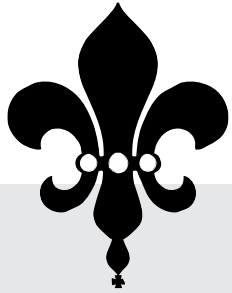


# CCAS Newsletter

Council of Colleges of Arts & Sciences



New Orleans Sheraton  
November 10-13, 2010

## PROPOSALS ARE NOW BEING ACCEPTED

for the 45th Annual Meeting  
of the Council of Colleges  
of Arts and Sciences

The 2010 meeting will take place in New Orleans on historic Canal Street, at the edge of the French Quarter, and a short walk to Bourbon Street, the Riverwalk Marketplace and a diverse array of restaurants.

Proposals are welcome on any topic of interest to the membership. Please consider the popular topics listed in the CCAS Member Survey and Strategic Plan, 2007-2010: budgeting, faculty roles and workloads, faculty development, personnel matters, fund raising, and understanding current trends in the disciplines. We seek proposals on the intersection/interaction of arts and sciences and professional schools; connections between liberal education and the workforce; the public voice and community engagement of the arts and sciences; applied knowledge in the humanities and social sciences; general education reform; assessment. As always, please remember and honor our commitment to the arts and sciences across all institutional types.

The annual meeting will follow the familiar format: concurrent sessions  
*Please turn to page 2*

## The Case for Climate Change: STEM Women in the Academy

CCAS Presidential Address\*

Delivered by Denise A. Battles, Dean  
*College of Natural and Health Sciences  
University of Northern Colorado*

November 13, 2009



### Introductory comments

I'm pleased to have this opportunity to speak with you today, and I feel very privileged to be in the position to do so. By my count, this is my fifteenth CCAS Annual Meeting – and fifteenth Presidential Address – that I will have experienced. Having recently reviewed the addresses of past Presidents that are posted on the CCAS website, I am humbled – and not a little daunted – to find myself among that impressive company.

I have to confess that I am not one who leaps at the opportunity to provide this kind of address. However, preparing for this presentation has provided me with some unexpected benefits. For example, it allowed me to relive a part of my youth and that unmistakable feeling I experienced as a college junior, in a class in my geology major, when presented by my professor with the assignment for a research project he called “The Opportunity.” The Opportunity was the stuff of legend among Colgate University’s geology alumni, and all of us in class on that fateful day knew this assignment was one worthy of our respect and, just as certainly, fear. The professor

himself, with a kind of histrionic flourish worthy of Barrymore, instructed us to think of The Opportunity as a length of rope, from which we could either construct for ourselves a safety net... or a noose.

I was reminded of that episode when discussing the role of CCAS President with our wonderfully talented Executive Director, Anne-Marie McCartan. Shortly after

The recent award by NSF of a CCAS-focused ADVANCE grant recognizes the pivotal role that we deans play in the recruitment, retention, and advancement of female STEM faculty.

my election to the position, she commented that many in our membership would not wish to take on the role. Thinking that she was referring to the workload associated with the presidency, I agreed, saying, “Well, the position does require a good amount of effort.” Anne-Marie laughed and then quickly demurred, saying, “Oh, I’m not talking about the workload – they don’t want to have to give that speech!” Anne-Marie, I thank you once again for those well-timed and encouraging words.

*Please turn to page 5*



NEW ORLEANS CVB

## PROPOSALS ARE NOW BEING ACCEPTED

*Continued from page 1*

(1¼ hour in length), keynotes, commentary on legal issues, opportunities for networking and informal conversation, a themed poster session, and a single block session for case studies. We welcome proposals for innovative topics and formats. Time will be available in the schedule this year to experience the city on your own or via organized bus tours.

**PROPOSALS FOR PANELS:** Proposals for complete panels, to include session title, panelist names and institutions, and session abstract, are especially welcome, but we will consider all proposals. Please be sure that panel topics are sufficiently broad to allow more than one institution to be represented. We find best responses to panels comprising no more than three participants, plus a president, who can be identified by the Program Committee. The CCAS listservs may be used to recruit participants; see instructions under [www.ccas.net/Members Only](http://www.ccas.net/Members Only). Feedback tells us that our

members appreciate sessions that pursue discussion beyond “showcasing” and that enable members to brainstorm and deliberate as well as to apply and adapt best practices.

**PROPOSALS FOR POSTER SESSION:** The 2010 poster session will have the theme of “NSF ADVANCE: Successful Strategies for Recruiting, Retaining, and Promoting Women in the Sciences”. This session will allow deans to share initiatives that have proven successful and can be implemented even with limited funds.

If you are from an institution that has had, or has NSF ADVANCE funding, please consider sharing your successful strategies for recruiting, retaining, and promoting women in the sciences. To propose a poster presentation, submit a brief summary (abstract) with a descriptive title of no more than 12 words.

