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Athena Film Festival Spotlights Barnard's Commitment to Women's Leadership

Celebrities, power players, provocative films and networking mark successful film festivals. What makes the Athena Film Festival, which had its sixth edition at Barnard College in New York City Feb. 18–21, different is its goal: it isn't signing a distribution deal, but rather helping develop women leaders.

Festival co-founder **Kathryn Kolbert** says the Athena Film Festival is a natural outgrowth of Barnard's Athena Center for Leadership Studies. The center's mission is to create and promote innovative approaches to leadership development; educate and develop new generations of women leaders; challenge and change cultural stereotypes of leaders; and foster research and public dialogue that expands our understanding of leadership.

A film festival of stories of powerful women

Several years ago, Kolbert and festival co-founder **Melissa Silverstein** of Women and Hollywood were attending an event at Gloria Steinem's home to honor filmmaker Jane Campion (*The Piano*). They met several women who wanted to tell stories of women who are making a difference in the world, but were stymied in terms of securing financing and finding a platform.

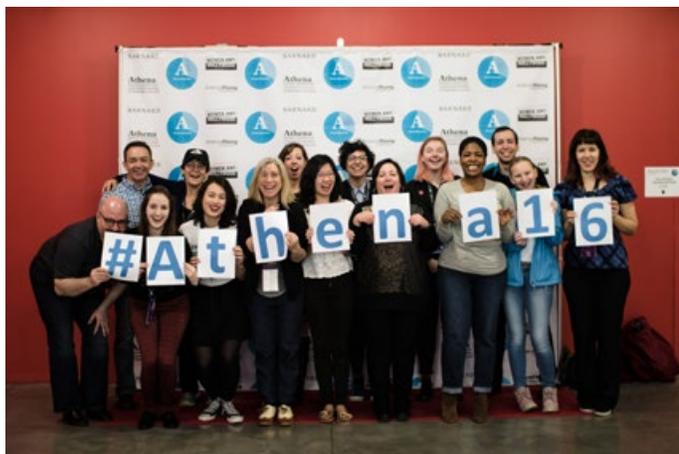
"Women and Hollywood and the Athena Center created the festival with the idea that we could grow a world class film festival that tells the stories of courageous, powerful, influential women, which frankly is what Barnard College has been creating since our inception over 125 years ago," says Kolbert, founding director of the Athena Center in 2009.

"I am a firm believer that how culture looks at women and reflects us is a really strong determinate of people's opinions and views," she adds. "If we are ever going to make progress in ensuring that women become leaders in the world and are able to exercise that power and influence, we have to change how culture depicts us. That was really the heart of the Athena Film Festival."

This year's festival included screening of features such as *Freeheld*, *Suffragette* and *Truth*, and documentaries including *A Ballerina's Tale*, *Codegirl* and *Mavis*. Films are accepted from both female and male filmmakers. The crucial criteria are that a woman is the protagonist of the story and shown in a leadership role.

Festival's effect across campus

Students and faculty are actively engaged in the planning and execution of the Athena Film Festival. Some faculty members assign films as part of coursework. Free tickets are available for any faculty member at any college, university or high school who has assigned one of the films to a class.



Festival volunteers
Credit: Barnard College/Jo Chiang

Index to this April 2016 issue

Athena Film Festival Spotlights Barnard's Commitment to Women's Leadership	1
NEWSWATCH: Gendered Politics at Work and Play	3
Women on the Move	5, 10, 15
ACE and CPRS Brief Tackles Status of Women in Higher Ed	6
IHOW: What Are Your Reporting Duties Under Title IX?	7
WIHE INTERVIEWS: Monique Golden	8
Harris-Perry Exits MSNBC, Leaves Gap in Racial Discourse	11
On Prominent Gender Bias Study in Academic Science	12
IHOW: Work The Power Pose	14
THE EDITOR'S END NOTES: The Editor Finds a Mentor on Twitter	16
PLUS 2 pages of great new job opportunities for you	8–10

There is a high school and college student lunch, where students from far-reaching areas come together at Barnard to talk about films and exchange ideas. This year, for example, both male and female cadets from West Point attended.

Work on next year's festival has already begun. Three student interns will begin work at the end of the spring semester and will be involved in viewing and making the first round of cuts on submissions—this year, there were over 300 films submitted for consideration. The students' opinions about films are extremely important.

The students also do outreach to fellow students. There are over 400 volunteers who work during the festival, many of them Barnard students.

Not just for viewing films

The festival includes several master classes where industry leaders discuss a variety of topics. Joel Fields, writer/executive producer/showrunner on FX's critically acclaimed series *The Americans* spoke about television writing. Karyn Kusama, the award-winning director of *Girlfight*, spoke about directing.

Renowned composer Jeanine Tesori discussed composing music for Broadway and films. Sheila Nevins (a Barnard alumna), president of documentary and family programming for HBO and Cinemax, not only presented on documentary filmmaking during the festival, but will also return to Barnard for two more master classes in the spring and fall.

The festival also introduces Barnard to a broader audience. In 2015, over 5,000 people attended the festival, approximately 80% of whom had no prior connection to the college.

In addition to the awards, which bring big entertainment industry names to campus, there is the Athena list, an award for screenplays that helps promote work from new talent.



Joel Fields presenting a master class
Credit: Barnard College/Jo Chiang

"One of the things we pride ourselves in is the ability to have interesting and unique conversations that aren't being held in other places," says Kolbert.

"We strongly believe that if we are going to get more films made with women on screen, we have to involve both men and women who are top notch people in the industry and commit them to that mission."

—Kathryn Kolbert

"We strongly believe that if we are going to get more films made with women on screen, we have to involve both men and women who are top notch people in the industry and commit them to that mission. "The conversation about the importance of women in film has changed in the six years since we've been at this effort," she continues. "We have stars of all stripes and advocacy groups in a variety of ways that are joining that conversation. I'm proud to have been a part of making that change. I think we are really a unique festival in that we're looking to make change about what types of films are made." ■

—LE

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As of March 1, 2016

11-Year-Old Launches Campaign to Secure “Black Girl Books”

Tired of reading books about “white boys and their dogs,” New Jersey fifth grader Marley Dias launched #1000blackgirlbooks, a campaign to identify and procure books she and others could relate to.

Statistics from the Cooperative Children’s Book Center indicate that “of 3,500 children’s books surveyed in 2014, just 84 were by Africans or African Americans, and just 180 featured African or African American characters.” Nonetheless, Dias has exceeded her goal and will continue fundraising on behalf of other schools.

Her favorites include “the award-winning *Brown Girl Dreaming* by Jacqueline Woodson, *One Crazy Summer* by Rita Williams-Garcia, *Chains* by Laurie Halse Anderson and *I Love My Hair* by Natasha Anastasia Tarpley.”

Brava!

—*The Guardian* on February 9, 2016

HBCU Adds Women’s and Gender Studies Minor

In a time when colleges and universities are phasing out certain departments and programs deemed “unprofitable,” NEWSWATCH is thrilled to share that North Carolina Central University will become the first historically black college and university in the UNC system to offer a women’s & gender studies minor beginning September 2016.

“This interdisciplinary program will prepare students to think critically about structures of power, privilege and identity, while exploring intersections of gender, race, class, religion, sexuality and other aspects of social structures affecting women’s equality,” according to a press release from NCCU. “It also will explore global experiences of women, with an emphasis on women of the African diaspora.”

—*The News & Observer* on February 3, 2016

Virgin Scholarships: It’s Complicated

Scholarships offered to young women in rural South Africa who can prove virginity raise a host of questions. Proponents argue that virginity testing has long been part of the culture and that supporting a culture of virginity simultaneously protects young women from teen pregnancy, HIV, AIDS and unwanted sexual advances while allowing them to focus on their education.

Opponents worry that virginity tests are intrusive, that it’s unfair to link sex and education and that women are unfairly burdened while men are free to do as they please.

The South African Human Rights Commission, in response to the outcry from activists, will investigate the constitutionality of the scholarships.

