Panel 1- Stages of the Academic Woman's Life

"Motherhood and Poverty: The Real Mommy Track"
Lana G. Marlow, Ph.D.
Angelo State University
Assistant Professor of Communication, Department of Communication, Drama, and Journalism

In today's mass mediated world images of mothers and motherhood play an important, ever shifting, superficial role, in the production of images and products. Media depictions range from the crack mom to soccer mom, stay at home mom to celebrity mom, working mother to welfare mother. In the increasing drive to sell products, the variety of mothers does little to suppress out need to whitewash in some ways literally the notion of motherhood. If one does not follow the typical pattern then one is on the edges not being noticed or on the fringes being vilified.

An article in *Ms. Magazine* highlights a growing debate over the roles of mothers in our society titled the Mommy Wars by Susan Douglas and Meredith Michaels (2000). The article highlights media depictions of mothers in our society how celebrity mothers are celebrated and revered while welfare mothers are depicted as lazy, dishonest, and manipulating the system. In general Douglas and Michaels argue that "most" mothers cannot live up to these idealized depictions and those who challenge the vilified positions that they cast in are labeled as "complainers" and trying to get something for nothing. In these scenarios women's struggles are divided so that that many working class women are angered by those on welfare rather than working together to improve things and are left with celebrity mothers to identify with which makes for a hard social movement.

Beyond the "mommy wars" and challenges between celebrity mothers and welfare mothers, working mothers and stay at home mothers, an underlying message of a prescriptions for appropriate types of mothering is being promoted. Little attention to the current Census Bureau's report on poverty and the divide between rich and poor Americans is being noticed by these portrayals. Most women are not in the privileged class. This paper will 1) Review the term "mommy track" 2) Investigate the prescriptive component of the media in relation to mothering with attention to self-help and feminism 3) Argue that each of these prescriptions work only for a privileged few.

"Home/work"
Anne Mamary, Ph.D.
Monmouth College
Philosophy and Religious Studies

"Home/work" tells the intertwining stories of my academic job and my house to suggest that, although banks and neighbors are long past judgment at a single woman buying a house in her own name and with her own credit and living in it alone with a black cat, the university at which I was employed acted like one of patriarchy's dashing sons, demanding a kind of wifely loyalty in return for employment, and, therefore, the resources needed to keep the house.

"Home/work" considers the debates in feminist philosophy over so-called men's "justice" and women's "care," and suggests that both justice and care, while important in some regards, also uphold patriarchal, white-dominant, owning-class privilege, especially the privilege white women, myself included, are offered for our complicity with white, affluent men at the expense of women and men of color, women and men of the working class.

"Home/work" writes desire for a fuller, more complex, more brimming life. And, wanting more, risking the judgments of other women, who giggle, "women multi-task, women are communal," even as they look puzzled after reading some of my writings. The patterns don't fit; I am not enough like their picture of woman—a displacement. My commitments are to moving from describing women's experiences, women's reality in patriarchy—from describing and validating "what is"—to thinking, writing and living a way out of patriarchy and its demands on women's lives and intellectual creativity, on women's practices of reading and writing and friendship, while also, or, rather, as a result of, finding joy in the details of what is.

"The Last Word"
D. Jo Schaffer, MA
SUNY Cortland
Art and Art History emerita

This conference is focused on "Succeeding as Women in Higher Education" and is dedicated to the many ways by which to achieve that goal. The questions to be answered outlining all the ways to achieve that goal will have ranged from getting leadership positions, to gender equity in the mainstream of academic positions, promotion and individual and institutional requirements that may inhibit or encourage success.

The ultimate goals proposed focus on the achievement of women during their working years. There are other considerations to achieving success or not achieving those goals. The years following professional careers are just as important a result of success in the active years. I propose that we also look at the continuing gender gap in financial security for retirement. Recent research indicates that women more often than not do not prepare adequately for retirement security: they earn less therefore receive less in the traditional areas of Social Security, Pension and Personal Savings.

Retirement from the active life need not be necessarily a withdrawal into a vow of poverty, convent-like seclusion. It is another stage of a prepared life. However, statistics and current research from both government and private organizations show that women who do not achieve at the same level as their male counterparts in academia will face severe economic penalties in their retirement years.
This new information will be shared and discussed at a session entitled, "The Last Word."

Panel 2-Questioning Expectations of Women in Leadership

"Gender Stereotypes of Leaders: Do They Influence Leadership in Higher Education?"
Margaret E. Madden, Ph.D.
State University of New York at Potsdam
Provost and Vice President for Academic Affairs and Professor of Psychology

In a review of the social psychology and management literature on gender stereotyping of leaders, I will discuss the role of gender stereotypes in leadership in higher education. I will use concepts well documented in organizational psychology literature on leadership, such as the incongruity between beliefs about characteristics of good leadership and gender stereotypes, perceptions of a dichotomy between "agentic" and "communal" leadership styles, and a view that "competent" and "friendly" are bipolar traits on a single trait dimension (Eagly & Carli, 2007; Goodwin & Fiske, 2001) to discuss gender discrimination and stereotyping in the context of higher education. Contextual features in education include historical patterns, hierarchical organizations, masculinized work environments, power dynamics, and the interplay among differences in perspectives based on gender, culture, ethnicity, and other dimensions. I will review reports specific to higher education that provide anecdotal, qualitative, and limited quantitative evidence that stereotypes

operate in higher education and will describe consequences for women leaders, in terms both of their chosen leadership style and perceived effectiveness. The role of values in leadership, such as commitment to empowerment, equity, social action, and collaboration, and the importance of articulating one's leadership style clearly will be emphasized, as will the need for sensitivity to institutional political dynamics and focus on structural change. In addition, pitfalls resulting from gendered values about what constitutes leadership and the perception of collaborative leadership as weak and will be discussed. Finally, I will pose questions worthy of further systematic research.

"The Implicit Gender Assumptions of Being A Good Teacher: Pre-Service Teachers' Perspectives"
Katrina Sayers-Walker, Ed.D.
SUNY Cortland
Childhood/Early Childhood Department

This paper has its beginning in a formal research study which set out to explore pre-service teachers' perceptions of being a "good teacher." There are many assumptions which can be implied from this ill-defined concept despite the revolving rhetoric in professional circles. In the Childhood/Early Childhood at SUNY Cortland, we attempt to define a good teacher based upon a set of traits and dispositions, as this is necessary for NCATE accreditation. But, despite these formal attempts to define a good teacher, I believe it is important to first begin with the pre-service teacher to learn about their idealizations of a good teacher before moving on to other more formalized discussion as put forth by the academy.

Relying on qualitative and phenomenological research methods, this study utilized face-to-face interviews and photographs for data collection. More will be said later about the use of images as a phenomenological research method, but participants in the study were all female volunteers from my undergraduate course which could be described as an introductory course to teaching and learning. Participants were instructed to bring photographs to the interview of teachers in their lives. Since teachers come in many shapes and forms, it was expected that the photographs would hold images of influential adults (e.g, parents, clergy, coaches, etc), as well as other objects (e.g., books, pets, nature, etc.). During the interviews, the photographs acted as a stepping off point for discussion. For this reason, photo-elicitation is considered a highly phenomenological research method due to the association one makes with the various elements in the photographs.