Submit your proposal by  
March 31, 2010, by email to: [ccas@wm.edu](mailto:ccas@wm.edu)

## Are You a New Dean?

If you’ve assumed a deanship (or interim deanship) in the past year, you’re sure to benefit from attending the annual CCAS Seminar for New Deans. Over the course of three days, you will participate in interactive sessions on such topics as shaping college operations, managing resources, interacting with the provost, legal issues in higher education, and development. This year’s seminar is directed by Dean Marisa J. Kelly of the Univ. of Saint Thomas and along with deans J. Blaine Hudson (Univ. of Louisville), Paula Lutz (Montana State Univ.), and Ashish Vaidya (California State Univ., Channel Islands).

The seminar will be held July 11-14 at the Embassy Suites Downtown/Lakefront Hotel in Chicago. The \$600 registration fee covers two receptions, three breakfasts, and one dinner.

The seminar is intended primarily for college/school deans, but up to ten slots are reserved for new associate deans on a space-available basis.

To register, look under Meetings at [www.ccas.net](http://www.ccas.net).

The CCAS Newsletter is published bi-monthly six times each year for its membership. CCAS membership is based on the institution and not the Dean or the individual College. If a Dean moves from a CCAS member institution to a non-member institution, the Dean must apply for CCAS membership for new institution to continue CCAS membership benefits.

### Membership Dues

Size	Dues
Very Small.....	\$330.00
Small .....	\$330.00
Medium.....	\$440.00
Large .....	\$650.00

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CCAS office at [ccas@wm.edu](mailto:ccas@wm.edu).*

## 2009-2010

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## WASHINGTON SEMINAR, MARCH 24-26: Programs and Funding for the Arts & Sciences

Carnegie Conference Center • 1779 Massachusetts Ave., NW

This timely seminar will provide vital information on current and upcoming funding for programs and research in the arts and sciences. Presentations will include time for interaction with officials from key federal agencies. Deans, associate deans, grants officers, and development personnel are encouraged to attend to learn about recent developments occasioned by the change in Administration and Congressional priorities.

Register at [www.ccas.net](http://www.ccas.net)

### REGISTRATION FEE

\$295 CCAS members and those from member institutions  
\$395 for non-members

Registration fee includes two breakfasts (for those staying at the Doubletree Hotel), one lunch, & two receptions

### HOTEL INFORMATION

Doubletree Washington  
1515 Rhode Island Ave, NW  
Washington, DC 20036

### Room Rate:

\$189 single/double, plus tax  
Contact the hotel directly for room reservations at (202) 232-700 or 1-800-492-5195  
Group Code: COU

### WEDNESDAY, MARCH 24

**5:30 pm** — Welcoming Reception

### THURSDAY, MARCH 25

**8:45 am** — The FY2011 Federal R&D Investment – Dr. Patrick Clemins, Director, R&D Budget and Policy Program, American Association for the Advancement of Science

**9:30 am** — Dan Madzellan, Acting Assistant Secretary for Postsecondary Education, U.S. Department of Education

**10:15 am** — Nancy Daugherty, Arts Education Specialist, National Endowment for the Arts

**11:00 am** — Jane Aiken, Director of the Division of Research Programs, National Endowment for the Humanities

**12:00 pm** — Lunch: Discussion Tables (share your experiences with Federal grant programs)

**1:30 pm** — Steve Bradley & Kris Rhodes, MAXIMUS Consulting, "Current Federal Compliance Issues Over Research Grants – What Every Dean Should Know!"

**2:30 pm** — Tour the U.S. Capitol or conduct individual visits to federal agencies or Congressional offices

**5:30 pm** — Social Hour

### FRIDAY, MARCH 26

**8:45 am** — Sherry Sterling, Director, Peer Review Division, National Center for Environmental Research Office of Research & Development, Environmental Protection Agency

**9:30 am** — William J. (Bill) Valdez, Director of Workforce Development for Teachers and Students, Office of Science, Department of Energy

**10:15 am** — Karen Oates, Assistant to the Deputy Director, Director for Education and Human Resources, National Science Foundation

**11:00 am** — Antonio Scarpa, Director, Center for Research Review, National Institutes of Health

# FEATURING: Charles A. Johnson

Dean, College of Liberal Arts, *Texas A&M University*



## **What was your path to the deanship?**

After spending two years at Texas Tech on the political science faculty, I came to Texas A&M in 1978. After promotion to full professor in 1986, I served for a while as associate dean in the College of Liberal Arts before returning to the political science department as head for nine years. When the dean's position became open in 2001, colleagues urged me to apply and I was selected.

## **What changes have you seen over the years?**

At Texas A&M, the College of Liberal Arts is relatively young – just 40 years old. Texas A&M itself is young as a research institution – growth toward becoming a comprehensive research university did not start until the late '60's, early '70's. This has resulted in a lot of transformations, and the College has grown from a "service unit" to what it is today – the largest college at A&M, hosting the largest

number of faculty, graduating more bachelor degree recipients than any other college, and housing very strong doctoral programs.

