junior College CA to vice chancellor for educational services and technology for the North Orange County Community College District CA.

• **Dr. Sharon Lovell** moves from interim to dean of the college of health and behavioral sciences at James Madison University VA.

• **Dr. Alondra Nelson** becomes dean of social sciences at Columbia University NY. She has been serving as professor of sociology and director of the institute for research on women, gender and sexuality at the university.

• **Dr. Marsha Mailick** becomes interim dean of the graduate school and interim vice chancellor for research at the University of Wisconsin–Madison.

• **Dr. Marifran Mattson** moves from interim to head of the Brian Lamb School of Communication at Purdue University IN.

• **Dr. JoAnn Miller** becomes leader of the school of interdisciplinary studies and associate dean for engagement at Purdue University IN.

• **Sandra Mitchell** moves from chief diversity officer at Regis University CO to associate VP for diversity and inclusion at the University of North Dakota.

• **Dr. Felecia McInnis Nave** becomes the next provost and senior VP for academic affairs at Prairie View A&M University TX. She has been serving as associate provost and associate VP for academic affairs.

• **Dr. Katherine Newman** moves from dean of the Krieger school of arts and sciences at Johns Hopkins University MD to provost and senior vice chancellor for academic affairs at the University of Massachusetts–Amherst.

• **Dr. Doretha O'Quinn** moves from vice provost of multi-ethnic and cross cultural enrollment at Biola University CA to provost at Vanguard University CA.

• **Dr. Tarrell Awe Agahe Portman** becomes dean of the college of education at Winona State University MN.

• **Dr. Marion Preest** becomes interim Weinberg family dean of the W.M. Keck Science Department at Claremont McKenna, Pitzer and Scripps Colleges CA.

• **Dr. Karen Pugliesi** moves from vice provost for academic affairs to dean of the college of social and behavioral sciences at Northern Arizona University.

• **Dr. Wendy Raymond**, VP of academic affairs and dean of faculty at Davidson College in North Carolina, has been chosen for a three-year term as chair of the committee on equal opportunities in science and engineering of the National Science Foundation.

• **Dr. Robin Rinehart** becomes dean of the faculty at Lafayette College PA.

continued on page 17

Sponsor an Adjunct

By Dr. Lee Skallerup Bessette

Last year, Erin Wolf wrote in *WIHE* that in order for women to ascend the leadership ladder in higher education, we needed less mentors and more sponsors (“Success Tip for Women: Get a Sponsor,” April 2013). Sponsors, Wolf explained, “make sure that your name is floated for a plum assignment or speak up on your behalf at year-end compensation meetings. They make sure your promotions stay on track. And because they put their necks on the line for you, they have to really believe in you.”



Dr. Lee Skallerup Bessette

Wolf isn't the only person talking about the importance of sponsorship for women and people of color in higher education; student services professional Teri Bump, for instance, has also spoken around the country on the importance of sponsorship, introducing the corporate work of Dr. Sylvia Hewlett, author of *(Forget a Mentor) Find a Sponsor* and *The Sponsor Effect: Breaking Through the Last Glass Ceiling*, to higher education.

They all encourage women to find effective sponsors to help move their career forward. However, one group that often has a hard time finding sponsors is contingent faculty. Sponsors should actively look into the large pool of contingent faculty already working on their campuses for leadership potential.

The invisible contingent

According to the Coalition on the Academic Workforce's 2012 report on part-time faculty, contingent, nontenure-track faculty teach up to 75% of all undergraduate classes in the United States. Chances are that there are more adjunct faculty on your campus than tenured and tenure-track faculty.

That same report cites national IPEDS data that women make up 51% of contingent faculty, making the question of sponsorship all the more pressing if we believe in enhancing the diversity of higher education.

The challenge, of course, is that contingent faculty are largely left out of opportunities where they might attract the eye of a potential sponsor, or they are not given responsibilities that would reveal leadership and administrative potential.

Often without offices or access to other campus resources and paid low wages, adjuncts may lack a meaningful presence on any given campus, which is exacerbated when an adjunct is teaching on multiple campuses in an attempt to make ends meet.