Preliminary data analysis reveals participants as holding a strong affinity for idealizing a good teacher with male figures and traits. This data was ascertained by asking participants during the interviews (as based upon the images in the photographs), "Which teacher do you want to be most alike?," "Who is the best teacher?," and "Which teacher do you respect the most?" These responses were further clarified with descriptors of respect, hard-working, strong, persevering, noble, hero, leader, etc.

Based upon the preliminary results of this study, the feminization of the field of teaching seems to have done little to improve the status of women in the eyes of other women. The belief that male-figures and related male-traits make a better teacher persist despite a progressive wave of intellectualism and reform to bring about a greater acceptance and recognition for caring traits of women. This is disheartening as much has been done to overcome these historical stereotypes.

"The Inter-Place: Mixed Race Translations of Monoracial Spaces
Noelle Chaddock Paley
SUNY Cortland

This essay is an autoethnographic account of my first year faculty experience in a rural state college. I position this account as a framework through which I will problematize social and hiring practices in which mixed race people are privileged, prioritized and recruited over monoracial people of color. I will be looking

specifically at mixed race individuals raised in mixed race households and the assumptions that such individuals have epistemological knowledge of both of their composing monoracial "worlds." This examination looks at the expectations of mixed race people to function as a bridge between monoracial communities where the mixed race person is tasked with representation, translation, negotiation, and community building without reciprocal consideration for the mixed race identity as a "real" or separate socio-racial identity and experience. Finally, the essay asks whether this positioning of the mixed race identity is necessary in the larger racial discourse and functioning of interracial spaces or if this is simply a performance of privilege by mixed race people that is disguised as utility.

"Managing Work-Life Balance: A Journey of Success Using Principles from Experts in Leadership"
Dr. Veronica Henry
SUNY Farmingdale State College
Executive Assistant to the President

The presentation will focus on personal real life stories leading to career success, managing adversities, keeping a career on track while raising a family, developing self awareness, and coping with changes. Discussion includes strategies in leadership development.

Panel 3- Succeeding as Women in College Athletics

Lynn Couturier, D.P.E., SUNY Cortland
Dr. Joan Sitterly, Director of Athletics, SUNY Cortland
Tracy Granozio, Assistant Director of Athletics, SUNY Cortland
Julie Lenhart, Head Softball Coach, SUNY Cortland
Jeannette Mosher, Head Women's Basketball Coach, SUNY Cortland

This roundtable will focus on the experiences of women as coaches and administrators in highly competitive intercollegiate programs. The panel will address the development of women's athletics at the college level as well as some of the changes women coaches and administrators have encountered since the passage of Title IX. Panelists will relate some of the perceived barriers and challenges to women entering these fields and why retention rates are not higher. Finally, panelists will discuss their commitment to careers in what is a predominantly male field and they will share some of their strategies for long-term success.

Panel 4- College Students Take the Lead

SUNY Cortland Women of Color
Thanisa Perez, President
Bianca Hendricks, Vice President
Jean-Necole Longmore, Secretary/Treasurer
Rachel Gorman, Public Relations

This panel will focus on ethnic women in education and our own personal feelings/battles/motivations to achieve higher education in the Obama era. We will also discuss our experiences as leaders of the student group Women of Color Organization at SUNY Cortland, specifically with respect to the student body's perception of the organization, and our group's mission and work on sponsored events.

SUNY Cortland Black Student Union
Bari Smith
Jasmin Pack
Whitney Newby

At the inception of this country Blacks were prevented from attaining any form of education. Black women, in particular, suffered from both the actions of the nation state and the system of domestication. Even though Black women educators such as Mary McCloud Bethune led the way in the field of education, Black women are still marginalized in education. In this presentation the Black Student Union will discuss the reasons why is it harder for Black women to get jobs in education than it is for other women. When Black women secure positions in higher education, why are the challenges more severe than other women and what can Black women do to eliminate the constant struggles in higher education.

Poster Session

UUP Gender Inequity/Salary Inequity Study

Kathleen Burke	**Jamie Dangler**
Associate Professor of Economics	**Associate Professor of Sociology**
SUNY Cortland	**SUNY Cortland**

Posters will display the results of a salary inequity analysis for seven SUNY campuses: Albany, University at Buffalo, Cobleskill, Cortland, Farmingdale, New Paltz, Plattsburgh.

Balancing Work and Home: NYS Work-Life Services Programs for SUNY Employees
Jamie Dangler, Ph.D.

The poster session will present information about the major work-life balance programs available to UUP members and other New York State employees. It will highlight UUP's efforts to secure services and resources that can assist its members in their efforts to balance family and personal needs with work obligations. The following programs will be covered: The Employee Assistance Program (EAP), The Dependent Care Advantage Account, the Health Care Spending Account, SUNY Campus Childcare Centers, NYS-Ride, NYS-Balance, and Pre-Retirement Planning Seminars.

Rebecca Albright
Southwest Minnesota State University

The prints that I am submitting are of a school in Arco, Mn (c.1920) that had separate entrances for boys and girls. When I used that school as a subject for my prints, the boy's entrance was wide open, the girl's locked tight. I felt that this image could be explored to connect the past to the current state of gender in education.

Luisa Velez and Graduate Students
SUNY Cortland

Panel 5- Stories from the Front Lines

"*Hard to Remember, Harder to Forget:* Women Stories of Higher Education Gains"
Barbara LeSavoy, Ph.D.

Whose legacies of resistance are remembered; whose are not; and what meaning can we extract from feminist standpoints uncovered? Women's lives as a product of public memory are reproduced within dominant structures of society, yet they are similarly constrained within dominant structures of society, yet they are similarly constrained within constructs of traditional methods of scientific inquiry according to what majority cultures validate as worthy sites of knowledge production. As contextualized within feminist standpoint theory, (Collins 2004, 2008; Harding, 2004; Hartsock, 2004, Hekman 2005' Smith, 2004; Weeks, 1996) this paper uncovers and interprets excerpts from five intergenerational stories detailing women's educational life challenges. The retelling and analysis of these stories considers the merit of personal standpoint in locating feminist thought and in advancing gender equality outcomes in a higher education context.

"Success Stories of Black Women in the Academy: Voices from the Field"
Sharon L. Holmes
Director and Associate Professor
Student Affairs Administration Program
College of Community and Public Affairs
Binghamton University

This presentation combines the narratives of 7 Black female faculty and 7 Black female business/industry professionals in science and engineering with descriptive statistics from national level data in an effort to provide a first-hand account of the status of Black women in the field of science and engineering. Of particular interest was how the women experienced their faculty and professionals roles within the context of race and gender, since issues related to race and gender are often influential in determining the types of experiences of women with careers in the natural sciences. The findings from the narrative data suggest that for both groups of women in this study, issues related to race were secondary to how they managed their overall roles, but may have been primary considerations in their being selected for the positions by their employers. The presenter uses the results of the study to provide recommendations that may assist institutions and organizational leaders in sustaining and promoting Black women faculty and professionals engaged in science and engineering.