I should also note that an advantage of being at one institution for most of your career is that you get to know it well. On the other hand, you have to work hard to bring new ideas to the organization as the institution matures. That's why organizations such as CCAS are so valuable because they allow deans and associate deans to share information with each other.

## **You have a number of associate deans, and you've been one yourself. What approach do you take to these positions?**

I think selection of associate deans is a very important process. In identifying prospective associate deans, I have looked for individuals with experience as department head or associate head because they understand that a great deal of the action in a university is at the department level. So, if you're familiar with departmental processes, that is very important. Everyone I've appointed has had that experience.

Once the new associate dean is hired, in addition to weekly staff meetings and having an open door policy, I meet regularly with him or her every week for several months. The idea is not that I'm going to give him or her decanal answers, but that we talk about priorities so that they can find their way to successfully pursue initiatives and resolve challenges. It's a matter of using the wisdom and experience they bring to the office, and then having me get out of the way to let them do what they were hired to do. All our associate deans have budgets and clearly articulated full-time responsibilities. They are important decision makers in the College.

## **I heard that you have stepped down as dean. What are your plans?**

At A&M we have four-year terms for deans, with the expectation that you normally serve two consecutive terms. I could have been considered for another term but believe that organizational change is a good thing, so I declined to be considered for a third term and looked forward to assuming full-time faculty responsibilities. Several months after my decision, the University's newly appointed vice president for research asked me to join his office as senior associate vice president for research, with the specific charge of broadening the office to include the social sciences, humanities, arts, and related fields. Having been a



strong advocate for these fields at A&M, it struck me that I needed to seize the opportunity and to work from another vantage point at elevating the social sciences, humanities, arts, and related fields at Texas A&M.

### As you look back on your years as dean, what are you most proud of?

It's hard to identify just one thing. We had a very successful capital campaign, raising close to \$42 million in gifts to the College. In the process, we created one of the largest endowments in the country for a humanities research center, support for special library collections, and program endowments that advanced several initiatives supporting high achieving faculty. It moved everything up a notch or two and we made some great friends for the university.

Another priority was to create an environment that supports diversity. We re-structured the hiring process, ensuring a diverse pool of applicants and department-wide efforts to advance diversity. Over my years as a dean, we hired 170-180 new faculty, and a third are members of a minority group, and half are women. But more important, beyond the numbers, the new processes helped faculty make connections with minority scholars within their disciplines and departments reworked their curricula. The end result is that our departments are more welcoming to all groups and the environment supporting diversity is substantially enhanced.

The other thing I brought about was a great deal of transparency. We use the Web to post news and to provide a great deal of information. We made differential merit allocations by departments and this process involved sharing information and data that formed the basis for those decisions. Faculty in the college knew why decisions were made. I also visited every department twice annually and made a point of talking directly and personally with individuals or groups affected by my decisions—I think that's important.

**Dean Johnson, thank you for sharing your successes with us, and best wishes with your work in the research office.**

**Do you have a favorite dean who might be profiled under "Featuring?"**

**Send your nominations and a few words about the dean to [ccas@wm.edu](mailto:ccas@wm.edu)**

## Changing of the Guard

**Bonnie Irwin** has been named the new dean of arts & humanities at Eastern Illinois University, replacing Jeffrey P. Lynch.

**Michael Plater**, dean of Arts and Sciences at North Carolina A&T State University was named Provost at Strayer University. **David W. Aldridge** is the interim dean.

**James Deavor** is the new interim dean of Science and Mathematics at College of Charleston.

**Gail Simmons**, dean of Science and Technology at The College of Staten Island of CUNY, was named Provost at Manhattanville College. **Alfred Levine** is the Interim Dean.

**Stephen Thompson** is the new interim dean of Arts & Sciences at National-Louis University, replacing Martha Casazza.

**Michele Wheatley** dean of Science and Mathematics at Wright State University was named Provost at West Virginia University. Associate dean **Dan Voss** is the interim dean.

## New Members

**Claffin University**, School of Humanities and Social Sciences  
Peggy S. Ratliff, dean

**Long Island University**, School of Visual & Performing Arts  
Rhonda Graeur, dean

**Mount Vernon Nazarene University**,  
School of Arts and Humanities  
B. Barnett Cochran, dean

**SUNY The College at Brockport**,  
School of The Arts, Humanities and Social Sciences  
Darwin Prioleau, dean

**Texas A&M University**, College of Geosciences  
Kate C. Miller, dean

**University of Wisconsin, Whitewater**,  
College of Arts & Communication  
Richard Haven, dean

## Members News

**David Brakke**, dean of Science & Mathematics at James Madison University, has been elected as a Fellow in the American Association for the Advancement of Science (AAAS). Congratulations, David!

