Remember rotary dial telephones, mail with postage stamps and news anchor Walter Cronkite? There’s no denying that the pace of communications has changed. Smartphones allow us all to be connected 24/7. Blogs and online news sites let us create our own news feeds.

How does this sea-change in creating and delivering information impact the way schools communicate with their various constituencies? How can women successfully utilize the new communications tools for their benefit?

Dr. Tracy Syler-Jones, vice chancellor for marketing & communications at Texas Christian University, shed some light on the trends at the Texas Women in Higher Education’s (TWHE) annual conference held on TCU’s campus in Fort Worth TX in March 2014.

TWHE is part of the ACE Women’s Network, which works to address the needs and issues relating to women’s advancement in higher education leadership. Women in Higher Education connected with Syler-Jones for a few additional thoughts after the conference.

History lesson
First, a history lesson. In 1980 CNN changed the way communication was delivered by going live 24 hours a day. Ted Turner’s brainchild was the first news channel to carry events as they unfolded, cutting its teeth on the Baby Jessica story and the Challenger disaster.

Prior to CNN, we were so used to getting our news at a particular time and in a particular delivery method, we didn’t think we were missing out on anything.

Then there’s Craigslist, which allows anyone to post anything they want to sell or get rid of for free. Craigslist contributed to the slow decline of traditional newspapers by cutting into their lucrative classified advertising.

Meanwhile, family-owned newspapers were being sold off as the patriarchs retired or died. Stockholders in the new companies wanted a fast return on their investment.

It was the Asian tsunami in 2004 that sealed the fate of traditional media when it couldn’t get on the scene fast enough. Instead, news outlets posted photos and videos from the crowds in the devastated areas.

The tsunami was the “light bulb moment” when the media realized that taking advantage of user-generated content was the best method for producing the news. In 2006 TIME magazine followed on the heels of the storm by naming “YOU” as its Person of the Year.

CNN has morphed its traditional story-gathering with iReports, an assignment desk that fields input from ever-changing sources sending in photos and videos from a particular location.


Media used to be the provider of endorsements. Now traditional reporters have to compete against the crowd. Instead of a true, vetted, complete story hitting the airwaves, a story will go out and be corrected over time as the media gets more information. “You’re putting the power [of the media] in the hands of people who may not be accurate,” said Syler-Jones.

A tidal wave of content
University of Southern California researchers estimate that we produce the equivalent of six newspapers on a daily basis and are bombarded with enough information to fill 174 newspapers during the same time period. The 1.4 billion smartphones worldwide allow us to stay connected but also to produce news stories.

The result? “People start to pick and choose the news they want to hear,” she said. “They can’t take it all in.”

“People are too quick to take a conversation at face value,” said Syler-Jones. “We’re not having civil conversations about an issue.” It’s dangerous not only for us but for the culture when uninformed citizens make the decisions.
“Power on steroids”

Plotting strategy and learning how to be effective are the first steps the academy must take before jumping into the deep end of the information pool.

“Communication has always been about power,” she said. “With social media, it’s power on steroids.” Social media now has enough power to take down not only organizations but even governments — think Arab Spring.

Even seasoned professionals can get burned. Syler-Jones told the story of how social media roundly embarrassed a senior communications professional in Cleveland when the professional responded rudely to a Millennial job seeker.

The senior communications professional, Kelly Blazek, created the Cleveland Job Bank, which regularly sent job openings to 7,300 industry professionals in northeast Ohio. When the 25-year-old Diana Mekota e-mailed Blazek asking to join Blazek’s LinkedIn community, Blazek took her to task for assuming she was entitled to join and sent her a very snarky response.

Mekota, who wanted access to the senior practitioner’s database to look for a job, made the initial connection via e-mail. Apparently in the past Blazek had made it clear in her e-mails that she does not accept invitations to connect on LinkedIn with people she didn’t know.

She denied Mekota access to both her LinkedIn account and the Job Bank because of Mekota’s casual and so-called “unprofessional” approach.

When Mekota again tried to communicate with Blazek and got no response, she posted the exchange to Imgur and Reddit. The resulting firestorm caused Blazek to remove her online persona from the Web.

Several other job seekers piled on, saying that they too had experienced a similar response from Blazek when they had tried to join the Cleveland Job Bank. The brouhaha caused Blazek to give back her 2013 Communicator of the Year award from the Cleveland Chapter of the International Association of Business Communicators.

Going into hiding online during the crisis made things worse. The story got told without Blazek’s input. Being in the conversation can help you manage the message.

Not only was she vilified online, Blazek found herself the topic of conversation in the major Ohio newspapers. Nowadays, stories in the social media realm are bubbling up into traditional media.

Social media empowers people to right perceived wrongs. This one incident shows how much trouble can be caused with 140 characters and a smartphone.

Building a conversation online

Communicating by social media is about building a conversation, said Syler-Jones. Think about a dinner party. You see people to the side having a good conversation. If you show up and start talking over them, people will clam up or leave and tune you out.

When an adult encounters a group of teens chatting, the teens shut down. “Facebook isn’t ‘cool’ when adults show up,” she said.

Being online is not about talking at people, it’s about talking with people. It’s about relationship building, not just about jumping into random conversations you don’t care about.

When communicating online, identify who you are, what you do best and how others can benefit. Honesty is important — you can’t fake it. The truth will eventually come out.

A constant commitment

Organizations that want to build their online presence with social media must realize it’s a 24/7 commitment. At TCU, there are two social media specialists to support the 50,000 people who are following the university on Facebook and the 30,000 who are following on Twitter. (TCU has 80,000 alumni.)

These specialists help the university build the brand that TCU is a global institution. We want to tell people who we are and what we’re about, said Syler-Jones.

Social media is all about listening to others. The more you listen, the more you understand what they want and need.

Find out what the conversation is about first before deciding if it’s one you need to be involved with or want to listen to. Be brief, be nimble, be visible.

Know that if you don’t know how the system works, it will work against you. “Social media is something that anyone can get burned using,” she said.

Before hiring staff to run your social media sites, identify the skill set you want to see in the people who will manage social media on your behalf. Your hires should be able to connect visually, create video and take pictures, as well as build a story. TCU has designers who create infographics (using graphics to help support and tell a story) on their behalf.
As of April 1st, 2014

VIDA Count numbers are in

In February 2014, the organization VIDA released its well-known annual report on the gender disparity in major literary publications and book reviews. Since 2009, the organizers have tallied the amount of male and female writers featured in these publications each year. Although the organization does not account yet for those who don’t conform to traditional gender identities or people of color, the work VIDA does to keep publications honest is admirable, even if it saddens those of us who work hard to get women’s voices heard.


As this is my first year as editor of WIHE, I decided to do a VIDA-like count of my own. I know my predecessor, founding editor Mary Dee Wenniger, was very conscious about giving space to women’s voices, but it’s good to have tangible numbers.

No Surprise for Women in Higher Education

Like the VIDA Count, I separated the writers from the people we focused on in the articles, whether they were presenters, interviewees or authors. I looked at issues 22.1 through 22.12 (January 2013 to December 2013) and took notes on how many female/male panelists or writers we covered and how many of our pieces were written by women versus men. If you’re a regular reader of WIHE, you can imagine the results.

Our publication is doing well on hiring female writers and covering female researchers, writers and academics. In 12 issues, female writers wrote most of our articles. In fact, only one article was written by a male writer. A lot of our coverage is of panels at conferences, and we focus on content that matters to women in higher education. We covered female and male presenters, researchers, and academics.

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Remember, people aren’t reading like they used to. We tend to read on the go and pay more attention to a sound byte or snippet. Your social media staff must be savvy and understand all angles of the message to avoid social faux pas.

Social media guidelines for departments

Before turning your staff loose to market your school, develop a set of social media guidelines and a social media committee. Here are a few of TCU’s guidelines:

- **Be honest and transparent** in all of your social media interactions.
- **Remember that all posted content is available to the public**, including the traditional media, who will use it to build a story.
- **Social networking sites should be kept social.** If possible, retweet or share posts from other TCU schools, colleges or organizations.
- **Post a variety of relevant, valuable and engaging content** such as articles, photos, videos, events and links that refer back to an official TCU Web page or social media site.
- **The director of communication is responsible for developing the University’s response in a crisis.** In a crisis, the response will be posted on the university homepage.

In the event of a crisis situation, the guidelines help people figure out how to respond as the university, not as they would if it were their personal account.

Syler-Jones has seen students go from Facebook to Twitter to Instagram. The newest tool is Snapchat, a photo messaging app that deletes photos quickly. It’s visual without a lot of content. It’s like living in a world of 140 characters, she said.

TCU uses Sysomos, a social media monitoring and analytics tool to gather social media statistics. It puts together a “dashboard” of content about the university — what people are saying online about TCU.

If people are talking about you online or in the social media sphere, know who is sending the messages and who the influencers are. Look to engage them.

When the Super Bowl LXVII went dark, Oreo leveraged the incident to develop an on-the-spot ad. The company, which had a team of people who were tweeting during the game, sent out a Tweet asking, “Power Out? No Problem” and attached a picture showing that you can still dunk an Oreo cookie in the dark.

A lesson for higher education? Be ready to engage.

Some TCU students in its honors college were in New York City for a program. The students woke up early to get a spot for the Today Show and got photographed.

They then posted the Today Show photo to their own Twitter, Instagram and Facebook sites. It was picked up by TCU’s social media specialists and retweeted on the university’s Facebook site.

Retweeting shows “we are in a relationship,” said Syler-Jones. “I acknowledge that you follow me and that you enjoy my content.”

That one event illustrates the power of social media and the network connections that exist. Having students post things on their own social media sites increases the school’s reach — for better or for worse.

Social media is a dinner party. Don’t come late or you’ll miss the meal.

—MLS

Dr. Syler-Jones can be reached at t.syler-jones@tcu.edu
Some naysayers may point out that we are unbalanced for not getting more men to write for us. To them I say, would you ask the same question of the Editor in Chief at The New York Times?

Others might address that we’re a publication that covers women, so of course we’ll have more coverage about women written by women! Also, women’s issues don’t have to be the sole purview of women. Men are welcome to write or research women. Whether they do so or not is another issue. Whether they do so or not in a thoughtful, insightful manner is yet another issue.

**Women and Academic Publishing**

Weeks after the VIDA Count numbers came in, *The Chronicle of Higher Education* published on March 17, 2014, an article on how women don’t cite themselves as often as men do. This, in turn, produces a ripple effect where women have fewer citations than men in academic publishing.

The problem becomes then that when universities look to citations as a measurable factor of academic success, the numbers don’t add up for women. The article mentioned that female faculty are hesitant to cite their own work; in fact, some faculty members have elaborate guidelines for how to cite themselves.

If women aren’t citing themselves and men aren’t citing women (or even reading them, as the creation of the Twitter hashtag #readwomen2014 shows), what happens to women’s research? It fades away.

And that is why we at *WIHE* are unapologetic about publishing and recruiting women.

