



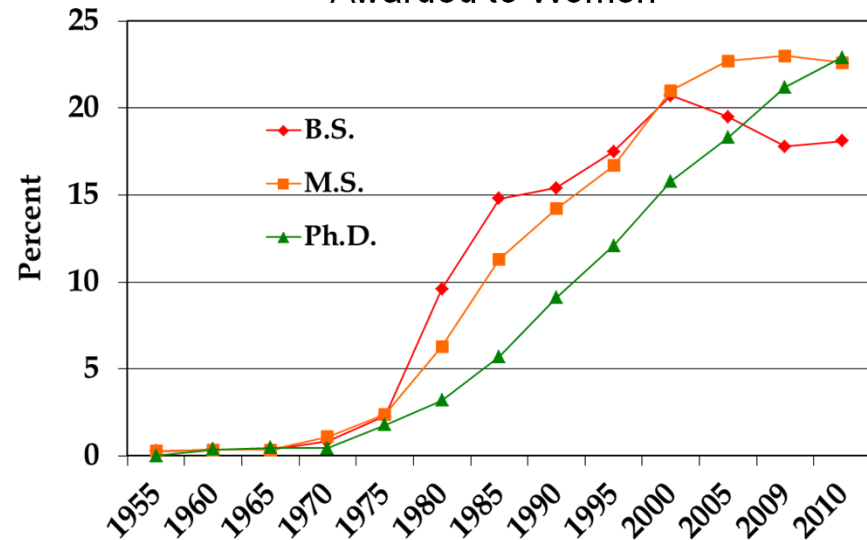
Women Engineering Deans in the U.S.: A New Model for Academic Leadership

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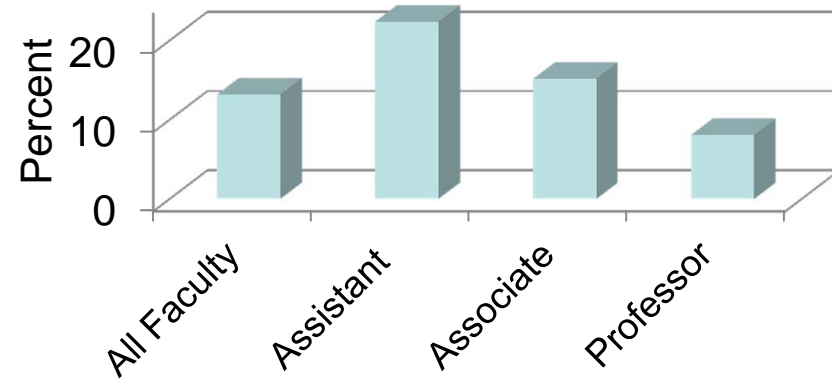
Context

- In 2010, 18.1% of bachelor's degrees in engineering went to women, down from 21.2% in 1999.
- Women are currently 13.2% of engineering faculty, and 8.1% of full professors.

% of U.S. Engineering Degrees Awarded to Women



Women as % of US Engineering Faculty



Context, continued

- 75 women have served as dean (ASEE)
- 11 interim, 12 at very small programs
- 6 at bachelor's institutions, 28 at master's institutions, 34 at universities with high/very research (4 Ivy League)
- 7 of 50 largest engineering schools
- Of former deans, half moved to higher positions (provost, VP, president)

Methods

- 21 deans contacted for magazine profiles over the past 10 years
- All were asked to respond to the same set of 11 questions by phone or email
- Responses compiled and reviewed to identify themes, similarities/differences

Limitations



Many paths



Preparation for Leadership

- “Being chair helped prepare me for the dean position.”
- “Experience as a department chair is so valuable. [...] I would not want to be dean without that experience.”

Preparation for Leadership

- “...professional societies have been a key resource for networking and professional development.”
- “...becoming director of that grant led to connections across universities and got me started thinking broader.”
- “...really broadening horizons, increasing my network in a different way...”

Work and Family

“I decided that there is more to life than work.”

“Certainly there have been times when it has been difficult to balance my career and family life.”

“I was committed to building a successful career AND having a rich, fulfilling personal life.”

Work and Family

“My own personal experience has caused me to take this very seriously. [...] We have implemented liberal family leave policies within the College of Engineering, modified teaching schedules, and we routinely offer faculty the choice to extend their tenure clock for the birth or adoption of a child.”

Accomplishments

“...preparing students to thrive in a global economy [...] working with colleges of business and humanities on developing a global perspective”

“...ability to work collaboratively and develop interdisciplinary projects...”

“...interdisciplinary and multi-cultural research and education...”

Accomplishments

“I have worked very hard to make the College ‘people-centered’. Colleges of engineering often focus on equipment, labs and buildings. These things are all very important, but the most important part of a college is the people.”



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