Send your news to [ccas@wm.edu](mailto:ccas@wm.edu)

Continued from page 1

Another unanticipated benefit of preparing for this presentation was the chance to learn more about the organization and its priorities through reviewing those past Presidential Addresses. Their variety is striking, ranging from the history and origins of CCAS as an organization, to reflections on the evolving role of the dean, and fundamental questions about the purpose and future of higher education. In retrospect, those varied themes and messages were powerful because they emerged from the particular passions and expertise of the presenters. In my comments today, I will seek to do the same, focusing on a topic of particular as well as personal interest – the status of women scientists and mathematicians in the academy and the important role that we as deans play in that regard.

### **Review of the status of STEM women in the academy**

The title of my presentation references the groundbreaking research undertaken by Roberta Hall and Bernice Sandler, who used the phrase “chilly climate” in the early 1980’s to describe the differing classroom environments experienced by men and women (Hall and Sandler, 1982) and, in their subsequent work, to characterize the experiences of female faculty members and administrators (Sandler and Hall, 1986). Hall and Sandler noted both overt and inadvertent discriminatory behaviors by higher education faculty and students, such as devaluing women and their contributions; having lower expectations for their abilities and performance; using alienating language, nonverbal behavior, and personal interactions; and providing inequitable access to professional growth and development opportunities. Among the negative consequences the authors reported among female students were reduced self-confidence, disengagement, and lowered professional goals, factors that may contribute to student attrition. Although it is tempting to believe we in academia now live in an enlightened time and place, where differential treatment of men and women is a thing of the past, an ample body of research documents a distinct reality, particularly when it comes to the science, technology, engineering, and mathematics – or STEM – fields. Consider the following:

The National Science Board reports regularly on the state of the STEM disciplines in its report, “*Science and Engineering Indicators*” (National Science Board, 2008). That publication documents that, among U.S. citizens earning doctorates in science and engineering in 2005, fully 46% were women. Moreover, of the full-time junior faculty in science and engineering - junior faculty defined as those holding Assistant Professor or Instructor rank - some 42% are women. The similarity in these percentages is a promising sign. However, that same report notes that there are substantial differences by sex across the STEM disciplines, so while the percentage of male and female junior faculty in the

life sciences approaches parity, male junior faculty outnumber the women by approximately 3:1 in the physical sciences and computer sciences, and nearly 4:1 in engineering. The picture is more disparate at the advanced ranks. Among the full-time senior science and engineering faculty – those at the rank of Associate Professor and Professor – approximately one-quarter are women, with male senior faculty outnumbering the women by about 4:1 in computer science, 7:1 in the mathematical and physical sciences, and 13:1 in engineering.

The discrepancies are particularly pronounced when we consider gender distribution among the faculty in research universities.

A 2004 national study (Nelson, 2004) of diversity among faculty members at the “Top 50” science and engineering departments - those identified by the National Science Foundation as having the greatest amount of research fund expenditures - documented a profound difference in the representation of women among the senior ranks. For example, women made up fewer than 5% of the full Professors in mathematics, chemical engineering, civil engineering, electrical engineering, and mechanical engineering, and fewer than 10% of the full Professors in chemistry, computer science, astronomy, and physics. Only in the biological sciences did the percentage approach 15%.

Hearing these statistics, it may be tempting to attribute the disparities at the more advanced academic ranks to what researchers have called “demographic inertia,” or the very slow rate of change in reaching a gender distribution like that of recent Ph.D. recipients due to demographic factors, such as the age characteristics of faculty and faculty turnover patterns. For example, if the full professors of chemistry on your campus were hired, on average, 20 years ago, then one would not expect to find among them a gender distribution that reflects that of recent chemistry Ph.D. recipients. One might speculate that, once sufficient faculty turnover has occurred, the percentage of women among the faculty will reach that among Ph.D. recipients. However, research on this phenomenon indicates otherwise. Mathematical modeling by Marschke et al. (2007) of data from an actual Research Extensive university indicated that, if current patterns of faculty hiring, advancement, attrition, and retirement at that institution continue, the percentage of women will never equal that among new Ph.D. recipients, owing to women’s lower retention rates among the faculty. In fact, in that example, calculations indicated that the institution would reach its maximum of just 34% women faculty after about 40 years.

Disparities between male and female faculty are also

evidenced in their rates of advancement and compensation. Studies of tenure and promotion patterns among men and women have shown modest differences in tenure rates; however, promotion is a different story. In general, women scientists require more time to achieve promotion than their male colleagues and are less apt to attain the rank of full Professor (Committee on Science, Engineering, and Public Policy, 2007). Full-time female faculty members across all academic ranks receive lower salaries than their male counterparts (West and Curtis, 2006; Trower and Chait, 2002). This disparity is observed across all institutional types, although it is most pronounced in doctoral institutions (West and Curtis, 2006). In its report, AAUP Faculty Gender Equity Indicators 2006, the AAUP noted that women full Professors across all institutional types earned on average 88% of that of men at that rank. At the ranks of Associate and Assistant Professor, the average was slightly higher, at 93%. Notably, those figures were actually worse than those recorded 30 years previously (West and Curtis, 2006).