If you’re wondering what you as a reader can do about the gender gap in publishing, consider these options:

- Whose books are you buying? Are they female writers? Male writers? Are they transgender writers?
- Watch what you read. Who is writing those articles you read? And who do they interview?
- Support the presentations and work of female scholars on your campus. Attend their presentations. Share their work with others. Invite them to your department.
- Recommend women when you know someone is looking for a writer or a source.
- Familiarize yourself with female scholars in your field. Don’t take for granted that women aren’t writing about your area of research. Dig in a little.
- Remember that these items also apply when it comes to people with disabilities, people of color, and people with different gender identities.

**Don’t Lean Too Far In**

March 11, 2014, marked the one-year anniversary of Sheryl Sandberg’s book *Lean In: Women, Work, and The Will to Lead*. Coincidentally, at the same time that month, a certain job candidate found out that she had been let down for a job when she tried to negotiate.

The blog *The Philosophy Smoker* published on March 11, 2014, a guest post written by an anonymous woman (who goes by W) who received a job offer from a small liberal arts college, Nazareth College NY. When W responded to the job offer by sending an email with some requests as an attempt to start negotiations, the school retracted their job offer. In the blog post she included the email exchange with a representative of the school (presumably the head of the search committee, but W retracted the names).

What were some of the “outlandish” requests W made?

- Starting salary of $65,000. (According to W this salary is in line with the average that assistant professors in philosophy have been receiving. In a March 13, 2014, post titled “W Speaks About Her PFO FO,” she mentions that the salary was less than 20% above what she had been offered and that another school that made her a job offer had actually matched that salary request.)
- An official semester of maternity leave. In this case she wanted to get in writing what she had already been offered verbally.
- A pre-tenure sabbatical before going up for tenure.
- No more than three new class preps per year for the first three years.
- A start date of academic year 2015 because she was still working on her postdoc.

W mentioned that she did not expect to get all of these things, that she was just trying to negotiate.

Those few days on social media, it was all my contacts could talk about. While some people considered that she went about negotiating all wrong, others mentioned that this is exactly what women are afraid of when they think about the possibility of negotiating.

Me? I was livid. *Aren’t we supposed to be leaning in?* I wondered, exasperated. “Lean in, but not too much,” I Tweeted sarcastically. Is academia just not ready for women to take charge of their careers? Considering the importance of negotiating for women’s long-term earnings, a topic *WIHE* has covered over the years, why were so many commenters attacking W for doing the one thing everyone’s been telling her to do: ask for what she thought she deserved?

This situation made me think long and hard about how far academia still has to go in terms of gender equality. It also makes me wonder, if W isn’t hired, who will Nazareth College hire?

**Banning Words?**

Speaking of Sheryl Sandberg, her organization Lean In has partnered with Girl Scouts of America in a campaign to encourage girls to think of themselves as leaders. The campaign is called Ban Bossy (www.banbossy.com), and has enlisted well-known successful women like Jennifer Garner, Condoleezza Rice, Diane Von Furstenberg and Beyoncé for their campaign video.

In the commercial, which you can find on YouTube, the stars explain why calling girls “bossy” can be problematic. Beyoncé closes the video by saying, “I’m not bossy, I’m the boss.”

I’m a fan of Beyoncé, especially after she sampled author Chimamanda Ngozi Adichie’s 2013 TED talk titled “We Should All Be Feminists” in her song “***Flawless.” Her line about being the boss gives me goose bumps every time.

However, clever lines aside, the campaign left me puzzled more than inspired. Sandberg and Girl Scouts CEO Anna Maria Chávez discussed in a *Wall Street Journal* op-ed titled “Sheryl Sandberg and Anna Maria Chávez on ‘Bossy’, the Other B-word” (March 8, 2014) their negative
relationship with the phrase. For both of them, the taunt is personal. For example, a teacher in junior high school cautioned one of Sandberg’s friends from hanging out with her because she was bossy and therefore could be a bad influence.

They explained in their op-ed that bossy often carries a negative connotation and often only targets women. They pointed out, “Calling a girl ‘bossy’ not only undermines her ability to see herself as a leader, but it also influences how others treat her.” It’s hard to argue with that, I admit. We should embrace it and change its meaning. After all, she points out, “boss” is part of the word “bossy.”

BJ Gallagher explains in her Huffington Post article “‘Ban Bossy’ Campaign Misses the Mark Concerning Girls’ and Women’s Leadership Skills,” published on March 25, 2014, that being called bossy can be at times a positive thing. If someone calls you bossy, she said, as a leader you can take that opportunity and ask for feedback on how to improve.

Micheline Maynard at Forbes believes there are worse things women can be called nowadays. In her March 10, 2014, essay, “Dear Sheryl Sandberg: There Are Far Worse Things Than Being Called Bossy,” she says that women face graphic abuse and harmful language on a regular basis. In addition, there’s the threat of discrimination.

My stance on “bossy”? Sandberg could spend money on bigger projects and make a difference in other ways. How about lobbying for women’s rights? Supporting women with a progressive platform who run for office? Buying air time on TV to highlight exceptional women leaders?

I also find that the campaign to ban the word “bossy” is an individual response to a systemic issue. We can raise awareness about the power of language to hurt as well as motivate young women, but we must also draw attention to workplace policies that place women at a disadvantage from the beginning.

Lastly, I wonder about the racial and class implications of the word “bossy.” Does it mean the same to black women as to white women? Does it mean the same thing to working class women as to middle-class women? And does it affect Baby Boomers the same way it affects Millennials? A campaign to ban a word is a dangerous thing. Perhaps that energy is better spent in other ways.

—LSF

More Women Enroll in College Right After HS

According to a Pew Research Center analysis of U.S. Census Bureau data, 71% of female recent high school graduates enrolled in college, up 8% from 1994 data. In contrast, 61% of male recent high school graduates enrolled in college, the same percent that enrolled in 1994 data.

The gender gap varies across race:
- Latinos: college enrollment improved for both men and women, but women outpaced men by 13%
- Blacks: male enrollment went up 1%, but female enrollment went up 21%. Women outpaced men by 12%
- Whites: college enrollment for men remained unchanged at 62%, but women improved to 72%
- Asians: college enrollment rates were in the 80th percentile, but women improved to outpace men, 86% to 83%

Scholars explain these changes with the idea that more women are going to school because the benefits of a college education are more important to them. Also, more boys are having behavioral and school disciplinary problems, which may hold them back from college.

-Pew Research Center on March 6, 2014

Maryland Senate Passes Transgender Rights Bill

The Maryland Senate approved the Fairness for All Marylanders Act, which prohibits discrimination against transgender people. The bill will expand anti-discrimination laws to protect transgender people.

Although some localities in Maryland already have anti-discrimination laws that include transgender people, there is no state-wide law that protects them.

The vote split almost along party lines, with a handful of Democrat senators opposing the bill with Republicans.

-The Baltimore Sun on March 4, 2014

Columbia U Does Not Renew FT Faculty Over Grant Money

Columbia University NY decided not to renew the contracts of several non-tenure track members because they failed to bring in 80% of their salary in outside grants. Among the laid off were anthropologists Dr. Carole Vance and Dr. Kim Hopper, two well-known of several non-tenure-track public health faculty who lost their appointments due to the policy.

Dr. Hopper was known for his work on homelessness, while Dr. Vance researched gender and female sexuality. Dr. Hopper had worked at Columbia for over 26 years, and Dr. Vance had taught for 30.

One professor who also received a termination letter pointed out that the policy pressures remaining faculty to tailor their work to popular topics or chase bigger sources of funding.

Columbia announced in January 2014 that their seven-year fundraising campaign raised over 6 billion dollars.


NLRB Says Northwestern Players Can Unionize

The National Labor Relations Board says that football players at Northwestern University IL can form a union. The decision could change how collegiate sports operate across the United States.

NLRB director Peter Sung Ohr explained in a 24-page decision that the football players qualify as employees under federal law. Ohr stated that according to the law, employees receive compensation for services and are under the control of managers; in this scenario coaches
are the players’ managers and scholarships are a form of compensation.

More importantly, Ohr pointed out that the football players are recruited because of their athletic ability and not because of their academic achievements.

Northwestern plans to appeal the ruling. The National Collegiate Athletic Association released a statement saying it disagrees with NLRB’s decision.

-Diverse Issues in Higher Education on March 26, 2014

Harvard Students File Title IX Complaint

Emily Fox-Penner and an anonymous Harvard student who wrote an op-ed in The Harvard Crimson filed a complaint with the United States Department of Education’s Office of Civil Rights against Harvard University MA. The complaint includes testimonials from 10 other women who accuse Harvard of not handling sexual assault cases appropriately, including denying the survivors protection from alleged assailants.

The complaint filed against Harvard tells of students who looked for help and allegedly found disinformation and no support. One survivor even told about how her assailant took a job as a manager of the building they both lived in, despite a no-contact order.

The allegations of mishandling became public when one of the students in the complaint published in The Harvard Crimson on March 31, 2014, her experiences navigating the system after she was sexually assaulted.

The group Our Harvard Can Do Better has tried, unsuccessfully, to get Harvard to change its sexual assault policy, which was last updated in 1993. Harvard does not use the standard of proof that the OCR favors in campus proceedings for sexual misconduct.


Sigma Alpha Epsilon Ends Pledging

SAE’s national Supreme Council ordered its 226 chapters to eliminate pledging. Without pledgeing, those men offered membership would become full members upon acceptance.

A December 2013 Bloomberg investigation found there had been nine deaths at the fraternity SAE events since 2006. Although the move may start a wave of change across fraternities, many members are outraged about the elimination of pledging because members are not “earning” their membership.

SAE is not the first fraternity to eliminate pledging; Sigma Phi Epsilon did as well in the 1990s.

-Inside Higher Ed on March 10, 2014

Women on the Move

• Dr. Martha Abell moves from interim to dean of the College of Science and Mathematics at Georgia Southern University.
• Dr. Peggy Agouris moves from acting to dean of the College of Science at George Mason University VA.
• Dr. Maryam Alavi will become dean of the Scheller College of Business at Georgia Institute of Technology on July 1.
• Ellen Amsel moves to chief information security officer at Princeton University NJ from manager of information security and compliance at Guidewire Software CA.
• Dr. Larian Angelo becomes VP for administration and finance at Gutman Community College NY.
• Dr. Cynthia Anthony moves from dean of students at Lawson State Community College AL to acting president at Enterprise State Community College AL.
• Diana Bates Mock moves from former associate VP for university communications and marketing to VP for advancement and university relations at Fresno Pacific University CA.
• Dr. Joanne Berger-Sweeney becomes president of Trinity College CT. She was dean of the School of Arts and Sciences at Tufts University MA.
• Rebecca Bergman becomes the first female president of Gustavus Adolphus College MN. She moves from VP for research, technology and therapy delivery systems for Medtronic’s cardiac rhythm disease management business.
• Dr. Constance Bland moves to VP of academic affairs from chair of the department of mathematics, computer and information sciences at Mississippi Valley State University.
• Dr. Susie Brubaker-Cole moves from associate provost for academic success and engagement to vice provost for student affairs at Oregon State University.
• Dr. M. Grace Calhoun will become director of athletics at the University of Pennsylvania on July 1. She currently is the director of athletics and assistant VP at Loyola University IL.
• Amy Campbell becomes assistant VP for campus services at Princeton University NJ.
• Dr. Paula J. Carlson moves from VP for mission at St. Olaf College MN to president at Luther College IA.
• Dr. Dana Clawson moves from interim to dean of the College of Nursing and School of Applied Health at Northwestern State University LA.
• Apryle M. Cotton becomes assistant vice chancellor for human resources at Washington University MO.
• Julie Crockett moves from VP for university relations at Regis University CO to VP for advancement at Augustana College IL.
• Stacy Cullison moves to VP for advancement at San Francisco Conservatory of Music CA from senior associate director of development for Stanford University CA Medical Center.
• Laura DeVeau moves from interim to VP for the division of student affairs at Mount Ida College MA.
• Dr. Sharon DeVivo becomes president of Vaughn College of Aeronautics and Technology NY, its first woman president. She was senior VP of academic and student affairs.
• Dr. Ro Di Brezzo moves from vice provost for academic affairs to inaugural vice provost for faculty development and enhancement at the University of Arkansas.
• Dr. Dorothy Duran moves from VP for academic affairs at Iowa Western Community College to president of Minnesota State College–Southeast Technical.

continued on page 12
Dr. Ann Marie Klotz

I met this month’s interviewee at the recent National Association of Student Personnel Administrators (NASPA) conference in Baltimore MD. I had the chance to sit in on her presentation, “A High Heel in the Door: Leadership Lessons Learned from Female University Presidents,” taken from her dissertation research on women college presidents. The room felt electric as the audience clapped and cheered for Dr. Klotz. I knew I had to connect with her and introduce her to those of you who don’t already know her.