"Cornell University's Effective Search Practices Workshop and DVD: It Depends on the Lense"
Catherine Taylor
ADVANCE team
Cornell University

This presentation will describe and give excerpts from a two-hour interactive workshop on reducing unconscious bias in the faculty hiring process and discuss a related follow-up project. The workshop, developed by the Cornell University ADVANCE Center (CU-ADVANCE) and the Cornell Interactive Theater Ensemble (CITE), includes three components: a DVD presentation, an interactive discussion, and a presentation of contemporary research. The DVD depicts a hypothetical search committee meeting during which the participants finalize a short list of candidates. The live discussion, which is facilitated by CITE, uses the DVD as a launching point to help workshop participants understand and communicate more effectively with search committee colleagues. The third component, which is presented by a CU-ADVANCE sociologist, gives an overview of social science research on unconscious bias and on **"best practices"** for reducing this bias in hiring. The follow-up project, which is still in development, tackles unconscious biases and related issues that arise in the context of interviewing candidates.

The search committee workshop has been presented to faculty at Cornell and many other universities and research consortiums, where it was received with enthusiasm. Participants report that the workshop revealed many of their own assumptions and biases. Most report that the workshop encouraged them to create and follow procedures that minimize unconscious bias and heighten accountability in hiring. The workshop has been particularly effective due to its high responsibility/low blame message and its engaging, interactive design.

CU-ADVANCE (http://www.advance.cornell.edu) is a NSF-funded project that works to support gender-equality in faculty hiring and retention in the sciences and engineering at Cornell University. Contact information: Yael Levitte, yl343@cornell.edu, tel: 607-254-5489.

"How Institutions of Higher Education Address Sexual Assault on Campus: A Case Study
Jessica Schiffman
Assistant Director, Women's Studies
University of Delaware

There is a growing awareness among college administrators, students, and their families, that crime and victimization do not stop at the borders to college campuses. Many institutions have placed a high priority on attempts to reduce the likelihood of such events. Human capital and resources are mobilized to provide education and information to students as a preventative. Money is spent to improve lighting, provide security systems in dormitories, and increase security staff in an effort to prevent rapes. Campus rape crises centers are funded to offer assistance to students who, despite preventative efforts, are victims of rapes or attempted rapes. Lawyers are employed to craft policies that will help students understand their responsibilities and help institutions avoid liability.

Still, the problem of rape persists. There are many indications that rape on college campuses is a problem that requires attention and a more effective response than has been provided in the past. In addition, it behooves institutions to evaluate the conditions that lead to sexual assault on their campuses and to address those that may support a climate that encourages rape.

This project examines how anti-rape policies and education are carried out at a mid-sized research institution in the mid-Atlantic and offers suggestions on how to make improvements that can be replicated elsewhere. Questions asked include:

1. What offices and units are involved in developing and implementing anti-rape policies and education?
2. How and to what extent do these offices and units work together to meet the goal of reducing the incidence of rape and sexual assaults on campus?
3. How successful are policies and educational efforts in increasing student safety?
4. Are there other models of successful programs?

The presentation will attempt to provide information that can assist others in revamping campus efforts to prevent sexual assault and respond appropriately when events occur.

Panel 6- Academic Women in Sport Management

"The Best of Times, The Worst of Times: Women in College Sport Coaching & Administration"
Ellen J. Staurowsky,
Professor and Graduate Chair
Department of Sport Management and Media
Ithaca College

There is no better time to be a woman in college sport. Since the passage of Title IX, opportunities for female college athletes have increased. There are also more women working in college sport than ever before. That said, in many respects, it remains the worst of times for women aspiring to work in administrative positions within college and university athletic departments. As Acosta and Carpenter (2008) report in their thirty-one year national study of women in leadership positions, despite the gains realized in college sport participation for female athletes, women have lost considerable ground in the areas of program leadership and decision making since 1972. Women of color are even more disproportionally underrepresented. Scholars have explored numerous barriers to the success of women in intercollegiate coaching and athletic administration, from work-family conflicts, equity concerns, and institutional retaliation directed at those seeking to remedy gender inequities. This presentation will provide an overview of women working in college and university athletic programs as well as strategies for advancing the interests of women working in the college and university athletic programs.

Challenges Facing Women Working in College Athletics Administration
Sarah Zipp
Sport Management Department
SUNY Cortland

The purpose of this presentation is to examine the challenges facing women working in college athletics administration in the United States. The college sports industry is dominated by male administrators, despite the growing number of female participants in college athletics. In the more than thirty years since the passage of Title IX, the number of female administrators overseeing women's athletics programs has decreased dramatically. American culture typically deems sports as the domain of men and men's sport teams are generally the most prominent programs in college sports. Administrators working in college athletics are called upon to work irregular schedules, including nights, weekends, and long work days. This masculine culture and the nature of the work may pose specific challenges to women working in this hegemonic field. In particular, these factors create higher levels of work-family conflict for working mothers in college athletics.

This study will compare the gender equity issues and policies for college athletics administration with professional sports and general business/industry in the United States and Europe. Federal employment policies toward working mothers will also be explored in the context of polices around the world.

Panel 7- Trends in Tenure and Promotion

"Tenure and Promotion Patterns for Male and Female Faculty at SUNY Institutions"

Kathleen Burke   **Jamie F. Dangler**
Associate Professor Economics   **Associate Professor of Sociology**
SUNY Cortland   **SUNY Cortland**

This paper analyzes differential time to tenure and promotion across the ranks for male and female faculty at a sample of SUNY institutions. Data on years to attain tenure and years to move across academic ranks (assistant, associate, and full professor) are presented for men and women. The data are analyzed in view of hypotheses regarding the way gender bias and family care needs may affect career trajectories for men and women.

Panel 8- The Advancement of Women in STEM Fields

The Prevalence and Efficacy of Women's Studies and STEM Collaborations

J. Kasi Jackson,
Assistant professor
Center for Women's Studies
West Virginia University

This paper will focus on the impacts of Women's Studies Programs on collaborations with STEM faculty in promoting gender-sensitive STEM and science-infused WS education.   Many feminist scholars and working scientists apply feminist theories to critiquing science practice and results. Others suggest effective strategies to encourage the participation of girls and the success of women scientists. Our concern is to evaluate whether or not WS as a multi/trans/inter-disciplinary field, has effectively engaged with the STEM fields. To assess the degree, type and implications of WS - STEM collaborations, we conducted a survey of WS and STEM undergraduates, reviewed literature for published accounts of collaborations, and assessed the degree to which NSF-ADVANCE grants involve WS scholars. We discovered that WS students did not recognize the utility of their own discipline in applications to STEM, and that STEM students had a very narrow view of collaboration that did not include WS. This disconnect regarding collaborations occurred not only among students but also among faculty. Collaborations among WS and STEM professors at universities remain relatively rare, compared to the humanities and social sciences. Collaborations also appear to avoid explicit reference to feminism when it comes to requesting funding for women in STEM areas. We provide examples of successful WS - STEM collaborations in two broadly different 4-year and Ph.D.-granting institutions, including a novel certificate program in Women in Science. Finally, we discuss the merits and obstacles to WS - STEM collaborations in relation to the campus climate for women in STEM disciplines.

