

# Benchmarking Women's Leadership

in the United States



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COLORADO WOMEN'S COLLEGE

# Benchmarking Women's Leadership

## in the United States

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# I. The Status of Women in Leadership in Individual Sectors

## ACADEMIA

Academic leaders can have far-reaching influences on the universities they represent, as well as within other institutions where their scope of research and knowledge can affect much of society. In particular, female academicians can influence many arenas outside their home institutions in their pursuit of generating knowledge and educating leaders of tomorrow. Like all educators, their reach surpasses a discipline or field. Perspectives brought by diverse women representing various socioeconomic, racial and ethnic backgrounds encourages a breadth and depth of ideas that cannot be found in a homogeneous pool.

Studies have shown that when prominent female academics are involved in research, for example, it can affect the nature of both the questions that are asked and the findings (Curtis and West 2006, p.4). Women in senior faculty positions and top-level leadership positions in academia provide all students, faculty and staff with an important opportunity to work with talented women—an experience that will prove increasingly valuable as the overall gender balance in the workforce changes. In addition, women serve as powerful role models and mentors to younger women beginning their path to leadership. Thus, these leaders can serve to foster the best and brightest of not only this generation but also several generations to come.

“In the 20th century, academic activists used legal action, executive order and foundation money to leverage change in postsecondary education. Yet in the 21st century change has stalled. Comparable change will only come when women are recognized for their capital contributions. Moreover, the 21st century demands that we maximize the performance of our entire population in a fiercely competitive global market. For these reasons it is essential for postsecondary activists to make performance measurements an essential component of the needed change that must occur.”

—Dr. Cynthia Secor, Founder of the Higher Education Resource Services (HERS)

### Women in Academia: Current Levels of Leadership

In the U.S., more women are attending college and obtaining advanced degrees than ever before. The increase of women in higher education can be attributed to more women of color attending college than their male counterparts. In addition, women

typically cannot earn as much as men without a college degree, causing more women to pursue

**Women outperform men  
56% to 44% in national  
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grants.**

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higher education to increase their earning power.

However, this high level of participation in education does not translate to comparably high representation in leadership roles in academia. Women still lag significantly behind men in status, salary and leadership positions in academia.

The data in this chapter measuring women’s leadership in academia can be distilled into the following breakdown. Note that only full professors from doctoral institutions — the highest faculty rank at the highest ranked institutions — versus all institutions were included in the average percentage, which totals only 35.4.

Despite this low positional representation, women outperform men 55.88 percent to 44.12 percent in national research awards and grants.

### Students

Women students comprised 57 percent of all enrollments and received 59 percent of all degrees conferred in 2009-10 (NCES 2012, p. 289). The rate of women’s participation in colleges and universities is rising, because women of color are obtaining degrees and increasing the number of women students and graduates overall. Additionally, the “knowledge economy” has precluded the ability of many to earn a sustainable wage without a degree.

Men of color, however, are not attaining degrees at the same

### Position at Academic Institution: % of Women (% of Men)

Full Professors at Doctoral Institutions: 8% women (27.4% men)

Board Trustees: 28.4% women (71.6% men)

Presidents at Doctoral Institutions: 22% women (78% men)

Chief Academic Officers at Doctoral Institutions: 32% women (68% men)

**Average % of Women Leaders in Academia: 24.53% (64.7% men)**

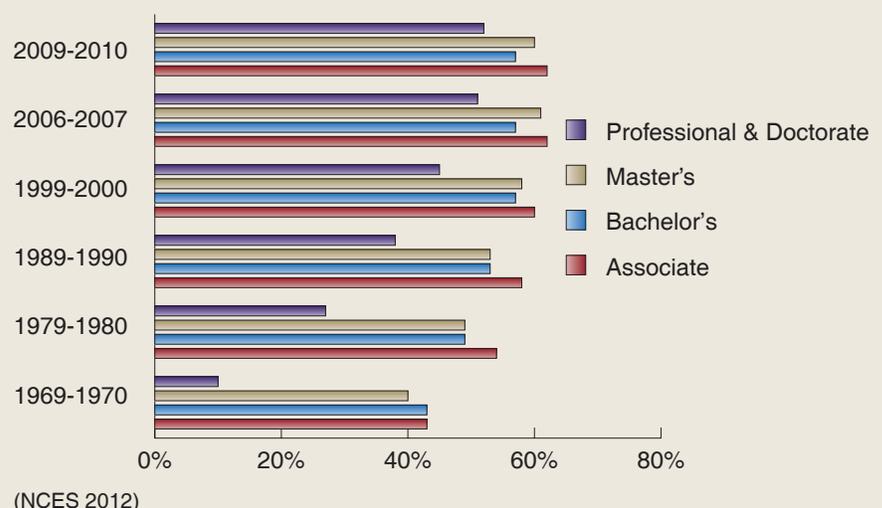
rate as their female counterparts. White men’s representation has continued growing at the same rate as in the past.

### Degrees

The percent of women completing college and graduate school has increased significantly since 1969-70, when women received 43 percent of the undergraduate degrees (associate and bachelor’s), 40 percent of the master’s degrees, 5 percent of the first professional degrees (primarily law and medicine), and 13 percent of the doctoral degrees. In 2009-10, women received 62 percent of associate degrees, 57 percent of bachelor’s degrees, 60 percent of master’s degrees, and 52 percent of doctoral and first professional degrees (NCES 2012, p. 289).