Dr. Ann Marie Klotz has been a little busy this semester. She defended her dissertation, presented at several conferences, and started a new job as Dean of Campus Life at the New York Institute of Technology. I’m sure you’ll want to follow her on Twitter as soon as you’re done reading!

Below is our interview, edited for clarity and brevity.

What did you major in?
As an undergrad, Political Science.

Describe your job in one sentence
[As of April 30, 2014] Chief student affairs officer on the Manhattan campus of New York Institute of Technology, overseeing all departments in student affairs.

What is the most misunderstood thing about what you do?
Most people who don’t work in higher education do not realize how complex our jobs are. Between compliance issues, adhering to state and federal regulations and working with an evolving student population, our jobs require much skill and stamina every day!

How did you get to your current position?
Through hard work, determination and saying “yes” as much as possible!

I was a student leader (resident assistant, student senate, sorority leader, etc.). After graduating from Grand Valley State University MI, I went to work at Albion College MI as a residence hall director. While working there I completed my masters degree from Michigan State University in student affairs administration.

After graduating I moved to Ball State University IN, where I worked in housing overseeing an honors community. Three years later I moved to Chicago to work at DePaul University IL as an assistant director of residential education. While at DePaul I received a second masters degree in women and gender studies. Six years later I accepted a position as the director of residential education at Oregon State University.

For the last two years I have worked at OSU finishing up my doctorate in educational leadership (also from DePaul University). Now I am the new dean of campus life at NYIT, Manhattan campus. I’ll be overseeing Residence Life, Off-Campus Housing, Student Activities, Student Organizations, First Year Experience, New Student Orientation, Student Conduct and International Student Affairs.

What are some of the challenges you face in your job?
- In general, leading and managing people is the most challenging thing we do. Leadership is about making the right decision, not always the easy one.
- In these challenging economic times, doing more with less is the reality.
- Student affairs professionals must be one part lawyer, one part financial analyst and one part counselor.

What is your strongest skill in your current position?
I have always been administratively strong, and I have a large capacity to manage several competing priorities at work. I am a strong supervisor who invests in the people who work for and with me.

Any special risks you took along the way, and how did it turn out?
I love risks—women should take them more often! I have moved across the country twice and applied for opportunities when people told me I wasn’t ready. Ultimately you have to do what you feel is right.

Do you have a particular role model/mentor? What makes them great, in your eyes?
I have so many! Teri Bump, Cissy Petty, Deb Schmidt-Rogers, Marlene Kowalski-Braun and Norb Dunkel are all people who have advocated for me and advised me on tough professional challenges. Everyone needs a team of folks who are committed to your success. I am incredibly grateful for people who have consistently done this for me, and I wholeheartedly believe in paying that forward as much as I can!

What is the worst advice you have received along the way?
“Wait your turn.” I reject the notion that all people should be on the same path. We all want different things. Blaze your own trail!

What are some goals you have for this year?
- Have a strong transition to my new job
- Finish my three-year term as the co-chair of the NASPA Women in Student Affairs (WISA) Knowledge Community
- Continue to write and speak on my doctoral research

What skills do you think women in higher education need to succeed?
Thick skin, adaptability, personal and physical wellness, stamina, mentors and sponsors, strong public speaking skills and ability to inspire a shared vision.

What advice might you have for women in higher education?
Take risks. Do the thing you are scared to do. Don’t overthink it. Get comfortable with being uncomfortable. Make the ask and advocate for yourself.

Anything else you’d like to share with our readers?
Find a woman ten years older than you whom you admire in the field—and befriend her.

—LSF

Contact Dr. Klotz via Twitter (@annmarieklotz) or via her website www.annmarieklotz.com, where you can also read her blog.
Are We in a Postfeminist Higher Ed World?

This past January 2014 in Chicago IL at the annual Modern Language Association conference, a group of women academics came together in the panel “Feminist Vulnerability on Postfeminist Campuses: Alt-Academic Feminism.” Organized by Dr. Michelle Massé from University of Wisconsin–Green Bay, the panel sought to address the tension that exists for academic feminists working during a period of so-called postfeminism within a larger system that remains stubbornly patriarchal in nature and structure. They discussed two manifestations of human rights violations they saw in the “postfeminist” academy: sexual violence and institutionalized sexual harassment.

Sexual Violence Persists

For Dr. Donna L. Potts, the term postfeminist itself “makes me uneasy because it generally implies that feminism has succeeded in its goal of banishing sexism and needs to move on to other issues.” Potts is a professor of English at Kansas State University and a council member of the American Association of University Professors (AAUP). Her presentation outlined the steps she took to compose a statement, endorsed by the AAUP, in response to the sexual assault allegedly perpetrated by professors.

In 2011, she wrote in The Chronicle of Higher Education about the rape she had survived during her first semester at the University of Missouri. The rapist? One of her professors. The professor ensured Potts remained silent by telling her, “I have a lot of power in this department, so it won’t do you any good to say anything about this. And anyway, no one would believe you.”

Potts obviously never forgot about the rape and decided to write about it when she heard about the inadequate response to the rape of a student by a professor at another campus, this time during a study abroad trip. The professor eventually lost his job but faced no criminal charges and has found a job elsewhere. “The message then and now is that it’s easy for men in positions of power to get away with these things.”

She approached the AAUP to see what kind of response the organization should have to these kinds of occurrences.

The first question she received was, “What does this have to do with professors?” The assumption was that these were issues that impacted students but not professors, at least not directly. Potts pointed out that this attitude ignored the real issue: “Academia’s goal of educating students and promoting the free and open exchange of ideas is made a mockery of when students’ voices are silenced through sexual assault.” That female students in particular are being reduced to “just a body” in institutions of higher education is “devastating.”

Potts was able to make her case more strongly to the AAUP in April of 2011 when the Department of Educa-

Women in Higher Education (www.wihe.com) / May 2014

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nation with the Office of Civil Rights. After the non-retention decision in Gaard’s department, the Grievance Committee agreed that “impermissible factors” affected the tenure vote, and ultimately Gaard was unanimously granted tenure and promotion.

The UW system has a policy in place regarding “impermissible factors” in tenure decisions, as well as a procedure that allows tenure candidates another avenue to being awarded tenure, if tenure is denied by the department on the basis of “impermissible factors.” This particular procedure is “rarely invoked,” but Gaard outlined a number of cases at her own institution where this procedure could and should have been used.

Through “snowball interviewing” methods, Gaard uncovered 19 separate instances of harassment based on gender and race, often both at the same time. The academic units span the entire campus and include both the humanities and the hard sciences.

Gaard realized that, despite the allies she found on her campus, her institution remained behind regarding matters of gender equity. For instance, the UW System Initiative on the Status of Women required all campuses to “produce reports surveying the campus climate” on issues concerning gender equity and work-life balance that included a plan to address and improve these issues in 1999, and as of January 2014, her campus had not yet filed a report.

Gaard worked with an ad-hoc subcommittee to try to produce a report, pulling together a variety of resources that existed internally, as well as interviewing a number of faculty and staff on campus. What they found were a number of persistent issues:

- Childcare inequities
- Inflexible and outdated scheduling practices
- Barriers to telecommuting
- Fear of sexual assault
- Underreporting of women’s working hours
- Student evaluations used as weapons
- Trumped-up charges against women faculty
- Sex discrimination and maternal profiling

The report concluded: “Affirmative Action-protected class categories have failed to protect these women from harassment, bullying, and discrimination.”

A number of faculty left the institution due to the harassment they faced. Others filed lawsuits. Some became sick from the stress. Many of the women are mothers, and that became the focus of the harassment. Each woman, however, was an excellent scholar placed in impossible circumstances by so-called colleagues who made their tenure at the institution untenable. This success also was a source of the harassment.

The system itself, Gaard found, is not set up to deal effectively with these incidents. “There is a climate of fear on the campus,” she stated. “It is easier to keep your head down and do your own work.” Also, when the women targeted file individual lawsuits, the system “can keep doing what it’s doing.” For many women, it is easier to just leave and not fight to make systemic changes, which represents a particular challenge for an untenured professor.

Gaard described a handful of women administrators who fought to change the system and became worn down by a larger number of administrators who stonewalled these attempts. Reports get buried, complaints are ignored and the status quo remains.

Gaard recommends that change come from the top, as “working through Faculty Senate has proven slow, ineffective and vulnerable to political maneuvering.”

In the report she prepared, but that was never filed, the Committee on the Status of Women made a number of recommendations:

- creating a Women’s Resource Center
- creating a Mentoring Network for tenure-track faculty
- reviewing grievance procedures
- evaluating administrators on responsiveness to gender/equity-related problems in the workplace
- providing mandatory Sex/Gender/orientation harassment prevention training
- investigating workload expectations
- creating a Committee on the Status of Women as a standing entity that reports directly to the Chancellor

The work for Gaard and other feminists on her campus continues, as they face continuing roadblocks to getting their recommendations implemented in any meaningful way.

Building a Broad-Based Feminist Movement

What these two presentations show is that we are not, in fact, living in a postfeminist world. Much work still remains on our campuses for providing a safe and supportive working and learning environment for women.

For V-Day 2014 (Valentine’s Day), Gaard worked with the campus police, Counseling Services, and the local battered women’s shelter to organize a flash mob on her campus. Inspired by Eve Ensler’s One Billion Rising for Justice, this coalition of faculty, staff and community advocates worked with student organizations to create an event that provided literature on rape prevention, sexual harassment and local campus and community resources. The student feminist group, newly formed in November 2013, decided not to participate. It appears that transmitting the inheritance of even second-wave feminist gains faces barriers that are both cultural and institutional. Providing more courses in feminist and gender studies, networking outside the campus community, and reviving the latent feminism of faculty, staff and administrators are all strategies feminists can use to create a safe campus climate. Unfortunately, a lot of this organizing work must be done in addition to the regular teaching, advising and scholarship required by most institutions, and it remains unpaid.