—*BBC* on February 10, 2016

“Yelp for Maternity Leave Benefits”

The website *Fairygodboss.com* enables women “to write anonymous reviews of their employers, sharing information about whether the company has a generous maternity-leave policy or values work-life balance.” The data, compiled from

the more than 19,000 women who have left reviews about more than 7,000 employers, reveals the unsurprising findings that job satisfaction correlates with promotion of work-life balance, maternity leave and women in management.

The data points to bottom-line impact when employee retention is considered. Women reviewers tend “to stay with companies that provide them with growth opportunities and family-friendly environments.”

The median age range of the reviewers was 25–34, and the median salary was \$80,000–\$100,000 per year.

—*The Atlantic* on February 9, 2016

Gender and Your Credit Score

Although credit scores do not reflect a huge gender gap, men’s scores tend to be higher. The discrepancy seems tied to factors like credit limit and the percentage of available credit, which are affected by the wage gap.

When women make more than men—as in cities like Detroit MI and Columbus OH—their credit scores are higher, whereas when men’s average income is higher—as it is in most U.S. locations—men’s scores are higher.

The takeaway tip from these findings for raising your score? Increase the percentage of available credit. Wage parity will help.

—*Bloomberg Business* on February 10, 2016

Generation Gap and the Democratic Primary

Another blind spot among feminists of a certain age, class and race was illuminated, and hackles were raised in social media. Madeleine Albright noted there is “a special place in hell for women who don’t help each other” in the same breath as her endorsement of Hillary Clinton, and thereby de facto dismissed women “feeling the Bern.” Then Gloria Steinem dismissed young women’s support of Sanders as an episode of boy crazy.

Responses from Sanders supporters, who tend to skew young, objected to the 2nd Wave Feminist notion of feminism and the implication that gender solidarity should determine their vote. While many would love to see a woman in the White House, they object to the pressure to cast their vote based solely on gender.

—*The New York Times* on February 7, 2016

Melissa Harris-Perry Threatened at Iowa Caucus

Former MSNBC pundit and current Wake Forest NC political science professor Dr. Melissa Harris-Perry was threatened by an unidentified man in a Des Moines IA hotel lobby last February. He mumbled something about Nazis and threatened to “do” something to her, conjuring up memories of an earlier rape.

Concern for her students and their curriculum, coupled with the presence of a friend sitting nearby, catalyzed a defensive posture by Harris-Perry, and the man fled in response.

Police did not pursue the incident, and it came to light via Harris-Perry’s Twitter feed and a blog post she authored to explore it. She credits her friend and students with saving her.

—*The Washington Post* on February 3, 2016

Princeton Professor Alleges Racial Bias in Arrest

Via Twitter, Princeton University NJ African American Studies professor Dr. Imani Perry alleged that she was mistreated when arrested for parking and speeding violations, and she implies that her treatment was racially biased.

On Facebook, she said, "I hope that this circle of attention will be part of a deeper reckoning with how and why police officers behave the way they do, especially towards those of us whose flesh is dark."

Princeton police captain Nicholas K. Sutter maintains that arrest footage and protocol reflect nothing unusual.

Perry paid outstanding fines and was released, but the social media debate "over police tactics and racial profiling" continues.

—*The New York Times* on February 9, 2016

University of Missouri Professor Fired Raising Questions About Due Process

Dr. Melissa Click, a communications professor, has been fired for requesting "muscle" to help remove a student journalist from a campus protest when she was helping to enforce a boundary around the main quad encampment of students and faculty protesting racism at the university. "Her actions made her an instant villain to people worried that free speech on campuses was being curtailed to create 'safe spaces,'" according to an article in *The Chronicle of Higher Education*.

She was charged with assault and agreed to community service to avoid prosecution. State lawmakers demanded her resignation, and she was fired in an anomalous board process.

The American Association of University Professors has urged the university to "rescind its notice of termination," citing "lack of due process and the irregular means by which the university system's Board of Curators voted to fire her."

This storm is broadly political and includes ongoing troubles between the state legislature and the university.

—*The Chronicle of Higher Education* on February 25, 2016, and *Inside Higher Ed* on February 29, 2016

New Gun Law Yields Labyrinthine Campus-Carry Policies at UT-Austin

Texas Senate Bill 11 goes into effect on August 1, making campus carry legal in that state, and UT-Austin president Greg Fenves has released the university's new gun policy. It will allow guns in classrooms but not in dorms. Only, it's not that simple. ...

Guns must have open chambers and be carried "on or about their person" at all times. Guns are not allowed in dorms, except they are allowed in common areas or when carried by family members of residents or by people who work in the dorms.

There are some gun-free zones, like daycare centers, counseling facilities and some labs. The nuances of rules and the range of exceptions are head-spinning and please no one.

Lawsuits by proponents, by opponents of campus carry or by both are anticipated.

—*The Texas Tribune* on February 17, 2016

Fear Conquers 'Return of Kings' Rallies

The "neomasculinist" blog-based group Return of Kings planned and then canceled global meet-ups for heterosexual men who "despise women, yet work tirelessly to get dates with them." The rallies were canceled because the leader of the blog-based group, Roosh V, could "no longer guarantee the safety or privacy of the men who want to attend."

The blog has also suggested that rape on private property should be legal and that the patriarchy is "a superior societal system that catered to the innate abilities of the sexes." Though no laughing matter, the group's rhetoric and mission seem so outlandish that the articles covering the proposed rallies read like installments from *The Onion*. So, here's hoping these men are as silly as their rhetoric makes them sound and that they continue to evaporate in fear to the sound of effectively dismissive global laughter and ridicule. Or something stronger if indicated.

—*DNA Info* on February 2, 2016, and *CBC News* on February 4, 2016

Sexual Assault Allegation Within ASCA Leads to Resignations and Reviews

Jason Casares has stepped down from his post as 2016–2017 president of the Association of Student Conduct Administration (ASCA) and resigned from his post as associate dean and deputy Title IX coordinator for Indiana University-Bloomington following allegations—both a formal criminal complaint and an open letter distributed via Twitter—by ASCA president-elect Jill L. Creighton that he sexually assaulted her at a December convention for the Council of Fraternity/Sorority Advisors in Fort Worth TX.

Casares' attorney maintains that the allegations are false, while Creighton bolsters her allegations with the assertion that she took personal and professional risk to come forward, with "nothing to gain and everything to lose."

ASCA could not substantiate Creighton's claims, but the Fort Worth police department has confirmed "an open case for a sexual-assault investigation where contact was made with the victim" on Dec. 9.

Casares' sexual assault charges are particularly problematic, given his role presiding over sexual-assault investigations and speaking on Title IX issues nationally, and Indiana University will review "the handling of the 18 sexual misconduct cases" for which Casares led hearings this academic year.

—*The Chronicle of Higher Education* on February 9 and February 26, 2016; *The New York Times* on February 17, 2016

Sexual Misconduct Investigation at University of Chicago Leads to Resignation

In what has become a monthly story, a prominent scientist—this time, University of Chicago IL molecular biologist and professor Jason Lieb—sits at the heart of an investigation of egregious sexual misconduct. Lieb "made unwelcome sexual advances to several female graduate students at an off-campus retreat of the molecular biosciences division, according to a university investigation letter obtained by *The New York Times*, and engaged in sexual activity with a student who was 'incapacitated due to alcohol and therefore could not consent.'"

Worse, though confirmations are thin due to privacy protections in play, it seems likely that a pattern of misconduct inflected his moves from UNC to Princeton and then on to Chicago.

Lieb resigned from Chicago following a recommendation that he be fired, and his example adds urgency to the movement to address hiring policy transparency when sexual misconduct is in the mix. Representative Jackie Speier continues to consider introducing legislation.

—*The New York Times* on February 2, 2016

Sweeping Sexual-Assault Lawsuit Filed Against University of Tennessee; Coaches Unite to Defend Culture

“Six former female students, including a former female student-athlete, [have filed a lawsuit against the University of Tennessee and] allege the university enabled a culture that led to sexual assaults, and then administrators influenced the handling of discipline by accused athletes” reports *The Tennessean*. Five of the six plaintiffs claim they were sexually assaulted by male student-athletes.