Contingent faculty are also often seen as “less-than” within campus communities, as failed academics who couldn't get a tenure-track job, or the author of their own circumstances through life choices. Worse still is the view

that contingent faculty are “only temporary” and have little investment or interest in the institutions where they teach.

This couldn't be further from the truth. Many contingent faculty have been teaching at the same institution for an extended period of time, as shown by the recent report from the House Committee on Education and the Workforce on contingent faculty, “The Just-In-Time Professor” (see coverage on this report in March 2014's issue of *WIHE*).

Contingent faculty also disproportionately teach lower-division courses filled with freshman students. They have a first-hand awareness of the issues students face while transitioning into (or back into) college.

Experienced pedagogues, contingent faculty take the task of teaching seriously, refining and adapting their approach for highly diverse student populations. While it is true that contingent faculty aren't visibly on the cutting edge of their fields, it is not because they are poor researchers but because they lack the resources of time and money,

as well as the cultural capital, required to do those visible acts of research and collaboration.

As put by Wolf, sponsors need to really believe in the person they are sponsoring, but contingent faculty don't often have the opportunity to prove their potential to the right people.

A pipeline is drying up

Meanwhile, the number of potential leaders, particularly in academic affairs, is dwindling along with the number of new tenure-track hires annually.

In a recent piece on *Inside Higher Ed* from May 16, 2014, Kristan Venegas and Adrianna Kezar encourage higher ed to look outside of the usual pathways for future leaders. They remind readers, “many non-tenure track faculty have experiences in leadership outside of higher education that might bring to their role and pair with their expertise in teaching and learning to make excellent leaders.”

The authors also make a number of recommendations on how institutions can begin to integrate more contingent faculty members into the leadership pipeline. They suggest opening up mentoring opportunities for them, re-examining policies that prohibit contingent faculty from service duties, and supporting and encouraging contingent faculty who wish to attend national leadership institutes such as the ACE Fellow program, HERS, ADVANCE leadership programming, Kellogg Leadership Program, ACE Spectrum Program or Center for Creative Leadership.

Sponsors can help adjunct faculty take advantage of these situations. They can make these opportunities visible to potential participants who are contingent faculty members and pledge to strongly support their applications.

It also will take strong leadership of tenured faculty and administrators to change policies that may exclude adjunct faculty from even being selected or nominated for these opportunities.

When given the opportunity, contingent faculty members will give you someone to believe in. Find them, mentor them and watch them flourish.

Open up opportunities for adjuncts

As a contingent faculty member myself, I have greatly benefited from the opportunities that Morehead State University KY provided for me. Adjuncts are encouraged to participate in on-campus professional development opportunities, including the President's Leadership Academy, which I attended this past academic year.

The goal of the PLA is to identify the leadership potential on campus, regardless of where it resides; the PLA is open to both faculty *and* staff at all levels.

The academy was a chance for me to learn more about how our institution and our state public system work, as well as participate in some of the processes I might not have experienced otherwise.

But there is still work to be done. I was the first and so far only instructor to be selected to participate in the PLA. And after leaving the PLA, because of my contingent position, I could not serve on any committee higher than my department level because of my nontenure-track status.

Instructors, despite their role as educators with no contracted responsibilities outside of the classroom (no expectations for research or service), are not eligible for any teaching awards on our campus.

My being visible through blogging and on Twitter has led to others reaching out and actively sponsoring me, pointing out opportunities I would not have had access to otherwise. We need to start working harder to *see* adjuncts and the good work that they do.

Take up the challenge

I have often lamented that there is at least one lost generation of potential academic leaders because of the growth in contingent faculty on campuses. If mentorship is indeed important to ensuring that women and people of color move up the administrative ranks, then we need to go where they are most represented.

If you have a say as to who gets placed in visible roles on campus, or the ability to create collaborative working groups, then you can be a sponsor to adjuncts. But you can't sponsor a contingent faculty member if you don't know them beyond a name on the schedule.

The first step can and should be to get to know the contingent faculty on your campus and to listen to them. Listen to what they are doing on the ground in the classroom, as well as what they are doing or have done outside of the university.