Gender Differences in the Paths Leading to a STEM Baccalaureate

Yingyi Ma,
Syracuse University

Despite women's strong records in higher education in terms of college attendance and completion rates, they do not enjoy parallel success in certain science and engineering fields. This could be considered as one of the bottleneck issues facing women in becoming leaders of every major field. Many have wondered why women continue to shun certain STEM fields. To start this effort, it is essential to understand what characterizes the process of the attainment of a STEM baccalaureate, which is viewed as the minimum

necessary requirement into STEM professions. Specifically, this article asks 1) what are the gender patterns in the trajectories leading to an STEM Baccalaureate? 2) What factors, pre-college and college, influence the under-representation of women in STEM degree attainment? Using the National Education Longitudinal Studies: 1988-2000 and its Postsecondary Transcript Study, I track the trajectories at the three key locations of the pipeline: the expectation of college major choice while in high school, the first college major choice two years after high school, and degree attainment eight years after high school. In general, women lag behind men most saliently at the first time point—men are three times as likely as women to expect a college major in SE. However, among those who do expect to get on STEM path, women are more persistent than men. The multivariate analysis reveals that high school expectation and college math course work emerge as two most salient factors that account for women's under-representation in bachelor's degree in STEM fields.

Panel 9- Invited Presentation
Bridging Two Worlds: A Native Woman's Perspective
Lori V. Quigley, Ph.D.

Navigating the waters of academia is not always an easy task for Native women. The presenter will share personal anecdotes from her mother's past as a resident of an "Indian Boarding School," the impact on her own life-both personal and professional, and how she's learned to build the bridge between the world of higher education and her Native community. Concepts of multigenerational trauma and resiliency theory will be embedded in the discussion.

Panel 10- Taking Stock of the Campus Climate

Climbing Up from Below: Reflections on Gender Equity at Tompkins Cortland Community College
Karen Pastorello
Tompkins Cortland Community College

Set against the backdrop of the recent *Ledbetter* case, this paper chronicles the challenges that eight women faced in their careers as community college professors in the 1980s. It traces the efforts of these women to remedy the gender discrimination they suffered through the channels of Title VII of the Civil Rights legislation. While the charges of gender discrimination that the seven of the women filed against the College were deemed "without merit" and consequently dismissed at the regional level, the eighth woman, Lucille Baker pursued her complaint through the New York State Division of Human Rights.

Lucille Baker did not achieve the unmitigated victory that most anticipated. Instead the New York State Division of Human Rights decided against her, ruling that the Division had "no probable cause" to believe that the College was engaging or had engaged in the unlawful discrimination practices as Baker had alleged. The details of Baker's case reveal the struggles of women in academia who, despite possessing additional advanced degrees and more teaching experience than their male counterparts, were paid less. Title VII seldom reversed such practices. However, as a consequence of Baker's actions, women faculty members at Tompkins Cortland Community College (regardless of their rank) now enjoy fair and equal treatment. Furthermore, due to the 2009 Ledbetter Act, employers across the country are now bound to higher standards regarding their treatment of women in the workplace.

Assessing Equity in Faculty Workload at SUNY Cortland
Kathryn Coffey
Assistant Professor
Health Department
SUNY Cortland

Over the past few decades there has been an increased focus on gender equity on college campuses throughout the US. As a result of concerns raised at SUNY Cortland's fall 2008 Open Forum on Gender Equity, including persistent gender inequity on campus and the negative effects of excessive advisement loads on research agendas, it was suggested that the College perform a campus-wide assessment of workload in order to establish the legitimacy of such concerns. With the support of a College Assessment Grant and sponsorship from the Center for Gender and Intercultural Studies, this study utilized existing data on workload at the school, department, and faculty levels at SUNY Cortland in order to determine current levels of gender equity among tenured and tenure-track faculty in the areas of teaching, advisement, and committee service. While very few significant inequities were found between male and female workloads, the study did reveal a need for increased structure and alternative data collection methods when reporting on workload, particularly in the area of committee service.

Academic Women Leaders: discursive constraints on advancement and equity
Kathleen O'Mara
Professor of History
Chair, Africana & Latino Studies
SUNY-Oneonta

 With neo-liberal policies and discourses structuring the character and pace of institutional change in American higher education, the question of equality – gender, racial, sexual, class, religious, etc. – invites close scrutiny. All the more so now with the economic exigencies of 2008-09, and the return to cost cutting,

givebacks, furloughs, and increased contingent academic labor. Every campus segment, already familiar with 21st century higher edu-corporation discourse is conversant with "best practices" in teaching, learning, and diversity as well as gender and racial equity, despite the absence of a consensus on the definitions and parameters of these ideas of equality. However, important questions persist about a "chilly climate," on campus not simply vis à vis gender, sexual identity, race and class, and their lived intersections, but about ideological and discursive differences expressed by people living all forms of difference.

 Certain campus constituencies, notably Black Studies, Ethnic Studies, Women's and Gender Studies Departments or Programs have historically been viewed as too intellectually and politically critical, and outside of a few elite campuses have generally not been sites for producing university leadership. Rather, those in mainstream disciplines who have endorsed market values and models of social action based on enterprise appear to be the sites producing leaders, including a dominant successful woman academic "leader," one who is conformist and acquiescent to the new neo-liberal values of the university. Advancement up the university hierarchy is open only to certain female gender expressions: ones compliant, not critical, unrelentingly social and upbeat. Gender discrimination has shifted from the categorical to the ideological, and leaves little space for the acceptance of individuality still allowed men. Profound questions remain. What kind of female subjectivity is fostered and rewarded in the academy. Is the occasional African American woman college president or the white lesbian provost proof of equality or neo-liberal conformity? Has a new tokenism, even occasionally of intersectionality, taken root? This paper examines the question of women's academic leadership within the context of market fundamentalism's grip on the academy during the last decade.

Parenting Policies and Practices in Academia

Melanie Hill　　　　　　　**Alison Nash**　　　　　　　**Maryalice Citera**
Department of Psychology
State University of New York at New Paltz

Parent and non-parent faculty and professional staff at the State University of New York at New Paltz were asked to complete a (qualitative and quantitative) survey regarding their attitudes toward the university's parental leave policies and practices. Eighty eight academic and seventy professional faculty participated in the survey. Of these, 72% were female and 28% were male. Overall 69% were parents and 31% were non-parents. The results of the survey showed:
- 60% of employees reported receiving conflicting information on what type of leave was available and how it was to be charged
- Participants reported that the accommodations received were largely dependent on the good will of chairs and co-workers and that tenure status influenced their ability to negotiate for leave
- 50% of the parents who responded reported some dissatisfaction with their leave arrangements (academic faculty reported greater dissatisfaction than professional faculty, possibly due to scheduling issues. Professionals tended to take longer leaves than academics).
- Overall, many breastfeeding mothers reported have difficulty making arrangements and insufficient support from chairs/supervisors, co-workers
- Many women reported feeling that having children negatively affected their opportunities for career advancement and supervisors' or colleagues' impression of employees' dedication to career.
- There was strong agreement form parents and non-parents that the following parenting- related polities should be implemented for mothers and fathers who have given birth or adopted: at least 6 weeks paid leave, the ability to delay the tenure clock, part-time options, available quality child care for faculty/staff, a website and brochure containing information for potential parents regarding campus policies and supports available.