The suit argues UT violated Title IX laws and that UT’s unusual internal hearing process favors the accused. It comes on the heels of two federal Title IX investigations at UT and amid prominent lawsuits at other universities including Florida State University and Colorado University.

All 16 head coaches in the UT system appeared at a joint news conference to “stand up together” to insist that “the culture on campus is strong,” and that players are often stereotyped.

—*The Tennessean* on February 24, 2016

Alumna Sues Harvard Over Handling of Sexual Crimes Complaints

A former student is suing Harvard University MA for failing to create and maintain an environment free from sexual harassment. *The New York Times* reports that Alyssa Leader is “trying to raise awareness about what she described as Harvard’s inadequacy in handling sexual assault cases.” Leader alleges she was sexually assaulted by a dorm mate, required to remain living in the same dorm, and subsequently harassed by him and his friends.

The *Times* article read, “One of her lawyers, Alexander S. Zalkin, said in a telephone interview that they decided to file suit against the university for damages rather than sue the person she accused of assaulting her because of the ‘larger issue.’ ‘The more traumatic of the two is the institutional betrayal and lack of response to her reporting,’ he said.”

Harvard was one of more than 50 colleges and universities under federal investigation in 2014 for Title IX violations. In an emailed statement, “Harvard said it does not comment on pending litigation. But it said the university responds ‘fairly and purposefully’ to every accusation of sexual assault that it receives.”

Judging from this month’s column, and many others like it, we have a long way to go before we arrive at fair and purposeful treatment of campus sexual assault and harassment.

—*The New York Times* on February 19, 2016

—AD

Women on the Move

As of March 1, 2016

- **Monica J. Allen, JD**, will move from associate vice chancellor, deputy general counsel, and chief litigation counsel to vice chancellor and general counsel at Washington University in St. Louis MO on July 1.

- **Steph Barry** becomes assistant vice chancellor of alumni and community engagement at the University of California, San Diego. She has been serving as VP for strategic projects at the WD-40 Company.

- **Dr. Kristine Blair** will move from professor of English at Bowling Green State University OH to dean of the College of Liberal Arts and Social Sciences at Youngstown State University OH on May 16.

- **Monica Bloom, JD**, becomes the inaugural director of the Center for Advocacy, Response and Education at Purdue University IN. She has been serving as Title IX coordinator and executive director of the Office of Institutional Equity.

- **Dr. Deborah Crawford** becomes VP for research at George Mason University VA. She has been serving as director of the International Computer Science Institute, an independent research institution affiliated with the University of California, Berkeley.

- **Angelique EagleWoman, JD**, will become dean of the Bora Laskin Faculty of Law at Lakehead University in Ontario CN in May 2016. She is a member of the Sisseton-Wahpeton Dakota Oyate of the Lake Traverse Reservation in South Dakota.

- **Dr. Joyce P. Griffin-Sobel** will move from dean of the College of Nursing at the State University of New York Upstate Medical University – Syracuse to dean of the College of Nursing at Washington State University, on May 16, 2016.

- **Nancy Hobbs** moves from interim to associate VP for finance at the University of Michigan.

- **Marta Kuzma** becomes dean of the Yale University School of Art CT. She will be the first woman to head the Yale School of Art since its founding in 1869. Kuzma has been serving as vice chancellor and rector of the Royal Institute of Art in Sweden.

- **Nina Maung-Gaona** moves from assistant dean in the Graduate School and director of the Center for Inclusive Education to associate VP for research at Stony Brook University NY.

- **Dr. Mary McKernan McKay** will move from director of the McSilver Institute for Poverty Policy and Research in the Silver School of Social Work at New York University to dean of the Brown School at Washington University in St. Louis MO on July 1.

- **Karen L. Miller, JD**, moves from special adviser to the president of Morehouse College GA to VP for human resources and risk at Middlebury College VT.

- **Dr. Tina Mims** becomes executive director of The Business Hub for Women Entrepreneurs at Texas Woman’s University.

- **Dr. Katherine Montwieler**, chair of the department of English at the University of North Carolina at

continued on page 10

ACE and CPRS Brief Tackles Status of Women in Higher Ed

In January, the American Council on Education (ACE) and the Center for Policy Research and Strategy (CPRS) released a brief, "Pipelines, Pathways, and Institutional Leadership: An Update on the Status of Women in Higher Education." Since gender and higher education is one of my beats, I decided to explore the brief when it appeared on my Twitter feed.

The women academics I follow on Twitter weren't excited about the brief's findings. Most tweets were a version of "ladies, the news isn't good," so I read through to find what exactly wasn't good and what these findings suggest about the status of women in academia in 2016.

Follow-up to 2009 report

"Pipelines, Pathways, and Institutional Leadership" is an infographic brief and follow up to The White House Project's 2009 report *Benchmarking Women's Leadership*, which analyzed the leadership roles of women in 10 sectors of the workforce including higher education. The White House Project found that while women make up more than 50% of all college students, we only make up slightly over 25% of full professors and less than 15% of presidents at doctoral degree-granting institutions.

Moreover, the pay gap between men and women showed no sign of improvement. In 1972, women faculty made 83% of what men faculty were paid. In 2009, women only made 82%, an actual decrease.

Women, then, are routinely paid less than men and are much less likely to rise through the academic ranks in the professoriate and in institutional leadership. Unsurprisingly, the increase of women attaining degrees paired with the lack of women in higher-level academic positions is a cause for concern.

ACE and CPRS, then, seek to "continue the conversation" with updated statistics and "promote dialogue on how to move the needle and increase the number of women leaders."

2016: More of the same

Unfortunately, the brief makes it clear that not much has changed from 2009 until now.

Since 2006, women have earned more than 50% of all doctoral degrees and continue to. Since 1991, women have earned more than 50% of the master's degrees.

Yet, women still aren't progressing up the academic pipeline. Women have higher levels of educational attainment than men, but men still outnumber women at the associate and full professor levels and in other higher-ranking (and higher-prestige) jobs at universities and colleges. As of 2014, men faculty are in a higher percentage of "tenure positions at every type of institution even though they did not hold the highest number of faculty positions at every rank."

The pipeline, then, appears broken because women are not moving up into leadership roles. The brief notes, "The higher the academic rank, from other faculty (service or research) to tenured full professor, the fewer women one finds."

Part of the reason for this problem of "the higher, the fewer" is that women are overrepresented in teaching, service and entry-level positions in higher education. The problem is even more pressing for women of color.

For example, men of color hold full professorships more often than women of color, but women of color outnumber men of color in the lower-ranking jobs. "Women of all races and ethnicities are more likely to hold lower ranking faculty positions," the brief notes.

Glass ceiling hasn't budged

The glass ceiling appears to be a permanent fixture of academia, which is reflected not only in rank but also in pay.

During the 2013–2014 academic year, the average salary for men faculty was \$85,528 and \$70,355 for women faculty. That's a difference of over \$15,000 annually.

More distressing, according to the brief, is that "[n]o matter the academic rank, men make more than women and are more likely to hold a tenure track position." The only exception to this rule is private two-year institutions, where women make, on average, \$500 more than men.

Unsurprisingly, these trends continue into positions of leadership at institutions of higher learning, including presidents, chief academic officers (CAOs) and governing boards.

Since 1986, there's been an increase in women presidents, but women only hold 27% of this particular position over all institutions of higher ed in the United

States. The brief notes, "Women presidents are less likely to be married, less likely to have children, and more likely to have altered their career for family."

Additionally, women presidents are more likely to have a PhD or EdD than men presidents, who are more likely to have never been a faculty member and come from sectors outside of higher education.

Between 2008 and 2013, there's been a decline of women as CAOs in public doctoral-granting institutions. With governing boards, men outnumber women by more than 2 to 1, with women board members hovering at 30% for the last two decades.