—LSB

Contact Dr. Potts at donnal.potts@gmail.com
Contact Dr. Gaard at greta.gaard@uwrf.edu
For the second year in a row, the College and University Professional Association for Human Resources (CUPA-HR) has split up its salary survey to cover the salaries for all professionals in higher education in the United States.

This year, CUPA-HR’s 2013–2014 Administrators in Higher Education Salary survey includes the median salaries of 54,853 senior-level administrators in public and private institutions across the United States. 1,247 institutions reported salaries for 191 selected positions, from the director level to chief executive officer.

In 2013, senior leaders at public institutions saw a more substantial salary increase than their peers at private institutions. The survey results show a median base salary increase of 2.5% for those in senior-level positions at public institutions, compared to a 2.3% increase for those in the same positions at private institutions. This is the first time in four years that publics have outpaced privates in administrator pay increases.

### Highlights

According to CUPA-HR, doctoral institutions had the highest median salary increase at 2.6%. Associates institutions followed at 2.4%, and median salaries at baccalaureate came in at 2.3%. This year, public institutions saw greater increases for all categories but doctoral institutions. Across institutions, the salary differences are palpable. See the following ranges:

- **Median base salary for a CEO at a single institution:** $184,782 at associates institutions to $425,000 at doctoral institutions
- **Median base salary for chief human resources officer:** $88,000 at baccalaureate institutions to $158,750 at doctoral institutions
- **Median base salary for chief business officer at a single institution:** $123,974 at associates institutions to $250,000 at doctoral institutions

### Table 1: Gender Differences in 2013–2014 Median Salary for Administrators in Higher Education

<table>
<thead>
<tr>
<th>Position</th>
<th>Median Salary for Women</th>
<th>Median Salary for Men</th>
<th>Difference in Salary</th>
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<td>Chief Human Resources Officer 102200 115467 -13267</td>
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<td>Chief Instal Research Officer 88601 93312 -6711</td>
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<td>Chief Library Officer 86456 95056 -8600</td>
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<td>Chief Pub Relations Officer 102010 112000 -9990</td>
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<td>Deputy Chief Library Officer 77316 92097.5 -14781.5</td>
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<td>Chief Camp Employment Admr 73265.5 82086 -8820.5</td>
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### Administrative gender pay gap

The survey included salary data for 191 positions in higher education.
education and reflects salaries as of November 1, 2013. Less than 100 positions had more women than men across institutions. Out of 191 positions, 76 were more likely to have a woman in place than a man — approximately 40%. (As the CUPA-Hr survey did, we have only included those positions with four cases or fewer in terms of gender.)

Only eight of the above positions had a median salary for women higher than men (shaded in the table). However, when I compared the median salaries of men to that of women for single incumbent positions overall, 33 jobs paid women median salaries higher than men. In the top 10 positions that have the highest median salary for women, three of those positions earn women a median salary higher than that of men.

| Table 2: Top 10 Positions with Highest Median Salary, Overall, for Women |
|-----------------|-----------------|-----------------|
| **Position**     | **Median Salary for Women** | **Median Salary for Men** | **Difference in Salary** |
| Dean Medicine   | 418,821.5        | 50,170.0        | -82,787.5       |
| Chief Exec Officer, System | 375,000         | 36,450.0        | 10,450.0         |
| Dean Dentistry  | 317,170.0        | 320,000.0       | -2,830.0         |
| Dean Law        | 293,002.5        | 299,938.0       | -6,935.5         |
| Dean Pub Health | 267,697.0        | 262,435.0       | 5,262.0          |
| CEO, Single Inst/Campus in Syst | 265,000 | 280,050.0 | -15,050.0 |
| Dean Veterinary Medicine | 244,328 | 262,310.5 | -17,982.5 |
| Dean Forestry & Environ Studies | 240,000 | 165,000.0 | 75,000.0 |
| Dean Pharmacy   | 237,080.0        | 240,000.0       | -2,920.0         |
| Dean Gov/Pub Affairs/Pub Pol | 235,236 | 262,650.0 | -27,414.0 |

These positions are all positions men are statistically more likely to hold.

| Table 3: Top 10 Positions with most number of women |
|-----------------|-----------------|-----------------|
| **Position**     | **Median Salary for Women** | **Median Salary for Men** |
| Chief Human Resources Officer | 102,220.0 | 115,467.0 |
| Chief Student Registrar/Rece Off | 75,190.0 | 85,885.5 |
| Chief Camp Payroll Adm | 63,228.0 | 78,670.0 |
| Chief Camp Student Hlth Cr-Nrs/Prac | 72,965 | 83,280.5 |
| Chief Student Fin Aid Officer | 77,800.0 | 89,141.0 |
| Bursar            | 68,297.5        | 79,049.5        |
| Chief Camp Alumni Affairs Adm | 71,810.5 | 84,784.0 |
| Chief Camp Career Services Adm | 68,000.0 | 75,187.5 |
| Dep Chief HR Officer | 78,301.5 | 90,062.5 |
| Dean Nursing     | 130,400.0       | 172,400.0       |

In the list of 10 positions with more women than men, women are paid less than men in every one.

The highest median salary difference, for men, was 423,224.50. When it came to women, the highest median salary difference (from the overall list) was a lot smaller: 75,000.

Jobs where women are more likely to earn a higher median salary than men are mostly positions where men are more likely to be, such as Medicine or IT. In other words, a woman is more likely to get paid a higher median salary if she is employed in a position that is perceived as being typically the purview of a man.

Lastly, there were only six positions that had four cases or fewer of men holding the position:

- A/A Dean, Special Prgms
- A/A Dean, Family and Cons Sci
- A/A Dean, Instruction
- A/A Dean, Fam/Cons Sci/Hum Sci
- A/A Dean, Ext Degr Prgms
- A/A Dean, Pub Admin

There were 14 positions that had four cases or fewer of women holding the position:

- A/A Dean, Forestry & Envir Stds
- A/A Dean, Veterinary Medicine
- A/A Dean, Pub Admin
- A/A Dean, Ext Degr Prgms
- A/A Dean, Dentistry
- A/A Dean, Music
- A/A Dean, Divinity/Religion
- A/A Dean, Divinity/Relig
- A/A Dean, Gov/Pub Affrs/Pub Pol
- A/A Dean, Coop Extension
- A/A Dean, Pub Admin
- A/A Dean, Coop Extens
- A/A Dean, Math/Stats

—LSF

President of the College

Philander Smith College, a private, four-year liberal arts institution in Little Rock, Arkansas, invites nominations and applications for the position of President of the College, an appointment that will be effective August 15, 2014.

The successful candidate will have these required qualifications:
1. Visionary leadership
2. Successful fundraising experience
3. A minimum of five years of administrative responsibility including successful senior-level experience
4. An appreciation for the heritages, mission and Christian values of this United Methodist Church–related Historically Black College.

For further information regarding the position description and PSC’s profile, please visit http://www.philander.edu/news-events/Presidential_Search.aspx

Philander Smith College is an Equal Opportunity Employer and does not discriminate against applicants or employees based on age, race, color, religion, or national origin.
Texas Woman’s University seeks applications and nominations for an experienced student life executive and professional to serve as Vice President for Student Life. Reporting directly to the recently named Chancellor and President, Carine M. Feyten, Ph.D., this Vice President will be responsible for the strategic direction and operational leadership of a large, comprehensive student life division which is fully integrated into the mission of our student centered University.

The University: Texas Woman's University is a public teaching and research institution emphasizing the liberal arts and specialized or professional studies. The Texas Woman's University main campus is located in Denton, Texas, a city of more than 100,000 residents located 35 miles north of Dallas and Fort Worth, the nation’s fourth largest metro center. With Health Institutes in Dallas and Houston, TWU has experienced dramatic growth and institutional momentum over the last decade. The University was recently designated a Hispanic Serving Institution with overall enrollment now exceeding 15,000 students.

TWU is the nation’s largest university primarily for women. The fully coeducational student body is one of the most diverse in Texas, including over 5000 graduate students. A beautiful campus includes a new fitness center, a new theater, a new science complex, and renovated classroom facilities in addition to completely new buildings in both Dallas and Houston. New campus housing and a new student center will be major elements of future growth for the university.

The Position: The Vice President for Student Life is the chief student affairs officer and serves as an integral part of the Chancellor’s cabinet participating in decisions impacting all aspects of University programs, services and compliance. The Vice President manages a budget over $15 million. The position is supported by an executive assistant, two Associate Vice Presidents, and specialist directors. Currently reporting to the Vice President are the directors for Athletics, Student Life Development, Student Union, Center for Student Development, Counseling Center, Commuter Services, Career Services, International Education, Intercultural Services, University Housing, Conference Services, Disability Support Services, Food and Contracted Services, Student Health Services, and Fitness and Recreation. The new Vice President will join a new Chancellor and President in moving the University forward.

Qualifications: The Vice President for Student Life will be a proven leader that inspires his/her team of staff and students with new and creative ways of handling today’s complex issues related to Student Life. The successful candidate will have extensive experience in the management and delivery of student affairs programs and services to a diverse population of students. Candidates are required to have an earned doctorate from an accredited institution with progressive leadership experience in higher education over a period of at least 10 years with a minimum of 7 years of experience in budget management and supervising professional staff at a senior management level.

The successful candidate will be a proven leader who will create a campus culture that promotes student success and one who has documented achievements in leading and managing the major elements of a university Student Affairs program.

To Apply: The position will be open until filled. Priority consideration of applicants will begin on May 1, 2014. Please submit a cover letter and resume via e-mail to staffjobs@twu.edu and include the position/job code 14NV091 in the subject line. Williams & Company is assisting TWU with this search. Confidential inquiries and/or nominations for this position may be made with Martha Smiles at Martha@martthasmiles.com or (860) 245-2578.

For additional information about TWU, please visit our website: www.twu.edu.

Texas Woman’s University is committed to equal opportunity in employment and education and does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, veteran’s status, or against qualified disabled persons. All positions at Texas Woman’s University are deemed security sensitive requiring background checks.

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Vice Chancellor for Marketing & Communications

The University of Missouri (MU) seeks an energetic and innovative chief marketing and communications officer to develop and implement a comprehensive strategic marketing and communication program to advance the image of the University at the local, state, national and global level. The Vice Chancellor for Marketing & Communications will be responsible for the development and implementation of the University’s brand to attract the best students, motivate alumni and donors, recruit high-quality faculty and staff, and advance legislative support. This position is an important member of the Chancellor’s cabinet and will manage a dedicated team of professionals responsible for integrated marketing and communications.

The University of Missouri was founded in 1839 in Columbia, Mo., as the first public university west of the Mississippi River. Today, MU is a $2.1 billion enterprise and an important investment for the state and nation. MU provides all the benefits of two universities in one: it’s a major land-grant institution with a statewide mission of service to citizens and Missouri’s largest public research university. Considered one of the nation’s top-tier institutions, Mizzou is the flagship campus of the University of Missouri System. It is one of only 34 public universities in the Association of American Universities. The state’s most comprehensive university, MU offers more than 300 degree programs through 19 colleges and schools and is one of only five universities nationwide with law, medicine, veterinary medicine and a nuclear research reactor on one campus. MU has a diverse enrollment with 35,000 students from every county in Missouri, every state in the nation and 120 countries.