Contingent faculty could help lead your institution through the changes that are taking place in higher education. They are often needlessly excluded. Work to create a culture where contingent faculty are valued members of the larger university community.

When given the opportunity, contingent faculty members will give you someone to believe in. Find them, mentor them and watch them flourish. 📖

—LSB

Dr. Lee Skallerup Bessette is a regular writer for *WIHE*. She has been a contingent faculty member for almost ten years. Due to successful sponsorship, she is about to start a new staff position at the University of Kentucky at their Center for the Enhancement of Learning and Teaching. She is @readywriting on Twitter; her blog, *College Ready Writing*, can be found on the site *Inside Higher Ed*.

Women on the Move, continued from page 15

- **Dr. Sharon Robbert** moves from dean for academic planning and effectiveness to interim provost at Trinity Christian College IL.
- **Rev. Bridgette Young Ross** becomes dean of the chapel and spiritual life at Emory University GA.
- **Judy Ryan** moves from VP for human resources and administration to VP for administration and finance at the University of Maine.
- **Dr. Carla Sanderson** becomes VP of accreditation and professional regulation at the Chamberlain College of Nursing IL.
- **Dr. Denise Seachrist** moves from director of the Hugh A. Glauser school of music at Kent State OH to interim dean and chief administrative officer at Kent State University– Stark OH.
- **Dr. Nancy Butler Songer** becomes the dean of the school of education at Drexel University PA.
- **Dr. Elizabeth Spiller** moves from associate dean in the college of arts and sciences at Florida State University to dean of the college of liberal arts and human sciences at Virginia Polytechnic Institute and State University.
- **Pamela Sutton-Wallace** becomes chief executive officer of the University of Virginia Medical Center. She has been serving as senior VP for hospital operations at Duke University Hospital NC.
- **Kim Taylor, JD** becomes VP and general counsel at the University of Chicago IL. She is a partner in the law firm Hilton & Bishop in Massachusetts.
- **Dr. Deborah E. Trautman** moves from executive director of the Center for Health Policy and Healthcare Transformation at Johns Hopkins University MD to chief executive officer of the American Association of Colleges of Nursing.
- **Dr. Vikki L. Vandiver** becomes dean of the school of social work at the University of Alabama.
- **Tonia Walker** moved from interim to director of athletics at Winston-Salem State University NC.
- **Dr. Jenifer K. Ward** becomes provost at Centenary College LA. She has been serving as dean of the Cornish College of the Arts WA.
- **Meredith Weenick** becomes VP for campus services at Harvard University MA. She was the chief financial officer for the City of Boston and a policy adviser to former Boston mayor Thomas Menino.
- **Dr. Karen Weddle-West** moves from vice provost for graduate programs and director of diversity initiatives to interim provost at the University of Memphis TN.
- **Dr. Beverly Wendland** becomes interim dean of the school of arts and sciences at Johns Hopkins University MD.
- **Dr. Susan R. Wente** moves from associate vice chancellor for research to provost and vice chancellor of academic affairs at Vanderbilt University TN.
- **Dr. Tina Whalen** moves from associate dean for academic affairs to interim dean of the college of allied health sciences at the University of Cincinnati OH.
- **Dr. Barbara J. Wilson** moves from executive vice provost for faculty and academic affairs to dean of the college of liberal arts and sciences at the University of Illinois.
- **Dr. Kristi Wold-McCormick** moves from registrar at North Dakota State University to registrar at the University of Colorado–Boulder.

Women's Underrepresentation in Higher Education in Ghana

By Sarah Kyei, a Humphrey Fellow (2013–2014) at the University of Minnesota.

Growing up as a young girl, my greatest desire was to enroll in one of Ghana's universities. This was because many young women who have had the privilege of attending universities in Ghana felt very proud of their achievements; there were very few of them at universities.

It was the norm for people to be intimidated by women pursuing higher education. I remember our male classmates in high school used to tell us that they would never marry any of us because we would be enrolling in the university and would not submit to their authority as men. Despite these subtle threats from some of our classmates, I was determined to pursue higher education because I thought it was the only way one could succeed in life.