Academia, get it together

Disturbingly, academia is the only sector of the workforce with a *decline* in women's leadership. What can we do to change this trend?

"Pipelines, Pathways, and Institutional Leadership" includes recommended action steps by the Colorado Women's College including:

- **Review an institution's commitment to diversity** and determine whether their efforts are working.
- **Evaluate hiring and promotion policies** to ensure that they "do not disproportionately encumber women." Make hiring and promotion fair and equitable.
- **Diversify search committees** for faculty positions, senior leadership and presidents. Make sure to search for the broadest range of potential candidates.
- **Brief search committees on patterns of bias** and the importance of women as candidates.
- **Support and advance women to fill the leadership roles at your institutions**, so women have a path to the presidency of your institution. 📖

—KJB

Unfortunately, the brief makes it clear that not much has changed from 2009 until now.

What Are Your Reporting Duties Under Title IX?

By Dr. Katie Rose Guest Pryal

Many institutions now require all faculty and staff to report to the institution's Title IX office any time a student confides that they have been stalked, sexually assaulted, sexually harassed and more. If the student has been a victim of any of the behaviors that fall under the jurisdiction of the Title IX office, the office wants to know about it—which means that you must tell them. Faculty and staff have become “mandatory reporters,” also called “responsible employees.”



Dr. Katie Rose Guest Pryal

The knowledge that you must report can be startling to faculty and staff. If you have already been trained in the new Title IX reporting rules, you might have heard about these new requirements already.

But you might be asking yourself, can my institution really make me report? How can forcing me to tell a virtual stranger the painful, private information that a student trusted me with be a good thing?

Answer: It isn't always a good thing. But that's not the point.

Title IX requirements in a nutshell

First, let's look at what the law—still a little fuzzy, and still in flux—actually says. Remember: each campus is a little bit different, so be sure to check out the specific rules pertaining to your particular campus.

In general, though, under the guidelines issued by the Department of Education's Office of Civil Rights (OCR), unless specifically exempted from this duty, staff and faculty, including *student* employees, are “mandatory reporters” or “responsible employees,” even if they have not been trained as such and *even if they don't know* about their obligation to report.

Why would OCR put this duty, one might say “burden,” on faculty and staff? The reason for the “responsible employee” duty is to put the institution on notice: “OCR deems an institution to have notice of student-on-student sexual harassment and/or misconduct if a ‘responsible employee’ knew, or in the exercise of reasonable care should have known, that harassment/misconduct occurred.”

Thus, if a responsible employee knew about harm to one of its students, then OCR presumes that the school knew. If the school knew, then OCR can hold the school responsible for failing to protect its students. The responsible employee rule allows OCR to connect those dots.

So then what exactly, according to the law, is a responsible employee? According to OCR, a responsible employee is someone who: (1) has authority to take action to redress harassment, (2) has the duty to officially report the harassment to the school's Title IX coordinator and (3) is a person whom a student could reasonably believe has this authority.

Although you may not believe that you fall into this designation, your school might believe that you do. If you

haven't been trained in mandatory reporting already by your Title IX coordinator, then you need to find out what your reporting duties are.

Speaking of your Title IX coordinator, who is *that*? The Title IX coordinator's main job, according to OCR, is “coordinating the school's compliance with Title IX.”

Schools have a duty to “notify all students and employees of the name or title and contact information of the Title IX coordinator.” What do Title IX coordinators do? Primarily, they handle complaints: “The coordinator's responsibilities include overseeing all complaints of sex discrimination and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.”

Discomfort with mandatory reporting

Not all university employees are comfortable with their duties as mandatory reporters. *Inside Higher Education* reported on this phenomenon last year, and it has continued to concern university employees. If you don't want to break your campus's policies on mandatory reporting but you still want to help students who need someone to talk to, here are some ideas for what you can do.

When a student asks if she can speak with you about something sensitive, pause her before she can tell you something you must report. Sympathetically explain your school's rules on mandatory reporting. Then ask if the student wants to proceed with the conversation.

1. If the student wants to proceed, after you talk, **offer to escort the student to the Title IX office yourself.** After all, she trusted you with this information in the first place. Having you as a friend when filing the official complaint would be very helpful.

2. If the student does not want her story reported to the Title IX office, be prepared to **give her information about off-campus resources** where she can find someone safe to talk to. These resources need to be free and easily accessible. You need to familiarize yourself with the local rape crisis center before such a need arises.

Once a student comes to you with a need for off-campus services, **offer to drive her—right then.** If you make her wait, she may never go. Offer to pick her up later, when she's done.

If your area does not have a rape crisis center or similar service, have the national rape crisis hotlines handy. Then, **right then, offer her your private office space as a place to make her initial call.** She came to you to talk at that moment—who knows when she'll get the courage up again to speak with someone. Say, “I need to go grab a cup of coffee. Why don't you use my office for ten minutes?” Then she can sit in real privacy for ten minutes, having the conversation she worked up the courage to have, knowing that someone—you—is out there caring about her. ■

Dr. Katie Rose Guest Pryal is a novelist, attorney and journalist who covers disability and mental health, higher education and campus rape, creativity, racial justice, sexism, motherhood and more.

You might be asking yourself, can my institution really make me report?

Monique Golden

By Amma Marfo

Monique Golden is, in the very best way, a woman in charge of her own narrative. As the founder of GoldenHigherEd, she is committed to ensuring that a larger narrative about the field of student affairs that previously has been relegated to the classroom be made available outside of it.

A first-year doctoral student in the University of Connecticut's Leadership and Educational Policy program, Golden is committed to bridging gaps between expectations and assumptions that exist about how students and professionals of color do this work, and the realities that they experience "on the ground."

Since September 2015, GoldenHigherEd has been an extension of that wish, expressly designed "for future and entry-level higher educators and administrators to engage in dialogue around shared and unique experiences as they develop in their professional journey and personal identities." As she puts it in the site's introductory letter:

Sure, I can pick up a book. Sure, I can read a journal. Sure, I can go to and present at conferences, but there is nothing like hearing directly from the folks who do this work everyday (sic).

Curious about the classroom

Her curiosity with the role of teaching and learning started early, as the youngest of six in Elizabeth, New Jersey. In her words, "we were what you would call poor."

Golden played "school" with siblings often, but as the youngest she often didn't get to "play" teacher until younger neighborhood children were included in the game and she took on a more senior role. The time spent with older siblings helped her development, and she in turn used what they had taught her to help those younger than her.

In high school, she played rugby and volleyball and felt lucky to have supportive and encouraging coaches who urged her to explore college options. She recounts:

I really developed a strong relationship with my high school rugby coaches—three women—who were very crucial in my college planning, life planning. They were extremely powerful mentors; actually, they took me on my college tours.

We traveled ... to schools nearby, but one school that really captured me, and I ended up going to this school, was Lehigh University [PA] ... they pretty much said, "If you're broke, you can expect to likely come here for little to no money," and I can say that ended up being true. Granted, I worked very hard, I had a lot of academic scholarships to support me in that, but I was very, very fortunate to have been able to take that trip.

Golden credits her extremely supportive mentors, as well as a solid understanding of her barriers (both

structural and economic), with her decision to take on getting her college education relatively far from home.

First-generation college student

Upon arriving at Lehigh, Golden took advantage of the independence that being one of the first in her family to travel this far for school had afforded her. She started asking some of the same questions that served her well in high school: "How do I navigate this?" "Who do I need to connect with?" "I don't have money—how can I get this done?"

She became comfortable talking to people at higher levels—the director of multicultural programs, the dean of students—and being up front with these people about her barriers without shame made her realize that her voice was needed to amplify the worries of those who weren't as forthright.

Golden has spent the last three years at UConn (for her master's, and now in her first year of her doctorate); during that time, she has realized that she needs to contribute to the field in a manner different from most of her peers. Although prior practice-based work in multicultural programs and fraternity and sorority life

informs her work, she loves research and problem-solving and is finding ways to marry her passion for higher education with her original undergraduate major: engineering.

Why GoldenHigherEd?