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

University of Missouri provides equal opportunity to all participants in extension programs and activities, and for all employees and applicants for employment on the basis of their demonstrated ability and competence without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age, disability or status as a protected veteran.

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DEAN
THE KIMMEL SCHOOL

Western Carolina University invites expressions of interest in, and nominations for, the position of Dean, The Kimmel School.
The Kimmel School is home to the Department of Construction Management, Department of Engineering and Technology, and Center for Rapid Product Realization. The work of this School is vital to the University, other engineering and technology programs in the University of North Carolina, and the citizens and corporations in North Carolina.
The Dean should have an earned terminal degree and be eligible for appointment as a tenured professor, have meaningful leadership experience in engineering or scientific education, have deep appreciation for the significance of applied research, have a demonstrated commitment to facilitating collegiality and collaboration, and have the ability to represent the University and the School to external audiences.
All correspondence should be sent in confidence to the University’s executive recruitment consultant:

Jerry H. Baker
Baker and Associates LLC
4799 Olde Towne Parkway - Suite 202
Marietta, GA 30068
baker@baasearch.com
770-395-2761

Western Carolina University is an Affirmative Action/Equal Opportunity Employer. Proper documentation of identity and employability are required at the time of employment. Final candidates for employment are subject to a criminal background check. All new employees are required to provide official transcripts within 30 days of employment.
DEAN OF THE SCHOOL OF BUSINESS AND MANAGEMENT
OPPORTUNITY STATEMENT

Azusa Pacific University invites applications and nominations for the dean of the School of Business and Management. The dean reports to the provost, serving as the chief academic and administrative officer of the School of Business and Management. The dean will have the opportunity to work collaboratively with the faculty to shape the vision for the school during a period of innovation across the university, strengthening and developing existing undergraduate and graduate business and management programs. The school is in a period of seeking AACSB accreditation, requiring significant leadership from the dean. Candidates with an earned doctorate in a related field, a terminal degree, or exceptional achievement in business and management are invited to apply.

A record of strategic academic leadership, exceptional communication skills, proven ability to effectively lead change, and student-centric leadership is required. Further, candidates should demonstrate strong potential to contribute to the intellectual, innovative, and inspirational character of the school as part of the institution’s focus on enhanced academic reputation. Applicants should also demonstrate a commitment to, and scholarly understanding of, faith integration in the learning process. In addition, candidates must possess the interpersonal skills to work collegially with staff, faculty, and educators within and beyond the university. Preference will be given to candidates with a record of excellent teaching and scholarship, pertinent administrative experience, and experience with diverse populations. Experience at an AACSB-accredited institution is also preferred.

The dean is expected to establish and maintain effective partnerships on behalf of the school with leaders in business communities, industry, and government in the Greater Los Angeles area, nationally, and internationally. The successful candidate will collaborate with the Office of University Advancement to identify and obtain donor support for existing and new programs and initiatives.

The 25 faculty of Azusa Pacific University’s School of Business and Management prepare professionals to lead with integrity. The school offers seven undergraduate business majors to nearly 1,000 students, with degrees in accounting, business economics, business management, economics, finance, international business, and marketing. Graduate education options include an innovative Millennial MBA, as well as on-campus, online, and Young Executive MBA and Master of Arts in Management programs. The newest graduate degree is the Master of Professional Accountancy offered through the LP and Timothy Leung School of Accounting within the School of Business and Management.

Azusa Pacific University offers 50 areas of undergraduate study, 40 master’s degrees, and eight doctorates to a total enrollment of more than 10,000 students. The university is interested in developing a diverse faculty and staff, increasing its ability to serve a diverse student population. As an evangelical Christian institution, APU affirms the Lordship of Christ and the authority of Scripture in all areas of life and expects its employees to model Christian values in their professional and personal lives.

The posting will remain open until filled. Nominations and expressions of interest should be submitted electronically to the consultant supporting Azusa Pacific University, Mr. Joe Bradley, at the email address below. A formal application must also be submitted online through Azusa Pacific’s website at apu.edu/cp/employment/. Questions regarding the application process and/or the position may be directed to Mr. Bradley. All communications are confidential.
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The Fulbright Scholar Program is administered by the Council for International Exchange of Scholars, a division of the Institute of International Education.
Introverted Leaders: Not an Oxymoron

"Introverts today are roughly where women were 50 years ago," wrote Susan Cain in her book Quiet: The Power of Introverts in a World That Can’t Stop Talking. If the introvert’s a woman, will she be relegated forever to the bottom rungs of the career ladder?

She doesn’t have to be, says Lisa Petrilli, author of the e-book The Introvert’s Guide to Success in Business and Leadership and an introvert herself. “Introverts find it hard to ‘put themselves out there’ but find it rewarding when they find the courage to do so.”

Petrilli, who earned her MBA from the Kellogg Graduate School of Management at Northwestern University IL, is CEO of C-Level Strategies, Inc., chief marketing and operations officer for the global To Be a Woman platform and chief relationship officer for CEO Connection.

Prior to leading her own company, she was an executive with Baxter Healthcare, where she ran a $750 million IV-infusion business. Readers of her Visionary Leadership blog (www.LisaPetrilli.com) encouraged Petrilli to write the e-guide.

Fast, loud, immediate

Nowadays it seems a lot of people do not value the measured thoughtfulness inherent in introversion. Fast, loud and immediate are the norm; results are what earn rewards.

While there are many cases of introverts succeeding at leadership, it may be harder for them to do the work necessary to reach their goals than for their extroverted peers.

Introverts, who represent 25% to 49% of the general population, are less likely to ask for new opportunities and increased responsibility because of their more reserved nature. Young introverts have a difficult time “putting themselves out there in a way that gets them noticed and boosts them up the ladder rungs,” she wrote.

Women, who willingly cheer on others, find it next to impossible to self-promote. Introverts are also uncomfortable in drawing attention to themselves. Yet on the way to the C-suite, you’ve got to be seen to be taken seriously.

“Embrace visibility and attention to get your ideas heard,” said Petrilli. “Have [your] leadership talents recognized to advance in an organization.”

Extraverts embrace mentoring, a key tool for career advancement. Introverts prefer the “ready, aim, fire” type of thinking and don’t move into action as quickly as their more outgoing peers.

Content with the inner world

So who’s an introvert? Petrilli takes her cues from the Myers-Briggs Type Indicator (developed by two women, Katharine Cook Briggs and Isabel Briggs Myers), which pairs eight psychological traits into a four-part description of how a person prefers to relate to the world.

Extraverts enjoy the outer world of people and things while introverts are content with the inner world. Introverts get their energy renewed by focusing on the “ideas, pictures, memories and reactions that are inside the head.” Extroverts prefer to actively engage the world and make things happen.

Here’s one reason Petrilli’s book deserves attention: “Introversion increases with intelligence.” Three quarters of those with IQs of 160 or more are introverts — including Bill Gates and Abraham Lincoln. Think of all those wasted human resources if introverts aren’t allowed to play to their strengths.

Introverts love being in the world of ideas. They enjoy reflecting on them.

“I believe this empowers introverts to be truly great visionaries,” wrote Petrilli. But “visionaries are only truly great when they’re able to communicate their vision to their followers in a way that inspires and motivates.”

Introverts thrive on deep relationships with a small group of trusted friends. They feel comfortable being alone and like to do things on their own. What they’re not is shy and reclusive.

Play along the scale

Everyone has a mix of introversion and extraversion in their psychological makeup. We’re all introverted when faced with changes or new situations.

True introverts need to learn to “play along the scale” — a Likert scale with extremes of introversion and extraversion at each end. During certain times in a career, introverts have to cross the middle line into extraversion to be successful.

Moving into the world of large groups, social events and constant networking necessary to climb the career ladder exhausts introverts who need “privacy to recharge.” Extroverts find being in the public eye “rejuvenating.”

But introverts have a secret weapon that can help them network successfully — they listen. “Networking, at its soul, is all about creating relationships that grow over time and lead to personal growth, opportunities and even lifelong friendships,” wrote Petrilli.

Networking gives to others without expecting anything in return, creating energy that flows back to you. It’s also about building relationships one at a time, something women are naturals at.

Introverts can ease their anxiety when networking by developing “the mindset of giving.” Start small with small teams. Jump out of your comfort zone. Schedule time to rejuvenate.

Reflect, then act

In the workplace, an introvert’s silence may be taken for disapproval or disinterest. Make sure that those you work with and for understand that the silence means you’re thinking inside your head. Whenever possible, Petrilli suggested you “shape the decision-making process to meet your needs.”

In job interviews, introverts come across as “mature, thoughtful, insightful and respectful.” But they have to step up the energy in conversations with others.

Petrilli suggests that before any networking event, introverts do a bit of homework to help them feel in control. Scan their Facebook, Twitter and LinkedIn profiles and reach out to those who are expected to attend.
Introverts can follow Petrilli’s seven-step “one-on-one mindset” to make networking more comfortable:

- Look for someone you want to know who’s a level or two above you
- E-mail or IM them about having coffee
- Do your homework — check online profiles
- Ask how you can be of help to them during the meeting
- Have an answer if the person asks how they can help you
- Thank them for their time
- Say “yes” when someone asks you for that coffee.

The objective of networking is to get a promotion or a new job. Petrilli offered three steps to help introverts get promoted:

1. Become visible in your organization
   “The more visibility you have to the organization’s leaders, the more likely they are to consider you for roles of increasing responsibility — and the more likely you are to get promoted,” she wrote.

2. Make your ideas visible in your organization
   Idea-generating introverts have the advantage here. What they need to do is share those ideas with others.

   If you’re running a meeting, allow introverts time to formulate their comments. Introverts can also follow up with an e-mail.

   Say “yes” to opportunities within or outside your department or school.

3. Ask for the job you want to be considered for
   Employers want employees in roles they’re passionate about. Make a plan for a particular job and plant the seed.

   “You don’t need to know exactly what you want before you express a desire for a role with increased responsibility,” wrote Petrilli.

Leadership and social media

Petrilli offered the following advice for introverted leaders:

- Create and nurture relationships with individuals. Set up regular one-on-one and small group meetings with team members.

- Motivate teams to action. Introverted leaders will have to get out of their comfort zone and show their passion.

- Be authentic. If you can’t “muster up the passion” for a program, don’t expect your team to either. Make the “What’s in it for me?” very clear.

- Lead from within. Know who you are at the core and bring your true self to the table.

- Use your strengths to communicate effectively. Writing down your ideas will give you something to reference.

- Social media is an introvert’s best friend. “Introverts often feel much safer and more comfortable communicating in the world of social media,” wrote Petrilli.

- Social media takes less physical and emotional energy. It’s full of people sharing ideas. Blogs can boost visibility and credibility.

- With social media, introverts have the luxury of time to respond to an emotional topic. It’s easier for them to be outgoing and engaging.

   “Social media also presents new opportunities to be a leader and to help others,” wrote Petrilli. 