Not only are there disparities in the representation by sex among the faculty, but data indicate that women and men have different experiences outside of their employment as well. A 2006 analysis by the National Science Foundation (Burelli, 2008) showed that only 67% of women science and engineering doctoral faculty were married, in contrast to 84% of their male counterparts. As well, they were less likely to have children in their households than were their male colleagues, at 42% and 50%, respectively. At the most senior ranks, women had higher representation among unmarried full professors in science and engineering fields than among married full professors. They were also a higher percentage of full professors with no children in the home than of those with children in the home.

One might postulate that a causal relationship exists between these family attributes and academic employment patterns and, in fact, a 2004 study by the National Science Foundation (National Science Foundation, 2004) found evidence that family characteristics had a role in the differential success of male and female STEM faculty, concluding, “We find evidence that female scientists and engineers are less successful than their male counterparts in traveling along the academic career path. Some of this disparity appears to be related to differences between the sexes in the influence of family characteristics. Typically, married women and women with children are less successful than men who are married and have children.”

As compelling as the data on gender-based disparities are, those associated with under-represented minorities are even more striking. I should note that my decision to focus today on STEM women is not intended to minimize the issues faced by members of racial, ethnic, and other minority groups, whose under-representation in the sciences is particularly acute.

## The need for change

Perpetuation of the *status quo* comes at a high cost. Women now earn the majority (National Center for Education Statistics, 2009) of our country’s undergraduate and master’s degrees and make up about half of the overall workforce (Committee on Science, Engineering, and Public Policy, 2007). The attrition of women from the STEM fields represents a loss of talent from these key disciplines, limiting their access to respected, well-paid jobs and affecting our technological competitiveness as a nation. As well, the under-representation of women among the STEM faculty and leadership positions deprives students of both sexes of adequate female role-models, which may in turn impact the STEM pipeline and culture. Women of-

The attrition of women from the STEM fields represents a loss of talent from these key disciplines, limiting their access to respected, well-paid jobs and affecting our technological competitiveness as a nation.

fer distinctive scholarly talents, interests, and perspectives that, if not represented, may otherwise go untapped. Studies suggest that having gender-diverse groups may positively impact team processes and the quality of problem-solving (Kochan et al., 2003; Hoffman and Maier, 1961). Moreover, research indicates that organizations that treat equitably their female members foster the well-being of all employees (for example, see Miner-Rubino and Cortina, 2004). For all of these reasons, as well as legal and moral considerations (Handelsman et al., 2005), climate change in the academy is imperative.

## Barriers to STEM gender equity

In order to effect this change, we must first understand the barriers to attaining STEM gender equity.

While the academic environment has clearly shifted in the nearly three decades since Hall and Sandler’s report, climate issues persist. In its 2007 report, *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*, the Committee on Science, Engineering, and Public Policy concluded that “women are very likely to face discrimination in every field of science and engineering.” Research has documented that climate considerations are important in the attrition of women from the sciences at the undergraduate and graduate levels and into the professoriate (Committee on Science, Engineering, and Public Policy, 2007). Factors such as a sense of isolation, inability to gain full participation in social and professional networks, insufficient respect by one’s colleagues, and the dearth of female role models at the senior ranks can

*Continued from previous page*

render the academic environment an unwelcoming and dissatisfying one for women.

In addition to the issues of “chilly” climate and explicit bias, research has shown that implicit bias continues to be an important factor in the differential treatment and slower advancement of women in STEM. Virginia Valian (1998) has described the profound impacts of gender schemas, the unconscious hypotheses that each of us holds regarding the sexes and their differences. These schemas enable the differential accumulation of advantage by individuals whose success is favored in a particular set of circumstances. In academia, males may over time accumulate multiple small advantages over their female colleagues, advantages that ultimately result in sizable disparities. For example, studies have documented that merely identifying the gender of an applicant as female can lead to lower ratings of the same curriculum vitae (Steinpreis et al., 1999).

Academic deans can play a fundamental role in facilitating institutional change. We guide the development and enforcement of our colleges' policies and procedures, including those that pertain to faculty recruitment, retention, evaluation, and advancement.

Inequitable access to resources is another consideration in the success of women faculty. Factors such as implicit or explicit bias may result in STEM women who have lower salaries, research space of lesser quantity and/or quality, more limited research assistance and funding, and less access to professional mentoring and development opportunities than their male counterparts (Committee on Science, Engineering, and Public Policy, 2007). For example, the well-known MIT study by Nancy Hopkins and her colleagues (Massachusetts Institute of Technology, 1999) identified inequities between women and men faculty in a variety of important areas, including salaries, space, teaching and committee assignments, and awards. The causes of resource disparities are not limited to external factors, however, as the research indicates that women themselves may contribute to this phenomenon. In their book, *Women Don't Ask: Negotiation and the Gender Divide*, Linda Babcock and Sara Laschever documented the greater tendency of men to negotiate than women, leading to sizeable differences in areas such as the establishment of starting salaries, a single event that may produce lifelong consequences (Babcock and Laschever, 2003).