In 2010, women of color comprised approximately 20 percent of total fall enrollments. More specifically, women of color comprised 22.2 percent of all undergraduate enrollment and 17.6 percent of all post-baccalaureate enrollment (NCES 2011).

### Percent of Degrees Received by Women



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<b>Women of Color Enrolled 2010</b> Enrollment (in thousands)					
	Total	# Women	# Women of Color	% Women	% Women of Color
<b>Total</b>	21,016.1	11,971.3	4,526.4	57.0%	21.5%
<b>Undergrad</b>	18,078.7	10,243.5	4,009.7	56.7%	22.2%
<b>Post-baccalaureate</b>	2,937.5	1,727.8	516.7	58.8%	17.6%

(NCES 2011)

Earning a college degree increases the salaries of both men and women considerably. Yet the pay gap between males and females with a college degree is wider than those without a high school diploma. The pay gap between males and females without a high school diploma is \$98 per week, while the pay gap between male and female college graduates is \$344 per week on average (BLS 2011).

**The pay gap between males and females with a college degree is wider than those without a high school diploma.**

### Faculty

The following charts and table track women and men by both faculty rank and institution type. There are four types of institutions: doctoral granting (herein after doctoral), master's degree granting (master's), baccalaureate granting (baccalaureate), and associate's degree granting (associate's). There are five faculty ranks: lecturer, assistant professor, associate professor, professor, and other (which includes instructor and adjunct).

At first glance, the quantity of women appears to have nearly reached parity with men in faculty positions. Yet a closer examination reveals that the types of institutions and the positions women occupy differ from men. Women have high representation among community college and baccalaureate institutions. But women's faculty representation declines significantly among doctoral institutions, particularly in tenure and tenure-track positions.

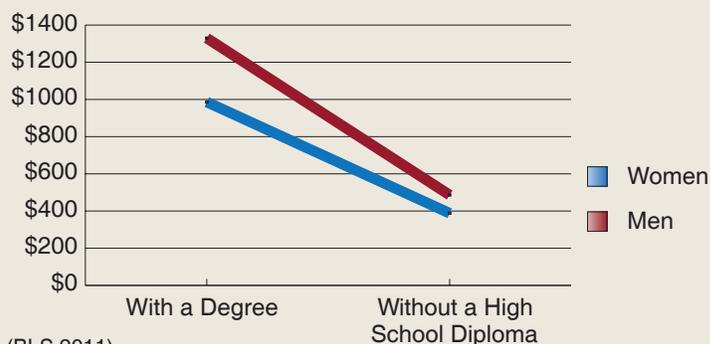
**Women in faculty positions decline significantly among doctoral institutions.**

In higher education, women are more likely than men to have entry-level faculty positions, such as lecturers and/or instructors. Among instructors and lecturers, women comprise 50 percent, which has remained virtually unchanged since 2006 with only a slight average increase of 2.7 percent (AAUP 2011).

At degree-granting institutions today, women account for 43 percent of the full-time faculty, up from 32 percent in 1991. While this increase represents substantial progress, women are still underrepresented among the more prestigious faculty ranks. As was found in all sectors, the number of women steadily declines as they move up the ranks. Moreover, these non-tenure track jobs often exclude women from attaining the top ranks of academia, because universities tend to pull from tenured faculty to fill top administrative positions.

Today, women constitute 28 percent of full professors — the

### Weekly Earnings by Gender and Education 2010



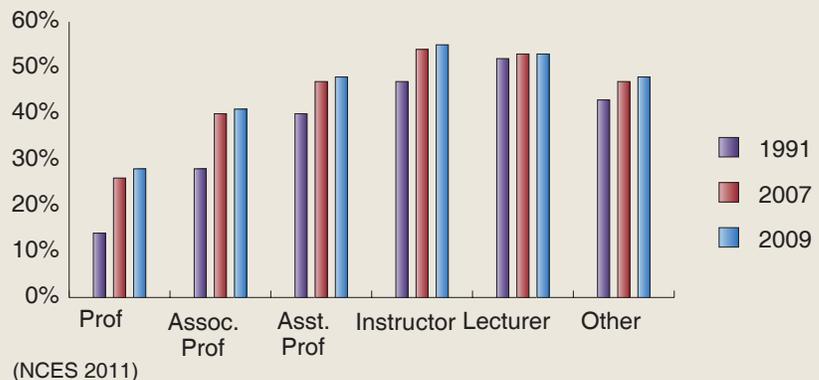
(BLS 2011)

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top faculty rank — (up from 15 percent in 1991), 41 percent of associate professors (up from 28 percent in 1991), 48 percent of assistant professors (up from 40 percent in 1991), 55 percent of instructors (up from 47 percent in 1991), and 53 percent of lecturers (up from 43 percent in 1991) (NCES 2011).

The representation of women at colleges and universities differs significantly by institution type. Women make up 38 percent of faculty at doctoral institutions, 45 percent of faculty at master’s and baccalaureate institutions, and 53 percent of faculty at associate institutions. Overall, there are more male faculty members than female in all categories, except among associate’s degree-granting institutions. In this category — often the least paid and least recognized — women outnumber men 52.7 percent to 47.3 percent.

**Percentage of Female Faculty Across All Institution Types**



At the most valued and rewarded tenure track positions within doctoral institutions, women comprise just 29.1 percent compared to 55.8 percent of men. The remaining percentage of faculty includes non-tenure faculty such as lecturers. Typically, institutions will promote from within these ranks, leaving women at a strong disadvantage for advancement.