In summary, parents go to great lengths to figure out how to do a good job both at work and at caring for their newborns. A variety of options are important to meet the diverse needs of mothers, fathers, and infants.

Panel 11- The Drescher Effect: Nuala Drescher Award Recipients Share Their Insights

Randi Storch, PhD., Anne Vittoria, Ph.D., Judith Van Buskirk, PhD., Melanie Hill, Ph.D., Giordana Grossi, Ph.D., Susan M. Davis, Ph.D.

Participants will discuss the process of obtaining the award; the impact the award has had on their research and leadership opportunities on campus and in UUP; the role of mentoring; and family/ work balance.

Panel 12- Directions in Feminism and Sisterhood

Sisterhood is Overrated: Women Administrators and Faculty on the Realities of Surviving a Chilly Climate
Annemarie Vaccaro
University of Rhode Island

This paper shares the findings from a mixed-method study of six women's groups at one mid-sized university. Initially created in the 1970s by Robin Morgan, the six voluntary associations for female faculty, administrators, mid-level managers, entry-level staff, undergraduates, and graduate students still exist today. Since I have written elsewhere about the student groups, they are only briefly mentioned in this piece. Instead, the paper focuses on how women faculty, staff, and administrators achieved some success in spite of the chilly campus climate and oppressive institutional structure.

One section of the paper will focus on the structure and functions of each of the women's groups. Documented group goals are juxtaposed to evolving campus agendas and individual women's hopes for their organization. A consistent overarching goal of each group was to support women on campus. However, issues of institutional hierarchy and power made supporting women, especially across groups, a challenge. The paper delves into issues of institutional structure, policy, and climate to explain why women in those groups had to struggle to achieve even the smallest successes for women. For instance, one Vice Provost lamented:

> I think we really need a change in the whole system, but…I don't see that happening right now. I don't see that I have been particularly effective although I would *like* to be. I think where I can be more effective is back (as a faculty member) in Anthropology, so that is what I will do. You know, writing gender books has been satisfying to me and other people.

If women at the top of the hierarchy (ostensibly with the most power) leave leadership positions in frustration, what implications do resignations have for all women on campus?

A second section of the paper highlights the ways male dominant institutional structures undermined women's attempts at feminist sisterhood and women's support. While most of the women in the study identified as feminists, they discussed the ways the culture, policies and procedures hindered their efforts at supportive feminist sisterhood.

Feminist Best Practices Re-Visited
Liliana Trevizan
SUNY Potsdam

Women faculty had organized and advocated around campus climate issues for about a decade, and had also sent a request signed by 30 tenured faculty when they were appointed by the President of the College to a Task Force on the Status of Women at SUNY Potsdam.

Female faculty in particular were concerned about certain problems that seemed to be grounded on gender issues. Potsdam has been losing a number of women and minorities in the last decade, among them, women in the administration. It had been some perception about different expectations on professional performance were placed on women, what had discouraged some women and led to an unhealthy climate for women and minorities. The percentage of women had been stagnant at about 30% in the past two decades and there were almost no women at the FULL professor level, while a woman led no single academic department.

The Task Force was charged with reviewing the climate and working conditions of women on campus. Specific areas of review included reappointment and promotion procedures, mentoring system for junior female faculty and staff, department chair staffing to determine what can be done to encourage females to be chairs, issues for female faculty across the campus, and to review salaries for women to determine if equity issues exists

After a year of work, the Task Force presented the President of the college with several recommendations, and a call for action in 13 specific points, in order of priority. The Task Force was also most effective for the comprehensive way they gathered support from the Associate Colleges in the region, the SUNY faculty, and the local community, getting front page of the local newspapers and inviting the LAG of AAUW of NYS.

That Report and the work that it allowed forwarded direct and clear changes on campus; some of them immediate and visible, such as the fact that the following semester there were eight women appointed as department chairs in Arts and Sciences. Most of the recommendations have been now addressed by the administration, and the campus in today a different place that it once was; the climate has changed considerably and the data can show that more women are not represented at the full professor and associate levels, awards have been created, practices have changed, description of jobs have changed, salaries have been revised, although not solved necessarily. The hiring of a feminist Provost has certainly favored more positive changes, such as the state of the arts family friendly policy and others, but there are a very few of our original recommendations that can be applied today still in my opinion much unresolved, namely, the tenure and promotion procedures and mentoring for junior faculty, even after some work have been done to addressed it. The climate nevertheless is radically different eight years later, and the culture of the place shows the change. Numbers are different today, and students must now perceive the role of female to be no different than any other faculty on our campus.

Perhaps the most challenging part of this process for some of use, has been to see how the College is no necessarily more progressive, nor prompt to justice, nor more innovative in its teaching, or more politically inclusive, or more welcoming of the interdisciplinary programs, nor it produces more cutting-edge scholarship, just because more women are treated equally at our institutions. At the end, we are all individuals, with our own politics and values, and once gender issues stop been a common denominator, then each individual is free to develop their own career, and pursue their own interest as they please, and our work in the TF certainly has allowed more women to be part of the changes, if they chose to be, and of course, not all of them do.

Learning to Labor: The Myth of Meritocracy, Civility, and Success for Women in the Academy

Caroline K. Kaltefleiter

Coordinator, Women's Studies and Associate Professor, Communication Studies

SUNY Cortland

Because their incivility was not checked early, the "brotherhood" has continued to bully,
dictating who gets first choice of courses, class times, and class locations years later.

From *Faculty Incivility: The Rise of the Academe Bully Culture*
*(*Twale and DeLuca, 2008: 8)

The academy is often touted as a space that encourages the free and unfettered pursuit of research, inquiry and scholarly advancement, yet it is an ideological system that relies on the "myth of meritocracy" to obscure the fact that rewards, awards and professional advancement are not granted on the basis of work and merit. Andrea Smith (2007) notes, "In order to function as ideological state apparatus, the academy must disavow its complicity in capitalism by claiming itself as meritocratic system" (p. 141). Translated, this suggests that only those who appear to work hard and whose efforts fall into legitimized or "normal" research paradigms, operate within standard disciplinary boundaries, and disengage their "disinterested" knowledge from normative and political outlooks, are positively vetted through peer review and personnel processes. In their text, *Women of Academe: Outsiders in the Sacred Grove,* Aisenberg and Harrington (1988) note, women in academe often have the 'merit dream' –the need to believe academia is a meritocracy in which their hard work will be recognized objectively and will be valued for its heuristic contributions to one's academic discipline or institution. Reid (1987) notes that women in male- dominated departments are more likely to believe in the meritocracy myth. Over the last twenty years a number of studies have addressed the experiences of women professors at US institutions and their pursuit for advancement to higher ranks in the professoriate as well as promotion to positions in upper administration. However missing from these studies is an integrated discussion of competing contemporary factors impacting the reward/award and professional advancement process for women in academe. This paper will examine issues of access, autonomy, and interaction in relation to the meritocracy myth, a politics of civility and the rise of bullying culture in academe. Attention will be given to how each of these factors may play a role in sabotaging women's success in the academy and may result in the denial of tenure and promotion, proliferation of unfavorable working conditions, and other forms of intellectual containment for women. Suggestions for addressing issues of (in) civility and creating coalitions to raise awareness about academic bullying will be highlighted.