Institutional structures, policies, and practices may also contribute to a lack of persistence of women STEM faculty. In their 2007 book, *Rethinking Faculty Work, Higher Education's Strategic Imperative*, Gappa et al. (2007) note the historic importance in academe of the “ideal worker” construct. The ideal worker represents

the traditional, stereotypical faculty member who secured a tenure-track job subsequent to completing his academic studies. If married, the ideal worker's spouse was the primary caregiver for the children, an individual who enabled the faculty member to work late nights in the lab, spend extended time periods at a remote field location, and travel to present at a professional conference. In general, this ideal worker was middle-class, white, and male. While the ideal worker model no longer reflects the reality in academe, many institutional artifacts of this earlier time remain, and these artifacts can prove a formidable barrier for both women and men. Unforgiving promotion and tenure clocks, lack of employment accommodations for partnered academics, and inflexible work practices, such as an inability to move between full-time and part-time status and remain on the tenure-track, all can contribute to disillusionment with an academic career.

The ability to strike a balance between one's personal and work life is important to faculty of both genders, but biological and cultural considerations lead to greater impacts on women when it comes to family responsibilities. Disproportionately more women than men assume primary responsibility for childcare and eldercare activities (Williams, 2000; Gappa et al., 2007), efforts that decrease their time available for professional pursuits. A recent study (Leslie, 2006) documented the disparate effects on male and female faculty members' work activities as a function of the presence of dependents in the household. Not surprisingly, the number of hours worked per week, as well as the number of hours per week spent on research, decreased for female faculty with dependents; the trend for their male colleagues was distinctly different, however, as workweeks and time spent on research actually increased for men in the presence of dependents.

One final barrier to STEM gender equity that I'll mention today is the pipeline issue. Clearly, the dearth of women in many STEM fields and at the senior academic ranks has been an impediment to achieving equity. However, as we have discussed, the pipeline itself is a function of multiple other factors, and it is no longer acceptable to assume that greater “intake” of women at one end will eventually result in sufficient “outflow” at the other. Ample numbers of scientifically talented women are available; the question is, how do we facilitate their full participation and success in the academy? And more specifically, what role can we, as arts and sciences deans, play in that regard?

### **Facilitating change**

Over the past several decades, countless reports, grounded in STEM gender equity research, have examined mechanisms for facilitating the success of women faculty. When one examines that scholarly research, as well as federal



funding priorities, through time, what emerges is a shifting philosophy regarding effective intervention strategies. Early strategies tended to focus on what Sue Rosser (Rosser, 2004) has called “solutions for the individual,” featuring interventions directed at individual women scientists, such as personalized professional development and mentoring, and grants focused on the career development of a particular woman researcher. While such efforts have yielded some positive outcomes for the participating scientists, the female-focused intervention model implies the inadequacy of women, an implication that is at odds with their retention and success. More recently, gender equity scholars have concluded that there exist in the academy systemic barriers that contribute to the under-representation of STEM women, and that the answers lie not in individual change, but rather, in institutional transformation. Federal funding agencies have responded by implementing grant programs that seek to promote such institutional change, such as NSF’s ADVANCE program, the goal of which is to “develop systemic approaches to increase the representation and advancement of women in academic science, technology, engineering and mathematics (STEM) careers, thereby contributing to the development of a more diverse science and engineering workforce.”

Academic deans can play a fundamental role in facilitating such institutional change. We guide the development and enforcement of our colleges’ policies and procedures, including those that pertain to faculty recruitment, retention, evaluation, and advancement. We are also key decision makers in those personnel actions. Among our responsibilities is the allocation of resources that support faculty success, whether in the form of start-up packages, research and office space, reassigned time for scholarship, or salary increases. We deans direct college-level planning and priority-setting, and we help to establish our units’ cultures and climates. At the institutional level, we can influence the development and implementation of innovative personnel policies and practices, such as partner accommodation, position-sharing, extensions of the tenure clock, and part-time tenure-track appointments. And at the unit level, we are responsible for the selection and leadership development of department chairs and directors, individuals who, in turn, have a key role in fostering faculty achievement.

The recent award by NSF of a CCAS-focused ADVANCE grant recognizes the pivotal role that we deans play in the recruitment, retention, and advancement of female STEM faculty. The CCAS ADVANCE Initiative also extends the earlier-referenced shift in intervention strategies by moving beyond transformation of individual institutions and utilizing our higher education association as the means by which to promote transformative change among our nearly 500 member campuses. Because I seek to enlist your participation in this endeavor, I’d now like to take a few moments and provide an overview of the CCAS ADVANCE Initiative.