In 2009, women of color accounted for 11.4 percent of instructors (up from 10.7 in 2007), 10.6 percent of assistant professors (up from 9.9 percent in 2007), and only 3.7 percent of professors (compared to 3.4 in 2007) (NCES 2011). Overall, women of color accounted for 8.1 percent of all faculties in 2011, an increase from 7.5 percent in 2007 (NCES 2011).

**Distribution of Faculty by Rank, Gender and Institution Type 2010–11 (Percent)**

Institution/ Academic Rank	Doctoral		Master’s		Baccalaureate		Associate’s with Ranks		Associate’s without Rank		Total (except Associate’s without ranks)	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Professor</b>	27.4	8	19.2	9.1	19.1	9.6	14.9	14	N/A	N/A	23.1	8.9
<b>Associate</b>	16.1	10.4	15.5	12.3	16.1	12.8	11.9	12.9	N/A	N/A	15.7	11.4
<b>Assistant</b>	12.3	10.7	13.6	15	15.2	16.3	11.6	14.7	N/A	N/A	13.1	13
<b>Instructor</b>	2.1	3.1	2.4	4.3	2.5	4	6.8	8.3	N/A	N/A	2.5	3.9
<b>Lecturer</b>	3.5	4.3	3.1	3.9	1.4	1.7	1.6	2.2	N/A	N/A	3	3.7
<b>No Rank</b>	1	1.1	0.7	0.8	0.7	0.6	0.4	0.6	47.4	52.6	0.9	0.9
<b>TOTAL</b>	62.4	37.6	54.6	45.4	55	45	47.3	52.7	N/A	N/A	58.2	41.8

(AAUP 2011, p. 33)

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### Faculty Salary

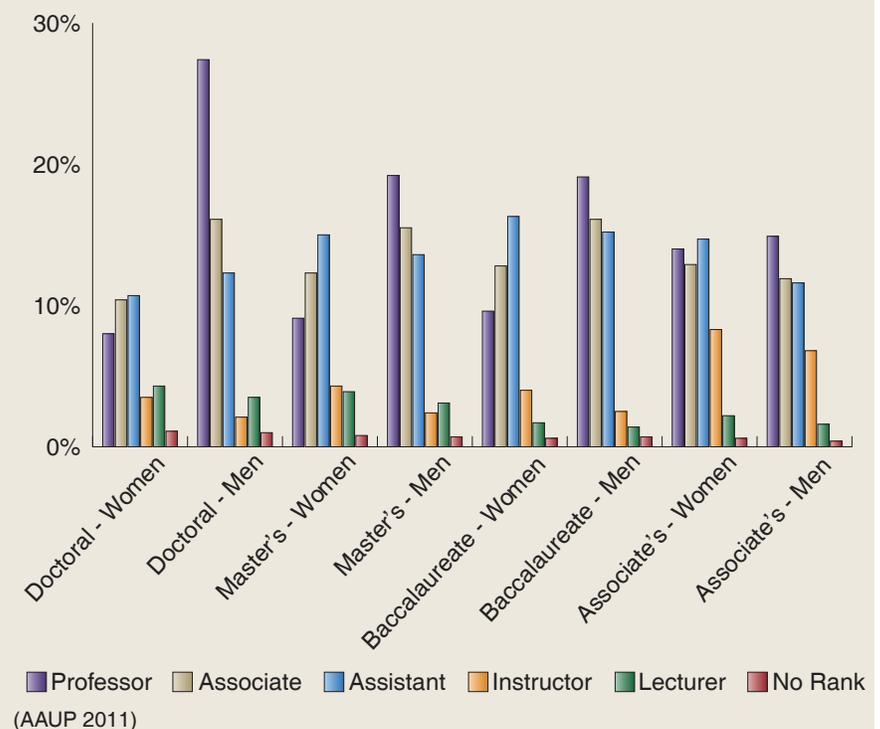
The ratio of women's earnings compared to men have remained virtually unchanged since the 1980s. In 1980-1981, women faculty earned 81.6 percent of the salary of men, compared to 82.4 percent in 2010-2011 (NCES 2011).

Looking more closely, a notable difference exists in the wage gap between two- and four-year institutions. At both public and private four-year institutions, women make close to 20 percent less than their male counterparts (18.4 percent for public and 18.9 percent for private institutions), which has not changed significantly over the last three decades. By contrast, at two-year public institutions, women make 4 percent less than their male counterparts, and at two-year private institutions, actually make slightly more (2.2 percent) than their male counterparts (NCES 2011).