   -MLS

You can reach Petrilli at Lisa@ClevelStrategies.com; 847.997.2298

Women on the Move, continued from page 12

- Jennifer Heisey moves from associate VP for alumni relations at the University of Louisville KY to executive director of the University of Cincinnati OH Alumni Association and VP of alumni relations for the University of Cincinnati Foundation.

- Dr. Mary Hinton moves from VP for academic affairs at Mount Saint Mary College NY to president of the College of Saint Benedict MN.

- Dr. Tina Holland moves to president at Our Lady of the Lake College LA from executive VP and provost of Holy Cross College IN.

- Dr. Mary Lee Hummert moves from vice provost for faculty development to interim vice chancellor for research at University of Kansas.

- Daisy Hurst Floyd, JD becomes once again acting dean of the school of law at Mercer University GA.

- Dr. Jana Jasinski moves from chair of the department of sociology to associate dean for the college of graduate studies at the University of Central Florida.

- Dr. Diana Jergovic becomes the inaugural VP for strategy implementation at California Institute of Technology.

- Dr. Tuajuanda Jordan becomes president of St. Mary’s College MD. She is currently dean of the college of arts and sciences at Lewis & Clark College OR.

- Dr. Seelpa Keshvala moves from vice chancellor and dean to president of Ivy Tech Community College–Warsaw Campus IN.

- Dr. Sally Kornbluth moves to provost from vice dean of basic science at Duke University.

- Barbara Larson moves from chief financial officer and VP for administration at Hillsborough Community College FL to executive VP for finance and administrative services at Johnson County Community College KS.

- Debbie Lea moves from vice chancellor for academic affairs and college provost to interim chancellor at Delgado Community College LA.

- AnnMarie LeBlanc becomes interim dean of the college of communication and information at Kent State University OH.

- Dr. Ingrid Leman Stefanovic becomes dean of the faculty of environment at Simon Fraser University, Canada.

- Dr. Donna E. Lisker moves from associate vice provost for undergraduate education at Duke University NC to dean of the college and VP for campus life at Smith College MA.

- Dr. Joan M. Lucariello becomes interim provost and VP for academic affairs at Guttman Community College NY.

- Dr. Elmira Mangum moves from VP for budget and planning at Cornell University NY to president of Florida A&M University. She will be the university’s first woman president.

- Allison McBee Dawson becomes associate VP for advancement and executive director of leadership gifts at Austin College TX.

- Dr. Sharon Meagher moves from chair of Latin American studies and women’s studies to dean of the college of arts and sciences at University of Scranton PA.

- Angela Millender moves from district VP for enrollment and student services at Broward College FL to president at City Colleges of Chicago, Olive-Harvey College IL.

- Dr. Sharon Morrissey moves to vice chancellor for academic services and research at Virginia Community College from executive VP for programs and chief academic officer at North Carolina Community College.
When Enough’s Enough: Leadership Amidst Precarity

When Maria C. Maisto went to Washington to testify during the November 2013 hearings about the new Affordable Care Act, she expected to bring up concerns about institutions cutting or capping adjunct hours in order to comply with the new federal regulations. Her Washington DC testimony led her directly to the January 2014 House Committee report on the issue of contingent faculty in the United States (covered in the March 2014 issue of WIHE).

Maisto is no stranger to this kind of leadership and advocacy. She is an adjunct professor at Cuyahoga Community College OH and she is the president of New Faculty Majority, a national advocacy group for contingent faculty.

“We seem to have finally reached a tipping point,” she said, “where adjuncts are starting to see that we can make a difference by speaking up. And we are no longer being ignored.”

Out from the shadows

When Maisto started her PhD in 1992 at the University of Maryland–College Park, she didn’t even know that adjuncts existed. “There were adjuncts, but they all had offices on a completely different floor from the graduate TAs.” She was told, like many at that time, that there were plenty of tenure-track jobs to go around, especially with the impending retirement of the Baby Boomer professors.

“Oh of course I would get a job!”

But while she was completing her PhD, Maisto got married, had a child, and her program didn’t stop the clock on her expected progress just because she had started a family. “I stuck with it for a while,” she said. “I wrote a chapter of my dissertation and actually got it published in a pretty prestigious journal! But I never got any further than that.” Not to mention living in the DC area proved expensive.

Maisto got her first experience as an adjunct in 2005. “I showed up at the department expecting a real job interview,” she explained. “Was I ever mistaken!”

That fall was her introduction to adjunct teaching and the uncertainty and lack of status that came with it. “When I got pregnant again, I was afraid to tell people, in case I lost whatever classes I had. I didn’t want to be seen as too much trouble.”

The path to advocacy

It wasn’t until two years later, in 2007, that Maisto was driven into an advocacy role for adjuncts. When she and another adjunct colleague with even more experience at the institution were both passed over for a permanent position because “we weren’t current enough,” Maisto had had enough. “There were too many structural barriers in place for us to ever get a full-time position: no professional development money, no support, too much teaching to make ends meet. I became an activist on campus.”

Maisto ran and was elected as one of two adjunct representatives to sit on the faculty senate. Two people to represent over 60% of the faculty on campus! “There was a limit to what I was able to do through Faculty Senate. All I managed was one committee to address part-time faculty concerns.” She became involved in local discussions around part-time faculty use in English departments. But there was a need for a national movement, to connect adjuncts from across the country, regardless of discipline.

Going nationwide

In 2008, at the Coalition of Contingent Academic Labor (COCAL) conference, the idea for the New Faculty Majority (NFM) was born. The details were worked out over a national listserv for part-time faculty.

At the same time she was volunteering to be co-chair, she was facing the most challenging semester ever as a teacher. “I had a student who was autistic, a student who was a wounded veteran, a recently released prisoner, a number of single parents… I was overwhelmed, and so were my students. None of us were getting the support we needed from the institution. The injustices… it became too much.”

NFM was officially created in February 2009. Five years later, the advocacy and work Maisto and many others have done resulted in the House Committee report.

Moving forward, there are still a number of challenges for the NFM.

“One area we still need to work on is how to make parents of students who are approaching college age aware of the issue. There is a great deal of denial because parents are invested in the myth of higher education. They don’t want to believe.

But behind that denial is a lot of fear.”

Another challenge is to work together with other low-wage workers across other professions. Maisto said, “There is a class issue that comes up in trying to create these connections, so we can learn from each other’s movements. After the surprised reaction that someone with a graduate degree can make less than poverty wages, it can sometimes get awkward.”

The most important thing, Maisto reminded us, is not to disparage other low-wage workers or to make it appear as if they are being disrespected. Maisto also pointed out that those who are the most impacted by the casualization of the faculty in higher education are people of color, those from working-class backgrounds and women.

Suggestions for campus-based action

Maisto advises administrators and full-time faculty to be open to initiating conversations and facilitating interactions with part-time faculty on their campuses. “The best way to educate yourself on the realities and concerns of part-time faculty is to build personal relationships,” Maisto explains.

“Remember to talk to each other as human beings, because then it becomes harder to hide behind structural inequities.”

Maisto also recommends the book Embracing Non-Tenure-Track Faculty for practical advice and strategies on contingent faculty issues. “We, as a community, have an ethical and professional obligation to address the part-time faculty issue. The question is, what do we want for our community? What do we want for our students?”

—LSB

Contact Maisto at maria.maisto@newfacultymajority.info
Bringing Women’s Expertise Into the Public Arena

By Dr. Michelle Moravec

On April 6, 2014, Sonya Michel, one of the historians on the recently disbanded Scholarly Advisory Council of the National Museum of Women’s History (NMWH), published a scathing indictment of the organization in The New Republic. Her most damning critique concerned the NMWH’s online exhibit “Pathways to Equality: The U.S. Women’s Rights Movement Emerges,” which she described as “riddled with historical errors and inaccuracies” that historians would have corrected if consulted.

NMWH President and CEO Joan Bradley Wages responded on April 9, 2014, in The New Republic that scholars were unnecessary to the renewed focus on establishing a physical museum, although she still intends to “develop content for our website, which we’re constantly updating based on the input of historians and other experts.”

The exchange between Wage and Michel was troubling to me, not only because I am a historian of women, but also because of the larger issues it raises about gender and the public intellectual. If Wage, who is devoted to creating an entire museum about women, politely dismisses historians, where does that leave the woman intellectual but the ivory tower?

Just this past February, Nicholas Kristof implored academics via his New York Times column to take up the mantle of the public intellectual. As irate academics sputtered about the relevancy of their work, Dr. Britney Cooper, Assistant Professor of Women’s and Gender Studies and Africana Studies at Rutgers University NJ, a highly visible public scholar, cut straight to the heart of the matter. “When they say ‘intellectual,’ they mean ‘white male intellectual,’ and in a few instances, white women, too.”

Women in higher education can challenge that perception of the public intellectual as a (white) man if we think creatively about translating our work on campus for a wider audience.

- **Start small.** Social media can amplify your voice very quickly. If you already have a personal account on a social media platform, create a professional one (you may need to check social media policies for employees at your university). I joined Twitter in the fall of 2011 during my sabbatical. I quickly hooked into a network of like-minded scholars, who graciously connected me to their followers. That led to more opportunities, including this essay, which I was inspired to pitch to publications like The Chronicle of Higher Education. These pieces are seldom about my research, but relate to what I do as an academic. Higher education is mainstream news these days; since you work in higher education, you have something to contribute to the larger conversation!

  - **If you prefer face-to-face interactions, consider participating in an unconference.** Unlike more traditional conferences, where speakers are pre-selected, an unconference consists of participants pitching potential workshops for inclusion on the schedule. This format can offer you a wonderful chance to showcase your skill set. Since being encouraged to first participate as a workshop leader at an unconference in 2012, I have received invitations to give additional workshops for audiences outside of academia. Many times unconferences are organized in conjunction with annual meetings. ThatCamp.org contains a listing of many, as does Student Affairs Technology Unconferences <http://edcabellon.com/tech/satechun/>.

  - **Make it easy for the media to find you.** If your college has a media relations office, supply them with a list of a few topics on which you can speak. If you have a presence on your institution’s website, make sure that has clear areas of expertise listed as well. Volunteer for your professional organization’s speaker’s bureau if one exists. Be prepared to promote yourself as well. My two most recent interviews with the media came via my blog and through my social media connections.

  - **Think local.** Civic engagement is an increasingly important part of professional development in many areas of higher education. Your institution may already have existing partnerships with local organizations. If not, you may have access to something similar in your city.

I am fortunate enough to work with the Philadelphia Higher Education Network for Neighborhood Development (PHENND), which is where I recently participated in a day-long conference, What’s Wrong with Women’s History, part of Vision2020, “a national coalition of organizations and individuals united in the commitment to achieve women’s economic and social equality.” The year 2020 is the centennial of women’s suffrage. Vision2020’s commitment to bring to fruition the full vision of the suffrage movement, equality for women, is both inspiring and brings us back to where we started: the importance of women’s history. While their goal to educate young people is closest to my heart, Vision2020 is looking for partners and participants in all areas, many of which women on campuses across the country have expertise in.

The phrase “public intellectual” may seem daunting, but women have much to contribute to civic discourse. While the stereotypical image may be a white man, women in higher education can help to change that.