"The Politics of Data: What the EEOC compliance chart conceals and so perpetuates as "normative" and how second and third wave feminist strategies might respond and offer best practices for change"
Jody Lisberger
Director of Women's Studies Author of Remember Love, stories
The University of Rhode Island

This paper will be based on findings at the University of Rhode Island and the work being done by the URI President's Commission on the Status of Women.

Panel 13- The Struggle for Gender Equity at the University of Buffalo 1969-2009: Forty Years and Counting

Ruth Meyerowitz, James Holstun, Kathleen McCormick
University of Buffalo

We are three members of the UB Ad Hoc Task Force on Gender Equity in Promotion to Associate Professor with Tenure. We would like to present either a roundtable or workshop on our efforts to identify and redress gender bias in promotion to Associate Professor with Tenure by the Provost and President at UB, to revitalize faculty governance and to create institutional safeguards at UB that would prevent conscious or unconscious gender bias in the tenure process in the future. We would discuss the ways we came together to document and address this problem, our collaboration as an egalitarian group without a formal leader, and the steps we took to make the problem visible on our campus, to our unions, to SUNY Central and to the community. These

efforts included publicizing of the problem via e-mail lists, work with the 2 campus UUP chapters--Buffalo central and Health Sciences, efforts to obtain audiences with the President and the Provost, efforts to address a full meeting of the Faculty Senate, open town hall meetings which we called, and efforts to get SUNY Central to address the problem, including Provost Palm and Chancellor Zimpher, as well as efforts to get UB's University Council to address the problem. We will also discuss our successful efforts to publicize this problem through radio, tv and newspapers in our community and nationally. Dr. Kathleen McCormick, one of those denied tenure who and informal member of our committee, will present with us and share her story. Dr. McCormick negotiated a Human Rights Division settlement of her complaint against the University and obtained the data documenting the gender bias which became a basis for our efforts.

Workshop A: Dialogue: Being a social change agent-what can we do?

Sarah Fenstermaker   **Kathryn Russell**
University of California, Santa Barbara SUNY Cortland

Workshop B: Sister Identities: Building bridges across cultural divides within our profession

R. Deborah Davis
Curriculum and Instruction
SUNY Oswego

An interactive conversation (workshop) wherein we reflect on our own identity and explore how our worldview allows or disallows us to build bridges across cultural divides within our profession.
As women in the academy, we each bring our own background, history, personality, strengths and weaknesses. Again we must re-create ourselves to "fit" in order to be successful in this new arena. There are few if any clear guidelines. The positions we are brought into often have either been vacated by a woman who was not a good fit or we are once again a "first" woman of color in a department or program. We all come prepared with the credentials—ABD, EdD, PhD, Licensures, etc.—or we would not have been hired, but credentials are not enough to sustain us in the patriarchal ivory towers of academe. How do we navigate the politics of the department, the tenure process, the committee servitude, to be a colleague? Where do we find mentors (male or female) we can relate to and learn from? What do we do if we are assigned to a mentor who we cannot relate to, who is not forth-coming with information that is helpful? Where and how do we find the support we need to weather the storm if we are to persist? How do we identify the sisters in the academy? This session is about ways of relating who you are to where you are, and building bridges with like-minded people within and across departments and programs. Participants will tap into your own identity, recognizing the strengths you bring and how you can use those attributes to build relationships that are mutually beneficial. We will discuss how your strengths could become liabilities and not assets; how to negotiate without feeling defeated, how to manage others while managing to do your job.

Workshop C: Using the Body/ Mind to Integrate the Feminine and Masculine Differences

Annetta Luce MA
George Washington University

The workshop is inclusive of all women regardless of age, skills and capabilities. Body/mind movement engenders pleasure, humor, engagement and fun. Participants can choose to join in at any level, even sitting on a chair.

Carol Gilligan's *A Different Voice* states that in the history of human development, the voice of the feminine has not been heard. She exposes "the lie in psychological theories which have taken man as representing all humans"

According to current research Men's value sphere stresses autonomy while Women stress relationships. Our differences are in relational awareness that emphasizes communion care, responsibility and relationships. As women we have this natural proclivity to explore the relationship to our bodies and embody and value those very differences as strengths.

There is a common ground that all humans share and that is to gain pleasure and fulfillment in our lives whether that is directed by the masculine value of autonomy, rights, justice and agency or the feminine, seeking relationship, compassion, responsibility or communion.

We need to know how to feel our desire and have the support to reach for what we want and to embrace it. By learning a developmental action sequence that all humans share in the unfolding of early physiological development, one can develop a sense of confidence and capability and moving towards completion of one's goals.

The Developmental Sequence is based on the actions of Yield, Push, Reach, Take Hold, and Pull and actually goes below the feminine and masculine layer to what we all participate and share on a physiological developmental level. One can develop a daily/weekly/monthly physical practice that supports them in leadership and success.

Workshop D: UUP Panel- Efforts to Address Gender Inequity on SUNY Campuses: Strategies, Successes, and Setbacks

Jamie Dangler
SUNY Cortland

This panel will bring together women who have been active in activities supported by United University Professions (UUP) or other campus groups focused on efforts to address gender inequity. Discussion will revolve around the following questions:

- What kind of women's groups and women's initiatives exist on SUNY campuses?
- What are the specific problems/issues they identified as the most pressing ones?
- What do they do (how are they organized, what strategies do they use)?
- Are they connected to the UUP statewide Women's Rights and Concerns Committee?
- Do they work with their local UUP chapters?
- Are they connected to other groups on their campuses?
- Have they had particular successes/failures that would be instructive for other women's groups to learn about?

Panel 14: Task Force on the Status of Women at SUNY Potsdam: A Perspective Eight Years Later.

Liliana Trevizan
Professor of Modern Languages
Jacqueline Goodman
Director of the Women and Gender Studies Program and Professor of Sociology
Patricia Whelehan
Professor of Anthropology

Mylene Catel
Associate Professor of Modern Languages
Margaret Madden
Provost and Vice President for Academic Affairs

In 2000, SUNY Potsdam President John Fallon appointed a Task Force on the Status of Women after several meetings and a petition raising issues related to gender equity and climate for women and minorities on campus, indicated by the recent departure of a number of faculty and administrators. The report of the Task Force, issued in September 2001, contained considerable data and numerous recommendations regarding reappointment and promotion procedures, mentoring, department leadership, and retention of personnel, recognition, and equity issues.

Responses to those recommendations resulted in clear changes on campus, some of which were immediate, such as appointment of a number of female department chairs the next semester. Within a few years, most of the recommendations were addressed by the administration, and the campus is a different place than it once was. The climate has changed considerably and data show that more women are now represented at the full professor and associate levels, awards have been created, descriptions of jobs have changed, and salaries have been revised. The culture of the College has changed and students must now perceive the role of women as the same as that of men.