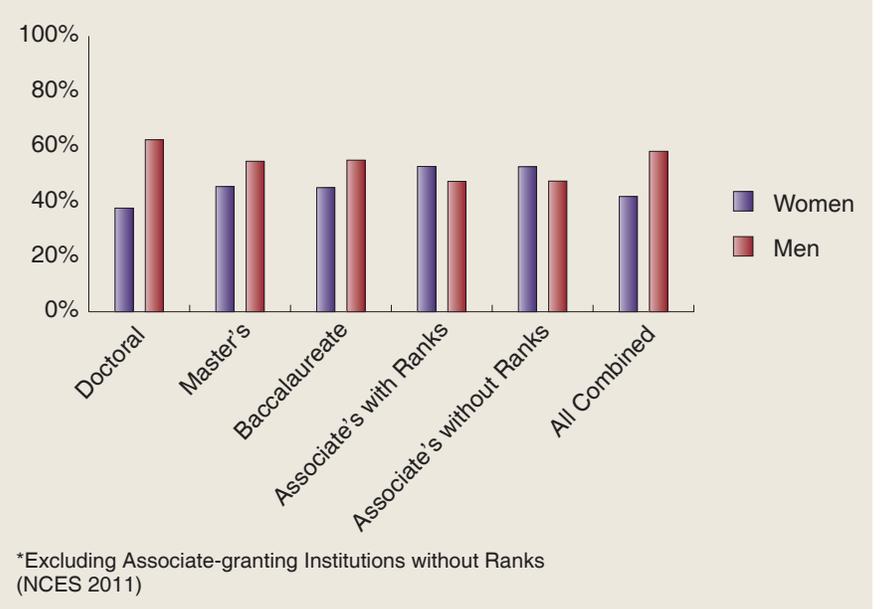
The pay gap for women also differed between types of institutions. Doctorate-granting institutions showed the greatest pay gap between women and men, while the smallest showed among the associate's degree-granting institutions. This finding is not unlike the pay discrepancies in other sectors where women earn less in relation to men as the power and influence of the position grows.

At doctoral institutions, female faculty members earn 78 percent of their male counterparts' pay, compared to 88 percent at

**Distribution of Faculty by Rank, Gender and Institution Type 2010-2011**



**Average Faculty Distribution by Gender and Institution Type 2010-2011**



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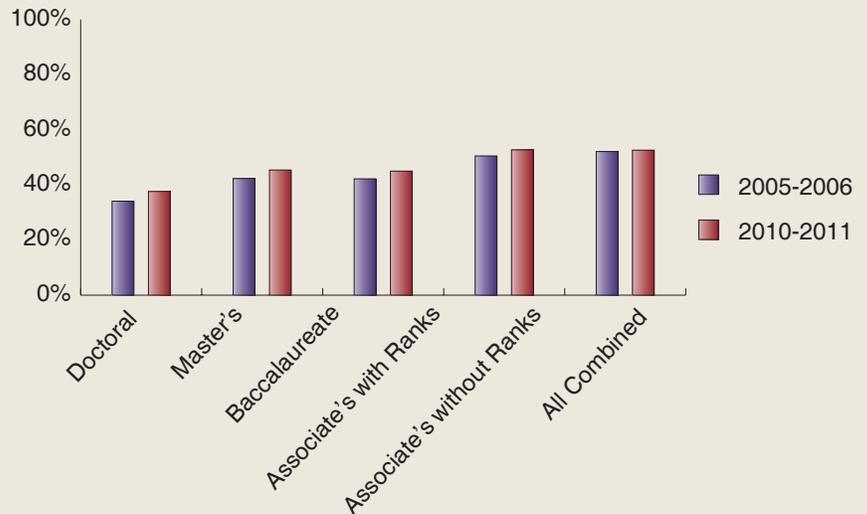
**At four-year institutions, women earn close to 20 percent less than their male counterparts.**

master's-granting institutions, 90.2 percent at baccalaureate-granting institutions, and 95.9 percent at associate's-granting institutions (AAUP 2011). On average, among all types of institutions and faculty ranks, women earn 80.9 percent of what men earn (AAUP 2011).

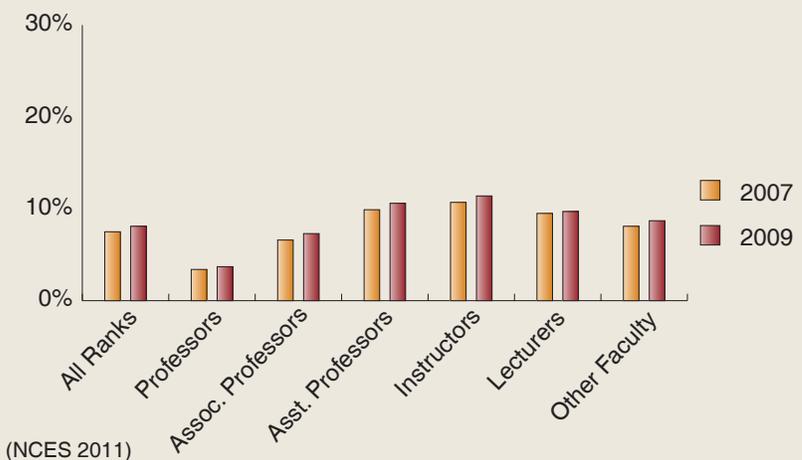
There exists a larger pay gap between men and women in four-year institutions than in two-year institutions. In fact, the gap is greatest among women in public, four-year doctoral institutions. This is unusual compared to other sectors. Typically salaries in public institutions and entities are regulated by policy and monitored accordingly, thereby creating fewer discrepancies. Yet in academia, greater discrepancies exist for women.

One erroneous justification could be made that women at public institutions hold fewer top faculty positions and therefore, in total, do not earn as much as men. But this is an invalid comparison with this study, because researchers compared apples to apples—meaning similar faculty ranks and institutions were compared. The status of women in four-year doctoral institutions is particularly concerning and should continue to be monitored.

**Female Faculty by Institution Type 2005-2006 vs 2010-2011**



**Women of Color on Academic Faculty by Rank 2007 vs 2009**



In 2010-2011, female professors earned 85.8 percent of what male professors earned regardless of institution type. Female associate and assistant professors fared better, earning 93 percent of what their male counterparts earned (NCES 2011). When institution type is

not considered, the pay gap between women and men narrows.