Dr. Michelle Moravec is an associate professor of history at Rosemont College. She has also worked in student leadership, grant writing, and women’s center administration. Contact her at professormoravec@gmail.com

Women in Higher Education (www.wihe.com) / May 2014
When I was given the opportunity to review Wise Latinas: Writers on Higher Education for the Women in Higher Education newsletter, I jumped at the chance. As a Latina working in higher education myself, and only the second person in my immediate family to complete an undergraduate degree, I was thrilled to read an anthology of essays by other Latinas on their experiences in academia.

*Wise Latinas: Writers on Higher Education* (University of Nebraska Press, 2014), curated by author Jennifer De Leon, includes 21 different Latina writers in one volume. The pieces cover issues of identity and language, leaving home, being the first to attend school and finding oneself. Though some common themes come up again and again, like the dynamics between these wise Latinas and their parents, or the relationships between Latina scholars and traditional machista fathers, the collection conveys that there is no ‘average’ Latina experience of attending or working in college.

The greatest strength of the text is that it refuses to render Latina students a monolith, no matter how Latinas/-os are designated or categorized for governmental or economic purposes. But this strength also makes the collection somewhat weak. It’s hard to pinpoint through these well-written and moving pieces what it is that makes us Latinas to begin with.

**Breaking down the Latina college experience**

De Leon divides the book into four sections: “Worlds Apart,” “Rooms of Our Own,” “Inside These Academic Walls” and “In Tribute, In Time.” The first section closely examines ideas of location, trauma, migration, and exile and the ways in which immersion in a college setting can work a deeply affecting change on these Latina students.

One of the standout stories in this section is Gail M. Dottin’s, “White-GirlColorlessAfriPana,” a series of journal entries and letters to herself that illuminate Dottin’s struggle with her Afro-Latin identity, her queer sexuality and finding a place on campus. Dottin plays with the idea of “Latina” wonderfully, talking herself in and out of solidarity with Blackness.

As the child of Panamanian immigrants, with roots in Barbados and Jamaica, Dottin straddles an intersectional identity of Black woman, Latina, second-generation immigrant, and queer woman. Though I loved Dottin’s essay, I wish there had been more essays that elaborated on AfroLatina experiences.

“Rooms of our Own” concentrates more fully on the concept of leaving home to attend school and the worlds that open up for those women. The essays in “Rooms of our Own” skew toward independence and moving away from home, family and the lives these Latinas conceived of before academia changed their lives. Daisy Hernandez’s “Stories She Told Us” features a daughter who believes she can teach her hard-working, immigrant mother what feminism is without even possessing the Spanish with which to do so. Lorraine M. Lopez’s “My Stalker” is a particularly difficult essay to read, as it deals with a sexual relationship that turned violent and abusive. Here, Lopez tells us her stalker was Latino, perhaps elaborating on the deeply ingrained gender dynamics that become a part of life for many Latinos.

“Inside These Academic Walls” examines more directly the experiences of Latinas as professional academics, professors and researchers. It is here that Julia Álvarez’s piece, “Rapunzel’s Ladder,” appears. Álvarez, known for her books *In the Time of the Butterflies* and *How the Garcia Girls Lost Their Accents*, elaborates on her experience as an academic without a PhD attempting to obtain tenure. Álvarez also writes on a theme that prevails throughout the text: education as a means, both economic and otherwise, to a better life. Education becomes the path to upward mobility, respectability, and a way of combating the racism and xenophobia these Latinas face.

The final section, “In Tribute, In Time,” functions more as a retrospective, where the writers engage in conversations with their younger selves. They reflect on the vast changes between them as burgeoning wise Latinas then, and the more fully realized wise Latinas now.

Every piece is unique and compelling in its own way, though a few stand out. I was particularly drawn to Beatrice Terrazas’ *The Weight of Paper*, a story that elaborates on the rift that can occur between students and family members who have not gone to college. Education changes us, and while many of us are lucky enough to avoid adopting the hierarchical thinking of the academy and mapping them onto our own relationships, it is still near impossible not to echo Terrazas’ own words: “It wasn’t language that would divide us in the future. … It was more a matter of our family’s cultures, values, and even religion ceding ground in my life to new, sometimes seemingly treacherous ideas and philosophies. Occasionally the chasm between us would feel so wide we would see one another and think, ‘Who is that?’” (De Leon 165).

**Focus on success of Latinas**

The book is a useful lens on a growing population in not just higher education but the country as a whole. But it was not especially strong on issues of race and difference at the institutional/administrative level of the university. Few microaggressions (interpersonal interactions that illustrate sexism and racism on a personal level) appear throughout the text. Even though the writers do experience a great deal of culture shock, it doesn’t seem to be as much of a focal point as their eventual success as academics and professionals.
The text shines when the authors write about the influence of family and community for Latinas in higher education. Indeed, for many students of color and first-generation college students, the road to obtaining a college degree is an endeavor that involves the entire family, and *Wise Latinas* makes this fact a central point.

The book also successfully highlights how the struggles many of these Latinas face intersect different identities. They are not “just” Latinas or “just” women, they are queer, of color, survivors of abuse and from different economic classes. *Wise Latinas* is useful in that it presents a variety of Latina voices, though it was lacking in Northeast/urban/Puerto Rican representation. As a Puerto Rican academic myself, I was especially surprised to see only one Puerto Rican writer in the collection, or rather, only one who makes her Puerto Rican roots known.

**Voices lost**

The essays play it safe, meant to be palatable to a much wider audience than the Latinas writing them. It doesn’t feel like a book written for Latinas so much as an attempt at introducing others to our experiences of higher education. The writers choose to focus more on their (much-deserved and hard-fought) accomplishments, rather than on the obstacles that arose for them. As a Latina who struggled through seven years of schooling to finish an undergraduate degree while working various jobs and helping out at home, I was hoping for more of a focus on the difficulties of obtaining an education, especially the lack of institutional support. Perhaps it is because these universities, fraught with problematic dynamics as they are, functioned as havens for these women and allowed them to pursue lives they may never have thought possible.

Of course, in a novel anthology such as this, the mere fact of its existence is encouraging. It cannot be all things to all people. I consider it a worthwhile read for those who may not come back with husbands after four years away, or even care about our disciplines.

The anthology closes on a high note with Sandra Cisneros’ “Only Daughter,” a short piece in which the author reflects on her life as the only daughter amongst six sons in a Mexican-American family. Cisneros reaches a sort of peace with her father who, seeing her published writing, asks if they can make copies for the rest of the family. It’s a sweet moment, and one that serves to make the anthology come full circle, a peaceful resolution to another recurring theme in the text: the confusion of higher education. The writers choose to focus more on six sons in a Mexican-American family. Cisneros reaches a sort of peace with her father who, seeing her published writing, asks if they can make copies for the rest of the family. It’s a sweet moment, and one that serves to make the anthology come full circle, a peaceful resolution to another recurring theme in the text: the confusion of our loved ones sometimes feel at discovering we’ve set on an academic path.

Our families may have no idea what we’re doing, we may not come back with husbands after four years away, but what we do, as academics, as writers and as educators, is all we may come back one day to a familial embrace, and be asked for copies of our theses, dissertations, first novels, bylines... whether or not our families understand or even care about our disciplines.

Shakti Castro is an oral historian at Centro — The Center for Puerto Rican Studies at City University of New York (CUNY). She also writes and edits for *La Respuesta* and warscapes.com. You can contact her at shakti.castro@gmail.com

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**Women on the Move, continued from page 17**

- **Lauren Geiger Moye** moves from chief advancement officer at Goddard College VT to senior development officer at Norwich University VT.
- **Dr. Denise Neill** moves from associate professor of nursing to interim provost and VP for academic affairs at University of Houston–Victoria TX.
- **Dr. Sheri Noren Everts** becomes chancellor of Appalachian State University NC.
- **Dr. Sarah Nutter** moves from acting to dean of the school of management at George Mason University VA.
- **Dr. Mary C. Pearl** moves to provost and senior associate dean of Macaulay Honors College NY from chief academic officer and associate dean of City University of New York.
- **Dr. Katherine Phillips** becomes senior vice dean at Columbia Business School NY.
- **Dr. Jo-Ann Robinson** moves from VP for enrollment management and student development at Wilberforce University OH to VP for student affairs and enrollment management at Bluefield State College WV.
- **Dr. Lisa Rossbacher** moves from president at Southern Polytechnic State University GA to president at Humboldt State University CA.
- **Dr. Leona Rubin** moves to vice chancellor for graduate studies and associate VP for academic affairs and graduate education from interim dean of the graduate school at University of Missouri.
- **Dr. Marcella Runell Hall** moves from professor of the Silver school of social work at New York University to dean of students at Mount Holyoke College MA.
- **Dr. Barbara Sanders** moves from interim dean to dean of the school of education at Whitworth University WA.
- **Dr. Susan Sciame-Giesecke** becomes chancellor of Indiana University–Kokomo.
- **LaCoya Shelton-Johnson** moves from chief human resources officer at Arizona department of administration to vice chancellor for human resources at Maricopa Community College AZ.
- **Dr. Cheri St. Arnauld** becomes chief academic officer of Aspen University CO, an online university.
- **Dr. Nancy Staudt** moves from vice dean for faculty and academic affairs at the Gould school of law of the University of Southern California–Los Angeles to dean of the Washington University MO school of law.
- **Janet Steinmayer, JD** becomes president of Mitchell College CT.
- **Elena Stern** moves from director of communications and marketing for L.A. Care Health Plan CA to associate VP for communications and public affairs at California State University–Los Angeles.
- **Dr. Kathie Stromile Golden** moves to associate VP for academic affairs from professor of political science and director of international programs at the university at Mississippi Valley State University.
- **Kathryn Sullivan** is the new administrator of the National Oceanic and Atmospheric Administration (NOAA).
- **Dr. Kathleen Sullivan Alioto** becomes consulting VP of development at Guttman Community College NY. She was the first American woman to walk in space.
- **Deborah Ves** moves from associate provost for undergraduate studies at City University of New York–College of Staten Island to VP for academic affairs at Rivier University NH.

*continued on page 23*
Recently, President Obama announced the goal that by 2020, America would once again have the highest proportion of college graduates in the world. One major obstacle to this goal, however, is the issue of retention and completion.

Lindsay Wayt, a senior assistant program coordinator for the W.H. Thompson Scholars Learning Community at the University of Nebraska, is particularly interested in the question of if and how staff and faculty development is being used to address the issue of retention. Her work with the Thomson Scholars, which works to create supportive environments for students to be able to persist and graduate, is directly concerned with the retention of students.

Understanding student persistence

Wayt outlined in her presentation for the Women in Educational Leadership Conference held in Lincoln NE in October 2013 some of the theories that explain student persistence.

She began with Vincent Tinto’s interactionist theory of college student departure, whose work dates back to 1975. Tinto explained, “When students have insufficient interactions with others in the college and their goals and values are not aligned with those of the college, students are more likely to leave the school.”

This idea of belonging to a larger community of the institution remains the standard starting point for much of the current literature on student persistence.