But do negative cultural norms, traditions and religious beliefs contribute to the underrepresentation of women in higher education in Ghana? I explain below some of the factors that account for that problem and make some recommendations for change.

Why bring more women?

Universally, women's voices are underrepresented in many critical spaces where they are needed, and higher education is no exception. According to Martha Donkor's article "Educating Girls and Women for the Nation: Gender and Educational Reform in Ghana," educating females is the most cost-effective measure a developing country can adopt to accelerate its rate of development.

Research has shown that more women are likely to put their savings into education, health and the general welfare of their family compared to their male counterparts, as Nicholas Kristof and Sheryl WuDunn cite in "The Women's Crusade." The education of women and girls also has the potential of reducing fertility rates, early child bearing and maternal mortality.

Higher education can improve the overall quality of life of women, including providing better access to health care, food security, good pension plans, improved job opportunities, etc. But in spite of these benefits, many women in Ghana are not able to obtain higher education, due to socioeconomic and cultural barriers that keep them out of universities.

Mansah Prah's study conducted on gender issues ("Gender issues in Ghanaian tertiary institutions: Women academics and administrators at Cape Coast University") at the University of Cape Coast in Ghana indicated that women who are in academia have less political visibility due to their low numbers, and their needs, concerns



Sarah Kyei

and interests are often ignored. Prah also points out that there is no unit in the University of Ghana at this time that addresses gender equality issues.

Women and education in Ghana

Ghana is a developing country in West Africa with a population of 25 million people—51% of whom are females. The country has recently attained a lower-middle-income status with many sectors of the economy growing, including its educational institutions. As of 2010 the overall literacy rate of Ghana is 71.5%. The total male literacy is 78.3%, but that of females is 65.3%.

In order for Ghana to accelerate the pace of economic development and enhance its new status, human resource development is essential. This would entail creating more opportunities for women to develop their potential to contribute to national development.

Fortunately the government of Ghana in 1996 introduced Free Compulsory Universal Basic Education (FCUBE) at the primary school level, aimed at expanding access to good quality basic education. This led to an increase in enrollment of girls at the primary level, but at the tertiary level the numbers dropped.

According to Harry Sackey's "Female labour force participation in Ghana:

The effects of education," school dropout rates for girls were higher than boys due to economic and socio-cultural factors.

Francis Lodowic Bartels traces the status of Ghanaian women's underrepresentation in education to the legacies of colonization in his book *The Roots of Ghana Methodism*. When missionar-

ies in Ghana opened the first girls' school, they reinforced domestic roles for girls and groomed them to become good homemakers.

This is one of the reasons for the dwindling of the population of girls at higher educational levels; they were not trained or encouraged to aspire to the top right from the foundation level. Augustina Adusa Karikari also asserts in *Experiences of Women in Higher Education: A Study of Women Faculty and Administrators in Selected Public Universities in Ghana* that the universities in Ghana perpetuate the gendered division of labor: men hold most senior and high-level positions while women dominate lower-paid positions. According to Karikari the highest office held by a woman in any Ghanaian University occurred in 1996 where a woman was appointed to be pro-vice chancellor.

There are several barriers to women's education in Ghana:

- traditional familial beliefs and the cost of education
- women's traditional responsibilities in the home and time burdens
- school environment barriers
- teachers' attitudes and practices

Higher education can improve the overall quality of life of women, including providing better access to health care, food security, good pension plans, improved job opportunities.

Traditional family beliefs and cost of education

According to Karikari, even though education at the primary level is free, technically it is not, because individuals have to bear the cost of textbooks, lunch, school uniforms, supplies, registration fees and cost of transportation. These costs can be expensive for some families and can prevent them from sending their children to school.

In a situation where the family cannot afford to send all children to school, the boy child is given preference over the girl. This is because there is a widely held traditional notion in Ghanaian society that a woman's place is in the kitchen.

Women's work and time burdens

In many homes women solely handle all of the unpaid domestic chores such as cooking, washing, fetching firewood, caring for children and the sick, sweeping and disposal of waste. These activities usually leave women no time to engage in training activities to enhance their opportunities to obtain quality employment. Consequently, as Nana Apt and Margaret Grieco have showed in their presentation "Managing the Time: Gender Participation in Education and the Benefits of Distance Education Information Technologies," many women do not have time for gainful employment or higher education.