### Performance Distinctions Among Faculty

To identify performance distinctions, researchers collected 2011-2012 data on the top ten largest awards from six national

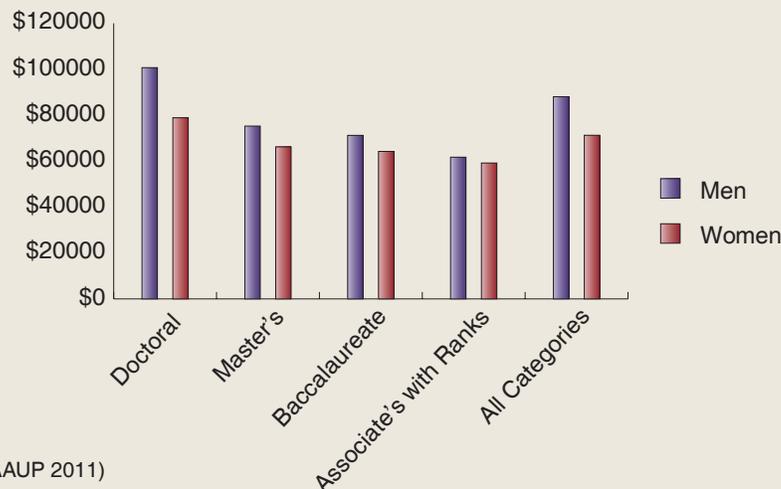
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entities: National Institutes of Health (NIH), National Science Foundation (NSF), National Endowment for the Humanities (NEH), Social Science Research Council (SSRC), and the Institute for Education Sciences (IES) and the National Education Association (NEA) were combined for an average.

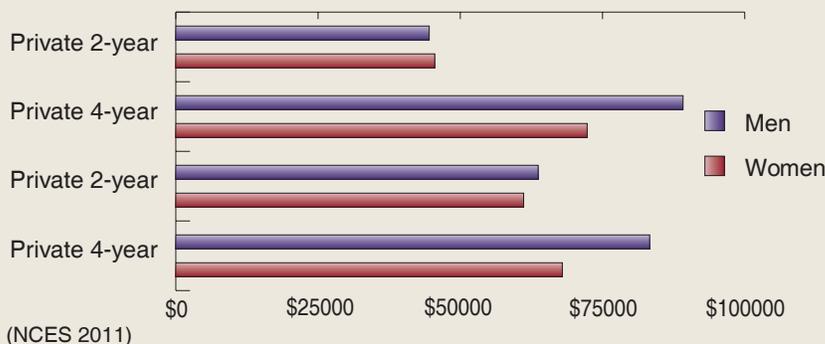
By examining award recipients and grantees, researchers sought to understand which gender could claim national recognition on meritorious grounds. Tenure track faculty at doctoral institutions comprise the vast majority of award recipients and grantees, and women have the lowest representation among those positions. Therefore what the data uncovered is particularly surprising and noteworthy.

Women researchers comprised 55.88 percent of top grantees for some of academia's more prestigious national awards in education, health, humanities and science. So despite women being underrepresented in tenure track positions at doctoral institutions, they claim the majority of the nation's top academic accolades and emerge as the nation's leaders in academic awards and recognition. Women researchers comprised the lowest percentage among the National Institutes of Health (45 percent) and the National Science Foundation (30 percent) awardees. However, when considering the low percentage of female tenure and tenure track faculty at doctoral institutions (29.1 percent), women's science

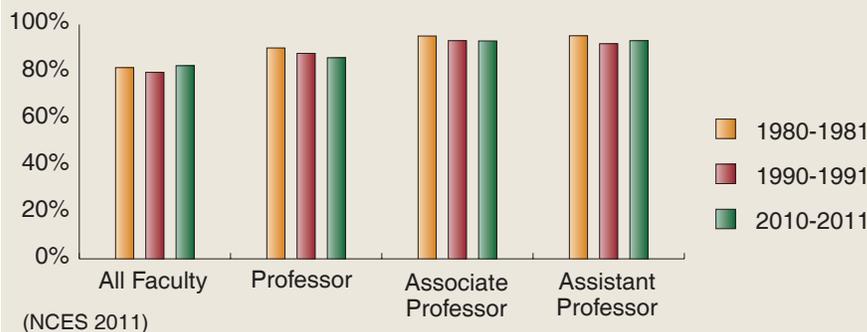
**Average Faculty Salary by Gender and Institution Type 2010-2011**



**Faculty Salaries by Gender and Institution Type 2010-2011**

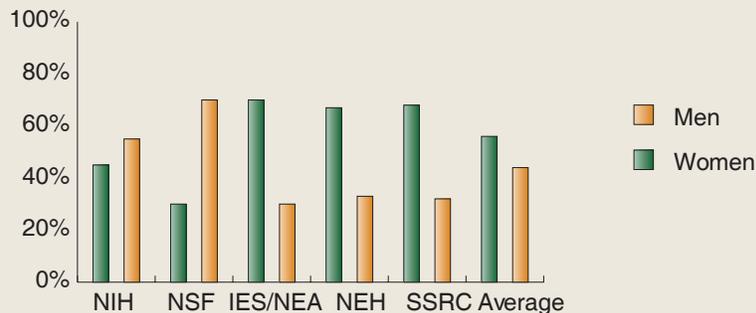


**Female's Salaries as Percent of Men's Salaries by Academic Rank**



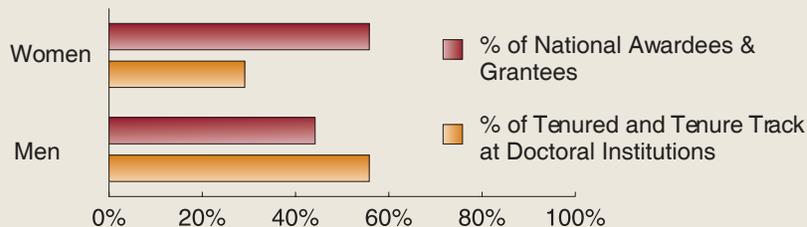
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### Top Ten Funded Researchers in 2011-2012