John P. Bean, another thought-leader in the area of retention and student success, shifted the conversation in 1982 when he “asserted that student attrition could be better understood by comparing attrition to turnover in a workplace organization.” He identified ten determinants that influence student attrition:

- Intent to leave
- Practical value
- Certainty of choice
- Loyalty
- Grades
- Courses
- Educational goals
- Major and job certainty
- Opportunity to transfer
- Family approval of the institution

Of these factors, faculty have little direct influence on all but one or two of the above factors.

More recent researchers like Astin and Kuh show “a positive link between student engagement and academic performance” and how much time and energy students spend on “the academic experience.” This experience, however, often comprises activities outside of the classroom, which help contribute to their larger sense of belonging and loyalty to the larger institution.

Encouraging student success

There are best practices based on the extensive research done in the area of student retention and attrition. Wayt outlines the following ways to promote student success:

- student-faculty interaction
- student engagement
- actions taken in student affairs divisions (such as housing and academic advisors)
- learning communities
- first-year experience

However, in her research Wayt has found compelling evidence that campuses rarely focus on the whole environment, instead focusing too narrowly on individual students. Academics, including core academic policies, structures and practices, are rarely considered as a part of larger retention efforts.

One of the barriers to such integration is the difficulty in engaging faculty and administrators in the wider retention efforts. How to convince faculty and other administrators that these efforts work and that they need to buy into them? How to integrate them into the process in developing these policies and strategies in order to make them more holistic? Even though the classroom experience seems to be only one of many factors influencing the persistence and retention of a student, are universities doing enough to ensure that faculty provide the best possible pedagogical experience for the students?

Research questions

Wayt is still in the early phases of her research on this important topic. Some other questions include the following:

- Do universities have formalized professional development available for faculty and staff that address student retention?
- How is retention addressed in faculty and staff meetings?
- Are faculty and staff receiving similar retention training and strategies?
- Are there universities that have set action plans for addressing retention? What are those plans like? How do they involve faculty and staff?

These questions become more difficult given the reduction of state funding across the country for public institutions of higher education. On the one hand, retention (and tuition money that comes with it) is even more important to an institution’s bottom line, but the efforts on the part of everyone on this project are being done with fewer and fewer resources. Is there a way to incentivize retention efforts, allowing for units to experiment and improve, with the idea of scaling up those efforts when appropriate?

As we attempt to increase the number of college graduates while also cutting public funding to institutions, answering these important questions in a meaningful way will become more and more pressing.

—LSB

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Women in Higher Education (www.wihe.com) / May 2014
Follow Title IX Guidelines
When Addressing Sexual Violence Complaints

By Michele Graham Bradford, Esq.
For more information: www.deanandprovost.com

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any education program that receives federal funds. On April 4, 2011, the U.S. Department of Education’s Office for Civil Rights issued a “Dear Colleague Letter” to address the increase of sexual violence at schools. The letter expanded the broad meaning of sexual violence to include physical sexual acts perpetrated against an individual’s will, including when a person is unable to give consent. It also included rape, sexual assault, sexual battery and sexual coercion.

The letter’s intent was to provide guidance to educational institutions regarding their responsibility to investigate and address sexual harassment and sexual violence in accordance with the requirements of Title IX.

Sexual harassment and sexual violence policies at higher education institutions — sometimes referred to as sexual assault policies — should thoroughly define the prohibited behavior and conduct. Examples should include: slurs; jokes; or other verbal, graphic or physical conduct relating to an individual’s race, color, gender, religion, national origin, age or disability.

Broader definitions could also include: unwelcome sexual advances; requests for sexual favors; and other verbal, graphic or physical conduct of a sexual nature to include unwelcome touching, patting, pinching, fondling, rape, assault and battery.

Behavior and conduct that violates an institution’s policy involving sexual harassment and sexual violence should be immediately reported to a campus official, who should then report the incident to the institution’s security office director for documentation and the Title IX coordinator for investigation.

Incidents of rape and assault should also be reported to local law enforcement. Whether or not the incident is deemed to be sexual violence, the alleged offender should be restricted from the complainant and certain areas of the institution. In some instances, the restriction could be no trespassing on all campus property and activities until the allegations have been resolved.

The complaint process may also include the student affairs senior official. In most instances, this official has the responsibility of monitoring compliance with the student code of conduct and the authority to implement judicial proceedings and sanctions including warnings, probation, suspension and expulsion.

To begin the process necessary to address sexual harassment and sexual violence as stated in OCR’s guidance, consider these recommendations:

• **Publish a policy.** Sexual harassment and sexual violence can be addressed through the use of various policies, such as one against harassment and discrimination, and the student code of conduct. Make the policies available to students through school websites, catalogs and student handbooks, plus reference them on course syllabi. They should also be distributed annually to employees.

• **Designate a Title IX coordinator.** Institutions should designate a Title IX coordinator responsible for coordinating any investigations of complaints and for the institution’s Title IX compliance efforts. Notice of this officer’s designation should be posted in high-traffic areas and distributed to employees and students. It should also be included on websites and in course catalogs and student handbooks.

• **Adopt and publish grievance procedure.** To ensure that all parties involved are given due process, the campus grievance procedure should be published and distributed with the school policies. It should include the process for reporting complaints, the time frame for their resolution once they have been received by the Title IX coordinator, and the steps for appeal.

The process must outline the formal procedure, but can also include an informal procedure, when appropriate. However, it should state that not all incidents are appropriate for informal resolution (e.g., incidents involving sexual assault). Every effort should be made to ensure confidentiality of information as part of investigations.

• **Implement proactive efforts to prevent sexual harassment and sexual violence.** These efforts should include workshops and meetings to educate and provide awareness of sexual harassment and sexual violence issues. Information can also be included in orientation courses and in courses that are appropriate for discussion of the policies. Also consider providing online training.

Michele Graham Bradford, Esq., is director of diversity and compliance and Title IX coordinator for Gadsden State Community College AL. Contact her at mbradford@gadsdenstate.edu

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**Women on the Move, continued from page 21**

- Dr. Antonia Villarruel becomes dean of the school of nursing at the University of Pennsylvania. She is currently associate dean for research and global affairs at the University of Michigan school of nursing.
- Margaret Wagner Dahl moves from associate VP for economic development at University of Georgia to VP for health information technology at Georgia Institute of Technology.
- Dr. Amy Wohlet moves to chief of staff from interim director of the school of public administration at University of New Mexico.
- Dr. Amy R. Wolfson becomes the VP for academic affairs at Loyola University Maryland.
- Dr. Christine Wynd moves from dean of the school of nursing at Ursuline College OH to president and dean of Mount Carmel college of nursing OH.
- Marylou Yam moves to president at Notre Dame of Maryland University from provost and VP for academic affairs at Saint Peter’s University NJ.
- Dr. Marianne Yoshioka moves from associate dean for academic affairs at the Columbia University NY school of social work to dean of the Smith College MA school for social work.
- Darcy Zabel becomes interim president of Friends University KS.
- Dr. Lynnette Zelezny moves from associate provost to VP for academic affairs and provost at California State University–Fresno.
**Enjoy the Privileges of Age and Retirement**

When Wellesley Professor Peggy McIntosh introduced the concept of “white privilege” in her paper “White Privilege: Unpacking the Invisible Knapsack” in 1988, she also linked it to “male privilege.” She called for action to reconstruct power systems on a broader base.

In the same paper, Dr. McIntosh also suggested, “We need similarly to examine the daily experience of having age advantage.” Although age stereotypes commonly privilege the young and beautiful, that’s not always true. I’ve found that age and retirement can bring privilege.

Three months into my retirement, I decided to answer her call and benchmark my experiential observations so far.

Unfortunately an outside factor has tainted the research. Immediately after retiring, I sometimes used a cane in Maui, due to a torn meniscus in my right knee. I mostly used it for longer walks on flat terrain.

I did notice several privileges to using a cane:

- **Early seating.** Plane rides are much less stressful for the first passengers entering the cabin, allowing time to stow carry-ons and get comfortable for the flight before seatmates arrive. Especially on looooong flights from the mainland.

- **Crossing streets.** In some congested places like Lahaina’s Front Street or accessing the malls, cars actually slowed down to allow me to cross the street. Running over tourists is bad for the islands’ major industry.

- **Finding things in stores.** Shopping carts can be an alternative to canes, providing support and balance, but the danger is in abandoning your cane in them. Store clerks seeing a cane in use seem to be more helpful.

**Early privileges of retirement**

After 22 years of leading WIHE as editor and publisher and only three months of being in the “retired” category, I have already discovered many privileges:

- **You are in charge of your time—and your life.** Every day it’s your choice whether you sleep in, get up early for a breakfast date, or wash the windows. (I’m told this changes when you are involved in volunteer activities.)

- **You have the luxury of flexibility** in scheduling appointments for household services like carpet cleaning and appliance repair, as well as personal services like haircuts and massages.

- **You can arrange to do only one major thing each day.** By limiting your outside obligations to one a day, you save the rest of the day for yourself.

- **You need only one calendar.** Not one for electronic PDAs, I had one calendar at work and another at home—and even photocopies didn’t help. Now there’s just one.

- **You’re not tempted to speed.** For the most part, you have plenty of time to get to your thing because it’s the only one for the day. This makes for lower blood pressure, fewer accidents and lower insurance rates.

- **You can prioritize projects.** Over the last 11 years my condo required minimal maintenance. Now I can choose which of many projects to hire out, do myself or continue to ignore. I’m currently celebrating spring by updating the lanai, having replaced the bench seating with swivel rockers and prepared for a new coat of paint.

- **You can organize your workspace.** When I moved from a house near campus to a lakeside condo 11 years ago, I lost my workspace and tool room. The result was having nowhere to do projects and spreading tools in caches over three floors.

This week I added industrial wheels to convert my father’s banged-up mission oak table (formerly holding WIHE’s fax machine) into a portable worktable. I can roll it wherever needed to work on projects, in the garage or out on the driveway. It even has a drawer for small tools.

- **You can simplify your space.** Admitting that I’ll never again wear size 10 clothes, need dozens of champagne glasses or collect antique furniture and bottles, I will feel good about finding them a new home.

- **You can choose your companions.** No longer must your precious time on earth be wasted among those whose presence does not contribute to your happiness.

- **You can take vacations whenever you want,** for as long as you want. No longer limited to weekends, I felt free to visit the Wisconsin Dells condo during the week, enjoying the luxury of keeping a fire going all day long.

**More anticipated privileges**

My immediate plans include getting my knee fixed so that I can play more and better tennis this summer. Although my surgeon is more practiced at repairing the young bodies of varsity University of Wisconsin athletes, I expect his 45-minute surgery to improve my mobility.

Another immediate goal is to decrease my BMI. Having lost two inches in height and gained 20 pounds in the last 10 years, I plan to do laps daily this summer at my tennis club—and resume “Pilates by the Pool” classes.

Getting my legal and financial affairs in order is not a wildly exciting proposition, but it’s one of those things that grown-ups are expected to do. So it’s on The List.

Most importantly, I plan to reconnect with the people in my life who mean a lot to me, friends and relatives and others whom I’ve met along the journey.

Getting the last laugh through a joyful retirement is best shared with those who have been key players in my life. Now’s the time to enjoy them—a real privilege!