School environment barriers

Tanye explains in *Perception of factors affecting female participation in Junior Secondary Education in Tano District of Brong-Ahafo Region, Ghana* that many girls are unable to pursue academic studies because their schools lack the necessary infrastructure for quality academic work. Some of these schools in Ghana are dilapidated and lack water, electricity, clean toilets and equipment. In fact, according to the Alliance for African Women Initiative, many girls prefer to stay at home during menstruation because there are no girl-friendly facilities.

Teachers' attitudes and practices

Traditional biases over time have influenced some teachers' attitudes toward women in higher education. Tanye points to a research study conducted in some African countries including Cameroon, Sierra Leone, Malawi, Guinea, and Rwanda that reveals that many teachers still erroneously believe that boys are better academically than girls. These negative perceptions have perpetuated biases toward women, like when teachers overly praise men's responses in class and interrupt women when they comment. The author adds that the faculty also tend to downplay women's achievements and use women students as examples in hypothetical situations, usually with sexual connotations.

All these negative attitudes and practices are similar to what many Ghanaian women face every day that discourage them from even considering pursuing higher education.

Conclusions and recommendations

The education of every individual is beneficial and especially significant for women and girls because of the socioeconomic benefits that a country is likely to achieve, and this assertion is affirmed by the Beijing Platform of Action. For a lower-middle-income country like Ghana to accelerate its level of development, it must ensure that

women are equally represented at the faculty, staff and school level in higher educational institutions.

Education, especially at higher levels, provides opportunities for development and for women in particular; it has a ripple effect on their families because they play a vital role in the upbringing of children. Additionally, the education of women can reduce poverty levels and help to develop their confidence to know their rights and exercise them. Further, when women are empowered and are able to move into higher education and work as school administrators, professors, faculty and staff they can serve as role models for young people. Also they will be able to articulate the needs, interests and concerns of other women in higher education.

In order to reach parity in education, the government may consider affirmative action aimed at bridging the gap between women and men in higher education and adopt strategies that will provide a massive infrastructure revamp in the educational sector. Finally, to reduce negative social perceptions and misconceptions about women's education, various stakeholders including nonprofits, government institutions, educational departments and agencies in Ghana should be resourced and empowered to promote women in higher education.

Women can reshape the socioeconomic development of Ghana when given equal opportunities as men. Their contribution to the development of the nation can be absolutely significant when they are able to pursue higher education. With 51% of the population of Ghana being women, the nation stands to benefit a lot from their participation in all sectors of the economy. 📖

Ms. Sarah Kyei works as the Program Manager of the Alliance for African Women Initiative in Accra, Ghana. She earned a master's degree in social science in public and community service from the University of East London, United Kingdom. Her past professional experience includes working with women's organizations, and in the future she would like to deepen her work by empowering young women through the creation of a leadership development institute that leads to their professional and personal development. You can contact Kyei at kyeix001@umn.edu.

IHOW: Finding Work/Life Balance in an Unlikely Place, continued from page 13

Family-friendly work environments are necessary not only to achieve gender equity but also to increase the number of women entering higher education as a profession. Institutions that understand the need to revamp the career structure with more flexibility and accommodations for working mothers will ultimately benefit from a competitive advantage in recruitment and retention of female faculty. 📖

Dr. Jennifer O'Connor Duffy graduated magna cum laude from Amherst College. She received her master's and doctoral degree in higher education administration from Boston College. She has taught undergraduate and graduate students in education, leadership and gender studies at several institutions. She currently serves as a dissertation chair at Northcentral University. Her first book is called *Working-Class Students at Radcliffe College, 1940-1970: The Intersection of Gender, Social Class, and Historical Context*. Contact O'Connor Duffy at jduffy@ncu.edu

Editors Are Women Too

The day I found out Jillian Abramson had been fired from her position as executive editor of *The New York Times*, I'd spent the whole day offline. I get a lot of my news from social media, but for some reason, that day I'd disconnected. I only found out when, after my young daughter had gone to sleep, I logged onto Twitter to see what the hot topics of the day had been.