## CCAS ADVANCE Initiative

The project we will undertake is funded through the Partnerships for Adaptation, Implementation, and Dissemination track of the ADVANCE program. The \$1.2 million grant supports a partnership between CCAS and the University of Washington, whose ADVANCE-funded program, Leadership Excellence for Academic Diversity, or LEAD, we seek to adapt. LEAD is a series of national leadership workshops for unit- and mid-level STEM administrators – that is, department chairs and deans – as well as emerging STEM leaders. LEAD workshops are not designed as gender equity programs, but rather, as leadership development sessions that address topics of broad interest to unit- and mid-level administrators throughout which gender equity concepts are infused. Like CCAS’s professional development programs, LEAD is highly interactive and utilizes case studies as a means of applying concepts and problem-solving. With LEAD’s project period nearing completion, CCAS, with its well-established and self-supporting professional development programs, is in an excellent position to sustain the University of Washington’s successes through this adaptation effort.

In addition to infusing gender equity content and activities into our professional development programs, a second project goal is to maximize opportunities for positive impacts of the CCAS ADVANCE Initiative on individuals underrepresented in STEM disciplines. Efforts in this regard will focus on minority-serving institutions, institutions that tend to have higher percentages of faculty and administrators from under-represented populations than do non-minority-serving institutions (MSIs). Specifically, the grant provides support for individuals from MSIs to participate in CCAS’s New Deans and Department Chairs Seminars. This support is in the form of registration fee waivers and modest travel support for as many as five seats in each 40 seat seminar. It is hoped that increased representation in CCAS seminars by individuals from MSIs will enhance the programs’ diversity in terms of institutional type and racial and ethnic diversity of participants, leading to a richer learning environment. Such an approach also supports the recruitment of these institutions – institutions currently under-represented among the CCAS membership – into our organization, bolstering diversity within the association.

The third goal of the CCAS ADVANCE Initiative is to develop, utilize, and make widely available a set of robust case studies that incorporate gender equity elements. Those of you who are seasoned CCAS members know that case studies are an important tool in our programming. Many successful ADVANCE programs have also found case studies of great utility in their leadership development efforts. The generation of case studies that integrate gender elements, accompanied by discussion guides, will provide us with materials that will not only support CCAS’s pro-

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gramming but resources for leadership development that we can undertake on our own campuses.

The project's leadership team will oversee the initiative and consists of Anne-Marie McCartan, CCAS Board member Carmen Cid, and me serving as PI. We are recruiting a Program/Research Manager who will manage the day-to-day operations of the project and play a key role in our adaptation of LEAD's best practices. Providing essential guidance to our ADVANCE efforts will be internal and external advisory bodies. The CCAS ADVANCE Initiative Standing Committee will include several members of the Board as well as CCAS member deans. In-person meetings of this committee will occur annually, coinciding with the CCAS Annual Meeting. We are currently soliciting expressions of interest in serving on this committee, and I encourage you to contact me if you would like to serve. As well, we will be assisted in our efforts by an external advisory board, the assembling of which is now underway. This board will consist of individuals with expertise in STEM gender equity, faculty work-life issues, and organizational change. If you have nominations for this group, please let me know.

Evaluation will be an important part of the project and inform our efforts as it progresses. We are fortunate to have secured the services of the University of Washington's Center for Workforce Development, under the direction of Suzanne Brainard, for this work. In that this Center carried out evaluation of the LEAD project, its personnel are uniquely qualified to assess our adaptation of it.

In all, I believe we are assembling a well-qualified team to carry out our project plan, and I look forward to working with the CCAS membership to realize our goals. With this ADVANCE award, we have a singular opportunity to address STEM gender equity in a fundamental way. I urge you to join with my colleagues on the project leadership team and me to effect some badly needed – and long-overdue – climate change.

### Concluding words

I will close today by expressing my gratitude for the opportunity to serve CCAS in the role of President. This organization has been a constant source of information, support, and camaraderie for the fifteen years in which I have participated, and I feel privileged to have been able to serve in this way. Thank you for that honor, as well as your attention.

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## 2010 CCAS SEMINARS for DEPARTMENT CHAIRS

**July 8-10** Embassy Suites Chicago, Downtown/Lakefront

**October 7-9** Bahia Resort Hotel, San Diego

### >> OVERVIEW

The CCAS SEMINAR FOR DEPARTMENT CHAIRS provides a forum in which chairs — new and experienced — can examine the art of departmental administration through close interaction with colleagues from multiple disciplines and from institutions around the country. Presentations by experienced department chairs will focus upon actual techniques that chairs use, as well as ideal models of administration.