Golden explains:

I felt as if the knowledge that was being shared in the classroom, in my opinion, was limited only to the classroom. So there [were] a lot of conversations going on: in my friends' programs, in my program and with people I had known ... these conversations were taking place, but it didn't go beyond that.

Oftentimes people would be frustrated, especially on those difficult topics such as diversity and inclusion and multiculturalism, and how they felt ... their comments weren't being appreciated ... and there wasn't an opportunity for non-PhDs or non-researchers to push back or further that knowledge.

She quickly recognized that the dead-end conversation extended to social media, where she could tell her peers were frustrated with conversations confined to just that—conversation—without the ability to respond, critique or enact what was being learned and talked about.

Ever the engineer, she built a space of her own and recruited a talented slate of contributors to write, build projects and foster an environment that encouraged the reporting back of action informed by theory, criticism, knowledge and active engagement with challenging and at times unwelcome discussions.

"I felt like I fit in among a group of people who just recognized that all these glitzes and glammers [sic] around higher education wasn't exactly what it was, that there was work to be done."

—Monique Golden

In contributors, Golden seeks individuals who are “willing to give that extra piece of knowledge” in the classroom (or office) and are “not afraid to push limits.” Initial recruitment has her calling upon “almost anyone and everyone she knows” to contribute, a fact reflected through a piece written by one of her former rugby coaches, a seminal player in her present circumstances.

Entry-level professionals, students in other PhD programs and other diverse perspectives have informed rich and varied dialog on the site, with an eye toward aligning the theory students are being taught prior to entering the field with the realities of practice.

This gap was the biggest reason she chose to create the site. As upper-level administrators and other stakeholders rely on their training and experience, often quite different from the education currently in place, power differentials mean solutions and calls for action are typically informed by their framework rather than those of younger professionals (who may see the struggles of their students more clearly from their closer vantage point).

By encouraging those affected by the disconnect to share their stories, and how they’ve navigated them, Golden hopes to galvanize those seeking the courage to use their voice to do so.

After realizing the power that her voice had in carrying her through her college journey, she became an advocate for developing your own voice through self-talk (“in the car, at home by yourself”) as a means to get used to the sound of it, to prepare yourself for the power it can hold.

As seen in the creation of GoldenHigherEd, she is clearly ready to help others shine by raising their voices. ■

Connect with Golden through <http://GoldenHigherEd.com/contact>.

Amma Marfo is a higher education professional, writer and editor based in Boston MA. She writes often for her own blog (“The Dedicated Amateur”), is a contributing editor to the Niche Movement Blog and guest blogs in a variety of other places (IdeaBlend EDU, NASPA SLP-KC and TKC blogs, The Good Project). Her first book, *The I’s Have It: Reflections on Introversion in Student Affairs*, was released in January 2014; her second, *Light It Up*, was released in October 2015.



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Laurie C. Wilder, President
Porsha L. Williams, Vice President
pwilliams@parkersearch.com || eraines@parkersearch.com
Phone: 770-804-1996 ext: 117 Fax: 770-804-1917

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Vice Chancellor for Communications

The University of Tennessee, Knoxville, is conducting a global search for its next Vice Chancellor for Communications. The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University of Tennessee, Knoxville. 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 April 7, 2016. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

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**VICE PRESIDENT FOR RESEARCH
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The University of Central Florida is conducting a global search for its next Vice President for Research and Dean of the College of Graduate Studies. The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University of Central Florida. Review of materials will begin immediately and continue until the appointment is made. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

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Women on the Move, continued from page 5

Wilmington, will become director of the Women's Studies and Resource Center on July 1.

- **Elizabeth Breul O'Rourke** becomes president of the University of Rhode Island Foundation. She has been serving as senior VP for principal gifts and international advancement at Syracuse University NY.

- **Dr. Melanie Overton** becomes VP for advancement at Kansas Wesleyan University.

- **Dr. Lori Ploutz-Snyder** will become dean of the School of Kinesiology at the University of Michigan on July 1. She has been serving as a senior research scientist in the Universities Space Research Association at NASA's Johnson Space Center in Texas.

- **Dr. Erin L. Richman** moves from executive director of institutional innovation at Florida State College at Jacksonville to director of academic partnerships and initiatives at the University of Georgia's Division of Student Affairs.

- **Dr. Katherine Schultz** will become dean of the School of Education at the University of Colorado Boulder, on August 1. She has been serving as dean of the School of Education at Mills College CA.

- **Dr. Debra A. Schwinn** moves from dean of the Roy J. and Lucille A. Carver College of Medicine to associate VP for medical affairs at the University of Iowa.

continued on page 15



The University of South Florida System is a high-impact, global research system dedicated to student success. The USF System includes three institutions: USF; USF St. Petersburg; and USF Sarasota-Manatee. The institutions are separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All institutions have distinct missions and their own detailed strategic plans. Serving more than 47,000 students, the USF System has an annual budget of \$1.5 billion and an annual economic impact of \$4.4 billion. USF is a member of the American Athletic Conference.

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Assistant/Associate Professor (Global Health) (2)

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College of Arts & Sciences
Assistant Professor (Psychology) (USF St. Petersburg)
Assistant Professor (Psychology)
Professor/Associate Professor (Health Economics)
Assistant Professor (Functional Materials Chemistry)
Instructor of Philosophy
Instructor – History (USF St. Petersburg)
Assistant Professor (Classics)
Instructor (Spanish/Language Pedagogy (French))
Assistant Professor (Forensic Anthropology)
College of Behavioral Community Sciences
Assistant /Associate Professor (Speech-Language Pathology)
Associate Professor (Rehabilitation Counseling)
College of Education
Instructor (Elementary Education) (2)
College of Business
Assistant Professor (Marketing)

College of Medicine

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Harris-Perry Exits MSNBC, Leaves Gap in Racial Discourse

On the morning of Feb. 28, Dr. Melissa Harris-Perry, weekend host at MSNBC, tweeted, “Farewell, #Nerdland. Inviting diverse new voices to the table was a privilege. Grateful for years of support & criticism.” That morning, an MSNBC spokesman confirmed that the network and Harris-Perry were “parting ways.” It marked the end of Harris-Perry’s four-year-old MSNBC weekend show that bore her name on which she engaged in frank discussions of racial issues.

As she detailed in a Feb. 26 memo to her show’s staff, which she began “Dearest Nerds,” Harris-Perry indicated she had no intention of hosting her show that weekend because of a change in MSNBC’s vision for the show. She wrote that she felt the network had silenced her, taken away editorial control and consigned her to being a news reader.

“I am not a token, mammy, or little brown bobble head,” she wrote, while noting how much she loved the show that she affectionately dubbed Nerdland and how much she wanted to continue, but she would only return to the air under certain terms.

A voice that needs to be heard

Harris-Perry, who has a PhD in political science from Duke University NC and has had an influential career in academia, noted that she has taught American voting and elections for nearly two decades, yet she wasn’t given equal voice among the network’s commentators. She contributed to the network’s election coverage for nearly eight years but alleged that no executives had replied to her emails or calls for several weeks.

MSNBC said Harris-Perry had overreacted to what was a shift to hard-news editorial content driven by the election season. The network had rebranded itself as the place for politics and was seeing a ratings uptick.

Media commentators have said there are many layers to the situation, and there is no way of knowing what actually went on behind the scenes. One thing is clear: Harris-Perry’s voice was greatly appreciated by people who valued provocative and substantive conversation about race.

“I absolutely loved that because she was a great representation of an educated black woman in America, she was able to talk about social issues in a way that was not only informative, but it was also thought-provoking,” says Dr. Valerie Black, instructor, communication arts, at Johnson C. Smith University NC. “You walked away really thinking about everything that you heard. She had guests on her show that likely wouldn’t have been on shows on any other networks.

“I mourn that the show is not on anymore because it was very critical to the conversations of what’s happening in America right now. I hope she’s able to have a platform elsewhere.”