(NSF 2012a; NEA 2012; IES 2012; NEH 2012; SSRC 2012; NIH 2012)

### 2012 Gender Comparison of Tenure Faculty & Actual Grants/Awards Recipients



(AAUP 2011; NSF 2012a; NEA 2012; IES 2012; NEH 2012; SSRC 2012; NIH 2012)

and health contributions are on par with and above expectations.

### College and University Presidents

Approximately two decades ago, women began climbing to the top leadership position in higher education — the presidency. Women’s representation increased from 23 percent of presidents in 2006 to 26.4 percent in 2011 (Cook 2012, p. 1).

During these last five years, the number of female presidents remained constant at about 500. However, the percent at types of institutions shifted slightly. Women presidents at associ-

ate’s degree-granting institutions rose from 29 percent in 2006 to 33 percent in 2011. At doctoral-granting institutions, the gain is marginally more with 15 percent in 2006 rising to 22 percent in 2011 (Cook 2012, p. 1).

Currently women lead five of the eight Ivy League institutions: Brown, Dartmouth, Harvard, Princeton, and University of Pennsylvania. All of the Ivies, except for Cornell, were chartered before the American Revolution, and it took more than 200 years to name a woman to the top position. University of Pennsylvania was the first to take this significant

step in 1994, and again in 2008. Brown earns the distinction of naming the first African-American female president among the Ivies.

When examining the source of college and university presidents, a couple of key facts emerge. First, more than a third of presidents typically come from provost or chief academic officer positions (CAOs).<sup>1</sup> Among all college and university presidents, 52 percent of female presidents and 42 percent of males were previously provosts or CAOs (Cook 2012).<sup>2</sup>

This statistic means that CAO positions are the primary way in which women attain the presidency, and therefore it is more important for women to emerge through the traditional faculty ranks than men. Yet, on average, women make up only 40 percent of chief academic officers with fewer women CAOs in the higher paid, more influential institutions. More specifically, women comprise 50 percent of CAOs at community colleges, 38 percent at the master’s level, 37 percent at baccalaureate institutions, and 32 percent at doctorate-granting institutions (ACE 2009).

Second, sitting presidents are most likely to fill presidential vacancies at other institutions. Based on these facts, some apparent disadvantages emerge for women. As predicted in the

<sup>1</sup> Another study supported the finding that chief administrative officer positions are a primary way in which women attain the presidency (ACE 2009).

<sup>2</sup> According to one survey only 25-30 percent of female chief academic officers reported a desire to be president of a college or university (ACE 2009). There may be a variety of reasons why some self-reported their lack of desire to be president.

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**Currently women lead five of the eight Ivy League institutions.**

first edition of *Benchmarking Women's Leadership* (2009), the number of presidents 61 years of age and older has significantly increased to approximately 60 percent (Cook 2012). This convergence of retirees could bring a wave of presidential retirements in five to ten years, and as a result, present more opportunities for women. However, because the most common candidates to the presidency are other presidents, and women comprise only one quarter of all sitting presidents, there exists another obvious disadvantage for women when this opportunity emerges.

Women of color have made significant strides in attaining college presidencies, comprising 17 percent of all positions in 2011 compared to 4.4 percent in 2006. Among African-American presidents, 34 percent are women, topping the 25 percent who are white female presidents. Women are 39 percent of all Hispanic presidents, 20 percent of all Asian-American presidents, and 54 percent of all other or multiple races. Racial discrepancies become more evident when salaries are examined.

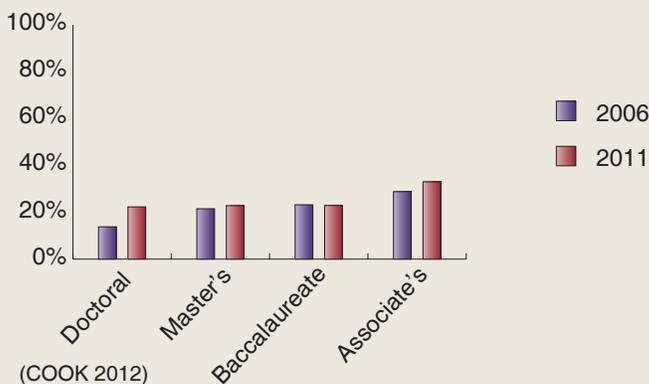
In a recent survey, 71.6 percent of female academic institution presidents reported being married, presumably to men (an in-

crease from 63 percent in 2006) compared with 90.1 percent of male presidents, presumably to women. Of female presidents, 72 percent have children compared to 90 percent of males (Cook 2012).