Group discussion is critical to the seminar format. Registration, therefore, is limited to 40 participants. Two social hours, breakfast and lunch on the second day, and continental breakfast on the third day will facilitate interchange among participants. All banquet functions are included in the registration fee.

### >> SEMINAR FACULTY

SEMINAR DIRECTOR: Elizabeth Say, Dean, College of Humanities, California State University, Northridge

SEMINAR CO-DIRECTOR: Jeffrey Fagen, Dean, College of Liberal Arts & Sciences, St. John's University

FACILITATORS: Four experienced department chairs from a range of disciplines and institutional types will offer small-group and individual sessions with seminar participants.

### >> REGISTRATION

The Seminar is open to chairs/heads at accredited baccalaureate degree-granting CCAS member institutions. Due to space limitations, no more than TWO chairs from the same institution will be admitted. The first 40 registration requests will be accepted; additional requests will be wait-listed in order of receipt.

TO REGISTER: [www.ccas.net](http://www.ccas.net). Under Meetings, click the event you wish to attend. Register as a New Customer.

REGISTRATION FEE: \$500. Includes seminar materials, two social hours, breakfast and lunch on Friday, breakfast on Saturday, and refreshment breaks.

REGISTRATION DEADLINE for the Chicago seminar: June 21. Payment must be received by that date.

REGISTRATION DEADLINE for the San Diego seminar: September 24. Payment must be received by that date.

*Please note: Registration is likely to fill well before these cut-off dates.*

Cancellation Policy for Chicago: For written cancellations received in the CCAS office by 5:00 p.m. EST on July 1, CCAS will refund the registration fee, less a \$50 administrative fee. After July 1 no refunds will be granted.

Cancellation Policy for San Diego: For written cancellations received in the CCAS office by 5:00 p.m. EST on October 1, CCAS will refund the registration fee, less a \$50 administrative fee. After October 1 no refunds will be granted.

**Program details available at [www.ccas.net](http://www.ccas.net), under MEETINGS tab**

### >> CHICAGO HOTEL

Embassy Suites Chicago  
Downtown/Lakefront  
511 North Columbus Dr.  
Chicago IL 60611  
312-836-5900

RATE: \$169 single/double plus tax  
Hotel reservation deadline:  
June 16

To make reservations:  
<http://www.chicagolakefront.embassysuites.com>  
or call 1-866-8098  
Use "CCA" as the reservation code

### >> SAN DIEGO HOTEL

Bahia Resort Hotel, San Diego  
998 West Mission Bay Drive  
San Diego CA 92109  
1-800-576-4229

RATE: \$179 single/double plus tax  
Hotel reservation deadline:  
September 9

To make reservations:  
<https://shop.evanshotels.com/cas1006b10.html>  
or call 1-800-576-4229 and ask for the group rate for the CCAS Department Chairs Seminar

## Preparing for the Next Strategic Plan

As announced at the Annual Business Meeting in November, the Board of Directors has embarked upon its second strategic planning cycle. The process began in January when all members were sent on online survey asking for your feedback on current and potential services and programs. Thanks to the 400+ deans who took the time to complete the survey.

To drill down into some of the findings, SimpsonScarborough will conduct a few telephonic focus groups with randomly selected deans in March. Of particular interest to the board will be member opinions about a series of potential directions that the board can focus on in coming years:

- Offer a mentoring program for new deans/associate/assistant deans
- Develop "standards of best practices for colleges of arts & sciences" that then could be used for self assessment
- Develop a CCAS-administered "report card" on colleges meeting the "standards of best practices" (above)
- Provide career-planning service to deans, associate/assistant deans
- Gather and publish career-trajectory information about the deanship
- Advocate nationally for the arts & sciences
- Serve as a repository of best administrative practices for A&S disciplines
- Engage in ongoing partnerships with other national educational associations
- Compile best practices for recruiting diverse faculty

If you didn't have a chance to complete the survey or are not selected for a focus group, we'd still love to hear from you. Call Anne-Marie McCartan at 757-221-1741.

# Upcoming Events



Council of Colleges of Arts & Sciences  
The College of William & Mary  
PO Box 8795, Williamsburg, VA 23187-8795  
www.ccas.net

FEBRUARY/MARCH 2010

## **The Washington Seminar: Programs and Funding for the Arts & Sciences**

March 24-26  
*Doubletree Hotel and Carnegie Center for International Peace*

## **Seminars for Department Chairs**

- July 8-10  
*Embassy Suites, Chicago, Illinois*
- October 7-9  
*Bahia Hotel, San Diego, California*

## **Seminar for New Deans**

July 11-14  
*Embassy Suites, Chicago, Illinois*

## **Seminar on Undergraduate Research and the Liberal Arts: Creating a Climate of Research on Campus**

October 15-16  
In collaboration with the Council on Undergraduate Research  
and The College of William & Mary  
*Williamsburg, Virginia*

## **45th Annual Meeting**

November 10-13  
*Sheraton New Orleans Hotel*