Still making a difference

Harris-Perry remains active on Twitter, sharing her thoughts on pressing issues. She also continues to make an impact in academia. In 2014, she joined the faculty at Wake Forest University NC, where she earned her undergraduate degree. She is the Maya Angelou Presidential Chair.

On her website, Harris-Perry notes that this semester she is teaching Black Lives Matter, which examines how the meaning of racial justice has transformed over the 20th and 21st centuries in America. Utilizing an interdisciplinary approach, the course examines racial justice, nonviolent and anti-racist political movements within academic historical, social scientific and legal frameworks.

She is also teaching Wake the Vote, citizenship education for a small, selective group of students. With the presidential election year as the backdrop, students will spend all of 2016 experiencing the democratic process from the front lines.

Harris-Perry is the executive director of the Pro Humanitate Institute at Wake Forest. She was also the founding director of the Anna Julia Cooper Center—named for the renowned black scholar who was just the fourth black woman to earn a doctorate. The interdisciplinary center builds scholarly foundations for intersectional research, teaching and community engagement.

Palpable absence

“With MSNBC now trying to be the place for politics ... it makes me wonder, why wouldn’t she be the perfect person to lead coverage?” Black says. “When you have someone who has that academic background and who also has journalism experience, what was the issue that prevented her from being a large part of the political coverage?”

Black, who has worked at a news station as a news producer, says there are always complex dynamics behind the scenes, and the full picture will likely not come to light. Reports indicate that Harris-Perry declined an exit package from MSNBC because she would not accept the terms of a non-disparagement clause. CNNMoney reported that she described the clause as a “gag order.”

Harris-Perry’s ouster has raised questions about the dwindling number of people of color among MSNBC’s hosts. Numerous people have voiced support of her in articles and on social media.

She put her own thoughts out in a March 1 tweet that read: “So #MSNBC y’all keep making cable great again. I’ll be staying challenging & unpredictable. #NerdlandForever.”

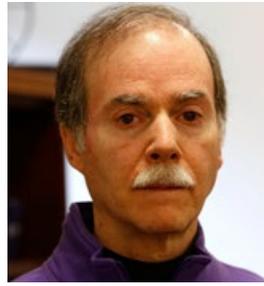
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Melissa Harris-Perry's voice was greatly appreciated by people who valued provocative and substantive conversation about race.

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On Prominent Gender Bias Study in Academic Science

Cornell University social scientists **Dr. Stephen J. Ceci** and **Dr. Wendy M. Williams** raised eyebrows last spring when they reported on a series of national experiments that found professors in academic science strongly favored hiring women over men when candidates for entry-level faculty positions were equally qualified.



Dr. Stephen J. Ceci
Credit: Nader Sadre

The husband-and-wife team then designed a follow-up study to determine whether the pro-female bias would be strong enough to give slightly less qualified women an edge over more accomplished male applicants.



Dr. Wendy M. Williams
Credit: Carol Jennings

When the results of that study were published in the open-access journal *Frontiers in Psychology*, the title said it all: “Women Have Substantial Advantage in STEM Faculty Hiring, Except When Competing Against More Accomplished Men.”

“As part of our work at the Cornell Institute for Women in Science, we became interested in the topic of sex bias in hiring and particularly whether sex bias was responsible for part of the underrepresentation of women in math-intensive fields of academic science,” says Williams.

“It’s a really, really important question because if sex bias in hiring is limiting women’s participation in math-based fields of academic science, then we’re hobbled right from the starting gate and many of the programs that are in place need to really focus squarely on just this issue.”

“If, on the other hand,” Williams continues, “sex bias in hiring is a thing of the past, if the society has moved forward and all the educational programs have worked, then clearly the resources that are being deployed need to be deployed elsewhere to fix the problems that are really limiting women’s academic careers today.”

Digging in

Currently, the Cornell Institute for Women in Science is supported by a grant from the National Institutes of Health and is headquartered in the Department of Human Development at Cornell University. Ceci and Williams, both of whom are psychologists by training, serve as co-directors.

One of the first things they realized when they began exploring the issue of gender bias in hiring was that women weren’t uniformly underrepresented.

“There were some STEM [science, technology, engineering and math] fields where they were underrepresented and others that they were well-represented in,” says Ceci, the Helen L. Carr Professor of Developmental Psychology at Cornell. “The ones where they were underrepresented were the most mathematically intensive fields like engineering, mathematics, physics and computer science.”

On the other hand, data revealed that women were well-represented in STEM fields like biology and the social sciences, raising the question of why women lag behind their male colleagues in some STEM fields but not in others.

In 2014, Williams and Ceci teamed up with economists Donna Ginther (University of Kansas) and Shulamit Kahn (Boston University MA) to deliver a comprehensive life-course examination of the issues contributing to gender disparities in the sciences. The examination was later published in *Psychological Science in the Public Interest*.

Drawing on data from 371 colleges and universities representing all 50 states collected over a four-and-a-half-year period, “Women in Academic Science: A Changing Landscape” concluded that, while gender discrimination played a significant role in women’s underrepresentation in scientific academic careers in the past, it was no longer able to account for the gender gap in math-intensive fields.

“Current barriers to women’s full participation in mathematically intensive academic science fields are rooted in pre-college factors and the subsequent likelihood of majoring in these fields,” the authors wrote.

“Future research should focus on these barriers rather than misdirecting attention toward historical barriers that no longer account for women’s underrepresentation in academic science.”

One of the points emphasized in the report was that the field of academic science had changed dramatically—and quickly. Data more than a decade old, it was felt, should be considered obsolete.

“The findings really all point to the same picture,” Williams says. “Things are getting much better for women in science and, while there are a lot of challenges that women face if they want to become academic scientists, on average it’s a much more welcoming career today than it was.”

Being able to demonstrate the progress that has been made allowed her and her partner to focus on identifying the problems that women really face today. “They’re not the same problems that women faced in the ’70s, ’80s and ’90s,” Williams explains. “We’re trying to get a clearer picture on what the limiting factors are for women who want to become scientists.”

Changing the conversation

At the same time, Ceci and Williams were working on the life-course study, they were also conducting a

“We became interested in the topic of sex bias in hiring and particularly whether sex bias was responsible for part of the underrepresentation of women.”

—Dr. Williams

series of gender bias experiments that took more than four years to complete.

Williams and Ceci conducted five randomized controlled experiments with 873 tenure-track faculty across the country. In three of the experiments, faculty evaluated narrative summaries describing hypothetical male and female applicants for tenure-track assistant professorships in biology, economics, engineering and psychology. In the fourth experiment, engineering faculty made their evaluations based on full CVs instead of narratives.

To make sure participants in the study weren't simply responding in a socially desirable way, the final experiment asked them to evaluate a single job candidate without comparison to a competing applicant of the opposite sex. Throughout the study, descriptions of the candidates' personalities were systematically varied to disguise the hypotheses.

In all four disciplines included in the study, faculty preferred female to male applicants. Male economists, who displayed no gender preference, were the sole exception.

The data, published online in *Proceedings of the National Academy of Sciences* last April, revealed that, when it comes to hiring for tenure-track positions in academic science, women had a 2:1 advantage over equally qualified male candidates.

"Those data show that there's an enormous cultural evolution in values. We've gone from a society that, in the 1970s, showed tremendous biases against women entering science," Williams says. "We've shifted so far to the opposite end of the extreme that in some ways now, women are highly advantaged."

Williams adds, "When the data started to come in, we started to see a very, *very* pronounced female advantage." "What this meant to us was that the ideals of diversity—which are promulgated and taught at modern American universities and which of course have been the topic of so much training and so much attention over the past four years—have largely become internalized at this point in time in the population of faculty."

"Our data suggest it is an auspicious time to be a talented woman launching a STEM tenure-track academic career," Williams and Ceci wrote at the time, noting that previous investigations alleging bias had not examined gender bias in faculty hiring in the disciplines in which women are actually underrepresented.

"Our research suggests the mechanism resulting in women's underrepresentation today may lie more on the supply side, in women's decisions not to apply, than on the demand side," they concluded.