Historically, women without families were often perceived

to be better able to manage leadership responsibilities. Caution should be exercised, however, whenever attempting to understand why women are not adequately represented in leadership roles, as the previous two sources for hiring presidents showed. Demographic information such as marital status

**Female Presidents by Academic Institution Type**



**Gender of Leadership Positions of Top NIH-funded Academic Institutions 2012**

Institution	President/Chancellor	Provost/CAO	Average % of Female Leaders
Johns Hopkins University	Male	N/A	
University of California San Francisco	Female	Male	
University of Michigan at Ann Arbor	Female	Male	
University of Pennsylvania	Female	Male	
University of Washington	Male	Female	
University of Pittsburgh	Male	Female	
University of California San Diego	Male		
University of North Carolina-Chapel Hill	Male		
Yale University	Male		
<b>% Female Leaders</b>	<b>33.33%</b>	<b>22.22%</b>	<b>27.8%</b>
<b>National % Females Leaders</b>	<b>22%</b>	<b>32%</b>	<b>27%</b>

(NIH 2012)

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does not adequately explain the makeup or motivation of presidents, particularly for those who also identify as lesbian or gay.

### Presidential Salaries

Neither private nor public institutions pay women and women of color comparably to their male counterparts. Only one female appeared in each of the top ten lists for highest paid presidents in private institutions and in public institutions.

The only woman on the public institutions list, Mary Sue Coleman of the University of Michigan, ranked number five. On the list of top paid presidents from private institutions — and the only person of color on either list — Shirley Ann Jackson of Rensselaer Polytechnic Institute ranked number seven (Chronicle of Higher Education 2009, 2011).

### Industry Distinctions

The disaggregation of data shows that it is not enough to examine how many female professors, CAOs, presidents and trustees exist in the U.S. When understanding where women sit in leadership, it is essential to understand the institutions that hold power and influence, and how well women are performing compared to their male counterparts in those positions.

Academic institutions foster power and influence through research distinctions. The National Institutes of Health (NIH) and the National Science Foundation (NSF) distribute highly sought after research dollars and

### Gender of Leadership Positions of Top NSF-funded Academic Institutions 2012

Institution	President/Chancellor	Provost/CAO	Average % of Female Leaders
University of Illinois at Urbana-Champaign	Female	Male*	
University of California Berkeley	Male	Male	
Cornell University	Male	Male	
California Institute of Technology	Male	Male	
University of Texas at Austin	Male	Male	
University of Wisconsin-Madison	Female	Male	
University of Washington	Male	Female	
University of Michigan Ann Arbor	Female	Male	
Columbia University	Male	Male	
Massachusetts Institute of Technology	Male	Male	
<b>% Female Leaders</b>	<b>30%</b>	<b>20%</b>	<b>25%</b>
<b>National % Females Leaders</b>	<b>22%</b>	<b>32%</b>	<b>27%</b>

(NSF 2012b)

\*The only male who appears to be a man of color.

### Gender of Leadership Positions in Top Ten Ranked Academic Institutions in the U.S. by U.S. News and World Report 2012

Institution	President/Chancellor	Provost	Average Female %
Harvard University	Female	Male	
Princeton University	Female	Male	
Yale University	Male	Male	
Columbia University	Male	Male	
University of Chicago	Male	Male	
Massachusetts Institute of Technology	Male	Male	
Stanford University	Male	Male	
Duke University	Male	Male	
University of Pennsylvania	Female	Male	
California Institute of Technology	Male	Male	
Dartmouth College	Female*	Male	
<b>% Female</b>	<b>36%</b>	<b>0%</b>	<b>16.11%</b>
<b>National % of Female</b>	<b>22%</b>	<b>32%</b>	<b>27%</b>

(U.S. News 2012)

\* Beginning July 2013 Dartmouth's new president will be a male.

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are among the largest of such foundations. For these reasons, women’s leadership roles at institutions with the largest NIH and NSF funding were examined.<sup>3</sup>

On average, the percentage of female leaders in each of the top funded institutions is higher than the overall percentage of female presidents nationally. For example, women comprise 33 percent of presidents among the top NIH-funded institutions and 30 percent at NSF-funded institutions compared to the national average at doctoral institutions of 22 percent. The percentage of female chief academic officers or provosts among the top-funded NIH and NSF institutions was lower. This finding highlights that the role of the top leadership position is important in lifting other female academic leaders to perform to their highest potential and in outperforming competitors.

When comparing the total percentage of leaders of top ten NIH-funded institutions to the national percentage of university and college leaders, the average percentage of women leaders is consistent. Women leaders in the top ten funded NIH-funded institutions average nearly 28 percent and 25 percent at top NSF-funded institutions, compared to 27 percent nationally

**Gender of Leadership Positions in Top Ten Ranked Academic Institutions in the U.S. by Washington Monthly 2012**

Institution	President/Chancellor	Provost	Average Female %
University of California at San Diego	Male	Male	
Texas A&M	Male	Female	
Stanford University	Male	Male	
University of North Carolina Chapel Hill	Male	Male	
University of California Berkeley	Male	Female	
University of California Los Angeles	Male	Male	
Case Western Reserve University	Female	Male	
University of Washington	Male	Female	
University of California Riverside	Male	Male	
Georgia Institute of Technology	Male	Male	
<b>% Female</b>	<b>10%</b>	<b>30%</b>	<b>20%</b>
<b>National % of Female</b>	<b>22%</b>	<b>32%</b>	<b>27%</b>

(Washington 2012)

of women leaders at universities and colleges.