This panel will discuss some of the specific recommendations of the Task Force, the recommendations that were implemented at SUNY Potsdam, and the role played by faculty and supportive administrators and areas that require further attention. The impact of the presence of the new Women and Gender Studies Bachelor of Arts Program major will also be discussed, including how it was created and remaining issues that need to be addressed.

Panel 15: Feminist Men- Solidarity, Allies, and Taking Responsibility

Anthony Nocella II., Girish Bhat, Kassim Kone
SUNY Cortland

Since the advent of formal schooling, men have literally dominated higher education. Today, with hundreds of Women's Studies and Gender and Sexuality Studies Programs present in colleges and universities around the world, men still cite, invite, appoint, and nominate fellow men. This round-table challenges and interrupts this patriarchal tradition, arguing for the inclusion and intersectionality of disciplines and experiences from non dominating identities such as people of color, people with disabilities, and non-US citizens. We will examine historical and theoretical feminism that demands male involvement and allies, personal experiences of resisting patriarchy and domination, and practical skills for feminists who are students, faculty, or staff in higher education, while providing space for conversation.

Panel 16: Perspectives on Global Leadership

Management Development for Women in Higher Education: a Program of the Association of Commonwealth Universities, U.K.
Tania Ramalho

I had the opportunity to attend the "Training the Trainers", a one-week workshop of the *Management Development for Women in Higher Education* program, under the sponsorship of the Association of

Commonwealth Universities in the U.K., this past spring. Program and materials were developed over several years. They originated with CHESS, Commonwealth Higher Education Support Scheme, in 1991. Since then, workshops for women in higher education have taken place throughout developing countries of the Commonwealth, as well as in the U.K., for Canadian, Irish, Australian, and British participants.

I became interested in the training when I met one of the workshop directors, Anne Gold, an expert on women's leadership at the Institute of Education in London, during my 2008 sabbatical as a visiting professor in that institution. Very impressed with the work of the program, I decided to participate. I would like to share and discuss the main features of the *Management Development for Women in Higher Education* program as an example of a fully developed and implemented program in this area of need. My objectives for the session are to offer a picture of this model of professional development and, through discussion of its features, verify its relevance to women in higher education in the U.S.

Four modules constitute the core of the program's model: *Academic Leadership*; *Women and Research*; *Women and Governance in Higher Education* and, *Women's Studies as a Catalyst for the Advancement of Women in Higher Education*. Each module discusses relevant research and provides guidelines for workshops to be offered to women faculty, administrators and staff in institutions of higher education. The modules are briefly summarized below:

Academic Leadership. This module by Sheril L.Bond discusses a rationale for academic leadership and includes eight main topics: the context of leadership; leadership in a university culture; personal leadership styles; access to senior administrative positions; attributes of women leaders in universities; power and empowering others; personal costs of leadership and transferring learning into professional practice.

Women and Research. This module by Ingrid Moses discusses the place of research in universities and in women's personal careers. It includes eight topics: understanding the institution and the department, including decision making processes affecting tenure; creating mentor relationships; updating research skills (quantitative and qualitative); research project planning; working collaboratively and networking; writing and publishing; supervising research students; influencing policy and practice.

Women and Governance in Higher Education. This module by Maureen Atkinson and Angela Carryer aims at assisting women to progress to most senior levels of management. It addresses the following topics: women's participation in higher education governance; operating effectively within a university structure (verbal and non-verbal communication and effective participation in committees, boards and meetings); helping: yourself, others and the institution (mentoring and networking, influencing change and vision for the future).

Women's Studies as a Catalyst for the Advancement of Women in Higher Education, a module developed by Gwendoline Williams and Claudia Harvey, focuses on achieving change in higher education through the development of women's studies programs. It comprehends the following aspects: exploration of the concept of women's studies; the establishment of women's studies programs as strategy for catalyzing change; women's studies as legitimate area of scholarship, and staff and institutional development.

During the presentation, I will share a handout and discuss with participants outlines in greater detail of each of the four modules. I will ask participants to rank order the topics they regard as important areas of professional development for women that need addressing in their higher education institutions. Time permitting; I will present a mini-workshop on networking in higher education as an example of the different opportunities for professional development that this model affords.

Declining Faculty Wage Premiums: An Analysis Over time by gender in the public and private sectors
Frederick G. Floss
Professor of Economics and Finance
Vice President for Academics
United University Professions

The wage premium is the relative wage of faculty members about that received by the a average worker in the United States. The premium for both men and women is positive and measures the return of additional education. This paper measures the wage premium by gender between faculty and full time workers from 1872 to 2007 using US Census and the national Center for Education Statistics data on wages. This paper shows a decline in the returns to education for both genders with the largest decline a drop of almost 40% to female faculty

While the female premium has dropped over time the relative salary of male to female faculty premiums first rose in the 1970s, peaked in 1990 in both the public and private sectors and then declined through 2007 until it was approximately the same as it was in 1972. Since the early 1990s the wage premiums for private sector faculty has surpassed that of the public sector, the reverse of what it had been in the 1970s and 80s. The shift in returns has made private sector positions more desirable but female faculty in the private sector have seen their wage premium drop faster than private sector males and both males and females in the public sector. The implications of these trends are that it will be harder to close the wage gap between male and female faculty particularly with the decline in state support for public higher education.

Gender, Leadership, and the Next Generation
Tonia St.Germain, JD
Gender Studies
Eastern Oregon University

Gender plays a large part in why so many women in leadership positions fail to move forward on the "ladder" towards more powerful positions. Study after study has affirmed that people associate women and men with different traits and link men with more of the traits that connote leadership. According to Eagly and Carli (2007), the clash is between two sets of associations: communal and agentic are at the root of the issue. Women are associated with communal qualities, which convey a concern for the compassionate treatment of others. In contrast, men are associated with agentic qualities, which convey assertion and control. The agentic traits are also associated in most people's minds with effective leadership—perhaps because a long history of male domination of leadership roles has made it difficult to separate the leader associations from the male associations. Babcock and Laschever argue that failing to negotiate is the major reason that women still work for less money and advance less far and less fast than men is that women themselves have accepted the status quo and refrained from asking for more than they're offered and for less than they need or deserve. This presentation discusses the use of these two texts in the development of a Gender and Leadership course for undergraduate women. It presents ideas about how to conduct the course and why it is important for WS/GEND faculty to include leadership as a subject within the curriculum.

Dr. Elizabeth Davis-Russell: Reexamining Black Women Leadership and Cross-National Challenges in Higher Education
Dr. Seth N. Asumah
SUNY Distinguished Teaching Professor
Professor of Political Science and Chair, Africana Studies

From Al-Azhar University in Egypt where an all-male ulemas established the academy in 975 CE, to Bologna, Italy where an all-male graduation ceremony in higher education was institutionalized in the 1300's, to the early learning centers in Timbuktu, where the University of Sankore awarded turbans to all-male scholars in the 15th Century, women were exclude in leadership roles in institutions of higher learning. In modern times, women make up more than half of the student population in the United State but they have been marginalized and underrepresented in top-level administrative positions. This situation is even bleak when one examines Black women's leadership in the academy. While Ruth Simons, president of Brown University, Shirley Ann Jackson, president, Rensselaer Polytechnic, and Beverly Tatum, president of Spelman College have successfully interrogated the phallocentric and Eurocentric academy and have excelled as presidents by transcending the issues of race and gender, Elizabeth Davis Russell joins these of phenomenal women by adding a cross-national perspective to navigating the undulating road of Black women leadership in higher education.