Quality first

In follow-up experiments, Ceci and Williams set out to determine if the pro-female preference in hiring would result in women being hired over more-qualified men.

They created a series of hiring scenarios, asking 252 tenured faculty members from a national sample of colleges and universities to choose among three stellar finalists for a tenure-track assistant professor position.

In one hypothetical situation, faculty were asked to evaluate two equally impressive male candidates—both of whom were rated 9.5 on an objective 10-point scale based on job talk, interview, recommendation letters and publication record—and a female candidate with a slightly lower rating of 9.3. In a second scenario, the genders were reversed, with two top-tier women and one slightly less impressive man vying for the job.

To mask the study's true purpose, Ceci and Williams presented the choice between the top-two candidates as a counterbalanced competition between different personalities.

The results were unequivocal. The faculty participants in the study demonstrated a strong preference for candidates with a 9.5 rating over those with a 9.3, regardless of gender. Fewer than 5 percent chose the less-accomplished candidate.

"These findings should help dispel concerns that affirmative hiring practices result in inferior women being hired over superior men," Ceci and Williams wrote. The results, they acknowledged, might not hold under conditions where the applicants are not as exemplary.

Based on their experiments and on national data, the way women are hired in the academy is no longer the problem, they say. "When you look at who applies for a job, who gets invited to interview and who gets hired, the data—the actual real-world data, not experiments but real hiring data—show and have shown for quite some time that women are less likely to apply for professorships out of grad school than men, but," Ceci says, "if they apply they're more likely to be hired."

Over the past decade, Williams and Ceci have researched many of the challenges female scientists face.

Focus on the future

Over the past decade, Williams and Ceci have researched many of the challenges female scientists face, including the challenge of balancing work and life demands like child care.

Among other things, their research has found that women and men have comparable rates of success with grant and article submissions and that women have a harder time getting tenure in biology and psychology and that they are less satisfied with their jobs than men in the social sciences.

None of their previous efforts, however, were met with the kind of passionate response that has been unleashed by their latest findings.

"We've gotten tremendous pushback," Ceci says. "They not only attacked our work; they attacked us personally."

Among their most vociferous critics are Joan C. Williams, a professor of law at the University of California's Hastings College of the Law, and Jessi L. Smith, a professor of psychology at Montana State University at Bozeman. The pair outlined what they say are five flaws in Williams and Ceci's most recent study in a critique that appeared in *The Chronicle of Higher Education* (July 2015).

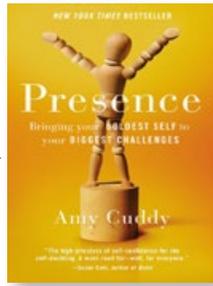
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Work the Power Pose

S honda Rhimes told me to pose like Wonder Woman: chin up, shoulders back, feet apart and hands on my hips. Well, she didn't personally tell me to pose like a superhero; rather, she wrote about giving it a try in *Year of Yes*.

In the elevator on her way to work, Rhimes posed like Wonder Woman and even imagined the cape flapping behind her. Mimicking the superhero inspired Rhimes and gave her more confidence. Since posing worked for her, she recommended it to readers like me. Say yes to Wonder Woman.

I was justifiably skeptical. Posing like a superhero seemed sort of ridiculous (what if someone saw me?) and, frankly, awkward. Could shifting my posture influence how confident or capable I felt? Would posing a few minutes a day improve my mental well-being more generally?



Read (about) body language

Before I was willing to test Rhimes' recommendation, I wanted to figure out where this emphasis on posing and body language originated.

The "Wonder Woman" is a power pose that comes from Amy Cuddy's 2012 TED talk, "Your Body Language Shapes Who You Are." Cuddy is a social psychologist and associate professor at Harvard Business School who researches how we communicate by nonverbals (i.e., body language) as well as how our nonverbals shape who we are.

She began her career as a prejudice researcher, but watching students' body language in the classroom piqued her interest in the relationship between confidence levels and body language. Her talk, which examines how our bodies change our minds, is the second most popular TED talk ever, with over 32 million views.

First impressions are pivotal to how we approach and understand other people. After all, we make judgments about other people based on their nonverbals all the time: Are they confident? Honest? Trustworthy? Deceptive? Fake? Defeated? We check what their bodies are saying before we listen to what they are saying to us.

What makes Cuddy's work so interesting is that she examines the impact of body language on our selves. Not only does body language communicate something about us to others, but it also communicates something to us *about us*.

How does our posture make us feel? Does our posture render us powerful or powerless? Can we use our bodies to trick our minds? Cuddy thinks so and claims that we can change our bodies to change our minds.

By assessing our body language, we can shift our posture from powerless to powerful. She recommends practicing high-power poses (like the press-dubbed Wonder

Woman), so we can not only get in touch with our true selves, but also become more confident, passionate, enthusiastic, optimistic and comfortable.

Wonder Woman? I wonder...

When Cuddy emphasized how changing your body language for two minutes is a powerful life hack, I wanted to believe her—and I tend to be remarkably cynical about anyone who promotes ideas that fall under the category of self-help.

But I still wanted to test out her suggestions. What would happen if I decided to power pose for a week? I wasn't sure, but I wanted to find out.

I picked up Cuddy's *Presence: Bringing Your Boldest Self to Your Biggest Challenges* (Little, Brown, and Company 2015) to learn more about her concept of presence, inhabiting and trusting yourself, including your feelings, values and abilities, and its relationship to power posing.

The majority of *Presence* is about figuring out how to be comfortable enough to express your thoughts, feelings and values, and owning your personal power.

Cuddy emphasizes she learned to trick herself to feel and become more confident. She calls this approach "fake it till you become it." We can trick ourselves into believing we are capable, confident and able to address any challenge.

Following the work of Brené Brown and others, Cuddy points us toward narrating our own stories and affirming who we are.

These discussions were familiar territory. I kept reading while hoping to learn more about power poses and less about presence. Unfortunately, the discussion of power poses appears fleetingly throughout the book until the last few chapters.

Presence and pose are intimately related, but Cuddy spends most of her time articulating what presence is or is not rather than explaining why certain poses are coded as powerful and others aren't. She points to dominant animal behavior in nature, but that doesn't offer much of an explanation.

Opening up our presence

Presence emphasizes that open body language is tied to power. "When we feel powerful," Cuddy writes, "we spread out." We lift our chins, puff out our chests, stand wider and generally take up more space.

I couldn't help but think of men who take over space and often encroach on mine. (Cuddy does briefly talk about manspreading and dominance.)

Closed body language, or postures that make the body smaller, relates to powerlessness. Unsurprisingly, powerful postures are associated with masculinity and powerless with femininity.

In a particular study, Cuddy and fellow researchers found that children routinely identified powerful poses with men and powerless poses with women.

When I examined my own body language per [Amy] Cuddy's suggestion, I found that I inhabit powerless poses: crossing my ankles, grasping my arms to my chest and making myself smaller.

When I examined my own body language per Cuddy's suggestion, I found that I inhabit powerless poses: crossing my ankles, grasping my arms to my chest, and making myself smaller. I gravitated toward powerless poses, which is supposedly bad for my well-being, confidence and self-affirmation.

The experiment

To remedy what Cuddy describes as a problem, I started paying attention to my posture and decided to power pose for a week. I stood like Wonder Woman multiple times a day in the kitchen, in the bathroom in front of the mirror and while taking a break from writing at my standing desk.

I stopped hunching over my cellphone, another pose that makes us feel dejected and powerless. I made sure my shoulders were back instead of slouched.

I've posed like Wonder Woman for a whole week. My husband nods at me and asks, "Still posing like Wonder Woman?" I reply with a nod.

My toddler mimics my stance until something else catches his attention, which takes about 10 seconds. My seven-year-old looks like she wants to ask but then decides against it.

After a week, I do feel better. Opening my stance changed my mood. While writing this essay, I wasn't feeling emotionally good. I wanted to ball up on my couch, slouch over my laptop and bury myself in blankets. I resisted the urge.