For the purposes of determining women’s leadership among the top ten institutions in the U.S., researchers of this report relied on *U.S. News and World Report* and the *Washington Monthly*. Many more third-party reviewers exist. Yet the public relies most frequently on the *U.S. News and World Report* college and university rankings, and the *Washington Monthly* ranks

institutions based on their societal and student impact. Among third-party reviewers, such as these, the percentage of noted institutions with women leaders varies compared to the national averages.<sup>4</sup>

The top ten institutions listed in *U.S. News and World Report* have 36 percent women leaders; nearly 10 percentage points higher than the national average.<sup>5</sup> In the *Washington Monthly’s* rankings, women leaders fall

<sup>3</sup> The most prestigious of those distinctions includes an invitation from the Association of American Universities (AAU). AAU invites a discrete number of research universities into its membership ranks, and all of the distinguished or high performing universities identified are AAU members. Among the eleven-member AAU executive cabinet, only two are women (18 percent) (aau.org).

<sup>4</sup> Note that when individual performances were assessed through national grants and awards received, women outperformed men in nearly all categories. Yet, when third party reviewers assessed institutions, more male dominated institutions were highlighted. On the other hand, a different analysis may conclude that it is the women scholars and academicians that are raising the overall performance of the top institutions. In either analysis, women clearly are performing above and beyond their representational status.

<sup>5</sup> It is important to note that at the time of the rankings release, women leaders comprised only 16 percent of *U.S. News and World Reports* rankings.

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below the national average.<sup>6</sup>

### Boards of Trustees

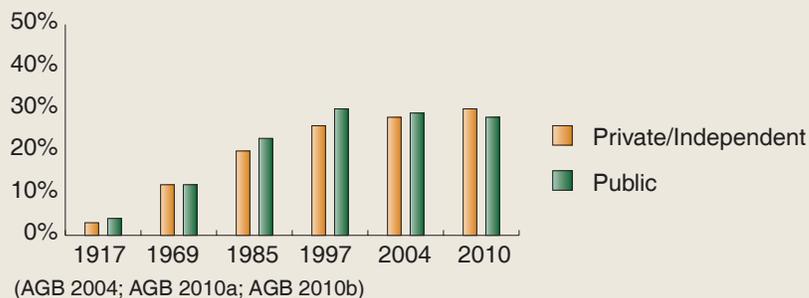
Women are still a distinct minority among the members of college and university boards of trustees, where the responsibility and power to hire and fire key academic leaders and determine the strategic direction of an institution rests. Since 2004, the percentage of women on boards has decreased slightly from 29 percent to 28.4 percent in 2010 (AGB 2011). There has been a steady decline since 1997 when college and university boards reached their high of 30 percent women (AGB 2010a).

Though women's representation on private boards has increased by 1.8 percent since 2004, men still outnumber women on private college and university boards by more than two to one, or 69.8 percent to 30.2 percent as of 2010 (AGB 2010b). Since 1997, the percentage of women on public boards has decreased from a high of 30 percent to 28 percent in 2010.

Conversely, people of color were better represented on public

**Women are losing ground as members of college and university boards of trustees.**

### Percent of Female Board Members by Year



boards than on private boards in 2010, and are steadily increasing on both. The percentage of trustees of color on private boards has increased from 11.9 percent in 2004 to 12.5 percent in 2010 (AGB 2010b). A similar increase can be found on public boards with people of color representing 23.1 percent in 2010, up from 21.3 percent in 2004 (AGB 2010a).

### Recommendations for Closing the Leadership Gap

#### Areas of Future Action

- The governing board and the senior staff should annually review the institution's commitment to diversity to evaluate how well it is working.
- Identify, support and advance women and women of color to become chief academic officers, provosts and senior executives. These positions are stepping-stones to the presidency.
- Look beyond sitting presidents in order to increase the pool of potential presidential selections. Because women are more likely to have followed a nontraditional career path, the best candidates may come from farther afield.

<sup>6</sup> At the time of the *Washington Monthly's* rankings release, the publication identified more institutions with women leaders than *U.S. News and World Report*.

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- Review hiring and promotion policies to ensure they are fair and equitable and do not disproportionately encumber women. For example, if the majority of non-tenure track positions do not have equal standing in promotion, and women predominantly occupy these positions, then the university must critically evaluate its hiring process.
- Evaluate the lack of tenure-track hires and consider how promotion may be reevaluated.
- Insist that pools of candidates for faculty and senior leadership positions be diverse. Women cannot get hired if they are not in the pool of candidates.
- Diversify search committees for presidential, senior leadership and faculty positions. Often diversification on the committee helps ensure a search will be expanded to the broadest range of qualified candidates.
- Make certain search committees have data on the status and benefits of women and women of color candidates.
- If universities hire search firms, they should ensure the firms have a reputation for providing diverse pools of candidates.
- Public institutions should pay particular attention to the declining number of women leaders. Among all the sectors, academia is the only one that has this trend. Typically, public organizations, entities and offices have a better representation of women overall.
- Industry distinctions should be more closely monitored and assessed when determining performance and overall leadership. Distinctions specific to each sector allow one to measure leadership outside of positional leadership alone.
- Finally, because women outperform men in the number of national awards and grants obtained, the review committees of each of the award-granting institutions should be reviewed and demographically assessed. Similarly, the male and female percentages on review committees for tenured and tenure track positions should also be evaluated. This data may help explain the discrepancy between women faculty's top performance ratings and their low percentage among high faculty ranks.

### Areas of Future Research

- Academia has presented inconsistent findings compared to other sectors. Typically, the public institutions and entities claimed more diverse representation than the private ones. Additionally, when men of color are better represented, then typically so are women and women of color. In academia, however, the public institutions and entities have better representation among men and men of color, but poorer representation among women and women of color. All women are better represented in private institutions.

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