In this presentation Asumah characterizes Dr. Elizabeth Davis-Russell's success as a Black women Provost and Vice President at SUNY Cortland from 2002-2008 and currently President of Tubman University, in Liberia, Africa as an achievement submerged in irrepressible challenges because of racialized, male hegemonic societies. Yet, her educational preparedness, tenacity, maternal instincts, and her ability to navigate White and male hegemonic structures in the United States and Liberia make her a living legend in higher education administration.

Panel 17: International Women's Perspective on Leadership

Marley Barduhn,, Lin Lin, Shufang Shi, Tiantian Zheng,, Patricia Martinez de la Vega Mansilla, Yomee Lee, Marie Ponterio, , Ji-Ryun Kim, Betty Wambui, Lara Atkins

The roundtable will address immigration and integration, tenure/ promotion, family-work balance as transnational faculty, campus climate and intercultural communication.

The specific guiding questions I will ask the participants are:

how do you address family-work balance as transnational faculty?

Please address campus climate issues and intercultural communication, as you see fit: (e.g., publishing scholarly work in your native language, English as second language, CTEs, dress styles, intercultural communication, race, ethnicity and importantly gender) For those who obtain greencard through employment:

-How (If at all) did the process to obtain your greencard influence your decision to come to Cortland ?

-Please comment on the process of labor certification/greencard vis-a-vis the process of tenure/promotion

Panel 18: Graduate Women's Perspectives
Graduate Women's Organization
Stacy Cherones, Kayla Walker Edin, and Andrea Luttrell
Southern Methodist University

In fall 2008, a small group of female graduate students at Southern Methodist University met for coffee after a feminist theory class. What began as a casual conversation about common concerns grew into an interdisciplinary grass-roots initiative. Encouraged by a like-minded, cohesive group of ten women, graduate students across campus have begun a quest to establish a Graduate Women's Organization. Along the way, we

have advocated to implement humane family-friendly policies for female and male students alike, including graduate maternity leave, adequate child-care on campus, and the dissemination of pertinent information to the graduate student community, including clear, coherent sexual harassment policies in departmental graduate handbooks. Over the past year, a leadership team of Ph.D. students in Anthropology, Economics, English, History, Psychology, Religion, and Statistics have hosted events, met with staff, faculty, administrators, and even the president of the university to educate students and to foster changes in hopes of making the university a more inclusive and accessible place for female graduate students from a wide array of backgrounds, life experiences, and expertise. The process has been an exhausting, exhilarating crash-course in campus politics, but it has also become a source of inspiration and relationship for our team.

Our paper will begin with a narrative description of our progress over the past year and a half. We take this approach because we are utilizing a praxis-based methodology which maintains that models are best developed when they emerge from the lived experience, and only then proposed on the level of broader applicability. After presenting our case study, we will respond to the conference query, "What institutional practices exist to support, enhance, and cultivate gender equity in higher education?" by discussing the Institutional Model that we are striving to attain at SMU. This model considers various possible funding and governance structures by which a cross-disciplinary graduate women's organization might best be integrated, legitimated, and supported by our institution. Given that SMU is a developing research university with a very strong professional school bias, we face the challenge of differentiating ourselves as future academics from other professional students.

We will then shift our focus to the Organizational Model by which our leadership team operates, addressing the conference query, "What attributes or credentials are required for women in leadership positions?" Here, we understand women's "leadership" not only as an individual attribute, but also as a group property. The collaborative authorship of this paper is in keeping with the innovative leadership approach that we have sought to establish. At each stage in the paper, we will provide examples from our own experience, draw on the work of such feminist theorists as Lisa Duggan and Rosemary Radford Ruether, and suggest successful strategies for implementing changes great and small. We anticipate a lively, open-ended exchange wherein our paper can serve as a starting place for discussions of best practices in all university environments as well as act as a workshop for founding women's organizations and for implementing family friendly policies.

As we submit this proposal, we are also submitting our GWO charter to the student senate for approval, thus ensuring university recognition of our organization. While we await approval, we continue to lobby for the status of female graduate students on campus. We are actively preparing the GWO's fall calendar of events, eagerly anticipating forthcoming meetings with the president of the student senate and the associate provost, and looking forward to presenting our family friendly proposals to the university president.

Women in the Academy and the Price of Legitimacy
Holly S. Fodge
Ithaca College

As women are entering the academic professions in greater numbers, it is important to assess the outcome of this movement not only on the women themselves, but also the epistemologies they bring with them. This paper will attempt to make space for a discussion on whether or not it is possible or even desirable for women to be successful in higher education. By tracing the history of early women-led schools of teacher education and their later integration into mainstream male-dominated institutions of higher education and resultant attempts at "professionalization", this paper will apply Foucault's analysis of the Panopticon in order to investigate the degree to which women's knowledge becomes visible and thus available for cooptation, castigation, or disregard by an androcentric academy.

Panel 19: Are You A Good Witch or A Bad Witch?: The Legitimacy of Gendered Power in Higher Education

Kathleen A. Lawrence
Associate Professor of Communication Studies
SUNY Cortland

Lawrence will explore the direct and sub-textual use of stereotypes and labeling of women serving in academic leadership roles. Admittedly, the use of characterizations and stereotypes in organizations in order to categorize style is not unusual. However, the preponderance and elaborate designations created to label women's participation in the workplace is reflective of perceived gender differences of inherent ability. A common supposition is that the climate within many organizations also is affected by the naming of women's communication styles and often can become divisive and even destructive when labels move from metaphorical status to "indicators". The people that believe this accept it as gospel and the people who disbelieve it reject it as heresy. These stereotypes become even more significant and potentially harmful as the roles and responsibilities of the individual increases. As a woman moves up (assuming additional and increasingly more important and more visible leadership positions) so does the scrutiny of her communicative style and her image increase. The detractors become more prevalent, and the images more diabolical.

Conversely as men move up the success ladder they are less likely to be stereotyped based on their style and more readily accepted as fitting in to the established culture. The woman leader is expected to be as non-obtrusive as possible while the male leader is rewarded for taking communicative stands, sticking out and being verbally robust. Thus, the depictions of women in leadership roles tend toward the negative and demeaning. A woman takes a huge risk standing out as a leader because she is more likely than her male counterpart to be subjected to negative criticism, name calling and labeling. These stereotypes can be so insidious as to put her "Legitimacy of Power" into question. Her leadership efforts can be dampened or even derailed if the label becomes louder than her very own leadership efforts and rhetorical arguments. The woman becomes a spectacle based on disjunctive reasoning. The either/or argument is then applied to evaluate her worth and her earned power as all good or all bad, thus a "Good Witch or a Bad Witch". Lawrence will investigate these suppositions and examine evidence to support these claims that the often subtle act, and occasionally blatant pigeonholing of women leaders at the university can sabotage advancement and undermine efforts toward success.