Instead, I power posed in front of my desk for two minutes. My mood brightened a little, and I returned to work because of a deadline. I felt capable and slightly optimistic.

I'm not sure, however, that I have tapped into a brand-new sense of personal power. Power posing feels like a hack because it is one.

I can manage my body to improve how I feel, but I still live in a patriarchy. What frustrated me the most about *Presence* is the emphasis on changing the self but ignoring the culture that creates our senses of self. Feeling better doesn't eliminate persistent gender bias, nor does it rid us of cultural expectations about gender.

Culture trains our bodies in gender. Culture teaches us to "read" certain bodies as powerful and other bodies as powerless no matter how we pose. When Cuddy suggests we just "stop thinking" about these poses as gendered, she ignores how culture is embedded in bodies.

Cultural change requires more than personal transformation. Posing like Wonder Woman makes me feel better but doesn't dismantle sexism, misogyny or bias. We still need more than power poses to cause cultural change. 

—KJB

Women on the Move, continued from page 10

- **Jyl Shaffer** moves from Title IX coordinator at the University of Cincinnati OH to director of the Office of Institutional Equity and Title IX coordinator at Montana State University.

- **Juliet Stipeche, JD**, becomes director of education for the city of Houston TX. She has served as associate director of the Richard Tapia Center for Excellence and Equity at Rice University TX.

- **Cathy Trueba** becomes director of the Office of Compliance at the University of Wisconsin-Madison. She has

been serving as assistant dean of students and director of the McBurney Disability Resource Center.

- **Dr. Sarah Wake** moves from director of the Office of Institutional Equity and Title IX coordinator at the University of Notre Dame IN to assistant provost and Title IX coordinator at the University of Chicago IL.

- **Tanaya M. Walters** moves from dean of students at Johnson and Wales University NC to VP for student affairs at Clark Atlanta University GA.

- **Wendy Wilson** becomes special assistant to the president for strategic communications and university relations at Albany State University GA. She has been serving as special assistant to the president at Darton State College GA.

- **Dr. Sabrina Zirkel** moves from associate dean of education at Mills College CA to dean of the School of Education and Counseling Psychology at Santa Clara University CA.

On Prominent Gender Bias Study in Academic Science, continued from page 13

In "The Myth That Academic Science Isn't Biased Against Women," they argue that bias goes well beyond the hiring hurdle, saying, "The two authors have become known for their public claims that no bias exists against women in science."

Ceci and Williams, who did not, in fact, make that claim, responded to their critics in various forums. They replied directly to Smith and Williams in *The Chronicle of Higher Education* (September 2015), where they said, "Some critics saw in our findings a disavowal of their own experiences with academic sexism. Even though our study examined only entry-level hiring, they viewed it as invalidating biases they faced outside the hiring context and as an attack on their advocacy for women.

"But data from multiple studies using different methods kept revealing the same striking preference for hiring women. So we reported the empirical data, hoping to generate an honest, productive dialogue about modern discrimination in the academy."

A number of empirical studies are underway at the Cornell Institute for Women in Science that Ceci and Williams hope will move that dialog forward.

"We'd like to be clear about the fact that women don't have this easy cakewalk. We'd like to figure out what can be done to improve women's lives in fields in which they're underrepresented," Williams says. "We're trying to isolate and enumerate the areas in which women may still face challenges and what can be done about them."

Among the topics on the table is whether women are cheated on authorship in graduate school. Are men and women given comparable advice when it comes to promotions and tenure? Why don't more women pursue college degrees in math-intensive fields?

"We really shouldn't be fighting yesterday's battle but rather fighting the challenges and hurdles that women face today," Ceci says. 

—CW

The Editor Finds a Mentor on Twitter

Recently I found out one of the people who has made a difference in my professional life was leaving her job, and it made me pause. **Dr. Rosemary Feal**, executive director of the Modern Language Association (MLA), recently announced she was stepping down from her position after 15 years of leadership.

It's the end of an era for Dr. Feal, but for many of us who know only the MLA that grew under her guidance, it's the end of something important too. For me, it's the end of a personal era, and I'm not quite sure what to make of it.

Just another member of the organization

I know Feal first and foremost because I am a member of the association, not necessarily because of my role as editor. Shortly after I started graduate school as an English major, I became a member of the association that produces the MLA Style Guide I'd heard about so much as an undergraduate.

I didn't know you could be such a thing as a member of the MLA when I was an undergraduate, but as a PhD student I joined the association as part of an effort to show my commitment to the profession that I wanted to be a part of after I was done with school.

That line of thought shows I didn't think of my work as a graduate student as "work," which is one thing that changed for me as I became involved with the MLA.

I joined the MLA like a good humanities graduate student, but the MLA didn't really come alive for me until I met Feal on, of all places, Twitter.

Connecting on Twitter

I had become an active Twitter user when I moved to Kansas City with my boyfriend and our newborn child. Through Twitter I connected to a group of academics and continued to stay active intellectually if I couldn't necessarily do it in-person at conferences or with my advisor.

I remember tweeting about the MLA conference in early 2011 and connecting with several members during that time. I met several MLA members from Kansas City and from other parts of the world as I participated in the conference hashtag.

Shortly after that conference I met Feal, who made a point to connect with MLA members on Twitter and engaged with almost anyone who wanted to talk to her about higher ed matters. After the initial star shock went away (after all, this was the same Rosemary Feal who signed the membership letters I got every year), I started chatting with her about professional matters that went beyond the MLA.

She knew I was a graduate student, an adjunct, a writing instructor and a new mom trying to finish her PhD from afar. I was passionate about gender issues and about adjuncts on Twitter. We connected on topics like that.

We also both spoke Spanish and could code-switch easily. I felt a little closer to Feal, even though she was just words on a screen at that point.

Eventually, Feal encouraged me to join an MLA committee. Throughout her tenure at the MLA, as Peter Schmidt at *The Chronicle of Higher Education* explained in his article

"Rosemary Feal to Step Down as Executive Director of Modern Language Association," under her guidance more non-tenure-track faculty and graduate students are part of leadership positions than ever before.

If not for Feal pointing out that I could, in fact, become a committee member, I would never have considered it possible. I decided to submit my name for consideration for the Committee on the Status of Women in the Profession.

In service of the profession

Later that year, when I attended my first in-person meeting, I walked into Feal's office and we greeted each other warmly. I quickly learned that not everyone did that, as my other committee members hadn't met Feal in person either and resorted to handshakes and smiles over lunch.

Over the years, I moved from graduate student to PhD, from adjunct instructor to self-employed. I became more confident in speaking my mind and more deliberate about where I wanted to go professionally.

I often sought Feal for advice.

Although I never thought I wanted to one day be in Feal's position, I valued her insight. She believed in the need

for PhDs outside of the academy and

understood my reasons for staying off the

tenure track.

Growing up in a mentor's eyes

I am so glad and fortunate that I met Feal when I did. I was a grad student, feeling a little aimless as I finished my dissertation from afar and reached out to other grad students and academics via social media. Feal saw potential in me when I still saw myself as a graduate student, not as an active member of the profession.

Because of Feal I became involved in the MLA, and the MLA has seen me grow professionally, even encouraged it. I went from taking notes at a committee meeting to leading a preconvention workshop with Feal in Vancouver in 2015.

But one of my favorite moments was meeting with her, post-divorce, for breakfast in New York City. All the feelings were still fresh, but I wanted change and I wanted it right then and there. I was eager to start my life over!

I remember telling Feal I wanted to change jobs. (I may have hinted at wanting to be in New York City; I don't remember—although, really, if you know me, you know it's not far-fetched to think I may have said that.)

She told me I needed to take some time to work on myself, take care of myself. I was slightly disappointed, but she was right.

That's what makes the difference between a mentor and a great mentor. She could have said I should polish my CV, but she knew it was the personal side that needed tending to.

I hope one day I can be as careful, considerate and *cariñosa* as she has been to me. It's the only way I know I can honor her work as my mentor. 

—LMS

Feal saw potential in me when I still saw myself as a graduate student, not as a professional.