To be honest, I hadn't paid much attention to Jillian Abramson before news of her firing hit the presses. Abramson was managing editor of *The New York Times* until almost three years ago, when she became the first female executive editor of the major national publication.

In May she was suddenly released from *The New York Times*. Even though writers such as Ken Auletta in *The New Yorker* pointed out that peers worried about her alleged brusque manner, there was little more readers could do but speculate. Neither *The New York Times* nor Abramson will reveal the details of the firing.

Why did I care? I didn't follow her trajectory. I wasn't familiar with her body of work. I was angry for her, especially when many speculated that her firing may have to do with the fact that she drew attention to the pay difference between her and her male predecessors. But I couldn't call myself a fan of Jill Abramson.

I cared because, somehow, I felt she could be me. It felt personal.

Welcome to the club

Sure, there are the obvious differences: we're a different age, we live in different cities, we work at different publications (one day I could try to get to *The New York Times*, but for now my family and I will be staying in Houston until *The New York Times* decides it's ready for a woman editor who can talk about gender outside of the Style section).

Abramson was born in New York, as was I. She grew up in the city while my parents whisked me away to an island in the Caribbean. Abramson studied history and literature at Harvard University MA. I became an English major at the University of Puerto Rico. Abramson went off to become a journalist. I had tenure-track dreams. I was different back then.

My path to editing has been a curvy one, and if you read Mary Dee Wenniger's last *Last Laugh* column you'll remember that hers was too. In fact, I know a handful of women editors who are in charge of publications outside of academia, and it seems you fall into place as an editor.

There aren't a lot of us out there on the top mastheads, but we're out there. I've had the fortune of working almost exclusively with women editors: at *Sounding Out!*, at *University of Venus*, training with Mary Dee, and at Wiley.

You might also remember Arianna Huffington, Ann Friedman, Tina Brown (who left *The Daily Beast* around the time Abramson was fired). But it's not easy for women to climb all the way up to the top. We're still talking about "firsts" at *The New York Times* and in other outlets.

It's personal

Reading the coverage of Abramson and noticing how much of the speculation revolved around "her managerial style" made me wonder how many times other women in positions of power are being monitored while men get free reign.

Men are often allowed to be different, to be demanding, to screw up and start over. Women don't get the benefit of the doubt.

Although Arthur Sulzberger Jr., publisher of the paper and the chairman of *The New York Times* Company, cited "an issue with management in the newsroom" as the reason for firing her, Auletta mentions in "Jill Abramson and *The Times*: What Went Wrong?" how personal-

ity clashes had not been a big problem at *The New York Times* until now: "Abrasive-ness has never been a firing offense at the *Times*."

As news trickled and journalists speculated, I ate all of the coverage up. What does this say about my job prospects? I wondered. Will it always be this way, that women will have to watch out for themselves every step of the way instead of just being able to do their job well? More importantly, what does this mean for women in higher ed?

Lessons learned

Some of the things I gathered from the situation were here:

- **Gender gaps are not made up.** They exist. You're not imagining things.
- **Remember that you're capable of doing your job.** You got to where you are for a reason.
- **Look for other women who have been in your position at your school or in others.** They may have important information to share with you.
- **Be aware of your hiring practices.** Hire women. Hire people of color. Hire people who openly identify as LGBT. Hire people with disabilities. Don't be afraid to look around and see who is not represented in your office.
- **Don't forget gender.** You don't have to make it all about gender, but unfortunately we don't have the privilege of acting like gender doesn't matter.
- **Keep an ear out for language like "bossy," "pushy," "cold":** understand what they mean in a broader context and what they mean for you.

I hope one day I can meet Jill Abramson and tell her that women are paying attention, and that her work was not in vain.

Till next time,
LSF

The Editor's End Notes is a column where you'll get a glimpse of what the editor's thinking. Even though The Last Laugh has come to an end, I hope to continue founding editor Mary Dee Wenniger's tradition to share with you the editor's comings, goings and thoughts at the end of the issue.



From a recent visit to New York City